



POLICY AND PROGRAM STUDIES SERVICE

**FINDINGS FROM THE
FIELD-FOCUSED STUDY OF THE
COMPREHENSIVE SCHOOL REFORM
DEMONSTRATION PROGRAM**

Volume II: APPENDICES

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**Findings from the Field-Focused Study of the
Comprehensive School Reform Demonstration Program**

Volume II: Appendices

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APPENDIX A

Evaluation Methodology

Appendix A

EVALUATION METHODOLOGY

This appendix describes the design and methodology that COSMOS Corporation and its subcontractor The McKenzie Group (COSMOS-TMG) followed during the first year of the CSRD field-focused study.

Proposed Designed and Rationale

Because the evaluation is investigating directly the potential stimulant or catalytic role of CSRD by examining more closely the implementation and educational processes occurring at a given CSRD school, the team decided to use the *case study method* (e.g., Yin, 1994 and 1998) as the primary research tool. Investigators assessing a directly comparable initiative—the scale-up phase of the New American Schools (NAS)—arrived at the same methodological conclusion, even though NAS funding levels were higher than CSRD funding. The investigators described their rationale as follows:

“The intervention assessed here is highly complex and embedded in ‘real’ schools in ‘real’ districts. The relationships are so involved and dynamic that they argue against an experimental design or comparison group approach. The interventions and research questions argue instead for a *replicated case-study* approach, with the unit of analysis being the implementing school” (Bodilly, 1998, p. 25). [Emphasis added.]

However, merely selecting the case study method was insufficient to produce the required results. Specific features of the case study method—not necessarily present in the NAS study—were incorporated into the design and data collection plans from the outset of study. The case studies rely heavily on three methodological tactics: using a ‘theoretical’ framework (also known as a *logic model*) to track events within a school; carefully establishing chronological benchmarks in tracking events; and explicitly addressing rival hypotheses.

Selecting Case Study Sites: CSRD Schools to be Studied

Goal of Case Study Sample: To Support Both Statistical and Analytic Generalization. The sample was drawn in an attempt to satisfy both types of generalization. Statistical generalization aims at making the findings from a sample of datapoints generalizable to the universe of all datapoints. Analytic generalization aims at making the findings from a study generalizable to a broader theoretical framework.

The goal of the site selection process was to select a representative sample of CSRD schools by stratifying the universe of schools. The parameters were selected from among the characteristics that the Southwest Educational Development Laboratory collects as part

of its CSRD database, including: school type (e.g., elementary, middle, or high); award cohort; type of geographic area; and region of country. The final result was a stratified random sample.

Two-Stage Sampling Procedure. The desire to have a representative sample of cases called for a stratified random sample of all schools in the CSRD program. The desire to support analytic generalization called for attending to the identity of CSRD models to be studied. These dual needs led to a two-stage sampling procedure.

The two stages emanated from the observation that the CSRD schools had adopted over 227 different educational models—far beyond the 17 originally identified by the congressional conferees in the CSRD legislation—by the time the universe was established in July 2000 (Exhibit A-1). Under these circumstances, drawing any random sample would not produce the needed pairing of schools implementing the same CSRD model. However, a critical feature of the distribution of the 227 CSRD models was that a much smaller number of the models (about 10 percent) involved nearly two-thirds of all the 1,799 schools.¹ In other words, a small number of CSRD models has been implemented by the vast majority of the schools, and a large number of the CSRD models has been implemented by only one, two, or a few schools.²

These circumstances raised the possibility that the first stage of the sampling procedure might be to split the entire universe of schools into several portions: Exhibit A-2 shows that a cutoff retaining 50 percent of the schools only involves 10 CSRD models; retaining 60 percent of the schools involves only 15 CSRD models; and retaining 67 percent or two-thirds of all the schools involves 21 models. Exhibit A-3 then shows the 20 school and geographic features at these different cutoffs—comparing the aggregate profile of the first (retained) portion with that of the second (cutoff) portion.

¹All data are from the “Database of Schools Awarded CSRD Funds to Implement Comprehensive Reform Models” (SEDL database), as of July 2000.

²Furthermore, except for the large number of schools involved with the first two models, the full arraying of all 227 models revealed a steadily declining histogram according to the number of schools per model, with no particular gaps, bumps, or irregularities.

Exhibit A-1

TOP 25 MODELS ADOPTED BY SCHOOLS, COMPARED TO MODELS IN ORIGINAL CSRD CONGRESSIONAL LANGUAGE AND 8 NEW AMERICAN SCHOOL (NAS) DESIGNS (July 2000)

Model Name	Rank, According to No. of Schools Adopted	Identified by Congress. Conferees *	Part of NAS**
Success for All	252	Yes	No***
Accelerated Schools	123	Yes†	No
Lightspan	109	No	No
Direct Instruction	61	Yes	No
America's Choice	60	No	Yes
Coalition of Essential Schools	53	Yes	No
High Schools that Work	52	Yes	No
Co-NECT	46	Yes	Yes
Core Knowledge	45	No	No
HOSTS	38	No	No
Effective Schools	36	No	No
Ventures Initiatives and Focus	33	Yes	No
School Development Program	32	Yes	No
Expeditionary Learning Outward Bound	29	Yes	Yes
Different Ways of Knowing	27	No	No
AVID	26	No	No
Community for Learning	25	Yes	No
Modern Red School House	25	Yes	Yes
Roots and Wings	23	Yes	Yes
DePaul Univ. Ctr for Urban Ed.	22	No	No
Middle Start	21	No	No
Reading Recovery	20	No	No
ATLAS Communities	19	Yes	Yes
Onward to Excellence II	18	No	No
Reading Renaissance††	17	No	No

* The conferees also named the following four models that were not among the top 25: Audrey Cohen College, Paideia, Talent Development High School, and Urban Learning Centers.

** NAS also named the following two models not among the top 25: Audrey Cohen College and Urban Learning Centers.

*** NAS supported Roots and Wings and Success for All, but only explicitly identified the former in its original design.

† Cited as "National Alliance for Restructuring Education" at the time of the conferees' report.

†† Two additional models, Carbo National Reading Styles and DePaul University School Achievement Structure, are used as the primary model in 17 schools; Reading Renaissance was included because it is also being used as a secondary model in 3 schools.

Exhibit A-2

RANKING OF CSRD MODELS IN RELATION TO PERCENT OF SCHOOLS COVERED

Rank, According to # of Schools Adopted	Model Name	# of Schools	Cumulative # of Schools	Cumulative % of All Schools	
1	Success for All	252	252	14.93	
2	Accelerated Schools	123	375	22.22	
3	Lightspan	109	484	28.67	
4	Direct Instruction	61	545	32.29	
5	America's Choice	60	605	35.84	
6	Coalition of Essential Schools	53	658	38.98	
7	High Schools that Work	52	710	42.06	
8	Co-NECT	46	756	44.79	
9	Core Knowledge	45	801	47.45	
10	HOSTS	38	839	49.70	About 50% of CSRD Schools
11	Effective Schools	36	875	51.84	
12	Ventures Initiatives and Focus	33	908	53.79	
13	School Development Program	32	940	55.69	
14	Expeditionary Learning Outward Bound	29	969	57.41	
15	Different Ways of Knowing	27	996	59.00	About 60% of CSRD Schools
16	Modern Red School House	25	1021	60.49	
17	Roots and Wings	23	1044	61.85	
18	Reading Recovery	20	1064	63.03	
19	ATLAS Communities	19	1083	64.16	
20	Onward to Excellence II	18	1101	65.23	
21	Reading Renaissance	17	1118	66.23	About two-thirds of CSRD Schools
22	Carbo National Reading Styles	17	1135	67.24	
23	First Steps	15	1150	68.13	
24	Breakthrough to Literacy	15	1165	69.02	
25	Waterford Early Reading	15	1180	69.91	
26	PRSSI	15	1195	70.79	
27	Northeastern University Interactive Teaching and Learning	14	1209	71.62	
28	MicroSociety	13	1222	72.39	
29	Literacy Collaborative	12	1234	73.10	
30	Computer Curriculum Corporation	11	1245	73.76	
31	Consortium for Reading Excellence	11	1256	74.41	
32	Early Literacy Learning Initiative (ELLI)	11	1267	75.06	

(Continued on next page)

Exhibit A-2 (Continued)

Rank, According to # of Schools Adopted	Model Name	# of Schools	Cumulative # of Schools	Cumulative % of All Schools
33	National Writing Project	11	1278	75.71
34	Talent Development High School	11	1289	76.36
35	Strategic Teaching and Reading	10	1299	76.95
36	Success-in-the-Making	10	1309	77.55
	Models Implemented at Fewer than 10 schools	379	1688	100.00
Total	214	1688	1688	100.00

Source: SEDL Database, July 2000. At that time, 1,799 schools were in the database, 115 were removed from this total, for the following reasons: 1) Community for Learning (29 schools), because such a large portion of them are in one area—Pennsylvania; 2) AVID (26 schools), because all are in only one area—Texas; 3) DePaul University Center for Urban Education model (22 schools); 4) DePaul University School Achievement Structure (17 schools), because all schools are in Chicago; and 5) Middle Start (21 schools), because all the schools are in only one area—Michigan. Of the five models, only one (Community for Learning) appeared in the original congressional conferees’ list of 17 models.

The comparison in Exhibit A-3 reveals minor differences in school or geographic profiles between the retained and cutoff portions. For example, even the smallest retention (50 percent) shows that the two portions differ by only a few percentage points on all the school and geographic features, with differences exceeding three percentage points for only three of the 20 features: more in the retained portion were in rural (as opposed to large central city) areas, and in the South (as opposed to the Midwest). (As the cutoff point is raised to the 60 and 67 percent levels, all differences between the retained portion and the total universe diminish.) In concluding the first stage of the sampling procedure, and to reduce the number of models eligible for study, the 50 percent cutoff point was therefore initially selected: All schools had to be involved with one of the top 10 CSRD models.

When the original evaluation design was presented to the CSRD Technical Work Group in January 2000, members of the group suggested that a school’s involvement in the top 10 models, being national models, could be qualitatively different from its involvement with a locally developed model—i.e., one in which the school itself may be invested or involved in the development process and not just in the implementation process.³ Lessons about the schoolwide reform process could be substantially different under this latter condition. As a result, schools adopting the 10 original models were augmented by schools falling into an 11th category—“all locally developed models.” This category added another 106 candidate schools to the original number covered by the top 10 models. The total universe thus became 945.

³Such involvement by the school will be used as the operational definition of a “locally developed” model.

Exhibit A-3

**AGGREGATE PROFILES OF SCHOOLS AT THREE CUTOFF POINTS
(COMPARING RETAINED AND CUTOFF PORTIONS)^{1,2}**

	No. of Schls.	School Type ³				Cohort		Award Size	Pov. Rate	Title 1 School	SW	Area Type ⁴							Region			
		E	M	S	C	1	2					1	2	3	4	5	6	7	MW	NE	S	W
Subtotal Retained (50%)	839	65	11	11	13	29	71	\$70,162	72	86	65	23	2	22	22	12	14	6	22	15	46	16
Cutoff (50%)	849	62	14	11	13	26	74	\$68,780	68	86	65	28	2	23	17	10	12	7	25	15	42	17
Total	1688	63	13	11	13	28	72	\$69,471	70	86	65	25	2	22	19	11	13	6	23	15	44	17
Subtotal Retained (60%)	996	63	11	11	15	28	72	\$70,037	72	86	64	25	2	22	21	11	14	6	22	15	46	17
Cutoff (40%)	692	64	15	10	11	28	72	\$68,647	67	87	65	26	2	23	17	11	12	8	24	16	44	16
Total	1688	63	13	11	13	28	72	\$69,471	70	86	65	25	2	22	19	11	13	6	23	15	44	17
Subtotal Retained (67%)	1118	63	12	11	14	25	75	\$69,650	71	87	65	22	2	20	19	18	13	5	22	15	47	17
Cutoff (33%)	570	63	15	11	11	30	70	\$69,107	68	85	64	28	2	24	16	11	11	8	25	17	41	17
Total	1688	63	13	11	13	28	72	\$69,471	70	86	65	25	2	22	19	11	13	6	23	15	44	17

Note: ¹Excludes AVID (n=26). Models associated with DePaul University (n=39), Communities for Learning (n=29), Middle Start (n=21) and locally developed models (n=106).

²All entries are percentages, unless otherwise noted.

³E=Elementary; M=Middle, S=Secondary; and C=Combined grade levels.

⁴1=Large center city; 2=Large town; 3=Mid-size center city; 4=Rural; 5=Small town; 6=Fringe of large city; 7=Fringe of small city.

Source: SEDL Database, as of July 2000.

Given the modified cutoff, the second stage of the procedure then called for defining a stratified random sample of the retained 50 percent of schools, augmented by the 106 schools in the “locally developed” category.

First, the sample was stratified so that two or more schools came from the same school district; in this way, the evaluation could determine the influence of contextual conditions involving district policies and practices. For instance, if two schools in the same district appear to have similar experiences even though they adopted different models, the likelihood is greater that district conditions had an influence over the process. Conversely, if two schools with the same model but in different districts appeared to have similar experiences, the likelihood is greater that the common model had an influence over the process. (The district limitation also reduced the costs of the study by reducing the travel and labor costs invested into the collection and analysis of district data.). This stratification reduced the universe from 945 to 569 schools. Exhibit A-4 contains the aggregate profiles of schools in this stratified sample, compared to schools in the top cutoff category (using the top ten models, or 50% of the universe), as well as the entire universe of schools.

Exhibit A-4 reveals some additional differences in school or geographic profiles between the stratified sample and the first cutoff portion as well as the total universe. The sample contains:

- More elementary schools (and fewer combined grade schools);
- Schools with higher poverty rates;
- More schools in large and mid-size center cities and fewer in large and small towns and rural areas; and
- More schools in the Northeast (as compared to the West).

From the stratified sample of 569 schools, a final random sample of 108 schools in 54 districts were selected for screening. The schools were categorized according to characteristics like grade level, cohort, and model adopted.⁴ The team sorted the schools into 9 groups of 12 schools from 6 districts, so that if a school or district was eliminated during the screening process, the next set of schools in the group could be used (rather than drawing a new sample). Exhibit A-4 shows the characteristics of the schools selected for screening.

⁴The evaluation team encountered some difficulty in finding pairs of schools within the same district that were adopting different models, particularly without overrepresenting the Success for All model (the top model selected) and underrepresenting some of the less popular model.

Exhibit A-4

AGGREGATE PROFILES OF SCHOOLS AT TWO SAMPLE LEVELS
 COMPARED TO SCHOOLS IN THE FIRST CUTOFF PORTIONS,
 AND COMPARED TO THE UNIVERSE AS A WHOLE^{1,2}

Sample Level	No. of Schls.	School Type ³				Cohort		Award Size	Pov. Rate	Title 1 School	SW	Area Type ⁴							Region			
		E	M	S	C	1	2					1	2	3	4	5	6	7	MW	NE	S	W
Sample Selected for Screening	108	52	24	17	8	35	65	\$71,046	73	86	76	45	0	23	16	5	10	2	19	21	47	13
Sample strat. so more than one schools is in each district	569	66	11	12	12	39	61	\$69,785	75	87	68	36	0	25	14	7	12	5	22	21	45	12
Subtotal Retained (50%) + local models	945	63	11	12	14	31	69	\$70,405	72	93	66	23	2	23	22	11	14	5	23	16	44	16
Total	1688	63	13	11	13	28	72	\$69,471	70	86	65	25	2	22	19	11	13	6	23	15	44	17

Note: ¹Excludes AVID (n=26). Models associated with DePaul University (n=39), Communities for Learning (n=29), Middle Start (n=21) and locally developed models (n=106).

²All entries are percentages, unless otherwise noted.

³E=Elementary; M=Middle, S=Secondary; and C=Combined grade levels.

⁴1=Large center city; 2=Large town; 3=Mid-size center city; 4=Rural; 5=Small town; 6=Fringe of large city; 7=Fringe of small city.

Source: SEDL Database, as of July 2000.

Screening Case Study Sites

Once schools were identified as part of a sample, they were considered “candidates” but not yet the final sites for the case studies. To become final, the sites had to satisfy a screening procedure. On October 8, 2000, the program manager for CSRD at the Department of Education sent a letter to each school principal, district superintendent, and state school official for the 108 schools, informing them that their schools had been selected as part of the sample, and that they might be receiving a phone call from the evaluation team. Following the receipt of OMB clearance on October 18, 2000, the evaluation team began screening the candidates.

Screening for Confirming School Characteristics. Using a screening protocol (see Attachment A-1), the evaluation team telephoned the district contact person for the first set of 18 schools in the remaining sample. With the district contact’s approval, the screener called the school contact to verify the features listed in the SEDL database, including the name of the model adopted by the school.

Exhibit A-5 documents the shift between the first set of 18 schools screened and the final set of schools selected for site visits. The screening process identified one district where both schools that were initially selected were no longer using the model identified in the SEDL database, but appropriate replacements for these schools were identified within the district. Additional issues affecting the final site selection are discussed below. The final confirmation of the 18 sites to be included in the study occurred in late November 2000.

Issues Affecting Final Site Selection. Two issues affected the final site selection of the schools for the evaluation, the inclusion of locally developed models and the geographic dispersion of the sites.

Initially the team intended to include two schools using locally developed models in the final sample. According to the database received by SEDL in July 2000, only about 8 percent of the schools receiving CSRD funding were using locally developed models, and the evaluation team believed that the inclusion of two schools using such models would be representative of the overall sample. Upon further direction from the Department of Education however, two additional locally developed models were added to the sample

Exhibit A-5

RESULTS OF SCREENING PROCESS THROUGH SELECTION OF SITES

First 18 Schools Contacted			Second School Contacted			Third School Contacted	
School and Model	Type and Region	Reason Eliminated	School and Model	Type and Region	Reason Eliminated	School and Model	Type and Region
School A Locally developed	Secondary Midwest	Planning to change state assessments	School A Accelerated Schools	Combined Midwest	School no longer uses Accelerated Schools	School A* Accelerated Schools	Elementary Midwest
School B Lightspan	Elementary Midwest	Lost district match	School B* High Schools that Work	Secondary South			
School C* Co-Nect	Elementary South						
School D Success for All	Elementary South	ED asked for greater geographic dispersion	School D Success for All	Elementary West	School no longer using Success for All	School D* Roots and Wings	Elementary West
School E Accelerated Schools	Elementary Midwest	Lost District match	School E* Coal. of Essential Schools	Combined Midwest			
School F Lightspan	Elementary South	School no longer using Lightspan	School F* Coal. of Essential Schools	Secondary South			
School G* Locally developed	Elementary South						
School H Coal. of Essential Schools	Secondary West	Student data appeared insufficient	School H* Success for All	Elementary South			
School I Core Knowledge	Middle South	ED asked for greater geographic dispersion	School I* Lightspan	Elementary Midwest			
School J* Success for All	Elementary Northeast						

*Indicates that school was selected for case study.

(Continued on next page)

Exhibit A-5 (Continued)

First 18 Schools Contacted			Second School Contacted			Third School Contacted	
School and Model	Type and Region	Reason Eliminated	School and Model	Type and Region	Reason Eliminated	School and Model	Type and Region
School K* Locally developed	Combined Northeast						
School L High Schools that Work	Combined South	ED asked for greater geographic dispersion	School L* Locally Developed	Elementary West			
School M Direct Instruction	Elementary South	ED asked for greater geographic dispersion	School M* Lightspan	Elementary Midwest			
School N Success for All	Elementary West	Student data appeared insufficient	School N* Roots and Wings ¹	Elementary South			
School O Co-NECT	Elementary South	School no longer using Co-Nect	School O* Co-Nect ²	Elementary South			
School P Core Knowledge	Elementary Midwest	No match for the model	School P* High Schools that Work	Secondary South			
School Q Direct Instruction	Elementary South	ED asked for greater geographic dispersion	School Q* Accelerated Schools	Elementary Midwest			
School R Locally developed	Elementary South	ED asked for greater geographic dispersion	School R* Locally Developed	Secondary Midwest			

¹School identified the model to screeners as Roots and Wings; in fact school is using Success for All

²School originally intended to adopt Co-NECT, but switched to Success-in-the-Making

*Indicates that school was selected for case study.

because: 1) Department of Education records indicated that 15 percent of the models used by CSRD grantees were locally developed; and 2) the Department expressed interest in learning more about implementation of these models. For this reason, locally developed models now represent 22 percent of the models being used by schools in the final sample.

Following the first round of screening calls, 12 (or 67 percent) of the 18 schools in the sample were located in the southern United States. The sample was presented to the Department of Education in early November 2000. ED was concerned with the over-representation of schools from this region, and asked the evaluation team to identify schools in other regions. The team conducted additional screening calls and was able to reduce to eight (or 44 percent) the number schools in South.

Due to other sample constraints (particularly the need for two schools in the same district, and the need for two or more schools to be using the same model), the final selection does slightly over-represent schools in the Midwest and underrepresent schools in the West and Northeast (see Exhibit A-6). Also over-represented in the final selection are high schools and schools in large center cities. Middle schools, schools in rural areas, and schools receiving greater CSRD funding are underrepresented. Exhibit A-7 provides more detailed information about the final sample.

Finally, the schools selected for site visits are collectively implementing six of the top ten models as ranked in Exhibit A-3: Success for All (1), Accelerated Schools (2), Lightspan (3), Coalition of Essential Schools (6), High Schools that Work (7), and Co-NECT (8). Two schools are implementing models outside of the top ten: Roots and Wings (17) and Success-in-the-Making (also referred to as Computer Curriculum Corporation (30). Four schools are implementing locally developed models. Only four of the top ten models are not in use at the schools selected for case study: Direct Instruction (4), America's Choice (5), Core Knowledge (9), and HOSTS (10).

Conducting the Site Visits

Setting the Agenda. The evaluation design called for two visits to each school per year, for each of two years. Initially, the team believed the first visit would occur in the fall of 2000. Due to delays in obtaining OMB clearance and issues with the sample selection discussed previously, scheduling of site visits was not able to begin until late November. Despite the late start, and the difficulty scheduling visit to schools around winter break, visits to eight of the districts (16 schools) were completed by the end of January. The visit to the ninth district was postponed due to testing at the site, and was conducted in mid-February.

Exhibit A-6

**AGGREGATE PROFILES OF SCHOOLS SELECTED FOR SITE VISITS,
 COMPARED TO SCHOOLS IN STRATIFIED SAMPLES,
 THE 50% CUTOFF PORTION OF THE UNIVERSE, AND THE TOTAL UNIVERSE^{1,2}**

Sample Level	No. of Schls.	School Type ³				Cohort		Award Size	Pov. Rate	Title 1 School	SW	Area Type ⁴							Region			
		E	M	S	C	1	2					1	2	3	4	5	6	7	MW	NE	S	W
Final Sample Selected for Visits	18	67	0	22	11	28	72	\$63,892	75	78	61	44	0	28	0	11	17	0	33	11	44	11
Sample Selected for Screening	108	52	24	17	8	35	65	\$71,046	73	86	76	45	0	23	16	5	10	2	19	21	47	13
Sample strat. so more than one schools is in each district	569	66	11	12	12	39	61	\$69,785	75	87	68	36	0	25	14	7	12	5	22	21	45	12
Subtotal Retained (50%) + local models	945	63	11	12	14	31	69	\$70,405	72	93	66	23	2	23	22	11	14	5	23	16	44	16
Total	1688	63	13	11	13	28	72	\$69,471	70	86	65	25	2	22	19	11	13	6	23	15	44	17

Note: ¹Excludes AVID (n=26). Models associated with DePaul University (n=39), Communities for Learning (n=29), Middle Start (n=21) and locally developed models (n=106).

²All entries are percentages, unless otherwise noted.

³E=Elementary; M=Middle, S=Secondary; and C=Combined grade levels.

⁴1=Large center city; 2=Large town; 3=Mid-size center city; 4=Rural; 5=Small town; 6=Fringe of large city; 7=Fringe of small city.

Source: SEDL Database, as of July 2000.

Exhibit A-7

FINAL SELECTION OF SCHOOLS FOR INCLUSION IN THE CASE STUDIES

School Name	CSR Model	Reg	Type	Cohort	Award Amount(\$)	Pov. Rate	Title I?	Title I Type	Locale
School A	Accelerated Schools	Midwest	Elementary	1	78,000	73	yes	Targ. Assist.	Large Central City
School B	High Schools That Work	South	Secondary	2	50,000	43	no		Small Town
School C	Co-NECT	South	Elementary	2	50,157	89	yes	School wide	Urban Fringe of Large City
School D	Success for All	West	Elementary	2	110220	91	yes	School wide	Large Central City
School E	Coalition of Essential Schools	Midwest	Secondary	1	74966	79	yes	School wide	Large Central City
School F	Coalition of Essential Schools	South	Secondary	2	50000	37	no		Urban Fringe of Large City
School G	Locally Developed	South	Elementary	2	50,157	93	yes	School wide	Urban Fringe of Large City
School H	Success for All	South	Elementary	2	50,000	77	yes	School wide	Large Central City
School I	Lightspan	Midwest	Elementary	2	75000	71	yes	Targ. Assist.	Mid-size Central City
School J	Success for All	Northeast	Elementary	1	52,650	70	yes	School wide	Mid-size Central City
School K	Locally Developed	Northeast	Combined Grades	1	52,650	92	yes	School wide	Mid-size Central City
School L	Locally Developed	West	Elementary	2	116,600	95	yes	School wide	Large Central City
School M	Lightspan	Midwest	Elementary	2	50000	93	yes	School wide	Large Central City
School N	Success for All	South	Elementary	2	50,000	92	yes	School wide	Large Central City
School O	Success-in-the-Making	South	Elementary	2	50,000	83	yes	School wide	Large Central City
School P	High Schools That Work	South	Elementary	2	64,650	57	no		Small Town
School Q	Accelerated Schools	Midwest	Elementary	2	75,000	83	yes	Targ. Assist.	Mid-size Central City
School R	Locally Developed	Midwest	Secondary	1	50,000	40	no		Mid-size Central City

Source: SEDL Database, as of July 2000.

Teams of three evaluators were identified for each site. The lead team member (generally the most experienced team member), contacted the district representative to establish an agenda for the visit. During the first site visit, teams were asked to focus on the first four components of CSR D (the model, comprehensiveness, professional development, and measurable goals and benchmarks). The lead team member and the district representative together identified appropriate personnel for these interviews. At the district level, it frequently included the superintendent or deputy superintendent, a professional development or curriculum coordinator, a Title I and CSR D coordinator, and an evaluator. The district contact was also informed of the team's need to gather student achievement data, and requested the opportunity to speak with the data analyst who compiled those numbers.

Depending on the preference of the district representative, the team also directly contacted the schools' principals to establish an agenda while on site (in some instances, the district representative preferred to make that contact). At the school level, interviews were scheduled with the principal, assistant principal, any curriculum specialist on staff, a school-based model coordinator (where appropriate), and when possible a representative from the model developer. The team also requested permission to observe several math and reading classes and to interview teachers.

The teams followed a similar procedure in scheduling the second site visits, which occurred in April and May. During the second visit, the teams were asked to focus on the remaining components (staff support, community and parent involvement, external technical assistance, evaluation of coordination of resources). In most instances, the team met again with a district level evaluator, the CSR D coordinator, and a district level budget person, along with anyone who could answer questions not addressed during the first site visit. At the school level, team again asked to observe classrooms, and interview teachers, the parent liaison, a small group of parents, and the principal.

The site visits were scheduled over a three-day period: one day at the district office and one day at each school.

On-site Protocol and Activities. Members of the site visit team attended a training seminar conducted by COSMOS Corporation in November 2000. During the training, the teams reviewed the site visit protocol (see Attachment A-2), and discussed what the evaluation hoped to gain by the case studies. One important discussion emerged around the possible differences between the models that schools adopted and the presence of comprehensive reform. Field teams were reminded that the model was only one of the nine components of CSR D, and that their task was to collect evidence of comprehensive schoolwide reform around all nine components.

The site visit protocol addressed each of the nine components of CSR D, as well as district and state practices and policies related to schoolwide reform at the school, student performance, and other contextual conditions that may have impacted the reform efforts at the school. The protocol was designed to be used as a guide for the field teams, and not as

a survey instrument. In addition, field teams were instructed to seek a variety of converging evidence to determine why and how an event occurred, and not simply rely on answers to open ended questions. The focus of the protocol study is on tracking and document actual behaviors and events, not just as they might be reported by respondents to a survey. Other evidence was frequently available in school site plans, CSRD applications, meeting agendas, newsletters, and other similar documents.

Teams were also instructed to begin identifying possible rival explanations for further investigation during subsequent site visits. An important objective in the case studies was to try to define and test rival explanations for the observed outcome to the extent possible. The more hypotheses that were tested and refuted, the greater the confidence that could be placed in any observed relationship between the CSRD effort and improved student achievement.

While on site, the team conducted interviews (generally 45 minutes to one hour in length) with those persons identified during the scheduling process. The team also visited an average of six classrooms at each school. The teams requested the opportunity to observe classrooms in varying stages of model implementation (i.e., a classroom where the model was fully in use, and one where the model was not in use). Team members utilized a classroom observation form to record observations during the 45 minute period, and attempted to speak to the teachers whose classrooms they observed at some point during the visit.

Finally, either while on site, or during a phone interview, the team requested information from the model developers about the fidelity of each site to the original model. In nearly all cases, the model developer was able to provide the team with either a written or verbal assessment of each schools fidelity.

Preparing Databases and Summary Reports. Following the site visits, the teams prepared databases of evidence, following the outline of the CSRD protocol and citing interviews and documents throughout. These databases were then used to develop summary reports about each school. The reports were sent to each school and district contact to review for the accuracy of the data. The reports were then used to guide the development of this first annual report.

Attachment A-1

**Instructions for Screening Schools
for Case Study Selection**

INSTRUCTION FOR SCREENING SCHOOLS FOR CASE STUDY SELECTION

The purposes of the screening procedure are:

1. To confirm basic information about the school;
2. To determine the availability of student achievement data about the school's students; and
3. To identify any other (*administrative*) conditions that might create problems for conducting a case study of the school's CSR-D-related activities.

Note that the screening procedure should avoid inquiry about other *educational* conditions at the school that might influence the selection process. The final set of schools is intended to be a representative sample of all CSR-D schools. Thus, for instance, finding that the school was having difficulty in implementing the CSR-D model is intended to be an outcome of the final case study—not a reason for not selecting the school in the first place.

Similarly, the screening procedure is not intended to be an opportunity for schools or districts to decline to participate in the case studies. All schools are to be informed that they were chosen randomly from the entire set of CSR-D schools (with the exception of being paired within the same districts), and that their participation in the case studies is required as part of their CSR-D award [NEED to confirm this, with reference to CSR-D program in DoED].

All screening information is to be summarized in the Site Screening Form accompanying this instruction.

Making Initial Contact

Because there will be two schools chosen in a given district, the case study team should initially seek contacts with *both* a person in the district *and* a person in each of the schools who is knowledgeable about (if not intimately familiar with) the CSR-D program (i.e., three persons for every pair of schools).

For each school, the CSR-D database lists at least one such contact person (either in the school or in its district), who should be considered the initial person to whom a telephone call should be made. This person should then be asked to identify the other contact persons, if they were not already listed in the database. (These persons need not be the ones who will give final permission for the schools' participation in the case studies.)

1. Confirming Existing Information about the School

The screening should begin by confirming several ascriptive characteristics of the school, as such characteristics appear in the CSRD database (the data will be provided in tabular form to the case study teams before the screening process starts):

- The school’s status as an elementary, middle, high, or “mixed” grade school;
- Its CSRD award size and whether it was a Cohort 1 or Cohort 2 awardee;
- Its status as a Title I school and as part of Title I schoolwide;
- Whether it “self-reported” itself as a low-performing school;
- Whether it is located in the “area type” defined by the database; and
- Whether it adopted the CSRD model listed in the database.

Where discrepancies are uncovered, the school should be reminded that the CSRD database was derived from the school’s own response to a SEDL questionnaire [NEED dates for these questionnaires], just to make sure that there is an adequate explanation for the discrepancy(ies) (e.g., the reality changed after the school submitted the original questionnaire). Further, in carrying out this part of the screening inquiry, the existence of discrepancies should not be conveyed as a reason that the school might be dropped from the case study sample.

The contact person should be asked to forward (e.g., fax) to the team any written information about the school, covering these and related characteristics, including a copy of its CSRD application (the application may be available from the school or the district).

2. Other Administrative Conditions

The contact person(s) should be asked about any disruptive administrative conditions that might make a case study infeasible. Examples might be: 1) sudden or unexpected turnover in key leadership positions (e.g., principal); 2) a recent and traumatic incident, such as an act of youth violence, that might have put the school into the public and media eye; 3) a recent district or court takeover of the school, putting it into a limbo status.

SITE SCREENING FORM (attach notes, where needed)

1. Contact History:

Date(s) of Screening Contacts:

Evaluation Team Member Making Contact:

Person(s) Contacted (name, title, and phone number):

2. Name and Address of School:

3. Information to be Confirmed from SEDL Database:

*circle one; if no, write note
of explanation*

- | | |
|---|--------------------------|
| a. School Status: _____ (filled out from database) | Confirmed: yes no (note) |
| b. CSRD Award Size: _____ (filled out from database) | Confirmed: yes no (note) |
| c. Receipt of Title I Funds: _____ (filled out from database) | Confirmed: yes no (note) |
| d. Low-performing school: _____ (filled out from database) | Confirmed: yes no (note) |
| e. Area type: _____ (filled out from database) | Confirmed: yes no (note) |
| f. CSRD Model adopted: _____ (filled out from database) | Confirmed: yes no (note) |
| g. Name of school district: _____ (filled out from database) | Confirmed: yes no (note) |

4. Possible Disruptive Administrative Conditions Making Case Study Infeasible (discuss with note)

Attachment A-2

**Case Study Protocol for
CSRD Field-Focused Studies**

CASE STUDY PROTOCOL FOR CSR D FIELD-FOCUSED STUDY

I. Introduction

This protocol is to be used by field teams in carrying out the field-focused study portion of the CSR D evaluation. The study is to collect detailed and intensive data from specific CSR D schools, taking the form of case studies of each school. Each case study will contain both qualitative and quantitative data.

The field-focused study addresses four questions:

1. What has been the course of implementing the CSR D mandate in CSR D schools, and with what likely effect on student achievement?
2. Under what conditions are schools successful in implementing schoolwide reform?
3. What external activities and changes are important to CSR D schools—e.g.,
-district and state support strategies; and
-external technical assistance?
4. What do case studies tell policymakers about promising models, programs, and technical assistance/support strategies?

The protocol serves as a standardized agenda for collecting process and outcome data. The intended focus is to define actual *events* and *behaviors*, not perceptions and attitudes alone. Thus, field teams must seek a variety of converging evidence to determine whether, why, and how an event occurred. In this sense, the methodology differs from those relying merely on a series of open-ended interviews.

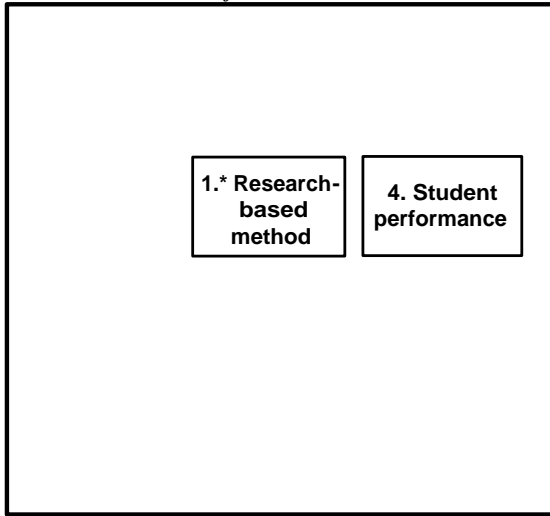
Overview of the Protocol

CSR D Theoretical Framework As a Starting Point. The organization of the protocol follows the theoretical framework (“logic model”) developed in the evaluation design for the field-focused studies (COSMOS/TMG, January 2000). Exhibit 1 depicts the framework and identifies the key components (items in the “boxes”) and their presumed causal relationships (“arrows”), reflecting CSR D’s definition of schoolwide reform. Complete reform is presumed to produce improved student performance.

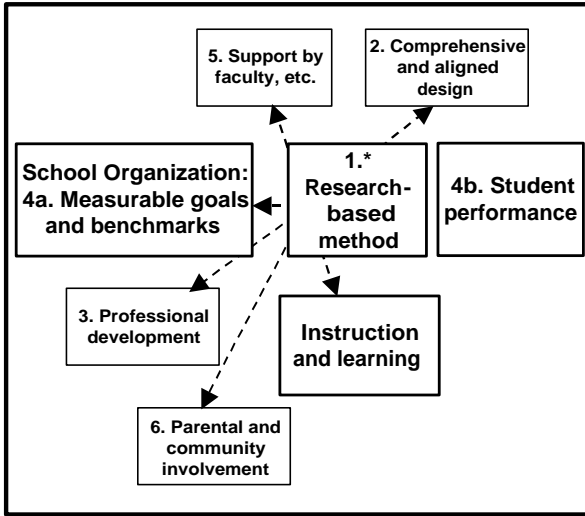
Exhibit 1

**THEORETICAL FRAMEWORK FOR A CSRD SCHOOL
 (COSMOS-TMG EVALUATION)**

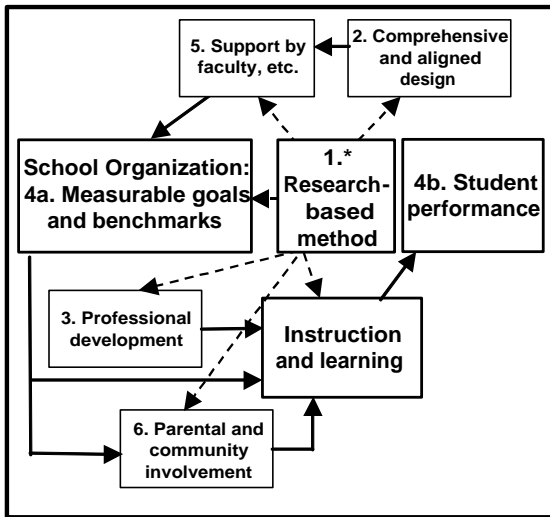
(A) *The research-based method and the main outcomes of interest:*



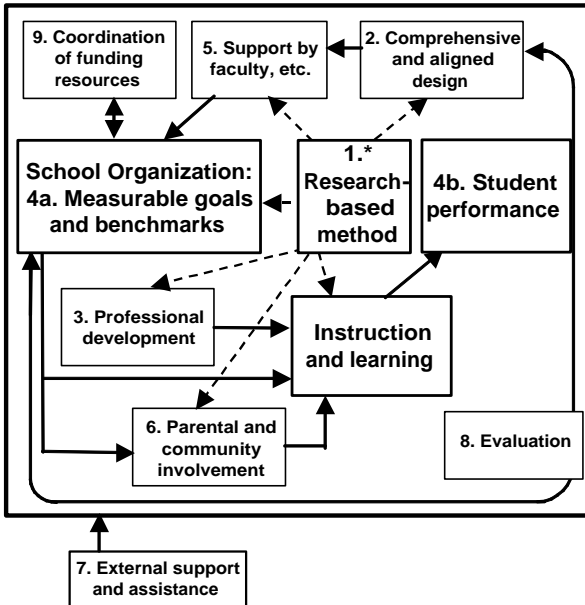
(B) *School actions affected by research-based method (vary by model):*



(C) *Presumed causal flow among the components:*



(D) *Addition of final three components:*



* = The numbered boxes refer to the nine CSRD components.

Additional Topics to be Investigated. Not explicitly specified by the CSRD program and therefore missing from this initial framework are external conditions that nevertheless need to be investigated. These external conditions primarily refer to district (LEA) actions, as well as possible state department of education (SEA) actions. To obtain these data, field teams will therefore conduct site visits to the CSRD school's host LEA, and possibly make telephonic contact and obtain documents from the SEA.

Time Perspective. Critical to the entire data collection effort is to track events chronologically, to assist in making attributions. Especially important is to identify whether an event occurred during:

- 1) The academic year or years (June to June) *prior* to the onset of the CSRD award;
- 2), 3), 4) The 1st, 2nd, or 3rd CSRD years; or
- 5) The year after the final CSRD year.

Field teams should expect some CSRD-related actions (e.g., the adoption of a CSRD model) to have started prior to the CSRD award, as schools already may have been moving toward some aspects of reform before CSRD. Similarly, teams should watch for signs of sustainability in the year after the final CSRD year.

Rival Explanations. Also critical is for teams to identify and investigate rival explanations. "Rivals" are events not related to CSRD that may have produced (or co-produced) CSRD-related outcomes. Suspicions about such rivals are likely to arise during the course of the fieldwork, although information collected from the developer prior to the site visit (see "Preparation for Site Visits," below) also may be insightful. Of greatest interest are any rivals, or alternative explanations, for changes (or lack of change) in student performance. Teams should aggressively seek data in support of rivals. Under this condition, the more rivals that have been identified but then rejected because of lack of support, the more that effects can be attributed to CSRD actions.

Data Collection Procedures

Repeated Site Visits to the Same Schools. Field teams are to arrange for site visits to the target schools. Each school will be visited twice during an academic year, for two consecutive years. During the first year, the entire protocol should have been covered and a first-year case report prepared. During the second year, emphasis should be on updating the first-year report. Therefore, the same topics are to be covered, but the line of inquiry should focus on the incremental changes that have occurred during the preceding time period. (The protocol topics have not been worded to differentiate the first- and second-year orientations, so field teams must themselves customize the words.)

During the site visits, interviews with specific individuals need to be arranged (school staff, consultant or specialist external to the school, and parent leader or representative). **Attachment A** of the protocol contains a crosswalk of the functions of these individuals, as they pertain to the topics of inquiry. For larger schools, these functions are expected to be distributed among a larger group of people, whereas for smaller schools, they are likely to be embodied in a small group.

In addition, the crosswalk also indicates where classroom observations should be made. The classroom topics will be covered by selecting three types of classrooms: 1) one in which the implementation of CSRD schoolwide reform has been the most advanced; 2) one that is transitioning from pre-reform practices and norms; and 3) one in which implementation has not yet begun. **Attachment B** of the case study protocol contains the classroom observation form to be used.

Preparation for Site Visits. Prior to any site visit, field teams should collect and analyze data about the target school. This information will have come from several sources, including: the SEDL database (which contains a brief profile of every school; the data collected during a site screening process that led to the selection of the school in the first place; and information about the specific CSRD model that was adopted, based on (interview as well as documentary) data collected from the model developer. In making site visit arrangements, the team also should have requested documentary materials from the school, to be sent to the team prior to the site visit.

Field teams are to use all of this information to detail and customize the original CSRD framework. For instance, depending upon the CSRD model that was adopted, different relationships are anticipated among the other eight CSRD components (The illustrative exhibits in **Attachment C** depict the beginning of this customization process.) The fully customized framework should then provide a concrete idea of the line of inquiry to be pursued, before actually starting a site visit.

Assembling of Evidence and Preliminary Case Study Reports Immediately Following Site Visits. Field teams are urged to begin the formal analysis and report-writing process as soon as a site visit has ended, though additional data may still have to be collected. Assembling data and drafting narratives proceeds more efficiently and with much higher quality if this time sequence is followed. Teams should reserve the day or two *after* the site visit for this activity, avoiding other commitments.

Outline of Case Study Report. The topics of inquiry are organized according to three levels, referenced by headings (e.g., Component 1, etc.), letters (e.g., A, B, C, etc.), and numbers (e.g., 1, 2, 3, etc.). The case study report should follow this same heading structure. Under each topic and subtopic is expected to be some narrative material (with citations to sources of evidence). Appended to the report should be: 1) a chronology (about 25-30 of the most important events); 2) a list of references reflecting the citations in the report, and 3) a list of field documents stored in the team's own files.

II. Topics of Inquiry

As a general data collection strategy, priority should be given to: the main intervention, student performance data, and the apparent connection between the two. Lower priority should be given to other topics (unless directly related to CSRD), such as: a school's history, neighborhood conditions, or other contextual events. (*Remember that the final case report is about CSRD-related schoolwide reform and is not intended to be a case study of the school.*)

The topics below not only cover the "agenda" to be followed by the field team but also give explicit probes and examples regarding the type of evidence that is being sought. As a result, the protocol should provide guidance on how to know what to look or listen for, and how to recognize relevant evidence¹ when it is encountered.

Component 1: The CSRD Model

The school should have adopted and implemented a model practice ("the CSRD model") that is based on reliable research and proven methods. Ideally, the model already will have been replicated successfully in schools with diverse practices.

A. Define the educational practice or model adopted by the school, as a result of its participation in CSRD. Identify the model's name, the version (if any) being adopted, and the "locus of intervention" (by operationalizing the boxes in Exhibit 1) that the school *intended* or *needed* the model to cover. (*A key portion of this information should come from data collected from the model developer; however, be alert that the school may have deliberately customized or adapted the model.*)

B. Establish when the school began to consider adoption, and whether the course of events² was limited to CSRD-instigated initiatives or whether other ("rival") conditions³ also accounted for adoption.

C. Ascertain whether only one model was adopted (the "CSRD" model), or whether additional practices or models were deliberately coupled⁴ with the CSRD model as part of the school's overall reform strategy. (Companion models might take any form—including being another of the models on the original CSRD list.) Where companion models are found, describe the relationship and rationale for the combination of the CSRD model and the companion model(s), with regard to educational objectives and locus of intervention.

D. Itemize the specific school operations involved in implementing the model. For example, for "process" models, show how class scheduling, school management, or other administrative or educational processes have changed as a result of the implementation of the model. Alternatively, for "prescriptive" models, identify the specific departments or classrooms (with estimated enrollments) where implementation of the model has been occurring.

¹ Note areas where evidence is weak in preparation for next visit.

² This is a timeline of events. Actual support should appear under Component 5.

³ For example, what were they using prior to this model.

⁴ Additional models should be in a related subject area. Models covering different subject areas belong under Component 2.

B. Describe the quality and breadth of the school's plan⁸ for schoolwide reform [obtaining the plan would be helpful]:

1. How does it define the main objectives for reform?
2. Was any empirical evidence (e.g., needs assessment) collected?
3. What strategic priorities were laid out?
4. Which of the eight components appear in the plan?

C. Define any planning, coordinating, or other management processes whereby the eight components are being linked conceptually or administratively, both to each other and to the same vision, if any, for schoolwide reform.

D. Provide actual examples of coordination or linkage among the components, such as:

- ! Initiating professional development activities (Component 3) that are tied to methods for achieving measurable goals and benchmarks (Component 4);
- ! Promoting school support activities (Component 5) for the CSR model being implemented (Component 1);
- ! Promoting parent or community involvement (Component 6) in relation to the CSR model being implemented (Component 1); or
- ! Defining relevant evaluation data and strategies (Component 8) to provide feedback on measurable goals and benchmarks (Component 4).

E. What is the evidence, if any, about the *alignment* of the components, e.g.,

1. Evidence that standards, the research-based model, instruction, and assessment have been judged (by others) to be in alignment with one another, such as:
 - textbook and instructional materials reflecting the standards of the state or district;
 - state and local assessments have been reviewed for alignment with academic standards; and
 - evidence of teacher familiarity with the standards and general agreement over their content.

F. To what extent is the comprehensive plan **and design** for the school understood **and embraced** by faculty and parents and used to guide day-to-day operation? [The more that examples can be found in response to topics B-F, the more aligned the reform effort is considered to be.]

⁵ Actual professional development activities should be described in Component 3.

⁶ Write this section of the report last. Do not repeat details from other sections of the report.

⁷ Comment on the breadth and depth of the design, and consistency with state and district policies, without describing each component. Decide whether the design involved the whole school, or was limited to one subject area (like SFA reading).

⁸ The concept of design goes beyond the school improvement plan; describe more than just the plan.

Component 3: Professional Development⁹

Relevant professional development includes not only teaching staff but also administrative staff.

A. Document the amount of time, per teacher or staff person, devoted during the past academic year to professional development,¹⁰ and estimate the cost of such professional development. Within these overall totals, what proportion¹¹ was explicitly devoted to CSRD-instigated schoolwide reform (e.g., by definition, professional development that started prior to CSRD and that has continued since then may not be directly related to CSRD)?

B. To what extent can it be said that schoolwide reform has led to a changed structuring or implementation of professional development activities as a whole?

C. Enumerate the professional development *initiatives* explicitly devoted to CSRD-instigated reform (not the individual workshops, class coaching,¹² or professional development sessions, if avoidable), indicating: a) their length and frequency; b) the number of teachers or administrators involved; and c) the substantive connection to schoolwide reform (if possible, identify the component or components covered). [*Obtaining copies of workshop agendas, participant lists, and outlines of substantive topics covered would be helpful.*] For each of the professional development initiatives deemed most important to schoolwide reform, cover the following questions.

1. What were the qualifications of the professional development organizers and trainers—e.g., were they representatives of the CSRD model's developers?
2. What evidence is there about the participants' attendance, reactions, learnings, or action plans?
3. How explicit was the initiative in addressing potential conflicts between the "old" and "new" ways of doing business, and how to discard or replace the old ways?
4. Describe the follow-up professional development activities, if any, that ensued, especially after school staff attempted to implement the CSRD model.

D. Comment on the adequacy of the reform-oriented professional development initiatives, regarding the number of participants, amount of professional development time and opportunity per participant, and relevance to actual reform challenges and needs at the school.

⁹ This section should describe professional development from the point of view of the recipient. Comments about external technical assistance belong in Component 7.

¹⁰ Include internal techniques like lead teachers and modeling in classrooms

¹¹ Comment on whether CSRD is on top of, or part of, routine professional development activities and funding.

¹² Comment on who pays the salary for the internal coach.

E. What is the evidence that the reform-related initiatives have led to:

1. Deepening of teachers' knowledge of academic content;
2. Encouragement of teachers from the same grade levels or departments (subjects) to work in teams; and
3. Meeting the substantive needs of the school staff.

Component 4: Measurable Goals and Benchmarks

Reform is believed to require schools to set measurable benchmarks, both for implementation progress (process) and for improved student performance (outcomes). Such benchmarks should be embedded within an accountability system that provides incentives for success and remedies for failure.

A. Provide the timeline and benchmarks, if any, that reflect the implementation of the reform (e.g., scale-up as reflected by the number of classrooms, grades, teachers, or school subjects affected by standards-based or model-related criteria; the dates for progressing from the planning of reform to its initial implementation and then to more refined and operational implementation). How clear and detailed is this timeline, and is it being tracked regularly? [*Use of the school's own exhibits or documents would be helpful.*] Within this framework, comment on whether implementation of reform appears to be in the planning, piloting, early implementation, or late implementation stages.

B. List the benchmarks,¹³ if any, that the school has adopted to represent measurable reform goals and objectives over time (e.g., annual goals or five-year goals matching a strategic planning period). [*These can include both process and student outcome goals—e.g., teacher-related goals or student-related goals such as enrollment in particular courses, attendance and dropout rates, and achievement.*]

C. Comment on the extent to which the goals and objectives are actually measurable, and determine whether **relevant and compatible** measurement systems are in place to monitor this progress (e.g., regular schedule of classroom visitations to determine changes in instruction, repeated surveys of parents and teachers regarding their observed changes, and review of student progress). [*If adequate measurement systems are in place, you should be able to collect actual baseline data.*]

D. For the student-related benchmarks, if any, comment on the extent to which they are mainly cast in terms of the average student, compared to advances to be made by *all students*.

E. Define the specific incentives for success in achieving goals and benchmarks or the specific remedies when failing to do so, if any.

¹³ Do not comment on the evaluation efforts, or result of any data analysis in this section; that belongs under Component 8.

Component 5: Support¹⁴ within the School

The breadth of schoolwide reform demands that teachers, administrators, and others in the school all support the reform (some of the CSRD models also require evidence of specific forms or levels of support).

A. What have been the faculty meetings or votes, if any, on the reform activities, and when did they take place and with what result (e.g., support or opposition)?

B. How instrumental has the principal been in leading or participating in the reform effort (*give examples of specific initiatives or decisions made by the principal*)? Comment on whether the principal should be regarded as the leader of the reform effort.

C. What changes in school schedules, operations, or procedures have been made, if any, to accommodate the reform?

D. What evidence is there that real and cherished resources have been called upon to support reform activities (e.g., *Title I dollars have been redirected or staffing patterns have been altered*)?

E. Give examples of the “language” of reform at the school—e.g., the extent to which administrators and teachers speak about the overall reform as a permanent change, not passing phase; the depiction of reform in school announcements, newsletters, and other outreach documents.

F. Comment on the extent to which the responses to the preceding five questions reflect *genuine* support for *genuine* reform.

Component 6: Parent and Community Involvement

Parent and community involvement can lead to support for reform in at least two important ways: in instructional roles (direct involvement in the education of the child) and in governance roles (direct involvement in school decisionmaking).

A. What is the evidence that, over time, the role and number of parents and community representatives involved in the education of the child (e.g., tutoring, providing classroom assistance, working with the child in doing homework) has changed? Are formal records kept by the school? [*Examples of such records would be helpful.*]

B. To what extent have any of the above activities been specifically geared to the reform effort (e.g., parents have been directed to work on the educational subjects that are of high priority in the reform activities)?

¹⁴ Include all information about the extent of support in the discussion of this Component.

C. How have the roles and influence of parents and community representatives in positions of school governance¹⁵ (e.g., school board and PTA) changed, if at all, in relation to CSRD-initiated reform?

D. In addition to any of the preceding topics, how has volunteer time by parents or community members changed in relation to the reform?

E. Outside of the school system, to what extent have other entities voiced support for or opposition to the reform (e.g., announcements and articles in local newspapers, contributions by the business roundtable, or support or policies by the local aldermanic office or other neighborhood groups) [*related questions about the district and state education department are found in Section B of the protocol*]?

Component 7: External Technical Support and Assistance

The reform components include having the school utilize high-quality technical support and assistance from a comprehensive school reform entity (which may be a university team). The entity should have had extensive prior experience in implementing school reform.

A. What external¹⁶ technical assistance consultant(s) or team(s) have been engaged by the school (and with what credentials), specifically to support the CSRD-initiated reform design or implementation effort? Describe the arrangement (e.g., the level of funding; the length of the engagement; and the existence of a formal agreement¹⁷ between the school and the TA team, covering the services and timeline for each activity).

B. To what extent has the assistance taken the form of regular, on-site assistance, and to what extent is there a close relationship between the school and the assistance provider(s) [*citing or obtaining a schedule of visitations would be helpful*]?

C. Track and enumerate the *breadth* of the team's assistance: Has it covered one component or more? To what extent has the team been concerned with the comprehensiveness of the whole effort (Component 2)?

D. Describe how well the technical assistance has worked (e.g., provide evidence regarding the quality of the assistance, how it has been received by the school, and whether there have been examples of any concrete benefits or outcomes).

Component 8: Evaluation¹⁸ Strategies

The school should be using evaluation to monitor and assess the reform activities, with the data providing feedback for mid-course corrections as well as assessing the attainment of goals.

¹⁵ Parent involvement on school boards and family support teams should be described here.

¹⁶ The information about the developer and other outside consultants belongs here (include source of support for costs and whether this is part of the broad costs of professional development described under Component 2, or in a addition to those costs).

¹⁷ Describe who decides when external TA is needed.

¹⁸ Define Evaluation broadly to include all analytic activities and make clear whether formal evaluation methods are being followed.

A. What kind of evaluation effort is in place [*obtaining a copy of the evaluation plan and copies of any evaluation reports would be helpful*]? Comment on:

1. Who is doing the evaluation (e.g., a staff person assigned to monitor progress or a formal evaluation team);
2. When the evaluation started, and whether it was conceived as part of the initial design of the reform or whether it emerged later; and
3. The technical design of the evaluation (e.g., classrooms or activities covered, instruments or measures being used, and data collection procedures).

B. How well does the design of the evaluation map back to the measurable goals and benchmarks (Component 3)?

C. To what extent is the evaluation covering “soft” measures (e.g., attitudes and perceptions) in comparison to “hard” measures (e.g., measures of actual performance, such as student achievement)? How is the possibility of contamination and bias being addressed?

D. How has the evaluation information been shared (e.g., to school staff only or to parents and the community), and how has this information been used (e.g., cite any mid-course changes instigated by evaluation findings)?

E. What is the evidence that evaluation data led to any modifications or decisions regarding the implementation of schoolwide reform, or to instruction?

Component 9: Coordination of Resources

The CSRD award was not intended to be the sole resource for reform. On the contrary, the CSRD award was intended to be used as a stimulant or catalyst for coordinating (and potentially reallocating) other school resources, whether involving the core budget and other special funds (e.g., Title I, Eisenhower, foundation awards, etc.).

A. What is the size of the core budget of the school, and can the other major sources of funds be identified?

B. Give examples of how resources have been coordinated and devoted to schoolwide reform. Describe how coordination takes place. [*Documentation of the coordinating process, and how it links with the CSRD-initiated reform, would be helpful.*]

C. Whether coordinated or not, what is the evidence that resources have been redirected to support reform?

D. What is the evidence that the school has defined resources to sustain reform after the CSRD grant ends—so that the CSRD funding really performs as a stimulant or catalyst and does not end up being the entirety of the reform effort?

District and State Practices and Policies Related to Schoolwide Reform at the School

A. What district, State, or neighborhood initiatives or conditions might have affected the school's reform efforts [*use Exhibit 2 to guide the lines of inquiry*]?

B. What are the signs of support or lack of support for the schoolwide reform at the target school (not schoolwide reform as a general principle)? Waivers, access to special resources, and peer and collegial consultation all would be examples of such support. Distractions to other issues, excessive delays in needed approvals, or demands for competing initiatives might all be considered examples of lack of such support.

Other Contextual Conditions

A. What has been the school's experience with regard to enrollment, graduation rates, attendance rates, dropout rates, and graduation requirements? [*Collect this information for multiple years, with the first year being the academic year prior to the CSRD award. Collect other data about the school's performance over time, which would be useful to contextualize the reform effort. For instance, this might include a brief discussion of the problems leading to reform.*]

B. Have there been any qualitative conditions in the school that might affect schoolwide reform and even serve as *rival* explanations? For instance, a positive condition would be that the school had previously been successful in reform-like activities, either as a result of private foundation funding or Title I schoolwide funding. Further positive signs would be the receipt of awards and recognition for school performance. Negative conditions would be that the school had been suffering from poor leadership, high teacher turnover, a high degree of student misbehavior, or other difficult conditions that would make reform a more difficult accomplishment.

Exhibit 2

EXTERNAL CONDITIONS TO BE INVESTIGATED

1. Determine whether any district or State policies, if any, appear to have affected the target school's practices *in relation to schoolwide reform* (only):

- a. What teacher recruitment, certification, or retention policies have been put into place that might affect schoolwide reform just prior to or after the CSRD award took place?
- b. What budgetary changes or other resource policies, including the overall level of such resources may be affecting reform?
- c. What assessment practices, especially changes in assessment tools during the time of the reform effort and tuned to standards-based criteria, have been put into place?
- d. What policies regarding the adoption or use of curriculum materials, reflecting standards-based curriculum frameworks, have been put into place recently?
- e. Has district leadership changed recently, and with what apparent effect (supportive or not?) on schoolwide reform?
- f. What other district-wide or Statewide reform efforts are ongoing concurrently, such as those supported by the National Science Foundation in mathematics and science education, or the New American Schools more generally, that might provide guidance to or create demands on the target school?

2. Define any community or local conditions that might have affected the target school's practices *in relation to schoolwide reform* (only):

- a. What kind of turnover in neighborhood populations, if any, and therefore in the school's student body, has taken place just prior to or after the CSRD award took place?
- b. What economic shifts, if any, leading to markedly different support (better or worse) for the school on the part of businesses and industry, has occurred at the district or State levels?
- c. What gangs, violence, drug, or other exceptional student problems, if any, have occurred that might have diverted attention or re-sources away from schoolwide reform?

Information about these external conditions should be sought by collecting data from the district as well as consulting other sources such as local newspapers.

References

COSMOS Corporation and The McKenzie Group, *Evaluation Design for Component I and Proposed Substudy*, Bethesda, MD, January 2000.

Herman, Rebecca, et al., *An Educator's Guide to Schoolwide Reform*, American Institutes for Research, Washington, DC, 1999.

Yin, Robert K., "Life Histories of Innovations: How New Practices Become Routinized," *Public Administration Review*, Jan./Feb. 1981, 41:21-28.

APPENDIX B

Promising Reform Strategies

Appendix B

PROMISING REFORM STRATEGIES

The following strategies were identified by the site visit teams during the course of four site visits to each site over a two-year period. The strategies represent practices, “programs, and technical assistance/support strategies” that were useful to the grantees in their efforts to implement the nine components of CSR. The strategies were identified through interviews with school and district personnel, document reviews, and observations. They are not based on any analysis of student achievement data.

Component 1: Research-Based Method

School K: Stringent Implementation of the Research-Based Method Believed to Result in Improved Reading Scores

All of the teachers at School K were fully trained in the use of *SFA* and fully implemented the program in their reading groups. Classrooms had all of the *SFA* materials, followed the instructional scope and sequence religiously, and were in all respects an exemplary model for *SFA*. Teachers varied somewhat in their enthusiasm for *SFA*, but all worked very hard to make the reading program work. Teachers indicated they were grounded by one goal—to see their children’s reading performance improve. The first year of implementation was very difficult, given *SFA*’s prescriptive approach. Teachers persevered, because they felt the more effective use of instructional time would ultimately facilitate student learning. This was true for new as well as more experienced teachers. Teachers in the school supported one-another and were chiefly responsible for the excellent implementation of the model. This level of teacher commitment and effective program implementation is exemplary and yet *SFA* will be replaced in the 2002–03 school year. Teachers credit *SFA* for improvements in student reading in the primary grades, but *SFA* had only marginal effects in the upper grades. Teachers in the upper grades were not able to make the changes they thought were needed to improve their student’s performance because of *SFA*’s rigidity. The entire teaching staff withdrew their support of *SFA* because this rigidity and they believed the method developer did not adequately respond to their concerns. This teaching faculty exemplifies the importance of “buy-in” and collaboration.

School J: Research-Based Method Guiding Scope and Sequence of Lessons in All Subject Areas

Many teachers have found the structure and sequence required by the method for lesson development a positive addition to their instructional capacity. What is learned from developing a specific lesson can be applied to other areas of instruction. Teachers taught the value of students self appraisal. This helps the student understand what is expected and when they have met all of the requirements of a particular lesson.

Several district policies appear to be instrumental in supporting the continuation of School J's reform efforts after CSRD. The first is the reorganization of the central office administration, particularly the arrangement of the district's schools into three geographic clusters. Each cluster includes those schools that feed into one of the district's three high schools. An associate superintendent is responsible for each cluster and facilitates communication and consistent policies and practices (e.g., a common teacher evaluation form) across all schools in the cluster. Teachers and staff within a cluster have opportunities to participate in professional development at another school in the cluster, exchange information about best practices (e.g., regarding ways to enhance parent involvement), and discuss how to coordinate educational programming among schools in the cluster. Although in its first year of implementation, the principal notes that the school receives greater attention from the district due to the cluster organization and better coordination among schools may help to ease student transitions and improve student achievement.

School R: Teacher Teams Provide Students with Cross-Curricular Authentic Learning Opportunities

The 9th grade teams at School R provide an opportunity for teachers to engage in flexible block scheduling, interdisciplinary curriculum, and team planning. For example, the Freshman teams organized an Environmental Congress for the entire freshman class, involving all major subjects:

- Science – students learned about environmental issues.
- Math – students work on graphing findings.
- English – students developed position papers for their proposals to the congress, and work on presentation skills.
- History – students learned about the political process involved.

The 9-week curriculum culminated in a “Congress” for the entire Freshman class held in the school auditorium. Candidates were selected from each team and presented their position papers. Members of the audience (other Freshman class members, teachers, school and district administrators, and some parents) were asked to comment or debate the topic, and then vote on the outcome.

Component 2: Comprehensive Design

School G: School Improvement Planning Process Aligns Reform Initiatives

In 1999, district staff led workshops to prepare schools for developing school improvement plans aligned with budgets and needs assessments. The 2000-01 plan has three priorities: improving academic performance, continuing professional development, and increasing parental involvement and student attendance. The district seeks to align all reform efforts with state standards and district goals and is viewed by one state official as one of the most advanced districts in complying with state requirements. The district actions were the result of a new state mandate that all school efforts be integrated into comprehensive school improvement, reflecting state content standards (e.g., plans must reflect state standards).

Component 3: Professional Development

School G: Professional Development Activities and Instructional Practice Driven by Student Assessment Measure

Extensive teacher professional development in student assessment was one of the most promising strategies observed at School G. Individual and disaggregated student data was available for teachers in both reading and mathematics. Teachers at School G received extensive job imbedded professional development training on instructional improvement driven by student assessment measures.

Teachers at School G were using data to not only gain an understanding of student achievement levels, but also to drive instructional practice. For example, one kindergarten teacher, who was participating in an action research project through the local IHE, detailed how during the 2001–02 school year she used pre-test data to guide individual and classroom reading instruction. Using pre-test data, the teacher was optimistic in citing individual student gains during the school year, despite not having received post-test data results. Instead of dreading the ensuing test results, this teacher was anxiously awaiting confirmation of what she believed would be an affirmation of her expectations. Rather than attacking the problem of low level reading ability with a general increase in the amount of student reading, teachers at School G gained valuable data-driven professional development training opportunities that helped teachers target the skills and subskills necessary for teaching effective reading.

School I: Staff Understanding of Common Planning Period as Professional Development Opportunity

Staff support for reform at School I, and for the school environment in general, showed modest increases in 2001–2002, in part because of the creation of collaborative planning time. The principal reorganized the schedule to allow teachers the opportunity to

meet weekly with others on their grade level to discuss achievement data and instructional methods. Teachers commented that this practice, which required no additional funds to implement, was beginning to dramatically change the culture in the school.

The planning time was perceived by teachers as a professional development opportunity, and as a show of respect by the school administration for their profession. And teachers reported that they were stepping up to this challenge. According to the teachers, when they would find time to talk to each other in the past, the conversation focused on complaints about students or school and district policies. With the advent of scheduled planning time, the teachers report that the meetings are used constructively to review data and problem solve weaknesses, or to bounce ideas about instructional techniques off their colleagues.

This shift in practice was aided by the district office, who helped the school staff learn to understand and interpret student achievement data. Teachers learned the language and skills needed to discuss reading and math scores, and use each other to create strategies. The addition of the 4th and 5th grade classes to School I, which brought the school into the state assessment system, impressed upon teachers the importance of this shift.

Component 4: Measurable Benchmarks

School P: Method-Recommended Curriculum Team Aligning Scope and Sequence to Provide Greater Interdisciplinary Project

The curriculum team, initiated through a HSTW professional development workshop, was in the process of overhauling School P's curriculum framework. The team was aligning the sequencing of course topics across disciplines to provide greater opportunity for across-discipline projects. The MSW technical assistance report and curriculum audit and the MSW standards-based curriculum professional development workshop assisted the team in designing a curriculum framework that was both academically enriching and systemically consistent for middle and high school students. However, the impending school merger interrupted the enthusiasm and proposed intentions of School P's curriculum team, and by Spring 2002 it was unclear whether the efforts would continue.

School C: External "Critical Friends" Group Provides Objective Assessment of Progress Towards Goals and Benchmarks

The Co-NECT *Critical Friends* process is a unique form of assessing method implementation. Using the *Critical Friends* process, School C planned an informal (local) critical friends assessment process in Spring 2002. The purpose of the progress review was to take a "snap shot" of the school's progress through classroom observations, and to provide feedback to faculty and staff that would help to guide goal setting and planning for the 2002–03 academic school year. Data collected during the progress review would be utilized to enhance Co-NECT implementation and the SIP of School C. The Co-NECT

consultant and facilitator, the principal, design team members, a HOSTS community volunteer, and a parent comprised were members of the progress review team assigned to observe quality teaching, learning, and method implementation. Due to dangerous weather conditions, the school canceled the Critical Friends meeting and the site visit team was unable to observe the process.

Component 8: Evaluation

Schools H and N: Clear Scope and Sequence and Quarterly Assessments Provide Frequent Measures of Student Growth

The district has developed a scope and sequence system for the major academic areas derived directly from the state standards. To regularly measure student progress, the district conducts system wide assessments every nine weeks in reading, mathematics, science, and social studies, based on the scope and sequence documents.

To implement the assessment, which is used solely for diagnostic purposes, the district utilizes a commercially developed system to analyze results and provide feedback to teachers and administrators. The system does not contain assessment items that must be used; rather, it allows the district and teachers to develop and use items that are tied directly to the scope and sequence.

The system, which is computer based, allows for results to be tabulated and presented to teachers and administrators in a variety of ways. Teachers can obtain both individual and class results, as well as item analyses to determine if there is a pattern to student responses that calls for adjustment in instruction. Teachers across common grades can compare results and use the comparison to make adjustments. Generally, teachers have access only to results for their students, though, in one school, teachers were allowed access to results for the entire school.

School administrators have access to results for the entire school and can do item analyses, compare results at grade levels, and design and provide assistance to teachers and students who are having difficulty.

At the district level, all results are reviewed by district administrators and used for professional development, adjustments to scope and sequence, and other educational refinements.

Since the system is Web-based, all users are able to analyze results from various viewpoints instantaneously.

This is the first year the system has been in place so that results in terms of improved student performance on the state assessment cannot be determined.

Component 5: Staff Support

School F: Internal Collaborative Meetings Foster Inter-curricular Teaching and Teacher Buy-in to Schoolwide Issues

Two aspects of the CSRD reform process stand out as instrumental in bringing about the impressive changes that have been made by this school. The first is the leadership of the principal and assistant principal of the school. The principal contributed to reform by empowering staff to take on the reform process and make needed changes. The assistant principal worked to provide the tools and opportunities for school staff to take on the challenge and to be effective.

The primary venue for the change process was establishment of the Critical Friends Groups (CFG's), designed to address both individual needs of colleagues as well as school wide issues. Over time this interaction produced an environment of trust among colleagues that created an environment in which staff were able to take more risks and become more creative problem solvers. Change in how the entire school community functions has come about over the past three years directly because of the extensive buy-in of staff and administrators to make the reform process and associated strategies work.

The school district has supported CSRD implementation by providing trainers for the adopted methods who were able to provide extensive follow-up training at the school site on an ongoing basis. The training and support provided to School F was praised by teachers and administrators as effective and has led to a considerable change in the school's class schedule, curriculum offerings, staff organization and school culture.

Component 6: Parent and Community Support

School O: Parents and Community Members Participate in School Governance and Goal Setting

One of the promising practices in School O is the collaboration between the School Advisory Council, composed of community and staff members, and the Principals Cabinet which includes two administrators, the magnet and SIM coordinators and the lead mathematics, science, and reading teachers. The role of the Advisory Council is to develop the School Improvement Plan. Based on a review of past progress, they set goals and objectives related to student achievement, community involvement and student participation in co-curricular programs. The Principals Advisory Cabinet develops the specific plans that translate these goals and objectives into a sequence of strategies within a time frame. They help to determine what strategies and activities will be employed by whom and when. This collaboration between the two groups moves the school improvement plan from paper to reality. The key to the success of this process lies in close coordination between the two groups so that the Principal's Cabinet fully understands and fully implements the school improvement plan.

APPENDIX C

Descriptions of the Research-Based Methods or Strategies Being Used

Appendix C

DESCRIPTIONS OF THE RESEARCH-BASED METHODS OR STRATEGIES BEING USED

This appendix contains brief descriptions of the research-based methods in place at the 18 CSRD schools visited as part of the Field-Focused Study. The descriptions were obtained from *The Catalog of School Reform Models*, developed and maintained on the website for the Northwest Regional Educational Laboratory (www.nwrel.org). Descriptions of the locally-developed models are not available through this source but were obtained from the models' originators (or developers).

Accelerated Schools (K - 8)

Accepted for Inclusion 2/1/98

Re-accepted 11/1/01

Description Updated 12/1/01

Type of Model	entire-school
Founder	Henry Levin, Stanford University
Current Service Provider	National Center for Accelerated Schools Project at the University of Connecticut, and various regional centers
Year Established	1986
# of Schools Served (9/1/01)	1,300
Level	K - 8
Primary Goal	provide all students with enriched instruction based on entire school community's vision of learning
Main Features	gifted-and-talented instruction for all students through "powerful learning" participatory process for whole-school transformation three guiding principles (unity of purpose, empowerment plus responsibility, and building on strengths)
Impact on Instruction	teachers adapt instructional practices usually reserved for gifted-and-talented children for all students
Impact on Organization/Staffing	governance structure that empowers the whole school community to make key decisions based on the Inquiry Process
Impact on Schedule	depends on collective decisions of staff
Subject-Area Programs Provided by Developer	no
Parental Involvement	parent and community involvement is built into participatory governance structure
Technology	depends on collective decisions of staff
Materials	<i>Accelerated Schools Resource Guide</i> plus a field guide for each training component

Origin/Scope

The accelerated schools approach, developed by Henry Levin of Stanford University, was first implemented in 1986 in two San Francisco Bay Area elementary schools. The Accelerated Schools Project has now reached over 1,300 schools.

General Approach

Many schools serve students in at-risk situations by remediating them, which all too often involves less challenging curricula and lowered expectations. Accelerated schools take the opposite approach: they offer enriched curricula and instructional programs (the kind traditionally reserved for gifted-and-talented children) to all students. Members of the school community work together to transform every classroom into a "powerful learning" environment, where students and teachers are encouraged to think creatively, explore their interests, and achieve at high levels.

No single feature makes a school accelerated. Rather, each school community uses the accelerated schools process and philosophy to determine its own vision and collaboratively work to achieve its goals. The philosophy is based on three democratic principles: unity of purpose, empowerment coupled with responsibility, and building on strengths.

Transformation into an accelerated school begins with the entire school community examining its present situation through a process called taking stock. The school community then forges a shared vision of what it wants the school to be. By comparing the vision to its present situation, the school community identifies priority challenge areas. Then it sets out to address those areas, working through an accelerated schools governance structure and analyzing problems through an Inquiry Process. The Inquiry Process is a systematic method that helps school communities clearly understand problems, find and implement solutions, and assess results.

Results

Two early small-scale evaluations yielded initial evidence of improved achievement, school climate, and parent and community involvement in accelerated schools. A 1993 evaluation comparing an accelerated school in Texas to a control school revealed that over a two-year period, fifth grade SRA scores in reading, language arts, and mathematics at the accelerated school climbed considerably. Over the same period, the scores of a control school declined (McCarthy & Still, 1993). In the other study, Metropolitan Achievement Test grade-equivalent reading scores at an accelerated school improved more than scores in a control school in four of five grades, although the results for language scores were mixed (Knight & Stallings, 1995).

More recent studies involving larger numbers of elementary schools have also demonstrated gains for accelerated schools relative to comparison schools. In an independent study of eight different reform models in Memphis, the Accelerated Schools Project was one of three models that demonstrated statistically significant or nearly significant growth across all subjects on the TVAAS (Tennessee Value-Added Assessment System) compared with control schools. In reading, the Accelerated Schools Project showed the highest gain of any model across the three years of the study (Ross, Wang, Sanders, Wright, & Stringfield, 1999). Unpublished data from 34 elementary schools in Ohio that implemented the Accelerated Schools Project in 1997 or before reveal that accelerated schools on average showed greater gains from 1997 to 1999 in fourth- and sixth-grade reading and mathematics on the Ohio Proficiency Test than the districts in which they were located. For schools starting their fifth year or beyond in 1997, the advantages were much larger. For example, 12% more students in these accelerated schools scored proficient or advanced on the sixth-grade reading test in 1999 than in 1997, compared to a 3% decline for district schools (Report for Ohio Center, 1999).

Researchers from the Manpower Demonstration Research Corporation (MDRC) recently completed a five-year study of eight accelerated schools. They used third-grade reading and mathematics scores from the three years prior to implementation to predict what scores would have been during the following five years with no intervention. They then compared these predictions with actual scores to see if the accelerated schools approach had any impact. They found little or no impact on test scores during the first three years of implementation (when the focus was on reforming school structure and governance), then a gradual increase in scores during the fourth and fifth years (when substantial changes in curriculum and instruction were taking place). Average scores in the fifth year exceeded predicted scores by seven percentile points in reading and eight in mathematics, a statistically significant amount (Bloom et al., 2001).

To date, no studies have analyzed the impact of the Accelerated Schools Project on middle schools.

Implementation Assistance

Project Capacity: The National Center for the Accelerated Schools Project is located at the University of Connecticut. There are also 12 regional centers across the country based in universities and state departments of education. Across the national and regional centers, the Accelerated Schools Project employs 62 full-time and 27 part-time staff.

Faculty Buy-In: 90% of the school community (all teaching and nonteaching staff plus a representative sample of other school community members including parents and district personnel) must agree to

transform the school into an accelerated school. Students are also involved in age-appropriate discussions during the buy-in process.

Initial Training: For each accelerated school, the National Center or a regional center trains a five-member team comprising the principal, a designated coach (often from the district office), a school staff member who will serve as an internal facilitator, and two other school staff members. Training for this team involves an intensive five-day summer workshop, two subsequent two-day sessions on Inquiry and Powerful Learning, and ongoing mentoring by a center staff member. The coach provides two days of training for the entire school staff just before the school year begins.

Follow-Up Coaching: During the first year of implementation, the coach provides the equivalent of at least four additional days of training for all staff. Coaches also spend 25% of their time (generally at least one day per week) supporting the school. In the early stages, the coach is more of a trainer, introducing the process and guiding school community members through the first steps of implementation. In later stages, the coach helps schools evaluate how well the model is working, assists in overcoming challenges, and continually reinforces the accelerated schools philosophy to keep momentum alive. Additionally, an Accelerated Schools Project staff member visits the school three times. During the second and third years of implementation, the five-member school team receives a total of nine more days of training.

Networking: The National Center and regional centers host an annual national conference and regional conferences, publish newsletters, support Web sites, and maintain a listserv connecting teachers, coaches, and centers via e-mail. Networking opportunities also enable accelerated school communities to interact with each other on a regular basis.

Implementation Review: Continual self-evaluation is part of the process in accelerated schools. To help schools gather information, the National Center has developed a comprehensive assessment tool called The Tools for Assessing School Progress.

Costs

The Accelerated Schools Project (National Center and regional centers) charges approximately \$45,000 per year for a Basic Partnership Agreement (minimum three-year commitment). This fee varies from state to state depending on subsidies and grants provided to the local regional center. The agreement includes, in the first year:

- ! training of a five-member team including the coach, the principal, and three school staff members (excluding travel expenses)
- ! training materials, including five copies of the *Accelerated Schools Resource Guide*
- ! three site visits by a project staff member
- ! technical assistance by phone, fax, and e-mail
- ! monthly networking opportunities
- ! year-end retreat
- ! a subscription to newsletters and the project's electronic network

In addition, schools and/or districts must provide release time for the entire teaching staff for two days of initial training and the equivalent of four days of additional training during the first year. They must also

schedule weekly meeting time amounting to about 36 hours per year and cover 25% of the full-time salary and benefits of the coach (estimated at \$12,000-\$20,000 for a coach external to the school).

Over the next two years schools receive targeted professional development in key components of the model, on-going technical assistance, monthly networking opportunities, and one site visit by a project staff member. Schools may contract with a center for additional site visits and other services as needed.

State Standards and Accountability

The Accelerated Schools Project empowers school communities to determine their own priorities for improvement. If the school community determines that aligning instruction with state standards and assessments is a priority area, then community members address that area by working through the accelerated schools governance structure and Inquiry Process.

Student Populations

As part of the catalog Web site search mechanism, each model had an opportunity to apply to be highlighted for its efforts in serving selected student populations. The five categories were urban, rural, high poverty, English language learners, and special education. To qualify for a category, a model had to demonstrate (a) that it included special training, materials, or components focusing on that student population, and (b) that it had been implemented in a substantial number of schools serving that population.

The Accelerated Schools Project is highlighted in all five categories. It was designed primarily to serve schools with high proportions of students in at-risk situations. Hundreds of rural and urban schools with large concentrations of high poverty students have become accelerated schools. The model provides a process for addressing the unique needs of each school, often resulting in special efforts such as tutoring, after-school programs, or connections with social service organizations. Training includes strategies for instruction and curriculum development within the context of multicultural classrooms. The accelerated schools governance model joins special and regular education teachers together in teams, where they work toward the integration of special and regular education students.

Special Considerations

The accelerated schools process can be a challenging one. Teachers and administrators must be willing to relinquish hierarchical decision-making structures, work together, and expend considerable time and energy to transform a traditional school into an accelerated school. Founder Henry Levin estimates that this process can take three to five years. During this time, it is crucial to maintain regular meeting time and active coaching at the school site.

Selected Evaluations

Developer/Implementer

Knight, S. L., & Stallings, J. A. (1995). The implementation of the accelerated school model in an urban elementary school. In R. L. Allington & S. A. Walmsley (Eds.), *No quick fix: Rethinking literacy programs in America's elementary schools* (pp. 236-251). New York: Teachers College Press.

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Independent Researchers.

Bloom, H. S., Ham, S., Melton, L., & O'Brien, J., with Doolittle, F. C., & Kagehiro, S. (2001). *Evaluating the Accelerated Schools Approach: A look at early implementation and impacts on student achievement in eight elementary schools*. New York: Manpower Demonstration Research Corporation.

Ross, S. M., Wang, L. W., Sanders, W. L., Wright, S. P., & Stringfield, S. (1999). *Two- and three-year achievement results on the Tennessee Value-Added Assessment System for restructuring schools in Memphis*. Memphis: Center for Research in Educational Policy.

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Excerpt from description of the Behavioral Modification Model, 2000*

Behavioral Modification Model

A positive school climate can have substantial positive effects on reductions in substance abuse, anti-social behavior and school leaving (e.g., Mayer et al, 1983; Rutter, 1979; and Gottfredsen, 1988; Embry, 1997). There are a number of characteristics of schools and school-based programs that seem to be critical for both prevention and intervention success, which can be manipulated in “dose” levels for schools and youth who need more shown in table form

- ! Promoting high levels of engagement in academic task and literacy promotion.
- ! Encouraging high levels of praise or attention by teachers and school staff for attention to task and academic productivity, especially for high- risk children.
- ! Engaging in differential attention from adults to other students and other behavior (DRO = differential reinforcement of other behavior) when a child has minor misbehavior rather than attention to children’s negative behavior.
- ! Using daily group activity rewards for teams or classes rather than weekly, monthly or semesterly rewards based on individual points.
- ! Encouraging daily, self-monitoring and posting of academic and behavioral competencies, including frequently changed public displays of work.
- ! Setting up structures (antecedent) that “channel” probability of positive behavior and reduce “down time” during transitions.
- ! Using every day story models to illustrate pro-social behaviors being mastered.
- ! Using cognitive-behavioral questions and techniques (“Socratic methods” or “brain builders”) to foster mastery of emotionally charged events, as well as during routine times to foster perspective taking and prediction skills.
- ! Sending home daily positive home notes to student’s families for positive behavior and achievement, linked to rewards at home, plus extensive involvement of pupils in teach of positive skills to families.
- ! Creating many opportunities for students to hold positions of responsibility or job roles each day.
- ! Using quick daily response-cost, cognitive mediation and over-correction procedures for acts of negative behavior instead of delayed consequences, such as referrals to the office or high-intensity verbal or physical reprimands.
- ! Using a common language of belonging to define the school culture, which is used by both adults and pupils.
- ! Creating clarity of rules, including quizzes about them for group reward.

*A pseudonym has been assigned to this locally-developed model to ensure confidentiality.

- ! Encouraging frequent art, music performance, drama and best work displays.

- ! Fostering intensive use of the same principles and tools throughout all areas of the school life — classroom, lunchroom, recess, bus, after school activities, hallways and other venues, explicitly designed to carry from year to year.

The PAXIS school system is the first approach to create a full system to achieve these results using emerging research on prevention from various projects sponsored by the US Centers for Disease Control, the US Department of Education and other funding sources. The materials being developed use not only the scientific findings but also the field feedback to develop a system that is sensitive to the demands of contemporary schools for successful implementation. The new system also packs in procedures to improve literacy and achievement, which have been emerging concurrently to the research on problem behavior. This latter development is important because of the well-known links to achievement, verbal fluency and anti-social behavior.

The system is a three-step materials process for staff, children and families. All staff members receive the same “Successstory” which provides an engaging story model of how all items fit together. This same “Successstory” is shared with every family. The result is all parties can start from the same sheet of music, understanding emotional, health and academic benefits for children, families and school staff. The Successstory is a synthesis of anecdotes and research woven to map a symbolic model of action, showing “coping and overcoming of common “yes-buts.”

Additional support materials are provided for various functions. For example, there is a guide for leaders in the school, which provides the details for each “recipe” being implemented. This guide tells the school leaders what, when, where and how—including how much paper will be required, who can help with the actions, etc. This guide is accompanied by a CD-ROM.

Every classroom person receives twelve modules, plus a CD-ROM, which has additional linked items by developmental level and training support, linked to the World Wide Web. The modules are given out only as the school steps through the sequence—keeping down the “two-foot thick materials” shock down. This modular approach, tied to support materials for the whole school and families, moves the culture through symbolic modeling, role plays, behavioral rehearsal, praxis, rituals, monitoring and celebrations to create successful momentum. The modules are organized around a sequence of six principles or tenets:
1) Commend others; 2) Help each other; 3) Find advice and wisdom; 4) Avoid hurting people; 5) Make amends; and 6) Stick with it.

Volume 1 of the modules assures success in the classroom and main school functions. Volume 2 makes sure that the success spreads to all the transitional areas in which so much problem behavior occurs: playground, lunchroom, buses, home, neighborhood.

Every family receives the main story plus a developmentally appropriate book on each principle, which is looped into the various modules and CD-ROMS. The booklets (each 24 pages long) are designed to promote skills at home and school, that advance academic, social and emotional competencies. The booklets also promote literacy, based on studies of emergent literacy. The booklets tie into various protocols at the school to advance family involvement.

Excerpt from CES National Website — http://www.essentialschools.org/pub/ces_docs/about/about.html

About the Coalition of Essential Schools

Vision and Principles

The Coalition of Essential Schools (CES) is a national network of schools, regional centers, and a national office, working to create schools where intellectual excitement animates every child's face, where teachers work together to get better at their craft, and where all children flourish, regardless of their gender, race, or class.

CES schools share a common set of beliefs about the purpose and practice of schooling, known as the CES Common Principles. Based on decades of research and practice, the principles call for the creation of:

- ! Personalized instruction to address individual needs and interests
- ! Small schools and classrooms, where teachers and student know each other well and work in an atmosphere of trust and high expectations
- ! Multiple assessments based on performance of authentic tasks
- ! Democratic and equitable school policies and practice
- ! Close partnerships with the school's community

The Coalition sees school reform as an inescapably local phenomenon, the outcome of groups of people working together, building a shared vision and drawing on the community's strengths, history, and local flavor. The Common Principles are meant to guide the school in setting priorities and designing practice, as each school develops its own programs, suited to its particular students, faculty, and community. CES regional centers and CES National seek to support schools in this work.

CES National Programs and Services

CES National, based in Oakland, California, provides national networking and professional development opportunities, conducts research, and advocates for public policies which support our vision of education. Here are our core activities:

Fall Forum. Each year, we convene over 2,000 educators, policy-makers, parents, and students from around the world to exchange ideas and practices.

CES University. An exciting series of institutes in the areas of school design, classroom practice, leadership, and community connections, CES University is offered in a number of cities around the country in the spring and summer.

Horace. Our quarterly journal, *Horace* provides "hands-on" resources and engages readers in examples of best practices from around the country.

CES National Web Site. Including comprehensive links to schools, centers, and publications, the site also provides discussion groups and an interactive data base where practitioners deliberate together and share resources.

CES National Affiliation. Schools and centers that affiliate with CES National lend their voice to the effort to create an educational system that promotes personalization, rigor, and equity.

Center Director Meetings. CES National convenes the network of center directors regularly for professional development and sharing of ideas.

Research. CES National runs a variety of research activities, including a current partnership with the American Institute for Research to study student outcomes in a national sample of CES schools, and our annual report of student results, *Principles at Work*.

Advocacy. CES National works with the national media and with other educational organizations to promote the creation of an environment in which schools designed according to the CES Common Principles can thrive.

For those interested in adopting CES as part of a Comprehensive School Reform Design (CSR) grant, our regional centers offer extensive services.

Page last updated: May 15, 2002

No written materials available; based on descriptions from school staff.

Comprehensive Reform Model*

The model included the implementation of state standards, which the school identified as among the first at the state level to embrace educational quality reform and “significantly different from other state and national models in that they were more project- and performance-oriented.” Other components of the comprehensive model included a Freshman Foundation course, intended to help freshman get prepared for high school, a flexible block schedule, an interdisciplinary curriculum, whereby teachers of different subjects would have common planning time, hold daily team meetings, and coordinate their instructional schedule, the integration of school-to-work (school-to-career) topics, the integrated use of technology into the curriculum, especially taking advantage of individually-assigned laptop computers, and a vision of the school as having a “global” magnet transcending the four separate magnet programs at the school.

*A pseudonym has been assigned to this locally-developed model to ensure confidentiality.

Co-nect (K - 12)

Accepted for Inclusion 2/1/98

Re-accepted 11/1/01

Description Updated 4/1/02

Type of Model	entire-school
Founder	BBN Corporation
Current Service Provider	Co-nect Inc.
Year Established	1992
# of Schools Served (2/1/02)	175
Level	K - 12
Primary Goal	improved achievement in core subjects
Main Features	design-based assistance for comprehensive K-12 school reform customized on-line/on-site training and personal support project-based learning peer and progress review programs leadership processes for whole-school technology integration
Impact on Instruction	emphasis on authentic problems, practical applications, and interdisciplinary projects
Impact on Organization/Staffing	organization of school into small learning communities ("clusters"); full-time facilitator preferred
Impact on Schedule	flexible block scheduling; common planning time for teachers
Subject-Area Programs Provided by Developer	literacy program for elementary schools
Parental Involvement	parents are encouraged to be more involved in their children's learning
Technology	significant investment required; schools need computers and Internet access for teachers (at least) to make the most of the online products and services; Co-nect does not provide equipment
Materials	Schoolwide Action Priorities (printed kits to help schools address schoolwide issues such as literacy); online resources including mini-lessons on teaching strategies, database of best practices, facilitated learning modules, and searchable selection of curriculum projects tied to a custom-built state standards database

Origin/Scope

Co-nect was founded in 1992 by members of the Educational Technologies Group at BBN Corporation. As of winter 2002, there were 175 Co-nect schools.

General Approach

Co-nect helps schools work through a structured process of school improvement, the ultimate focus of which is high quality teaching and learning. The model features a nationwide staff of teaching professionals who work directly with teachers and administrators within schools and districts. Co-nect's training and consulting services are supported by a suite of diagnostic tools, on-line learning modules, and other teaching resources, including a library of best practices. This combination has been designed to help schools meet adequate yearly progress goals through sound, sustainable classroom practices.

Co-nect offers comprehensive schoolwide and districtwide capacity-building programs that include planning for continuous improvement, data-driven decision making, alignment strategies such as curriculum mapping, technology integration, benchmarking, and leadership training. In addition, Co-nect provides specialized

content in project-based learning, authentic assessment, and literacy (for elementary schools). For example, Co-nect consultants help teachers working in interdisciplinary teams to guide students through challenging, engaging projects that align with state and local standards.

Co-nect schools are encouraged to have computers in every classroom, with internet capability, thereby enabling client schools to access all of the available on-line resources.

Results

A national study conducted by independent researchers from Boston College compared achievement gains in 24 Co-nect schools across the country with gains in demographically similar schools in the same districts. Positive changes occurred in most of the Co-nect schools, and four of the schools had consistently higher gains than their comparison schools. Overall, however, the researchers concluded that “the Co-nect design was associated with similar changes in test scores as were the comparison schools” (Russel & Robinson, 2000).

An independent study conducted by researchers at the University of Memphis and University of Tennessee found that four Co-nect schools in Memphis showed stronger achievement gains across all subject areas over a three-year period (1995-98) on the Tennessee Comprehensive Assessment System than control schools. Across all subjects (reading, language, mathematics, science, and social studies), Co-nect schools’ 1995-98 change was 14.2 points higher than that of control schools on a Cumulative Percent of Norm scale (where a score of 100 indicates that a school has made the expected gain for the year). While not statistically significant, this advantage was depicted by the researchers as a “moderately large effect size” (Ross, Sanders, Stringfield, Wang, & Wright, 1999). A follow-up analysis showed that these Co-nect schools maintained “noticeably higher” gain scores than control schools through 1999 (Ross, Sanders, & Wright, 2000). Two schools that began using Co-nect in 1997 had not shown a similar advantage, however.

A third study of Memphis schools compared five Co-nect schools to four control schools during 1999-2000 on classroom teaching, computer usage, school climate, and student achievement, among other variables. Classrooms in Co-nect schools were characterized by greater use of technology, sustained writing, project-based learning, independent inquiry, and cooperative learning than classrooms in control schools. Co-nect schools were also found to have more positive school climates. Three of the five Co-nect schools were rated as higher-implementing by the district office. From 1998 to 2000, these three schools showed greater gains in student achievement than state and district schools (Ross & Lowther, 2000).

According to a study conducted by the evaluation office of the Cincinnati Public Schools, the six Co-nect schools in the district showed an improvement in student performance from 1996 to 1999 that exceeded district changes over the same period (Lewis & Bartz, 1999). The researchers calculated T-scores for the Ohio Proficiency Test in grades four and six in such a way that the district score each year stayed at 50. The Co-nect schools’ scores improved from 45.9 in 1996 to 49.8 in 1999. Although they didn’t calculate statistical significance because of small sample sizes, the researchers characterized this as a “meaningful improvement.”

Data from other school districts around the country also show student performance improving in Co-nect schools. For example, from 1999 to 2001, the six Co-nect elementary schools in southern Florida demonstrated higher achievement gains than the state as a whole on the Florida Comprehensive Achievement Tests. In reading, the percentage of fourth-grade students in Co-nect schools scoring at the proficient level or higher increased from 44 percent in 1999 to 64 percent in 2001. Over the same period, the average score statewide increased from 52 percent to 61 percent. In mathematics, scores in Co-nect schools increased from 42 percent to 67 percent, again considerably greater than the statewide increase.

Implementation Assistance

Project Capacity: Co-nect's headquarters is in Arlington, Massachusetts. Co-nect currently has 108 full-time employees, with a small majority based in the field.

Faculty Buy-In: Co-nect provides an informational orientation and buy-in process leading to a faculty vote. Co-nect strongly recommends at least a 75 percent vote in favor to proceed with adoption.

Initial Training: Prior to implementation, the school principal attends a two-and-a-half-day Principal Summit in Massachusetts, and the school facilitator attends the weeklong School Facilitator Institute, also in Massachusetts.

Follow-Up Coaching: Local school consultants conduct training workshops throughout the year and work directly with teams and individuals in the schools. All faculty members attend at least three days of training annually. Members of the instructional leadership team have an additional day, and small groups of teachers attend specialized sessions. All told, Co-nect consultants spend about two days per month on-site. Telephone and e-mail support are also provided by school consultants, area managers in the field, and headquarters staff, in addition to online curriculum and technical support.

Networking: The Co-nect Exchange, the organization's Web site, delivers professional training for teachers and leaders and supports the growth of a collaborative professional community among participating schools. The Exchange offers telecollaborative projects, curriculum resources, online training modules, and discussion areas. Co-nect Peer Review is a national school visitation program. Co-nect also offers an annual conference for teachers and administrators.

Implementation Review: Co-nect closely monitors and regularly reviews the progress of implementation efforts through a series of annual school progress reviews.

Costs

A number of factors determine the cost of a standard three-year implementation, including the size and location of the school and the number of other Co-nect schools in the area. Typically, the cost is \$65,000 per year for three years. This figure assumes a school with up to 40 faculty members, partnering with at least four other schools in the same region. It covers the following services:

- Customized professional development, including workshops for principals, the school design team, and the full faculty
- Frequent visits by regional Co-nect school consultants to work directly with school faculty members, conduct customized training, and model best teaching practices
- Customized assistance with initial data gathering, analysis, and planning during the first few months of implementation

In addition, each school must support a full-time school-based facilitator (typically a faculty member) to assist with the change process. The school must provide high-speed classroom Internet access for all teachers (at least by the end of the first year of implementation) to take advantage of online training and resources. Finally, the school must commit to full participation in Co-nect's national conference, the Critical Friends process, training workshops, and other key activities.

State Standards and Accountability

A significant amount of the professional development work Co-nect does in schools revolves around standards. Co-nect consultants help teachers identify priorities and map effective strategies that address standards and speak to students' interests. Curriculum mapping helps teachers understand the detail and scope of what is being taught across subject areas and grade levels, and it creates opportunities for cross-grade/cross-discipline teaching and sharing.

Additionally, Co-nect has compiled an online standards database that includes standards from all 32 states where the model has been adopted, as well as selected local and national standards. The standards database ties directly into the online ProjectBuilder, thus helping teachers create projects aligned to standards. Co-nect also maintains a database of existing projects. In the summer of 2002, this database will be tied into the standards database, enabling teachers to tailor projects developed in other states to their own state and local standards.

Student Populations

As part of the catalog Web site search mechanism, each model had an opportunity to apply to be highlighted for its efforts in serving selected student populations. The five categories were urban, rural, high poverty, English language learners, and special education. To qualify for a category, a model had to demonstrate (a) that it included special training, materials, or components focusing on that student population, and (b) that it had been implemented in a substantial number of schools serving that population.

Co-nect is highlighted in four categories: urban, rural, high poverty, and special education. Most Co-nect schools are inner city schools with large numbers of students eligible for free/reduced-price lunch. To address the needs of these schools, Co-nect promotes the sensible use of technology to help offset the effects of the “digital divide.” The model also offers strategies to ensure a safe and nurturing environment for all students. Rural schools can take advantage of Co-nect’s distance learning opportunities: the Co-nect Exchange (Web site) and videoconferencing facilities. As for special education, Co-nect supports flexible grouping strategies for students and teaming of regular and special education teachers.

Special Considerations

Technology requirements include computers and high-speed Internet access for all staff.

Selected Evaluations

Developer/Implementer

Lewis, J. L., & Bartz, M. (1999). *New American Schools designs: An analysis of program results in district schools*. Cincinnati, OH: Cincinnati Public Schools.

Independent Researchers

Ross, S. M., & Lowther, D. L. (2000). *Impacts of the Co-nect school reform design on classroom instruction, school climate, and student achievement in inner-city schools*. Memphis, TN: University of Memphis, Center for Research in Educational Policy.

Ross, S. M., Sanders, W. L., Stringfield, S., Wang, L. W., & Wright, S. (1999). *Two- and three-year achievement results on the Tennessee value-added assessment system for restructuring schools in Memphis*. Memphis, TN: University of Memphis, Center for Research in Educational Policy.

Ross, S. M., Sanders, W. L., & Wright, S. (2000). *Value-added achievement results for two cohorts of Co-nect schools in Memphis: 1995-1999 outcomes*. Memphis, TN: University of Memphis, Center for Research in Educational Policy.

Russel, M., & Robinson, R. (2000). *Co-nect retrospectives outcomes study*. Chestnut Hill, MA: Boston College, Center for the Study of Testing, Evaluation, and Educational Policy.

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High Schools That Work (9 - 12)

Accepted for Inclusion 2/1/98

Re-accepted 8/1/01

Description Updated 12/1/01

Type of Model	entire-school
Founder	Southern Regional Education Board in Atlanta, Georgia
Current Service Provider	SREB
Year Established	1987
# of Schools Served (9/1/01)	1,320
Level	9 - 12
Primary Goal	to increase the achievement of all students with special emphasis on career-bound students by blending the content of traditional college prep studies with quality vocational and technical studies
Main Features	upgraded academic core common planning time for teachers to integrate instruction higher standards/expectations
Impact on Instruction	sites are expected to end low-level courses for all students, increase the use of engaging instructional strategies, and provide extra help to all students
Impact on Organization/Staffing	sites develop a guidance and advisement system and align with middle schools and postsecondary institutions; more teachers work together; faculties form focus teams
Impact on Schedule	use of larger blocks of instructional time
Subject-Area Programs Provided by Developer	no; however, consultants provide subject-specific workshops customized to school needs
Parental Involvement	parents are expected to help their children select a four-year program of study that reflects HSTW principles
Technology	sites are expected to have access to the Internet and e-mail
Materials	specific materials are suggested to guide schools in making changes

Origin/Scope

High Schools That Work (HSTW) is an initiative of the Southern Regional Education Board (SREB) State Vocational Education Consortium that began in 1987. More than 1,300 schools are members of the HSTW network.

General Approach

High Schools That Work is a whole-school, research- and assessment-based reform effort that offers a framework of goals and key practices for improving the academic, technical, and intellectual achievement of all high school students. HSTW blends traditional college-preparatory content with quality technical/vocational studies. It provides technical assistance and staff development focused on techniques and strategies such as teamwork, applied learning, and project-based instruction. It also provides a nationally recognized yardstick for measuring program effectiveness: the HSTW Assessment, a test based upon the National Assessment of Educational Progress.

HSTW promotes a changed school environment as a context for implementing 10 key practices: (1) high expectations; (2) challenging vocational studies; (3) increasing access to academic studies; (4) a program of study that includes four years of English, three of math, and three of science; (5) work-based learning; (6)

collaboration among academic and vocational teachers; (7) students actively engaged; (8) an individualized advising system; (9) extra help; and (10) keeping score (using assessment and evaluation data to foster continuous improvement). HSTW sets high expectations, identifies a recommended curriculum to meet the expectations, and sets student performance goals benchmarked to the National Assessment of Educational Progress (NAEP).

Three main ideas lay the foundation for HSTW:

- Academic and vocational teachers, principals, and counselors work together to establish unity of vision, a common process for reorganizing the school, and a plan for doing so.
- Teachers and school leaders are empowered to accomplish their goals when they share expertise and learn from each other.
- Assessment, evaluation, and feedback should drive the process and implementation of reform.

The HSTW framework builds support and collaboration among school and district leaders, teachers, students, and families for raising expectations for a more challenging and meaningful high school program of study. SREB and its partners assist high schools in customizing the HSTW framework into action plans for creating more personalized learning environments leading to improved student motivation and performance.

Results

All sites are required to participate in the HSTW Assessment. Based on the curriculum frameworks for the National Assessment of Educational Progress, the assessment involves achievement tests in reading, mathematics, and science for 12th grade students about to complete a vocational or technical concentration.

The 260 HSTW sites that participated in the assessment in 1994 and 1996 showed significant improvement in mean reading and mathematics scores: from 264 to 273 in reading, and from 281 to 285 in mathematics (on a scale of 1 to 500). The percentage of career-bound students meeting the HSTW performance goal (279 in reading and 295 in mathematics) increased from 33 percent to 43 percent in reading and from 34 percent to 44 percent in mathematics. Career-bound students who completed the recommended HSTW curriculum or completed intellectually challenging assignments scored higher than career-bound students who did not. The 18 HSTW schools that participated in an advanced integrated learning network, which provided time for academic and vocational teams to do collaborative planning, made more progress over the two-year period than all HSTW sites (Bottoms, 1997).

The 1996 and 1998 HSTW Assessment results were analyzed in separate studies by two external evaluators: MPR Associates, Inc., and the Research Triangle Institute. MPR researchers reported that the average gain in achievement at the 424 HSTW schools that participated in both assessments was 4 points in reading, 13 points in mathematics, and 9 points in science. They also found that when schools increase the number of students completing the HSTW curriculum by 10 percentage points, they are likely to see a gain in achievement scores of 10 to 20 points. Other factors, such as increased belief among teachers in students' capacity to complete challenging courses, increased collaboration among academic and vocational teachers, and increased guidance and advisement, were also associated with higher achievement gains (Kaufman, Bradby, & Teitelbaum, 2000).

The Research Triangle Institute study (Frome, 2001) involved 393 schools that had collected student test scores and student and teacher survey data in 1996 and 1998. This study reported that (a) the percentage of students completing a rigorous program of study, (b) the level of implementation of key HSTW practices, and (c) the percentage of students reaching HSTW achievement goals in reading, mathematics, and science had all risen significantly over the two-year period. The study also found that schools with larger increases in the

percentage of seniors who completed the HSTW program of study in each academic area had larger increases in the percentage of students who met the achievement goals. Finally, an increase in the use of best instructional practices since beginning HSTW was positively related to an increase in the number of students meeting the reading achievement goal.

Information collected through internal case studies, technical assistance visits, and annual progress reports suggests that when sites make progress in implementing the key practices, they tend to get the following results: improved achievement and higher attendance, graduation, retention, and postsecondary attendance rates. Likewise, dropout rates and discipline referrals tend to decline (Bottoms & HSTW staff, 1996-2000).

Implementation Assistance

Project Capacity: HSTW has 26 member states, as well as many other sites nationwide that implement the program. HSTW staff members provide services (technical assistance, staff development, and assessment) from SREB headquarters in Atlanta. Member states designate a coordinator for HSTW sites and encourage networking of HSTW experts within the state. In addition, each HSTW site designates a coordinator for activities at the local level. Site coordinators may be full- or part-time or receive stipends for their responsibilities. Typical sites include a stipend within their budget for this position.

Faculty Buy-In: In HSTW member states, sites must receive approval to join HSTW from the SREB and the state department of education. Sites must also demonstrate that (1) the majority of faculty are committed to supporting the HSTW framework; (2) they will conduct at least a five-year school improvement plan as detailed by the HSTW program; and (3) they will participate in the HSTW assessment program. Sites in non-member states must also demonstrate that two thirds of the faculty are committed to supporting the HSTW framework.

Initial Training: Training includes a two-day site development workshop for the whole faculty; a technical assistance visit to establish a baseline for implementation; a minimum of four days of whole-school staff development focused on instructional needs; and a three-day retreat for system/school leaders. Schools in member states may also participate in state-led HSTW workshops, and all sites are encouraged to participate in national, subject-specific conferences.

Follow-Up Coaching: Sites receive follow-up visits addressing the site action plan. SREB and state departments of education (in member states) broker customized technical assistance and training services. In year one, sites receive a three-day team technical assistance visit. In years two and three, sites receive assistance in using data to update their action plans, plus additional customized assistance and training. For schools receiving CSRD grants, first, second, and third-year contracts specify services and expectations.

Networking: HSTW holds an annual national staff development conference, provides teleconferences that link developing schools with successful ones, and publishes a quarterly newsletter and a national leadership forum for state policy-makers. New sites are continuously encouraged to visit more mature sites and share information via a listserv managed by SREB. Other publications aimed at increasing the effectiveness of HSTW sites are also available. General information is available on the SREB Web site.

Implementation Review: SREB collects information from technical assistance visits, a biennial assessment, a teacher survey report, and annual progress reports submitted by schools. Schools monitor implementation by analysis of data and use of the Benchmarks for New and Mature HSTW Sites.

Costs

Three years of HSTW implementation costs \$25,000-\$35,000 per year. These costs include services such as a site development conference, planning, technical assistance visits, staff and curriculum development, training

and resource materials, team conference registration, the assessment package, and an evaluative study. Other expenses include funds for stipends and substitute teachers, new kinds of curriculum materials, and travel expenses for state, regional or national training.

State Standards and Accountability

Sites are expected to align curriculum with state and national standards, and to develop K-12 curriculum maps and pacing guides that are to be reflected in planning of instructional activities. HSTW provides a facilitator to assist faculty in the process of aligning curriculum to state and national standards.

Student Populations

As part of the catalog Web site search mechanism, each model had an opportunity to apply to be highlighted for its efforts in serving selected student populations. The five categories were urban, rural, high poverty, English language learners, and special education. To qualify for a category, a model had to demonstrate (a) that it included special training, materials, or components focusing on that student population, and (b) that it had been implemented in a substantial number of schools serving that population.

HSTW is highlighted in two categories, urban and high poverty. The model serves many urban schools and schools in high poverty areas. HSTW training includes specific strategies shown by research to be successful in urban settings. Additionally, the model provides extra help (tutoring) and guidance for students.

Special Considerations

HSTW requires that sites work to replace the general track, raise graduation requirements, participate in the HSTW assessment program, develop a site action plan, and use assessment data to update their action plan.

Selected Evaluations

Developer/Implementer

Bottoms, G. (1997, June). *The 1996 High Schools That Work assessment: Good news, bad news and hope* (Research Brief No. 1). Atlanta: Southern Regional Educational Board. (Other HSTW Research Briefs provide additional analysis of 1994, 1996, 1998, and 2000 assessments.)

Bottoms, G., & HSTW Staff. (1996-2000). *Case studies* (including high schools in DE, GA, KY, MA, NC, SC, TX, and WV). Atlanta: Southern Regional Education Board.

Independent Researchers

Kaufman, P., Bradby, D., & Teitelbaum, P. (2000). *High Schools That Work and whole school reform: Raising academic achievement of vocational completers through the reform of school practice*. Berkeley, CA: University of California at Berkeley, National Center for Research in Vocational Education.

Frome, P. (2001). *High Schools That Work: Findings from the 1996 and 1998 assessments*. Research Triangle Park, NC: Research Triangle Institute.

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Lightspan Achieve Now (K - 6)

Accepted for Inclusion 9/1/98

Description Written 10/1/98

Costs, Number of Schools, Sample Sites, and Contact Information Updated 5/1/01

Type of Model	other
Founder	Lightspan Partnership
Current Service Provider	same as founder
Year Established	1993
# of Schools Served (5/1/01)	2,841
Level	K - 6
Primary Goal	to increase time-on-task, promote family involvement in homework, and facilitate mastery learning and teaching
Main Features	standards-based learning games that support retention and encourage practice for mastery family participation in academic lives of children PlayStation® game console loaned to families to attach to television ongoing professional development for teachers and staff, and workshops for families
Impact on Instruction	standards-based teaching and learning in class and at home; increased time-on-task; frequent monitoring of student progress
Impact on Organization/Staffing	must assign a Lightspan coordinator for each site; family involvement liaison (staff or volunteer) desirable
Impact on Schedule	time required for planning and professional development
Subject-Area Programs Provided by Developer	yes (reading, language arts, mathematics)
Parental Involvement	program supports learning at home and two-way communication between school and home
Technology	CDs, multi-media computers, digital multiplayers, Internet
Materials	35 CDs for K-2, 36 CDs for 3-4, and 34 CDs for 5-6; teacher guides for each CD; progress charts; content correlations; assessment program

Origin/Scope

The Lightspan Partnership Inc. was founded in 1993. Lightspan Achieve Now was implemented in 16 schools in 1995-96. As of May 2001, 2,841 schools, serving students from a wide range of economic backgrounds, had used the model in classrooms and homes.

General Approach

Schools and classrooms committed to an aligned instructional program in reading, language arts, and mathematics use Lightspan Achieve Now to increase each student's engaged time-on-task, promote family involvement in homework, and create a learning environment designed around mastery learning and teaching.

The foundation of Lightspan is family involvement and increased learning through after school use of instructional video games, aligned with the school's curriculum, that teach critical targeted skills and strategies. Lightspan is centered around discipline-grounded, standards-based, curriculum-driven, interactive technologies. In addition, Internet activities facilitate communications, enhance family involvement, and make learning fun.

When a school signs on to use Lightspan, an overall plan aligns achievement goals; teachers, families, and staff are trained; and an Education Partnership Consultant from the national staff is assigned to help align the

curriculum to the Lightspan program. When the correlation is completed, teachers start to use Lightspan in the classroom and as a homework replacement tool. Students are assessed and grouped accordingly, and then regrouped, if needed. The classroom teacher introduces a Lightspan game in the classroom. The teacher might then send the game home for students to complete over the next few weeks with their families. Families are trained so they understand their role and make the necessary commitment to support their child in completing homework.

Results

To date, no large-scale, systematic evaluations comparing student achievement in Lightspan schools with that in control schools have been published. However, Lightspan has contracted with nationally known researchers to conduct a rigorous three-year analysis of 22 Lightspan schools, focusing on student achievement and other variables. The study will employ an experimental design and incorporate multiple measures.

Preliminary results from these and other smaller-scale evaluations and case studies have yielded evidence of improved academic achievement in vocabulary development, reading comprehension, mathematics problem solving, and academic growth during summer programs. At Lansdowne Elementary School in Baltimore County, Maryland, 34 percent of students in grades K-2 moved from below grade level performance to performance at or above grade level versus movement of just 13 percent of students in a matched school, as measured by various standardized tests. In Mesa Public Schools (Arizona) during the 1997-98 school year, grade one and grade three students learning English as a second language showed significant gains over a control group. Students in three Title I schools in Wichita, Kansas, were compared to peers from three matched Title I schools within the district. Results from the Metropolitan Achievement Test, 7th Edition, showed reliable gains for the Lightspan group at all grades tested.

RMC Research surveyed over 2,000 families and 269 teachers over two years to measure Lightspan's impact on learning time, family involvement in homework, and student engagement and motivation. Eighty-eight percent of families reported that students spent 30 minutes or more per day on Lightspan homework. Seventy-two percent reported that time on Lightspan replaced time typically spent on non-educational television and video games. Sixty-six percent reported spending 30 minutes or more per day with their children using Lightspan. Sixty percent reported that total time spent with their children on schoolwork increased with Lightspan. Over 90 percent of teachers reported finding Lightspan useful for providing practice and reinforcement, encouraging cooperative learning, and meeting the needs of individual students.

Implementation Assistance

Project Capacity: Headquartered in San Diego, California, Lightspan has over 40 Education Partnership Consultants throughout the country. This field staff is augmented by a headquarters team of three, a fully staffed Product Support desk, and a staff of curriculum experts who produce teachers' guides and national and state correlations.

Faculty Buy-In: No formal vote is required for schools to start using Lightspan. Schoolwide buy-in is achieved as a collaborative process involving the principal as instructional leader, an assigned site coordinator (usually the assistant principal), the family involvement coordinator, and grade-level curriculum liaisons.

Initial Training: Training begins with identifying school needs and reviewing the school action plan. It includes site coordinator training, curriculum training for grade level liaisons and classroom teachers including product exploration, an introduction to family involvement, and implementation strategies discussion. Additionally, families are trained before the program is sent home.

Follow-Up Coaching: During the first year of implementation, the Education Partnership Consultant will model integration techniques, assist schools in setting up the home use portion of the program, and

develop a plan for follow-on Family Involvement Workshops. Finally, the consultant, in collaboration with school staff, conducts regular program review activities to ensure successful implementation.

Networking: This is facilitated through regular professional development events held year-round, throughout the country. Additional networking opportunities are provided through the FLASH newsletter and The Lightspan Network Web site.

Implementation Review: Continual self-evaluation is built into the implementation process. All schools participate in the Self-Evaluation Process using tools developed for this purpose by RMC Corporation. Most schools also participate in School-Based Action Research using the Action Research Toolkit developed for this purpose by Interactive, Inc.

Costs

Lightspan is packaged in grade clusters: K-2, 3-4, and 5-6. Schools must buy an Achieve Now school package, teacher licenses, and student licenses for each grade cluster. A minimum of nine professional development visits is needed in order to ensure a successful Lightspan implementation.

A \$2,000 school package must be purchased in a school's initial order and can only be purchased once per site. This package includes one set of site materials, one Lightspan Desktop Professional Development CD for coordinator training, three on-site professional development visits, and access to the Partner Line for 12 months (\$500 per year succeeding the initial 12 months). A \$2,650 teacher license must be purchased for each teacher using the program. The license includes one grade cluster curriculum license, one set of curriculum support and assessment materials, one Lightspan Desktop Professional Development Series, and one on-site professional development visit. Finally, a \$600 student license must be purchased for each student who will use the program at home. If the program is used in an after-school, summer-school, or computer-lab setting, a student license is required for each school computer or PlayStation rather than for each student.

Optional on-line resources are available, including eduTest@School (\$2,500 per year subscription), eduTest@SchoolPlus (\$4,650 per year subscription), and The Lightspan Network (\$3,000 per year subscription).

State Standards and Accountability

(We soon will be providing information on the model's support for schools' efforts to meet standards.)

Student Populations

Lightspan Achieve Now is designed to increase learning opportunities and enhance achievement for all students. It has been successfully implemented in schools with high numbers of at-risk students, including Title I and ESL students. The content is full-motion video, completely audio supported, with contextual help. Written materials for families are also available in Spanish.

Special Considerations

Lightspan Achieve Now is a flexible instructional tool. Changes in teachers' classroom practice are incremental and based on needs identified in the school improvement plan. Lightspan is designed to be woven into classroom practice and assigned homework.

Selected Evaluations

Developer/Implementer

Baltimore County School District. (1997). [Lansdowne Elementary School]. Unpublished raw data.

Caldwell County School District. (1997). [Gamewell Middle School]. Unpublished raw data.

Duncanville Independent School District. (1997). [Central Elementary School]. Unpublished raw data.

Laurens County School District #56. (1997). [Clinton Elementary School]. Unpublished raw data.

Independent Researchers

Blanchard, J. (1998). *Eisenhower Elementary School, Mesa Unified School District, Mesa, Arizona*. Unpublished manuscript, Arizona State University, Tempe.

Godin, K. (1996-97). *Lightspan evaluation research*. (Available from RMC Research Corporation, Portsmouth, NH).

Shakeshaft, C. (1998). *The Lightspan Partnership, Inc. and the home-school connection in Adams County School District 50, Westminster, Colorado*. Unpublished manuscript, Hofstra University, Department of Administration, Policy & Literacy, Hempstead, NY.

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Excerpt from “A Teacher’s Guide to the [Performance Tasks Model]”, 1996*

Performance Tasks

Performance Tasks build on earlier content knowledge, process skills, and work habits and are strategically placed in the lesson or unit to enhance learning as the student “pulls it all together.” Such performance tasks are not “add-ons” at the end of instruction. They are both an integral part of the learning and an opportunity to assess the quality of student performance. When the goal of teaching and learning is knowing and using, the performance-based classroom emerges.

Performance tasks range from short activities taking only a few minutes to projects culminating in polished products for audiences in and outside of the classroom. In the beginning, most performance tasks should fall on the short end of the continuum. Teachers find that many activities they are already doing can be shaped into performance-learning tasks.

Two initial concerns of teachers moving toward performance-based classrooms include the amount of time needed for performance tasks and the subjectivity traditionally associated with teacher assessment and assigning “grades.”

Time

The initial move to any new method involves an investment in time. The development of performance-assessment tasks is no exception. With a little practice, however, teachers find that they can easily and quickly develop performance tasks and assessment lists. This process is further simplified as teachers and schools begin to collect and maintain lists of generic tasks and assessments that teachers can adapt for individual lessons. Teachers find assessment lists a more efficient way of providing feedback to students than traditional methods, thus saving time in the long run. Finally, as students work with performance assessment, the quality of their work improves, reducing the time teachers must spend assessing and grading student work.

Examples of Performance Tasks

Performance tasks should be interesting to the student and well connected to the important content, process skills, and work habits of the curriculum. Sometimes students can help in constructing these tasks and assessment lists. The following are three performance tasks that call for graphs:

! (Upper Level) Middle or High School

(Provide the students with a copy of a speeding ticket that shows how the fine is determined.) Say to students: “How is the fine for speeding in our state determined? Make a graph that shows teenagers in our town how much it will cost them if they are caught speeding. Excellent graphs will be displayed in the Driver’s Education classroom.”

! Elementary School

(At several specified times during the school day, students observe and count, for a set length of time, the number of cars and other vehicles going through an intersection near the school.) Say to students: “The police department is considering a traffic light or a crossing guard at the intersection near your school. Your help is needed to make graphs that show how many vehicles go through that intersection at certain times of the day. Excellent graphs will be sent to the Chief of Police.”

! Primary School

(In view of the class, place 10 caterpillars in a box. Place a flashlight at one end, while darkening the other by folding over the box top.) Say to students: “Do caterpillars move more to the light or more to the dark? Make a graph that shows how many caterpillars move to the light and how many move to the dark part of the box. Your graphs will be displayed at Open House.”

Performance Task Assessment Lists

Performance task assessment lists are assessment tools that provide the structure students need to work more independently and to encourage them to pay attention to the quality of their work. Assessment lists also enable the teacher to efficiently provide students with information on the strengths and weaknesses of their work. In creating performance task assessment lists, teachers focus on what students need to know and be able to do. One result is that teachers can more consistently and fairly evaluate and grade student work. Information from performance task assessment lists also helps students set learning goals and thus helps teachers focus subsequent instruction. Parents can also use assessment lists to monitor their student's work in school and to help their children check their own work at home.

Roots & Wings (PreK - 6)

Accepted for Inclusion 2/1/98

Re-accepted 8/1/01

Description Updated 9/1/01

Type of Model	entire-school
Founder	Robert Slavin, Nancy Madden, and a team of developers from Johns Hopkins University
Current Service Provider	Success for All Foundation
Year Established	1993
# of Schools Served (6/1/01)	1,800 schools use Success for All; 200 of these have added Roots & Wings components
Level	PreK - 6
Primary Goal	to ensure that all children learn to read, acquire basic skills in other subjects areas, and build problem solving and critical thinking skills
Main Features	research-based curricula in four subjects integrated science and social studies program cooperative learning one-to-one tutoring family support team
Impact on Instruction	prescribed curriculum in the areas of literacy, math, and social and scientific problem solving
Impact on Organization/Staffing	building advisory committee; full-time facilitator; family support team; one-to-one tutoring
Impact on Schedule	90-minute reading periods; 75 minutes daily for primary math, 60 for intermediate math
Subject-Area Programs Provided by Developer	yes (reading, math, science, social studies)
Parental Involvement	family support team works to increase school-home connections
Technology	none required
Materials	detailed curriculum materials, teachers manuals, and other materials provided for all core subjects

Origin/Scope

Roots & Wings, created in 1993 by Robert Slavin, Nancy Madden, and a team of developers at Johns Hopkins University, is a comprehensive, whole-school reform model designed to boost the basic skills achievement of all students while building problem solving skills, creativity, and critical thinking. As of June 2001, Success for All, the reading component of Roots & Wings, was operating in 1,800 schools. Some 200 of these schools have added the math, science, and/or social studies components that constitute Roots & Wings.

General Approach

The purpose of Roots & Wings is to create well-structured curricular and instructional approaches for all core academic subjects, prekindergarten to grade six, based on well-evaluated components and well-researched principles of instruction, assessment, classroom management, motivation, and professional development. Roots & Wings builds on the Success for All program, initiated in 1987, which provides research-based curricula for students in reading, writing, and language arts; one-to-one tutoring for primary grade students struggling in reading; and extensive family support services (see description of Success for All). To these, Roots & Wings adds MathWings and WorldLab. MathWings is based on the National Council of Teachers of Mathematics (NCTM) standards, which emphasize problem solving, reasoning, real-world applications, and communication. Students work in mixed ability groups, progressing from concrete experience with

manipulatives to a more abstract understanding of mathematical concepts. Many MathWings units use works of literature to help students explore concepts in meaningful contexts.

WorldLab is an integrated approach to social studies and science for grades one through five which emphasizes group simulations and investigations of real-world problems. For example, students pretend to be citizens of a town struggling with environmental issues. This simulation leads them to investigate real problems in their own communities. WorldLab is designed to build on knowledge and skills students are learning in language arts and mathematics classes. Physical education, music, and visual arts are used to enhance WorldLab simulations and investigations.

Each school has one full-time facilitator to help implement the program, a family support team to foster community and parent involvement, and a building advisory team to evaluate the entire school climate and advise the principal on general direction and goals.

Results

Success for All, the reading/language arts component of Roots & Wings, has been evaluated extensively, with statistically significant positive results for program students compared to control students across many studies. (See the description of Success for All for more details.)

Research on the entire Roots & Wings model is neither as extensive nor as rigorous as that on Success for All. However, available data do show positive trends for selected Roots & Wings schools. Over the first three years of implementation (1993-96), the four pilot Roots & Wings schools in Maryland demonstrated substantially greater gains in third and fifth grade on the Maryland School Performance Assessment Program (MSPAP) in all six subjects tested (reading, writing, language, math, science, and social studies) than schools statewide. After implementation declined over the next two years (the result of reductions in funding and the resignation of a supportive superintendent), scores leveled off. Still, over the five year period, model schools showed greater gains than schools statewide on every measure except fifth-grade language (Slavin & Madden, 2000). Twelve other Roots & Wings schools in five other states have outgained schools statewide on state mathematics tests (Madden, Slavin, & Simons, 2000).

In a study of restructuring schools in Memphis, Tennessee, researchers reported that schools that adopted school reform models, including Roots & Wings, demonstrated greater gains on the Tennessee Value-Added Assessment System (TVAAS) than non-restructuring schools. Roots & Wings was one of two models overall that showed statistically significant effects compared to non-restructuring schools (Ross et al., 2001).

Implementation Assistance

Project Capacity: The Success for All Foundation, located in Baltimore, is the national headquarters for Roots & Wings. There are also 20 regional centers throughout the U.S. Overall, the foundation employs about 240 full-time trainers, including 180 reading trainers, 20 MathWings trainers, 5 WorldLab trainers, 20 family support trainers, and 15 middle school trainers. There are also 10 part-time trainers.

Faculty Buy-In: At least 80% of a school's professional staff must vote on a secret ballot to adopt the program.

Initial Training: For each component (Success for All, MathWings, and WorldLab), all teachers receive detailed manuals supplemented by three days of training at the beginning of the school year provided by Roots & Wings trainers. Schools often phase in the three components, starting with Success for All in year one, followed by MathWings in year two and WorldLab in year three.

Follow-Up Coaching: As noted in the Success for All description, trainers provide at least 26 person-days of on-site assistance over the first year of implementation for that component. Follow-up support

for the other components is comparable. Trainers make presentations, lead discussions, visit classrooms, and work with the building facilitator. The facilitator also organizes informal sessions to allow teachers to share problems, suggest changes, and discuss individual children.

Networking: Conferences are held annually for principals and facilitators to network with those from other schools, receive program updates, and share problem-solving strategies. In many parts of the country, schools are joining forces with each other to create local support networks, and in some cases experienced schools are becoming mentors for new schools. Roots & Wings produces an annual newsletter for all its schools, and its Web site contains general program information and research articles.

Implementation Review: As mentioned in the Success for All description, two trainers make three 2-day visits to assess the extent of implementation of that component. (These 12 person-days are part of the 26 for that component). Implementation visits continue at a lower level after the first year (8 person-days in year 2, and 6 person-days each year thereafter). The same review schedule holds for MathWings and WorldLab as these components are phased in. The review process involves interviewing staff, observing classes, examining data, and writing a summary of their findings. Trainers also use these opportunities to coach staff and consult with the facilitator.

Costs

Sample costs for a school of 500 students (preK-5) typically range from \$75,000 to \$80,000 for each of three years, as reading, math, and social studies/science are phased in. These estimates include training, materials, and follow-up visits (including travel costs). Actual costs, which depend on school size, location, specific needs (such as bilingual, ESL, or year-round training), and number of schools collaborating in training, are calculated for individual schools. Schools also must cover the costs of a full-time facilitator and staff time for attending training sessions. Typically, the program is funded by reallocating a school's current Title I monies, often supplemented by other federal or state funds, such as CSRD funds.

State Standards and Accountability

Roots & Wings curricula have been matched with state standards and assessments for almost all states. Further, modifications to the program have been made to match state standards, assessments, and response forms for many states. Documents showing the alignment of Success for All with state standards and assessments can be obtained from the Success for All Foundation.

Student Populations

As part of the catalog Web site search mechanism, each model had an opportunity to apply to be highlighted for its efforts in serving selected student populations. The five categories were urban, rural, high poverty, English language learners, and special education. To qualify for a category, a model had to demonstrate (a) that it included special training, materials, or components focusing on that student population and (b) that it had been implemented in a substantial number of schools serving that population.

Roots & Wings is highlighted in all five categories. It has been implemented in many schools serving each population. The family support team and the promotion of links with social service organizations help support disadvantaged students and families. Provisions for distance learning and joint service to multiple schools (with consequent fee reductions) facilitate implementation in rural schools. Success for All, the reading program, offers numerous components designed to address the needs of urban students, English Language Learners, and special education students. See the description of Success for All for more details.

Special Considerations

Teachers must be willing to use detailed curricular materials. The inclusion of students with learning problems in regular classrooms is encouraged to the extent possible. Applications for a given school year must be filed before May 1 of the preceding school year.

Selected Evaluations

Developer/Implementer

Madden, N. A., Slavin, R. E., & Simons, K. (2000). *MathWings: Effects on student performance* (Report No. 39). Baltimore: Johns Hopkins University, Center for Research on the Education of Students Placed at Risk.

Slavin, R. E., & Madden, N. A. (2000). Roots & Wings: Effects of whole-school reform on student achievement. *Journal of Education for Students Placed At Risk*, 5(1&2), 109-136.

(See the Success for All description for additional research on that component of the design.)

Independent Researchers

Bodilly, S., with Purnell, S., Ramsey, K., & Keith, S. J. (1998). *Lessons from New American Schools Development Corporation's demonstration phase*. Santa Monica, CA: RAND.

Ross, S. M., Wang, L. W., Alberg, M., Sanders, W. L., Wright, S. P., & Stringfield, S. (2001, April). *Fourth-year achievement results on the Tennessee Value-Added Assessment System for restructuring schools in Memphis*. Paper presented at the annual meeting of the American Educational Research Association, Seattle.

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Excerpt from “CSRD Executive Summary: [Special Literacy Model] as a CSRD Provider Program,” 1999*

Special Literacy Model

Research Base

The Project was developed with several theoretical understandings in mind. The following core understandings in learning to read as related to reading as language support theoretical perspectives of the Project.

1. Reading is a construction of meaning from text. It is an active, cognitive, and affective process. Reading is an interactive process between text and reader with the ultimate purpose for the reader to construct meaning (Pearson, Roehler, Dole & Duffy, 1990; Rosenblatt, 1938/1976, 1978).
2. Background knowledge and prior experience are critical to the reading process. The importance of prior knowledge in reading has been documented by Anderson and Pearson (1984) and Rumelhart (1980). The more students engage in reading and writing, the more their prior knowledge increases and thereby strengthens their ability to construct meaning when they read (Allington & Cunningham, 1996; Sweet, 1993). In addition, learning concepts of print enhances one's engagement in the reading process (Clay, 1972).
3. Social interaction is essential in learning to read. Vygotsky (1978) emphasizes the importance of social interactions in the learning process. A Vygotskian perspective emphasizes the notion of the zone of proximal development, building on social interactions that support learning with a more knowledgeable other to intrapsychological learning which is internalized within the learner. Bruner (1975) elaborates on this concept through his description of scaffolding.
4. Reading and writing develop together. Reading and constructive processes (Pearson & Tierney, 1984; Squire, 1983). Acknowledgment of the reciprocity between reading and writing is critical to good first teaching. Writing slows down the reading process (Clay, 1991). The most effective literacy programs include both reading and writing for developing literacy acquisition.

The Project is based on reliable research and promotes a balanced literacy approach addressing reading and writing through effective, research-based instructional strategies and proven methods for student learning and teaching, and school management which include, but are not limited to the following:

- Reading aloud to children (Adams, 1990; Clark, 1976; Cochran-Smith, 1984; Cohen, 1968; Durkin, 1966; Fountas & Pinnell, 1996; Goodman, Y., 1984; Green & Harker, 1982; Hiebert, 1983; Ninio, 1980; Pappas & Brown, 1987; Schickedanz, 1978; Wells, 1986)
- Phonological and phonemic awareness (Adams, 1990; Beck & Juel, 1995; Juel, 1991; Mann 1986; Moustafa, 1995, 1997; Morias, Bertelson, Cary, & Alegria, 1986; Pearson, 1991; Tunmer, Herriman, & Nesdale, 1988; Winner, Landerl, Linortner, & Hummer, 1991)

* A pseudonym has been assigned to this locally developed model to ensure confidentiality.

- Phonics (Adams, 1990; Cunningham, 1990; Freepon & Dahl, 1991; Kasten & Clar, 1989; Ribowsky, 1985; Stice & Bertrand, 1990; Sweet, 1993; Weaver, Gillmeister-Krause, & Vento-Zogby, 1996)
- Shared writing (Allen, 1976), interactive writing, and process writing (Graves, 1976) leading to independent writing
- Shared reading (Holdaway, 1979; Fountas & Pinnell, 1996; Martinez & Roser, 1985; Pappas & Brown, 1987; Rowe, 1987; Snow, 1983; Sulzby, 1985; Teale & Sulzby, 1986)
- Guided reading (Clay, 1991A, 1991B; Fountas & Pinnell, 1996; Holdaway, 1979; Lyons, Pinnell, & DeFord, 1993; McKenzie, 1986; Meek, 1988; Routman, 1991; Wong, Groth, & O’Flahavan, 1994).

Evaluation

Evaluation of the Project at has been documented through numerous individual action research projects directly related to student literacy achievement. Analysis of these classroom inquiries over a three-year period indicate that when teacher researchers compared high-progress, average-progress and low-progress students’ literacy growth,

82% of the students (N=103) who made the greatest gains were identified as low-progress students. The reports further document that 100% of all students made literacy gains on one or more of the assessment measures used in each classroom inquiry. The effectiveness of this professional development model for comprehensive school reform is determined by the positive impact on student achievement.

Evaluation of the professional development model has been documented through qualitative as well as quantitative measures. Evidence of the training of the statewide effort is documented in the K-3 Leadership Initiative in Reading and Mathematics Executive Summary to the Board of Elementary and Secondary Education (Elliott & Simoneaux, 1998).

Success for All (PreK - 8)

Accepted for Inclusion 2/1/98

Re-accepted 8/1/01

Description Updated 9/1/01

Type of Model	entire-school
Founder	Robert Slavin, Nancy Madden, and a team of developers from Johns Hopkins University
Current Service Provider	Success for All Foundation
Year Established	1987
# of Schools Served (6/1/01)	1,800
Level	PreK - 8
Primary Goal	ensuring that all children learn to read
Main Features	schoolwide reading curriculum cooperative learning grouping by reading level (reviewed by assessment every 8 weeks) tutoring for students in need of extra assistance family support team
Impact on Instruction	in reading classes — prescribed curriculum, cooperative learning; other subjects not affected (see Roots & Wings for a description of other curricular components that can be added)
Impact on Organization/Staffing	building advisory committee; full-time facilitator; family support team; tutors
Impact on Schedule	daily 90-minute reading periods; tutoring
Subject-Area Programs Provided by Developer	yes (reading)
Parental Involvement	family support team works to increase parental involvement
Technology	none required
Materials	detailed curriculum materials, teachers manuals, and other materials provided

Origin/Scope

Success for All was founded by Robert Slavin, Nancy Madden, and a team of developers from Johns Hopkins University. It is now disseminated by the nonprofit Success for All Foundation in Baltimore, directed by the founders. The model was first implemented in an elementary school in Baltimore in 1987. The following year it expanded to 6 schools (5 in Baltimore and 1 in Philadelphia). By June 2001, it had grown to 1,800 schools.

General Approach

Success for All restructures elementary schools (usually high poverty Title I schools) to ensure that every child learns to read in the early grades. The idea is to prevent reading problems from appearing in the first place and to intervene swiftly and intensively if problems do appear.

Success for All prescribes specific curricula and instructional strategies for teaching reading, including shared story reading, listening comprehension, vocabulary building, sound blending exercises, and writing activities. Teachers are provided with detailed materials for use in the classroom. Students often work cooperatively, reading to each other and discussing story content and structure. From second through sixth grade, students use basals or novels (but not workbooks). All students are required to spend 20 minutes at home each evening reading books of their choice.

Students are grouped according to reading level for one 90-minute reading period per day. The rest of the day they are assigned to regular age-grouped classes. Every eight weeks, teachers assess student progress using formal measures of reading comprehension as well as observation and judgment. The assessments determine changes in the composition of the reading groups and help identify students in need of extra assistance. Those students receive one-on-one tutoring for 20 minutes per day at times other than regular reading or math periods. First graders get priority for tutoring. Tutors are generally certified teachers, though well-qualified paraprofessionals may tutor children with less severe reading problems.

Because parental involvement is considered essential to student success, each Success for All school forms a Family Support Team, which encourages parents to read to their children, involves parents in school activities, and intervenes when problems at home interfere with a child's progress in school. The operation of Success for All is coordinated at each school by a full-time facilitator who helps plan the program and coach teachers. Finally, an advisory committee composed of the principal, facilitator, teacher and parent representatives, and family support staff meets regularly to review the progress of the program.

Results

From the beginning there has been a strong focus in Success for All on research and evaluation. Numerous studies conducted by developers and others have compared scores on standardized reading tests (specifically, the Durrell Oral Reading Scale and several scales from the Woodcock Reading Mastery Test) for students in Success for All schools and control schools. For example, in one study (Madden et al., 1993), students at the first five Success for All schools outperformed students at control schools by statistically significant margins in every grade. By third grade, the advantage for Success for All students translated into a grade equivalent difference of more than eight months. For students in the lowest 25% of their cohorts, the effects were even greater. Several other studies (Dianda & Flaherty, 1995; Slavin & Madden, 1999a) have reported that English language learners in Success for All elementary schools outperform those in control schools.

Results have been similar for all but a handful of studies following the same research design. When the results of all these studies are combined (involving thousands of students), statistically significant positive effects are found for Success for All cohorts at every grade level. By fifth grade, Success for All cohorts score more than a year higher on reading measures than control groups (Slavin & Madden, 1999b).

According to a recent study (Borman & Hewes, 2000), these benefits for students appear to persist beyond participation in the program. Students who attended Success for All elementary schools outscored control students by a statistically significant margin on the eighth-grade CTBS/4 reading and mathematics tests and were less likely to be referred to special education during their middle school years.

The impact of Success for All has also been measured using statewide assessments. In Indiana, first and second grade students at two Success for All schools scored higher on the statewide ISTEP test than control students. There was little difference, however, in the scores of third graders on the test (Ross, Smith, & Casey, 1997). More recently, the performance of all 111 Success for All schools in Texas was compared to all other schools in Texas on TAAS, Texas's statewide assessment (Hurley, Chamberlain, Slavin, & Madden, 2000). TAAS reading scores for grades three, four, and five were averaged for all Success for All schools, which were divided into cohorts depending on the year of implementation. Gains for each cohort from the year prior to implementation to 1998 were compared to gains for the state as a whole over the same period. Each Success for All cohort outgained the statewide cohort by at least 4 percentage points. Overall, Success for All schools outgained other schools by 5.9 percentage points, a statistically significant difference.

Success for All recently developed a middle school model, but no evaluations of this model have been completed.

Implementation Assistance

Project Capacity: The Success for All Foundation, located in Baltimore, is the model's national headquarters. There are also 20 regional centers throughout the U.S. Overall, the foundation employs about 240 full-time trainers, including 180 reading trainers, 20 family support trainers, and 15 middle school trainers. The other 25 trainers focus on the mathematics, science, and social studies components of Roots & Wings. (See the description of Roots & Wings for more details.) There are also 10 part-time trainers.

Faculty Buy-In: At least 80% of a school's professional staff must vote on a secret ballot to adopt the program.

Initial Training: In the spring prior to implementation, the school's principal and designated building facilitator attend a week-long training session in their region. In August, project staff members visit the school for three days of intensive training for the full school staff, plus a fourth day for tutors.

Follow-Up Coaching: Over the first year of implementation, trainers provide at least 26 person-days of on-site assistance to introduce new components of the program, coach teachers, and work with the building facilitator. Over time, the facilitator (a full-time position) assumes most of the coaching and problem-solving responsibilities.

Networking: Success for All supports a Web site, publishes a newsletter, and hosts an annual national conference.

Implementation Review: Three times during the first year, two trainers visit each school for two days to assess the extent of implementation. The trainers interview staff, observe classes, examine data, and write a summary of their findings. They also use these opportunities to coach staff and consult with the facilitator. (These 12 person-days are part of the 26 mentioned above.) Implementation visits continue at a lower level after the first year (8 person-days in year 2, and 6 person-days each year thereafter).

Costs

Sample costs for a school of 500 students (preK-5) typically range from \$75,000 to \$80,000 for year one, \$30,000 to \$35,000 for year two, and \$23,000 to \$25,000 for year three. These estimates include training, materials, and follow-up visits (including travel costs). Actual costs, which depend on school size, location, specific needs (such as bilingual, ESL, or year-round training), and number of schools collaborating in training, are calculated for individual schools. Schools also must cover the costs of a full-time facilitator, staff time for attending training sessions, and travel expenses for the principal and facilitator to attend the spring training session. Typically, the program is funded by reallocating a school's current Title I monies, often supplemented by other federal or state funds, such as Comprehensive School Reform Demonstration (CSR) or Reading Excellence Act funds.

State Standards and Accountability

Success for All curricula have been matched with state standards and assessments for almost all states. Further, modifications to the program have been made to match state standards, assessments, and response forms for many states. Documents showing the alignment of Success for All with state standards/assessments can be obtained from the Success for All Foundation.

Student Populations

As part of the catalog Web site search mechanism, each model had an opportunity to apply to be highlighted for its efforts in serving selected student populations. The five categories were urban, rural, high poverty, English language learners, and special education. To qualify for a category, a model had to demonstrate (a) that it included special training, materials, or components focusing on that student population and (b) that it had been implemented in a substantial number of schools serving that population.

Success for All is highlighted in all five categories. Although designed primarily for inner city schools serving large numbers of disadvantaged students, it has been implemented in many rural schools as well. It offers a number of features for students in each category:

Urban: specific curricular materials, such as multicultural materials

High Poverty: tutoring, family support team, and promotion of links with social service organizations

Rural: provisions for distance learning and joint service to multiple schools (with consequent fee reductions)

English Language Learners: *Éxito Para Todos*, a Spanish adaptation of the program for use in bilingual programs; additional materials (e.g., vocabulary guides and picture cards) and training in strategies (e.g., total physical response) that support English as a Second Language instruction through the sixth grade

Special Education: a firm policy to keep students with reading problems out of special education, through grouping, tutoring, and other early intervention efforts (students who are identified as learning disabled are included in regular classrooms to the extent possible)

Special Considerations

Reading teachers must be willing to use detailed Success for All materials. The inclusion of students with learning problems in regular classrooms is encouraged to the extent possible. Applications for a given school year must be filed before May 1 of the preceding school year.

Selected Evaluations

Developer/Implementer

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Independent Researchers

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Dianda, M. R., & Flaherty, J. F. (1995, April). *Effects of Success for All on the reading achievement of first graders in California bilingual programs*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

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Stringfield, S., Millsap, M. A., Herman, R., Yoder, N., Brigham, N., Nesselfodt, P., Schaffer, E., Karweit, N., Levin, M., & Stevens, R. (1997). *Urban and suburban/rural special strategies for educating disadvantaged children: Final report*. Washington, DC: U.S. Department of Education.

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Success-in-the-Making (K - 9)

Accepted for Inclusion 1/1/99

Description Written 3/1/99

Type of Model	other
Founder	Patrick Suppes and Mario Zanotti of Stanford University and NCS Learn
Current Service Provider	NCS Learn
Year Established	1967
# of Schools Served (1/1/99)	16,000 schools have used SuccessMaker software
Level	K - 9
Primary Goal	increased achievement in reading, language arts, and mathematics
Main Features	computer-assisted instruction designed to meet individual learning needs mastery learning model balanced instruction focusing on basic skills and higher-order learning processes multiple types of assessment and reporting embedded in the software
Impact on Instruction	data derived from students' use of software can inform regular classroom instruction
Impact on Organization/Staffing	site coordinator is recommended
Impact on Schedule	at least one hour per student per week in both mathematics and reading instruction
Subject-Area Programs Provided by Developer	yes (reading, language arts, mathematics)
Parental Involvement	student progress reports and portfolios are shared with parents
Technology	stand-alone computers and peer-to-peer, LAN, and WAN networks; cable and Internet capabilities for at-home learning
Materials	over 5,000 hours of instructional material including software, authentic literature, multimedia, activities, projects, and other resources; teacher guides

Origin/Scope

The Success-in-the-Making approach was developed in 1967 by Patrick Suppes of Stanford University, and Mario Zanotti, a nationally renowned psychometrist, based on the belief that the use of technology in the classroom can accelerate student learning. Software based on the developers' approach has served more than 2 million students in 16,000 schools across the country.

General Approach

The core of Success-in-the-Making is the NCS Learn SuccessMaker® software, which provides computer-assisted instruction in reading, language arts, and mathematics from kindergarten through ninth grade. SuccessMaker adapts curriculum content for each user, evaluates student responses on problems and activities, and offers a management system for monitoring student progress.

Based on the mastery learning model, the software automatically determines each student's path through the material. Students are able to complete increasingly more difficult work, as measured by embedded assessments aligned to external testing objectives and state standards.

Consultants work with local educational leaders to develop implementation plans based on district and site goals. Typically, students complete individualized instruction several times a week; teachers then add

individual or collaborative lessons and activities relating to classroom learning to achieve greater curriculum integration.

Data derived from student work can help teachers plan and improve both computer-assisted and regular classroom instruction. For example, reports show areas where students are having difficulty so that teachers can coach students in small groups. Data also can furnish information for program guidance at the school and district levels.

As part of the model's options, teachers can offer authentic literature, writing tools and process instruction, and open-ended tools-based mathematics for all levels. Schools can also provide Spanish-English bilingual and ESL content for various levels and components.

Results

Using SuccessMaker software to support student learning, multiple schools have documented gains in student achievement in reading and mathematics, as evidenced by standardized tests and state proficiency exams. For example, 13 schools in New York's District Six were selected to implement the model, based on low performance on the third-grade state-mandated reading test. After implementation, post-test results showed a higher percentage of these third-grade students reaching or exceeding the State Reference Point than third-graders districtwide. In Landisville, Pennsylvania, longitudinal data on over 500 students using the math software, tracked from third to sixth grade, showed the mean percentile of the group rising from the 70th percentile in third grade to the 80th percentile in sixth grade, as measured by the California Achievement Test. The percentage of students in the lowest quartile dropped from 12 percent to 6 percent, and the percentage of students in the top quartile increased from 41 percent to 59 percent. In Fort Worth, Texas, students using the software for one year at three schools with schoolwide Title I projects showed significant gains on the Texas Assessment of Academic Skills (TAAS). The mean gain from 1996 to 1997 for grades four and five was 8.0 Texas Learning Index units. Similar gains were reported for reading.

Additionally, survey results from multiple school sites indicate that students involved in Success-in-the-Making demonstrate an increase in self-esteem and a more positive attitude toward learning.

Implementation Assistance

Project Capacity: This model is offered through four regional offices located across the United States, with 130 consultants providing professional development. Consultants also can prepare district staff to train teachers and support local programs through EdPro certification courses offered several times a year.

Faculty Buy-In: Consultants encourage school and district processes that include teachers in selecting the program and making decisions on program options.

Initial Training: Orientation and planning activities involving administrators or other leaders take a minimum of one day. Initial training for all teachers and instructional staff involved with the model generally includes three days to introduce content, tools, and basic management system functions; show participants self-help resources; and discuss initial program implementation issues, such as enrollment and scheduling.

Follow-Up Coaching: Assistance in generating and interpreting reports is a standard follow-up component. Several days of site support are recommended each year for informal coaching and training. Consultants model new ways to teach — including multimedia teacher presentations and interactive group activities using technology — and share classroom and laboratory/center management techniques.

Networking: Toll free numbers to reach consultants and technical support, e-mail addresses, program newsletters, and events for EdPro “graduates” help educators stay informed. Seminars enable schools to share information. Teachers and administrators also can communicate and collaborate through an educational Web site.

Implementation Review: Model guidelines suggest a quarterly review of implementation, including review of summarizing reports. This review is usually conducted with the site administrator or governance group.

Costs

Costs vary depending on the size of the model due to volume discount pricing and the amount of professional development desired. Costs for a typical elementary school with computers in the classrooms range from \$362 to \$602 per student for a three-year program (or \$121 to \$201 per student per year). Lower costs are possible if schools have a computer laboratory, which can serve larger numbers of students for a given number of computers. Release time and budget for substitutes for two to three days of initial training at the beginning of the program and for new teachers in subsequent years also needs to be included.

State Standards and Accountability

(We soon will be providing information on the model’s support for schools’ efforts to meet standards.)

Student Populations

The program provides instruction for diverse learning needs, including mainstream, gifted, special education, ESL, Spanish-English bilingual, and at-risk populations. Adaptive devices serve students who have difficulty using standard computer equipment.

Special Considerations

Helping administrators and teachers learn new ways of delivering and assessing instruction requires ongoing professional development and site support. Each school is advised to plan for a minimum of 15 days of professional development over a three-year period.

Selected Evaluations

Developer/Implementer

1997-98 Duval County CCC implementation overview and summary of findings. (1998). Sunnyvale, CA: CCC Research and Measurement Department.

Zanotti, M. (1997). *Fort Worth Title I, 1996-97*. Sunnyvale, CA: CCC Research and Measurement Department.

Zanotti, M. (1998). *Southfield Public Schools evaluation summary August 1997*. Sunnyvale, CA: CCC Research and Measurement Department.

Zanotti, M., & Smith, N. (1995). *Effectiveness of the CCC CAI Program: Philadelphia Parochial Schools global evaluation for 1994-95*. Sunnyvale, CA: CCC Research and Measurement Department.

Independent Researchers

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Laub, C. M., & Wildasin, R. L. (1998). *Student achievement in mathematics and the use of computer-based instruction in the Hempfield School District*. Landisville, PA: Hempfield School District.

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Underwood, J., with Cavendish, S., Dowling, S., Fogelman, K., & Lawson, T. (1994). *Integrated learning systems in U.K. Schools: Final report*. Leicester, UK: Leicester University, School of Education.

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APPENDIX D

Short Summaries of 18 CSRD Schools

School A

Characteristics	
Type of School:	Elementary (PreK – 5)
Population:	537 students
Ethnicity:	59% minority
Poverty Rate:	69% free or reduced lunch
Teachers:	41 (FTEs)
Principal Turnover:	None
Superintendent Turnover:	Spring 1999, Summer 2002

1. *Research-based Method (Component 1)*. **School A** began investigating *Accelerated Schools (AS)* during 1996-97 and 1997-98. In June 1998, 97 percent of the faculty voted to adopt the research method, starting with 1998-99. That year, the school failed to receive CSRD funding, which then began in 1999-00, which was the second year of its use of *AS*. School A also uses *Lightspan* to supplement its reading instruction in grades 1-3, with one grade starting in 1999-00 and full coverage planned for 2002-03.

2. *Staff Support (Component 5)*. Support within the school has been very high. Although 60 percent of the students were either ESL or identified as having learning problems, all students were integrated in the regular classrooms, working on the same content with a team of teachers. One of the most salient features of the school's success in implementing *AS* was the leadership of the principal and the buy-in of the staff. The principal and teachers developed a collaborative process of problem solving and shared decisionmaking that is believed to be central to the success others have noticed at the school.

3. *Leadership Role of the Principal (Component 5)*. **School A's** principal has played a major role in leading the reform effort. Besides providing vision and rallying the staff to focus on the improvement effort, the principal provided the time and training needed to fully implement *AS*, and the method became the focal point for all of the reform efforts of the school. The principal also was instrumental in finding resources to insure full implementation.

4. *Comprehensiveness (Component 2)*. The focus of the school's reform was to bring all students up to grade level before they proceeded to middle school. The entire school staff underwent extensive *AS* professional development, and a training-of-trainers model also helped to institutionalize the method. But the strategies for reaching the goals can be stated in a general manner. Interviews, classroom observation, and documents all make clear that the staff understand and strongly support the reform process, including some familiarity with CSRD's nine components.

5. *Support from an External Developer (Component 7)*. The *AS* National Center has provided extensive onsite training and assistance. In fact, the principal believes that the school has now progressed beyond the basic level and has expressed concern over the National Center's ability to serve the advanced needs of the school. As of May 2002, she was still negotiating over the type, amount, and cost of services for the 2002-03 school year. Using Title I and CSRD funds, the school also has continued to receive external support from two consultants in reading and writing.

6. *Reorganization of the School Day or School Operations (Component 1)*. The school instituted some changes in school operations immediately upon adopting *AS*. All teachers became members of "cadres," cadre members were assigned roles within the group, and release time was provided for cadre working groups and leaders. As of May 2002, the cadres and inquiry process were institutionalized at the school. The cadre groups also served as "families," with the school divided into three such families that served as "schools-within-school."

The school also altered its daily class schedule in 2001-02 as a further adaptation to AS. Finally, the school created an internal coach position, as required by AS. The coach was responsible for conducting inservice training, observing classes, and occasionally serving as a substitute to allow teachers to attend training or workshop meetings.

7. Parental and Community Involvement (Component 6). The school carried out a number of activities to gain parental support and participation. School events have been well attended, and parents have expressed familiarity with AS when questioned. Parents come to parent-teacher conferences twice a year, and these are scheduled from 3 to 9 p.m., also splitting time between the school and the district office to give parents a choice of location. Many parents volunteer at the school, serving in capacities from classroom assistants to fundraisers. From Spring 2000 to Spring 2001, volunteer hours rose from 1,506 to 3,495, and the site visit team observed that most classes had a parent assistant. The school conducts parent surveys, and the responses have included many positive comments about the school.

8. Implementation (Component 1). By 2001-02, AS was being used throughout the school, with 100 percent of the teachers implementing the method in their classrooms. In all classrooms visited, the site visit team saw the use of higher-level thinking techniques, including questioning strategies, as well as evidence of student teaming and cooperative learning. During 2001-02, teachers received additional training in the Powerful Learning component of AS, and on how to address the “multiple intelligences” of students. School A continued to be ready for and wanting even more advanced inquiry method training.

9. Professional Development (Component 3). During 1999-00, the entire school received extensive training in the AS philosophy. For 2000-01, the staff received training in “Powerful Learning.” For 2000-01, the staff received further training in successful reading strategies for LEP students. In addition to this extensive support, the school had four “banking time” days—regular school days with no students in attendance. A good deal of the PD has occurred within and been driven by the school’s cadres and families, making PD at the school highly focused. Every teacher interviewed agreed that the quality of PD at the school was outstanding. In May 2002, the principal noted that formal PD activities would have to be reduced in 2002-03 due to district-wide budget cuts. However, teachers believe they can train and support themselves in sustaining the effort.

10. Other Forms of Support for the Staff (Component 5). While teachers indicate they work harder at this school than they did at others, they also have had time to prepare, reflect, and collaborate during the school day as well as after hours. Once a month, each family has two hours of planning time, and the cadres meet regularly. Teachers feel their hard work is appreciated by the school administration in tangible ways and that their efforts are paying off in improved student learning.

11. Measurable Goals and Benchmarks (Component 4). Beginning with 2001-02, the district no longer set district-wide school proficiency levels. Rather, each school was required to prepare a 2001-04 Educational Plan that addresses the state-mandated proficiency levels by grade and subject. The Plan also was to incorporate the plans for federal, state, and other funds received by the school.

12. District Influences (Other External Conditions). The district has provided CSRSD support and also has undertaken several compatible initiatives, such as having the school develop benchmarks related to the state assessments standards. Initially, however, the principal and many teachers indicated that they received little support from the district and got even less recognition for what they had accomplished. The school was not adversely affected by the districts shift to neighborhood schools for 2000-01.

13. State Influences (Other External Conditions). The school has been designated as “in need of improvement” in the state’s accountability system, meaning that the school has not met the state’s benchmarks. Every year, the school has successfully contested this designation because of its high proportion of special students. The state has declared **School A** to be an exemplary CSRSD site.

14. *Evaluation (Component 8)*. Through its cadres, the school has developed a systematic process for analyzing student achievement data. In addition, the school surveyed the staff using the *Comprehensive School Reform Implementation Survey* developed by the district. The school also has used the AS project school evaluation questionnaire.

15. *Convergence of Resources and Sustainability (Component 9)*. The internal coach position was only partially funded by CSRD funds, and the principal believed she would be able to absorb the costs within her budget after CSRD was to end. School A appears to have coordinated its Title I, bilingual education, and other external and internal funds in implementing the research methods (AS and *Lightspan*). By 2001-02, ED had identified School A as a “promising” CSRD site, the state had nominated the school for CSRD exemplary status, and the school was serving as a model for area schools implementing AS. The site visit team believes strongly that School A will sustain comprehensive reform and implementation of AS well beyond the final year of the CSRD grant (2001-02).

School B

Characteristics	
Type of School:	High School (9 – 12)
Population:	768 students
Ethnicity:	78% minority
Poverty Rate:	54% free or reduced lunch
Teachers:	53 (FTEs)
Principal Turnover:	None
Superintendent Turnover:	Summer 2001

1. *Research-based Method (Component 1)*. **School B** adopted *High Schools That Work (HSTW)* as its CSRD research-based method in 1999-00. *HSTW* required the school to implement an extensive array of activities and therefore served as a framework for reform. An important aspect of *HSTW* is the required involvement of all school members, including students and parents. Another important aspect is a shift to block scheduling. However, in spring 2001, the faculty voted to postpone the shift, indicating a significant change in the level of support for *HSTW*. The shift may have been related to reports from others' experiences with block scheduling, including a state report showing that non-block schools had slightly larger increases in verbal SAT scores. **School B** also has implemented a "school-within-a-school" curriculum in its health occupations program, which complements several of the nine key *HSTW* practices.

2. *Staff Support (Component 5)*. Initially, nearly 1/3 of the staff either quit or retired when it became clear that reform was about to occur, and replacing them also was a problem due to a teacher shortage. During implementation, teachers indicated that 8 teachers (15 percent of the teachers) had not been involved in the reform efforts. The principal believed that about 2/3 of the faculty were truly involved in the reform, but the school continued to struggle with the remaining teachers. In the spring of 2001, however, the external trainers observed that support for the reform effort appeared to be fading—especially support for the block periods—and that some teachers were no longer using *HSTW* strategies in their classrooms. By 2001-02, although all teachers had been involved in some *HSTW* training, a teacher's questionnaire showed that 24 of 52 responses were positive and 21 were negative toward reform.

3. *Leadership Role of the Principal (Component 5)*. The principal was instrumental in securing support and understanding for method during the adoption and initial implementation process. She shifted funds to allow as many teachers as possible to participate in training and professional development opportunities related to the method. However, beginning in Spring 2001, the principal faced resistance by staff to block schedule (a key component of *HSTW*) as opposition by a few department heads and a critical report released by the state. Nevertheless, the principal's leadership skills were instrumental in securing her position as the principal for the newly merged high school in 2003-04.

4. *Comprehensiveness (Component 2)*. **School B** had started reform before implementing *HSTW*. For instance, in the fall of 1998 and a year prior to the CSRD grant, **School B** changed the scheduling for all of its 9th graders to a block schedule for the four core courses. The scheduling was called a "school-within-a-school." The reform method and the comprehensive plan appear to be well understood by faculty, students, and parents.

5. *Support from an External Developer (Component 7)*. In addition to the professional development that has been provided, the developer has made two technical review site visits per year and has held monthly phone conferences with mentor site leaders. The CSRD site coordinator appears to have a good working relationship with the *HSTW* contact. The coordinator reported three concrete changes attributable to the external support: increased use of project-based learning; constant reminders to raise the bar; and increased class offerings by a local university.

6. *Reorganization of the School Day or School Operations (Component 1)*. As part of the design of *HSTW*, by 2001-02, most of the “basic-” and “remedial-” level courses had been dropped, and most vocational students were intermingled with academically-bound students. However, implementation of the desired block scheduling has halted. Although School P (which has had an entire year under a fully blocked schedule) will be merging with **School B** in the fall of 2002, the future of the block scheduling is unknown.

7. *Parental and Community Involvement (Component 6)*. When the school decided to consider adopting a school reform method, the faculty was inundated with input from students, parents, and community members, and the faculty created a committee with some of these persons as members. During the implementation years, parental involvement was addressed through advisement meetings held at an evening event. Parent/student shadowing also gives parents the opportunity to observe the performance and behavior of their children. Despite other specific reports of positive experiences with parental and community involvement, the staff and administration reported that involvement was limited to a core group of parents, and the school had difficulty recruiting parent participation beyond that group.

8. *Implementation (Component 1)*. According to the *HSTW* trainers, the school’s implementation has been at a fairly high level. For instance, *HSTW* instructional practices, such as asking students to talk about what they know on a topic, having students work in teams and groups, and avoiding the lecture method, have been implemented in nearly all of the school’s classrooms. Paired reading and other desirable chair arrangements also were observed in the classrooms.

9. *Professional Development (Component 3)*. During 1999-00, the first year of the CSRD grant, all staff participated in five days of *HSTW*-related professional development. In 2000-01, 24 teachers participated in the *HSTW* three-day summer conference. *HSTW* professional development directly addresses CSRD components 1,2,3,5,6, and 7. To increase the value of the professional development, each teacher attending an off-site event was required to bring back something to share with the rest of the faculty. The principal noted that teachers making *HSTW* presentations before their peers seemed to be proud of their contribution, and teachers also reported sharing their information with their peers, even meeting before or after school to share strategies. Also, as a 2001 co-recipient (with the local feeder middle school) of a *Making Schools Work (MSW)* grant, the school receives additional professional development that is related to the *HSTW* efforts.

10. *Other Forms of Support for the Staff (Component 5)*. No other forms of support were identified.

11. *Measurable Goals and Benchmarks (Component 4)*. The school’s leadership team has identified *HSTW* benchmarks, indicators, and evidence for the three-year CSRD period and reviews and revises these process benchmarks annually. The team also has been involved in collecting benchmark data, and **School B**’s school improvement plan also has process goals and objectives, such as making schoolwide observations and setting goals for teacher and student attendance. Overall, the plan has six goals and an average of nine objectives for each. The benchmarks also include extensive coverage of student performance on state and district assessments as well as meeting other graduation requirements. Curriculum audit teams related to the *MSW* grant also have conducted assessments and made recommendations to **School B** regarding the attainment of its goals and benchmarks. The school also has adopted a new culture of achievement that recognizes high-performing students with tangible rewards, such as being sponsored to go to a local amusement park.

12. *District Influences (Other External Conditions)*. The district has provided staff support for CSRD implementation as well as supplemental funds for the professional development related to reform. In November 2001, voters approved new funds to renovate school buildings, and the school board also voted to merge the district’s two high schools starting in 2003-04. **School B**’s principal was selected to become the principal of the merged school. Details of the merger have still not been worked out, and uncertainty over staff assignments and other key issues may shift attention from student achievement to school reorganization.

13. *State Influences (Other External Conditions)*. No state assessment or policy issues have arisen that appear related to the reform. The state has provided routine support for CSRD administration and also is sponsoring the CSRD evaluation cite in the next item.

14. *Evaluation (Component 8)*. The state is conducting its own evaluation through a contract with two research firms. The evaluation calls for collecting data from a variety of sources, including classroom observations.

15. *Convergence of Resources and Sustainability (Component 9)*. The CSRD site coordinator is paid from the core budget, not CSRD, as almost all of the grant was used for professional development. In addition, some (small amounts) of Title II and other state and local funds for professional development are used. Besides these two examples, there has been no clear evidence that funds have been redirected or converged to support reform. As one result, there appear to be no funding streams available to continue the school's relationship with *HSTW* following the ending of CSRD.

School C

Characteristics	
Type of School:	Elementary (K – 6)
Population:	559 students
Ethnicity:	93% minority
Poverty Rate:	94% free or reduced lunch
Teachers:	38 (FTEs)
Principal Turnover:	None
Superintendent Turnover:	None

1. *Research-based Method (Component 1)*. The principal reviewed the district's set of acceptable models and selected *Co-NECT* to recommend to **School C**'s faculty. The school had adopted Accelerated Schools 12 years earlier and therefore had some elements of reform and of *Co-NECT* (e.g., participatory management structure and orientation toward reform) already in place. CSRD participation began in the summer of 1999.

2. *Staff Support (Component 5)*. Faculty voted unanimously to adopt *Co-NECT*, but the high turnover rate among faculty members meant the support had to be continually regenerated.

3. *Leadership Role of the Principal (Component 5)*. The principal had started whole school reform in 1989 by implementing Accelerated Schools. The principal has supported the CSRD research-based strategy and uses CSRD to show that reform is part of a national movement, not just a principal's initiative.

4. *Comprehensiveness (Component 2)*. **School C**'s School Improvement Plan (SIP) for 2001-02 lists several other instructional programs being used at the school, but *Co-NECT* is recognized as the only comprehensive reform strategy. The SIP is aligned with the district's goals, and district plans had been required by the state, starting in 1998-99, to be aligned with state standards. However, a *Co-NECT* implementation plan also exists and provides guidance to the faculty.

5. *Support from an External Developer (Component 7)*. The developer supports an on-site consultant who works with the school's *Co-NECT* facilitator and guides many activities, including making substantive presentations at all-school assemblies.

6. *Reorganization of the School Day or School Operations (Component 1)*. The school has changed its internal structure, reorganizing according to "small communities," establishing a technology infrastructure, following a "looping" pattern for teachers and students, and having a design team to implement *Co-NECT*.

7. *Parental and Community Involvement (Component 6)*. Few parents are involved in school activities, and this is the first challenge mentioned by the school's faculty. Parent involvement is impeded by the school's isolation due to geographic features and possibly by the fact that many of the students are from families with two working parents.

8. *Implementation (Component 1)*. Some teachers believe that *Co-NECT* competes with their efforts to raise student achievement scores, impeding *Co-NECT* implementation. Teacher turnover has been nearly 33 percent during the first two years of CSRD, making retraining a constant activity. Student turnover also has been high, but no data were available.

9. *Professional Development (Component 3)*. Professional development includes training on comprehensive planning in relation to the SIP, also showing school staff how to interpret student achievement data as part of the planning process. Most of the ongoing professional development, occurring on official

professional days, appears to be used for Co-NECT training. However, professional development requirements are not tied to teacher recertification, and so teachers have less incentive to continue their professional development.

10. Other Forms of Support for the Staff (Component 5). Teachers have a common planning period to facilitate cooperative learning.

11. Measurable Goals and Benchmarks (Component 4). The research-based method includes process and outcome benchmarks, which the school monitors.

12. District Influences (Other External Conditions). District revenues, derived from the sales tax and in turn dependent on the tourist industry, will be lower during 2002-03, affecting schools by as yet an unpredictable amount. District funds also are being depleted by a new state mandate to increase employee benefits, and the school's share of Title I also will be affected by the district's opening of a new Title I school.

13. State Influences (Other External Conditions). The state requires that each school (and, in turn, each district) have a single improvement plan that specifically links all funded activities from various sources to goals, objectives, benchmarks, and strategies.

14. Evaluation (Component 8). There is no formal external evaluation, but evaluation is integral to the SIP and Co-NECT processes.

15. Convergence of Resources and Sustainability (Component 9). The SIP embraces the use of funds from all funding sources as part of an integrated resource allocation plan. The district's Title I staff assists schools in preparing the SIP and showing how Title I and other funds are coordinated within the plan. However, the SIP for 2001-02 still failed to capture all sources of funds and had other problems of redundancy.

School D

Characteristics	
Type of School:	Elementary (K – 6)
Population:	511 students
Ethnicity:	88% minority
Poverty Rate:	90% free or reduced lunch
Teachers:	27 (FTEs)
Principal Turnover:	None
Superintendent Turnover:	None

1. *Research-based Method (Component 1)*. **School D** chose the *MathWings (MW)* program of *Roots & Wings* for grades 1-5 and *Success for All (SFA)*, English language version only, for grades pre-K through 6 as its CSRD method. (CSRD funds supported MW.) The school had no other reform methods, even though the district was promoting *Open Court* in reading and *SAXON* in mathematics. The school began using a new social studies textbook for grades 4-6 in 2001-02 because the state intended to begin testing on social studies the following year.

2. *Staff Support (Component 5)*. The staff had voted to adopt SFA in 1997, and its positive experience with SFA starting in 1997-98 led to over 80 percent of the school's 25 teachers voting to adopt MW in 1999. In the early years of SFA, a few teachers left the school because they were reportedly not happy with the reading curriculum and strategies. However, by 2000-01, most staff were supportive of both programs. According to some teachers, the enthusiasm of the principal was necessary to start the reform process, but teachers soon began to see the success of the efforts in improved student achievement.

3. *Leadership Role of the Principal (Component 5)*. The principal was a critical part of the reform efforts at the school. Besides being very supportive of adopting SFA and MW, the principal also identified funding mechanisms that allowed staff to be paid stipends to attend weekly grade-level and twice monthly component meetings. She also provided a \$30 incentive (from state funds) for teachers to make home visits.

4. *Comprehensiveness (Component 2)*. **School D's** end-of-year report annually covered its activities and progress in regard to each of the CSRD components. In addition, the district required every school to develop a plan to improve performance on the district's "vital signs" and "puzzle pieces." Many of the puzzle pieces directly paralleled the CSRD components. In addition to describing the activities the school was to undertake, the plan also specified the lead responsibility for each activity, the start and end dates, and the source of funding. Further, many of the strategies and actions in the plan, such as professional development and parent-teacher compacts, were specifically tied to MW.

5. *Support from an External Developer (Component 7)*. The developer offered extensive training for SFA (three days' inservice) when it began in 1997-98 and for MW (two days' inservice) in its first year. The training focused on curriculum and instructional techniques and not on any other component of reform. For MW, the developer customized the training by only introducing a few units of the program at the outset and then returning several times over the school year to conduct implementation visits and continue training on the later units. All staff indicated a high level of satisfaction with the external developer's training. Teachers commented that the external provider was always available to answer questions.

6. *Reorganization of the School Day or School Operations (Component 1)*. The school fully implemented SFA's recommended 90-minute block schedule, also assessing and regrouping students every eight weeks. MW fell within the 90-minute pattern as well. The MW program also organized students into

teams, with the high-performing teams receiving certificates or other small rewards as recognition. For 2000-01 and 2001-02, **School D** had a full-time facilitator for SFA and a half-time facilitator for MW (which had been a full-time assignment for the first year). These two staff members provided ongoing training to all teachers, including model teaching, one-on-one tutoring, and assistance in assessing and placing students.

7. *Parental and Community Involvement (Component 6)*. Both SFA and MW require parents' involvement in home instructional activities. Besides teachers' home visits to advise parents, **School D** also held monthly parent nights that were moderately successful in bringing parents to the school, especially if food was served or students were performing. According to the principal, expecting parents to participate during the school day was unrealistic, and in 2000-01 only a few parent participated. Some parents also did not speak English, posing a further barrier. For 2001-02, the school received about \$50,000 in state funds to facilitate parent involvement and support and hired an outreach worker. Community involvement expanded in 2000-01, with a local church adopting the school and 26 volunteers coming from the church to assist teachers one to two times per week and tutoring a total of 54 students.

8. *Implementation (Component 1)*. Teachers and the principal reported that all teachers were using SFA and MW. In 2000-01, some teachers were in their first year and therefore just learning to use MW. Overall, the school appeared to be implementing the program well, for a score of 4 on the 5-point scale. As for fidelity, the external developer noted that on most SFA items, the school was "mechanically implementing" the program. The school had made some modifications to RW with the assistance from the external developer and also worked with the developer to improve the coordination between reading and listening comprehension.

9. *Professional Development (Component 3)*. Virtually all professional development was linked to MW. The SFA facilitator stated that **School D** also used the results of the eight-week assessment students to "help teachers" direct their attention to professional development needs. The school did not keep authoritative records of the staff's professional development activities. However, the principal estimated that the school offered more than 40 hours of professional development each, and that about 70 percent of the staff participated at this level.

Because all other schools in the district were using district-promoted reading and mathematics curricula, these other schools were able to participate in district-sponsored professional development. **School D** had to organize its own professional development because it had adopted SFA and MW. According to the principal, this isolated the school and its staff from the district in some ways, although it also helped to create a more cohesive environment because all training activities took place as a group, and the teachers had to rely more heavily on each other.

10. *Other Forms of Support for the Staff (Component 5)*. (See stipends to attend meetings and for home visits, under Item 3 above.) **School D** also received \$26,000 in 1999-2000 under the state's performance program (API).

11. *Measurable Goals and Benchmarks (Component 4)*. All schools were expected to reach the benchmarks set forth by the district's "vital signs" by 2001, which specified quantitative targets for various facets of student performance (e.g., reading readiness, attendance, reading and mathematics proficiency). Although each school was at a different starting point, the goal for every school was the same. Implementation reviews by the external developer and an annual survey of teachers were used to measure fidelity and extent of implementation of RW.

12. *District Influences (Other External Conditions)*. The district played a major role in selecting the CSRSD schools, and its strategic plan adopted in February 1998 under a new superintendent has been a driving force behind **School D**'s reform efforts.

13. *State Influences (Other External Conditions)*. The state is still revising its assessments to make them standards-based, and this may affect district and school actions in the future. Also, the state began to

implement new promotion and retention policies, focusing attention on interventions for students at-risk of retention.

14. Evaluation (Component 8). As part of **School D**'s evaluation plan, the district contracted with a consultant to conduct surveys and data review but then turned evaluation responsibilities to the school for 2001-02. The district posed the results of the statement assessment, distributing student-specific reports to each teacher and covering two years of data to indicate the change in the student's performance. Overall, student achievement scores were rising, with only 79 students reading at grade level in 1997-98 and 291 at grade level in the spring 2001 assessment.

15. Convergence of Resources and Sustainability (Component 9). Rather than having separate plans for each federal and state program, the district required each school to develop a single plan, also providing training to the school staff. CSRSD's funds were therefore augmented with funds from other sources. The scope of **School D**'s annual improvement plan, which covered a full range of activities and also linked each activity to a specific funding source, suggests that resources were being used in a convergent manner. For 2001-02, the district moved to complete site-based budgeting for all schools, but the principal felt that no funds were left over after covering the costs of teachers and supplies. Given this budget reality, **School D** is concerned about finding a way to continue the reform method. Moreover, the SFA reading curriculum was not subjected to state review and the school will not be able to use state funds for SFA once CSRSD funding ends.

School E

Characteristics	
Type of School:	High School (9 – 12)
Population:	~130 students
Ethnicity:	~80% minority
Poverty Rate:	85% free or reduced lunch
Teachers:	9 (FTEs)
Principal Turnover:	Fall 2001
Superintendent Turnover:	Spring 1999, Summer 2002

1. *Research-based Method (Component 1)*. **School E** was selected as a high school, although the site visits later determined that it also was connected to a middle school. Beginning in 2001–2002, the high school separated from the middle school to become an independent charter high school. The high school adopted the *Coalition of Essential Schools (CES)* as its CSRD research-based method. The high school also has adopted or investigated other educational models that are consistent with CSRD and CES.

2. *Staff Support (Component 5)*. The high school faculty had identified CES as the method of choice as part of its CSRD award, which started in 1998-99. During 2001-02, the staff have devoted more time to the other methods than to CES. Staff have decided to focus future grant money on a new method—the Minnesota New Country School—which is consistent with but different from CES.

3. *Leadership Role of the Principal (Component 5)*. School E operated with a high level of autonomy while connected to the middle school. As an independent charter school, School E is administered democratically by the nine faculty members, with no formal principal. In Spring 2002, division among staff about the governance and mission of the school threatened progress toward reform goals.

4. *Comprehensiveness (Component 2)*. The school appears not to have had any vision for comprehensive school reform, probably due to its pre-occupation with its own survival, restructuring, and transition to becoming a charter school. For instance, the school considered applying for another CSRD grant in January 2002 because it is a new school. Though the school found other resources to support new reform method and did not seek CSRD funding, this intent, along with other field observations, raises questions about the comprehensiveness and extent of reform under the school's original CSRD award.

5. *Support from an External Developer (Component 7)*. The school has not had contact with the CES developer (and has made no payments for services) for the past two years, although school staff have attended annual CES meetings. The developer therefore has been unable to provide an estimate for the fidelity of implementation. One senior teacher attending the Nov. 2000 annual conference believed that the school was implementing the best CES practices as described at the conference. Further, the staff claim that CES's nine principles continue to shape the school's approach to learning, emphasizing low student-teacher ratios, project-based learning, and student responsibility and mastery. The staff would like to receive more support from external organizations, but CES has not been mentioned as one of them.

6. *Reorganization of the School Day or School Operations (Component 1)*. **School E** was a combined middle and high school (grades 6-12) when applying for the CSRD award. Beginning in 2001-02, the high school, which had 168 students, separated from the middle school and opened as a charter school at a new location, with an enrollment of 130 students. School staff spent the summer of 2001 moving to a new building, recruiting, and dealing with a few troubled students. In fall 2001, the school experienced student discipline as a major problem, as well as funding shortages because it had yet to receive its expected state

charter school grant or its Title I grant. In addition, two key staff who had helped to envision the charter school unexpectedly took other jobs at the start of the school year. By January 2002, the school had removed three disruptive students and had received the grant funding it expected.

7. *Parental and Community Involvement (Component 6)*. Active parent involvement had led to the initial recommendation in December 2000 for the high school to separate from the middle school. Currently, however, there has been virtually no parent involvement, even on the part of the four families involved in shaping the charter school. At the same time, the school has developed formal partnerships with a few community-based organizations.

8. *Implementation (Component 1)*. CES-like practices are being implemented to only a mixed extent in the classrooms. For instance, some teachers were using an integrated curriculum and attempting to use the teacher-as-coach and student-as-worker philosophy, but others were teaching in the more traditional mode.

9. *Professional Development (Component 3)*. The CES developer did provide professional development in the first year of the CSRD award. Since then, however, professional development has been limited. The high school staff did not participate in the internal schoolwide professional development provided over the 18 months prior to 2001-02, and none of the professional development has been provided by CES specialists. Currently, professional development sessions are being used to address more mundane administrative issues, such as discipline during lunch.

10. *Other Forms of Support for the Staff (Component 5)*. The school closes early two days a month for staff meetings. However, the limited district and state support for professional development raises questions about how it will be financed in the future.

11. *Measurable Goals and Benchmarks (Component 4)*. Previously, the school used student achievement benchmarks that were part of its school accountability reports. However, since becoming a charter school, the school's goals and benchmarks are not clear. Further, there have been no CSRD implementation benchmarks or timelines.

12. *District Influences (Other External Conditions)*. In the spring of 2001, the school board overrode the school's own recommendation to close after three years, opting for the charter school alternative. The district has only provided professional development and technical assistance on an "as-needed" basis. Significant professional development resources have been decentralized to the schools. At the same time, the district is adopting high-stakes assessments for 12th grade graduation.

13. *State Influences (Other External Conditions)*. The school has placed in the lowest category in the state's accountability system and is still under sanctions and at risk of being closed by the district. State revenue caps, along with declining enrollments but increasing costs, have caused every school to cut educational programs.

14. *Evaluation (Component 8)*. An external evaluator was active during the first two CSRD years, but the evaluator's report was submitted to an earlier CSRD facilitator, and the evaluator's work has had no impact on the school.

15. *Convergence of Resources and Sustainability (Component 9)*. Any previous pattern of coordinating funds cannot be applied to the new charter school. The new school's budget for 2001-02 has been underfunded, and how coordination, if any, is working has been unclear.

School F

Characteristics	
Type of School:	High School (9 – 12)
Population:	3,535 students
Ethnicity:	97% minority
Poverty Rate:	33% free or reduced lunch
Teachers:	138 (FTEs)
Principal Turnover:	None
Superintendent Turnover:	Fall 2001

1. *Research-based Method (Component 1)*. **School F** uses the ten principles of *Coalition of Essential Schools*, along with a multiplicity of other methods (e.g., *High Schools that Work* and an NSF Urban Systemic Initiative award), all embraced within an overarching school-to-career framework whereby students identify possible career pathways that then define needed student portfolios and research projects. The school is a large urban high school that receives no Title I funds.

2. *Staff Support (Component 5)*. At **School F**, reform efforts had been ongoing prior to 1998. In March 1998, 100 percent of the faculty voted to adopt the CES principles, and the CSRD award then started in March 1999. At the outset, only about 50 percent of the faculty volunteered to participate in some aspect of the effort, but the proportion has steadily increased since then. In April 2001, the faculty decided to apply for membership with CES. Only after membership has been attained will a CES external team visit the school.

3. *Leadership Role of the Principal (Component 5)*. The principal and assistant principal have been instrumental in leading the reform efforts. They have provided faculty with resources to hold collaboration meetings during school hours (e.g., substitute teachers), and have provided opportunities for 14 staff to attend leadership training so that they could serve as coaches (facilitators) for the collaboration sessions.

4. *Comprehensiveness (Component 2)*. The overall design, also reflected in the school's improvement plan, encompasses all nine CSRD components, although parental involvement receives less attention than the other components. The faculty collaboration groups and other action research teams serve as planning and coordinating processes that link the components to each other and to a vision for school-wide reform. Faculty understanding of the overall mission is high and also assessed annually in several surveys.

5. *Support from an External Developer (Component 7)*. CES provided week-long training described under professional development. One school administrator rated the training to be of great benefit to the school. Training on other methods also has been provided by developers associated with those other methods. However, no assessment on the fidelity of use of CES has been made to date.

6. *Reorganization of the School Day or School Operations, and Extent of Implementation (Component 1)*. In September 2000, the school started a two-year HSTW award and began using a new block schedule, calling for 90-minute classes. The new schedule also was in keeping with the guiding principles of CES, providing extra assistance to students to meet state standards, make-up classes, participate in AP courses, and take electives. Starting in 2001-02, the school organized itself into three academies to create smaller learning environments, with two new academies scheduled to start over the following two years.

7. *Parental and Community Involvement (Component 6)*. The school has successfully engaged parents and community members to serve on key committees, including the school improvement team. However,

gaining more extensive parental involvement remains a difficult task, especially because of the blue-collar nature of the school's community.

8. *Implementation (Component 1)*. All classrooms appear to be using aspects of the various reform methods. Most of the faculty are engaged in a collaboration group that meets monthly to share ideas on curriculum and instruction and that is central to the overarching school-to-career framework.

9. *Professional Development (Component 3)*. The collaborative groups and action teams are the main method for delivering professional development. The collaborative groups now engage 145 of the 200 staff, with a separate Annenberg grant having been used to train 14 coaches to facilitate the collaborative sessions. Training has been offered in relation to the specific methods that the school has adopted, including CES and HSTW, but also other specific methods in use at the school. For instance, a week-long CES course has proved very helpful in developing a common vision, adjusting to the new schedule, and developing plans of action.

10. *Other Forms of Support for the Staff (Component 5)*. Staff members reported conducting peer visits to the classes of fellow collaboration team members, as well as reviewing and sharing lesson plans. The collaborative groups have provided teachers the opportunity to learn about areas where they should target instruction, based on feedback from other teachers in other subject areas. For example, one science teacher noted that students were having difficulty with measurement during laboratory experiments. Discussion of this item in the collaborative groups led to a move by math teachers to focus on measurement in subsequent lesson plans.

11. *Measurable Goals and Benchmarks (Component 4)*. The school improvement plan has specific timelines and goals that are revised annually. School F has not met the minimum standard in reading on state assessments, but did so in both mathematics and writing. The reading performance may be related to the fact that 90 percent of the students are Hispanic, although the scores do not include special education or Limited English Proficient students. The state's new report card system will add further visibility to the school's performance and pressure it to improve.

12. *District Influences (Other External Conditions)*. The district has provided considerable support in the form of training and technical assistance for the methods and practices related to CSRD, although there is not clear coordination among the district's evaluation office, CSRD administrative office, or Title I office. The training and technical assistance has primarily been related to *HSTW* and the school-to-career framework; a district staff person provides the training and hosts monthly coordination meetings for School F with other participating schools in the district.

13. *State Influences (Other External Conditions)*. State resources are used for inservice related to the state's standards and assessment efforts. The state's new report card system also will have a serious impact on individual schools.

14. *Evaluation (Component 8)*. The district evaluation office administers a survey to monitor progress and impact, but no external evaluation is in progress. The survey only received a 60 percent response by December 2001, and the district is still trying to obtain the responses from the other 40 percent. The district effort does not include any analysis of student achievement data.

15. *Convergence of Resources and Sustainability (Component 9)*. The school has had a long history of coordinating various sources of external funds. The school is endeavoring to identify new sources of funds to replace the CSRD monies, which have largely been used to support the collaborative groups by providing teacher substitute days and stipends. The district also has adopted the school-to-career concept, and School F may be viewed as a model for other schools, especially in its use of collaborative groups and action teams.

School G

Characteristics	
Type of School:	Elementary (K – 6)
Population:	245 students
Ethnicity:	47% minority
Poverty Rate:	94% free or reduced lunch
Teachers:	17 (FTEs)
Principal Turnover:	Fall 2000
Superintendent Turnover:	None

1. *Research-based Method (Component 1)*. The *Special Literacy Model (SLM)* is locally-developed and is being implemented at a number of schools in the area. SLM is based on academic research on early literacy. **School G**, with about 250 K-6 students, also is using three other methods as part of the reform process, most oriented toward language learning.

2. *Staff Support (Component 5)*. The principal cites the overwhelming support of the staff, partially due to the collaborative process used to select SLM, rather than being dictated by some higher organizational level. Along the way, professional development choices also were part of the self-selection process and are therefore more widely accepted. The school's small size, collaborative management style, and history of reform all lead to strong support for reform.

3. *Leadership Role of the Principal (Component 5)*. The current principal began in 2000-01 and is enthusiastic about SLM, extending it to grades 4-6 and adding a math literacy component with a staffed computer laboratory, all supported through CSRD.

4. *Comprehensiveness (Component 2)*. The comprehensiveness of the reform effort may be reflected by the current principal's view that "literacy means more than language. It includes math, science, and computers, as well as reading." SLM includes all CSRD components and is aligned with the state's standards. The district-initiated school improvement planning (SIP) process has played a central role in establishing the comprehensiveness of the reform effort. Every faculty member signs a page in the plan to indicate an understanding of his or her role in implementing the plan.

5. *Support from an External Developer (Component 7)*. The developer is located at an IHE, 80 miles from **School G**, and comes to the school once or twice a year for inservice sessions. There also is a project liaison for schools in the region that are using SLM who also visits the school twice a month. The developer rates **School G**'s fidelity as high.

6. *Reorganization of the School Day or School Operations (Component 1)*. **School G** was in the process of implementing reform—teacher teams, cross-grade planning groups, and whole-school professional development sessions—prior to CSRD.

7. *Parental and Community Involvement (Component 6)*. The principal requires parents to come to the school to pick up and sign for report cards, personally greeting every parent and keeping the school open from 7a.m. to 7p.m. Other activities also are deliberately schedule for evening hours. Parents appear to be more aware of their children's learning than prior to CSRD, even if they cannot identify specific methods.

8. *Implementation (Component 1)*. SLM was first implemented in 1999–2000 (the first year of CSRD funding), beginning with a two-week summer institute for two teachers at a regional IHE. By 2001–2002, all teachers in the school were involved in some aspect of the SLM method, through participation in common

planning period meetings, sharing teaching strategies, developing cross-curricular lesson plans and attending the summer institute.

9. *Professional Development (Component 3)*. Central to the reform method is the inservice education course credit at the local IHE and the presence of both the IHE service director and an on-site facilitator to assist in implementing SLM. Nearly all of **School G**'s teachers participate in SLM-related professional development events. The overwhelming majority of professional development is related to comprehensive school reform and is results-based (linking student achievement to professional development). Twice a month professional development in math also is presented by a math specialist.

10. *Other Forms of Support for the Staff (Component 5)*. The principal and teachers share a common planning period three times a week. Teachers receive stipends to meet before and after school hours to participate in benchmarking and planning, and students also receive rewards and recognition.

11. *Measurable Goals and Benchmarks (Component 4)*. The benchmarking plan, covering both process and outcome measures and including all grades, is central to reform (illustrative example shows both input and outcome). Evaluation is a self-assessment process, part of the year-round SIP, rather than an external evaluation. The SIP process calls for extensive data collection and review—parent surveys, student achievement, and focus group findings. School G's school performance score (based on several tests) declined from 1998-99 to 1999-00 from 63.2 to 54.2 percent. However, it improved dramatically to 75.5 in the fall of 2001, recognized by the state as "exemplary academic growth," even though the school remains below the state average.

12. *District Influences (Other External Conditions)*. In 1999, district staff led workshops to prepare schools for developing school improvement plans aligned with budgets and needs assessments. The 2000-01 plan has three priorities: improving academic performance, continuing professional development, and increasing parental involvement and student attendance. The district seeks to align all reform efforts with state standards and district goals and is viewed by one state official as one of the most advanced districts in complying with state requirements. However, the district also has had a serious fiscal shortfall.

13. *State Influences (Other External Conditions)*. The state adopted a new accountability and testing process, causing some shift from a student- to a test-taking-orientation. The state also has mandated that all school efforts be integrated into comprehensive school improvement, reflecting state content standards (e.g., plans must reflect state standards).

14. *Evaluation (Component 8)*. There is no formal external evaluation, but evaluation is integral to the SIP process.

15. *Convergence of Resources and Sustainability (Component 9)*. CSRD funds go almost entirely for professional development. Title I also is a major funding source. The principal is confident that new grant monies also will support the needed activities in the future.

School H

Characteristics	
Type of School:	Elementary (PreK – 5)
Population:	450 students
Ethnicity:	97% minority
Poverty Rate:	53% free or reduced lunch
Teachers:	31 (FTEs)
Principal Turnover:	None
Superintendent Turnover:	Winter 1999, Winter 2000

1. *Research-based Method (Component 1)*. **School H** adopted the reading component of *Success for All (SFA)* as its CSRSD method. In 1997-98, the district had asked all schools to choose from among the methods endorsed by the New American Schools (NAS), and the school's principal established a committee to review these methods.

2. *Staff Support (Component 5)*. While no (NAS) method completely aligned with the state testing system, more than 85 percent of the faculty voted to adopt SFA (after visiting one or two other schools where SFA was being used), because it worked with both phonics and whole language, called for skill-level grouping, allowed for accountability, and required 90-minute reading blocks. In all, even after the November 2001 decision to cease using SFA, there appeared to be genuine support for reform by the staff. Even though teachers were reluctant to abandon SFA because they believed SFA made them better teachers, the teachers remained concerned that **School H** was one of the only schools not following the district-developed curriculum and could perform poorly on the district's new interim assessments.

3. *Leadership Role of the Principal (Component 5)*. Faculty reported that the principal and CIC had played a central role in the implementation of SFA. Besides rearranging classroom schedules and providing staff with additional planning time, the principal also visited classrooms regularly to show support and encourage teachers in their use of SFA.

4. *Comprehensiveness (Component 2)*. **School H** had a school improvement plan (SIP) with a comprehensive set of goals and strategies, such as improved attendance; increased technology use; increased parental involvement; and other specific topics. As a result, the SIP generally aligned with CSRSD's components, but the match was not perfect. In general, the operation of the school appeared consistent with both the SIP and its original CSRSD application. The comprehensiveness of the reform effort appeared to be widely understood, even though no one referenced the SIP in interviews.

5. *Support from an External Developer (Component 7)*. Between the fall of 1998 and the spring of 2001, the developer made implementation visits twice a year. Opinions differed, however, regarding the quality or importance of the assistance: a district administrator claimed that the school and district staff often had more knowledge of SFA than did the facilitator (attributing it to demands on SFA due to expansion), but the CIC stated that the technical assistance was key to the success of the SFA implementation. Apart from the SFA developer, a local university provided student teachers who supported the reform effort by tutoring students identified as requiring extra assistance based on SFA and state assessments.

6. *Reorganization of the School Day or School Operations (Component 1)*. Besides calling for a 90-minute block and the grouping of students by reading level across classes and grades, SFA also required the appointment of a full-time facilitator, a family support team, and one-to-one tutoring for students needing extra attention. In addition, the principal ensured that other authorized school staff, including special education teachers, were trained in SFA (avoiding conflict with the union by only using classified teaching faculty, and not calling on librarians or other staff with more restrictive contracts). With the additional

trained staff, the principal was able to reduce class size during the SFA period, thus reflecting another change in school operations.

7. *Parental and Community Involvement (Component 6)*. Staff members reported an increase in parental involvement in spending time with their children reading each night. This involvement was documented by reading logs kept by the students. A core group of about 30 parents attended monthly meetings, and for larger family night affairs about 100-150 parents attended. A “breakfast club” also was geared specifically to the reform efforts. Despite these activities, the staff nevertheless believed that parent involvement in school activities had declined by the spring of 2002—e.g., only 3–5 parents were participating in the breakfast club by that time. Community and business sponsors provided incentives to students making the honor roll and donated clothing for students to meet the school’s uniform policy.

8. *Implementation (Component 1)*. SFA was first implemented during the 1998-99 school year, and all classrooms were then using SFA during 2000-01. The developer rated **School H**’s fidelity in using SFA as high. The principal and instructional coordinator said that a major advantage of SFA was that it put all teachers on the same page, aligning reading instruction throughout the school. Prior to SFA, such instruction had varied among classrooms, both in the time devoted and in the content of the instruction. Teachers agreed that SFA had made them all better teachers of reading.

However, in November 2001 the school voted to shift from SFA to the district-developed reading curriculum. The school retained the 90-minute block, and in January 2002 the school officially stopped implementing SFA, although SFA materials and instructional strategies continued to be used. The main reason for the transition was the school’s goal in aligning its program with the state assessment. The use of the district-developed curriculum each day and the decision to stop using SFA suggests that the school was not convinced that SFA would fully prepare students for the state assessment, even though the SFA Foundation had informed the district that SFA was aligned with the state assessment. In addition, the district developed a set of content standards that clearly identified the skills to be mastered by students each week. While SFA covered the same topics, their sequence was different from that of the district’s standards, and the school believed that these differences would negatively affect student performance on the state assessments and on the district’s newly-developed quarterly assessments. Teachers also are accountable for their “homeroom” students even though, in the SFA groupings, these students may not be in the teachers’ classes.

9. *Professional Development (Component 3)*. The staff initially received an extensive 2-day training related to SFA, followed by a refresher course during the year. SFA training and instructional practices carried over to other subjects, although teachers reported that the training was constantly shifting in response to issues raised by the teachers. District-supported professional development also shifted from being delivered centrally in 1997-98 to school-based professional development by 1999-2000. By that time, the district only provided training to campus instructional coordinators (CICs) who, in turn, provided training to the rest of the school staff. The CIC in **School H** also was the SFA coordinator. The professional developed focused directly on reform related topics, such as getting teachers to use the standards, accessing and using various resources, and delivering specific reading, mathematics, science, or technology content.

10. *Other Forms of Support for the Staff (Component 5)*. By reorganizing time schedules, the principal created the opportunity for an expanded grade-level collaboration meeting, held during alternate Wednesdays for 90 minutes. During this time, teachers took the lead in coordinating the training by grade level and also planned their work in a more coordinated fashion. According to the SFA instructional facilitator, these meetings were critical to the initial success of SFA at **School H**.

11. *Measurable Goals and Benchmarks (Component 3)*. The SIP sets out objectives over a five-year period but is an annual document that only describes activities and timelines for the upcoming school year. Further, not all objectives in the SIP are easily measurable, and there is no routine assessment to serve as feedback to determine whether the goals have been achieved or not. The principal stated that the overall goal of the school was to attain the “exemplary” (highest) rating in the state’s ranking system for schools. In 2001-02, it had received a “recognized” rating. Beginning in 2001-02, the school began using data from the

district's nine-week assessments (aligned with the state assessments) to monitor student achievement and progress toward meeting state goals.

12. District Influences (Other External Conditions). The district played a major role in **School H**'s reform activities. First, the district led to the school to adopt SFA, also supplementing the school's CSRSD award to support SFA's implementation. Later, the district informed schools they would no longer receive the supplemental funding if they wanted to continued using SFA, because an analysis had shown that students performed comparably whether they had used SFA or the district's own reading curriculum (which did not involve the same level of costs as SFA). In August 2001, the district also released content standards that provided teachers with a detailed guide to the skills that students were expected to learn each week. The guidance was intended to be aligned with the state assessments. In addition, the district instituted an interim assessment system, testing students in their mastery of these skills every nine weeks. The assessment is used solely for diagnostic purposes, with the district using a computer-based, commercial system to analyze results. The feedback then helps teachers to select the needed scope and sequence to remedy deficiencies.

13. State Influences (Other External Conditions). The state's assessment system has been a heavy influence over district actions because the assessment scores are widely disseminated and, along with a well-defined system of state sanctions and rewards, generates great pressure on schools to perform well on the state assessment.

14. Evaluation (Component 8). The school had no formal evaluation plan in place, and the only feedback was contained in the implementation reports by the SFA facilitator.

15. Convergence of Resources and Sustainability (Component 9). The district and school coordinated funds in relation to the school's SIP. The funds included state, Title I, and other federal funds. CSRSD was an additional funding source for school reform that was already underway, as the decision to adopt SFA preceded the school's application for CSRSD funding. With regard to SFA, despite the transition to the district curriculum and the ending of support for the external SFA developer after 2000-01, all teachers interviewed indicated that they intended to continue using SFA-related classroom management techniques and questioning strategies.

School I

Characteristics	
Type of School:	Elementary (PreK – 5)
Population:	~400 students
Ethnicity:	55% minority
Poverty Rate:	61% free or reduced lunch
Teachers:	34 (FTEs)
Principal Turnover:	None
Superintendent Turnover:	Summer 2002

1. *Research-based Method (Component 1)*. **School I** adopted *Lightspan Achieve Now* as its CSRD method. The goal was to enrich reading and math instruction in the school and encourage greater involvement of parents in their children’s education at home. The school also was a math and science magnet school, with teachers expected to teach science at least 45 minutes a day, and the school expanded from being K-3 in 2000-01 to K-5 in 2001-02. The school also was using other reform methods, especially *Literacy Collaborative (LC)* that provided a comprehensive approach to literacy instruction in the primary grades, and *Reading Recovery* for a limited number of first grade students who continued to struggle with reading. Finally, the school benefits from having small class sizes, with no classroom having more than 20 students.

2. *Staff Support (Component 5)*. The principal advocated for the method and made key decisions, such as foregoing the purchase of additional *Lightspan* materials in favor of partially funding the salary of a pre-school teacher in CSRD’s third year. The staff appears to have voiced little support for *Lightspan*, resulting in mixed implementation experiences as described later under Item 8.

3. *Leadership Role of the Principal (Component 5)*. The principal indicated that she, in consultation with the assistant principal, represented the leadership core and was the primary decisionmaker for the school. However, the principal announced that she would retire at the end of the 2001-02 school year.

4. *Comprehensiveness (Component 2)*. For 2001-02, the school had two schoolwide plans. One covered student achievement goals, and the other summarized a variety of school initiatives. However, neither plan offered a comprehensive picture or design for the nine CSRD components. The absence of such a plan appears to have resulted in a non-alignment of school elements and lack of comprehensive reform. For instance, *Lightspan* was not aligned with the school curriculum or performance standards. In addition, teachers did not share a unified vision of the school, as late as the fall of 2002. Teachers described the school as having a “split focus” and a mission that was “way too broad.”

5. *Support from an External Developer (Component 7)*. The developer conducted a one-day inservice for all teachers in 1999-00 and made one site visit in 2000-01. However, *Lightspan* was not used widely in the school during those two years. Because of a shortfall of funds, the school discontinued its relationship with the *Lightspan* developer in 2001-02, relying on the training and support of the one teacher who had implemented the method and the assistant principal who also served as the technology coordinator. With their assistance the 1st grade teachers implemented *Lightspan* in January 2002, and most of the 1st grade parents were given an orientation.

6. *Reorganization of the School Day or School Operations (Component 1)*. Student were regrouped into heterogeneous and homogeneous groups for *LC*. However, this did not appreciably change school operations and there appear not to have been any other changes accompanying the reform initiatives. Neither were there any changes in the organizational or governance structures for the school.

7. *Parental and Community Involvement (Component 6)*. Involving parents was a struggle for **School I**, and the assistant principal served half-time as a parent coordinator. However, two specific changes occurred in the fall of 2001. The first was the creation of the school's own Parent-Teacher Organization, previously shared with a neighboring elementary school. The second was a decline in parent volunteers. However, by the spring of 2002, the principal and assistant principal noted that parent involvement had begun to increase again, most likely as the result of the PTO and the school's focus on "one-to-one" conferencing with parents.

8. *Implementation (Component 1)*. The school began implementing *Lightspan* in 1997-98, one year before its start of the CSRD grant. With CSRD, **School I** increased the number of PlayStations from "several" to 90 units by 2001-02—enough to place stations in all K-2 classrooms and send stations home to all eligible 1st graders (about 80 percent of the 1st grade students' parents came to training and signed the necessary permission slip). The majority of the CSRD funds, however, were used to support half the salary of the assistant principal, to serve as a parent coordinator. *Lightspan* in 2000-01 was not used in the way envisioned. Only one of the 2nd grade teachers integrated the units into her lessons and used their assessments. Another teacher that had helped to pilot *Lightspan* in 1997-98 admitted that she did not use it at all, and the other 2nd grade teachers only used the program as an enrichment activity and only because "they have to." Teachers also cited difficulties in getting parents to come for training and in students returning the CDS in a timely fashion. However, by 2001-02, the decision to deploy *Lightspan* in the 1st grade had led to improved implementation, with the 1st grade teachers expressing enthusiasm for the program, 80 percent of the students using the stations at home and regularly checking out the CDS, and the program integrated into the 1st grade "centers." Nevertheless, because these experiences were largely limited to the 1st grade and most teachers were either not using *Lightspan* or using it as a supplemental activity for students who finished in-class assignments early, the program was judged only to be partially implemented. The developer provided no formal assessment of the fidelity of the implementation.

9. *Professional Development (Component 3)*. The general consensus by the school's staff was that there are five inservice days each year, an amount that has not changed since CSRD. The professional development was to be related directly to the student achievement and parental involvement goals outlined in the school improvement plan. However, a number of teachers suggested that the effectiveness of the professional development was minimal. A small amount of continuing education (six units every 5 years) was required by the district but not defined and its impact considered insignificant. During CSRD's first two years, teachers commented that the school's inservice training was aligned, but too many topics were covered, and the focus was too broad.

10. *Other Forms of Support for the Staff (Component 5)*. During the first two CSRD years, teachers complained they had insufficient planning time. They also wanted more time for collaborative planning, to learn from one another. In response, during 2001-02, **School I** freed time for such collaboration. Every Monday, the specialist teachers oversee all children having a reading session so that the other teachers can meet by grade level, share ideas, examine achievement data, and develop plans for improving scores. The school's administration cited this change as a significant factor in increasing implementation, enhancing the professionalism of the school's relatively young staff, and improving school performance.

11. *Measurable Goals and Benchmarks (Component 4)*. **School I** had no implementation benchmarks for school reform or even for *Lightspan*. Although the school has student achievement goals, the district assessment tool was still changing from 2000-01 to 2001-02, and neither the district nor the state had incentives or punitive measures in place for school performance on their assessments.

12. *District Influences (Other External Conditions)*. The district has been influential in a number of ways. It recruited **School I** into CSRD, helped the school to implement *LC* and the various initiatives, and also helped to integrate the many components. The district also provided achievement data to each school in the fall of 2001, disaggregated by child, and the district representative helped **School I** to analyze the data and develop a schoolwide plan. The district also provides math and reading objectives to the schools and has been working on aligning its criterion-referenced test with those objectives. Finally, the district has helped schools in preparing for the state assessments and understanding how to use the assessments to improve

instruction. District budget cuts led to the elimination of its evaluation unit three years ago and also have negatively impacted the school's budget.

13. *State Influences (Other External Conditions)*. The main state influence has been the severe budget cuts affecting all districts and schools in the state.

14. *Evaluation (Component 8)*. The school had no formal evaluation plan in place, either for *Lightspan* or its overall comprehensive reform effort.

15. *Convergence of Resources and Sustainability (Component 9)*. Since one of the objectives for *Lightspan* was to increase parental involvement, funds budgeted for a parent coordinator and parent education, including the use of some Title I funds (\$11,000) were aligned. At the same time, the school prides itself on its entrepreneurship and ability to obtain grants from the community and other external sources, but it has no plan describing the integration of all the resources in a comprehensive manner. Some interviewees suggest that the grants hinder, rather than facilitate comprehensive school reform. According to one district representative, "the school has bought solutions before analyzing their problems." At the same time, the principal says she tries to coordinate all programs to meet the single goal of the school, which is to close the achievement gap between high and low performers.

The prospect for sustaining comprehensive reform and the use of *Lightspan* is unclear. Although **School I**'s reform efforts could be described as unfocused and somewhat random, teachers and administrators expressed hope by the spring of 2002 that improvement had begun to occur. They pointed to the successful implementation of the 1st grade use of *Lightspan*, in the absence of external support, as an indication that the effort could continue, although the preferences of the new principal for 2002-03 were unknown.

The school has continued to use *LC* which also is coordinated with *RR*, receiving extensive external assistance annually from the developer and having a trained *LC* coordinator, with a second teacher being trained. By the spring of 2002, the school believed that *LC* was starting to pay dividends, with student achievement beginning to improve. At that time, teachers also expressed strong support for the method and indicated that it was bringing a focus and new energy to the school.

School J

Characteristics	
Type of School:	Elementary (K – 6)
Population:	668 students
Ethnicity:	95% minority
Poverty Rate:	NA
Teachers:	49 (FTEs)
Principal Turnover:	Summer 2002
Superintendent Turnover:	Summer 2000

1. *Research-based Method (Component 1)*. **School J** chose a locally developed reform practice (called *Performance Tasks, PT*, for the purposes of this report. *PT* is an approach to teaching and learning that embeds performance tasks, but not a specific curriculum, in day-to-day instruction in a variety of subjects and across all grades. The tasks are available via a Web site, for teachers to select and use. Although tasks are available for all subjects, more are available for core literacy and writing than the other subjects. The collection of tasks is continually expanded, as teachers and staff may create new tasks for editing and approval. (The reviewers judge whether a task meets district and state standards.) The tasks are to be examples of real-life experiences (“authentic”), enabling students to acquire content knowledge, good work habits, and thinking and communication skills. Examples include: organizing a healthy luncheon, guiding classmates on a trip, keeping a science journal, interviewing family members to write a biographical profile of a grandparent, and assessing classroom lighting to advise school staff on ways to conserve energy. Use of the tasks as culminating activities often requires teachers to do “backward planning.” Students build portfolios and their own self-assessments and carry them onto the next grade, providing a sense of accomplishment and ownership over their work.

School J also had other complementary research-based methods, including an earlier Carnegie Corporation’s Middle Grade School Initiative, the TERK math program, and the Character Counts program. In addition, a new superintendent hired as **School J** was entering its second CSRD year (2000-01) had all schools adopt IFL’s nine principles of learning. All of the various methods appear consistent with *PT*.

2. *Staff Support (Component 5)*. More than 80 percent of the teachers and staff voted to implement *PT*. Prior to the start of CSRD (1999-00), several of the teachers had visited other regional schools where the method was already being used, and they also learned that these schools’ test scores had improved after their implementation of *PT*. By 2001-02, the major support for the method came from the core steering committee. Other persons providing strong support have been the home school coordinator and the community liaison. The staff seem dedicated to the school and the children’s academic achievement, and the school has had a very low teacher turnover rate.

3. *Leadership Role of the Principal (Component 5)*. The principal is a legendary figure in the school district and became a “community hero.” Brought to the district to make radical changes, she reportedly “turned the school around.” Central office staff and teachers tell stories about how she freed the school from the harassment of drug peddlers and created a safe environment for children. She was a leader in the decision to select *PT* but planned to retire in June 2002. By spring 2002, a new principal had not been named.

4. *Comprehensiveness (Component 2)*. *PT* includes all nine CSRD components, although not all have been successfully implemented by **School J**. The school has a core steering committee managing the implementation and integration of reform components, and the district staff also supported the school’s reform efforts, facilitating efforts to synchronize the school’s actions with the CSRD components (however,

the school's strategic improvement plan does not address the components). Most teachers have indicated their support for the reform effort and believe it can make a difference in student learning and performance.

5. *Support from an External Developer (Component 7)*. External support has been provided by the developer of *PT* in the first year and then by a consultant who worked with the developer in years-2 and -3. An external evaluator also has provided assistance, for instance by developing a new assessment and student form to give feedback to teachers on their implementation of *PT*. During the first year, the developer provided a total of 40 hours of training to **School J**'s staff. For the first time in 2001-02, the external consultant's training emphasized the development of new performance tasks, and all teachers in training were to develop a task. By fall 2001, 13 tasks developed by **School J** had been included in the *PT* database, and another 15 were in their final stages of review and likely to be accepted. By the end of the third CSRD year, the developer believed that the school's staff had still not received training on several key concepts related to *PT*, and without additional funds might not receive this training.

6. *Reorganization of the School Day or School Operations (Component 1)*. No such changes accompanied the reform efforts at **School J**.

7. *Parental and Community Involvement (Component 6)*. Parental involvement has proven difficult, especially because parents previously at home have been required to return to work as part of welfare reform. Parents not speaking English well also have been reluctant to become involved in school activities. At the same time, the home-school coordinator stated that she saw a steady increase in the number of parents volunteering in classrooms, serving on field trips, assisting teachers, and assisting with afterschool and summer programs. Logs show the participation of over 200 parents during 2000-01, with a high number sign-ups for workshops for parents during the same year. However, it is notable that no parents were members of the core steering committee. The school improvement plan requires a school improvement team, which includes two parents. Logs of the parent advisory group show attendance from 15 to 25 members.

Local businesses and community agencies have been vital in providing support to the school, including transportation, mentors, teaching interns, and community roundtables. The school also received support from one businessman who solicited a donation of \$25,000 for new computers, donated a laser printer, also taught a junior achievement class at the school, and is urging local government to provide additional resources, such as a playground for **School J**.

8. *Implementation (Component 1)*. In the first CSRD year, about half of **School J**'s teachers were trained to use *PT*. The following year, all but three of the teachers were trained. By the third year, *PT* was being implemented to some extent in all classrooms. However, teachers are given considerable discretion on how and when to use the method, and assessing the true extent of implementation is difficult. Further, mathematics teachers believe there is an insufficient number of performance tasks related to that subject to make the method useful. Two new teachers stated that the complexity of the method made it overwhelming for them as beginning teachers. At the same time, classroom observations showed that the language of the method was evident in both teachers' and students' conversations and revealed other numerous indicators of *PT* in place. According to the external consultant, fidelity appears to medium; she estimated it would take five years for staff to fully implement the method with full fidelity.

9. *Professional Development (Component 3)*. Professional development was provided both by the developer and the district staff. In the second CSRD year, two and one-half days were devoted to *PT* training. In the first two years of CSRD, most of the district's professional development did not appear to be tailored to school reform, although by the third year and with the IFL program having been adopted, the focus increased. Some training in the third year was conducted after hours. Teacher responses to the quality and organization of the professional development has been mixed, with the afterschool requirements considered demanding but with other teachers reporting greatly increased use of the computer or comfort with it. In addition, those most experienced in the method have served as mentors, or "scouts" to the other teachers.

10. *Other Forms of Support for the Staff (Component 5)*. No other forms of support were identified.

11. Measurable Goals and Benchmarks (Component 4). Classroom implementation of *PT* has been appraised through classroom visitations by members of the school's core committee. Performance goals for the school have been presented through 2001-2002 in the school improvement plan and the CSRD progress report. As an illustrative benchmark, reading goals at all grade levels and on all tests were to improve by 10 percent. The *PT* also emphasizes assessment as an integral part of school improvement efforts, so that benchmarks for reform are assessed on an annual basis.

12. District Influences (Other External Conditions). The district has supported **School J**'s reform efforts, especially since 2000-01, when the new superintendent took office. The support also derives from the superintendent's concomitant adoption of the IFL professional development model, districtwide, as well as the making of balanced literacy a priority in all schools.

13. State Influences (Other External Conditions). The state's main role has been in the assessment area, where a new assessment was put into place in 2000-01. However, the results will not be used to identify schools "in need" until the fall 2003. In the meanwhile, the school is one of the state's 28 "priority schools," and the state has assigned a "critical friend" to the school as well as extra funds for additional staff support.

14. Evaluation (Component 8). The school has had an external evaluator who also has provided training on understanding state standards, performance measures, portfolios, portfolio assessments, and mastery tests. The district evaluation person has assisted the school staff in interpreting state assessment data, and test results have been used to identify children for summer school, Saturday academies, and tutoring. Schools are required to discuss test results with parents two times each year.

15. Convergence of Resources and Sustainability (Component 9). Multiple external sources were used to support *PT*, but after CSRD ends, the sustainability of the reform is in question. First, Title I funds may be used in the future. Second, the associate principal is being considered for the principalship and, if selected, his support for *PT* is likely to help the school sustain its reform efforts. He readily admitted, however, that only some components of the *PT* method may endure.

School K

Characteristics	
Type of School:	Elementary (PreK – 6)
Population:	613 students
Ethnicity:	82% minority
Poverty Rate:	NA
Teachers:	32 (FTEs)
Principal Turnover:	Fall 2000
Superintendent Turnover:	Summer 2000

1. *Research-based Method (Component 1)*. **School K** was designated by the state as a school in need of improvement in March 1998. Such schools are required by the state to select a proven method in their effort to meet state performance standards. This led the district to exposing the school's staff to SFA and submitting a CSR application in the fall of 1998. **School K** adopted SFA (roots for grades K-1, and wings for grades 2-6) in 1999-2000. No other models are in use. The staff also decided not to start math component of SFA until reading was fully implemented.

2. *Staff Support (Component 5)*. At **School K**, 80 percent of the faculty and support personnel voted (by show of hands) to implement SFA. The district also may have encouraged the adoption, as **School K** appears not to have had any other options.

3. *Leadership Role of the Principal (Component 5)*. A new principal started in 2000-01 and enthusiastically supports SFA, even though it had started under the previous principal.

4. *Comprehensiveness (Component 2)*. The school improvement plan, also considered a school reform plan, addresses all of the CSR components. A steering committee manages the implementation and integration of reform components. Classroom observations and discussions with teachers appear to confirm that the staff understand the breadth of the reform strategy.

5. *Support from an External Developer (Component 7)*. The developer has provided extensive training and technical assistance, starting with the training in August 1999 and also including the Family Support Team (see item 7).

6. *Reorganization of the School Day or School Operations (Component 1)*. SFA requires a 90-minute block and also the regrouping of students every 8 weeks (however, students in grades 5 and 6 do not get regrouped to primary grades). **School K** also has another 90-minute block for English/language arts, following the district curriculum but using many SFA techniques. **School K** started as a K-3 school in 1999-2000. During 2000-01 it was renovated and expanded, and by 2001-02 it was a K-6 school.

7. *Parental and Community Involvement (Component 6)*. A home-school coordinator offers parent training, and the school strongly encourages home reading. Training sessions are flexible and multiple, and parents are encouraged to bring children to PTA meetings, where meals are served. About 100 parents are available for once-a-month volunteering of some kind. Despite records, there is no clear evidence of change in the levels of parent involvement. A Family Support Team carries out the functions of the former Student Assistance Team, using case management techniques for individual students.

8. *Implementation (Component 1)*. SFA is in place each day with all students, deserving a ranking of 4 out of a 5-point scale. **School K**'s Title I reading specialist became the full-time program facilitator for SFA, in addition to other paraprofessionals who provide tutoring services to students.

9. *Professional Development (Component 3)*. Half of the faculty participated in a five-day workshop in August 1999. Trainers made 23 person-visits during 1999-2000, and new teachers also received training. Training was repeated in August 2000, and all had received refreshers by May 2001. Teachers also participated in district training, but offerings did not necessarily focus on reform. The district also provided training on using school profile data and preparing for the state assessment.

10. *Other Forms of Support for the Staff (Component 5)*. No other forms of support were identified.

11. *Measurable Goals and Benchmarks (Component 4)*. The school assessed progress toward reform goals every year, reporting progress and revisions in the school improvement plan and CSRD end-of-year reports. Progress toward goals in reading, problem solving, and writing were measured by student performance on state assessments and SFA-developed assessments. School K's students showed gains in 2000-01 compared to the previous year, on the Stanford 9 assessment, also equaling or exceeding the district average in all grades except grade 5. However, its grades 4-6 only started in 2001-02.

12. *District Influences (Other External Conditions)*. The district sends each school the results of state and district assessments.

13. *State Influences (Other External Conditions)*. The state played a significant role in the reform effort at School K by identifying the school as in need of improvement. The state provided the school with an accountability grant, and required the school to select a proven reform method and apply for a CSRD grant.

14. *Evaluation (Component 8)*. For grades 4-6, teachers and students have complained about the rigidity of SFA and voiced pleasure at cancellations of the 90-minute reading period. SFA trainers believe that the needed flexibility does exist, but there has been no follow-up training to address this issue, and it is still unresolved.

15. *Convergence of Resources and Sustainability (Component 9)*. Title I funds are expected to be used to continue SFA support after CSRD funding ends. However continuation also depends on improved student performance as well as SFA's response to teachers' concerns.

School L

Characteristics	
Type of School:	Elementary School (K – 6)
Population:	502 students
Ethnicity:	82% minority
Poverty Rate:	92% free or reduced lunch
Teachers:	20 (FTEs)
Principal Turnover:	Summer 1999, Summer 2001
Superintendent Turnover:	None

1. *Research-based Method (Component 1)*. **School L** chose to implement a locally-developed method, the *Behavioral Modification (BEH)* method. The method consists of a behavioral protocol, climate-setting strategies, and instructional approaches: cognitive-behavioral instruction, individual and class evaluation of daily and weekly progress in reading and mathematics, and classroom management using the “Classroom Behavioral Game. Students are organized into teams, given jobs, walk in “model lines” and use “model voices,” and are asked to monitor classroom behavior. Other elements of the program include having students graph their own academic performance. In addition to this CSRD method, **School L** adopted *Open Court* for reading and *SAXON* for mathematics, based on the district’s preferences. Because BEH was not a curriculum, the method was highly compatible with both of these other methods. In addition, **School L** implemented a violence prevention programs called *Second Step*.

2. *Staff Support (Component 5)*. The teachers on the school leadership team voted to adopt BEH in the summer of 1999, but no vote was taken with the rest of the staff. The principal reported that everyone supported the decision to create order in the classroom so that instruction could take place. A new principal was assigned for 1999-2000, when BEH was first implemented, and this principal also was very supportive of the method.

3. *Leadership Role of the Principal (Component 5)*. The principal was the main force for coordinating and leading reform. The principal provided incentives for teachers—e.g., teachers successful in getting five parents to back-to-school night received \$100 in supplies. The principal also encouraged model teaching and participation in professional development. This principal then retired after 2000-01, and the new principal was not convinced that students believed in the method, so support for BEH practices may have started to wane.

4. *Comprehensiveness (Component 2)*. Reform at **School L** included attention to all nine CSRD components. The plan for reform was part of a district-mandated plan, with a set of determinants of progress called “vital signs”—absolute (not relative) benchmarks for student performance. The plan then identified the activities to be undertaken to attain these vital signs. The plan also identified the person leading the activity, the start and end dates, and the source of funds.

5. *Support from an External Developer (Component 7)*. Both the district and school report that the method developer has provided consistent and strong assistance since the inception of the program. The developer helped **School L** select its CSRD model and assisted this school as well as others in its CSRD applications. After the award, the developer acted as a technical assistant and training provider, also visiting classrooms three to four times each year and serving as a facilitator at the staff retreats. In addition, the developer invited the principals of the schools implementing BEH to a catered dinner at her home a few times each year.

6. *Reorganization of the School Day or School Operations (Component 1)*. BEH directly affecting classroom operations. In addition, the school started a site council. However, no other changes in school operations were noted.

7. *Parental and Community Involvement (Component 6)*. Report cards were not mailed home, so parents and teachers met face-to-face, at school, the home, or a local restaurant. About 90 percent of the parents attended these conferences. The school also sponsored a variety of other events to attract parent attendance, but few parents were involved in classroom activities and parents on the school leadership team were often absent. Despite all these efforts, the method developer stated that the “school community (including parents) is disengaged from the school.”

8. *Implementation (Component 1)*. **School L** started implementing BEH in October 1999, with a phased plan. By spring 2001, the principal indicated that about half of the teachers were implementing the method. With one exception, most of the classroom observations revealed that teachers were implementing BEH. Comments from the staff indicated that about 70 percent of the staff were using the method as intended, but that there were some staff members who could benefit from additional training. By spring 2002, implementation was beginning to falter, perhaps because of a change in school leadership. Further, there was little evidence that instructional components were understood by staff or used in the classroom. Overall, implementation progress was judged as a “3,” or still in the piloting stage. The method developer reported that **School L** was implementing the method with fidelity, when implementation occurred.

9. *Professional Development (Component 3)*. All staff members were required to attend three days of inservice training on BEH in August 1999, followed by retreats in May 2000 and Spring 2001. CSRD funds paid for the expenses. At least four of the professional development events, involving a total of nine days in 1999-2000, were related to BEH. The district also required 18 hours of professional development annually, providing assistance on both the reading and mathematics curricula used by the school. All teachers interviewed said they believed the professional development was beneficial and sufficient to meet their needs in implementing reform.

10. *Other Forms of Support for the Staff (Component 5)*. Teachers also met on a bi-weekly basis, once to discuss staff issues and once to discuss curriculum topics. Teachers recorded 60 grade level meetings during 2000-01. The school also had a resource teacher who helped facilitate meetings of the leadership team—a school site council that had, as part of its responsibilities, assistance in implementing and monitoring the school improvement program.

11. *Measurable Goals and Benchmarks (Component 4)*. The district adopted a strategic plan in 1998 that set school goals for 2001. These goals pertained to student performance and were cast in absolute terms (e.g., 95 percent student attendance), applied to all schools even though they might have been at different starting points, and were posted in classrooms and in public hallways. Other benchmarks for implementing BEH were stated in the CSRD application and were monitored by the external developer. According to teachers and administrators, the most direct evidence of the success of the reform effort was the greatly improved behavior of the students. In 1998-99, the school had the highest suspension rate of any elementary school in the district, and attendance was only 93-94 percent. Since that time, the number of suspensions have dropped substantially and attendance has increased by 2 percentage points.

12. *District Influences (Other External Conditions)*. The district played a major role in selecting the CSRD schools, and its strategic plan adopted in February 1998 under a new superintendent has been a driving force behind **School L**'s reform efforts. The district also provided monetary incentives to teachers were students' test scores improved, and for performance during 1999-2000, each teacher at **School L** received \$570.

13. *State Influences (Other External Conditions)*. The basic driving force behind reform at the school and district was the need to improve performance on the state assessment. However, the state was in the process of revising its assessments to make them standards-based, leading schools to refine their curricula further.

14. Evaluation (Component 8). The contract with the external developer also called for an external evaluation by another staff person. However, the evaluator made few observations during 2000-01, and by fall 2001 no report had been produced. The district annually prepared color-coded charts depicting state assessment results, although the data analysis was not entirely consistent with district goals (e.g., defining “below grade level” as scoring in the 0-24 percentile on the SAT-9).

15. Convergence of Resources and Sustainability (Component 9). The district planning process brought all dollars into a single reform effort. A possible threat to sustainability was the principal’s retirement. Funds to replace CSRD were still being sought, as BEH is not a scripted instructional method and requires a certain level of professional development and monitoring to be sustained.

School M

Characteristics	
Type of School:	Elementary (K – 8)
Population:	680 students
Ethnicity:	97% minority
Poverty Rate:	87% free or reduced lunch
Teachers:	55 (FTEs)
Principal Turnover:	Spring 1998, Spring 1999, Summer 1999, Fall 1999
Superintendent Turnover:	None

1. *Research-based Method (Component 1)*. **School M** used CSRD to adopt *Lightspan (LT)*, starting with its 3rd grade in 1999-2000 and then in its 3-5th grades in 2000-01. In this research-based strategy, parents and students sign contracts to vouch for home-use of a PlayStation computer and to borrow software from the school. The school also has PlayStations in the classrooms, so that lessons are taught at school and the home PlayStations can be used for homework exercises. The PlayStations are returned to the school at the end of the school year. After the original principal resigned, however, LT was not being used in classrooms or at home during 2001-02.

2. *Staff Support (Component 5)*. The original principal recruited staff who were supportive of LT. However, with his departure staff support for LT has diminished. The new principal notes the lack of data on increased parent involvement, which might have provided some support for continuing the method.

3. *Leadership Role of the Principal (Component 5)*. The original principal took over in 1997-98, hired over 80 percent of the current staff, and was highly supportive of LT. He believed that parental involvement with students at home was the key difference between high- and low-performing students. He guided the implementation process through the first two CSRD years (1999-2000 and 2000-2001), but by the spring of the second year, he abruptly resigned from the school. Since then, the school has had an interim principal (April-August 2001) and a permanent replacement (August 2001-present). The new principal and staff do not appear to have LT as one of their priorities.

4. *Comprehensiveness (Component 2)*. The school's original three-year site plan included LT but did not cover reform components more broadly. Starting in August 2000, the district revised the school improvement plan and its process, so that the plan is more comprehensive and more aligned with state and district standards. The school only completed its initial revised plan in June 2001, so that the new process and provisions have not yet had a chance to have clear effects.

5. *Support from an External Developer (Component 7)*. The developer (TA provider) has provided extensive on-site support. During the first year, the support was not as consistent as in the second year, when a new person served as the TA provider. The TA provider rated **School M's** use of *Lightspan* as among one of the highest among the more than two dozen schools he had worked with, especially in the high rates of home deployment.

6. *Reorganization of the School Day or School Operations (Component 1)*. Changes in the internal organizational structure were not encountered during any of the site visits. During 2001-02, and as a result of state budget cutbacks, **School M's** busing pattern and school day shifted substantially, so that students were only starting their school day at 9:30 a.m.

7. *Parental and Community Involvement (Component 6)*. Parents had to sign a contract for home deployment, and about 90 families did so in 2000-01. However, after the original principal resigned, deployment has been discontinued, and parent interest in the annual school events associated with LT has diminished.

8. *Implementation (Component 1)*. Even during 2000-01, when LT was supposed to be fully deployed in three grades, classroom observations showed that implementation was not occurring in several of the classrooms.

9. *Professional Development (Component 3)*. All grade 3-5 teachers and some staff received LT training during 2000-2001. Additional on-site training has been provided by the LT developer. Teachers will need additional training if LT is to be continued during 2001-2002. The district provides 3-4 additional professional development days, but there has been no coordination to assure that these days are related either to LT or to reform more generally.

10. *Other Forms of Support for the Staff (Component 5)*. The school has some control over its whole budget and can direct resources to professional development. However, the professional development priorities of the new principal are unknown.

11. *Measurable Goals and Benchmarks (Component 4)*. The district collects a broad variety of student performance data and makes these data available to the school. These data have mainly been used as part of the self-evaluation of LT described below.

12. *District Influences (Other External Conditions)*. The district gave **School M** a Quality Performance Award for its performance during 1999-2000, reflecting better than average gains in its accountability system. For the same year, however, the state placed **School M** in its lowest underperforming category and started providing the school with compensatory funds. There is no clear explanation for the discrepancy in the two ratings, especially since the district and state assessments are said to be correlated. **School M** also was transitioning from a K-6 to a K-7 and then a K-8 school. Further, due to the poor performance of a nearby K-8 school on the state assessments (in fact, the nearby school shared the same school building as **School M**), the schools will merge in some fashion starting in 2002-03. The pattern of staff retention and overlap were unknown.

13. *State Influences (Other External Conditions)*. The state's placement of **School M** in its lowest underperforming category reduced the morale and esteem of the school and its staff.

14. *Evaluation (Component 8)*. The school was conducting its own self-evaluation of LT. Data were collected and results analyzed by May 2001, but this was too late to become part of the revised school improvement plan. The evaluation findings did suggest that LT students outperformed comparison students in the state assessment.

15. *Convergence of Resources and Sustainability (Component 9)*. The original principal appears to have converged resources around LT, its coordinator, computer equipment, and the other resources needed for implementation. However, the present principal does not appear at all committed to LT or its continuation.

School N

Characteristics	
Type of School:	Elementary (PreK – 5)
Population:	510 students
Ethnicity:	98% minority
Poverty Rate:	28% free or reduced lunch
Teachers:	30 (FTEs)
Principal Turnover:	None
Superintendent Turnover:	Winter 1999, Winter 2000

1. *Research-based Method (Component 1)*. **School N** voted to adopt *Success for All (SFA)* during the 1997-98 school year, when every teacher spent time observing classrooms at schools already implementing *SFA* and 98 percent of the faculty voted to adopt *SFA*. In addition to *SFA*, **School N** also used *Accelerated Reader* as a supplement to *SFA* and a reading program focused specifically on skills addressed by the state assessment. **School N** also had been using *Everyday Mathematics* until 1999-00, when it started using a local program for all schools, based on a specific textbook that the district believed was better aligned with the state assessment.

2. *Staff Support (Component 5)*. The faculty was strongly supportive of *SFA* at the outset. The model was one of several New American Schools' models that was strongly encouraged by the district superintendent, and some teachers commented that *SFA* was the best of the "choices that were given." However, once the faculty decided to implement the program, they "wanted to do it right." Although the school had some carryover funds, 2001-2002 was the first year of implementation after the CSRD award had ended, and teachers expressed mixed reactions about whether they would favor continuing the program during 2002-03. Teachers also expressed concern that they did not have many of their own students during the 90-minute reading block and yet the district was holding teachers accountable for ensuring that their students could read at grade level. Finally, in 1999-00 the principal was forced to discontinue the practice of assigning the non-traditional classroom teachers due to labor union issues, losing six teachers who had been working during the block and leading to reduction of teachers' support for *SFA*.

3. *Leadership Role of the Principal (Component 5)*. According to staff and faculty, the principal and her administrative assistant were important participants in the implementation process. The principal also had led the school in making its initial adoption decision, later adapted the school's schedule and staffing patterns to meet the needs of the reform effort, and defined other resources needed to support the effort.

4. *Comprehensiveness (Component 2)*. All 9 elements of comprehensive reform were present in the school. In 2001, the district designed a new format for the school improvement plan, tied directly to the state assessment and used in 2001-02. The plan sets goals, but the strategies for reaching the goals can be stated in a general manner.

5. *Support from an External Developer (Component 7)*. *SFA* facilitators provided extensive training and conducted site visits twice a year through 2000-01 and once in 2001-02. During these visits, observations and interviews were conducted, followed by a discussion of strengths and areas of need. This process was conducted in a supportive, nurturing manner, and the more experienced *SFA* teachers indicated that the assistance was beneficial because it brought an objective perspective to the work they were conducting. Although the support was of high quality, as external support receded during 2001-02, questions regarding the level of training available for new teachers began to arise.

6. *Reorganization of the School Day or School Operations (Component 1)*. Starting in 1999-00, when *SFA* was implemented throughout the school, the principal rearranged the schedule to allow for a schoolwide

90-minute block. The principal also arranged instruction periods for other subjects to correspond by grade level, in turn allowing for corresponding planning time by grade level. In addition, the librarian, resource teacher, physical education instructor, music teacher, and other teachers all were trained in the *SFA* curriculum, allowing a slightly reduced average class-size during the reading block.

7. *Parental and Community Involvement (Component 6)*. Overall, despite significant efforts, parents interviewed in the spring of 2002 indicated that parental involvement had declined during the past few years. The school had developed a variety of programs to increase parental involvement—focused directly on the reform efforts at the school—but in 2001-02 the school had to drop its parent coordinator to save money. Support of school activities by business or community groups was minimal and did not change much during the reform period.

8. *Implementation (Component 1)*. Implementation began in 1998-99. Full implementation, affecting the entire school, did not occur until a year later. CSRD support then continued for a third year, 2000-01. By that time, all classrooms appeared to be using *SFA* during the designated time, although some teachers had to cut off important and thoughtful discussions in order to remain on the strict time schedule set by *SFA*. Until 2000-01, reading and mathematics were the main focus of implementation; district-mandated quarterly-assessments led the school to placing greater emphasis on science and social studies during 2001-02.

9. *Professional Development (Component 3)*. Prior to 1997-98, PD was coordinated centrally. Starting in 1998-99, the PD model was modified to a trainer-of-trainers model so that PD would increasingly take place at the individual schools. Teachers received a considerable amount of PD support for *SFA*. However, the priorities for PD in general went beyond any single method and reflected a combination of district- and school-level goals for improving teaching and learning. District offerings related to comprehensive reform and the contents of the School Improvement Plan. Although PD requirements increased during this time (to 12 hours?), some professional development was to be completed on personal time, without stipends.

10. *Other Forms of Support for the Staff (Component 5)*. The grade-level planning period appears to be an important source of support for the staff.

11. *Measurable Goals and Benchmarks (Component 4)*. The main benchmarks have been contained in the school improvement plan. However, the plan sets goals and objective for a 5-year period but only contains timelines for implementation for the immediate school year. For the school, the principal stated that the goal was to attain the “exemplary” (highest) level of achievement in the state’s ranking system. For 2000-01, the school achieved a “recognized” (second highest) status.

12. *District Influences (Other External Conditions)*. The district played a major role in the CSRD implementation. First, the original district superintendent required all schools adopt one of the models from the New American Schools initiative. Second, a later superintendent who assumed office in 1999, decided not to support these models, instead favoring a district-developed curriculum that was assumed to be better aligned with the state assessment. Third, in August 2001, the district released new content standards that provided teachers with a detailed guide to the skills that students were expected to learn each week. Fourth, the district started high-stakes accountability, holding teachers responsible for their students reading at grade level, which was not compatible with the cross-age grouping promoted by *SFA*. This accountability further diluted support for *SFA* because teachers did not have sufficient time with their own students during *SFA*’s 90-minute blocks. The same district-mandated quarterly assessments led the school to place greater emphasis on science and social studies in 2001-02.

13. *State Influences (Other External Conditions)*. The state also has had a high-stakes assessment in place for some time. This has led to alignment of district curricula, the school improvement plans, and professional development practices. For 2000-01, the school achieved “recognized” status (the second highest ranking) in the state assessment system. Overall, district and state policies have driven **School N**’s reform more than has CSRD.

14. Evaluation (Component 8). There has been no evaluation of the process of reform except for the implementation reports completed by *SFA*.

15. Convergence of Resources and Sustainability (Component 9). To implement the instructional changes identified in the SIP, the district and school coordinated funding, although they relied exclusively on Title I and CSRD. Most of the funds received by the school from the district office had already been budgeted for specific activities. The principal was skeptical about whether the school would continue to implement CSRD without any new funding, and the staff indicated that the school would not be implementing *SFA* in 2002-03 even if funding were available.

School O

Characteristics	
Type of School:	Elementary (PreK – 5)
Population:	476 students
Ethnicity:	96% minority
Poverty Rate:	90% free or reduced lunch
Teachers:	34 (FTEs)
Principal Turnover:	None
Superintendent Turnover:	Winter 1999, Winter 2000

1. *Research-based Method (Component 1)*. **School O**, a pre-K-5 school, started using SIM in grades 1-4 during 1996-97—prior to the CSRSD award. The award permitted the school to expand its use of SIM to kindergarten and the 5th grade. This pattern is different from the school’s original CSRSD application, which called for adopting Co-NECT; but after the school received a low ranking in the state’s accountability system in 1996-97, the district encouraged the school not to use CSRSD to start a new research-based method but to expand its then-current one. In 2000-01, the school also began transitioning away from SFA, which had been adopted in 1996-97, to the district’s comprehensive reading curriculum.

2. *Staff Support (Component 5)*. At **School O**, 93 percent of the faculty voted in a secret ballot to expand the use of SIM. At the same time, the faculty also had previously voted to adopt Co-NECT, and to coincide with the district directive, also had voted in 2000-01 to abandon its use of SFA.

3. *Leadership Role of the Principal (Component 5)*. The principal created a leadership “cabinet,” consisting of the lead teachers in math, science, and reading, the coordinator for the magnet project, the SIM coordinator and media specialist, the counselor, and the assistant principal. The cabinet meets with the principal weekly to plan and review progress on all school reform efforts, including SIM.

4. *Comprehensiveness (Component 2)*. The school improvement plan refers to a number of reform components, mainly the use of the research-based method, aligned professional development, and parent involvement. The plan is produced through deliberations by a school advisory council. The breadth of the planning process and SIM appear to provide a unifying plan of action throughout the school.

5. *Support from an External Developer (Component 7)*. The developer has provided constant and welcomed technical assistance since the school started using SIM in 1997.

6. *Reorganization of the School Day or School Operations (Component 1)*. Teachers and students were required to adjust their daily schedules to allow for 40 minutes of computer instruction (20 for reading and 20 for math) per day. Some teachers attempted to accommodate this change by continuously rotating students through the software program throughout the entire school day. Students had to learn to work with their peers in order to catch-up to the teacher-directed instruction upon finishing the computer work.

7. *Parental and Community Involvement (Component 6)*. Obtaining parent involvement has been a constant challenge. Babysitters are provided to parents during PTA and school improvement team meetings, and meals also may be served.

8. *Implementation (Component 1)*. Implementation scale-up has been completed. Teachers are required to use SIM math software for a minimum of 20 minutes a day and also SIM reading software for another 20 minutes. SIM developers recommend that students spend 25-35 hours of computer time per year

to make greater achievement gains, and teachers have had to incorporate computer time into their classroom routines as well. In 2000-01, the staff voted to drop the mandatory daily use of the software, instead allowing teachers to integrate the software into their lessons plans more flexibly. Classroom observations have shown varied implementation patterns, with some classrooms not using SIM at all. SIM use appears especially to decline during the weeks prior to state tests.

9. Professional Development (Component 3). Professional development has emphasized the district's comprehensive reading program. New staff also received SIM training, and existing staff received some refresher training. The SIM developers also provide a lot of on-site training.

10. Other Forms of Support for the Staff (Component 5). Staff receive stipends to attend Saturday trainings on curriculum goals, instructional strategies and magnet school topics.

11. Measurable Goals and Benchmarks (Component 4). The SIM software includes collecting data on the progress being made by individual students, but these data were not being reviewed as frequently by teachers in 2001-02 as in the past. District-mandated benchmark testing (every nine weeks) as part of the comprehensive reading program are possibly receiving greater priority.

12. District Influences (Other External Conditions). The district has emphasized student achievement and school improvement efforts. Once assigned to schools, principals can choose to maintain or replace any element of a school's instructional program, however. CSRD may be being used as another program and not as a catalyst for reform.

13. State Influences (Other External Conditions). The state has started its own accountability system. Since **School O**'s initial low rating in 1996-97, its state rating had improved sufficiently that, by the fall of 2001, it was no longer in the "jeopardized" category. In addition, from 1999-2000 to 2000-01, significantly improved performance on writing tests has been reported.

14. Evaluation (Component 8). The district will be conducting an impact assessment during 2001-2002, as part of its broader plan to evaluate all CSRD research methods. No other evaluation activities in relation to CSRD appear to have been in place at **School O**.

15. Convergence of Resources and Sustainability (Component 9). The school has successfully coordinated its available federal resources and directed them coherently toward reform activities. The extent of integration with the internal school funds is unknown.

School P

Characteristics	
Type of School:	High School (9 – 12)
Population:	645 students
Ethnicity:	67% minority
Poverty Rate:	72% free or reduced lunch
Teachers:	39 (FTEs)
Principal Turnover:	Summer 2000
Superintendent Turnover:	Summer 2001

1. *Research-based Method (Component 1)*. **School P** adopted *High Schools That Work (HSTW)*, a comprehensive method that combines traditional academic content with vocational courses and that promotes 9 key practices. A state-funded *Tech Prep* grant was a complementary method aligned with HSTW and considered a component of HSTW's professional development plan. Likewise, *INTECH* was a small state grant providing hardware, software, and teacher training to integrate technology into the classroom, one of HSTW's strategies.

2. *Staff Support (Component 5)*. The staff had no input into the original principal's decision to adopt HSTW. However, a second principal worked hard to engage the staff in the reform efforts, and a year later most faculty were supportive. For instance, the faculty voted nearly unanimously to shift to a 4X4 block schedule, starting in the fall of 2001.

3. *Leadership Role of the Principal (Component 5)*. The initial principal was reform-minded and research-driven and identified HSTW prior to the CSRD grant. The principal then oversaw HSTW's initial implementation year (1999-2000). However, the principal resigned in 2000. A new principal, hired in late August 2000, learned the reform process and made a concerted effort to include everyone in the adoption and implementation efforts. This principal then left the school at the end of 2001-02.

4. *Comprehensiveness (Component 2)*. The implementation of HSTW was accompanied by a comprehensive design covering all of the CSRD components. By exposing teacher leaders to extensive HSTW training and creating opportunities for sharing this training with other teachers, the comprehensiveness of the plan has become well understood and also implemented throughout the school.

5. *Support from an External Developer (Component 7)*. The district has contracted with the HSTW developer for a variety of annual services during the CSRD award period, including on-site and technical review visits, monthly telephone conferences, and an HSTW assessment. Some of these activities also should continue after the third CSRD year, as the school has budgeted \$10,000 for 2002-03 to cover the developer's services. These funds come from a grant for *Making Schools Work*, which started in the final CSRD year and is another method developed by the HSTW developer.

6. *Reorganization of the School Day or School Operations (Component 1)*. Besides adopting a 4X4 block schedule in 2001-02, **School P** also installed a teacher advisement program (Wednesday club) whereby students met at least every two week with the same teacher throughout high school, developing a plan tailored to the student's interests and strengths. In addition, HSTW also involves an active role by a school leadership team.

7. *Parental and Community Involvement (Component 6)*. Parent involvement has been difficult to achieve at **School P**. For instance, since implementing HSTW, the school attempted to form a parent advisory group, but without success. Little to no change has occurred in volunteer time or parental involvement in reform.

8. *Implementation (Component 1)*. Implementation of HSTW took place over a three-year period (1999-2000 to 2001-2002). Much of the initial year was spent on needed professional development, and only by the third year did the school implement the 4X4 block schedule recommended by HSTW. By the fall of 2001, the site visit team gave **School P** the highest implementation rating (a “5”) on the Bodilly scale. The HSTW representative indicated that, based on her observations, **School P**’s fidelity to the original method was “high.”

9. *Professional Development (Component 3)*. According to HSTW leadership team members, the structure of professional development has changed drastically at **School P**. Prior to HSTW, the activities were uncoordinated and did not follow an identified strategy. Since CSRD, the activities have become well-orchestrated and directed, with all of the CSRD funds being devoted to professional development, including stipends for the teachers, fees for the external developer, teacher replacement costs, and travel and conference fees. During 1999-2000, the faculty averaged 8.1 staff development days, compared to a district average of 7.3 days. About 75 percent of the teachers have taken more than the required professional development, with teachers teaming with teachers being a primary HSTW strategy. In CSRD’s third year, **School P**’s staff also received additional professional development in relation to helping students transition from middle to high school.

10. *Other Forms of Support for the Staff (Component 5)*. No other forms of support were identified.

11. *Measurable Goals and Benchmarks (Component 4)*. The school has a formal benchmark document that is continually monitored and updated and that includes comprehensive, schoolwide indicators of quality (e.g., reading comprehensiveness) that are monitored by the school and can become the basis for remedial action by the faculty. The benchmarks include both outcome measures and organizational and curriculum strategies.

12. *District Influences (Other External Conditions)*. The district provided additional funds for professional development related to HSTW. A potential negative factor has been political and social conflict involving **School P**, and the superintendent also resigned precipitously at the end of 2000-01. In November 2001, voters approved a tax referendum to renovate existing school buildings, and shortly thereafter, the board voted to merge **School P** with the district’s other high school, for 2003-04. How teaching staffs are to be merged, and with what support for reform, has yet to be decided.

13. *State Influences (Other External Conditions)*. The state has developed an end-of-course assessment that will eventually replace the state graduation test requirement. The state has also increased the academic graduation requirements for students completing vocational high school programs. School P added a math course (money management) to provide additional opportunities for its vocational students to meet these requirements. The state is also conducting its own evaluation of CSRD (see next item).

14. *Evaluation (Component 8)*. The leadership team and the HSTW’s procedures provide ongoing and formative evaluation, including the review of student achievement data and the results of school climate and teacher surveys. In addition, the state is conducting its own evaluation through a contract with two research firms. The evaluation calls for collecting data from a variety of sources, including classroom observations.

15. *Convergence of Resources and Sustainability (Component 9)*. The school coordinates use of federal and state funds, and the CSRD on-site coordinator is paid from the school’s core budget.

School Q

Characteristics	
Type of School:	Elementary (PreK – 5)
Population:	407 students
Ethnicity:	60% minority
Poverty Rate:	74% free or reduced lunch
Teachers:	34 (FTEs)
Principal Turnover:	None
Superintendent Turnover:	Summer 2002

1. *Research-based Method (Component 1)*. **School Q** has been implementing a district-sponsored comprehensive approach to literacy instruction since 1995-96. Starting in 1997-98 (prior to CSRD), the staff were interested in implementing a comprehensive method matching the school's philosophy, and the school also later applied for a CSRD award, adopting *Accelerated Schools (AS)*. The CSRD-supported research-based strategy sets a framework for whole-school reform by advocating specific school improvement processes and practices, but the strategy does not specify any particular curriculum. Included in the strategy are: the involvement of entire school staff and collaboration in setting class schedules and curricula, flexible student groupings, and also parent involvement. To complement AS, **School Q** uses a district-sponsored comprehensive approach to literacy instruction. The approach is closely aligned with AS.

2. *Staff Support (Component 5)*. Nearly all the teachers agreed to implement AS as a way to organize their reform efforts, to enable students to improve their performance on the state assessments.

3. *Leadership Role of the Principal (Component 5)*. The school principal has been a strong supporter of the research-based strategy and of school reform, has worked to develop a compatible school vision, has been in place for several years, and has continually identified funds and other resources to support the reform efforts (e.g., professional development monies and time for teacher collaboration—see items 9 and 10). Principal also has established leadership team, consisting of cadre leaders and others, to discuss schoolwide issues; goal is to have team ensure continuation of reform and avoid reform being dependent on a single key person.

4. *Comprehensiveness (Component 2)*. The comprehensiveness of the reform effort is reflected both in the school improvement plan and in the agenda being followed by a reorganization of the school and its governance elements (see response to item 6 below).

5. *Support from an External Developer (Component 7)*. A local university is affiliated with the national developer and routinely provides technical assistance to the school's staff in using AS. Since 1999-2000, the center representative has visited the school every six weeks, and the school's staff has attended university-based training three times a year. The Center claims that this level of assistance is greater than that provided by the national developer.

6. *Reorganization of the School Day or School Operations (Component 1)*. The school has changed its internal structure, creating teaching cadres, coaches, instructional teams within the classrooms, and an integrated standing committee, as recommended by the research-based strategy. All have received professional development to know their tasks and provide training to other school staff.

7. *Parental and Community Involvement (Component 6)*. The grant supports half of a full-time parent coordinator, and parents participate in governance and educational activities, but parent involvement still remains lower than desired by the research-based strategy. At the same time, parents do participate in school

governance and decisionmaking (e.g., serving on the school steering committee), participate in classrooms, and are part of formal parent-teacher teams.

8. *Implementation (Component 1)*. The school has implemented all aspects of AS, including the organizing of the cadres. The TA provider believes more attention needs to be given to school climate and parent involvement, and implementation is only beginning to affect classroom instruction. Barriers include a high rate of turnover among the teachers during the past two years (about 40 percent each year). However, some of the turnover may have been because teachers did not want to make the changes associated with the research-based strategy.

9. *Professional Development (Component 3)*. Professional development covers specific instructional and pedagogical practices consistent with AS. The professional development includes helping the cadres to undertake a detailed analysis of student performance and also focuses on achieving a unity of purpose within the school. Despite financial cutbacks, the district also supports three sessions annually to focus on districtwide issues such as district testing plans. Overall, much of the professional development is oriented toward reform issues and building staff cohesiveness.

10. *Other Forms of Support for the Staff (Component 5)*. The formation of the cadres, and the time set aside for them to work together, represents a form of support for the staff (e.g., weekly meetings with teachers of the same grade). The school also has early dismissal days and a two-day retreat in August of each year.

11. *Measurable Goals and Benchmarks (Component 4)*. The research-based method includes monitoring both process and outcome measures, which is followed by the school. **School Q** also is subject to a considerable amount of testing, using both state and district tools. Both have targeted performance levels for the school, and because the school was able to convince the district and state to provide test scores disaggregated by classroom, the test data also have been useful in suggesting strategies for improving student performance.

12. *District Influences (Other External Conditions)*. The district administers the state assessments and its own CRT. The district believes that the state assessments are about two-thirds aligned with district's standards.

13. *State Influences (Other External Conditions)*. The district budget had been reduced because of cuts in state funding. Starting in 1999-2000, the district reduced its support for all professional development and evaluation activities (which can still be conducted within the schools' budgets). The district's budget may again be in deficit for FY2001-02, causing new cutbacks in school budgets.

14. *Evaluation (Component 8)*. Teachers complain that annual shifts in district's CRT content disrupt cadres' work, because of potential nonalignment of educational practices and assessment priorities.

15. *Convergence of Resources and Sustainability (Component 9)*. The school orchestrates Title I, local budget, and CSRD funds to support reform activities (each source of funds covers different types of activities, but all are complementary). The principal hopes that the formation of a leadership team will make the reform efforts less dependent on any single individual and therefore serve as a mechanism for sustaining reform.

School R

Characteristics	
Type of School:	High School (9 – 12)
Population:	1,526 students
Ethnicity:	66% minority
Poverty Rate:	48% free or reduced lunch
Teachers:	74 (FTEs)
Principal Turnover:	Summer 1998, Summer 1999, Summer 2000
Superintendent Turnover:	None

1. *Research-based Method (Component 1)*. **School R** proposed a multi-faceted, comprehensive, and customized—hence locally developed method—for CSRSD. One component, the use of the state’s graduation standards, was described as “substantiated in research” and therefore met the research-based criterion. The standards specify a series of “high” standards, representing a “profile of learning,” and students complete a standard when they complete the classroom assignment for that standard. **School R** aligned its curricula with these standards, as well as with school-to-work indicators and lifework plans, and these all became key components of a method for whole school reform. Other components included a freshman foundation course, flexible block scheduling, an interdisciplinary curriculum, and a technology component—the use of individually-assigned laptop computers as part of a separate *Laptop Computer Project* which started with the 9th grade in 1998-99.

2. *Staff Support (Component 5)*. Staff support for reform began strong, with possibly 80 members serving on six subcommittees during the planning process, but gradually diminished over the years. Some teachers—e.g., the mathematics department—appeared not to be involved in the reform activities at all. The four-period block schedule has been retained on an annual basis, based on a favorable faculty vote each year.

3. *Leadership Role of the Principal (Component 5)*. The initial principal who supported the entire effort had been in place for four years but departed after the first year of implementation (1997-98). The following three years, **School R** had three different principals. The first two offered no particular support for reform, and its activities diminished. As a result, the faculty, with exceptions, had no drive to continue pushing for CSRSD. The current principal started in 2001-02 and is now in his second year at the school.

4. *Comprehensiveness (Component 2)*. The breadth of **School R**’s comprehensive reform, in principle, reflected all of the other eight CSRSD components. However, the actual documentation for the design did not appear in any single place. The school improvement plan, for instance, only lists benchmarks and does not identify the interventions or strategies aimed at achieving the benchmarks. Even the original CSRSD application was short and did not provide a coherent picture. Staff understanding of the design probably peaked during the planning years, and since then teacher and staff turnover have further aggravated the situation. Currently, rather than being based on any coherent vision, **School R**’s CSRSD-funded activities appear to be supported as a series of isolated activities.

5. *Support from an External Developer (Component 7)*. Because the CSRSD research-based method was truly locally developed, **School R** received no external technical assistance after having consulted a variety of external parties during the planning period. The laptop project also had no external assistance. During 2001-02, **School R** \$15,000 in CSRSD funds to support a consultant to help implement the small learning communities initiative to be implemented during the following year.

6. *Reorganization of the School Day or School Operations (Component 1)*. **School R** adopted a four-period block schedule in its initial year of reform, and this schedule has been retained to this day. The schedule allows teachers to have a common (and lengthy) planning period. Also, reform involved the creation of a “freshman foundations” course and some interdisciplinary teaching—e.g., reading a Civil War book for both social studies and English—but this course was among the discontinued reform activities after the initial startup year.

7. *Parental and Community Involvement (Component 6)*. From interviews, whether parent involvement increased or not was unclear. However, from the 1999-2000 student survey, 30 percent of the students reported that their family often or frequently came to school for meetings—an increase of 9 percent over the previous year. **School R** also had a number of partnerships with the business community. Firms donated funds, and one firm provided nine mentors, across all subjects, who were available three times a week. Businesses were accustomed to working with **School R**, but this was likely to have been a result of its magnets, not because of any comprehensive reform model.

8. *Implementation (Component 1)*. Planning for reform began as early as 1994-95 and continued through the next two years under the leadership of a formal redesign committee of 17 persons, with a vision covering “total school reform.” During these years, the staff visited other schools, held focus groups with parents and students, and received external assistance. Implementation began with the 9th grade in 1997-98—a year before the first CSRSD year (the CSRSD application was only submitted in October 1998). During the next three years, however, most of the reform activities were discontinued, in part due to a turnover in principals. CSRSD funds were underspent, and implementation restarted in 2001-02, focusing on 9th grade teams, block scheduling (which had not been dropped), and “my action plan” (MAP) career development planning. Because **School R** totally customized the research-based method, there were no criteria against which to assess fidelity. Moreover, in the meanwhile the district had mandated that, for 2001-02, the school to plan for a small learning communities initiative—in which students choose one of four “houses” for their entire high school career—to be implemented in 2002-2003.

9. *Professional Development (Component 3)*. Each teacher completes a professional development plan, linking the planned professional development to district and state standards and goals. A three-member committee reviews the plan to assure its alignment with the school improvement plan. Because **School R**’s reform was not tied to any of these standards, goals, or plans, there also was no evidence of any link between professional development and CSRSD reform. The school typically provides 20 hours of professional development per year, with the district adding another 3-4 days.

10. *Other Forms of Support for the Staff (Component 5)*. The MAP curriculum was developed with a small group of teachers during the summer of 2001. The teachers received a CSRSD-funded stipend for their work.

11. *Measurable Goals and Benchmarks (Component 4)*. The school improvement plan is a three-year plan that has explicit benchmarks for five student achievement subjects: reading, writing, mathematics, technology, and cooperation. The principal indicated that various entities, such as school counselors, helped to track the benchmarks, but the data do not appear to be tracked in a coordinated fashion. The district tracks and issues detailed summary reports of school performance, including the results of teacher, parent, and student surveys. In 2001-02, **School R** received a quality performance rating of 2.6 on a scale from 1 (low) to 5 (high). The score was mid-range and required neither prescriptive measures nor cash awards, which are part of the district’s accountability system.

12. *District Influences (Other External Conditions)*. The district helped **School R** to develop its CSRSD application. District school assessment and accountability policies also have been important but have not greatly affected **School R** because of its mid-range ranking.

13. *State Influences (Other External Conditions)*. The state played an active role, helping to recruit **School R** into CSRSD in the first place and then supporting annual meetings of CSRSD schools and conducting annual monitoring visits to schools. Because of **School R**’s underuse of its CSRSD funds, the state approved a

no-cost extension that effectively put the school into the second rather than the first cohort of CSRD awards. Cutbacks in state funding had minor effects on the school in 2001-02 but threatened to have a more severe impact in 2002-03.

14. Evaluation (Component 8). An external evaluator had been monitoring progress for a few years, but the CSRD method adopted in the fall of 2001 had no evaluation component.

15. Convergence of Resources and Sustainability (Component 9). A separate reference to CSRD funds did not appear in the school budget, and school funds supported the CSRD coordinator role. To this extent, some convergence of funds may have occurred. However, the lack of a comprehensive or coherent vision or plan appears to make both the issues of convergence and sustainability moot.

APPENDIX E

**47-Point Instrument for
Assessing Strength of CSRD Implementation at 18 Schools**

Appendix E

47-Point Instrument for Assessing Strength of CSR Implementation at 18 Schools

Component	Measure	Score*
1. Research-Based Method or Strategy		
1.1 Implementation Score (adjusted Bodilly Scale):	5 4 3 2 1	1-5
1.2 Percentage of classrooms using that should have been using:	_____%	0.0- 1.0
1.3 Fidelity rating by developer or consultant (high, medium, low, defined as follows):		
<i>high:</i> developer/consultant considers school to be among the best seen	High	3
<i>medium:</i> developer/consultant considers school to be using method in acceptable manner	Medium	2
<i>low:</i> developer/consultant has major complaints about school's use of method	Low	1
Total Possible Score for Component 1		9
2. Comprehensive Design:		
2.1 Existence of written design or plan: name it and give its date	yes no	1
	Name: _____	
	Date: _____	
2.2 Contents of plan (yes/no to each item):		
2.2.1 Inclusion of needs assessment or other performance <i>data</i> ;	yes no	1
2.2.2 Reference to specific financial resources	yes no	1
2.2.3 Indication of strategic use of financial resources	yes no	1
2.2.4 Statement of quantitative performance goals	yes no	1
2.2.5 Discussion of specific curricula	yes no	1
2.2.6 Discussion of assessment tools	yes no	1
2.2.7 Discussion of professional development	yes no	1
2.3 Breadth of plan in covering all school operations (including, implicitly, all other CSR components) (high, medium, low, defined as follow):		
<i>high:</i> covers all CSR components (whether implicitly or explicitly)	high	3
<i>medium:</i> covers four or five components, but not all	medium	2
<i>low:</i> covers one to three components only (also name them)	low	1
Total Possible Score for Component 2		11

* yes=1 and no=0

(Continued)

Appendix E (Continued)

Component	Measure		Score*
3. Professional Development:			
3.1 Strong content focus [???:	yes	no	1
3.2 Range of PD days required or taken by average teacher per year:	7+	4-6	1-3
			7+ =3 4 - 6 =2 1 - 3 =1
3.3 Evidence that preceding estimate excludes traditional teacher set-up (in the fall) and teacher clean-up (in the spring) days:	yes	no	Make part of 3.2 total
3.4 Evidence of collective participation of groups of teachers from the same school	yes	no	1
3.5 Evidence of some PD taking place in the teacher's classroom—e.g., mentoring	yes	no	1
3.6 Explicit guidance to align PD with standards, curriculum, or assessment tools	yes	no	1
Total Possible Score for Component 3			7
4. Measurable Goals and Benchmarks:			
4.1 Number of academic subjects covered:	No.: _____		4+ = 3 2-3 =2 0-1 =1
4.2 Number of grades covered and total no. of grades in the school:	No.: ____	No.: ____	0.0- 1.0 (%)
Total Possible Score for Component 4			4
5. Support within the school:			
5.1 Existence of formal faculty votes on reform or research-based method	yes	no	1
5.2 Formal faculty vote(s) on reform or research based method show 75% support	yes	no	1
5.3 Interviewees voice strong support or enthusiasm	yes	no	1
5.4 Two or more interviewees voice dissent or indicate lack of use	yes	no	1
Total Possible Score for Component 5			4

* yes=1 and no=0

(Continued)

Appendix E (Continued)

Component	Measure		Score*
6. Parent and Community Involvement			
6.1 Emergence of new forms of parent involvement during CSRD years:	yes	no	
6.1.1 Special parent events	yes	no	
6.1.2 Programs or opportunities for parents in instructional roles	yes	no	3 - 4 =1
6.1.3 Parent advisory or other committees	yes	no	0 - 2 =0
6.2 Level of parental involvement (high, medium, or low, defined as follows):			
<i>high:</i> you've observed parents in the school and interviewees voice strong or satisfactory level of parental involvement in school activities		High	high=2
<i>medium:</i> school get traditional level of parental involvement (e.g., 10% attendance)		medium	medium=1
<i>low:</i> no evidence of parental involvement beyond a handful of parents and interviewees voice low levels of participation		low	low=0
6.3 Evidence of at least one community organization and one school/community event or program	yes	no	1
Total Possible Score for Component 6 4			
7. External Technical Support and Assistance			
7.1 Developer support and assistance (high, medium, or low, defined as follows):			
<i>high:</i> all 3 CSRD years plus during year after CSRD		high	high=3
<i>medium:</i> at least two of these four years		medium	medium=2
<i>low:</i> one or none of these four years		low	low=1
7.2 Other external (but non-district) support and assistance			
<i>yes:</i> evidence for a specific source and function on two or more occasions	yes	no	1
<i>no:</i> no such evidence (evidence can be documentation, interviewee mentions, or direct observation)			
Total Possible Score for Component 7 4			

* yes=1 and no=0

(Continued)

Appendix E (Continued)

Component	Measure		Score*
8. Evaluation Strategies:			
8.1 Existence of a written evaluation plan	yes	no	1
8.2 Evidence of written evaluation findings (could even be a memo)	yes	no	1
Total Possible Score for Component 8			2
9. Coordination of Resources			
9.1 Evidence of some coordination of funds from different external (e.g. federal) sources	yes	no	1
9.2 Evidence of some coordination of external and local funds (i.e. core building)	yes	no	1
Total Possible Score for Component 9			2
Total			47

* yes=1 and no=0

APPENDIX F

**Corroboratory Assessment of CSRD Implementation
For 18 Schools in Field-Focused Study**

Appendix F

CORROBORATORY ASSESSMENT OF CSRD IMPLEMENTATION FOR 18 SCHOOLS IN FIELD-FOCUSED STUDY

Lowest Group (little or no central method or other signs of CSRD)

School R: Did not implement CSRD during 1998-2001 period, during which school had three different principals (a fourth principal ended service in 1997-98, after having served for four years and supported the initial reform efforts). School R had started reform activities in 1997-98 (prior to CSRD) and then implemented a weak version of CSRD during 2001-2002. Thus, during assessment period, had virtually no dosage.

School E: Had implemented Coalition of Essential Schools in 1998-99, but by 2001-02, staff were devoting more time to other methods. School was originally attached to a middle school, then separated in 2001-02 and asked by the board to operate as a charter school (school had recommended that it close). The school has been pre-occupied by restructuring and appears not to have had any vision for comprehensive reform. Professional development is limited and disconnected, and there has been no external support.

Low-Middle Group (CSRD dosage limited to some grades, some years, and some resistance)

School M: Adopted Lightspan in its 3rd grade for 1999-2000 and the 3rd-5th grades for 2000-01 (first two CSRD years). However, the method was not used throughout these grades (with some evidence of strong resistance by some senior teachers), and there was little evidence of any use of Lightspan during 2001-02. There were few other signs of CSRD reform besides Lightspan, and the original principal abruptly left the school in the spring of 2001.

School I: Began implementing Lightspan in 1997-98, one year before CSRD. By 2001-02, the most intensive implementation was in the 1st grade (the school had expanded from K-3 to K-6 that year). The school had two schoolwide plans, neither offering a comprehensive picture or design. Teachers did not share a unified vision, describing a “split focus” and a mission that was “way too broad.” The school also has been using other reform methods, especially in literacy, but has been negatively affected by district and state budget cuts

School O: Voted to adopt Co-NECT, but district encouraged expansion of SIM, which had started in 1996-97 (prior to CSRD) because of the school’s low performance on state accountability tests in 1996-97 (performance had improved by 2000-01). The school improvement plan provides a unifying plan of action, but CSRD may be a program, not a

catalyst for reform. In 2000-01, school also transitioned from SFA (adopted in 1996-97) to district's reading curriculum. SIM use is uneven and declines in weeks prior to state tests.

[*O* is not ranked higher because of the multiplicity of methods, either considered or implemented, the noncentrality of CSRD, and the unevenness of SIM implementation.]

Middle Group (CSRD implemented, but unevenly or without strong staff or district support)

School K: Designated by state as in need of improvement in March 1998 and therefore required to adopt a proven method, the School started SFA in 1999-2000. SFA is in place, but faculty in grades 4-6 have complained about SFA's rigidity and voiced pleasure at cancellations of 90-minute block. School reform plan addresses all CSRD components. The school started as a K-3 school in 1999-2000 but after renovation became a K-6 school by 2001-02.

School N: Based on district initiative, 98 percent of faculty voted to adopt SFA, which started in 1998-99, with full implementation during the next two CSRD years. Teachers concerned about continuing SFA in 2002-03 because of state accountability system (e.g., teachers are accountable for homeroom students even though they may be regrouped under SFA). In 2001, district designed new format for school improvement plan, covering goals but only citing strategies in a general manner.

School B: Started implementing reform a year before CSRD (1998-99) and then vigorously pursued comprehensive method (HSTW) during the next two years. However, by spring 2001 support for reform appeared to be fading, with faculty voting to avoid shift to block scheduling (a key feature of HSTW)—possibly because of a state report showing that non-block schools had slightly larger increases in verbal SAT scores. District's plan to merge two high schools for 2003-04, with School B's principal to be the principal of the merged school.

School H: Voted to adopt SFA in 1997-98 and implemented it in 1998-99 (the first CSRD year); by 2000-01, all classrooms were using SFA, and the developer rated fidelity high. The school also had a comprehensive school improvement plan that appeared to be widely understood and aligned with CSRD's components. However, the staff decided to stop using SFA in Nov. 2001, reflecting lack of district support and concern that the school could perform poorly on district and state assessments by not using the district's reading curriculum.

[*H* could be ranked lower because the initial adoption was related to a district, not school initiative, and because of the transition away from SFA.]

School J: Over 80 percent of faculty voted to implement Performance Tasks, a locally developed method. By CSRD's third year (2001-02), PT was being implemented to some extent in all classrooms, but exact use of method and tasks depend on teacher and

academic subject. School has a core steering committee managing and integrating all reform components, and district staff also has been supportive. However, principal who led all of the school's efforts retired in June 2002.

[*J* is not ranked higher because of the lack of rigor in implementing the method and the thin-ness with which the tasks cover certain subjects—e.g., mathematics.]

High-Middle Group (CSRD implemented with full staff support and district alignment, at least during first two or even three CSRD years; some conflicts with other priorities)

School C: Implemented Co-NECT in 1999-00, based on unanimous faculty vote. School had adopted Accelerated Schools 12 years earlier and already had a participatory management structure and an orientation toward reform. School Improvement Plan (SIP) is aligned with district and state goals and standards. The plan embraces all funding sources as part of an integrated plan. Strong principal support, but some teachers fear that Co-NECT competes with their efforts to raise achievement scores, and teacher turnover has been high.

School D: Positive experience with SFA starting in 1997-98 led to choosing and implementing MathWings in 1999-00, with over 80 percent of faculty voting support. District's strategic plan and requirement for school improvement dovetails with CSRD's comprehensiveness, although district was promoting its own curriculum in mathematics and reading, and the school could not take advantage of district-supported professional development. Alignment of SFA and MW methods with state's standards and assessments may be questioned.

[*D* is ranked higher than *C* because of strong district planning and principal support.]

Highest Group (CSRD implemented with full and ongoing staff and support and district alignment)

School L: Started implementing Behavioral Modification, a locally developed method, in 1999-2000, with support from principal and school leadership team. By the third year, possibly 70 percent of staff were using the method. However, principal retired in 2000-01, and support for BEH practices may wane. District-mandated strategic plan embraced all nine CSRD components, with plan identifying desired activities and not just goals. BEH is highly compatible with district's curriculum preferences.

School F: Reform efforts had been going on prior to 1998, when 100 percent of faculty voted to adopt Coalition of Essential Schools, which started under CSRD in March 1999. In September 2000, school started two-year award for High Schools That Work, implementing block schedule that also was in keeping with CES's guiding principles. School improvement plan embraces all CSRD components, and collaborative groups and action teams work together toward a vision for school-wide reform.

School G: Was in process of implementing teacher teams, cross-grade planning groups, and whole-school professional development prior to CSRD. Enthusiastically adopted locally developed literacy model. School's small size, collaborative management style, and history of reform all lead to strong reform support. District-initiated school improvement plan has played central role in establishing reform comprehensiveness, with faculty members signing plan to indicate their understanding of it.

[**G** is ranked higher than **F** because of strength of alignment with and support from district.]

School Q: Had been using a district-sponsored literacy instruction since 1995-96, showed interest in adopting a comprehensive method in 1997-98 (prior to CSRD), and then implemented Accelerated Schools—compatible with ongoing curriculum. School improvement plan, school reorganization, and changes in school governance all show the comprehensiveness of the reform, with teaching cadres and an integrated standing committee, which should make ongoing reform efforts less dependent on any single individual.

[**Q** is ranked higher than **G** because of comprehensiveness of AS, compared to locally developed literacy model.]

School P: School implemented High Schools That Work, later complemented with Making Schools Work (from the same developer), and linking middle and high school reform efforts. Implementation and fidelity both rated high. Only questionable conditions involve political and social conflict, presence of three principals, and turnover of superintendent during the CSRD award period. In addition, school is to be merged into the only other high school in the district, starting in 2003-04, and merger plans and conditions have not been clarified.

[**P** is ranked higher than **Q** because of comprehensiveness of HSTW, even compared to AS.]

School A: School began investigating Accelerated Schools in 1996-97, and 97 percent voted to start implementation in 1998-99. Staff strongly supports reform, showing familiarity with CSRD's components. Teachers are members of cadres, and principal and teachers use collaborative problem-solving process and shared decisionmaking believed to be central to success. Parent participation has been high. School appears to be an advanced AS site and has been recognized by state and CSRD as a model CSRD site.