

Romulus Community Schools Comprehensive School Reform Evaluation

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**Submitted to:
Romulus Community School District**

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Contents

| | Page |
|--|-------------|
| Introduction..... | 1 |
| Overview of CSR Implementation in Romulus Community Schools | 1 |
| Comprehensive School Reform (CSR)..... | 2 |
| CSR Model Description in the Romulus Schools..... | 3 |
| Methodology..... | 5 |
| Survey..... | 5 |
| Interviews and Focus Groups..... | 7 |
| Achievement Data..... | 7 |
| Michigan Educational Assessment Program (MEAP) and School Accountability | 8 |
| Implementation Findings | 9 |
| Characteristics Associated With Teachers Taking the Survey | 9 |
| Subject-Area Focus..... | 10 |
| Program-Area Progress..... | 11 |
| Component-Item Progress | 12 |
| Summary of Implementation Progress..... | 19 |
| Achievement Results | 21 |
| Limitations | 21 |
| How Have CSR Student Achievement Outcomes Changed Over Time?..... | 21 |
| How Do CSR Schools' Student Achievement Scores Compare to Statewide Achievement Scores Over Time? | 24 |
| References..... | 26 |
| Appendixes | |
| Appendix A. Romulus Community School District Comprehensive School Reform Implementation Survey..... | 27 |
| Appendix B. Romulus CSR Schools MEAP Performance Results | 32 |

Introduction

This report summarizes evaluative data collected by Learning Point Associates on behalf of the Romulus (Michigan) Community School District to meet state requirements of the Comprehensive School Reform (CSR) program. Beginning in fall 2002, three Romulus elementary schools—Barth, Cory, and Romulus—each were awarded CSR grants. The results of an evaluation of CSR implementation in these schools were presented in summer 2005 (Brandt & Hutchinson, 2005). Another Romulus school, Wick Elementary, received a CSR grant to begin implementation in fall 2003. The 2005–06 school year constituted the final year of CSR funding at Wick, and this evaluation report presents findings from an evaluation of CSR implementation conducted in spring 2006. This report details CSR implementation progress and achievement results at Wick Elementary during the three-year grant cycle.

Data sources include: (1) a survey to determine implementation progress along the 11 CSR components; (2) interviews and focus groups with the school’s CSR facilitator, principal, and teachers; and (3) school-level student assessment data. Data from these sources were used to explore progress in implementing the CompassLearning CSR model in order to evaluate changes in student achievement scores and develop recommendations for learning from and sustaining this reform effort within the larger context of Romulus Community Schools.

Overview of CSR Implementation in Romulus Community Schools

Romulus, Michigan, is a suburban town of 25,000 residents, approximately 25 miles west of Detroit. Romulus Community School District consists of 4,300 students and 11 buildings, including six elementary schools, a middle school, a high school, a middle/high school, an early childhood center, and a community center offering continuing and adult education programs.

In the late 1990s, Romulus Community School District implemented CompassLearning software to assist them in electronically aligning the district’s curriculum to state standards and to enhance technology integration in the classroom. As part of the CompassLearning implementation process, the district offered professional development to help teachers use the software to support project-based learning activities and to individualize classroom instruction. Beginning in fall 2002, the Barth, Cory, and Romulus elementary schools were awarded an average of \$117,000 a year from the state of Michigan to implement an updated version of CompassLearning, which became a major component of these schools’ three-year plans for comprehensive school improvement. A fourth elementary school in the district, Wick Elementary, was awarded a CSR grant during fall 2003 to implement the same CSR program. This evaluation report focuses on Wick, which concluded its three-year funding cycle during the 2005–06 school year. When appropriate, references to findings from the evaluation of CSR implementations at Barth, Cory, and Romulus are included for comparison.

Comprehensive School Reform (CSR)

The CSR program is designed to provide financial incentives almost exclusively to high-poverty, Title I–eligible schools that need to improve student achievement scores. It supports implementation of CSR programs based on reliable research and effective practice. CSR programs consist of a holistic and systematic approach to schoolwide improvement, incorporating curriculum and instruction, assessment, professional development, parent and community involvement, and school management. To be considered comprehensive, a program must integrate the following 11 school criteria, or CSR components, specified in the legislation under Title I, Part F (No Child Left Behind [NCLB] Act, 2002):

1. Use research-based methods and strategies based on scientifically based research.
2. Implement a comprehensive design with aligned components.
3. Provide ongoing, high-quality professional development for teachers and staff.
4. Include measurable goals and benchmarks for student achievement.
5. Maintain faculty, administrative, and staff support within the school.
6. Provide meaningful parent and community involvement in planning, implementing, and evaluating school improvement activities.
7. Use high-quality external technical support and assistance from an external partner with experience and expertise in schoolwide reform and improvement.
8. Plan for the evaluation of strategies for the implementation of school reforms and for student results achieved, annually.
9. Identify resources to support and sustain the school’s comprehensive reform effort.
10. Provide professional development and support for teachers, administrators, and staff.
11. Implement an improvement plan that has been found to significantly improve the academic achievement of students or that demonstrates strong evidence that it will improve the academic achievement of students.

CSR programs that address these 11 components are, by definition, federally approved. CSR programs generally include a framework for schoolwide improvement developed either internally or by an external organization. Based on research, the model organizes classroom practices and school structures around a specific vision of teaching and learning. Depending on the model’s breadth, it also may offer strategies for technology integration, parent involvement, community outreach, or coordination of social services. Staff from the external organization may provide materials, training, and on-site implementation assistance to school staff across an extended period of time.

CSR models vary considerably in their approaches. Some models provide schools with very specific curricular and instructional strategies. Other models offer only general assistance in this area and instead involve school staff in creating their own approaches within a strong process designed to ensure attention to results. All federally approved CSR models are based in research, provide schools with a common vision, and deal in some way with the critical areas of professional development, school organization, and curriculum and instruction. As a result, a

particular strength of the federally approved CSR models is that they bring the increased likelihood that all aspects of the reform process will be coordinated across the school.

The goal of CSR is to improve student achievement by enabling school children to meet challenging state content and performance standards. The Michigan Department of Education began awarding competitive CSR grants for K–12 schools in the 1999. Grant funds are awarded to schools on a three-year cycle. Wick Elementary received its initial award prior to the 2003–04 school year, with continuation grants in the 2004–05 and 2005–06 school years.

CSR Model Description in the Romulus Schools

The participating Romulus schools used the CSR grant award money to implement CompassLearning Odyssey, an electronic curriculum and assessment program that provides project-based learning activities, assessments, and a data-management tool to help schools and teachers individualize classroom instruction. Each school incorporated the CompassLearning model into its improvement plans, using its tools and processes to support school improvement across the 11 CSR component areas. The following describes briefly how the CompassLearning model supported comprehensive improvement at the school level.

Curriculum, Assessment, and Data Management

The Romulus CSR schools implemented CompassLearning Odyssey, which is a Web-based curriculum and assessment tool designed to facilitate data-driven decision making and enhance instructional differentiation for students. The CompassLearning Odyssey contains three major components. The first component consists of an electronic curriculum and materials aligned to Michigan state standards that enable students to work on project-based activities at their own instructional pace. Activities are accessed through computers and can be completed individually and in small-group settings. The second component is the Odyssey Explorer, which contains a set of predeveloped, standards-aligned assessments that provide immediate feedback on students' achievement progress. The third component is a data-management system, which allows users (e.g., district administrators, principals, teachers) to create their own assessments and customize items to meet individual students' needs. In addition, the system organizes assessment results and creates reports detailing the progress of individual students and student groups as well as school and student characteristics. Teachers can use the reports to determine areas of strength and weakness and to differentiate instruction in order to target specific classroom or student needs. Because the system is Web-based, parents have access to both the curriculum and their children's assessment results.

Professional Development

A CompassLearning facilitator was placed in each CSR school throughout the grant funding period (2002–05 for Barth, Cory, and Romulus; 2003–06 for Wick). CSR facilitators act as on-site coaches to support teachers' implementation of the CompassLearning model and CSR goals. Facilitators provide schoolwide and individual professional development to help teachers use the CompassLearning system and integrate its various components into their planning and instruction. While facilitators provide schoolwide professional development a few times a year

for general training, they also meet individually with teachers for one day each month (approximately 10 times a year per teacher) to further support technology integration by addressing teachers' specific questions or needs. For instance, a CSR facilitator may help the teacher navigate through the CompassLearning system to show them how they can use the software, or they may work with a teacher to prepare a classroom lesson using PowerPoint or other software. In addition to the whole-school and individual-teacher professional development sessions, facilitators provide other types of support, such as modeling classroom lessons, providing general technical assistance, and helping teachers facilitate a lesson in the CAIC (computer-assisted instructional classroom) laboratory.

Parent Involvement

CSR facilitators work with parent coordinators and other school staff members to support parent activities already in place in the schools and to integrate technology into school activities designed for parents and students. Facilitators also received a parent-involvement kit developed by CompassLearning to provide programs for parents to learn more about CompassLearning tools and for parents and their children to complete Web- and computer-based activities together during evening events.

Methodology

Using the 11 CSR components, the evaluation team developed research questions to determine the extent to which the Romulus schools progressed toward implementing the CompassLearning model and a comprehensive plan for improvement. Report findings are organized to: (1) determine the implementation progress across each of the 11 CSR components; (2) explore the facilitators and barriers to implementation; and (3) determine the changes in achievement since implementation began, using school-level state standardized test results. Table 1 shows the research questions and data sources used to develop the evaluation findings.

Table 1. Research Questions and Data Sources for Evaluation Findings

| Evaluation Questions | Survey | MEAP* Results | Interviews | Focus Groups |
|---|--------|------------------|------------|-----------------|
| To what extent have Romulus CSR schools progressed toward implementation, using the 11 CSR components as progress indicators? | X | | X | X |
| What factors have positively influenced CSR implementation? | X | | X | X |
| What factors have acted as barriers to CSR implementation? | X | | X | X |
| How have CSR schools’ student achievement outcomes changed over time? | | X | | |
| How do CSR schools’ student achievement scores compare with statewide achievement scores over time? | | X | | |
| What potential relationships exist between CSR implementation and student achievement? | X | X | | |

* MEAP is the Michigan Educational Assessment Program.

Survey

Learning Point Associates developed a survey (Appendix A) to determine: (1) the subject areas in which Romulus schools focused their attention throughout the reform process; (2) the extent to which the schools made progress in each of seven CSR program areas (i.e., curriculum, instruction, assessment, classroom management, professional development, parent involvement, and school organization and management); and (3) the extent to which the schools made progress across each of the 11 CSR components. Survey data captured the level of school progress that teachers and administrators perceived was made in program areas and achieved in CSR component items since CSR was started in their schools.

The first set of survey items asked respondents to indicate the extent to which their school focused on improving specific subject areas. These five items were measured using a three-point Likert-type scale with the following categories: Major Focus (2); Minor Focus (1); and Not a Focus (0). Subject areas included the following:

- English language arts
- Mathematics
- Science
- Social sciences
- Other

A second set of seven items included the major CSR program areas—outlined in the Obey-Porter legislation (H. Rep. No. 105-390, 1997)—which are used to guide the CSR funding process. These areas included the following:

- Curriculum
- Instruction
- Assessment
- Classroom management
- Professional development
- Parent involvement
- School organization and management

The survey asked participants to rate their perception of their school's progress toward improving each program area during the 2003–04 academic year. Responses for these questions used a four-point Likert-type scale with the categories: Goals Achieved (3), Significant Progress Made (2), Some Progress Made (1), and Insufficient Progress Made (0).

Finally, a third set of items asked respondents to indicate their school's level of progress toward achieving CSR initiatives, using a four-point Likert scale with the same four categories as above: Goals Achieved (3), Significant Progress Made (2), Some Progress Made (1), and Insufficient Progress Made (0). As discussed, a CSR program must integrate the 11 CSR components into its designs to be considered comprehensive.

In addition to categorical survey questions, two open-ended questions at the end of the survey asked respondents to report on the conditions and practices that facilitated or impeded their reform efforts. These questions enabled the Learning Point Associates evaluation team to qualitatively illuminate and support survey findings and triangulate the findings with interview and focus-group results. Qualitative survey responses were analyzed inductively. Codes were applied to each individual response and later were grouped into thematic categories. These categories are explained and supported through participant responses and, when possible, interview and focus-group data.

Interviews and Focus Groups

Interviews and focus groups were conducted at Wick Elementary in April 2006 and included the following activities and respondents:

- One individual interview with the CSR facilitator
- One individual interview with the school principal
- Two individual teacher interviews
- Two focus groups with three and four teachers each

The evaluation team used interview and focus-group data to add depth and understanding to the implementation survey results by exploring how and why teachers perceived progress in particular ways.

Achievement Data

To address questions about the impact of CSR programs on achievement, Learning Point Associates gathered school-level state assessment data in English language arts and mathematics to provide a measure of the achievement change at Wick Elementary during CSR implementation. When possible, Learning Point Associates compared CSR schools' test scores to Michigan statewide results across a number of subcategories.

Michigan student achievement in mathematics and English language arts was measured longitudinally beginning in 2002–03 through 2003–04 and 2004–05. To calculate the magnitude of change in achievement (i.e., effect size), 2002–03 test scores—the year prior to Wick's implementation of CSR—served as the baseline. Data was available for 2003–04 to illustrate trends in proficiency, while 2004–05 is the year for which overall effect sizes from the baseline were calculated.

For reporting purposes, inclusion in the achievement analysis required 10 or more students tested in any given NCLB demographic category. Data are presented in Appendix B, when available, for each of the following seven NCLB categories:

- All students tested
- Gender
- Economic status
- Limited English proficiency
- Student stability and mobility
- Special education
- Race/ethnicity

The achievement analysis examines the longitudinal progress of Romulus CSR schools, Wick Elementary specifically, and compares this progress to statewide test results. The magnitude of these differences is examined to assess the impact of CSR on academic achievement in reading and mathematics.

Michigan Educational Assessment Program (MEAP) and School Accountability

The MEAP uses a set of criterion-referenced tests to measure Michigan public school students' academic progress in English language arts (i.e., reading, writing, and an optional listening component), mathematics, science, and social studies. MEAP test results in English language arts and mathematics are used to determine a school's adequate yearly progress (AYP) under the federal NCLB Act. According to NCLB, Michigan and the other states must develop starting points that indicate the percent of students who must meet or exceed state standards in specific subject areas in order to make AYP. This percentage of students must increase in gradual increments to become 100 percent in 2013–14. This means that all students in every school must meet or exceed standards across required subject areas in 2014 for their school to make AYP and meet NCLB requirements. Although MEAP scores eventually may be used to account for 100 percent of a school's AYP for testing achievement, the "safe harbor" rule currently enables schools to make AYP by demonstrating a certain amount of improvement in percent proficient from one year to the next, in combination with at least 95 percent participation and acceptable attendance or graduation rates. This required percent improvement in MEAP scores is based on each school's current achievement level and reflects how far it is from having all students meet state standards.

According to NCLB, schools that fail to meet state proficiency standards for two consecutive years are labeled *in need of improvement*. Schools in need of improvement that continually fail to meet AYP in a particular area or subgroup proceed through various phases (1–5) of improvement, with each phase carrying a sequence of accumulating consequences. Schools that reach Phase 5 of improvement are required to implement a specific plan for restructuring their school and eventually could be shut down. In Romulus, all three of the CSR schools included in this evaluation are making AYP in English language arts and mathematics. However, as a district, Romulus currently is not making AYP at the elementary (one school in Phase 3), middle school (Phase 1), or high school (Phase 1) levels.

Implementation Findings

In this section, survey results were used to describe characteristics of teachers and staff who completed the CSR survey. Then the major subject areas in which Romulus CSR schools applied the CompassLearning model to improve student achievement are explored. This is followed with results that indicate teachers' perceptions of implementation progress across the seven major CSR program areas and 11 individual CSR components. Survey results indicate the perceived extent to which school efforts were focused on improving each subject area. They also illuminate respondents' perceptions of the school's progress in their implementation of a comprehensive plan for improvement under the CompassLearning model.

Interviews and focus groups with the CSR facilitator, school principal, and teachers are employed in this section to examine and explain survey results in more depth. This section presents the major school- and classroom-level improvements and concludes with the major barriers to implementation progress, and the implications of these successes and challenges for sustaining the CSR effort over time.

Characteristics Associated With Teachers Taking the Survey

A total of 12 CSR surveys (a 63 percent response rate) were completed by Wick Elementary school staff. Wick is a small school, with 19 identified recipients of the CSR implementation survey. Due to a technical glitch in the online survey system, it appeared that a few additional staff members completed the survey, but their results overwrote each other's and were not recorded in the database. For this reason, interview and focus-group findings are used in conjunction with survey results to ensure the robustness of evaluation results. The characteristics of respondents completing the survey can be summarized as follows:

- Of the total respondents, 58 percent ($n=7$) were classroom teachers. The principal and one special education/gifted teacher also completed the survey. The remaining respondents who did not select a fixed-response category self-identified as the CSR facilitator, the Title I learning specialist, and the parent coordinator at Wick.
- Of the total respondents, two indicated having a bachelor's degree as their highest level of education while 75 percent ($n=9$) indicated that they have a master's degree. One respondent did not provide a response. Eleven of the 12 respondents reported having the appropriate state certification for their position (e.g., teacher certification, administrator certification). Again, one respondent abstained on this item.
- Of the teachers, 71 percent ($n=5$) indicated that they teach all general elementary subjects. The remaining respondents selected English language arts, mathematics, science, and specialty areas (e.g., music, art, physical education) as their subjects taught.
- For all respondents, the average for total years of experience in education was 4.82 years, with a range of 2 to 6 years. In terms of experience at the current school, the range was 1 to 6 years, with an average of 3.45 years.

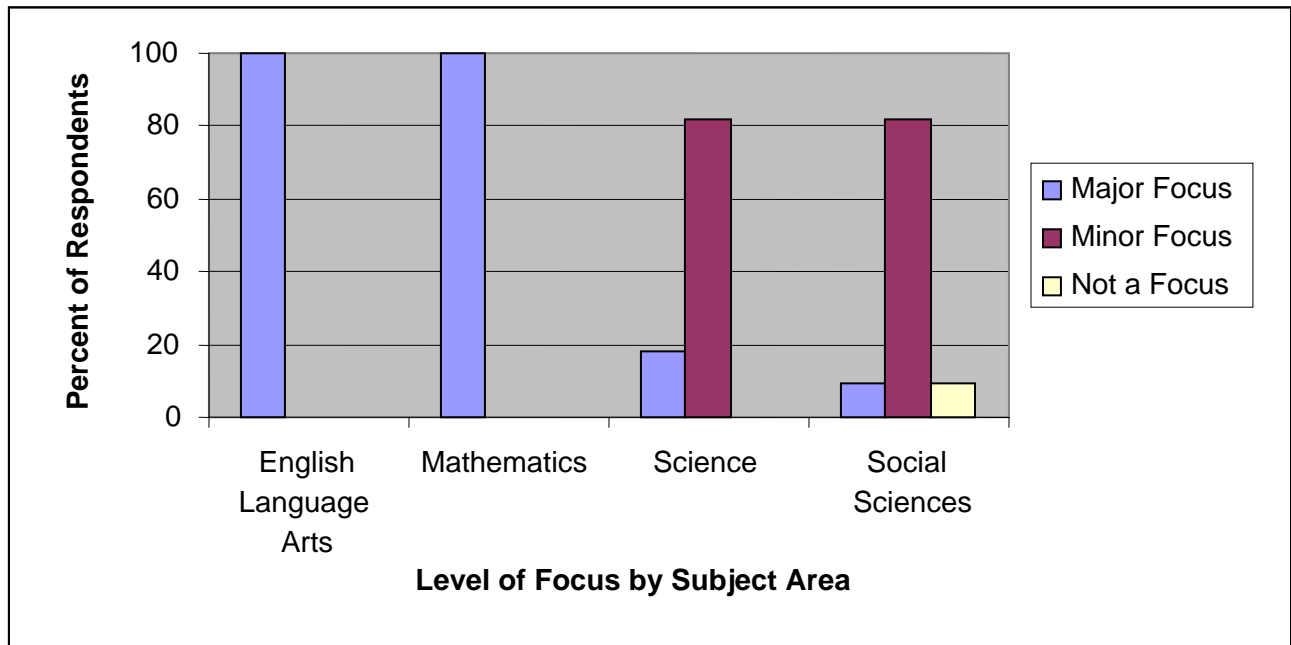
Subject-Area Focus

Table 2 and Figure 1 provide results for the respondents' perceived focus on improving individual subject areas. All respondents reported focusing major attention on improving English language arts and mathematics instruction during CSR implementation. Of the respondents, only 18.2 percent indicated that science was a major subject-area focus while 81.8 percent described science as a *minor focus*. Of the four core subject areas, social studies received the least amount of focus, with 81.8 percent of respondents indicating it was a *minor focus* and one respondent reporting that it was *not a focus*.

Table 2. Subject Areas Receiving Major, Minor, and No Focus

| Subject Area | Major Focus | Minor Focus | Not a Focus |
|-----------------------|----------------|--------------|-------------|
| English language arts | 100.0% n=11 | – | – |
| Mathematics | 100.0% n=11 | – | – |
| Science | 18.2% n=2 | 81.8% n=9 | – |
| Social sciences | 9.1% n=1 | 81.8% n=9 | 9.1% n=1 |

Figure 1. Subject Areas Receiving Major, Minor, and No Focus



NCLB Guidelines and New State Content Standards

According to NCLB, all states must assess students in Grades 3–8 in English language arts and mathematics beginning in 2005–06, with science included as part of 2007–08 testing requirements. This context helps explain why Romulus schools are placing a high level of focus on improving achievement in English language arts and mathematics. School staff indicated that federal accountability measures—combined with the Michigan state standards, or Grade Level Content Expectations (GLCEs)—have driven much of the emphasis that Romulus CSR schools have placed on improving student reading and mathematics achievement.

To fulfill these federal requirements, Michigan developed reading and mathematics GLCEs, which are aligned to the state’s curriculum standards. Romulus district and school officials began revising district English language arts and mathematics standards and curriculum to align with the new GLCEs at each grade level. All Romulus CSR schools developed schoolwide goals in English language arts and/or mathematics. In addition, school staff members were involved in revising their English language arts and mathematics curricula so student learning is aligned with these new standards.

Program-Area Progress

Table 3 and Figure 2 provide the results from the respondents’ perceived progress toward improving CSR program areas. Survey results indicate that all respondents reported having either achieved their improvement goals or made significant progress in the following areas:

- Curriculum
- Assessment
- Professional development

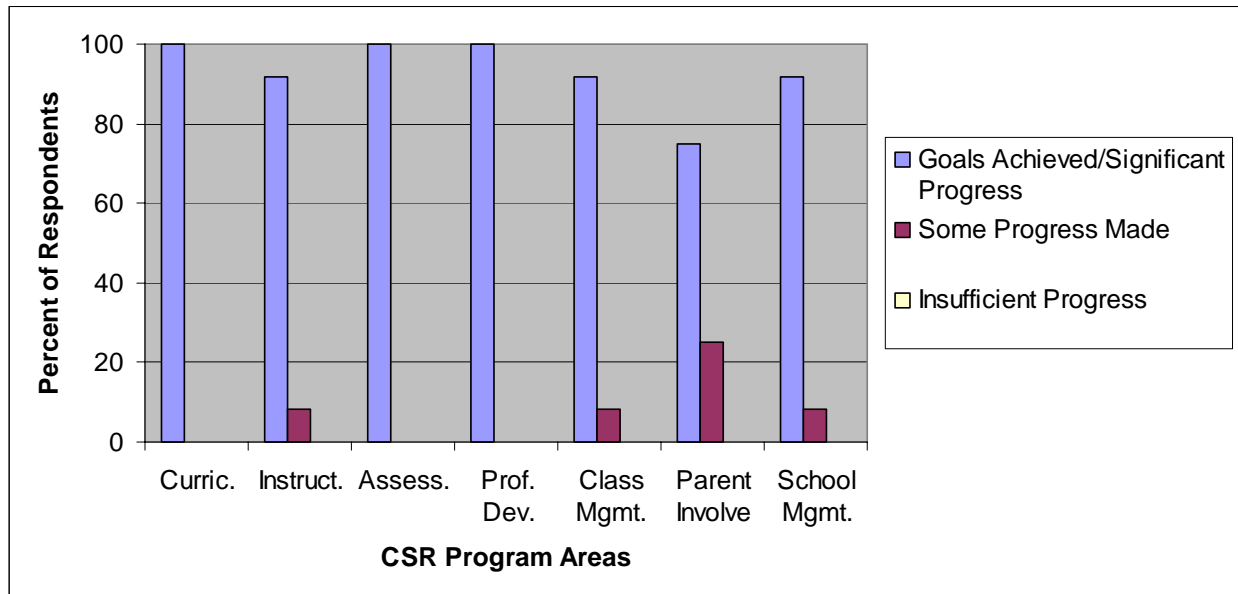
Wick staff reported making the most progress in the area of professional development, with 50 percent reporting that *significant progress* was made and the remaining 50 percent indicating that goals were achieved. Respondents did not report *insufficient progress* in any of the primary program areas. Parental involvement emerges as the most challenging area, with 75 percent of respondents indicating *significant progress* and the remaining 25 percent reporting *some progress*. While still predominately positive, no respondents felt that goals had been achieved in the area of parental involvement.

In looking across the major CSR program areas—curriculum, instruction, assessment, professional development, classroom management, parent involvement, and school organization and management—nearly all interview and focus-group participants reported that the CompassLearning model is comprehensive in nature. Although they spoke of the CSR initiative—as implemented in Romulus—as more than simply the CompassLearning product, they felt the design and approach to CSR implementation addressed all of the seven fundamental program areas.

Table 3. Level of Overall Progress in CSR Program Areas

| Program Area | Goals Achieved | Significant Progress | Some Progress | Insufficient Progress |
|------------------------------------|----------------|----------------------|---------------|-----------------------|
| Curriculum | 33.3% n=4 | 66.7% n=8 | – | – |
| Instruction | 16.7% n=2 | 75.0% n=9 | 8.3% n=1 | – |
| Assessment | 16.7% n=2 | 83.3% n=10 | – | – |
| Professional development | 50.0% n=6 | 50.0% n=6 | – | – |
| Classroom management | 16.7% n=2 | 75.0% n=9 | 8.3% n=1 | – |
| Parent involvement | – | 75.0% n=9 | 25.0% n=3 | – |
| School organization and management | 25.0% n=3 | 66.7% n=8 | 8.3% n=1 | – |

Figure 2. Level of Overall Progress in CSR Program Areas



Component-Item Progress

Table 4 provides results for the respondents’ perceived progress toward implementing the 11 CSR components. Respondents’ perceptions of progress across each of the component areas reflect similar responses to the results for each item’s corresponding program area (see Table 3).

Table 4. CSR Component-Item Progress

| CSR Component | Goals Achieved | Significant Progress | Some Progress | Insufficient Progress |
|---|-----------------------|-----------------------------|----------------------|------------------------------|
| 1. Effective, research-based methods and strategies for: | | | | |
| a. Improving curriculum | 75.0% n=9 | 25.0% n=3 | – | – |
| b. Improving instructional strategies | 75.0% n=9 | 25.0% n=3 | – | – |
| c. Improving the assessment of student progress | 58.3% n=7 | 41.7% n=5 | – | – |
| d. Improving classroom management strategies | 25.0% n=3 | 66.7% n=8 | 8.3% n=1 | – |
| e. Improving the integration of technology into instruction | 83.3% n=10 | 16.7% n=2 | – | – |
| f. Improving school organization and management | 58.3% n=7 | 33.4% n=4 | 8.3% n=1 | – |
| 2. Comprehensive design with aligned components | 50.0% n=6 | 50.0% n=6 | – | – |
| 3. Professional development | 75.0% n=9 | 25.0% n=3 | – | – |
| 4. Measurable goals and benchmarks | 83.3% n=10 | 16.7% n=2 | – | – |
| 5. Staff support within the school | 66.7% n=8 | 33.3% n=4 | – | – |
| 6. Parental involvement | 25.0% n=3 | 33.3% n=4 | 41.7% n=5 | – |
| 7. External technical support and assistance | 66.7% n=8 | 25.0% n=3 | 8.3% n=1 | – |
| 8. Evaluation strategies | 83.3% n=10 | 16.7% n=2 | – | – |
| 9. Coordination of resources | 33.3% n=4 | 41.7% n=5 | 25.0% n=3 | – |
| 10. Support for teachers, administrators, and staff by: | | | | |
| a. Principal | 83.3% n=10 | 16.7% n=2 | – | – |
| b. District | 58.3% n=7 | 33.4% n=4 | 8.3% n=1 | – |
| 11. Improvement plan—Evidence of improved student achievement | 50.0% n=6 | 41.7% n=5 | 8.3% n=1 | – |

Following are points on which to expand the progress across each of the 11 components within each of the seven program areas.

1. Effective, Research-Based Methods and Strategies

Are schools implementing research-based methods and strategies based on scientific research?

To capture a more precise picture of implementation of research-based methods and strategies, this survey question was divided into six subquestions. Each of the six subquestions asked respondents to indicate their perceived level of progress in using effective, research-based methods and strategies to improve implementation of specific components. The results also are shown in Table 4.

Survey Results of the Six Component 1 Subquestions

Improving Curriculum. All respondents reported achieving goals or making significant progress in using research-based methods and strategies for improving curriculum.

Improving Instructional Strategies. All respondents indicated that they had achieved goals or made significant progress in using research-based methods and strategies for improving instructional strategies.

Improving the Assessment of Student Progress. Again, all respondents reported achieving goals or making significant progress in using research-based methods and strategies for improving the assessment of student progress. Slightly fewer (58.3 percent) felt that goals were achieved than in the previous two subquestions, which both showed 75 percent responding to *goals achieved*.

Improving Classroom Management Strategies. Of the respondents, 91.7 percent reported achieving goals or making significant progress in using research-based methods and strategies for improving classroom management strategies while the remaining respondent (8.3 percent) reported only some progress in this area.

Improving the Integration of Technology into Instruction. All respondents reported achieving goals or making significant progress in using research-based methods and strategies for improving the integration of technology into instruction. Of the areas of improvement in using effective, research-based methods and strategies, this subquestion resulted in the highest reported levels of *goals achieved* (83.3 percent).

Improving School Organization and Management. Of the respondents, 91.7 percent reported achieving goals or making significant progress in using research-based methods and strategies for improving school organization and management. One respondent (8.3 percent) indicated only some progress in school organization and management.

According to the *CompassLearning* website (www.compasslearning.com), its products are based on current research in both theory and application. The products were developed with assistance from experts affiliated with several national educational organizations, such as the National Science Foundation, the International Reading Association, and the International Society for Technology in Education. Currently, there is not a federally approved list of CSR model providers although the Northwest Regional Educational Laboratory has the Catalog of School Reform Models online at www.nwrel.org/scpd/catalog/index.html. However, the survey results above suggest that the CompassLearning CSR model effectively is addressing the major areas of school operations through research-based methods and strategies.

2. Comprehensive Design with Aligned Components

Does the model implement a comprehensive design with aligned components?

All Wick respondents indicated they had achieved goals or made significant progress toward ensuring that the CompassLearning model covers all seven major program areas and that all elements within these areas are aligned. Half of the respondents felt that goals were achieved, and the other half reported *significant progress* in implementing a comprehensive design with aligned components.

Interview and focus-group data supported survey results, which suggest that CSR has had a positive impact on the major program areas as implemented in the school. Staff reported that model implementation impacted all of the major program areas—though to varying degrees—and that the school’s efforts were aligned. They expressed more concern, however, about the alignment of their efforts, the CompassLearning tool, and state standards. Respondents felt it difficult to keep up with new and changing standards when aligning their implementation across curriculum, instruction, and assessment.

3. Professional Development

Does the model provide ongoing, high-quality professional development for teachers and staff?

All Wick respondents indicated they had achieved goals or made significant progress in providing professional development for teachers and staff to understand and implement CSR. Seventy-five percent felt that goals had been achieved in this area. Professional development also emerged in open-ended survey comments as a key component of CSR implementation at Wick. It most commonly was cited as the factor that facilitated successful CSR implementation.

Virtually all interview and focus-group respondents also cited the professional development provided by an on-site CSR facilitator as critical for implementation. Teachers met with facilitators for full-day sessions 10 times during the school year. According to teachers, the CSR facilitator within each school provided individualized support to help teachers build their understanding of the CompassLearning model and to integrate technology and data use in their instruction. In addition, the CSR facilitator was on-site (as was the case at all Romulus CSR schools) and easily accessible when teachers experienced difficulties that needed to be addressed immediately.

CSR facilitators in each of the four Romulus CSR schools had several years of teaching experience in the Romulus Community School District. Interview and focus-group data—from both the 2005 and 2006 evaluations—suggest that the facilitators’ extensive classroom experiences and understanding of the district context became critical characteristics in the reform process, allowing facilitators to gain the respect of their colleagues from the start of CSR implementation. Schools achieved implementation progress quickly because teachers perceived facilitators as experts who understood the needs of the students in their schools and could provide practical suggestions that worked.

4. Measurable Goals and Benchmarks

Are measurable goals and benchmarks for student achievement included as part of CSR schools’ improvement efforts?

All Wick respondents indicated they had achieved goals or made significant progress toward establishing measurable goals and benchmarks for student achievement that are aligned with state standards. Respondents in this category reported the highest levels of achieving goals, with 10 respondents (83.3 percent) selecting the *goals achieved* category.

Interview and focus-group respondents indicated that implementation of CompassLearning Odyssey allowed for progress on establishing and progressing toward measurable goals and benchmarks. However, despite CompassLearning Odyssey’s potential to facilitate a more efficient process of alignment between state standards, assessments, and curriculum, several teachers expressed frustration that frequent changes in standards and assessment at the state level have caused setbacks in terms of aligning district goals and benchmarks to state standards.

5. Staff Support within the School

Has the school maintained faculty, administrative, and staff support?

All respondents reported they had achieved goals or made significant progress toward obtaining support from the entire staff in implementing CSR. The majority of respondents (66.7 percent) felt that goals had been achieved in obtaining the support of the staff.

There was considerable buy-in to the program prior to implementation and throughout the grant period. The district’s curriculum director and a teacher in the Romulus Community School District worked alongside developers from CompassLearning to write the CSR grant proposal. Teachers at each of the elementary schools that qualified for grant funds voted on whether they wanted to implement the CompassLearning model. A majority of the staff from four of the six elementary schools in Romulus voted to implement the CompassLearning model, and they eventually were awarded CSR funds from the state.

At Wick Elementary, interviews and focus groups bolstered this finding, indicating high levels of support across the school for CSR implementation. Teachers felt there was little or no resistance among their colleagues and that the support of the school administration, on-site facilitator, and school specialists contributed to staff willingness to implement CSR.

6. Parental Involvement

Are meaningful parent- and community-involvement activities provided around the planning, implementation, and evaluation of school improvement activities?

Of Wick Elementary respondents, only 25 percent felt they had achieved goals in involving parents in school reform planning and implementation and, more broadly, the life of the school. This constituted the lowest level of reported progress across the items. The remaining 75 percent felt, however, that at least some or significant progress had been made in this area during CSR implementation.

Interviews and focus groups provided additional detail about the extent of, and ways in which, the school has involved parents. Interview and focus-group participants similarly reported that while the level of parental involvement certainly was not where they would like to be, it had improved in the last few years. At Wick, the parent coordinator, CSR facilitator, social worker, and other building staff collaborated to provide opportunities for parents to be involved in the school. These efforts included parent nights at the school and workshops and meetings to provide additional information about CSR and CompassLearning.

In addition, a parent-involvement kit was provided as part of the CompassLearning model. It included resources and materials to support the school staff's implementation of these workshops. Moreover, the CompassLearning Odyssey is a Web-based system providing parents with access to assessment information and activities that can be completed at home. Staff at Wick made efforts to inform parents about the online availability and procedures for accessing Odyssey. However, they found that the at-home availability of computers and Internet access presented challenges in this area.

7. External Technical Support and Assistance

Is high-quality external technical support and assistance provided from an external partner with experience and expertise in schoolwide reform and improvement?

Of Wick respondents, 91.7 percent indicated they had achieved goals or made significant progress toward obtaining additional technical assistance from external sources to implement reform strategies. The remaining respondent (8.3 percent) reported making some progress in this area.

Results suggest that the external support provided by CompassLearning for using and maintaining technology in the schools is currently sufficient. The CSR facilitator acts as a liaison between the school, district, and CompassLearning to ensure that technology issues are resolved as efficiently as possible. Respondents indicated that technical issues were virtually nonexistent by the final year of the grant cycle and that the facilitator and media center specialist were able to handle any issues that arose.

8. Evaluation Strategies

Is a plan in place to evaluate the implementation of school reforms and student results achieved, annually?

All respondents indicated they had achieved goals or made significant progress in using data to evaluate the implementation and outcomes of their school reforms. Respondents reported strong perceptions that goals had been achieved in this area (83.3 percent).

In interviews and focus groups, school staff reported greater data use, particularly on an ongoing basis, as a result of CSR implementation. They reported using formative assessments—developed in alignment with the GLCEs and administered through CompassLearning Odyssey—as well as MEAP results to determine the extent to which students’ achievement scores were improving throughout the three-year grant period. Respondents also reported increased use of assessment data from the state, district, and individual classrooms to inform schoolwide improvements as well as classroom teaching practices.

9. Coordination of Resources

Have resources been identified and coordinated to support and sustain the school’s comprehensive reform effort?

Of Wick survey respondents, 75 percent indicated they had achieved goals or made significant progress coordinating financial resources for the CompassLearning model with other district and school resources, and the remaining 25 percent reported only some progress. Compared to other CSR components, this area presents more concern for respondents in looking at progress to this point and how that translates into reform sustainability.

The area in which interview and focus-group respondents expressed the most concern about resources had to do with embedded professional development. In particular, all interview and focus-group participants reported that implementation would have been extremely difficult had it not been for the CSR facilitators in the school providing one-on-one, ongoing support for implementation. Respondents shared the concern that implementation progress potentially could remain stagnant and eventually fade away without the resources for, and support of, a CSR facilitator on-site. In contrast, a few respondents felt confident that building-level support was so strong that they would find the resources—human capital and financial—to adequately train new staff in sustaining the implemented reforms.

10. Support for Teachers, Administrators, and Staff

Is professional development and support provided for teachers, administrators, and staff?

All respondents reported *significant progress* or *goals achieved* obtaining principal support to implement CSR. In addition, 91.7 percent felt that significant progress was made or goals achieved in securing district office support for implementing the model. One respondent (8.3 percent) indicated only *some progress* in obtaining district office support.

Principal Support. Interview and focus-group participants reported high levels of administrator support for their school’s implementation of CSR. Primarily, they felt the principal was supportive by scheduling time for teachers to meet with the facilitator and by engaging in the process of reviewing data and incorporating it into school improvement planning. In addition, respondents felt it important that the principal protected the facilitator’s time to conduct the activities as planned in carrying out CSR implementation.

District Support. Overall, interview participants reported high levels of support from the district for the implementation of the CSR. The primary ways in which the district provided support included: (1) setting aside time for district staff to revise assessments and realign them to state standards; (2) providing a permanent substitute in each of the schools to help in the classroom when teachers were attending their day of training with the CSR facilitator; and (3) providing adequate financial support and resources (e.g., technology hardware and software) to build and sustain reforms in the school.

11. Improvement Plan—Evidence of Improved Student Achievement

Has an improvement plan been implemented that has been found to significantly improve student achievement or that demonstrates strong evidence it will improve student achievement?

Nearly all (91.7 percent) of respondents indicated they had achieved goals or made significant progress implementing a school improvement plan to ensure that the CompassLearning model was coordinated with other school reform efforts while one respondent (8.3 percent) indicated only *some progress* in this regard.

Respondents reported that a school improvement plan was currently in place. Respondents also reported that a school improvement team ensures alignment of all of the school’s efforts and that those components written into the plan were being carried out. CompassLearning, and CSR implementation more broadly, was integrated into the plan, specifically in addressing technology and English language arts and mathematics instruction.

Further discussion of the impact of CSR implementation on student achievement is included in the Achievement Results section of this report.

Summary of Implementation Progress

Overall, teachers reported that several district reforms and initiatives—combined with the CompassLearning CSR model—influenced changes in their classroom practices. Among the major changes resulting from CSR implementation are (1) the increased use of data to drive decision making at the classroom and building levels; (2) the implementation of project-based, active learning strategies; and (3) the personalization of instruction, allowing teachers to be more focused on individual student needs.

Major Barriers to Reform

Overall, respondents did not feel there were many factors that impeded their ability to implement CSR at Wick Elementary. In open-ended survey questions, and in interviews and focus groups, staff discussed the major challenges in implementing district reforms and the CompassLearning model. The most commonly mentioned challenge was time. Teachers indicated that finding the time to review and analyze assessment data could be a barrier. Time also constituted respondents' biggest concern moving forward. Once the CSR grant-funding cycle ended, respondents felt it would be extremely challenging to find the time for the extensive review of student data to which they have grown accustomed.

While some respondents mentioned technical challenges or issues with technology as barriers, most felt that these problems largely had been addressed and had subsided as they moved through the second and third years of implementation. Most teachers indicated that, if they were initially reluctant to use technology, they now felt comfortable. In addition, the teaching staff at Wick is relatively young, so many have grown accustomed to using technology for instructional purposes as a result of starting their careers in the context of CSR implementation.

A recurring concern for respondents was the alignment of CompassLearning lessons and assessments with the Michigan GLCEs. Respondents indicated spending a significant amount of time ensuring that alignment existed. While they felt that CompassLearning was making strides to keep up with changing content standards, interviewees and focus-group respondents found it difficult to measure progress against the standards when that alignment was weak. As a result, many teachers created their own assessments in alignment with the GLCEs. As they moved into these advanced stages of CSR implementation, some respondents felt that the CompassLearning tool was a bit behind them, particularly in alignment.

Sustaining CSR Reforms

Overall, results suggest that CSR and the CompassLearning model will be sustained over time in the Romulus schools and at Wick Elementary in particular. Respondents indicated that they have enjoyed success as a result of these efforts, and they felt confident that improvement would catalyze the school staff in continuing the reforms.

Survey respondents were asked to comment on the factors that they believed helped the school in making progress to implement the CompassLearning model. Of the nine respondents who provided feedback, seven indicated that the presence of the CSR facilitator in the building was a key factor. Two of those respondents spoke specifically of the ongoing professional development—employing the train-the-trainer model—as crucial. It is clear across respondent groups that sustaining this professional development piece in some way will prove essential to sustaining CSR.

Many of the key factors, as cited by respondents in implementing CSR—staff buy-in, collaboration, administrator support, and data facility and use—are now embedded into the school's culture and operations. For this reason, respondents believed that the school could build on this foundation to continue with the positive changes they have made. With these vital components of the infrastructure in place, and with the high levels of reported implementation progress, school staff felt that the majority of reform efforts would continue.

Achievement Results

In accordance with the MEAP categorical ratings for performance, percentages of students performing at or above proficiency in English language arts and mathematics were computed by summing percentages in relative categories of performance. These estimates then were used to generate average proficiency ratings for Wick Elementary on the fourth-grade English language arts and mathematics MEAP tests.

Effect-size estimates were calculated to assess the magnitude of change associated with CSR involvement. An effect size is an index for assessing the degree (i.e., magnitude) to which two data points differ from each other on a given variable. This index is not dependent upon any specific unit of measurement (Cohen, 1988) (i.e., an effect size is a unitless measure). An effect size transforms raw score differences into a standardized measure using a common standard deviation; therefore, allowing for the comparison of CSR school and statewide test results without statistical adjustment. The conventional values of effect size are: small (0.20), medium (0.50), and large (0.80). Given that there is longitudinal data, the magnitude, or effect, of change from the baseline is calculated as the absolute change (2004–05 minus baseline) divided by the pooled standard deviation.

Limitations

The results reflect key information contained in Appendix B. Specifically, the units of measure presented are the effect-size change estimates, which reflect the magnitude of change from each CSR school's baseline measure (2002–03) to 2004–05. While trends are reported for each school, differences in test results do not take into account individual student differences or differences across grade-level cohorts. For this reason, there are limits in terms of making generalizations about achievement findings, and the team emphasizes caution when attempting to make connections between programs and changes in test results.

How Have CSR Student Achievement Outcomes Changed Over Time?

Table 6 shows the overall results of effect-size comparisons by subject area for each of the four Romulus CSR schools that have implemented CSR. As discussed in the Methodology section of this report, multiple changes to the MEAP tests after the 2001–02 school year limit comparisons of test results on or before 2002 with test results in 2002–03 and beyond. For this reason, MEAP test results from the 2002–03 school year were treated as baseline data for Barth, Cory, and Romulus. For Wick, the 2002–03 school year serves as a true baseline, as 2003–04 was the first year of CSR implementation.

Table 6. Overall Grade 4 MEAP Results and Effect Sizes by Subject Area

| School | Subject Area | 2002–03 (Year 1)** | 2003–04 (Year 2) | 2004–05 (Year 3) | Effect Size* |
|--------------------|-----------------------|-------------------------|-----------------------|-----------------------|-----------------|
| Barth Elementary | English language arts | 48.9% <i>n</i> =47 | 79.2% <i>n</i> =53 | 76.6% <i>n</i> =47 | 4.1 |
| | Mathematics | 59.6% <i>n</i> =47 | 83.3% <i>n</i> =54 | 76.6% <i>n</i> =47 | 2.5 |
| Cory Elementary | English language arts | 63.6% <i>n</i> =55 | 48.9% <i>n</i> =45 | 65.6% <i>n</i> =32 | 0.3 |
| | Mathematics | 45.5% <i>n</i> =55 | 77.8% <i>n</i> =45 | 71.9% <i>n</i> =32 | 3.7 |
| Romulus Elementary | English language arts | 52.0% <i>n</i> =50 | 83.3% <i>n</i> =66 | 77.3% <i>n</i> =53 | 3.9 |
| | Mathematics | 52.0% <i>n</i> =50 | 74.6% <i>n</i> =67 | 71.7% <i>n</i> =53 | 3.0 |
| School | Subject Area | 2002–03 (Baseline)** | 2003–04 (Year 1) | 2004–05 (Year 2) | Effect Size* |
| Wick Elementary | English language arts | 27.0% <i>n</i> =63 | 64.0% <i>n</i> =50 | 87.0% <i>n</i> =46 | 11.2 |
| | Mathematics | 61.9% <i>n</i> =63 | 80.0% <i>n</i> =50 | 93.5% <i>n</i> =46 | 6.08 |

* Effect sizes are calculated between the 2002–03 and 2004–05 test results.

** For Barth, Cory, and Romulus, 2002–03 was the first year of CSR implementation, and 2004–05 was the final year. In the case of Wick, 2002–03 serves as the baseline while 2003–04 and 2004–05 are the first and second years of CSR implementation, respectively.

Results for Barth, Cory, and Romulus elementary schools are included for comparison and to provide updated data. Because 2004–05 test results were available after the 2005 evaluation report, the team calculated effect-size estimates with the most recent data. Therefore, the Barth, Cory, and Romulus effect sizes now include the third year of CSR grant implementation. These schools saw substantial gains during CSR. While the effect sizes are large for the most part, Cory experienced only a small gain in English language arts over the course of CSR implementation, particularly as compared to the other increases.

Wick Elementary saw huge increases in students meeting proficiency for both English language arts and mathematics from the baseline to Year 2 of CSR implementation. While only 27 percent of students were meeting proficiency standards in English language arts before CSR, 87 percent achieved proficiency in 2004–05. In mathematics, 61.9 percent of Wick students were proficient in 2002–03. By 2004–05, that number grew to 93.5 percent, for an effect-size gain of 6.08.

AYP Subgroup Results in English Language Arts

Table 7 shows Wick Elementary’s MEAP results by AYP subgroup (gender, student characteristics, and race/ethnicity) for English language arts. Similar to the overall results, subgroup results show large achievement gains from the baseline to 2004–05 across the board. Female students saw the largest effect-size gain of 8.93, moving from only 31.4 percent meeting proficiency to 92.3 percent proficient. Black students also experienced large gains in the first two years of CSR implementation, moving from 23.1 percent proficient to 82.1 percent meeting that standard.

Test results for all Michigan elementary schools across these subgroups are provided for comparison. While Wick Elementary started well below the state percentages of students meeting proficiency standards in all reported subgroups in the baseline, the school outperformed all reported subgroups’ percentages in 2004–05. As an example, while 54.8 percent of economically disadvantaged students attained proficiency on the Grade 4 English language arts test in 2004–05, 85 percent of Wick’s economically disadvantaged students reached that level in the same year.

Table 7. Grade 4 English Language Arts MEAP Results by Subgroup

| AYP Subgroup: Gender, Student Characteristics, Race/Ethnicity | Wick Elementary | | | | All Michigan Elementary Schools | | |
|--|-----------------------|-----------------------|-----------------------|----------------|---------------------------------|---------------------------|---------------------------|
| | 2002–03 | 2003–04 | 2004–05 | Effect Size | 2002–03 | 2003–04 | 2004–05 |
| Female | 31.4% <i>n</i> =35 | 70.8% <i>n</i> =24 | 92.3% <i>n</i> =26 | 8.93 | 64.5% <i>n</i> =59,558 | 69.5% <i>n</i> =58,760 | 74.4% <i>n</i> =58,140 |
| Male | 21.4% <i>n</i> =28 | 57.7% <i>n</i> =26 | 80.0% <i>n</i> =20 | 7.08 | 54.6% <i>n</i> =60,618 | 58.5% <i>n</i> =59,677 | 63.8% <i>n</i> =59,464 |
| Economically disadvantaged | 23.5% <i>n</i> =34 | 56.7% <i>n</i> =30 | 85.0% <i>n</i> =20 | 8.13 | 43.0% <i>n</i> =37,325 | 48.3% <i>n</i> =39,893 | 54.8% <i>n</i> =41,756 |
| Black | 23.1% <i>n</i> =39 | 60.5% <i>n</i> =43 | 82.1% <i>n</i> =28 | 8.54 | 38.2% <i>n</i> =23,565 | 44.0% <i>n</i> =22,929 | 50.1% <i>n</i> =21,226 |
| White | 33.3% <i>n</i> =24 | – | 91.7% <i>n</i> =12 | 6.41 | 66.4% <i>n</i> =85,895 | 70.3% <i>n</i> =83,833 | 74.6% <i>n</i> =84,107 |

Note: Test results are shown only when 10 or more students are represented in a subgroup in both the baseline and 2004–05 testing years.

AYP Subgroup Results in Mathematics

Table 8 shows Wick Elementary’s MEAP results by AYP subgroup (gender, student characteristics, and race/ethnicity) for mathematics. Similar to the overall results, subgroup results show large achievement gains from the baseline (2002–03) to the 2004–05 school year. Black students experienced the largest gains, moving from 51.3 percent proficient in 2002–03 to 89.3 percent reaching proficiency in Year 2 of CSR implementation. In 2004–05, 100 percent of male and white students attained proficiency on the Grade 4 mathematics test, up from 64.3 percent and 79.2 percent, respectively.

Again, Wick Elementary outperformed the state proficiency rates for every reported subgroup. Notably, approximately 51.7 percent of black students statewide reached proficiency in 2004–05, while 89.3 percent of Wick’s black students were proficient in that year. Similarly, 58.3 percent of economically disadvantaged students in the state scored proficient on the Grade 4 mathematics test in 2004–05, whereas at Wick, 85 percent of economically disadvantaged students were proficient in the same year.

Table 8. Grade 4 Mathematics MEAP Results by Subgroup

| AYP Subgroup: Gender, Student Characteristics, Race/Ethnicity | Wick Elementary | | | | All Michigan Elementary Schools | | |
|--|-----------------------|-----------------------|------------------------|----------------|---------------------------------|---------------------------|---------------------------|
| | 2002–03 | 2003–04 | 2004–05 | Effect Size | 2002–03 | 2003–04 | 2004–05 |
| Female | 60.0% <i>n</i> =35 | 70.8% <i>n</i> =24 | 88.5% <i>n</i> =26 | 3.79 | 64.5% <i>n</i> =60,411 | 72.4% <i>n</i> =59,031 | 71.9% <i>n</i> =58,470 |
| Male | 64.3% <i>n</i> =28 | 88.5% <i>n</i> =26 | 100.0% <i>n</i> =20 | 5.12 | 65.7% <i>n</i> =62,152 | 73.8% <i>n</i> =60,489 | 72.7% <i>n</i> =60,325 |
| Economically disadvantaged | 61.8% <i>n</i> =34 | 73.3% <i>n</i> =30 | 85.0% <i>n</i> =20 | 2.83 | 48.7% <i>n</i> =38,688 | 59.0% <i>n</i> =40,514 | 58.3% <i>n</i> =42,422 |
| Black | 51.3% <i>n</i> =39 | 79.1% <i>n</i> =43 | 89.3% <i>n</i> =28 | 5.30 | 42.0% <i>n</i> =24,282 | 52.9% <i>n</i> =23,145 | 51.7% <i>n</i> =21,484 |
| White | 79.2% <i>n</i> =24 | – | 100.0% <i>n</i> =12 | 3.05 | 72.6% <i>n</i> =87,112 | 79.6% <i>n</i> =84,551 | 78.5% <i>n</i> =84,779 |

Note: Test results are shown only when 10 or more students are represented in a subgroup in both the baseline and 2004–05 testing years.

How Do CSR Schools’ Student Achievement Scores Compare to Statewide Achievement Scores Over Time?

This section explores Wick’s achievement results compared to fourth-grade MEAP results statewide. Table 9 presents overall proficiency rates in English language arts and mathematics from 2002–03 through 2004–05.

Table 9. Overall Grade 4 MEAP Results: Comparison of Wick Elementary and the State

| Proficiency | Wick Elementary | | | | All Michigan Elementary Schools | | |
|---|-----------------------|-----------------------|-----------------------|----------------|---------------------------------|----------------------------|----------------------------|
| | 2002–03 | 2003–04 | 2004–05 | Effect Size | 2002–03 | 2003–04 | 2004–05 |
| Overall proficiency— English language arts | 27.0% <i>n</i> =63 | 64.0% <i>n</i> =50 | 87.0% <i>n</i> =46 | 11.2 | 59.5% <i>n</i> =120,176 | 63.9% <i>n</i> =118,437 | 69.0% <i>n</i> =117,604 |
| Overall proficiency— Mathematics | 61.9% <i>n</i> =63 | 80.0% <i>n</i> =50 | 93.5% <i>n</i> =46 | 6.08 | 65.1% <i>n</i> =122,563 | 73.1% <i>n</i> =119,520 | 72.3% <i>n</i> =118,795 |

English Language Arts

As previously explained, Wick Elementary had large increases in English language arts from the baseline to implementation Year 2 with an effect-size gain of 11.2. While fourth-graders at Wick moved from 27 percent proficient to 87 percent attaining that mark, the statewide totals increased from 59.5 percent to 69 percent. As was the case with AYP subgroups, Wick started at significantly lower levels of proficiency and reached a higher bar when compared to statewide scores in English language arts.

Mathematics

In mathematics, Wick similarly started at a lower level of proficiency than the statewide results in 2002–03 but performed well above the state percentage in 2004–05. While 72.3 percent of fourth-grade students statewide achieved proficiency in that year, nearly 93.5 percent of Wick students were proficient. The overall effect-size gain in mathematics from the baseline to 2004–05 was 6.08, and as demonstrated in the previous section, all reported subgroups experienced sizeable effect-size gains as well.

In summary, the high levels of reported CSR implementation progress, combined with large effect-size gains in achievement, suggest that CSR implementation resulted in substantially higher MEAP performance levels in English language arts and mathematics at Wick Elementary and, more broadly, in Romulus CSR schools. Wick experienced substantial gains in both English language arts and mathematics, overall and for every reported subgroup. While outperforming state proficiency rates in both subject areas, Wick moved the vast majority of its fourth-grade students to proficiency—87 percent in English language arts and 93.5 percent in mathematics.

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Appendix A

Romulus Community School District Comprehensive School Reform Implementation Survey

The Romulus Community School District invited Learning Point Associates to conduct an evaluation of four schools implementing comprehensive school reform (CSR) using the CompassLearning model. This evaluation will determine the extent of implementation progress across these schools and explore relationships between model implementation and student achievement.

Following is a brief survey to help Learning Point Associates determine your perspectives on your school's CSR implementation progress and to explore possible facilitators and barriers that you feel have impacted your reform efforts. The survey should take no more than 15 to 20 minutes to complete. Upon completion of the survey, please click the "Save My Information" button at the bottom of the page. If you see the "thank you" confirmation page, then your survey results have been entered into the CSR implementation database. Otherwise, scroll up the page, and correct the errors which are indicated in red.

Note: Your individual responses to this survey are completely confidential. Neither your school leadership nor your peers will have access to the information you provide.

Demographic Information

Name of school:

1. Barth Elementary School
2. Cory Elementary School
3. Romulus Elementary School
4. Wick Elementary School

Your role:

1. Classroom teacher
2. Special education or gifted teacher
3. District administrator
4. Principal
5. Assistant principal
6. Technology and/or media support
7. Counselor
8. Paraprofessional
9. Other (please specify): _____

Subject(s) taught (if teacher):

1. General elementary (core subject areas)
2. Reading, writing, English language arts
3. Mathematics
4. Science
5. Social science
6. Special area (e.g., P.E., music, art)
7. Other (please specify): _____

Your highest level of education:

1. Bachelor's degree
2. Master's degree
3. Educational specialist degree
4. Doctorate
5. Other (please specify): _____

If certification is required for your position (e.g., teachers, principals, psychologists), do you currently hold the appropriate certification(s)?

1. Yes
2. No

Total years of teaching and administrative experience:

1. Less than 1 year
2. 1–2 years
3. 2–5 years
4. 5–10 years
5. 10–20 years
6. More than 20 years

Total years of teaching and administrative experience at the school in which you currently work:

1. Less than 1 year
2. 1–2 years
3. 2–5 years
4. 5–10 years
5. 10–20 years
6. More than 20 years

Survey

| Please indicate the extent to which the CSR Compass Learning model focused on improving each subject area(s). Select all subjects that apply: | Level of Focus in 2005–06 School Year | | |
|---|---------------------------------------|-----------------------|-----------------------|
| | Major Focus | Minor Focus | Not a Focus |
| English or language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mathematics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Science | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social sciences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other (please specify): _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Please indicate your school's progress toward <i>improving</i> the following areas: | Level of Overall Progress Since CSR Began | | | |
|---|---|---------------------------|-----------------------|----------------------------|
| | Goals Achieved | Significant Progress Made | Some Progress Made | Insufficient Progress Made |
| Curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assessment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Classroom management | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Professional development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parent involvement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| School organization and management | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Reform Components | Progress Rating | | | |
|---|-----------------------|---------------------------|-----------------------|----------------------------|
| | Goals Achieved | Significant Progress Made | Some Progress Made | Insufficient Progress Made |
| 1. Ensuring that our comprehensive reform plans cover curriculum, instruction, assessment, professional development, classroom management, parent involvement, and school management, and that these elements are appropriately aligned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Obtaining support from the entire staff in implementing the Compass Learning model | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Establishing measurable goals and benchmarks for student achievement that are aligned with state standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Reform Components | Progress Rating | | | |
|--|-----------------------|---------------------------|-----------------------|----------------------------|
| | Goals Achieved | Significant Progress Made | Some Progress Made | Insufficient Progress Made |
| 4. Involving parents in school reform planning, training, or implementation activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Using effective, research-based methods and strategies for: | | | | |
| a. Improving curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Improving instructional strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Improving the assessment of student progress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Improving classroom management strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Improving the integration of technology into instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Improving school organization and management | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Providing professional development for teachers to help implement reform strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Obtaining additional technical assistance from external sources (e.g., CompassLearning staff) to implement reform strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Using data to evaluate the implementation and outcomes of the reforms | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Supporting teachers, administrators, and staff by: | | | | |
| a. Obtaining principal support to implement reform strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Obtaining district office support to implement reform strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Implementing an improvement plan to ensure that the CompassLearning model reforms are coordinated with our school's other reform efforts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Coordinating financial resources for the CompassLearning model with other resources to support and sustain the reform | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What factors helped your school make progress in implementing the CompassLearning model?

What factors became barriers in your school's efforts to implement the CompassLearning model?

If you have any questions, please contact Chloe Hutchinson at 800-356-2735 or chloe.hutchinson@learningpt.org.

Appendix B

Romulus CSR Schools MEAP Performance Results

**Table 1. Grade 4 English Language Arts MEAP Results:
Overall Proficiency Rates and by Gender Subgroups**

| | Wick Elementary | | | | All Michigan Elementary Schools | | |
|-------------------------|--------------------------------|--------------------------------|--------------------------------|-------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | 2002–03 | 2003–04 | 2004–05 | Effect Size | 2002–03 | 2003–04 | 2004–05 |
| Overall proficiency | 27.0% (5.6) <i>n</i> =63 | 64.0% (6.8) <i>n</i> =50 | 87.0% (5.0) <i>n</i> =46 | 11.2 | 59.5% (0.1) <i>n</i> =120,176 | 63.9% (0.1) <i>n</i> =118,437 | 69.0% (0.1) <i>n</i> =117,604 |
| AYP Group—Gender | | | | | | | |
| Female | 31.4% (7.8) <i>n</i> =35 | 70.8% (9.3) <i>n</i> =24 | 92.3% (5.2) <i>n</i> =26 | 8.93 | 64.5% (0.2) <i>n</i> =59,558 | 69.5% (0.2) <i>n</i> =58,760 | 74.4% (0.2) <i>n</i> =58,140 |
| Male | 21.4% (7.8) <i>n</i> =28 | 57.7% (9.7) <i>n</i> =26 | 80.0% (8.9) <i>n</i> =20 | 7.08 | 54.6% (0.2) <i>n</i> =60,618 | 58.5% (0.2) <i>n</i> =59,677 | 63.8% (0.2) <i>n</i> =59,464 |

**Table 2. Grade 4 English Language Arts MEAP Results:
Student Characteristics Subgroups**

| AYP Group— Student Characteristics | Wick Elementary | | | | All Michigan Elementary Schools | | |
|--|--------------------------------|---------------------------------|--------------------------------|-------------|------------------------------------|------------------------------------|------------------------------------|
| | 2002–03 | 2003–04 | 2004–05 | Effect Size | 2002–03 | 2003–04 | 2004–05 |
| Economically disadvantaged | 23.5% (7.3) <i>n</i> =34 | 56.7% (9.0) <i>n</i> =30 | 85.0% (8.0) <i>n</i> =20 | 8.13 | 43.0% (0.3) <i>n</i> =37,325 | 48.3% (0.3) <i>n</i> =39,893 | 54.8% (0.2) <i>n</i> =41,756 |
| Limited English proficient | – | – | – | – | 38.1% (1.0) <i>n</i> =2,457 | 43.8% (0.9) <i>n</i> =3,298 | 51.7% (0.9) <i>n</i> =3,103 |
| Migrant | – | – | – | – | 33.7% (3.3) <i>n</i> =202 | 33.3% (5.1) <i>n</i> =87 | 48.2% (5.4) <i>n</i> =85 |
| Special education | – | 50.0% (15.8) <i>n</i> =10 | – | – | 29.9% (0.7) <i>n</i> =4,251 | 36.0% (0.7) <i>n</i> =4,153 | 39.0% (0.7) <i>n</i> =5,175 |

Note: Test results are shown only when 10 or more students are represented in a subgroup in both the baseline and 2004–05 testing years.

Table 3. Grade 4 English Language Arts MEAP Results: Race/Ethnicity Subgroups

| AYP Group— Race/Ethnicity | Wick Elementary | | | | All Michigan Elementary Schools | | |
|--------------------------------|------------------------|------------------------|------------------------|----------------|---------------------------------|----------------------------|----------------------------|
| | 2002–03 | 2003–04 | 2004–05 | Effect Size | 2002–03 | 2003–04 | 2004–05 |
| American Indian | – | – | – | – | 51.1% (3.1) n=262 | 57.7% (3.0) n=267 | 58.4% (2.7) n=334 |
| Asian | – | – | – | – | 69.0% (1.7) n=757 | 77.3% (1.3) n=1,028 | 85.4% (1.1) n=1,066 |
| Black | 23.1% (6.7) n=39 | 60.5% (7.5) n=43 | 82.1% (7.2) n=28 | 8.54 | 38.2% (0.3) n=23,565 | 44.0% (0.3) n=22,929 | 50.1% (0.3) n=21,226 |
| Hispanic | – | – | – | – | 36.0% (1.1) n=1,970 | 40.3% (1.0) n=2,244 | 50.8% (1.0) n=2,473 |
| Multiracial | – | – | – | – | 29.6% (8.8) n=27 | 59.2% (7.0) n=49 | 70.1% (4.1) n=127 |
| White | 33.3% (9.6) n=24 | – | 91.7% (8.0) n=12 | 6.41 | 66.4% (0.2) n=85,895 | 70.3% (0.2) n=83,833 | 74.6% (0.2) n=84,107 |
| Undetermined race/ethnicity | – | – | – | – | 14.8% (6.8) n=27 | 55.9% (6.5) n=59 | 33.3% (11.1) n=18 |

Note: Test results are shown only when 10 or more students are represented in a subgroup in both the baseline and 2004–05 testing years.

**Table 4. Grade 4 Mathematics MEAP Results:
Overall Proficiency Rates and by Gender Subgroups**

| | Wick Elementary | | | | All Michigan Elementary Schools | | |
|-------------------------|------------------------|------------------------|-------------------------|----------------|---------------------------------|-----------------------------|-----------------------------|
| | 2002–03 | 2003–04 | 2004–05 | Effect Size | 2002–03 | 2003–04 | 2004–05 |
| Overall proficiency | 61.9% (6.1) n=63 | 80.0% (5.7) n=50 | 93.5% (3.6) n=46 | 6.08 | 65.1% (0.1) n=122,563 | 73.1% (0.1) n=119,520 | 72.3% (0.1) n=118,795 |
| AYP Group—Gender | | | | | | | |
| Female | 60.0% (8.3) n=35 | 70.8% (9.3) n=24 | 88.5% (6.3) n=26 | 3.79 | 64.5% (0.2) n=60,411 | 72.4% (0.2) n=59,031 | 71.9% (0.2) n=58,470 |
| Male | 64.3% (9.1) n=28 | 88.5% (6.3) n=26 | 100.0% (0.0) n=20 | 5.12 | 65.7% (0.2) n=62,152 | 73.8% (0.2) n=60,489 | 72.7% (0.2) n=60,325 |

Table 5. Grade 4 Mathematics MEAP Results: Student Characteristics Subgroups

| AYP Group— Student Characteristics | Wick Elementary | | | | All Michigan Elementary Schools | | |
|--|--------------------------------|--------------------------------|--------------------------------|----------------|------------------------------------|------------------------------------|------------------------------------|
| | 2002–03 | 2003–04 | 2004–05 | Effect Size | 2002–03 | 2003–04 | 2004–05 |
| Economically disadvantaged | 61.8% (8.3) <i>n</i> =34 | 73.3% (8.1) <i>n</i> =30 | 85.0% (8.0) <i>n</i> =20 | 2.83 | 48.7% (0.3) <i>n</i> =38,688 | 59.0% (0.2) <i>n</i> =40,514 | 58.3% (0.2) <i>n</i> =42,422 |
| Limited English proficient | – | – | – | – | 49.2% (1.0) <i>n</i> =2,593 | 58.9% (0.9) <i>n</i> =3,332 | 60.2% (0.9) <i>n</i> =3,296 |
| Migrant | – | – | – | – | 52.1% (3.3) <i>n</i> =236 | 48.3% (5.3) <i>n</i> =89 | 57.0% (5.3) <i>n</i> =86 |
| Special education | – | 90.0% (9.5) <i>n</i> =10 | – | – | 39.9% (0.7) <i>n</i> =5,425 | 51.1% (0.7) <i>n</i> =4,821 | 49.7% (0.7) <i>n</i> =5,665 |

Note: Test results are shown only when 10 or more students are represented in a subgroup in both the baseline and 2004–05 testing years.

Table 6. Grade 4 Mathematics MEAP Results: Race/Ethnicity Subgroups

| AYP Group— Race/Ethnicity | Wick Elementary | | | | All Michigan Elementary Schools | | |
|--------------------------------|--------------------------------|--------------------------------|---------------------------------|----------------|------------------------------------|------------------------------------|------------------------------------|
| | 2002–03 | 2003–04 | 2004–05 | Effect Size | 2002–03 | 2003–04 | 2004–05 |
| American Indian | – | – | – | – | 60.4% (3.0) <i>n</i> =273 | 62.8% (2.9) <i>n</i> =269 | 66.9% (2.6) <i>n</i> =335 |
| Asian | – | – | – | – | 83.5% (1.3) <i>n</i> =764 | 89.7% (0.9) <i>n</i> =1,048 | 91.2% (0.8) <i>n</i> =1,132 |
| Black | 51.3% (8.0) <i>n</i> =39 | 79.1% (6.2) <i>n</i> =43 | 89.3% (5.8) <i>n</i> =28 | 5.30 | 42.0% (0.3) <i>n</i> =24,282 | 52.9% (0.3) <i>n</i> =23,145 | 51.7% (0.3) <i>n</i> =21,484 |
| Hispanic | – | – | – | – | 42.8% (1.1) <i>n</i> =2,158 | 54.7% (1.0) <i>n</i> =2,309 | 53.2% (1.0) <i>n</i> =2,644 |
| Multiracial | – | – | – | – | 33.3% (9.1) <i>n</i> =27 | 68.0% (6.6) <i>n</i> =50 | 71.3% (4.0) <i>n</i> =129 |
| White | 79.2% (8.3) <i>n</i> =24 | – | 100.0% (0.0) <i>n</i> =12 | 3.05 | 72.6% (0.2) <i>n</i> =87,112 | 79.6% (0.1) <i>n</i> =84,551 | 78.5% (0.1) <i>n</i> =84,779 |
| Undetermined race/ethnicity | – | – | – | – | 33.3% (6.8) <i>n</i> =48 | 57.4% (6.3) <i>n</i> =61 | 33.3% (11.1) <i>n</i> =18 |

Note: Test results are shown only when 10 or more students are represented in a subgroup in both the baseline and 2004–05 testing years.