

# **Minnesota Statewide Comprehensive School Reform Evaluation: 2004–05**

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## Executive Summary

This report summarizes evaluative data collected by Learning Point Associates on behalf of the Minnesota Department of Education to meet requirements of the federal comprehensive school reform (CSR) program. Data sources include: a survey to determine implementation progress within and across Minnesota schools using the 11 CSR components and school-level student assessment data to evaluate changes in student achievement scores. Data from both sources were used to determine CSR schools' implementation progress, to explore relationships between CSR implementation and student achievement scores, and to develop recommendations for the state of Minnesota.

### Survey Results: CSR Implementation Focus and Progress

- The majority of teachers in CSR schools reported the highest levels of focus toward implementing CSR programs and related practices in English language arts and mathematics. Teachers reported less focus in science and social studies. All administrators reported that their schools were most focused on English language arts and mathematics instruction.
- A majority of teachers and administrators reported the highest level of progress in curriculum, instruction, assessment, and professional development. These four program areas reached the buy-in threshold of 80 percent. Administrators reported making progress in all areas with one caveat: Year 3 administrators reported less progress in the area of classroom management.
- Year 2 teachers indicated making more progress across all 11 component items when compared to Year 3 teachers. It may be that the results reflect reality: Year 2 schools indeed perceived more progress than Year 3 schools. Another explanation relates to the fact that Year 2 staff are currently in their third year of implementation and completed the survey during the fall of the 2005–06 school year. As a result, their responses may reflect progress during Year 3, as opposed to Year 2. It may be that Year 3 staff reported lower results because their grant funding ended in 2004–05. Thus, schools that were unable to sustain progress after funding ended and whose perceptions reflect instructional experiences in 2005–06, may be reporting a decline in progress from 2004–05 to this year.
- Findings showed that schools located in small towns and urban fringes tended to report higher progress than schools in urban and rural areas. However, these findings need to be interpreted with caution because the number of respondents from small towns and urban fringes were significantly lower than responses from urban and rural areas.
- Staff in large schools (i.e., 1,000 students or more) tended to report higher levels of progress across the majority of component items than mid-size (i.e., 500–1,000) or small (i.e., 0–500) schools.
- Teachers from schools with less than 50 percent of students receiving free or reduced-price lunch reported the highest levels of progress across component items. Conversely, the teachers least likely to report progress across many of the components were from

schools with more than 75 percent of students receiving free or reduced-price lunch. Administrator results were less predictable, as administrators in schools with less than 75 percent poverty rates reported significantly less progress in terms of being able to support their teachers and improve parent involvement.

- Survey data were collected on two separate occasions, allowing for the comparison of Year 2 schools in their first and second years of implementation. Reports on implementation progress across the 11 CSR components show similar levels from 2003–04 to 2004–05 for both teachers and administrators. However, the data suggest that parent involvement was perceived as a greater focus in 2005 than in 2004 among Year 2 schools. Similarly, survey results showed that administrators perceived higher levels of support for educators in 2005 than in 2004 among Year 2 schools.

## Facilitators of CSR Reform Efforts

Survey respondents were asked to identify factors that facilitated the implementation of CSR in their school. The major facilitators identified were the following:

- **Strong Leadership, Decision Making, and Communication**—Respondents cited strong leadership from district administrators, principals, and teacher leaders as central to the success of CSR implementation. Strong leaders clearly articulated a cohesive vision of the purpose of the CSR program and provided valuable assistance to teachers as they implemented reforms. At the center of all leadership issues was open and deliberate communication with and among school staff about reform policies and initiatives.
- **Appropriate CSR Program Model**—Respondents noted the importance of the CSR model being a good “fit” with the culture and needs of the school. The most successful CSR models understood where schools were starting and allowed them to build on their current needs.
- **Student and Staff Buy-In**—According to survey respondents, student and staff buy-in was central to the success of CSR implementation. Strong professional development, supportive building leadership, and the appropriateness of the CSR model to the school all are cited as influencing buy-in.
- **Strong Technical Assistance**—In many cases, schools contracted with external technical assistance providers to supply professional development or facilitate the implementation of CSR. Respondents noted that this technical assistance facilitated implementation when it included curriculum aligned to the state standards, recognized the unique needs of the school, and was delivered by an experienced and engaging individual.
- **Coaching, Professional Development, and Program Implementation**—Respondents suggested that professional development should be ongoing to effectively implement reform. Continuous teacher learning and ongoing classroom support were critical factors to ensuring continuity of professional development. Such embedded professional development was supported by schools identifying key staff responsible for supporting CSR implementation in the classroom.

- **Reform Resources**—Many survey respondents cited the importance of continued monetary resources to sustain reform efforts. Resources provided through the CSR program allowed schools to tap into outside resources and provide additional support to school staff.

## Barriers to CSR Reform Efforts

Survey respondents also were asked to identify barriers to the implementation of CSR:

- **Administrative Leadership and Tasks**—Some respondents reported that weak leadership led to inconsistent implementation of CSR. In these districts, limited agreement about the implementation and purpose of CSR between the district and building level leaders was a barrier to consistent implementation. In addition, respondents felt overwhelmed with administrative tasks that interfered with their CSR reform efforts.
- **Limited Time**—An overwhelmingly large number of respondents indicated that limited time to implement CSR was the most significant barrier to successful implementation of the program. Respondents felt conflicted between taking advantage of professional development opportunities afforded by the CSR grant and leaving their classrooms. Teachers who did attend professional development opportunities felt there was not enough time to make changes to the classroom curriculum.
- **Decision-Making Structures**—Some survey respondents felt alienated by decisions regarding CSR reforms at their schools. These respondents reported that district and school administration officials encouraged an “air of mystery” around CSR reform. Others felt efforts were not made to ensure staff input in the reform process.
- **Resistance to Reform Efforts**—Teachers and staff expressed resistance to reform through negative attitudes and resistance to changing their current practices. Some respondents felt conflict between the No Child Left Behind (NCLB) Act and/or state mandates and CSR reform efforts.
- **Attrition Affecting Continuity of CSR Reforms**—Lack of continuity in school staff, teachers, administrators, and students often was cited as a barrier to CSR reform efforts. Some respondents noted that staff and students at CSR schools were constantly in a state of flux, leading to retraining and lack of continuous improvement in the school.
- **External Technical Assistance, Program Models, and Professional Development**—Proper implementation and buy-in requires an understanding of the CSR model by teachers and other school-level staff. Respondents reported that some schools had inadequate technical assistance and professional development to facilitate this understanding.
- **Limited Resources**—Administrators and teachers noted concerns about CSR program stability tied to continued funding of the effort. Many respondents worried about sustaining monetary and personnel resources gained through the grant.

## **CSR Achievement Results**

- Relative to the state, CSR schools demonstrated dramatic and consistent improvement with a few caveats. In general, performance among Year 2 and Year 3 CSR schools outpaced gains in statewide results in both reading and mathematics. In addition, CSR school results outperformed statewide averages more than 50 percent of the time when comparing performance gains within award year, subject area, grade level, and NCLB subgroup cells.
- Achievement results suggest that CSR has greater impact when schools are able to engage in such efforts for three years. There were three areas in Year 2 schools that did not outperform matched comparisons (i.e., Grade 3, mathematics; Grade 5, reading and mathematics). By comparison, schools that engaged in some form of school improvement for at least three years demonstrated greater increases in academic achievement in both mathematics and reading in Grades 3, 5, and 8 when compared to their matched comparison schools.

## **Impact Study: Relationship Between Implementation and Achievement**

- Survey and student achievement data were analyzed to examine the relationship between CSR implementation and student achievement. Among Year 2 schools, implementation buy-in around three program areas—curriculum, instruction, and assessment—were shown to have a positive impact on student achievement. A perceived focus on curriculum resulted in 2.6:1 odds of seeing significant positive impact on student achievement, whereas perceived progress in curriculum resulted in 3:1 odds of a similar change. The results were similar for the instruction program area, with focus and progress buy-in both resulting in 3:1 odds of significant improvement. In addition, a perception of buy-in for focus on assessment resulted in 3:1 odds of significant improvement.
- Results for Year 3 schools are more difficult to interpret. All Year 3 schools indicated buy-in for focus on curriculum and instruction, which do not allow for a comparison. In general, the small number of Year 3 schools are problematic for this analysis. There is one program area (classroom management) for which the school perceived buy-in resulted in good odds of witnessing a significant positive change in student achievement.

## **Recommendations**

The survey and achievement findings have led to several implications for the state of Minnesota to consider as they move forward in their efforts to improve school achievement by funding CSR models and school improvement initiatives in general.

- Year 3 schools now must find other ways to continue funding programs and initiatives that were funded for the previous three years. We suggest that the state continue to provide support for schools in developing long-term plans for improvement, which include plans for sustaining CSR and other systemic programs over time. For instance, the state may consider implementing more rigorous procedures for screening potential CSR award winners by requiring schools to address questions regarding critical factors.

Schools' answers to such questions may serve as a screening device for the state to help them determine how and to whom funds should be allocated. In addition, these processes likely could encourage schools to plan for and address critical issues likely to emerge throughout the reform effort.

- More research is needed to determine the effects of different CSR models in secondary schools over time. Specifically, which CSR models seem to be most effective in terms of increasing test scores in secondary schools? In addition, what is a reasonable amount of time to expect sustained test score increases among secondary schools that implement specific types of CSR models with high levels of fidelity? We also must question the extent to which teachers prepare their students for the Basic Skills Tests (BST) in Grade 8 because the results are not included in federal accountability measures to determine adequate yearly progress (AYP).
- In order to build a case to suggest that CSR models impact sustained positive results over time, analyses should be conducted longitudinally on the schools currently participating in CSR efforts.
- The relationship between CSR implementation and student achievement needs to be explored further to test the amount of variance in achievement associated with each of the 11 CSR components. Specifically, increased sample sizes on the CSR implementation survey for those schools receiving CSR support will help uncover the extent to which schools' progress in individual program areas and components impact their achievement progress over time.



## **Introduction and Methodology**

This report summarizes evaluative data collected by Learning Point Associates on behalf of the Minnesota Department of Education to meet requirements of the federal CSR program. Data sources include: (1) a survey to determine implementation progress within and across Minnesota schools using the 11 CSR components and (2) school-level student assessment data to evaluate changes in student achievement scores. Data from both sources were used to determine CSR schools' implementation progress, to explore relationships between CSR implementation and student achievement scores, and to develop recommendations for the state of Minnesota.

### **Background**

CSR is designed to provide financial incentives almost exclusively to high-poverty, Title I-eligible schools that need to improve student achievement scores. The initiative supports implementation of comprehensive reform 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 CSR components specified in the legislation under Title I, Part F (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.
6. Provide professional development and support for teachers, administrators, and staff.
7. Provide meaningful parent and community involvement in planning, implementing, and evaluating school improvement activities.
8. Use high-quality external technical support and assistance from an external partner with experience and expertise in schoolwide reform and improvement.
9. Plan for the evaluation of strategies for the implementation of school reforms and for student results achieved, annually.
10. Identify resources to support and sustain the school's comprehensive reform effort.
11. Implement an improvement plan that has been found to significantly improve the academic achievement of students or demonstrates strong evidence that it will improve the academic achievement of students.

Comprehensive school programs that address these components are by definition federally approved CSR models, which are frameworks for schoolwide improvement developed by an external organization. Based on research, the model organizes classroom practice, school structure, and school culture 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.

School reform models vary considerably in their approaches. Some models provide schools with very specific curricula and instructional strategies. Other models offer only general assistance in this area, instead involving school staff in creating their own approaches within a strong process that assures attention to results. All of the 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. A particular strength that CSR models bring to comprehensive reform is the increased likelihood that all aspects of the reform process will be coordinated across the school. The various CSR models implemented in Minnesota schools are provided in the next section of this report.

CSR attempts to improve student achievement by enabling Minnesota school children to meet challenging state content and performance standards. The Minnesota Department of Education began awarding competitive CSR grants for K–12 schools in the 1998–99 school year and provided schools with the opportunity to renew the grant for two additional years (three-year cycle). During the 2004–05 school year, 32 schools received approximately \$100,000 to continue implementation. Of these 32 schools, 24 schools were in their second year of implementation and 8 schools were in their third year of implementation (Minnesota Department of Education, 2005).

## **CSR Evaluation Methodology**

This report provides summative information about Minnesota's CSR program implementation progress for a two-year period, the extent to which CSR implementation impacts achievement for all students, and relations that exist between CSR implementation and student achievement scores. Table 1 shows the research questions and data sources used to determine changes in implementation and achievement in CSR schools and to fulfill federal CSR reporting requirements.

**Table 1. Evaluation Questions and Data Collection Methods**

Questions	Survey	MCA/BST* Test Scores
To what extent have CSR award schools focused on improving school subject areas?	X	
To what extent have CSR award schools focused on and made progress toward improving school program areas?	X	
To what extent have CSR award schools focused on and made progress toward achieving CSR component implementation?	X	
What conditions and practices facilitate CSR implementation?	X	
What conditions and practices have acted as barriers to CSR implementation?	X	
How have CSR student achievement outcomes changed over time?		X
How do CSR schools' student achievement scores compare with statewide achievement scores over time?		X
How do CSR schools' student achievement scores compare with achievement scores from schools having similar demographics and conditions over time?		X
What relationships exist between CSR implementation and student achievement?	X	X
What are the implications of possible implementation-achievement relations for districts and schools implementing CSR?	X	X

\*Minnesota Comprehensive Assessments (MCA) data are used in this report to determine the extent to which CSR programs impacted student achievement scores in Grades 3 and 5. Basic Skills Test (BST) data are used to determine achievement progress in Grade 8.

### CSR Survey Areas

Learning Point Associates developed a survey to determine: (1) the subject areas in which schools focused their attention throughout the reform process, (2) the program areas in which schools focused attention and made progress throughout the reform process, and (3) the CSR components toward which schools placed focus and made progress. 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
- All subject areas

A second set of seven items included 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:

1. Curriculum
2. Instruction
3. Assessment
4. Classroom management
5. Professional development
6. Parent involvement
7. Schoolwide decision-making processes

The survey asked participants to rate their perception of their school's *level of focus* toward improving each program area during the 2003–04 academic year. These items were measured along a three-point Likert-type scale with the following categories: Major Focus (2), Minor Focus (1), and Not a Focus (0). In addition, participants were asked to rate their school's *level of progress* toward improving each program area during 2003–04 for each of these seven program areas using a four-point Likert-type scale with the following categories: Goals Achieved (3), Significant Progress (2), Some Progress(1), and Insufficient Progress (0).

Finally, a third set of items asked respondents to indicate their school's *level of focus* toward achieving CSR components using a three-point Likert-type scale with the following categories: Major Focus (2), Minor Focus (1), and Not a Focus (0); and to indicate their school's *level of progress* toward achieving CSR components using a four-point Likert-type scale with the following categories: Goals Achieved (3), Significant Progress (2), Some Progress(1), and Insufficient Progress (0). As discussed, to be considered comprehensive, a CSR program must integrate the 11 CSR components. Since these 11 components have been stipulated in language that can benefit from further delineation to help measurement, the survey instrument was designed with 23 items representing the original 11 CSR components. These 23 items are as follows, with numbers in brackets representing the original 11 CSR component items to which the newer 23 items refer:

1. Selection of a CSR program that demonstrates strong evidence for improving students' academic achievement ("Academic Achievement") [1, 11]
2. Alignment of CSR program goals with existing state standards ("Alignment") [2]
3. High-quality professional development ("High-Quality Professional Development") [3]
4. Continuous professional development ("Continuous Professional Development") [3]
5. Development of specific goals for measuring student performance ("Performance Goals") [4]
6. Development of specific benchmarks for meeting student performance ("Performance Benchmarks") [4]
7. Staff involvement in choosing the CSR model ("Staff Involvement") [5]

8. Staff support for implementing the CSR model (“Staff Support”) [5]
9. Principal involvement in choosing the CSR model (“Principal Involvement”) [5]
10. Principal support in implementing the CSR model (“Principal Support”) [5]
11. Support for teachers to implement the CSR program (“Teacher Support”) [6]
12. Support for school administrators to implement the CSR program (“Administrator Support”) [6]
13. Parent involvement in planning school improvement activities (“Parent Planning”) [7]
14. Parent involvement in implementing school improvement activities (“Parent Implementing”) [7]
15. Utilization of an external reform entity to support CSR implementation (may be a university) (“External Support”) [8]
16. High-quality implementation support from an external reform entity (may be a university) (“High-Quality Implementation”) [8]
17. Assistance from a reform entity that has experience in schoolwide improvement (“Reform Entity Assistance”) [8]
18. Implementation of an evaluation plan for determining implementation progress (“Evaluation Plan Implementation”) [9]
19. Implementation of an evaluation plan that uses student achievement results as a measure of progress (“Evaluation Plan Achievement”) [9]
20. District-level support for implementing the CSR model (“District Support”) [10]
21. Utilization of external resources (may include federal, state, local, and private resources) to support the reform (“External Resources Support”) [10]
22. Utilization of external resources to sustain the reform (“External Resources Sustain”) [10]
23. Coordination of the CSR program with other school reform efforts (“Coordination”) [10]

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 and/or impeded their reform efforts. These questions enabled the Learning Point Associates evaluation team to qualitatively illuminate and support survey findings. Qualitative responses were downloaded into an Excel file and analyzed inductively. Codes were applied to each individual response, which were later grouped into thematic categories. These categories are summarized and supported using select teacher and administrator responses.

### **Implementation Survey Pilot Study Results**

Learning Point Associates validated the implementation survey through a pilot study in one Midwestern state, using data from 956 teachers and 52 administrators representing 41 CSR schools. The Rasch model (Wright & Masters, 1982) was used for all item analyses. Items were analyzed based on three relevant scales to assess the degree to which the developed items

presented sufficient reliability across the various content domains. The scales, which follow, contained 6, 7, and 23 items per content domain, respectively.

### **Content Domain**

1. Focus on improving specific subject areas (6 items)
2. Progress toward improving major school program areas (7 items)
3. Progress toward achieving the 11 CSR components (23 items)

Relative to each of the content domains, Rasch person-reliability scores (analogous to Cohen's Alpha) ranged between 0.65 and 0.86 and item-reliability scores ranged between 0.99 and 1.00. All closed-ended items within each of the content domains sufficiently fit the Rasch model expectations.

Findings from the Rasch analysis suggested that few revisions needed to be made to the original survey. Conversations with CSR school administrators, teachers, and state-level CSR coordinators led to the change of the wording in three items. In addition, more demographic item selections were included to gather more accurate responses.

### **Minnesota CSR Survey Data Collection**

Survey data collection in Minnesota occurred between February 1, 2006, and February 16, 2006, with data collected from 31 Minnesota schools receiving CSR financial grants for one of two funding periods, either the academic years 2003–05 (Year 2 schools) or 2002–05 (Year 3 schools). Staff at the Minnesota Department of Education sent each CSR school a letter requesting the number of teachers and administrators that worked in the school during the 2004–05 school year and the number that continued to work in the building during the 2005–06 school year (teachers new to the school in 2005–06 did not need to complete the survey). A total of 32 schools responded to this request, reporting a population total of 953 school staff members (i.e., all certified teachers, school content-area or CSR coaches, and paraprofessionals) and 29 administrators.

The CSR implementation survey was placed online, and schools were sent a second letter that provided specific directions about how to complete and submit the survey. Once data collection concluded, survey results were downloaded into an Excel spreadsheet. Learning Point Associates evaluators recoded survey items contained in the *other* boxes under “Role,” “Subject Taught,” and “Level of Education” to fit into existing categories whenever possible. The final data set included 523 surveys from 31 of 32 schools (a 97 percent school-level response rate).

Schools were categorized into two cohorts by their phase in the CSR funding cycle, labeling each CSR “award school” in the following way (see CSR Funding by Locale in the Minnesota CSR School Description section) (Minnesota Department of Education, 2005):

- Year 2 Award Schools: CSR schools receiving two grant awards, 2003–05
- Year 3 Award Schools: CSR schools receiving three grant awards, 2002–05

The sample of all survey respondents comprised teachers, CSR and content area coaches, paraprofessionals, and administrators that completed surveys from the 31 CSR schools ( $n=523$ ). The survey categories of “classroom teacher,” “special education/gifted teacher,” “on-site CSR facilitator/coach,” and “paraprofessional” were combined to create “teacher” respondents ( $n=494$ ); while “principal,” “assistant principal,” and “district-level administrator” categories were combined to create the total number of “administrator” respondents ( $n=29$ ). Table 2 shows the response rates by school for each award year.

**Table 2. CSR Schools Responding to Implementation Survey by Award Year**

Cohort	CSR Schools	Participating CSR Schools	School-Level Response Rate
Year 2	24	24	100%
Year 3	8	7	87.5%
All schools	32	31	97%

Table 3 shows the number of teacher and administrator respondents for each award year.

**Table 3. Number of CSR Teacher, Administrator, and Support Staff Responses by Award Year**

Award Year	Teacher Respondents	Administrator Respondents	Total Respondents
Year 2	352	20	372
Year 3	142	9	151
All schools	494	9	523

Of the 32 CSR schools, 31 (97 percent) returned surveys completed either by teachers or administrators. For Year 2 award schools, there was a total of 372 respondents comprising 352 teachers and 20 administrators; for Year 3 award schools there was a total of 151 respondents, which broke down to 142 teachers and 9 administrators.

### Survey Data Analysis

As described, survey questions asked of respondents were items requiring a categorical response about the perceived level of their schools’ subject-area focus, program-area focus, and program-area progress as well as CSR survey component items’ focus and progress. Since survey questions were items requiring a categorical response, frequencies for the categorical responses of teachers and administrators (i.e., the number and percentage of respondents for each category response) were analyzed. For subject areas, program areas, and CSR component items, category frequencies were examined to see the level of focus and progress that was indicated by the teachers and administrators.

To obtain a picture of how all CSR school respondents perceived their school’s level of subject-area focus and program-area focus for the 2003–04 school year and how they viewed their school’s level of program-area progress since CSR was begun, teachers’ and administrators’

response frequencies to survey questions were examined for all CSR award year schools combined. Next, a picture of how CSR schools looked across all three award years was obtained. However, although there is one school classified as Year 1, this school was left out of the analysis for confidentiality purposes. Consequently, 523 self-report surveys reflected the responses of 416 teachers and 29 administrators (78 respondents did not provide information on their specific role) in schools in their second and third award years of reform implementation. Frequency responses from Year 2 and Year 3 schools were reanalyzed to understand how teachers and administrators perceived their schools' level of subject-area focus, program-area focus, and program-area progress.

For subject areas, program areas, and CSR component items, category frequencies were examined to see which focus categories were endorsed by a "majority" of teachers and administrators (i.e., the one category endorsed by respondents more than any other). Majority category endorsements by teachers and administrators for progress program areas and CSR component items also were examined. In addition, the level of teacher and administrator buy-in (in terms of focus) was measured by looking for response frequencies of at least 80 percent for the combined categories of "Major Focus" and "Minor Focus" (Slavin & Madden, 2001). Also, response frequencies of at least 80 percent for the combined categories of "Goals Achieved," "Significant Progress," and "Some Progress" were considered as a buy-in rate of response (in terms of progress) for teachers and administrators. Teacher and administrator non-buy-in also was described by combining categories of "Not a Focus" and "Insufficient Progress" on the survey. Response rates greater than 20 percent were examined to see the extent to which teachers and administrators perceived inadequate levels of focus and progress across each CSR component.

## **Limitations**

The small number of schools within Year 3 ( $N=8$ ) limits the extent to which implementation results could be presented by particular categories and requires analyses to be judged with caution. In particular, the small number of administrators ( $N=9$ ) should be noted. In addition, the sample-size discrepancy between Year 2 ( $n=372$ ) and Year 3 ( $n=151$ ) requires caution to be used when comparing analyses made between these groups.

While implementation survey results are intended to represent focus and progress levels during the 2004–05 school year, the survey was administered in February 2006. As a result, it is likely that staff members' perceptions take into account experiences in 2005–06.

Data used to determine school-level characteristics were obtained from two sources: the Minnesota Department of Education and the *Common Core of Data (CCD)* website ([nces.ed.gov/ccd/](http://nces.ed.gov/ccd/)), a program of the U.S. Department of Education's National Center for Education Statistics (NCES). While demographic data from the Minnesota Department of Education represents 2004–05 statistics, the data available from the *CCD* website were collected after the 2003–04 school year. To provide an accurate snapshot of how all award year schools looked at a specific point in time, the demographic data sources and the year to which the sources refer throughout the report are listed. It was expected that schools would exhibit similar



demographics if data from either year were used because most school characteristics (e.g., size, locale, percent of free or reduced-price lunch) seldom show drastic changes from year to year.

Levels of CSR implementation focus and progress in all schools were based on an examination of 23 component items representing the 11 CSR components. This method was used so comparisons of CSR implementation could be made across schools regardless of the CSR model put into practice. This method of analysis, although not taking into account the “micro” question of how various CSR models could differentially affect CSR implementation, did address the larger issues concerning the extent to which CSR was being implemented in Minnesota schools and how the schools’ level of implementation related to student achievement.

## Minnesota CSR School Description

The federal CSR program strives to increase student achievement by assisting public schools across the country with the implementation of comprehensive reforms grounded in research and effective practices. CSR targets high-poverty and low-achieving schools, especially those receiving Title I funds, by helping them increase the quality and accelerate the pace of their reform efforts. The 11 components of the CSR program provide an organizing framework that encourages schools to build on and leverage state and local school initiatives into a comprehensive plan for school improvement. The 11 components can be found at [www.ed.gov/programs/compreform/2pager.html](http://www.ed.gov/programs/compreform/2pager.html).

Minnesota first launched CSR in 1998 in response to a federal initiative to improve student achievement levels at low-performing schools. During the school years 1998–99, 1999–2000, and 2000–01, Minnesota awarded CSR grants to low-performing schools. Although the impact of these grants is important, this report focused on the implementation and impact of CSR grants awarded for school years 2002–05 and 2003–05, Year 3 award schools and Year 2 award schools respectively. Except where otherwise noted, data represented in Tables 4–13 were collected from the 2004–05 school year. These data are used to offer a snapshot of how all grant schools looked at this point in time.

### CSR Funding by Locale

Locale defines how the school is situated in a particular location relative to U.S. Census population areas, based on the school's location address. An *urban* designation indicates the school is located in a large city or mid-size city while a *suburban* designation refers to a school that sits on the urban fringe of large city or mid-size city. A *Greater Minnesota* label indicates the school is located in a large town, small town, or rural area.

During the 2004–05 school year, 24 schools were in their second year of implementation and 8 schools were in their third year of implementation. Schools from both cohorts received an average of \$287,403 for three years. Overall, schools in these two cohorts received a total of \$9,196,919 between 2002 and 2005.

Urban schools received 55.7 percent of the CSR awards for the cumulative three-year period, followed by Greater Minnesota schools at 37.8 percent and suburban schools at 6.5 percent. In both cohorts, urban schools received more than half of the CSR funds, with the remaining funds primarily allocated for schools in Greater Minnesota. In both award years, less than 10 percent of CSR funds supported suburban schools.

Table 4 provides total CSR award amounts for the entire three-year grant period by locale for Years 2 and 3 schools. The Year 2 award includes funding allocated for the 2005–06 school year, even though this report only considers program implementation and effectiveness through the 2004–05 school year.

**Table 4. School CSR Funding Amount per Award Year by Locale**

Locale	Year 2 Schools (2003–06)	Year 3 Schools (2002–05)	Total Funding by Locale
Urban	55.3% ( <i>n</i> =14) \$3,927,219	57.1% ( <i>n</i> =4) \$1,200,000	55.7% ( <i>n</i> =18) \$5,127,219
Suburban	8.4% ( <i>n</i> =2) \$595,000	0% ( <i>n</i> =0) \$0	6.5% ( <i>n</i> =2) \$595,000
Greater Minnesota	36.3% ( <i>n</i> =8) \$2,574,700	42.9% ( <i>n</i> =4) \$900,000	37.8% ( <i>n</i> =12) \$3,474,700
Total by Funding Year	100% ( <i>N</i> =24) \$7,096,919	100% ( <i>N</i> =8) \$2,100,000	100% ( <i>N</i> =32) \$9,196,919

Sources: Minnesota Department of Education (2005); National Center for Education Statistics (2005)

### CSR Awards by School Type

Table 5 depicts the number and percent of CSR award schools by school type.

**Table 5. CSR Funded Schools by Number of Schools, School Type, and Award Year**

School Type	Year 2 Schools (2003–05)	Year 3 Schools (2002–05)	Percent and Total by School Type
Elementary	62.5% ( <i>n</i> =15)	62.5% ( <i>n</i> =5)	62.5% ( <i>n</i> =20)
Grades K–8	12.5% ( <i>n</i> =3)	25% ( <i>n</i> =2)	15.6% ( <i>n</i> =5)
Middle school (Grades 5–8; 6–8; or 7–8)	4.2% ( <i>n</i> =1)	0% ( <i>n</i> =0)	3.1% ( <i>n</i> =1)
Grades 7–12	4.2% ( <i>n</i> =1)	12.5% ( <i>n</i> =1)	6.3% ( <i>n</i> =2)
High school (Grades 9–12)	12.5% ( <i>n</i> =3)	0% ( <i>n</i> =0)	9.4% ( <i>n</i> =3)
Grades K–12	4.2% ( <i>n</i> =1)	0% ( <i>n</i> =0)	3.1% ( <i>n</i> =1)
Total	100% ( <i>N</i> =24)	100% ( <i>N</i> =8)	100% ( <i>N</i> =32)

Source: National Center for Education Statistics (2005)

As the table shows, the vast majority of CSR funding in Minnesota has been targeted toward schools serving students at the primary and intermediate levels. Primary and intermediate grade schools represented 78.1 percent (*n*=25) of the total number of CSR-funded schools during the study period. Of these schools, 62.5 percent served primary and elementary grades only, with the remaining 15.6 percent (*n*=5) comprising K–8 schools. Only 18.8 percent of CSR-funded schools served middle and/or high school-level students only, with 3.1 percent serving Grades K–12.

## Student Race and Ethnicity by Locale

Minnesota CSR schools are racially and ethnically diverse as depicted in Table 6. This table presents the race and ethnicity by locale for each award year reviewed in this report.

**Table 6. Race and Ethnicity by Locale Year**

Locale	Schools	Native American	Asian	Black	Hispanic	White	Total Students
<b>Year 2 Schools (2003–05)</b>							
Urban	14	0.9% (n=108)	9.9% (n=1,169)	26.3% (n=3,094)	5.6% (n=664)	14.8% (n=1,737)	57.6% (n=6,772)
Suburban	2	0.2% (n=23)	0.4% (n=52)	0.8% (n=96)	1.1% (n=134)	4.4% (n=523)	7% (n=828)
Greater Minnesota	8	2.7% (n=321)	5.8% (n=684)	12% (n=1,406)	2.3% (n=268)	12.6% (n=1,477)	35.4% (n=4,156)
Total	24	3.8% (n=452)	16.2% (n=1,905)	39.1% (n=4,596)	9.1% (n=1,066)	31.8% (n=3,737)	100% (n=11,756)
<b>Year 3 Schools (2002–05)</b>							
Urban	4	1.5% (n=39)	5.1% (n=134)	20.3% (n=538)	13.8% (n=367)	14.3% (n=378)	54.9% (n=1,456)
Greater Minnesota	4	3.9% (n=104)	1.4% (n=38)	4.8% (n=128)	5.3% (n=140)	30% (n=786)	45.1% (n=1,196)
Total	8	5.4% (n=143)	6.5% (n=172)	25.1% (n=666)	19.1% (n=507)	43.9% (n=1,164)	100% (n=2,652)

Source: Minnesota Department of Education (2005)

In Year 2 schools, 39.1 percent of students were black, followed by 31.8 percent white, 16.2 percent Asian, 9.1 percent Hispanic, and 3.8 percent Native American. Of Year 2 CSR students, 57.6 percent lived in urban areas, compared to 35.4 percent living in Greater Minnesota, and 7 percent living the suburbs.

In Year 3 schools, 43.9 percent of CSR school students were white, followed by 25.1 percent black, 19.1 percent Hispanic, 6.5 percent Asian, and 5.4 percent Native American. Students attending urban schools made up of 54.9 percent of those enrolled in Year 3 CSR schools, compared to the 45.1 percent of CSR students who attended schools in Greater Minnesota. No grants were awarded to suburban schools in Year 3.

Of all Minnesota CSR school students, more attended urban CSR schools than suburban or Greater Minnesota CSR schools across all award years.

## Economic Status

Table 7 depicts the number and percent of total CSR school students by year that met eligibility requirements for free or reduced-price lunch. In Year 2 schools, just under two thirds of the CSR students (62.6 percent) qualify for free or reduced-price lunch. In the Year 3 schools, just more than two thirds of CSR students (67.8 percent) qualify for free or reduced-price lunch.

**Table 7. Percent of Students in CSR Schools Eligible for Free or Reduced-Price Lunch by Award Year**

CSR Award Year	Students Eligible for Free or Reduced-Price Lunch
Year 2 Schools (2003–05)	63.6% (n=7,474)
Year 3 Schools (2002–05)	67.8% (n=1,797)

Source: Minnesota Department of Education (2005)

As detailed in Table 8, findings suggest that CSR funding is being targeted to schools in which more than 40 percent of the students qualify for free or reduced-price lunch. For instance, all 24 Year 2 schools enrolled student bodies of which at least 41 percent of the students qualified for free or reduced-price lunch. In roughly two fifths (41.7 percent) of the schools, at least 81 percent of the students qualified. Among the eight Year 3 schools, five exceeded free and reduced-price lunch rates of 60 percent. Two schools had between 41 and 60 percent of their students eligible for free or reduced-price lunch, and only one school had a rate lower than 41 percent.

**Table 8. Number of Schools by Percentage of Students Who Qualify for Free or Reduced-Price Lunch**

Award Year	0–20%	21–40%	41–60%	61–80%	81–100%
Year 2 Schools (2003–05)	0% (n=0)	0% (n=0)	33.3% (n=8)	25% (n=6)	41.7% (n=10)
Year 3 Schools (2002–05)	0% (n=0)	12.5% (n=1)	25% (n=2)	37.5% (n=3)	25% (n=2)

Source: Minnesota Department of Education (2005)

## Special Populations

CSR schools enrolled varying percentages of students classified as limited-English-proficient (LEP), special education, and migrant.

### Limited-English-Proficient

In slightly more than half of Year 2 CSR schools (54.2 percent), students classified as LEP made up less than 20 percent of the student body. In another quarter of Year 2 schools, LEP students made up between 21 and 40 percent of the student body. In the remaining 20.8 percent of Year 2

schools, LEP students constituted more than 41 percent of the student body. Table 9 depicts the percentage of LEP students per school by award year.

**Table 9. Number of Schools by Percentage of Students Classified as Limited-English-Proficient by Year**

Award Year	0–20%	21–40%	41–60%	61–70%	More Than 70%
Year 2 Schools (2003–05)	54.2% (n=13)	25% (n=6)	12.5% (n=3)	8.3% (n=2)	0% (n=0)
Year 3 Schools (2002–05)	50% (n=4)	37.5% (n=3)	12.5% (n=1)	0% (n=0)	0% (n=0)

Source: Minnesota Department of Education (2005)

All of the Year 2 CSR schools in Greater Minnesota had less than 20 percent of their student body classified as LEP. In contrast, 71.4 percent of the Year 2 urban schools had more than 20 percent of their student body classified as LEP. The suburban schools split evenly between those that had less and those that had more than 20 percent of their student body classified as LEP.

In half of Year 3 schools, LEP students constituted less than 20 percent of the student body. In 37.5 percent of Year 3 schools, LEP students made up between 21 and 40 percent of the student body. In 12.5 percent of Year 3 schools LEP student constituted more than 41 percent of the student body.

All of the schools in which LEP students constituted less than 20 percent of the student body were in Greater Minnesota. All of the schools in which LEP student constituted greater than 20 percent of the student body were in an urban area.

### Special Education

The majority of CSR schools served students in which less than 20 percent of their students were identified for special education services. In 83.4 percent of Year 2 schools, students classified as special education made up less than 20 percent of the student body. Likewise, in all of Year 3 schools, special education students constituted less than 20 percent of all students. Table 10 depicts the percentage of students needing special education services per school by award year.

**Table 10. Number of Schools by Percentage of Students Classified as Special Education by Year**

Award Year	0–10%	11–20%	21–30%	31–40%	More Than 41%
Year 2 Schools (2003–05)	16.7% (n=4)	66.7% (n=16)	8.3% (n=2)	4.2% (n=1)	4.2% (n=1)
Year 3 Schools (2002–05)	25% (n=2)	75% (n=6)	0% (n=0)	0% (n=0)	0% (n=0)

Source: Minnesota Department of Education (2005)

## Migrant

Similarly, students classified as migrant made up a very small portion of CSR students in both of the award years. In Year 2, 91.7 percent of CSR schools had no migratory students enrolled. Likewise, 87.5 percent of Year 3 schools had no migrant students. In both award years, the remaining CSR schools' migratory students made up only 1 percent to 2 percent of the student population. Table 11 depicts the percentage of migrant students per school by award year.

**Table 11. Number of Schools by Percentage of Students Classified as Migrant by Year**

Award Year	0%	1–2%	3–4%	5–6%	7–8%
Year 2 Schools (2003–05)	91.7% (n=22)	8.3% (n=2)	0% (n=0)	0% (n=0)	0% (n=0)
Year 3 Schools (2002–05)	87.5% (n=7)	12.5% (n=1)	0% (n=0)	0% (n=0)	0% (n=0)

Source: Minnesota Department of Education (2005)

## CSR School Models

Table 12 suggests that while the Minnesota schools chose from a variety of models to help them implement CSR, the vast majority (84.4 percent, 27 of 32) of these models were developed by an external partner. In addition, the models chosen for implementation varied widely across schools. For Year 2 schools, 13 different models were implemented across 24 schools. Year 3 schools used eight different models across eight schools. Overall, schools used 15 commercially produced CSR models and six locally developed CSR models to help them reach the CSR goals during the 2004–05 school year.

**Table 12. CSR School Models by Year**

Model Name	Year 2 Schools (2003–05)	Year 3 Schools (2002–05)	Total
America's Choice	2	1	3
Artful Learning	1	0	1
Coaching Model	1	0	1
Comer School Development Program	1	1	2
Different Ways of Knowing	0	1	1
Early Intervention Reading	1	0	1
Effective Schools	1	0	1
Integrated Thematic Instruction	0	1	1
Internally developed or local models	3	2	5
Literacy Collaborative	4	0	4
Modern Red SchoolHouse	3	0	3
Origins Responsive Classroom	2	0	2

Model Name	Year 2 Schools (2003–05)	Year 3 Schools (2002–05)	Total
Project for Academic Excellence	3	0	3
Reading Recovery	1	0	1
Renaissance Learning	1	1	2
Renaissance Learning and local model	0	1	1
Total number of different models used	13	8	32

Source: Minnesota Department of Education (2005)

## Adequate Yearly Progress Status

According to the NCLB Act, schools that do not meet the state’s annual measurable objective for two consecutive years in the same subject are labeled “in need of improvement” and face increasingly stringent interventions. Once a school is labeled, it must demonstrate adequate yearly progress (AYP) for two consecutive years to be removed from the *Needs Improvement* list.

In Minnesota, schools that fail to show AYP proceed through the following set of interventions:

- Year 1 = Phase 0: Schools are placed on a watch list and no federal interventions are applied
- Year 2 = Phase 1.1 or 1.2: School choice
- Year 3 = Phase 2.1 or 2.2: School choice, plus supplemental service
- Year 4 = Phase 3.1 or 3.2: School choice, supplemental services, and corrective action
- Year 5 = Phase 4.1 or 4.2: School choice, supplemental services, corrective action, and planning for restructuring
- Year 6 = Phase 5.1: School choice, supplemental services, corrective action, and restructuring

As indicated above, Minnesota’s AYP status or phase is determined with two numbers separated by a decimal. The first number indicates the school’s AYP phase and the second number indicates the number of years the school has been placed in the particular phase. For instance, a school that did not make AYP in mathematics or reading for Year 1 is given a “0” and placed on the state’s watch list. After two consecutive years, the school enters Phase 1.1 and is subject to providing school choice with free transportation for students. If the school makes AYP in the same subject the following year (the third year), it moves to Phase 1.2. In Phase 1.2, the school must continue to offer school choice since it must demonstrate AYP for two consecutive years to be removed from the list. If the school succeeds in demonstrating AYP in Year 4 (the following year), the school is removed from the list. However, if the school fails to make AYP during Year 4, it proceeds to Phase 2.1. If during the next year, the school again does not make AYP, it moves to Phase 3.1. The school will continue this progression until it demonstrates two consecutive years of improvement. A school could face restructuring after a minimum of six consecutive years if not meeting AYP in one subject area.



Table 13 details the Minnesota CSR schools' current AYP status in reading and mathematics by award year.

**Table 13. Current AYP Status (2004–05) by Reading, Mathematics, and Current Phase**

AYP Status		Year 2 Schools (2003–05)	Year 3 Schools (2002–05)
AYP Reading	Making AYP	19	8
	Not Making AYP	5	0
AYP Mathematics	Making AYP	21	8
	Not Making AYP	3	0
Current Phase	Making AYP	15	6
	Phase 0	0	0
	Phase 1.1	5	0
	Phase 1.2	1	1
	Phase 2.1	0	0
	Phase 2.2	3	0
	Phase 3.1	0	0
	Phase 3.2	0	1

Source: Minnesota Department of Education (2005)

Among Year 2 schools, 19 of 24 made AYP in reading in the 2004–05 school year. Twenty-one of these schools made AYP in mathematics the same year. This is a significant improvement from the 2003–04 school year in which only 13 of the 28 schools in this cohort made AYP in reading and 14 of the 28 schools made AYP in mathematics. Looking across subject areas, 15 Year 2 schools made AYP in both reading and mathematics in 2004–05. Of the nine Year 2 schools that did not make AYP, five were instituting school choice (Phase 1.1), one was in its second year of school choice (Phase 1.2), and three were in the second year of offering supplemental services (Phase 2.2).

Among Year 3 schools, all eight made AYP in mathematics and reading for the 2004–05 school year. However, two of the eight Year 3 schools were labeled previously as schools in need of improvement and need to demonstrate one more consecutive year of AYP to no longer face sanctions. Of these two schools, one is in the second year of school choice (Phase 1.2) and the remaining school in its second year of corrective action (Phase 3.2).

## Summary

The state of Minnesota provides CSR funding to schools representing a highly diverse set of demographic characteristics, targeting schools with high free or reduced-price lunch percentages in various regions across the state. While the majority of CSR-funded schools are located in urban areas, both suburban and Greater Minnesota schools are represented among grantees. Minnesota CSR schools are racially and ethnically diverse as well, with 56 percent of all students in CSR schools representing minority subgroups. In terms of other NCLB subgroups, CSR schools serving high percentages of LEP students are primarily in urban areas; however, the majority of CSR schools serve students in which less than 20 percent of the student body is classified as LEP. Similarly, in the majority of CSR schools, less than 20 percent of students qualify for special education services.

Accountability data from CSR schools is encouraging. More CSR schools in both cohorts made AYP in both mathematics and reading in 2004–05 compared to 2003–04, suggesting that student academic performance in schools implementing CSR models is increasing. Some caution should be used when comparing AYP results between years, however, since changes in the rules that determine AYP status were made between 2003–04 and 2004–05, most of which made it easier for a school to make AYP.

## **Survey Results: CSR Implementation Focus and Progress**

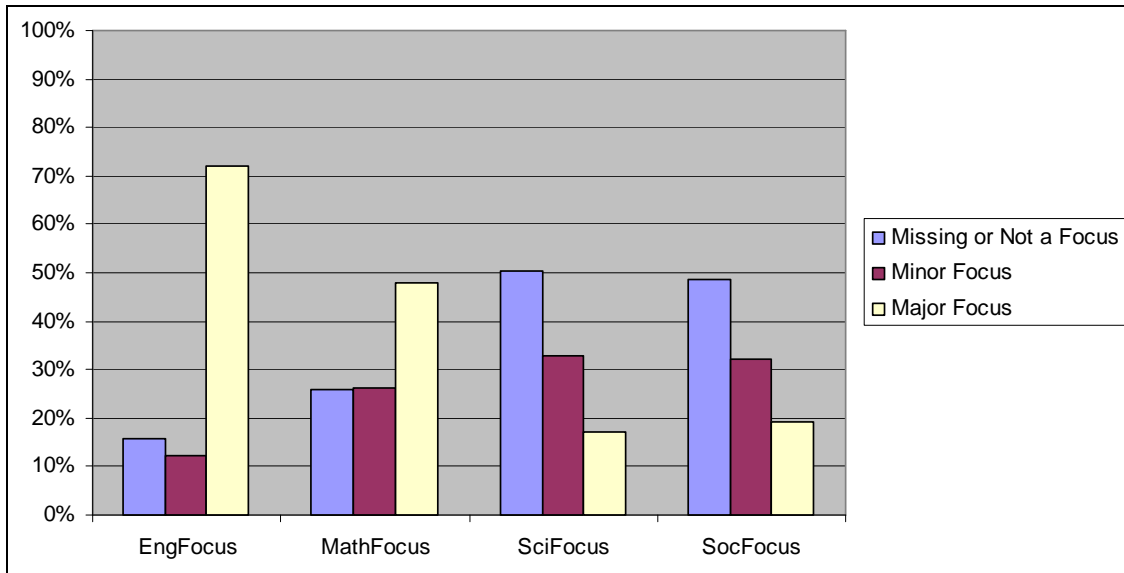
The following findings summarize the CSR schools' level of focus and progress toward implementing their respective CSR models. First is a summarization of the extent to which schools focused on improving instruction within each of four subject areas, including English language arts, mathematics, science, and social studies. Presented next is the level of focus and perceived progress that schools made toward implementing programs related to the seven major CSR program areas: curriculum, instruction, assessment, professional development, classroom management, parent involvement, and schoolwide decision-making processes. Third is a summary of the results to show the schools' level of focus and progress across each of the 11 CSR components, followed by a parceling of schools that share similar characteristics, such as locale, school size, percent of free or reduced-price lunch, percent of LEP students, and percent of ethnic minority students. Parceling the data in this way allows for comparisons to suggest particular characteristics and conditions under which CSR schools are making more or less progress. Finally shown is the relationship between the CSR schools' level of focus and progress over time by comparing survey focus and progress results in 2003–04 to those in 2004–05. For a complete list of item frequencies and implementation response distributions across all survey items, see Appendixes A and B, respectively.

### **Subject-Area Focus**

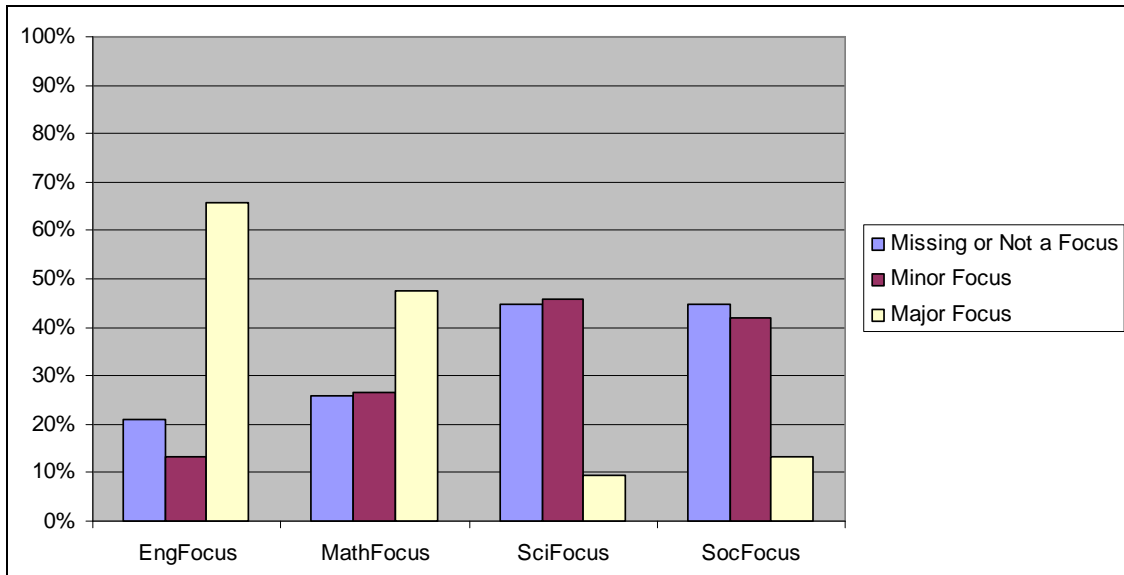
The majority of teachers in the CSR schools reported the highest levels of focus in implementing CSR programs and related practices in English language arts and mathematics. Teachers reported less focus in science and social studies. Similar to teacher responses, all administrators reported that their schools were most focused on English language arts and mathematics instruction.

Figures 1 and 2 show the response distribution for Year 2 and Year 3 teachers, respectively, regarding the level of focus on each of the four major subject areas. It is easy to see that teachers indicated the most focus on English language arts with a significant level of focus on mathematics as well.

**Figure 1. Level of Focus by Subject Area for Year 2 Teachers**

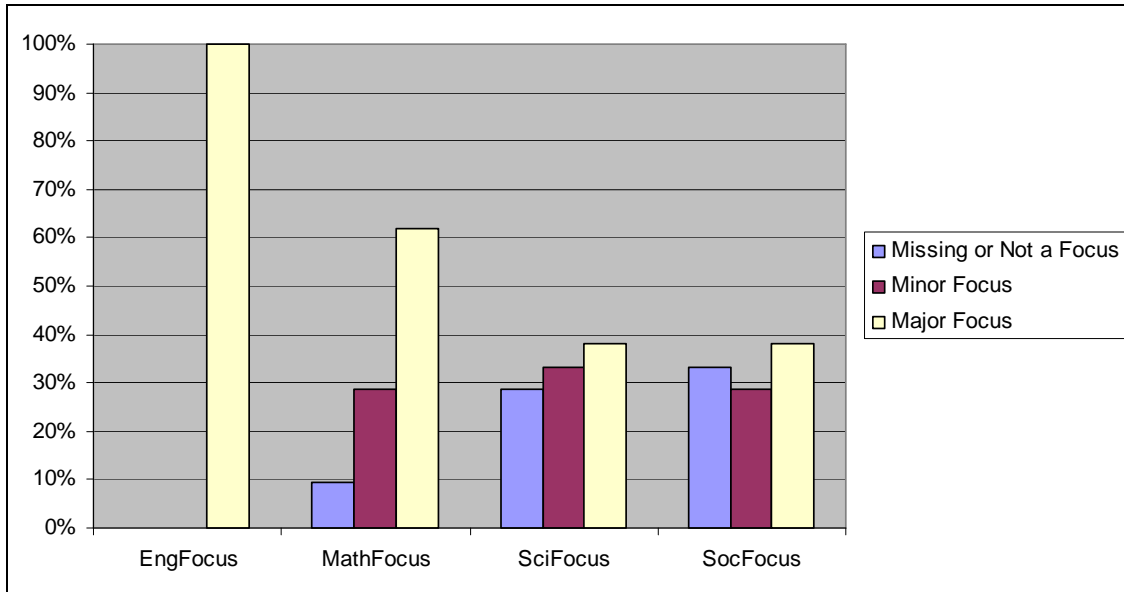


**Figure 2. Level of Focus by Subject Area for Year 3 Teachers**

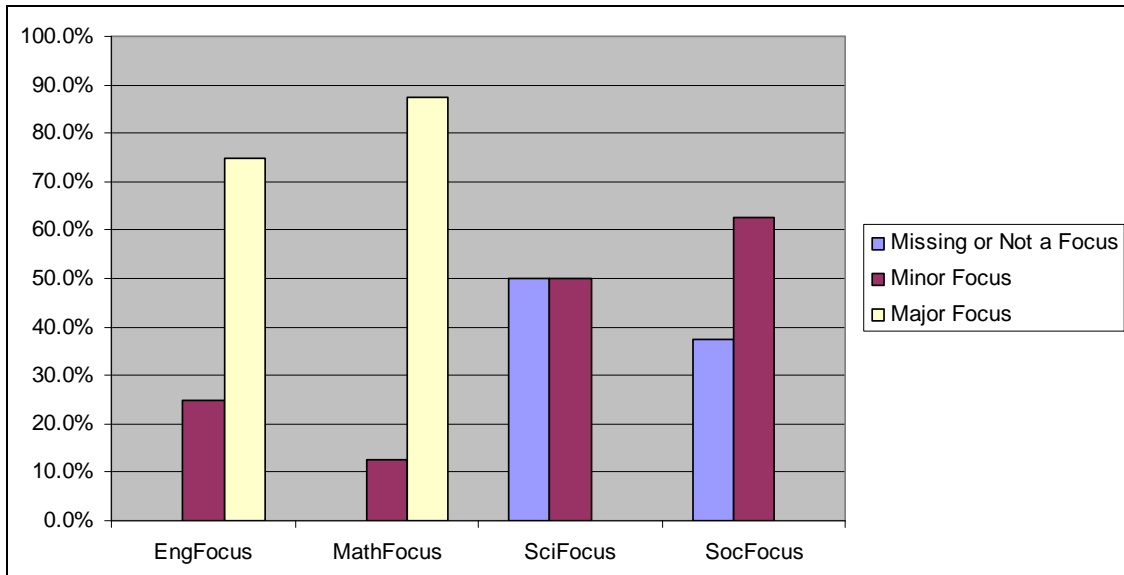


Figures 3 and 4 show the response distribution for Year 2 and Year 3 administrators, respectively, regarding the level of focus on each of the four major subject areas. It is easy to see that, similar to the teachers, the administrators indicated the most focus on English language arts with a significant level of focus on mathematics as well.

**Figure 3. Level of Focus by Subject Area for Year 2 Administrators**



**Figure 4. Level of Focus by Subject Area for Year 3 Administrators**



As these figures illustrate, a majority (more than 50 percent) of teachers and administrators indicated focus (at least minor) on English language arts and mathematics, with the English language arts focus surpassing the buy-in threshold of 80 percent. Specifically, 83 percent of all CSR school teachers, including 84 percent of Year 2 teachers and 79 percent of Year 3 teachers indicated at least a minor focus on English language arts. In addition, 100 percent of administrators from both Years 2 and 3 indicated at least minor focus on English language arts.

While teachers in Years 2 and 3 indicated less of a focus on science and social studies relative to English language arts and mathematics, more than 80 percent reported focusing improvements in these subject areas as well. Administrators reported focusing on these subjects significantly less than teachers.

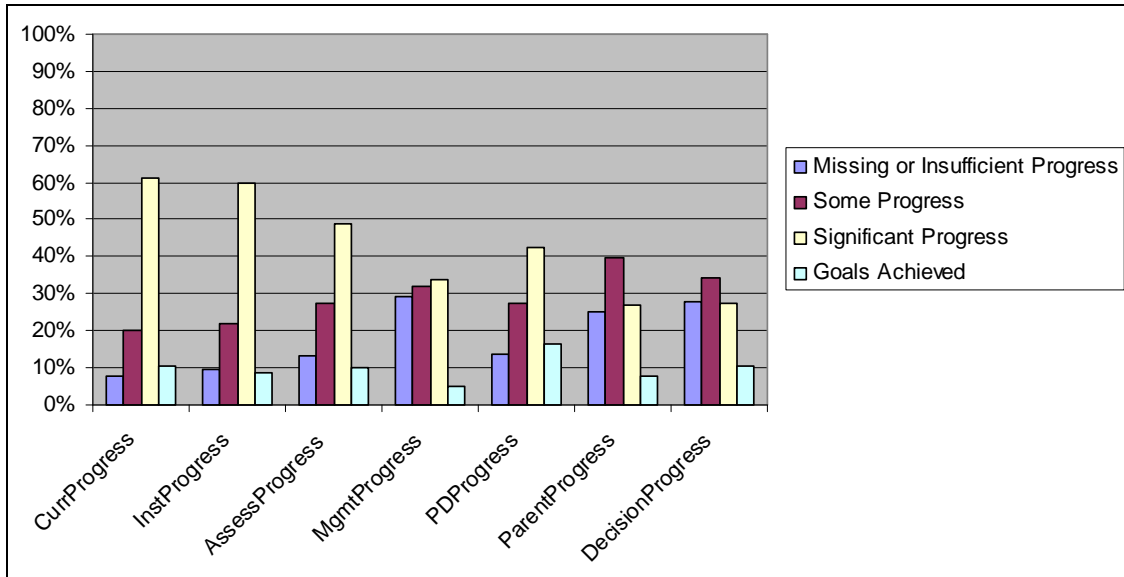
## **Program-Area Progress**

For all 30 survey items on which a focus and progress rating was requested from the respondent, a strong, significant, positive correlation existed between the two ratings. In other words, respondents who perceived high levels of focus in particular program areas or component items also tended to report moderate to high levels of progress in these same areas and items. These results suggest that when schools focus on implementing particular CSR initiatives, they eventually progress in terms of scaling up CSR model implementation across the school. For Year 2 respondents, the focus-progress correlations ranged from a low of 0.644 to a high of 0.843. For Year 3 respondents, the focus-progress correlations ranged from a low of 0.620 to a high of 0.929. Because high relationships exist across the data in levels of focus and progress, our results will present findings that pertain to administrators' and teachers' perceived levels of progress only. For more information regarding perceived levels of focus in CSR schools, see Appendix C.

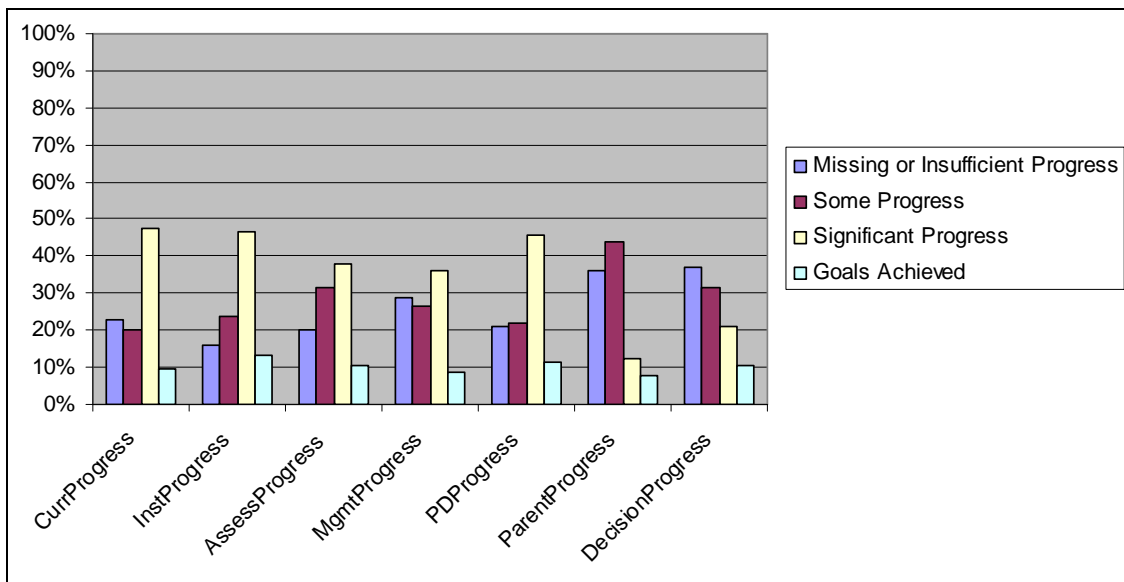
A majority of teachers and administrators from all CSR schools reported the highest levels of progress in curriculum, instruction, assessment, and professional development. These four program areas reached the buy-in threshold of 80 percent. Administrators reported making progress in all areas with one caveat: Year 3 administrators reported less progress in the area of classroom management. While respondents were more likely to report progress in these areas, classroom management, parent involvement, and schoolwide decision-making processes were indicated as areas of at least some progress for a majority of both teachers and administrators.

Figures 5 and 6 show the response distribution for Year 2 and Year 3 teachers, respectively, regarding the level of progress on each of the seven program areas. High levels of progress are indicated for curriculum, instruction, assessment and professional development (professional development has the highest level of goals achieved for Year 2 teachers).

**Figure 5. Level of Progress by Program Area for Year 2 Teachers**

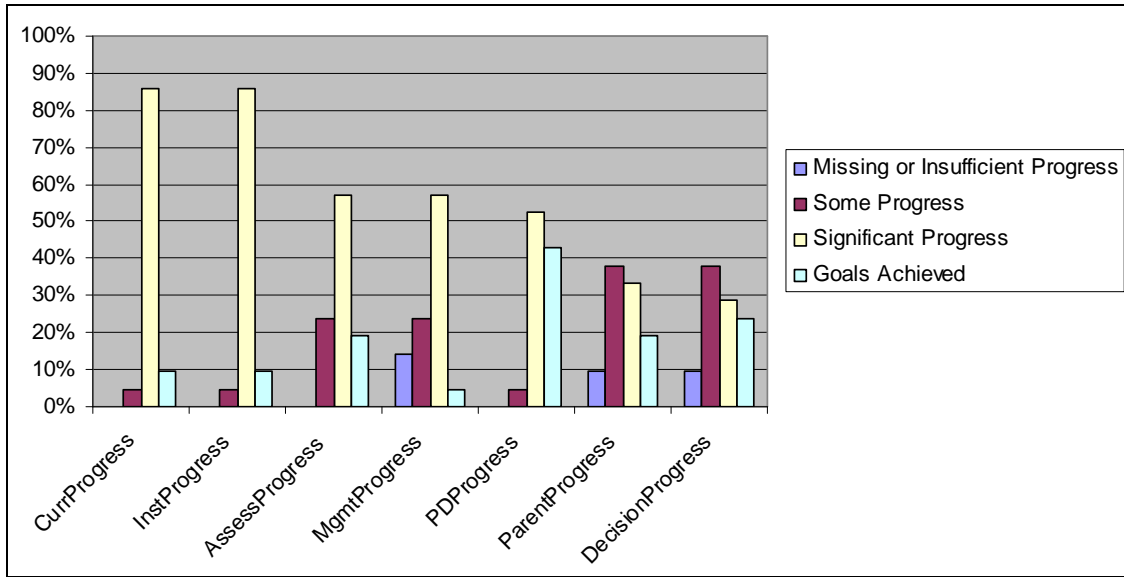


**Figure 6. Level of Progress by Program Area for Year 3 Teachers**

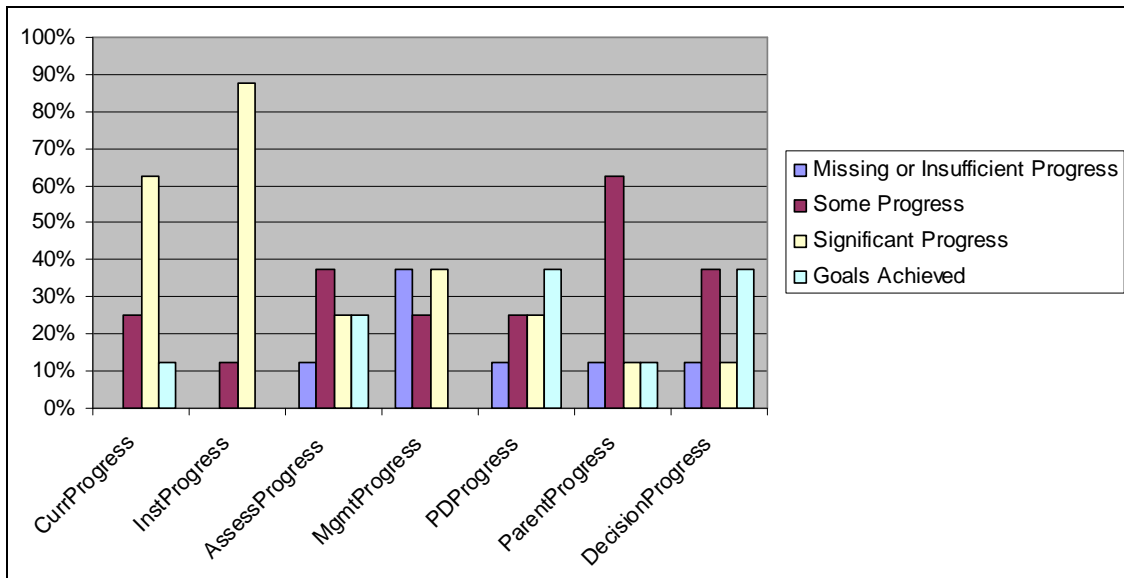


Figures 7 and 8 show the response distribution for Year 2 and Year 3 administrators, respectively, regarding the level of progress on each of the seven program areas. The highest levels of significant progress are indicated for curriculum and instruction. For both award years, the administrators indicated high levels for goals achieved for both professional development and schoolwide decision-making processes.

**Figure 7. Level of Progress by Program Area for Year 2 Administrators**



**Figure 8. Level of Progress by Program Area for Year 2 Teachers**



For both Year 2 and Year 3 schools, administrators reported equal or higher levels of progress across all program areas than teachers. The one exception is that only 63 percent Year 3 administrators indicated at least some progress on classroom management whereas 71 percent of Year 3 teachers indicated at least some progress. In general, teachers from Year 2 schools reported roughly equal or higher levels of program-area progress than did Year 3 teachers. The same trend was observed for Year 2 and Year 3 administrators with regard to progress on the particular program areas.



## CSR Component Item Progress

This section presents the schools’ perceptions of progress across each of the 11 CSR components. Table 14 provides both an abbreviated as well as full description of the 11 CSR components to which the survey items map.

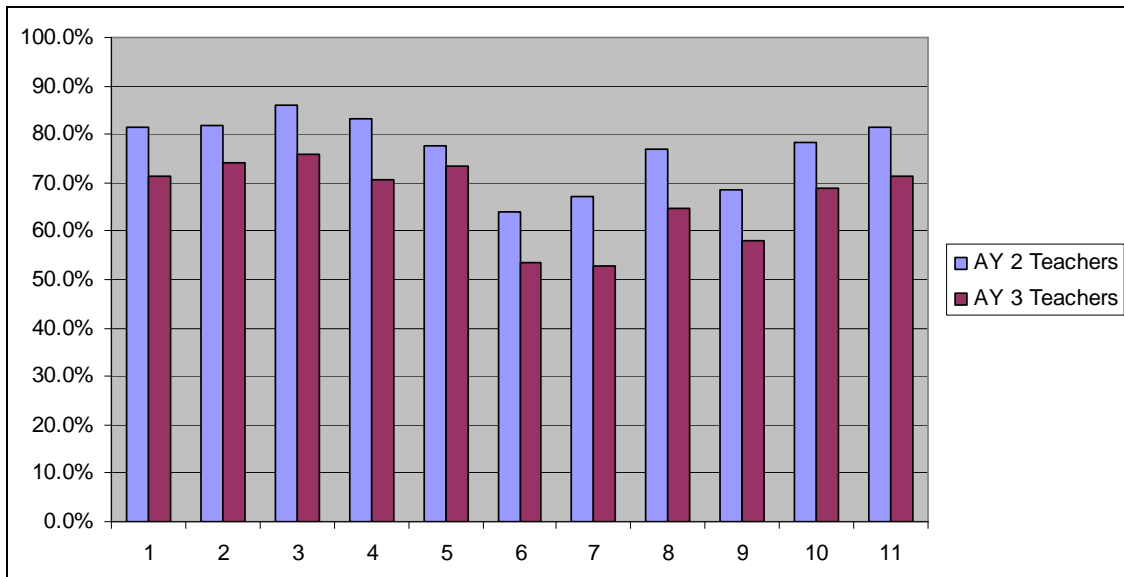
**Table 14. CSR Components, Abbreviated and Full Descriptions**

CSR Component	CSR Abbreviation	CSR Component Full Description
1	Effective, Research-Based Reform	Use research-based methods and strategies based on scientifically based research.
2	Comprehensive Design	Implement a comprehensive design with aligned components.
3	Professional Development	Provide ongoing, high-quality professional development for teachers and staff.
4	Measurable Goals and Benchmarks	Include measurable goals and benchmarks for student achievement.
5	Support Within the School	Maintain faculty, administrative, and staff support.
6	Provision of Support for Educators	Provide professional development and support for teachers, administrators and staff.
7	Parent and Community Involvement	Provide meaningful parent and community involvement in planning, implementing and evaluating school improvement activities.
8	External Technical Support and Assistance	Use high-quality external technical support and assistance from an external partner with experience and expertise in schoolwide reform and improvement.
9	Evaluation Strategies	Plan for the evaluation of strategies for the implementation of school reforms and for student results achieved, annually.
10	Coordination of Resources	Identify resources to support and sustain the school’s comprehensive reform effort.
11	Improvement of Achievement	Implement an improvement plan that has been found to significantly improve the academic achievement of students or demonstrates strong evidence that it will improve the academic achievement of students.

For the most part, school staff members’ perceptions of progress across each of the 11 component areas resembled their responses to program-area progress. Interestingly, Year 2 teachers indicated making more progress across all 11 component items when compared to Year 3 teachers. While it cannot be stated with any certainty why this occurred, it can be explained in a few different ways. It may be that the results reflect reality—that Year 2 schools

indeed perceived more progress than Year 3 schools. Another explanation relates to the fact that Year 2 staff are currently in their third year of implementation and completed the survey during the spring of the 2005–06 school year; as a result, their responses may reflect progress in Year 3 as opposed to Year 2. In addition, it could be that Year 3 staff report lower results because their grant funding ended in 2004–05. Thus schools that were unable to sustain progress after funding ended and whose perceptions reflect instructional experiences in 2005–06, may be reporting a decline in progress from 2004–05 to 2005–06. Figure 9 and Table 15 compare teachers’ progress buy-in rates for each 11 CSR components between Year 2 and Year 3 schools.

**Figure 9. Progress Buy-in Percent by Award Year for Teachers**



**Table 15. Teacher Results of Percent Buy-in for Focus and Progress on CSR Components\***

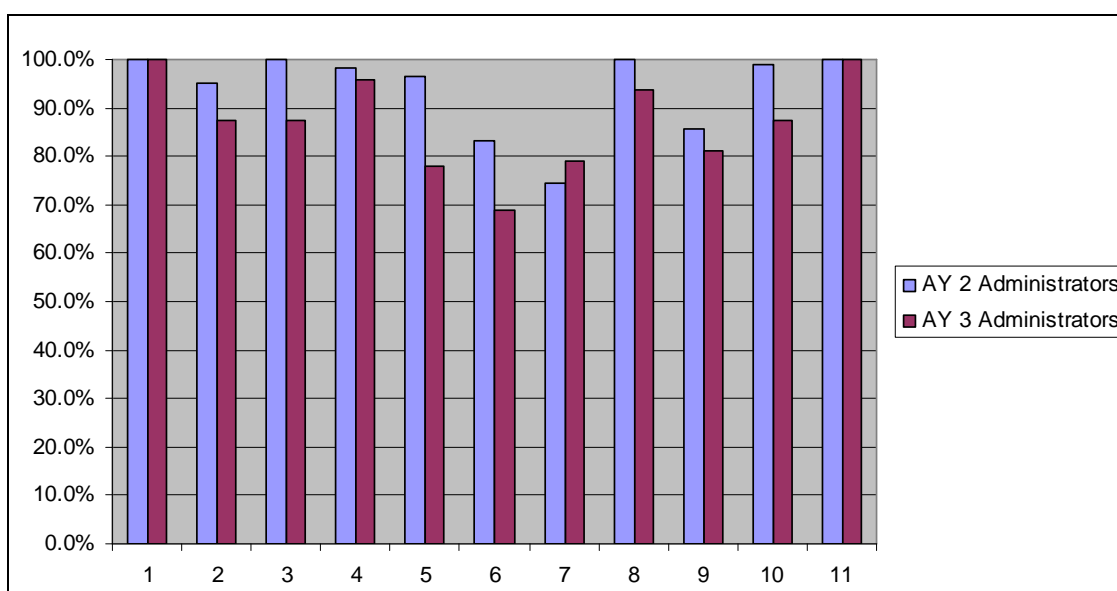
Component	CSR Component Description	Percent Buy-in					
		Focus			Progress		
		Year 2	Year 3	Diff.	Year 2	Year 3	Diff.
1	Effective, Research-Based Reform	84.5%	72.4%	-12.2%	81.4%	71.4%	-10%
2	Comprehensive Design	83.7%	81%	-2.7%	81.9%	74%	-7.9%
3	Professional Development	89.2%	83.8%	-5.4%	86.2%	75.9%	-10.3%
4	Measurable Goals and Benchmarks	85.3%	76.5%	-8.8%	83.2%	70.8%	-12.5%
5	Support within the School	80.3%	73.1%	-7.3%	77.4%	73.6%	-3.9%
6	Provision of Support for Educators	69.8%	61.9%	-7.9%	64%	53.3%	-10.7%
7	Parent and Community Involvement	66.9%	53.3%	-13.6%	67%	52.7%	-14.3%

Component	CSR Component Description	Percent Buy-in					
		Focus			Progress		
		Year 2	Year 3	Diff.	Year 2	Year 3	Diff.
8	External Technical Support and Assistance	78.6%	68.6%	-10%	76.9%	64.8%	-12.2%
9	Evaluation Strategies	70.6%	62.4%	-8.2%	68.4%	58.1%	-10.3%
10	Coordination of Resources	80.4%	73.1%	-7.3%	78.5%	69%	-9.4%
11	Improvement of Achievement	84.5%	72.4%	-12.2%	81.4%	71.4%	-10%

\* The table splits the ratings by award year and show percentage-point change differences.

Figure 10 and Table 16 compare administrators' progress buy-in rates for each of the 11 CSR components between Year 2 and Year 3 schools.

**Figure 10. Progress Buy-in Percent by Award Year for Administrators**



**Table 16. Administrators' Results of Percent Buy-in for Focus and Progress on CSR Components**

Component	CSR Component Description	Percent Buy-in					
		Focus			Progress		
		Year 2	Year 3	Diff.	Year 2	Year 3	Diff.
1	Effective, Research-Based Reform	100%	75%	-25%	100%	100%	0%
2	Comprehensive Design	94.6%	85.7%	-8.8%	95.2%	87.5%	-7.7%
3	Professional Development	100%	87.5%	-12.5%	100%	87.5%	-12.5%
4	Measurable Goals and Benchmarks	98.4%	95.8%	-2.6%	98.4%	95.8%	-2.6%
5	Support within the School	96.4%	68.8%	-27.7%	96.4%	78.1%	-18.3%
6	Provision of Support for Educators	85.7%	68.8%	-17%	83.3%	68.8%	-14.6%
7	Parent and Community Involvement	76.2%	79.2%	3%	74.6%	79.2%	4.6%
8	External Technical Support and Assistance	100%	93.8%	-6.3%	100%	93.8%	-6.3%
9	Evaluation Strategies	85.7%	87.5%	1.8%	85.7%	81.3%	-4.5%
10	Coordination of Resources	98.8%	84.4%	-14.4%	98.8%	87.5%	-11.3%
11	Improvement of Achievement	100%	75%	-25%	100%	100%	0%

Similar to teachers, Year 2 administrators indicated progress buy-in for more CSR component areas than did Year 3 administrators, although both groups did indicate a high level of progress. Administrators tended to report higher levels of focus and progress in virtually every subject area, program area, and component item compared to teachers.

### **CSR Component Item Progress by Characteristic**

Analyses were completed to determine the extent to which differences in implementation existed according to demographic characteristics, including locale, school size, percent of free or reduced-price lunch, percent of LEP students, and percent of ethnic minority students. The following are key findings from these analyses (Tables providing specific information in terms of differences within each characteristic are included in Appendix D.):

- Findings showed that schools located in small towns and urban fringes tended to report higher progress than schools in urban and rural areas. However, these findings need to be interpreted with caution because the number of respondents from small town and urban fringes were significantly lower than responses from urban and rural areas.

- Staff in large schools (i.e., 1,000 students or more) tended to report higher levels of progress across the majority of component items than mid-size (i.e., 500–1,000) or smaller (i.e., 0–500) schools.
- Teachers from schools with less than 50 percent of students receiving free or reduced-price lunch reported the highest levels of progress across component items. Conversely, the teachers least likely to indicate buy-in for focus and progress on many of the components were from schools with more than 75 percent of students receiving free or reduced-price lunch. Administrator results were less predictable: administrators in schools with less than 75 percent poverty rates reported significantly less progress in terms of being able to support their teachers and improve parent involvement.
- Schools in which 25 percent of students or less represented ethnic minorities tended to report between 1 percent and 6 percent higher levels of progress than schools serving students in which 75 percent or more represented ethnic minorities.
- School responses did not differ significantly based on the percent of LEP students served within the schools.

### Cross-Year Implementation Comparison (2004 Versus 2005)

As a result of multiyear collection of implementation information through the administration of the CSR implementation survey, cross-year comparisons can be made for cohorts with two years of data (and a sufficient sample size). Due to the low number of respondents in 2004 for Year 2 (Year 3 in 2005), implementation comparisons are not made for this data set. However, for the 2005 Year 2 schools (and corresponding 2004 Year 1 schools), sufficient data existed to evaluate any differences in perceived implementation from one year to the next. An examination of the buy-in rates for focus and progress on the 11 CSR components shows similar levels from one year to the next for both teachers and administrators. These data are displayed in Table 17.

**Table 17. Focus and Progress Buy-in Percent (2004 Versus 2005)**

Component	Focus				Progress			
	Teachers		Administrators		Teachers		Administrators	
	2004	2005	2004	2005	2004	2005	2004	2005
1	84.9%	84.5%	94.1%	100%	81.4%	81.4%	88.2%	100%
2	84.1%	83.7%	92.4%	94.6%	80.6%	81.9%	94.1%	95.2%
3	88.1%	89.2%	98%	100%	86.3%	86.2%	98%	100%
4	87.1%	85.3%	92.2%	98.4%	84%	83.2%	94.1%	98.4%
5	86.5%	80.3%	94.1%	96.4%	82.9%	77.4%	94.1%	96.4%
6	71.5%	69.8%	91.2%	85.7%	62.7%	64%	85.3%	83.3%
7	69.6%	66.9%	82.4%	76.2%	68.4%	67%	90.2%	74.6%
8	80.2%	78.6%	97.1%	100%	75.5%	76.9%	91.2%	100%
9	74.7%	70.6%	94.1%	85.7%	72.5%	68.4%	91.2%	85.7%
10	83.3%	80.4%	89.7%	98.8%	79.5%	78.5%	92.6%	98.8%
11	84.9%	84.5%	94.1%	100%	81.4%	81.4%	88.2%	100%

Although buy-in rates for focus and progress remained relatively steady across the components from 2004 to 2005 (for 2005 Year 2 schools), there were two significant changes in the underlying distribution of responses.

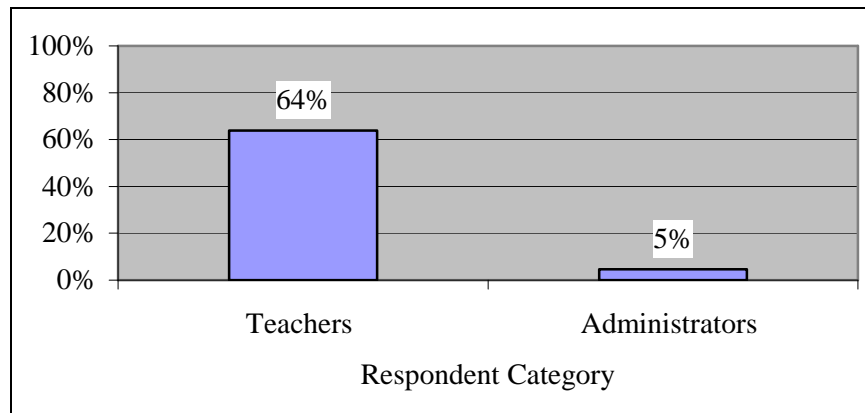
The 2005 teachers indicated a significant change in focus on parent and community involvement (CSR Component 7). The percent of teachers who rated this area a major focus in 2005 was 40 percent, compared to 23 percent in 2004 (a positive percentage-point change of 73 percent). This suggests that teachers from this cohort perceived greater focus in 2005 compared to 2004 on this particular component. However, the level of teachers who indicated significant progress or goals achieved for this component saw no significant change from 2004 to 2005 (remaining at 41 percent from 2004 to 2005). It seems that although there was an indication of added focus for this component, there was no corresponding indication that the added focus resulted in greater progress.

The second significant change to the underlying distribution of responses was regarding administrator perception of the provision of support for educators (CSR Component 6). A progress level of *significant progress* or *goals achieved* was indicated by only 21 percent of administrators for provision of support for educators. In 2005, 36 percent of administrators from this same cohort indicated at least *significant progress*, a positive percentage-point change of 73 percent. This corresponded to a positive 41 percentage-point change for focus on the corresponding items.

## Facilitators of CSR Reform Efforts

The CSR implementation survey asked respondents to comment on their perception of major facilitators of CSR implementation in their schools. The question was structured as an open-ended question in which respondents could directly record their answers into the database. About 70 percent ( $n=375$ ) of the 534 survey respondents answered this item on the survey. In this section of the report, “teachers” include classroom teachers, special education teachers, support staff, and other survey respondents. “Administrators” include both principals and assistant principals responding to the survey. There were 341 teachers and 25 administrators who responded to this survey question. Figure 11 represents the proportion of total survey respondents who answered this question for each survey-respondent category:

**Figure 11. Proportion of Survey Respondents Identifying Facilitators of CSR Reform by Respondent Category**



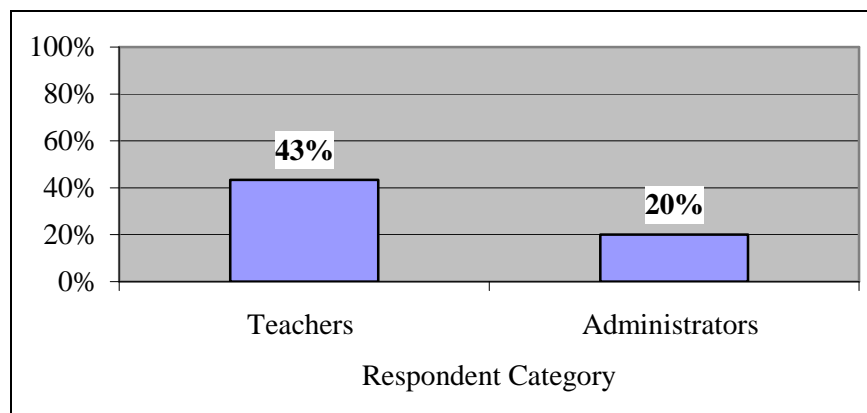
Note: Based on 375 survey respondents providing data (70 percent reporting)

The following section of the report lists the major factors facilitating CSR reform addressed by these survey respondents. Many respondents felt that CSR was a substantial effort within their school, requiring the commitment of all staff, administrators, the district, and the Minnesota Department of Education. Respondents noted a wide variety of issues, including leadership, decision making, and communication; program model fit; staff and student buy-in; technical assistance; coaching, professional development, and communication; and resources as catalysts for school reform. The following pages detail these facilitators by respondent category and include some notable comments made by the respondents about the issues.

### Leadership, Decision Making, and Communication

Effective leadership and communication of reform goals and process was considered essential to the success of CSR efforts by most respondents. Successful CSR initiatives in the state involved teacher leaders and frequent, clear communication between staff and administration. Figure 12 shows the proportion of item respondents by category who identified leadership, decision making, and communication as positive factors in CSR implementation.

**Figure 12. Proportion of Item Respondents Identifying Leadership and Communication as CSR Facilitators by Respondent Category**



Note: Based on 153 survey respondents providing data (41 percent reporting)

### **Confidence in Leadership**

Confidence in district, school, and staff leadership was a major component to the successful implementation of CSR. Several teachers noted the invaluable contributions of strong district personnel to the effort. “We had excellent training and support from our district coach,” said one teacher. Another teacher said, “There was districtwide support for the plan. We were able to focus our plan and work toward our goals in a fairly cohesive manner.” Administrators also acknowledged the importance of comprehensive support, with one principal touting the necessity of “total support from all levels, including the school board, administration, teachers, and paraprofessionals.”

### **Principal Support**

Principal support was important to the successful implementation of CSR. Many teachers cited the efforts of a strong principal who spearheaded the CSR reform. “Our principal did an outstanding job of helping us realize the necessity of change, and [the principal] required a variety of activities that truly pulled us together,” explained one teacher. Another teacher felt that the principal acknowledged their professional expertise. “He [the principal] has allowed us to grow and learn,” said this teacher. “[He] has treated us with professional courtesy and respect during the process.” Other teachers cited principals who coordinated school initiatives with district goals or “worked long hours” to ensure reform success.

### **Teacher Leaders**

Administrators and staff acknowledged the importance of teacher leaders in spearheading the reform effort. “Members of the CSR committee were totally committed to the success of the program,” said one administrator. Another administrator noted, “The leadership team and six task forces helped make better decisions for our school concerning student achievement.” Several teachers also felt the same way. “The teacher leadership model was also essential to our success and program,” indicated one teacher. The teacher-leader model allowed teachers to provide input and develop programming for the CSR activities at their school, resulting in more



coordination among individual CSR activities. “We had very persistent leaders who helped us coordinate all the activities,” explained another teacher.

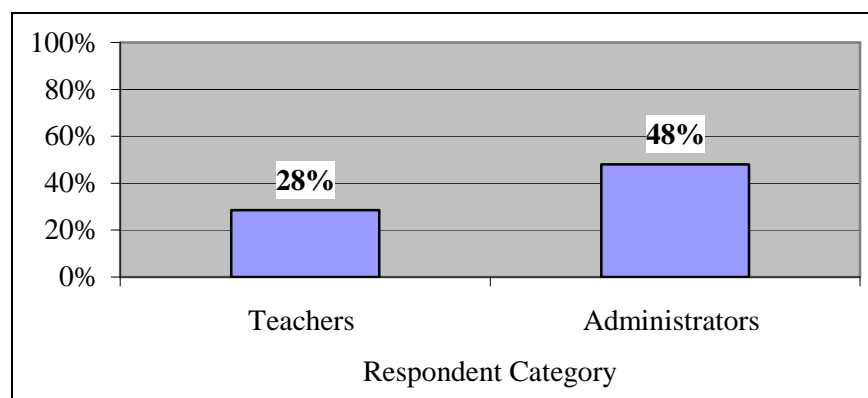
### Open and Deliberate Communication

At the center of all leadership issues was open and deliberate communication with and among school staff about reform policies and initiatives. Respondents felt that open communication between administrators and staff was essential to successful reform efforts. “Discussion at the department level about priorities and how they connect [to school goals] was essential to our reform efforts,” noted one teacher. Another teacher suggested that all staff should be involved in communication about the reform. “Our staff participates in regular book studies [to] look at a variety of curriculum and discusses these at staff meetings [which are held three times a month].” In addition, an administrator noted that the CSR model worked because “teachers were given a voice in deciding implementation calendars and methods for their chosen area of support.” This commitment allowed enough time to determine the effectiveness of the reform at the school and increased teachers’ confidence in implementing CSR model components.

### CSR Program Models

Survey respondents also cited a good “fit” with their CSR program model as an important component of CSR success. Respondents expressed several strong opinions on the traits of effective CSR models. Several teachers, administrators, and staff discussed successful CSR program models by name. These models included America’s Choice, Literacy Collaborative, Reading Recovery, Early Intervention Reading, and the Comer School Development Program model. In each of these cases, the model was implemented in ways that increased its success at the school. Figure 13 shows the proportion of item respondents who credited strong program models and technical assistance as catalysts for CSR reform.

**Figure 13. Proportion of Item Respondents Citing CSR Program Models by Respondent Category**



Note: Based on 129 survey respondents providing data (24 percent reporting)

## **Day-to-Day Model Realities**

Teachers and administrators discussed the importance of understanding the model in relationship to day-to-day school realities. The most successful CSR models allowed the school to build upon its current needs. “[The model] started where we were at,” said one teacher, “and built us up from there.” Respondents felt that the “best” models allowed teachers and others in the school community, including administrators and school personnel, to learn from one another. In one case, a school implemented a “train-the-trainer” model to train additional staff and parents on the model. “We had great services via the ‘train-the-trainer’ idea of staff development,” disclosed an administrator. Another administrator noted that the CSR model at his school was effective because it was “reaching students at their level and improving overall district student reading [scores] as a result.”

## **Staff and Student Buy-In**

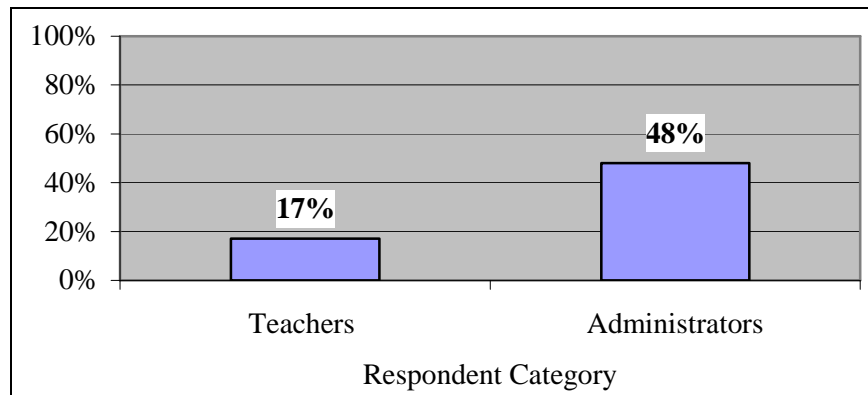
Staff and student buy-in was an important aspect of reform successes with all the models. “The program provided excellent support and programming,” reported one administrator. “The kids and teachers love this program, and it shows in a heightened interest and enthusiasm for reform.” Teachers and administrators felt that adequate professional development allowed them to increase their professional knowledge and learn from others. Teachers especially appreciated new curriculum ideas offered in staff development. “Leveled materials and genres for classroom use have been extremely beneficial to student growth,” said one teacher. One school worked to educate parents participating in its parent-involvement program about state standards and curriculum alignment using the *Joyce Epstein “Seven Keys” to Family Involvement* program. This school successfully aligned parent-involvement activities with its comprehensive school reforms.

## **Technical Assistance**

### **Provider and School Relationship**

The relationship between the technical assistance providers and schools was important to the outcomes of CSR at the school. In many cases, schools contracted with external technical assistance providers to provide professional development or facilitate the implementation of the CSR model. “The major facilitator was many positive professionals coming in and spending time with our school to make sure that we were making progress,” declared one teacher. Figure 14 displays the proportion of survey respondents who indicated that technical assistance was an important component of CSR success in their school.

**Figure 14. Proportion of Item Respondents Citing Technical Assistance by Respondent Category**



Note: Based on 70 survey respondents providing data (13 percent reporting)

### **Curriculum Alignment**

Successful technical assistance programs included curriculum that was aligned with state standards. Respondents noted that alignment with state standards was a critical component of successful CSR models. Teachers cited that the “new” state standards were a reform facilitator. Teachers looked for alignment in their curriculum as well as guidance for classroom instruction. “Standards in process protocol were facilitated by an external person,” said one teacher. “That helped!” Another teacher noted, “We had consultants that helped us pick apart the standards and align it with our curriculum. This was a long and involved process, but very valuable.”

### **Unique Model Fit**

Respondents believed that external technical assistance providers should recognize the unique needs of the school and ensure that the CSR model fit these needs. Some respondents noted that they felt reluctant to participate in technical assistance sessions led by an external provider. “The staff was not sold on the concept of an outside entity knowing our situation well enough to implement significant change,” explained one teacher. “However, the best aspect of the program was the emphasis on reading and writing in all curriculum areas.” Unique student needs in CSR schools included low student achievement and disruptive student behavior that contributed to less-than-ideal learning environments. Respondents noted cases in which the external providers gave strategies for dealing with each of these issues. Both administrators and teachers noted that external providers could help reach them “where they were on the learning continuum.”

### **Teaching Style and Expertise**

Teaching styles and expertise of the external facilitator influenced the outcome of the technical assistance. In some cases, the personality or training style of the technical assistance provider ensured acceptance and implementation of the model by school personnel. “The most influential aspect in sustaining our reform effort came solely through the Modern Red SchoolHouse facilitator,” noted one teacher. “Faculty members acknowledged [his or her] high [level of] expertise, and his teaching style was accepted and appreciated by staff.” Respondents

appreciated technical assistance providers who understood their experiences and circumstances on a personal level. “It was also extremely helpful to have an external provider who was a veteran administrator and an effective coach,” indicated one administrator.

### Internal Staff

Internal staff also provided technical assistance, ensuring that staff was up to speed on reform objectives and training. “The building director... has also provided extensive training for our language arts curriculum delivered to all staff,” noted an administrator. “He provides all new staff and existing and interested staff with an all-day training as well as observations and feedback.” At a minimum, schools with high rates of implementation were able to provide teachers with time off to attend trainings, either by hiring substitute teachers or providing professional development days.

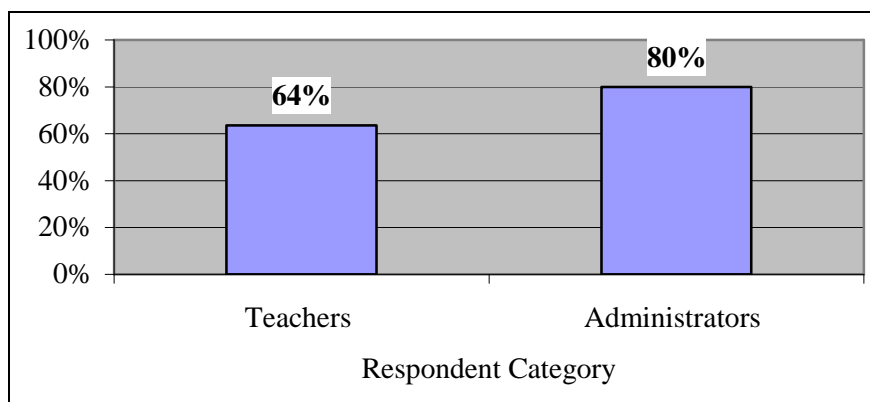
### Materials

Successful external facilitators presented their own materials, aligned these materials to state standards, and provided opportunities to incorporate these materials into current classroom curriculum. “We had consultants that helped us pick apart the standards and align it with our curriculum,” said a teacher. “They also taught us strategies to improve student performance. This was a long and involved process, but very valuable.” One administrator noted that having an “outside supporter with great follow through” was an important part of CSR success at their school.

### Coaching, Professional Development, and Program Implementation

Survey respondents also noted the importance of coaching and professional development as a facilitator of CSR at their school. Both coaching and professional development ensured that the teachers understood and implemented facets of CSR reform within their classrooms, providing valuable instruction to students. Figure 15 provides the proportion of item respondents who stated that coaching, professional development, and program implementation issues were factors in their school’s CSR successes.

**Figure 15. Proportion of Item Respondents Citing Professional Development, Coaching, or Program Implementation by Respondent Category**



Note: Based on 237 survey respondents providing data (63 percent reporting)

## Ongoing Professional Development

Ongoing school-level coaching and professional development ensured successful implementation of CSR reform in the classroom. Professional development ensured that teachers understood the basic classroom steps of the reform effort. However, the training should be ongoing in order to effectively implement reform in the classroom. Continuous teacher learning and ongoing support are crucial factors to ensuring continuity of professional development. “High-quality professional development on-site was crucial to the reform effort,” stated one staff member, “both through classes for teachers and coaching sessions with the literacy coach for the building.” On-site coaching consisted of “getting newer teachers up to speed on what [CSR] means,” according to one teacher. “In our building we have a building-level literacy coordinator to keep staff development going with 40 hours of training this year alone.” An administrator emphasized that coaching “has made *significant* improvements in how we are teaching students!” Still another coaching model provided help sessions for teachers during lunch hours.

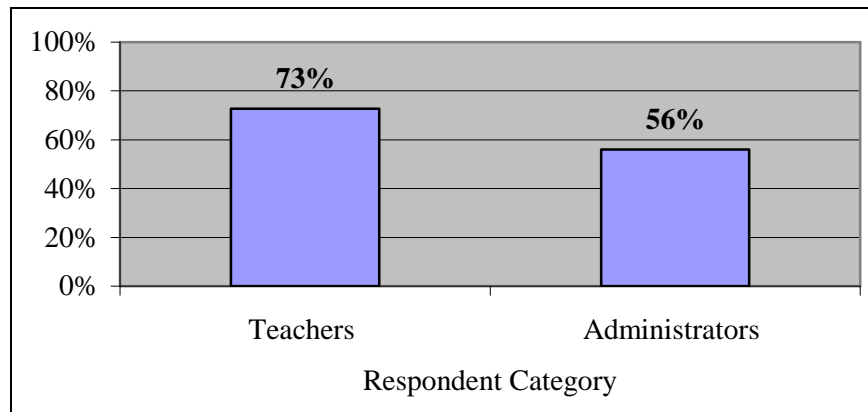
## Key Staff

In addition, administrators, staff, and teachers discussed the importance of identifying key staff responsible for CSR implementation in the classroom. These staff members were primarily responsible for identifying reform efforts at the classroom level—whether through curriculum reform, addressing student needs, or providing ongoing support. In some schools, CSR staff, such as school-level staff developers or others were responsible for ensuring continuity in reform efforts. Teachers and administrators said, “[We have] a staff developer on-site for continuous building-level staff development.” In another school, the building director provided ongoing professional training for “new and interested staff.” In other schools, teachers were relieved of teaching responsibilities to ensure that curriculum was updated according to the CSR model. “Our building administration committed time and money to have two of our staff take on this project completely.”

## Reform Resources

Many survey respondents noted the importance of continued monetary resources to sustain reform efforts. Figure 16 shows the proportion of item respondents who identified monetary and other reform resources as facilitators of their school’s CSR reform efforts.

**Figure 16. Proportion of Item Respondents Citing Monetary and Other Reform Resources by Respondent Category**



Note: Based on 262 survey respondents providing data (84 percent reporting)

### **Money**

Respondents often discussed the importance of monetary resources for continued implementation of reform efforts. “We all know that reform takes *time* and *money*,” observed one teacher. “Money does make a difference in test scores. Thank you for the financial support.” Other teachers pointed to specific supplemental funds that helped the process along considerably. “The district provided funds to assist with the various costs of this program,” disclosed another teacher. Teachers and administrators also identified monetary resources as essential to the process. “The state CSR grant money helped our school considerably,” noted an administrator.

### **Community and External**

Successful CSR schools turned to community and external resources to provide vital services for students in addition to their reform efforts. Some administrators and teachers cited the importance of outside resources to the implementation of CSR efforts. “The implementation of this program brought community resources to our schools via the relationships that were created in the first year that were made stronger in our second year,” said one administrator. Another respondent noted, “Students and families were able to feel connected with schools, and students achieved.”

### **Internal**

Finally, successful CSR efforts allowed staff to collaborate with internal resources to reflect and plan implementation. Said one administrator, “[My school provides] ongoing time during the school day for staff members to work collaboratively on all aspects of the CSR grant—curriculum, assessment, mathematics, and guided reading.” In some schools, collaboration was formalized through the use of study groups that ensured collaboration among internal departments and teachers. “A major development in 2004–05 was the formation of content-area study groups,” explained an administrator. “All licensed staff members are part of a study group that meets twice a month. Fifty percent of the time must be spent on examining student work, based on standards.” Teachers responding to the survey found these groups very helpful.

## **Other Facilitators of CSR Reform**

Other facilitators of CSR noted by survey respondents include issues related to technology, removal from the NCLB list, and additional resources.

### **Technology**

Administrators noted that the grant provided enough money to buy technology needed to run the programs. “Money to purchase technology to run the programs was a major boon to our program,” noted a teacher. “The training and the added technology has enabled us to sustain the programs into the future.” Teachers also noted that technology was a major facilitator of improvement. Teachers mentioned that “technical support in the form of budget and data use seminars” were important to CSR efforts.

### **Removal From NCLB Watch List**

Staff and administrators both noted that their school’s removal from the NCLB list helped make progress in CSR efforts. Some respondents felt a negative AYP status detracted from CSR reform efforts already in place. Respondents noted that removal from the NCLB list was a motivating factor that built support and buy-in for the CSR model. “Small gains in overall achievement despite our high levels of poverty are impressive and motivating for us,” explained one teacher.

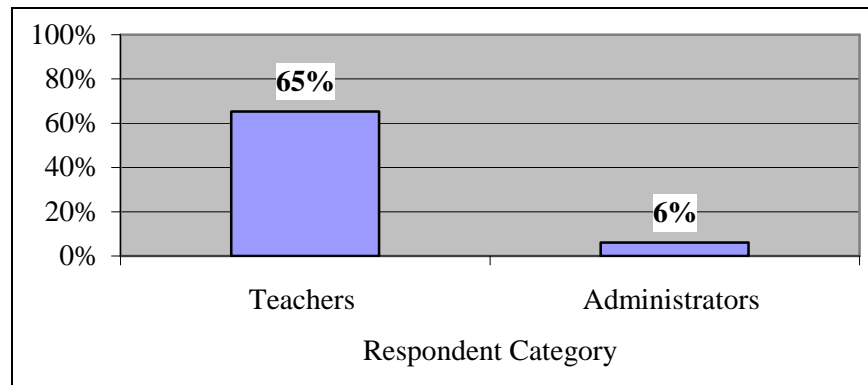
### **Library Enhancement**

Some respondents noted that resources to enhance the school library were critical to CSR success. A few respondents noted that their school libraries were in “dismal condition” and worried about continued funding for them. A teacher commented, “Libraries are the heart of the school—they are wearing out because the kids use them.” Another teacher noted, “A major point [of success] was the emphasis on getting a classroom library for each classroom and developing a schoolwide leveled library!”

## Barriers to CSR Reform Efforts

The CSR implementation survey asked respondents to comment on their perception of major reform barriers to CSR implementation in their schools. The question was structured as an open-ended question in which respondents could record their answers directly into the database. About 70 percent ( $n=373$ ) of the 534 survey respondent answered this item on the survey. The respondent category “teacher” included classroom teachers, special education teachers, staff, and other survey respondents. The “administrator” category includes principals and assistant principals. There were 349 teachers and 24 administrators who responded to this survey question. Figure 17 represents the proportion of total survey respondents who answered this question for each survey respondent category.

**Figure 17. Proportion of Survey Respondents Addressing Barriers to CSR Reform by Respondent Category**



Note: Based on 373 survey respondents providing data (71 percent reporting)

Respondents noted a wide variety of barriers to CSR reform in their comments, including administrative leadership and tasks; limited time; decision-making structures; resistance to reform efforts; attrition of staff and students; technical assistance, program models, and professional development; and limited resources. The next several pages of the report detail the concerns of survey respondents regarding these barriers.

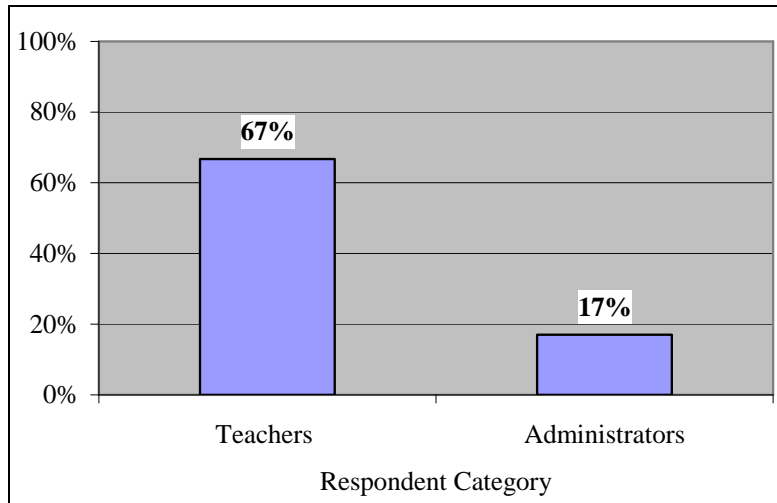
### Administrative Leadership and Tasks

According to survey respondents, the success of CSR efforts depends heavily on the support and guidance of leadership at the school and district levels. District leadership issues included communication of new efforts and changes in policy as well as district personnel policies. Principals and school-level administrative leaders were seen to set the tone for reform efforts. In fact, many teachers noted that a strong administrative leader was often the difference between CSR success and failure at their school.

In schools where leadership emerged as a barrier, teachers felt the administrative tasks that required additional CSR meetings often seemed to interfere with their time to implement CSR in their classroom. Figure 18 indicates the proportion of respondents who indicated that administrative leadership posed a barrier to survey reform efforts.



**Figure 18. Proportion of Item Respondents Citing Leadership and Administration by Respondent Category**



Note: Based on 153 item respondents reporting data (41 percent reporting)

About half of the teachers who responded to this item indicated that administrative leadership and tasks posed a significant barrier to CSR reform efforts.

### **Supporting District Initiatives**

One major role of the principals in CSR schools was the support of district initiatives, including curriculum reform and teacher study. Teachers found difficulties working at a school where the principal did not support the district CSR initiatives fully. “Our administration was not on board with getting everyone on the same page—creating schoolwide assemblies, procedures, or rules around CSR.” In fact, one teacher felt that there were not “many schoolwide procedures in place” at all.

### **Strong Leadership**

In particular, teachers noted that the principal needed to provide strong leadership on an instructional as well as an interpersonal level. According to one teacher, “Our school principal didn’t want conflict so he did not support what the district wanted.” Respondents felt that some principals were not taking “responsibility for changes in the school.” Such feelings were even more pronounced for staff members and others in the school who felt “isolated” or “undermined” when leadership acted unprofessionally in their attitudes toward the reform.

### **Administrative Tasks**

In addition, many teachers felt overwhelmed by administrative tasks that interfered with their CSR reform efforts. Teachers felt that “additional duties across the board leave little time to consider additional reforms.” Teachers often cited meeting attendance and other duties as barriers to successful CSR implementation at their schools. “Teachers have so many hats to wear that [the administration of CSR] makes it more difficult to focus on rigorous relevant

curriculum,” said one teacher. “A lot of time is wasted,” said another teacher. “There were too many committees that we had to be on.”

### District-Level Leadership and Staffing

Several respondents noted that district-level leadership and staffing issues became barriers to CSR efforts. In addition, district-level policies affecting staffing at successful schools were seen as a threat to continued implementation success. “The school district will assign seniority-based staff to the building at the time of districtwide assignments. This site [initially was making] great progress with the CSR model, [but then] three quarters of the staff were either laid off from the district or reassigned,” said one teacher.

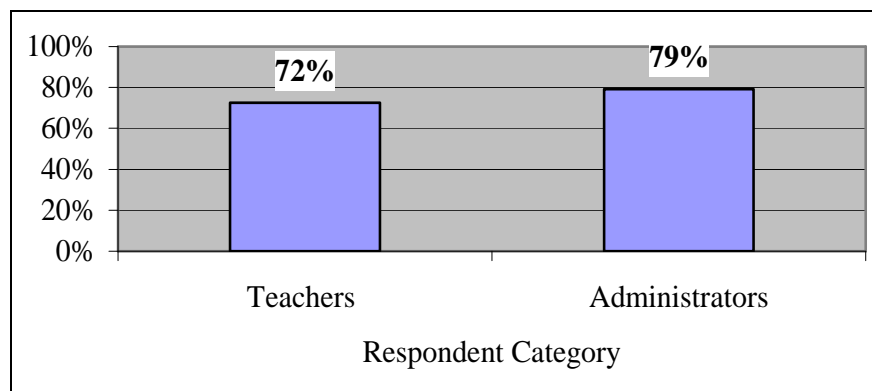
### Implementation Organization

Respondents also encouraged district personnel to be more “organized” in their understanding and implementation of reforms. “There are too many different programs,” said one teacher. Another teacher felt that there was a lack of “communication between administrators and presenters... being prepared before presenters arrived.”

### Limited Time

An overwhelmingly large number of respondents indicated that limited time to implement CSR changes was the most significant barrier to successful implementation of the program. *Time* was the most often cited barrier in both teacher (72 percent) and administrator (79 percent) comments. Figure 19 reports the percentage of item respondents who cited time as a barrier to successful CSR implementation.

**Figure 19. Proportion of CSR Item Respondents Citing "Time" Barriers by Respondent Category**



Note: Based on 272 item respondents providing data (79 percent reporting)

Survey respondents indicated that limited time often affected the ability to successfully implement CSR reforms. Respondents cited limited time as a factor in understanding reform changes, networking with their peers and others, and working to implement CSR in the classroom.

## **Professional Development Versus Classroom Time**

In general, respondents felt conflicted between taking advantage of professional development opportunities afforded by the CSR grant and leaving their classrooms. “Teachers have to attend training [during the school day], which left too many subs in the building,” said one administrator. Teachers perceived that taking time to attend professional development was detrimental to their classrooms. “These students need consistency,” said one teacher. Another administrator noted that there were few opportunities for professional development for school administrators who were not principals. Such positions included assistant principals, building CSR managers, and school administrative staff.

## **Time for Change**

Teachers who did attend professional development opportunities felt there was not enough time to make changes to their classroom curriculum. “Developing my own curriculum is very time-consuming; the trouble was finding time to implement CSR!” said a respondent. “With so much training, it seemed we lacked time to process all the information we received. It is overwhelming to receive extensive training and not have time to process, implement, and plan with team members,” observed an administrator. Other teachers felt that the CSR model implemented at their school required too much work. One teacher confessed that he “took three years to write one unit. There is no time or money for subs during a regular school year to write these units. A lot of time is wasted.”

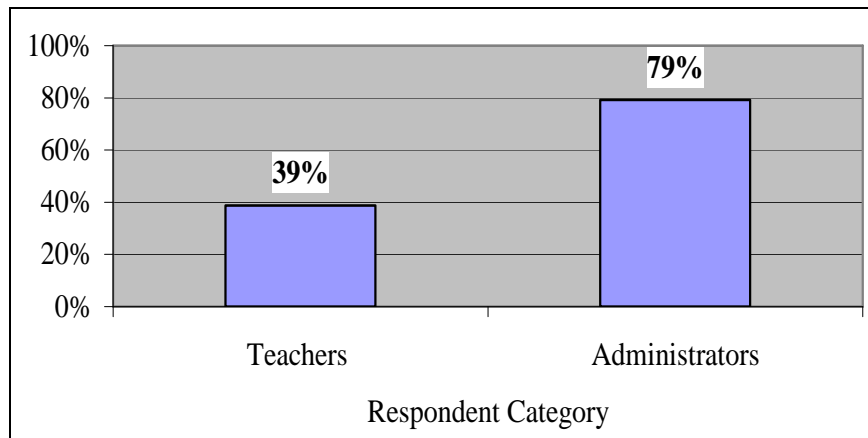
## **Networking**

Teachers also noted a lack of time to network with other teachers in their building and department. “There is never enough time with the literacy coach,” observed one teacher. Another teacher noted, “[We] need more time to work as a grade level to collaborate [on] everything.” Other teachers noted limited time for departmental discussion to coordinate curriculum and other aspects of reforms.

## **Decision-Making Structures**

Survey respondents reported feeling alienated by decisions made regarding CSR reforms at their schools. Many teachers and administrators felt they had inadequate input regarding the decision-making structures, while others felt that decision making excluded them entirely. Respondents felt that this affected buy-in to the reforms as well as teacher compliance with reform mandates, thus affecting the outcomes of CSR reform. Figure 20 demonstrates the proportion of respondents who cited that decision-making processes were a barrier to the success of CSR reform efforts.

**Figure 20. Proportion of Item Respondents Citing Decision-Making Barriers by Respondent Category**



Note: Based on 154 item respondents providing data (56 percent reporting)

### **Mystery Reform**

Some respondents felt that the district and school administration encouraged an “air of mystery” around CSR reform. One teacher said, “Decisions that... should have been shared by staff and out in the open were mostly secretly made and budgets [were] never shared with staff.” Other teachers worried about “staff buy-in to a model that they had no input for.” School administrators also felt that district CSR decisions did not always include staff members and emphasized the importance of shared decision making in creating positive results for the reform. “Staff were not included in the decision,” explained one administrator. “Thus, they felt like the CSR... was being forced upon them, and this lack of input affected their reaction to training.”

### **Leadership Team Model**

Some respondents felt that the leadership team model implemented in CSR schools did not ensure the input of all staff. “This administration and her picked leadership team [is a major barrier to CSR reform].... No one can bring up disagreement or dissatisfaction with the use of the grant without coming under severe scrutiny and/or attack from the school administrator,” indicated one teacher.

### **Lack of Information**

Some respondents seemed frustrated and angry about the lack of information provided by their school and district administration. “What the heck does CSR stand for? If you asked me, wouldn’t be able to tell you.... I just wish that they [school and district administrators] actually made it more clear for the rest of us,” complained one respondent. Another respondent felt completely alienated from the entire CSR effort at the schools. “I felt uninformed about the grant from the administration,” explained one teacher as an explanation for not completing most of the survey items.

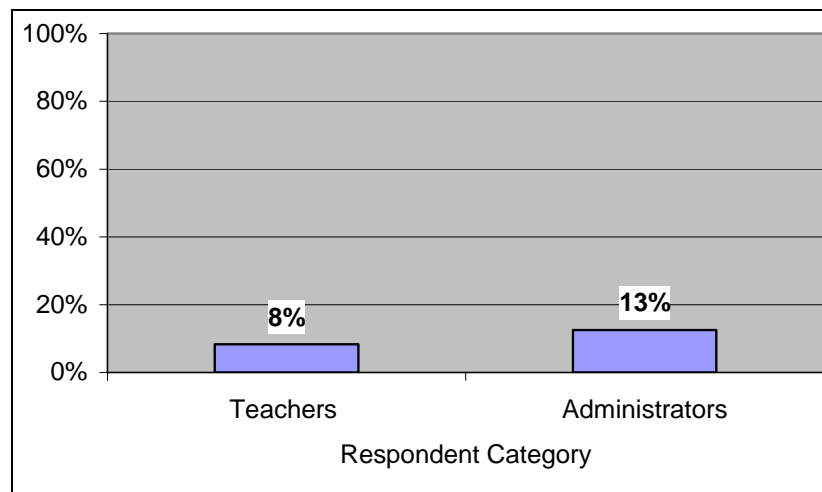
## Teacher Input

Teachers believed that their input could be effectively utilized for issues such as staff development, curriculum implementation, and student needs. “Shared decision making about different staff development would have utilized the money better, in my opinion,” said one teacher.

## Resistance to Reform Efforts

Teachers expressed resistance to reform through negative attitudes and resistance to changing their current practices. Figure 21 shows the proportion of survey respondents who expressed resistance to reform efforts.

**Figure 21. Proportion of Item Respondents Citing Resistance to Reform Efforts by Respondent Category**



Note: Based on 110 item respondents providing data (40 percent reporting)

## School Morale

Respondents expressed negative attitudes about the effects of reform efforts on their school morale. “Staff members feel too busy and overwhelmed to make changes in their classrooms.... It wasn’t working,” said one teacher. Administrators also noted, “Not every teacher [was] participating or cooperating in the process and supporting the process.” Another administrator felt there were “hard feelings among staff members” because the staff was “told by a few individuals in the school... [about] the CSR program.”

## Tradition

Other respondents felt reluctance to change traditional classroom practices. One teacher noted, “Teachers with old habits” posed a barrier to CSR reform. Another respondent noted, “Teachers with years of experience found it difficult to change.” One teacher stated, “[We] need to change

some teaching habits. [We] need to change some teaching materials. [We] need to learn new technology and measurement systems.”

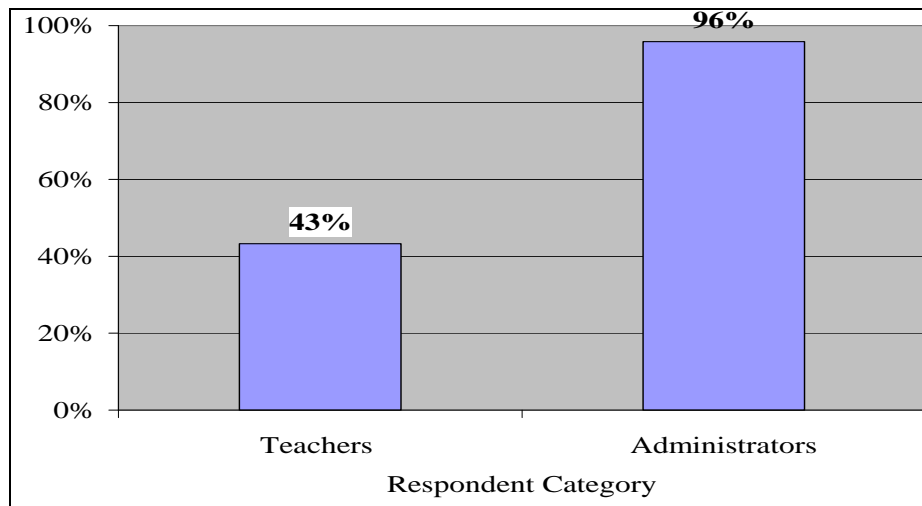
### **NCLB Versus CSR**

Some respondents felt conflict between NCLB and/or state mandates and CSR reform efforts. “[It is difficult] trying to get people who [are] used to teaching whatever they want to understand standards and to value aligning curriculum,” said one teacher. Another teacher noted, “I found the reforms to be at times cumbersome and not in tune with the current, state-mandated curriculum.” In addition, another teacher noted, “Presence on the AYP reading list for African-American students—despite the fact that we had [high] scores for this group compared to state results—caused focus to move from our [CSR] goals to making AYP, and we lost momentum.”

### **Attrition Affecting Continuity of CSR Reforms**

Lack of continuity in school staff, teachers, administrators, and students often was cited as a barrier to CSR reform efforts. Respondents noted that staff and students at CSR schools were often in a state of flux, leading to retraining and lack of continuous improvement at the school. Figure 22 shows the proportion of survey respondents who indicated that attrition was a barrier to CSR reform at their school.

**Figure 22. Proportion of Item Respondents Citing Attrition by Respondent Category**



Note: Based on 174 item respondents providing data (46 percent reporting)

### **Staff Attrition**

Administrator, teacher, and staff attrition was noted to have a major effect on CSR reforms. “[There are] inconsistencies among the staff. Lots of staff turnover makes it difficult to stay consistent. There is no superintendent. There was a turnover of our principal in the middle of the reform. [We receive] very little support if any from our school board. There is instability within our school district.” Some respondents believed that district retirement, staffing, and transfer policies caused these problems while others blamed issues within the school itself. However, all

respondents noted that attrition could cause problems with CSR implementation. “This site made great progress with the CSR model, and three quarters of the staff were either laid off from the district or reassigned to another school.”

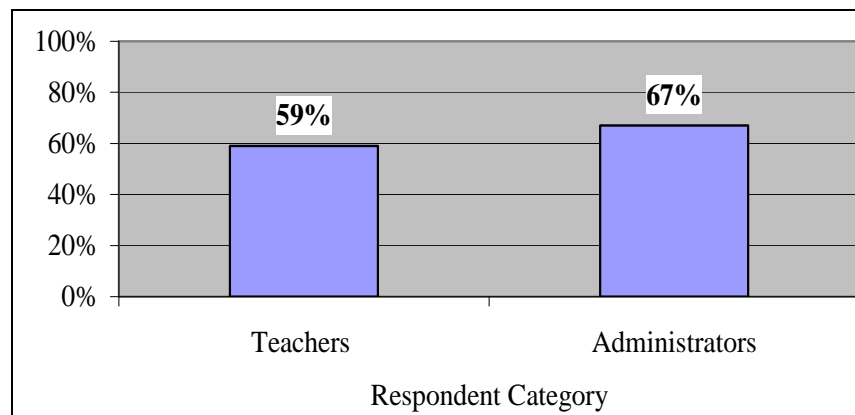
### Student Attrition

Student attrition—through promotion or switching schools—combined with inconsistent classroom curriculum and procedures within and across schools, also was considered an impediment to reform efforts. The “revolving door of student enrollment” was a major factor in CSR forum. “There are too many attendance issues—missing school, [loitering] in the hallways, and on and on,” said one teacher. Student movement between classes also was a factor in schools where students had multiple teachers. “When kids move from class to class, there is not consistency [their] with behavior, content, [and] expectations,” said another teacher.

### External Technical Assistance, Program Models, and Professional Development

Respondents cited difficulties with CSR program implementation on many levels. Some respondents felt that the programs themselves posed problems while others believed that technical assistance and consultancy related to program efforts undermined CSR efforts at their schools. Figure 23 describes the proportion of item respondents who addressed issues related to CSR program implementation.

**Figure 23. Proportion of Item Respondents Citing Program Implementation Barriers by Respondent Category**



Note: Based on 230 item respondents providing data (62 percent reporting)

Many survey respondents discussed the technical assistance, programs, and CSR consultants engaged by their schools. Many respondents felt these issues were at the center of the CSR success in their school. Respondents identified concerns about the CSR program models, the technical assistance surrounding these models, and the CSR consultants hired by the districts and schools.

## **Understanding the Model**

Teacher buy-in to the CSR model implemented by the school often depended on their understanding of the model. Some teachers felt that limited staff input in training resulted in models being implemented incorrectly. “This school under this administration and his [or] her picked leadership team are the farthest thing from the reform model that I have seen in all my years of teaching.” Other teachers stated concerns about the number of models implemented in their schools. “[We are] trying to align too many models that don’t fit together well. There are holes in each model, and they don’t always stack up with each other,” said one teacher. A teacher noted, “We are struggling with how to merge the two CSR models to best serve our students.” Still other teachers felt that the model did not fit their school’s particular needs. “Modern Red [SchoolHouse] has a ‘one size fits all’ formula—even though our school was well versed in assessment, we still had the training. [It was] a waste of time for us.”

## **Technical Assistance and Professional Development**

Technical assistance and professional development were important factors for increasing teacher and student success at the CSR schools. Some teachers felt that the technical assistance offered did not always match their current position or needs. “There is an assumption that we are all ‘beginning level.’ So much of what I see offered in staff development is unnecessarily redundant.” Many teachers questioned the effect of missing classroom time for professional development efforts. “Our plan to hire subs and pull teachers out of the school day for training look[ed] good on paper,” said one teacher. “However, for all practical purposes, the training days are extremely hard on students, especially those with behavior problems that need consistency.”

## **CSR Consultants**

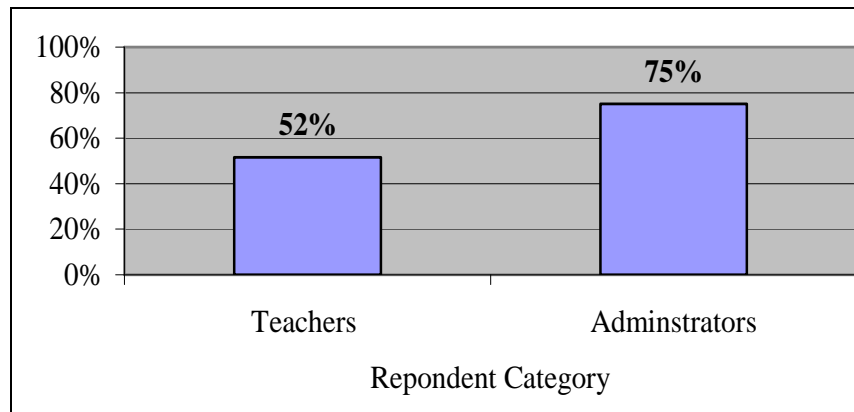
In addition, the CSR consultants hired by the schools could hinder teachers’ understanding of the model. Some teachers felt that the consultants hired by the district were ineffective. “The facilitators... sent to us had us continually going over things that we had already achieved,” said one teacher. “The presenters needed to find where we were at and be willing to take us from there.”

## **Limited Resources**

Administrators and teachers noted concerns about CSR program stability tied to continued funding of the effort. Many respondents worried about sustaining monetary and personnel resources gained through the grant. Figure 24 details the proportion of item respondents who addressed issues related to limited resources.



**Figure 24. Proportion of Item Respondents Citing Funding Barriers by Respondent Category**



Note: Based on 204 respondents providing data (53 percent reporting)

### **Sustainable Funding**

Respondents noted that continued success of CSR efforts depended on sustainable funding. “Sustainable funding gets in the way of staying focused on real reform,” declared one teacher. One administrator noted that responsibility for finding sustainable funding often is taken on by staff members, above and beyond their current duties. “The commitment of our literacy coordinator to find sustainable funding is admirable,” observed another administrator. “It is so sad that it is a necessary part of all of our jobs.”

### **Financial Limitations**

Teachers also noted that financial limitations affected their work and reform progress. “Extreme economic limits of our school budget,” noted one teacher, “have been drastically reduced over the last five years. It makes it difficult to be creative.” Another teacher noted, “Quality education takes money.” Teachers felt that money affected the work environment as well as instruction. “The money we have lost has affected building management—discipline procedures are lacking, and there is disruption by a small set of students. It has caused disruption in the learning and achievement of the majority.”

### **Other Barriers to Improvement**

Other barriers to improvement mentioned by survey respondents included parental involvement and specialized student needs. Parental involvement was cited by both administrators and teachers who noted that “parental involvement is a big issue.” In addition, teachers and administrators were concerned about the implementation of the CSR “moderate improvements” with special-needs students, including “Hispanic students,” “ELLs [English language learners],” and students who are not performing to the standards.

# CSR Achievement Results

## Introduction

Minnesota student achievement in reading and mathematics was measured longitudinally for schools participating in CSR efforts. Two cohorts were followed: one that participated in CSR for three years and one that participated for two years as of the end of 2004–05. Longitudinal data have been analyzed beginning with one year prior to funding for each of these cohorts.

Where available, data are presented for each of the following seven NCLB demographic categories:

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

The Minnesota CSR achievement analyses have been organized into two distinct studies: an achievement study and an impact study. The achievement study examines the longitudinal progress of those schools participating in CSR efforts and compares that progress to those schools not participating in CSR efforts. The magnitude of these differences is examined to assess the impact of CSR on academic achievement in reading and mathematics. In addition to this analysis, the impact study examines the relationship between CSR implementation and academic achievement. Given the sample size limitations, the impact study focuses primarily on all students tested within a given CSR year.

## Achievement Study

### Research Questions

The Minnesota CSR achievement study has been articulated as three distinct questions:

1. Has academic achievement in CSR schools improved over time? If so, in what subject areas, across what grade levels, and within which subgroups?
2. How does CSR school performance compare to CSR comparison group performance over time?
3. How does CSR school performance in Grades 3, 5, and 8 compare to all Minnesota schools?

## Subjects

For reporting purposes, inclusion in the achievement analysis required 10 or more students tested in any given NCLB demographic category. This resulted in a sample of 1,858 Minnesota schools for these analyses. Of these schools, 64 were included in the between-group study that compared CSR school performance to that of matched control school performance (32 CSR schools and 32 matched control schools). Four schools were excluded from these analyses due to lack of available data. Specifically, reading and mathematics data were not available for schools classified as Grades 9–12 high schools ( $n=3$ ). The remaining school was K–2 elementary and no state assessments are given for those grades.

Schools participating in CSR activities at variable lengths are designated in the analysis tables as Year 2 ( $n=48$  schools; 24 CSR schools, 24 control schools), and Year 3 ( $n=16$  schools; 8 CSR schools, 8 control schools). Year 2 schools have participated in CSR efforts for two years beginning in 2003, and Year 3 schools have been funded for three years beginning in 2002.

### Minnesota CSR Comparison Group

The CSR comparison group consisted of a set of control schools matched one-to-one with each CSR school. Six demographic characteristics were used to match each CSR school with a similar control school. The six demographic characteristics were the following:

- School type (grade levels served)
- School locale
- School size (student population)
- Percent of free or reduced-price lunch
- Percent of students qualifying for LEP services
- Percent of students qualifying for special education services

To match each CSR school with a control school, information was collected on Minnesota schools from the *Common Core of Data (CCD)* website ([nces.ed.gov/ccd/](http://nces.ed.gov/ccd/)), available through NCES. The prospective pool of comparison schools was narrowed by selecting all schools that matched to a specific CSR school using locale and school type. To the extent possible, the comparison schools selected were located in the same district or county as their CSR counterpart. Once the pool of candidates was narrowed using these variables, it was sorted by (1) size, (2) free or reduced-price lunch rate, (3) LEP percentage, and (4) special education percentage, using the SPSS analysis software tool. To the extent possible, the measures stayed within a 10 percent range across each of these variables when comparing to a particular CSR school. The school that most resembled the CSR school looking across these four secondary variables was selected.

## Statistical Methodology

### Percent at or Above Proficiency

In accordance with the Minnesota Basic Skills Tests (BST) and the Minnesota Comprehensive Assessments (MCA) categorical ratings for performance, percentages of students performing at or above proficiency in reading and mathematics were computed by summing percentages in relative categories of performance. These estimates then were used to generate average proficiency ratings for each CSR and matched control school group.

Given the unequal sample sizes across schools, average percentage was calculated by weighting the average with the total number of students tested in each distinct NCLB category. The calculations for the average proficiency ratings and related variance around that average are as follows:

- Weighted average =  $\frac{\sum (\text{percent proficient} * \text{total students tested})}{\sum (\text{total students tested})}$
- Standard deviation =  $\text{Sqrt} \left( \frac{\sum (\text{total students tested}) * \text{average} * (1 - \text{average})}{\sum (\text{total students tested})} \right)$

### Effect Size (Sensitivity to Change-Response Mean)

In order to assess the magnitude of change associated with CSR involvement, effect-size estimates were calculated for the CSR and matched control schools. An effect size is an index for assessing the degree (magnitude) to which two data points differ from each other on a given variable. This index is “freed of dependence 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 and matched control school effect sizes without statistical adjustment. The conventional values of effect size are: small (0.20), medium (0.50), and large (0.80). Given that these are longitudinal cohort data, the magnitude (effect) of change from baseline is calculated as the absolute change (2004–05 minus baseline) divided by the pooled standard deviation.

### Percentage-Point Change

In order to assess the increase or decrease in percentage of students at or above proficiency from baseline to the 2004–05 school year, percentage-point change was calculated. Specifically, this formula includes one additional element from the raw difference between two adjacent percentages: the dividend. The computation is a raw percent difference divided by the percentage of students at or above proficiency at baseline.

## Results

The results reflect key information contained in Appendix E. Specifically, the units of measure presented below are the effect-size change estimates for Research Question 1 and percentage-point difference for Research Question 2. The estimates reflect the magnitude of change from

each CSR school’s baseline measure to 2004–05 as well as for the matched control and state comparison schools. The column headed Outcome (O<sub>ctm</sub>) refers to positive changes in the CSR schools greater than their matched controls or all Minnesota schools.

**Research Question 1: Has Academic Achievement in CSR Schools Improved Over Time? If so, in which subject areas, across what grade levels, and within which subgroups?**

Overall, school-level results show a substantial magnitude of change from baseline to 2004–05 for all subject areas in both award years with the exception of Grade 8 mathematics for schools in their third year of reform. However, this negative change (-0.02) is considered insignificant by convention in effect-size literature (Cohen, 1988). Comparing effect sizes between Year 3 and Year 2 indicates that length of time engaged in programmatic efforts does indeed factor into change in achievement, with additional time in the reform leading to greater gains. Table 18 shows the overall school MCA/BST effect sizes for Years 2 and 3 in reading and mathematics for Grades 3, 5, and 8.

**Table 18. Overall MCA/BST Effect Sizes in Year 2 and Year 3 Schools**

Grade	Subject	Year 2 Effect Size	Year 3 Effect Size
3	Reading	5.71	7.26
3	Mathematics	2.94	7.01
5	Reading	2.85	7.75
5	Mathematics	4.6	8.85
8	Reading	5.87	5.42
8	Mathematics	1.11	-0.02

**Research Question 2: How Does CSR School Performance Compare to CSR Comparison Group Performance Over Time?**

Overall, CSR school performance shows greater effect-size change than the matched comparison schools. Those areas that do not show these positive changes are contained within the Year 2 cohort (i.e., Grade 3 mathematics; Grade 5 reading and mathematics). By the time the reform efforts have completed Year 3, all subject areas across all grades show greater effect-size change than comparison sites. Table 19 shows the MCA/BST CSR effect sizes for Years 2 and 3 compared to the matched comparison schools as well as the difference in outcome between the two groups.

**Table 19. Overall MCA/BST Effect Sizes in Year 2 and Year 3 CSR Schools and Matched Comparison (MC) Sites**

Subject	Award Year	Grade 3			Grade 5			Grade 8		
		CSR	MC	Otcm	CSR	MC	Otcm	CSR	MC	Otcm
Reading	Year 2	5.71	4.98	+	2.85	2.93		5.87	4.51	+
	Year 3	7.26	7.25	+	7.75	3.45	+	5.42	1.34	+
Mathematics	Year 2	2.94	4.2		4.6	6.87		1.11	-0.36	+
	Year 3	7.01	4.44	+	8.85	7.59	+	-0.02	-0.89	+

Note: The “outcome” column indicates a “+” if CSR schools increased more than comparison schools.

Analysis of effect-size change indicates that schools engaged in reform for two years are not realizing change to the same degree as those schools engaged in reform for three years. Using school performance as the outcome measure, there are several NCLB subgroups for which CSR schools’ performance gains were less than the matched comparison group in Grades 3, 5, and 8 (e.g., 18 in reading and 27 in mathematics). Of these areas, approximately 70 percent are in Year 2 schools and only 30 percent in Year 3 schools. However, since the analysis suggests that engaging in reform for three years contributed to increased student achievement across all grades and all subjects, it is important to examine the subgroups for which this is *not* the case. Looking at the breakdown of change by subject, grade, and NLCB subgroup for Year 3 schools more closely highlights the groups of students not as strongly impacted by the program as others.

**Reading Proficiency.** Examination of Reading proficiency reveals that within year three schools, there are a few areas that demonstrate less improvement in the CSR schools relative to the comparison schools. They are as follows:

**Grade 3**

- Within the NCLB group of black students in Grade 3, there was greater effect-size change in the comparison schools than the CSR schools; however, it is worth noting that the CSR schools did still see improvement in reading proficiency for this group in both Year 2 and Year 3 schools.
- Within the NCLB group of white students in Grade 3, there was greater effect-size change for the comparison group. However, the CSR schools did in fact demonstrate a large effect-size change, especially in Year 3 schools—nearly three times greater than in Year 2 schools, which again supports the impact of systematic reform over time.

**Grade 5**

- Within the NCLB subgroup of Hispanic students in Grade 5, there was greater change in achievement for the comparison schools. However, among both groups there is a decrease in performance within both Year 2 and Year 3 analyses. For the CSR schools, this group saw a serious decrease in performance relative to baseline in Year 3 schools, whereas in Year 2 schools, there was an increase in performance. The comparison schools, however, show an increase in achievement from baseline in both cases.

- Within the NCLB subgroup of white students, fifth graders also do not show improvement relative to the comparison schools. In addition, effect-size differences between Year 2 and Year 3 schools, although larger for Year 3 schools, are minimal.

**Grade 8**

- CSR school females in Grade 8 showed lower performance increases relative to comparison schools. Although this group did see an increase in achievement as measured by effect-size change from the baseline, these values must be interpreted with caution since the comparison schools also saw an increase, and in fact a greater increase than did the CSR schools.

Table 20 details the reading proficiency effect-size changes among NCLB groups between CSR and comparison schools.

**Table 20. Reading Proficiency Effect-Size Change from baseline for CSR and Matched Comparison (MC) Schools by NCLB Subgroup**

NCLB Category	Award Year	Grade 3			Grade 5			Grade 8		
		CSR	MC	Otc	CSR	MC	Otc	CSR	MC	Otc
All students tested	Year 2	5.71	4.98	+	2.85	2.93		5.87	4.51	+
	Year 3	7.26	7.25	+	7.75	3.45	+	5.42	1.34	+
Female	Year 2	5.48	5.21	+	1.04	1.76		2.84	3.38	
	Year 3	6.54	6.49	+	6.1	4.13	+	1.76	2.81	
Male	Year 2	3.93	2.41	+	2.94	1.41	+	5.24	2.98	+
	Year 3	4.83	0.42	+	6.49	1	+	5.95	0.34	+
American Indian	Year 2	2.03		+	-0.89			-1.47		
	Year 3				1.53		+			
Asian/Pacific Islander	Year 2	2.37	2.15	+	3.95	0.83	+	6.28	3.55	+
	Year 3									
Black	Year 2	1.22	2.83		-1.43	0.14		2.69	2.88	
	Year 3	0.37	2.71		4.79	-1.78	+	4.26	1.58	+
Hispanic	Year 2	4.91	2.12	+	5.66	4.18	+	1.33	2.71	
	Year 3	1.97	-4.93	+	-2.49	3.54			2.14	
White	Year 2	1.8	3.17		1.5	0.21	+	2.29	1.32	+
	Year 3	5.26	5.81		1.84	3.91		3.48		+
Receiving special education services	Year 2	3.91	-0.84	+	-3.83	-1.87		-1.07	2.89	
	Year 3				1.94		+			
Eligible for free or reduced-price lunch	Year 2	4.91	3.43	+	2.75	3.39		5.4	5.52	
	Year 3	6.92	6.21	+	7.27	2.72	+	6.18	2.4	+

NCLB Category	Award Year	Grade 3			Grade 5			Grade 8		
		CSR	MC	Otcn	CSR	MC	Otcn	CSR	MC	Otcn
Eligible for LEP services	Year 2	1.17	4.43		4.99	4.18	+	-1.52	-0.87	
	Year 3	6.73	-5.97	+	1.79	-0.71	+	4.47	1.5	+

Note: The “outcome” column indicates a “+” if CSR schools increase more than comparison schools.

**Mathematics Proficiency.** Examination of mathematics proficiency reveals similar patterns as those found in reading achievement with only 30 percent of subgroups performing worse than the controls in Year 3 of reform. These negative differences within Year 3 schools and comparison sites are as follows:

### *Grade 3*

- Within the NCLB subgroup of Hispanic students in Grade 3, Year 3 schools do not show as large of an increase in effect size as the comparison group.

### *Grade 5*

- Within the NCLB subgroup of female students in Grade 5, there was a positive effect-size change in mathematics proficiency; however, this increase was much greater in the comparison schools.
- Within the subgroup of white students in Grade 5, comparison schools showed greater gains in achievement.
- Those who are eligible for LEP services in Grade 5 at CSR schools also did not perform equally or better than their matched comparisons.

### *Grade 8*

- For the subgroup of female students in Grade 8, CSR schools do not perform as well as the comparison group. It also is worth noting that although this pattern was not observed in Grade 3 the effect-size difference between CSR schools and comparison schools is only 0.14 higher for the CSR schools.
- Within the subgroup of black students in Grade 8, CSR schools show a greater decrease in achievement than the comparison school; however, this difference (0.01) may not be meaningful.
- Those who are eligible for LEP services in Grade 8 also show a difference between CSR and comparison sites. The pattern here switches between Year 2 and Year 3. In Year 2, CSR schools show a positive change in effect size but a negative effect size for Year 3 schools. The comparison sites for these two groups is reversed, with those compared to Year 2 showing a decrease in effect size and those compared to Year 3 showing an increase in effect size. More years of data would be helpful in explaining this pattern.

Table 21 details the mathematics proficiency effect-size changes among NCLB groups between CSR and comparison schools.



**Table 21. Mathematics Proficiency Effect-Size Change From Baseline for CSR and Matched Comparison (MC) Schools by NCLB Subgroup**

NCLB Category	Award Year	Grade 3			Grade 5			Grade 8		
		CSR	MC	Otcm	CSR	MC	Otcm	CSR	MC	Otcm
All students tested	Year 2	2.94	4.2		4.6	6.87		1.11	-0.36	+
	Year 3	7.01	4.44	+	8.85	7.59	+	-0.02	-0.89	+
Female	Year 2	0.98	3.47		2.26	6.27		-1.45	-0.97	
	Year 3	5.2	5.04	+	3.92	6.87		-1.08	1.67	
Male	Year 2	2.92	2.32	+	4.7	2.65	+	2.79	0	+
	Year 3	4.91	1.15	+	5.96	3.98	+	1.13	-1.24	+
American Indian	Year 2	2.5		+	2.32		+	-2.31		
	Year 3				0					
Asian/Pacific Islander	Year 2	-1.96	1.42		2.12	2.63		-1.16	-0.46	
	Year 3									
Black	Year 2	2.12	2.4		2.9	5.26		1.65	-0.99	+
	Year 3	3.42	3.37	+	1.96	1.37	+	-0.72	-0.71	
Hispanic	Year 2	1.27	-0.39	+	5.54	3.43	+	-0.23	-0.3	+
	Year 3	0.7	1.26		0.32	-9.27	+		2.27	
White	Year 2	1.25	4.18		2.37	2.27	+	0.05	0.74	
	Year 3	4.48	3.8	+	4.79	8.24		2.09		+
Receiving special education services	Year 2	2.89	-0.91	+	-0.52	3.46		-4.27	-3.49	
	Year 3				-0.7					
Eligible for free or reduced-price lunch	Year 2	1.85	1.9		4.3	6.63		0.2	0.41	
	Year 3	6.75	3.72	+	7.62	6.91	+	0.59	0.41	+
Eligible for LEP services	Year 2	-0.79	2.02		5.29	4.83	+	3.4	-1.2	+
	Year 3	7.18	-0.4	+	-0.92	1.82		-2.24	2.2	

Note: The “outcome” column indicates a “+” if CSR schools increase more than comparison schools.

### **Research Question 3: How Does CSR School Performance in Grades 3, 5, and 8 Compare to All Minnesota Schools?**

Overall, students at CSR schools are showing greater increase in achievement more than students at all other state schools with the exception of students in Grade 3 taking the mathematics BST in schools that are engaged in reform for only two years. However, schools engaged in three years of reform are outperforming state schools in both reading and mathematics across all three grades. It also is worth noting that the magnitude of that increase is substantial; and in some cases greater than 30 percent. There were some differences however by grade and subject, which are outlined in the following sections. Table 22 shows the percentage of increase of students at or above state standards for CSR schools and all the schools in the state.

**Table 22. Reading and Mathematics Proficiency: Percentage Increase From Baseline in Number of Students at or Above State Standards for CSR Schools and State Schools**

Subject	Award Year	Grade 3			Grade 5			Grade 8		
		CSR	State	Otcm	CSR	State	Otcm	CSR	State	Otcm
Reading	Year 2	16.8%	7.6%	+	8.3%	4.9%	+	26.8%	4.7%	+
	Year 3	49.5%	16.6%	+	38.9%	7.7%	+	50.1%	5.8%	+
Mathematics	Year 2	7.9%	8.5%		13.6%	6.7%	+	6.0%	3.4%	+
	Year 3	49.9%	18.5%	+	54.8%	13.3%	+	-0.2%	-0.3%	+

Note: The “outcome” column indicates a “+” if CSR schools increase more than state schools.

**Reading Proficiency.** Relative to the state, CSR schools across each award year in each grade showed consistent, large gains in percent of students at or above proficiency in reading. In general, the state showed the same positive trend; however, the gain percentages were not as profound. These differences for reading achievement are addressed in this section.

Overall, across NCLB subgroups and grades, the cohort analysis reveals that the schools participating in CSR for two years show increases more than state schools 56 percent of the time. The schools involved in reform for three years show greater improvement in 83 percent of the subgroup cases.

There also are differences at the grade level. Collapsing across cohort and NCLB subgroups, CSR schools in Grades 3 and 5 are showing larger increases in percentage than the state approximately 62 percent of the time. For Grade 8, CSR schools show greater increases in percentage of students at or above proficient in 82 percent of possible cases.

Further breakdown by grade and cohort reveals an interesting pattern. Year 2 schools show a change in percentages greater than state schools in 50 percent of the subgroups in Grade 3, 45 percent of the subgroups in Grade 5, and 72 percent of the subgroups in Grade 8. Year 3 schools show consistent increase greater than that of Year 2 schools and a good deal greater than state schools as well. For Grade 3, CSR schools show greater increase in percent at or above standards 75 percent of the time, 80 percent of the time Grade 5, and 100 percent of the time for Grade 8. Again, these findings support the notion that engaging in reform for three years yields greater benefits than engaging in reform for two years; it also shows that older students benefit the most. Table 23 details the reading proficiency increases for CSR and the other schools in the state by NCLB subgroup.

**Table 23. Reading Proficiency Percentage Increase From Baseline in Number of Students at or Above State Standards for CSR and State Schools by NCLB Subgroup**

NCLB Category	Award Year	Grade 3			Grade 5			Grade 8		
		CSR	State	Otcm	CSR	State	Otcm	CSR	State	Otcm
All students tested	Year 2	16.8%	7.6%	+	8.3%	4.9%	+	26.8%	4.7%	+
	Year 3	49.5%	16.6%	+	38.9%	7.7%	+	50.1%	5.8%	+
Female	Year 2	22.5%	8.5%	+	3.9%	5.6%		16.2%	3.6%	+
	Year 3	65.5%	16.1%	+	47.6%	8.8%	+	19.5%	3.7%	+
Male	Year 2	17.6%	8.3%	+	13.2%	5.4%	+	37.2%	6.3%	+
	Year 3	48.3%	17.4%	+	52.4%	7.8%	+	93.3%	8.6%	+
American Indian	Year 2	51.5%	26%	+	-18.2%	5.3%		-20.5%	17.1%	
	Year 3		51.5%		26.2%	18.4%	+		30.8%	
Asian/Pacific Islander	Year 2	33.7%	38.8%		58.4%	21.3%	+	114.9%	27%	+
	Year 3		76.2%			48.9%			31.7%	
Black	Year 2	13.7%	16%		-13.4%	7.4%		30.2%	15.1%	+
	Year 3	4.2%	39%		153.2%	23.4%	+	227.2%	18.5%	+
Hispanic	Year 2	68.8%	34.4%	+	79.6%	21.9%	+	34.7%	25.8%	+
	Year 3	58.1%	51.5%	+	-21%	42.8%			27.8%	
White	Year 2	4.8%	6.3%		3.7%	5%		10.5%	3.8%	+
	Year 3	36.6%	15%	+	7.6%	6.5%	+	27.5%	4.9%	+
Receiving special education services	Year 2	182.5%	16.9%	+	-60%	5.8%		-19.9%	12.7%	
	Year 3		31.1%		86.8%	12.1%	+		17.4%	
Eligible for free or reduced-price lunch	Year 2	21.4%	17.1%	+	11.9%	9.2%	+	35.4%	13.6%	+
	Year 3	69.7%	34.6%	+	59.1%	17.4%	+	93.7%	15.1%	+
Eligible for LEP services	Year 2	11.7%	37.2%		73.7%	21.4%	+	-11.3%	45.7%	
	Year 3	275.6%	53.8%	+	41.2%	47.2%		265.6%	73%	+
Eligible for migrant services	Year 2		68.9%			33.2%			63.7%	
	Year 3		-12%			14.8%			104.1%	

Note: The “outcome” column indicates a “+” if CSR schools increased more than state schools.

**Mathematics Proficiency.** Relative to the state, CSR schools across each award year in each grade showed consistent, large gains in percent of students at or above proficiency in mathematics. In general, the state showed the same positive trend; however, the gain percentages were not as profound. These differences for mathematics achievement are addressed in this section.

Examination by cohort reveals a similar pattern as for reading achievement with Year 2 schools increasing percentage in only 46 percent of the NCLB subgroups and Year 3 schools showing gains greater than state schools in nearly 63 percent of possible subgroup categories.

Examination by grade shows that there was an increase in percentage 57 percent of the time for Grade 5, 55 percent of the time for Grade 3, and only 38 percent of the time for Grade 8.

Further breakdown by grade and by award year shows that the greatest improvement by CSR schools more than the state are realized by Year 3 third graders (increase 88 percent of the time) and Year 2 fifth graders (increase 64 percent of the time). The other grade and cohort levels are not as strong. Year 2 showed a greater increase in Grade 3 about 36 percent of the time, and in Grade 8 this increase was in 30 percent of the subgroups. Year 3 demonstrated a 50 percent increase over state schools in both Grades 5 and 8. Table 24 details the mathematics proficiency increases for CSR and the other schools in the state by NCLB subgroup.

**Table 24. Mathematics Proficiency Percentage Increase From Baseline in Number of Students at or Above State Standards for CSR and State Schools by NCLB Subgroup**

NCLB Category	Award Year	Grade 3			Grade 5			Grade 8		
		CSR	State	Otcm	CSR	State	Otcm	CSR	State	Otcm
All students tested	Year 2	7.9%	8.5%		13.6%	6.7%	+	6.0%	3.4%	+
	Year 3	49.9%	18.5%	+	54.8%	13.3%	+	-0.2%	-0.3%	+
Female	Year 2	3.7%	7.1%		9.6%	9.1%	+	-9.7%	2.1%	
	Year 3	61.3%	19.1%	+	31.6%	14.0%	+	-13.4%	-1.7%	
Male	Year 2	11.1%	10.5%	+	19.5%	5.5%	+	23.9%	5.5%	+
	Year 3	44.6%	18.3%	+	46.9%	13.7%	+	19.0%	1.6%	+
American Indian	Year 2	57.8%	25.1%	+	66.8%	10.2%	+	-41.0%	15.4%	
	Year 3		41.8%		0.0%	29.9%			9.5%	
Asian/Pacific Islander	Year 2	-16.1%	24.7%		21.6%	22.1%		-14.3%	8.6%	
	Year 3		50.0%			38.1%			6.4%	
Black	Year 2	24.0%	17.2%	+	33.1%	36.4%		23.3%	0.3%	+
	Year 3	67.4%	42.7%	+	34.8%	51.3%		-33.3%	4.8%	
Hispanic	Year 2	13.4%	18.9%		81.6%	27.9%	+	-6.8%	3.4%	
	Year 3	14.6%	42.1%		5.4%	50.3%			11.5%	
White	Year 2	3.2%	8.3%		6.5%	6.3%	+	0.3%	4.5%	
	Year 3	35.5%	17.3%	+	24.5%	12.7%	+	22.9%	0.9%	+
Receiving special education services	Year 2	69.6%	19.8%	+	-11.1%	13.3%		-72.5%	1.8%	
	Year 3		41.8%		-15.2%	31.1%			-12.5%	+

NCLB Category	Award Year	Grade 3			Grade 5			Grade 8		
		CSR	State	Otcm	CSR	State	Otcm	CSR	State	Otcm
Eligible for free or reduced-price lunch	Year 2	6.9%	14.1%		18.4%	14.1%	+	1.4%	4.9%	
	Year 3	71.0%	32.6%	+	75.9%	28.3%	+	9.2%	0.4%	+
Eligible for LEP services	Year 2	-6.2%	20.9%		65.5%	20.4%	+	62.4%	5.9%	+
	Year 3	219.7%	42.7%	+	-12.2%	44.1%		-41.9%	13.4%	
Eligible for migrant services	Year 2		25.7%			143.8%			36.5%	
	Year 3		-13.9%			95.9%			2.3%	

Note: The “outcome” column indicates a “+” if CSR schools increased more than state schools.

## Summary

A definite trend emerged to suggest that CSR has greater impact when schools are able to engage in such efforts for three years. There were only three areas in Year 2 CSR schools that did not outperform matched comparisons (i.e., Grade 3 mathematics; Grade 5 reading and mathematics), but this lack of improvement disappears with the third year of reform. Schools that engaged in some form of school improvement for at least three years demonstrated increased academic achievement greater than any increase realized by their matched counterparts.

CSR schools demonstrated achievement gains that surpassed the matched control group both in overall and NCLB subgroup performance. CSR school groups that did not outperform the control group across both award years are as follows:

- Hispanic: Grade 3, mathematics; Grade 5 reading
- White: Grade 3, reading; Grade 5 mathematics and reading
- Black: Grade 3, reading; Grade 8, mathematics
- LEP: Grade 5, mathematics; Grade 8, mathematics
- Female: Grade 5, mathematics; Grade 8, mathematics

Relative to the state, CSR schools demonstrated dramatic and consistent improvement with some caveats. First, Grade 8 mathematics performance declined from the baseline, although this decrease was slightly less than the decrease the state experienced. In addition, though the overall effect of CSR was positive, there were still a few NCLB subgroups, grades, and subjects that did see a decrease in performance. For instance, CSR schools receiving special education services in fifth grade demonstrated a decrease in performance in both Years 2 and 3. Among CSR Year 2 schools, Grade 8 special education students saw a decrease of nearly 73 percent from the baseline while statewide performance in this subgroup increased 1.8 percent. Despite this, overall performance gains among Year 2 and Year 3 CSR schools outpaced gains in statewide results in both reading and mathematics. In addition, CSR school results outperformed statewide averages more than 50 percent of the time when comparing performance gains within award year, subject area, grade level, and NCLB subgroup cells.

# **Impact Study: Relationship Between Implementation and Achievement**

## **Research Question**

The Minnesota CSR impact study has been articulated as such: What relationship exists between CSR implementation and student achievement?

## **Subjects**

Cohort schools participating in the CSR implementation survey also had available achievement data at baseline, and the 2004–05 school years were retained for the implementation analysis. This resulted in 28 CSR schools being included in the analysis (20 Year 2 schools and 8 Year 3 schools).

## **Statistical Methodology**

### **Implementation Buy-In**

For modeling purposes, a buy-in variable was calculated at the school level for each of the seven program areas (i.e., curriculum, instruction, assessment, classroom management, professional development, parent involvement, and schoolwide decision-making processes). A school was considered to have focus (or progress) buy-in if 80 percent of respondents indicated at least a minor focus for the program area (or some progress made).

### **Change Score**

Change score was computed for CSR schools that had complete data available for their respective baseline year and the 2004–05 school years. Given that average proficiency was weighted by number of students tested, the change score is the absolute difference between the two data points.

## **Results**

For the ease of interpretation, effect sizes were recoded into one of three levels based on the distribution of the effect sizes in the data. The three levels (with effect-size ranges shown in Table 25) correspond to a significant negative effect size (Level 1), a nonsignificant effect size (Level 2), and a significant positive effect size (Level 3). The number of data points for each level as well as the associated mean effect size also is shown in Table 25.

**Table 25. Effect-Size Level Descriptions**

Effect-Size Level	Range	Count	Mean	Standard Deviation
1	Less than -0.5	21	-1.759	1.536
2	-0.5 to 0.5	22	-0.038	0.291
3	Greater than 0.5	73	2.795	1.642

Because effect size was recoded into an ordinal categorical variable, logistic regression was used to model the impact on achievement of focus and/or progress buy-in on the CSR program area items. Logistic regression is highly useful for examining the relationship between predictor variables and the response variable when the response is categorical. The logistic model is especially useful because it provides an easily interpretable statistic for analysis: the odds-ratio.

Tables 26 and 27 summarize the results of the data modeling for Years 2 and 3, respectively. Each table provides an odds-ratio estimate for the effect of focus and progress buy-in on effect size change. In addition, a 95 percent Wald confidence interval (CI) is provided for the estimate as an indicator of the significance of the estimate. The odds-ratios in Tables 26 and 27 can be interpreted as the odds of achieving a positive significant effect-size change in student achievement associated with teachers indicating buy-in for the program areas within a school. The regression analyses were adjusted (weighted) for the number of respondents at each school.

**Year 2**

**Table 26. Odds-Ratios for Year 2 Schools**

Program Area	Focus		Progress	
	Odds-Ratio	95% CI	Odds-Ratio	95% CI
Curriculum	2.6	(1.9, 3.6)	3	(1.9, 4.8)
Instruction	3	(1.9, 4.8)	3	(1.9, 4.8)
Assessment	3	(1.9, 4.8)	0.8	(0.7, 0.9)
Classroom management	0.6	(0.5, 0.6)	0.5	(0.4, 0.6)
Professional development	0.6	(0.5, 0.7)	0.3	(0.3, 0.4)
Parent involvement	1.2	(1.0, 1.4)	0.4	(0.4, 0.5)
Schoolwide decision-making processes	0.5	(0.4, 0.6)	0.5	(0.5, 0.6)

The logistic regression analysis for the Year 2 schools suggests that implementation buy-in for three of the CSR program areas has significant positive impact on student achievement. The three program areas that showed this effect were curriculum, instruction, and assessment. Specifically, a perceived focus on curriculum resulted in 2.6:1 odds of seeing a significant positive impact on student achievement, whereas perceived progress for curriculum resulted in 3:1 odds of a similar change. The results were similar for the instruction program area, with focus and progress buy-in both resulting in 3:1 odds of seeing a positive change in student achievement. In addition, a perception of buy-in for focus on assessment resulted in 3:1 odds of significant improvement.

### Year 3

**Table 27. Odds-Ratios for Year 3 Schools**

Program Area	Focus		Progress	
	Odds-Ratio	95% CI	Odds-Ratio	95% CI
Curriculum	n/a	n/a	0.4	(0.2, 0.5)
Instruction	n/a	n/a	0.4	(0.2, 0.5)
Assessment	0.7	(0.5, 1.1)	0.2	(0.1, 0.4)
Classroom management	7.7	(4.0, 14.5)	0.7	(0.5, 1.1)
Professional development	0.4	(0.3, 0.7)	0.4	(0.2, 0.5)
Parent involvement	0.1	(0.1, 0.2)	0.1	(0.1, 0.2)
Schoolwide decision-making processes	0.9	(0.6, 1.4)	0.6	(0.3, 1.0)

Results for the Year 3 schools are more difficult to interpret. No odds-ratios could be calculated for focus on curriculum or instruction due to all Year 3 schools indicating buy-in for these program areas (so no comparison could be made). In general, the small number of Year 3 schools (8) and data points (34) are problematic for this analysis. There is one program area (classroom management) for which school perceived buy-in resulted in good odds of witnessing a significant positive change in student achievement. The confidence interval for this odds-ratio estimate is quite wide (4 to 14.5), which most likely is due to uncertainty resulting from the small sample size. It is worth noting, however, that the confidence interval does note that a significant relationship exists between focus on classroom management and student achievement for Year 3 schools.



## Recommendations

The survey and achievement findings have led to several implications for the state of Minnesota to consider as they move forward in their efforts to improve school achievement by funding CSR models and school improvement initiatives in general.

1. While it is not possible to confirm why Year 3 schools indicated less implementation progress than Year 2 schools, results may suggest that Year 3 schools are facing challenges related to sustaining model implementation in 2005–06. Year 3 schools completed the CSR grant-funding cycle in 2004–05 and currently are in their first year of post-CSR grant award implementation. Thus, Year 3 schools now must find other ways to continue funding programs and initiatives that were funded for the previous three years. Because this survey was administered during fall 2005, it is likely that results reflect participants' perspectives during the 2005–06 school year. If this is the case, the lower perceptions of progress may reflect challenges related to sustainability. Qualitative results, as well as the research in CSR implementation, support the idea that sustaining reforms over time is a major challenge for schools, particularly after funding ends. We suggest that the state continue to provide support for schools in developing long-term plans for improvement, which include plans for sustaining CSR and other systemic programs over time. For instance, the state may consider implementing more rigorous procedures for screening potential CSR award winners by requiring schools to address questions regarding critical factors, such as the process they used to initially select the CSR model, current schoolwide buy-in levels, methods for maintaining ongoing schoolwide support, potential policy changes to support the school's CSR model implementation, and sustainability after the three-year award period. Schools' answers to such questions may serve as a screening device for the state to help them determine how and to whom funds should be allocated. In addition, these processes likely could encourage schools to plan for and address critical issues likely to emerge throughout the reform effort.
2. Overall and subgroup results showed significant improvement among CSR schools over time, with substantially large effect sizes at all grade levels. While these improvements are notable, trends suggest that Grade 8 scores lag behind scores at the elementary level. More research is needed to determine the effects of different CSR models in secondary schools over time. Specifically, which CSR models seem to be most effective in terms of increasing test scores in secondary schools? In addition, what is a reasonable amount of time to expect sustained test score increases among secondary schools that implement specific types of CSR models with high levels of fidelity? We also must question the extent to which teachers prepare their students for the BST in Grade 8 because the results are not included in federal accountability measures to determine AYP. In addition, the BST may not be aligned with Grade 8 standards in CSR schools and districts since the test is used as a graduation requirement and may be administered to students multiple times during their secondary schooling. MCA testing, which now includes Grades 7, 10, and 11, in the future may become a better measure of progress in student achievement for secondary grades.

3. Trend analyses suggest that CSR models are impacting improvement in school test performance over time, particularly at the elementary level. However, our sample size limits the degree to which we can generalize these results with certainty. In order to build a case to suggest that CSR models impact sustained positive results over time, analyses should be conducted longitudinally on the schools currently participating in CSR efforts.
4. There appears to be a significant relationship between CSR implementation and student achievement. This needs to be explored further to test the amount of variance in achievement associated with each of the 11 CSR components. Specifically, increased sample sizes on the CSR implementation survey for those schools receiving CSR support will help uncover the extent to which individual program areas and components (i.e., curriculum, instruction, assessment, classroom management, professional development, parent involvement, schoolwide decision-making processes) impact schools' perceptions of achievement progress over time. These results will help the state of Minnesota determine with more certainty where schools and models should focus their efforts to produce the highest levels of improvement in the shortest amount of time. Such evidence may have implications for the state's decision about which models to fund and in which areas CSR models and schools should focus the majority of their resources.

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## Appendix A

### CSR Implementation Survey Results, 2004–05

#### Subject Area Focus

##### Focus: English/Language Arts

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	55 (17.5%)	61 (14.9%)	-2.6	1 (4.5%)	22 (19.5%)	15
Minor focus	42 (13.3%)	48 (11.7%)	-1.6		16 (14.2%)	14.2
Major focus	218 (69.2%)	300 (73.3%)	4.1	21 (95.5%)	75 (66.4%)	-29.1

##### Focus: Math

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	69 (21.9%)	102 (24.9%)	3	5 (22.7%)	27 (23.9%)	1.2
Minor focus	59 (18.7%)	108 (26.4%)	7.7	2 (9.1%)	29 (25.7%)	16.6
Major focus	187 (59.4%)	199 (48.7%)	-10.7	15 (68.2%)	57 (50.4%)	-17.8

##### Focus: Science

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	157 (49.8%)	201 (49.1%)	-0.7	8 (36.4%)	51 (45.1%)	8.7
Minor focus	133 (42.2%)	134 (32.8%)	-9.4	12 (54.5%)	52 (46.0%)	-8.5
Major focus	25 (7.9%)	74 (18.1%)	10.2	2 (9.1%)	10 (8.8%)	-0.3

##### Focus: Social Sciences

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	150 (47.6%)	196 (47.9%)	0.3	8 (36.4%)	50 (44.2%)	7.8

Minor focus	125 (39.7%)	131 (32.0%)	-7.7	12 (54.5%)	49 (43.4%)	-11.1
Major focus	40 (12.7%)	82 (20.0%)	7.3	2 (9.1%)	14 (12.4%)	3.3

**Focus: All Subject Areas**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	133 (42.2%)	183 (44.7%)	2.5	9 (40.9%)	47 (41.6%)	0.7
Minor focus	101 (32.1%)	124 (30.3%)	-1.8	4 (18.2%)	40 (35.4%)	17.2
Major focus	81 (25.7%)	102 (24.9%)	-0.8	9 (40.9%)	26 (23.0%)	-17.9

**Focus: Other**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	264 (83.8%)	329 (80.4%)	-3.4	16 (72.7%)	95 (84.1%)	11.4
Minor focus	6 (1.9%)	14 (3.4%)	1.5	2 (9.1%)	3 (2.7%)	-6.4
Major focus	45 (14.3%)	66 (16.1%)	1.8	4 (18.2%)	15 (13.3%)	-4.9

**CSR Program Area Focus and Progress**

**Focus: Curriculum**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	32 (10.2%)	30 (7.3%)	-2.9	1 (4.5%)	13 (11.5%)	7
Minor focus	44 (14.0%)	56 (13.7%)	-0.3		20 (17.7%)	17.7
Major focus	239 (75.9%)	323 (79.0%)	3.1	21 (95.5%)	80 (70.8%)	-24.7

**Progress: Curriculum**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	34 (10.8%)	31 (7.6%)	-3.2	1 (4.5%)	24 (21.2%)	16.7
Some progress made	100 (31.7%)	79 (19.3%)	-12.4	5 (22.7%)	23 (20.4%)	-2.3
Significant progress	162 (51.4%)	256 (62.6%)	11.2	13 (59.1%)	55 (48.7%)	-10.4
Goals achieved	19 (6.0%)	43 (10.5%)	4.5	3 (13.6%)	11 (9.7%)	-3.9

**Focus: Instruction**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	34 (10.8%)	35 (8.6%)	-2.2	1 (4.5%)	10 (8.8%)	4.3
Minor focus	61 (19.4%)	60 (14.7%)	-4.7	1 (4.5%)	15 (13.3%)	8.8
Major focus	220 (69.8%)	314 (76.8%)	7	20 (90.9%)	88 (77.9%)	-13

**Progress: Instruction**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	39 (12.4%)	38 (9.3%)	-3.1	1 (4.5%)	17 (15.0%)	10.5
Some progress made	104 (33.0%)	86 (21.0%)	-12	3 (13.6%)	26 (23.0%)	9.4
Significant progress	154 (48.9%)	250 (61.1%)	12.2	16 (72.7%)	56 (49.6%)	-23.1
Goals achieved	18 (5.7%)	35 (8.6%)	2.9	2 (9.1%)	14 (12.4%)	3.3

**Focus: Assessment**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	29 (9.2%)	45 (11.0%)	1.8	3 (13.6%)	15 (13.3%)	-0.3
Minor focus	67 (21.3%)	98 (24.0%)	2.7	2 (9.1%)	26 (23.0%)	13.9
Major focus	219 (69.5%)	266 (65.0%)	-4.5	17 (77.3%)	72 (63.7%)	-13.6

**Progress: Assessment**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	44 (14.0%)	52 (12.7%)	-1.3	3 (13.6%)	22 (19.5%)	5.9
Some progress made	106 (33.7%)	112 (27.4%)	-6.3	4 (18.2%)	36 (31.9%)	13.7
Significant progress	142 (45.1%)	202 (49.4%)	4.3	12 (54.5%)	42 (37.2%)	-17.3
Goals achieved	23 (7.3%)	43 (10.5%)	3.2	3 (13.6%)	13 (11.5%)	-2.1

**Focus: Classroom management**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	91 (28.9%)	122 (29.8%)	0.9	3 (13.6%)	26 (23.0%)	9.4
Minor focus	106 (33.7%)	128 (31.3%)	-2.4	9 (40.9%)	41 (36.3%)	-4.6
Major focus	118 (37.5%)	159 (38.9%)	1.4	10 (45.5%)	46 (40.7%)	-4.8

**Progress: Classroom management**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	88 (27.9%)	116 (28.4%)	0.5	3 (13.6%)	33 (29.2%)	15.6
Some progress made	104 (33.0%)	129 (31.5%)	-1.5	10 (45.5%)	30 (26.5%)	-19
Significant progress	104 (33.0%)	143 (35.0%)	2	7 (31.8%)	41 (36.3%)	4.5
Goals achieved	19 (6.0%)	21 (5.1%)	-0.9	2 (9.1%)	9 (8.0%)	-1.1

**Focus: Professional development**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	46 (14.6%)	49 (12.0%)	-2.6	2 (9.1%)	17 (15.0%)	5.9
Minor focus	78 (24.8%)	101 (24.7%)	-0.1	3 (13.6%)	36 (31.9%)	18.3
Major focus	191 (60.6%)	259 (63.3%)	2.7	17 (77.3%)	60 (53.1%)	-24.2

**Progress: Professional development**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	51 (16.2%)	53 (13.0%)	-3.2	1 (4.5%)	23 (20.4%)	15.9
Some progress made	93 (29.5%)	108 (26.4%)	-3.1	4 (18.2%)	25 (22.1%)	3.9
Significant progress	142 (45.1%)	176 (43.0%)	-2.1	13 (59.1%)	50 (44.2%)	-14.9
Goals achieved	29 (9.2%)	72 (17.6%)	8.4	4 (18.2%)	15 (13.3%)	-4.9



**Focus: Parent involvement**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	55 (17.5%)	78 (19.1%)	1.6	1 (4.5%)	30 (26.5%)	22
Minor focus	131 (41.6%)	177 (43.3%)	1.7	12 (54.5%)	46 (40.7%)	-13.8
Major focus	129 (41.0%)	154 (37.7%)	-3.3	9 (40.9%)	37 (32.7%)	-8.2

**Progress: Parent involvement**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	91 (28.9%)	99 (24.2%)	-4.7	2 (9.1%)	39 (34.5%)	25.4
Some progress made	136 (43.2%)	163 (39.9%)	-3.3	14 (63.6%)	51 (45.1%)	-18.5
Significant progress	79 (25.1%)	112 (27.4%)	2.3	5 (22.7%)	14 (12.4%)	-10.3
Goals achieved	9 (2.9%)	35 (8.6%)	5.7	1 (4.5%)	9 (8.0%)	3.5

**Focus: School-wide decision making processes (governance)**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	56 (17.8%)	93 (22.7%)	4.9	3 (13.6%)	37 (32.7%)	19.1
Minor focus	131 (41.6%)	166 (40.6%)	-1	4 (18.2%)	33 (29.2%)	11
Major focus	128 (40.6%)	150 (36.7%)	-3.9	15 (68.2%)	43 (38.1%)	-30.1

**Progress: School-wide decision making processes (governance)**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	80 (25.4%)	110 (26.9%)	1.5	3 (13.6%)	40 (35.4%)	21.8
Some progress made	130 (41.3%)	141 (34.5%)	-6.8	8 (36.4%)	36 (31.9%)	-4.5
Significant progress	90 (28.6%)	113 (27.6%)	-1	7 (31.8%)	23 (20.4%)	-11.4
Goals achieved	15 (4.8%)	45 (11.0%)	6.2	4 (18.2%)	14 (12.4%)	-5.8

**CSR Component Item Focus and Progress**

**Focus: High quality professional development**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	28 (8.9%)	37 (9.0%)	0.1	1 (4.5%)	18 (15.9%)	11.4
Minor focus	73 (23.2%)	88 (21.5%)	-1.7	5 (22.7%)	30 (26.5%)	3.8
Major focus	214 (67.9%)	284 (69.4%)	1.5	16 (72.7%)	65 (57.5%)	-15.2

**Progress: High quality professional development**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	38 (12.1%)	56 (13.7%)	1.6	1 (4.5%)	28 (24.8%)	20.3
Some progress made	100 (31.7%)	97 (23.7%)	-8	7 (31.8%)	31 (27.4%)	-4.4
Significant progress	153 (48.6%)	181 (44.3%)	-4.3	9 (40.9%)	39 (34.5%)	-6.4
Goals achieved	24 (7.6%)	75 (18.3%)	10.7	5 (22.7%)	15 (13.3%)	-9.4

**Focus: Continuous professional development**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	34 (10.8%)	40 (9.8%)	-1	1 (4.5%)	19 (16.8%)	12.3
Minor focus	74 (23.5%)	109 (26.7%)	3.2	4 (18.2%)	33 (29.2%)	11
Major focus	207 (65.7%)	260 (63.6%)	-2.1	17 (77.3%)	61 (54.0%)	-23.3

**Progress: Continuous professional development**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	39 (12.4%)	52 (12.7%)	0.3	1 (4.5%)	28 (24.8%)	20.3
Some progress made	99 (31.4%)	113 (27.6%)	-3.8	3 (13.6%)	29 (25.7%)	12.1
Significant progress	149 (47.3%)	177 (43.3%)	-4	13 (59.1%)	46 (40.7%)	-18.4
Goals achieved	28 (8.9%)	67 (16.4%)	7.5	5 (22.7%)	10 (8.8%)	-13.9

**Focus: Staff involvement in choosing the CSR model**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	69 (21.9%)	114 (27.9%)	6	3 (13.6%)	36 (31.9%)	18.3
Minor focus	93 (29.5%)	132 (32.3%)	2.8	4 (18.2%)	42 (37.2%)	19
Major focus	153 (48.6%)	163 (39.9%)	-8.7	15 (68.2%)	35 (31.0%)	-37.2

**Progress: Staff involvement in choosing the CSR model**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	79 (25.1%)	112 (27.4%)	2.3	2 (9.1%)	32 (28.3%)	19.2
Some progress made	87 (27.6%)	109 (26.7%)	-0.9	5 (22.7%)	35 (31.0%)	8.3
Significant progress	91 (28.9%)	121 (29.6%)	0.7	5 (22.7%)	25 (22.1%)	-0.6
Goals achieved	58 (18.4%)	67 (16.4%)	-2	10 (45.5%)	21 (18.6%)	-26.9

**Focus: Staff support for implementing the CSR model**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	34 (10.8%)	57 (13.9%)	3.1	2 (9.1%)	25 (22.1%)	13
Minor focus	84 (26.7%)	105 (25.7%)	-1	4 (18.2%)	35 (31.0%)	12.8
Major focus	197 (62.5%)	247 (60.4%)	-2.1	16 (72.7%)	53 (46.9%)	-25.8

**Progress: Staff support for implementing the CSR model**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	52 (16.5%)	79 (19.3%)	2.8	2 (9.1%)	27 (23.9%)	14.8
Some progress made	103 (32.7%)	98 (24.0%)	-8.7	1 (4.5%)	40 (35.4%)	30.9
Significant progress	116 (36.8%)	162 (39.6%)	2.8	11 (50.0%)	27 (23.9%)	-26.1
Goals achieved	44 (14.0%)	70 (17.1%)	3.1	8 (36.4%)	19 (16.8%)	-19.6

**Focus: Principal involvement in choosing the CSR model**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	38 (12.1%)	80 (19.6%)	7.5	2 (9.1%)	35 (31.0%)	21.9
Minor focus	50 (15.9%)	68 (16.6%)	0.7	3 (13.6%)	20 (17.7%)	4.1
Major focus	227 (72.1%)	261 (63.8%)	-8.3	17 (77.3%)	58 (51.3%)	-26

**Progress: Principal involvement in choosing the CSR model**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	45 (14.3%)	92 (22.5%)	8.2	2 (9.1%)	31 (27.4%)	18.3
Some progress made	64 (20.3%)	71 (17.4%)	-2.9	3 (13.6%)	31 (27.4%)	13.8
Significant progress	114 (36.2%)	135 (33.0%)	-3.2	6 (27.3%)	27 (23.9%)	-3.4
Goals achieved	92 (29.2%)	111 (27.1%)	-2.1	11 (50.0%)	24 (21.2%)	-28.8

**Focus: Principal support in implementing the CSR model**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	26 (8.3%)	57 (13.9%)	5.6	2 (9.1%)	27 (23.9%)	14.8
Minor focus	59 (18.7%)	56 (13.7%)	-5	2 (9.1%)	20 (17.7%)	8.6
Major focus	230 (73.0%)	296 (72.4%)	-0.6	18 (81.8%)	66 (58.4%)	-23.4

**Progress: Principal support in implementing the CSR model**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	41 (13.0%)	70 (17.1%)	4.1	2 (9.1%)	28 (24.8%)	15.7
Some progress made	73 (23.2%)	68 (16.6%)	-6.6	4 (18.2%)	33 (29.2%)	11
Significant progress	123 (39.0%)	164 (40.1%)	1.1	6 (27.3%)	27 (23.9%)	-3.4
Goals achieved	78 (24.8%)	107 (26.2%)	1.4	10 (45.5%)	25 (22.1%)	-23.4

**Focus: District-level support for implementing the CSR model**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	50 (15.9%)	88 (21.5%)	5.6	4 (18.2%)	27 (23.9%)	5.7
Minor focus	106 (33.7%)	141 (34.5%)	0.8	6 (27.3%)	46 (40.7%)	13.4
Major focus	159 (50.5%)	180 (44.0%)	-6.5	12 (54.5%)	40 (35.4%)	-19.1

**Progress: District-level support for implementing the CSR model**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	68 (21.6%)	107 (26.2%)	4.6	5 (22.7%)	32 (28.3%)	5.6
Some progress made	98 (31.1%)	116 (28.4%)	-2.7	6 (27.3%)	40 (35.4%)	8.1
Significant progress	113 (35.9%)	125 (30.6%)	-5.3	6 (27.3%)	29 (25.7%)	-1.6
Goals achieved	36 (11.4%)	61 (14.9%)	3.5	5 (22.7%)	12 (10.6%)	-12.1

**Focus: Parent involvement in planning school improvement activities**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	83 (26.3%)	116 (28.4%)	2.1	4 (18.2%)	41 (36.3%)	18.1
Minor focus	156 (49.5%)	184 (45.0%)	-4.5	14 (63.6%)	48 (42.5%)	-21.1
Major focus	76 (24.1%)	109 (26.7%)	2.6	4 (18.2%)	24 (21.2%)	3

**Progress: Parent involvement in planning school improvement activities**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	111 (35.2%)	135 (33.0%)	-2.2	6 (27.3%)	48 (42.5%)	15.2
Some progress made	141 (44.8%)	169 (41.3%)	-3.5	16 (72.7%)	43 (38.1%)	-34.6
Significant progress	54 (17.1%)	77 (18.8%)	1.7		17 (15.0%)	15
Goals achieved	9 (2.9%)	28 (6.8%)	3.9		5 (4.4%)	4.4

**Focus: Parent involvement in implementing school improvement activities**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	90 (28.6%)	124 (30.3%)	1.7	5 (22.7%)	44 (38.9%)	16.2
Minor focus	160 (50.8%)	183 (44.7%)	-6.1	13 (59.1%)	46 (40.7%)	-18.4
Major focus	65 (20.6%)	102 (24.9%)	4.3	4 (18.2%)	23 (20.4%)	2.2

**Progress: Parent involvement in implementing school improvement activities**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	122 (38.7%)	151 (36.9%)	-1.8	8 (36.4%)	55 (48.7%)	12.3
Some progress made	131 (41.6%)	154 (37.7%)	-3.9	11 (50.0%)	37 (32.7%)	-17.3
Significant progress	51 (16.2%)	81 (19.8%)	3.6	2 (9.1%)	13 (11.5%)	2.4
Goals achieved	11 (3.5%)	23 (5.6%)	2.1	1 (4.5%)	8 (7.1%)	2.6

**Focus: Development of specific goals for measuring student performance**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	41 (13.0%)	50 (12.2%)	-0.8	2 (9.1%)	24 (21.2%)	12.1
Minor focus	90 (28.6%)	91 (22.2%)	-6.4	2 (9.1%)	26 (23.0%)	13.9
Major focus	184 (58.4%)	268 (65.5%)	7.1	18 (81.8%)	63 (55.8%)	-26

**Progress: Development of specific goals for measuring student performance**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	53 (16.8%)	62 (15.2%)	-1.6	2 (9.1%)	32 (28.3%)	19.2
Some progress made	113 (35.9%)	108 (26.4%)	-9.5	2 (9.1%)	32 (28.3%)	19.2
Significant progress	118 (37.5%)	170 (41.6%)	4.1	10 (45.5%)	38 (33.6%)	-11.9
Goals achieved	31 (9.8%)	69 (16.9%)	7.1	8 (36.4%)	11 (9.7%)	-26.7



**Focus: Development of specific benchmarks for meeting performance goals**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	39 (12.4%)	62 (15.2%)	2.8	5 (22.7%)	26 (23.0%)	0.3
Minor focus	105 (33.3%)	114 (27.9%)	-5.4		38 (33.6%)	33.6
Major focus	171 (54.3%)	233 (57.0%)	2.7	17 (77.3%)	49 (43.4%)	-33.9

**Progress: Development of specific benchmarks for meeting performance goals**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	54 (17.1%)	70 (17.1%)	0	5 (22.7%)	33 (29.2%)	6.5
Some progress made	131 (41.6%)	115 (28.1%)	-13.5		36 (31.9%)	31.9
Significant progress	100 (31.7%)	163 (39.9%)	8.2	11 (50.0%)	35 (31.0%)	-19
Goals achieved	30 (9.5%)	61 (14.9%)	5.4	6 (27.3%)	9 (8.0%)	-19.3

**Focus: Alignment of CSR program goals with existing state standards**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	42 (13.3%)	60 (14.7%)	1.4	3 (13.6%)	25 (22.1%)	8.5
Minor focus	67 (21.3%)	89 (21.8%)	0.5	1 (4.5%)	24 (21.2%)	16.7
Major focus	206 (65.4%)	260 (63.6%)	-1.8	18 (81.8%)	64 (56.6%)	-25.2

**Progress: Alignment of CSR program goals with existing state standards**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	43 (13.7%)	64 (15.6%)	1.9	3 (13.6%)	28 (24.8%)	11.2
Some progress made	91 (28.9%)	95 (23.2%)	-5.7	1 (4.5%)	26 (23.0%)	18.5
Significant progress	145 (46.0%)	169 (41.3%)	-4.7	12 (54.5%)	42 (37.2%)	-17.3
Goals achieved	36 (11.4%)	81 (19.8%)	8.4	6 (27.3%)	17 (15.0%)	-12.3

**Focus: Utilization of an external reform entity to support CSR implementation (May be a university)**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	101 (32.1%)	129 (31.5%)	-0.6	6 (27.3%)	53 (46.9%)	19.6
Minor focus	79 (25.1%)	116 (28.4%)	3.3	3 (13.6%)	33 (29.2%)	15.6
Major focus	135 (42.9%)	164 (40.1%)	-2.8	13 (59.1%)	27 (23.9%)	-35.2

**Progress: Utilization of an external reform entity to support CSR implementation (May be a university)**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	100 (31.7%)	123 (30.1%)	-1.6	6 (27.3%)	53 (46.9%)	19.6
Some progress made	88 (27.9%)	104 (25.4%)	-2.5	6 (27.3%)	30 (26.5%)	-0.8
Significant progress	79 (25.1%)	114 (27.9%)	2.8	3 (13.6%)	24 (21.2%)	7.6
Goals achieved	48 (15.2%)	68 (16.6%)	1.4	7 (31.8%)	6 (5.3%)	-26.5

**Focus: High-quality implementation support from an external reform entity (May include a university)**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	96 (30.5%)	136 (33.3%)	2.8	5 (22.7%)	53 (46.9%)	24.2
Minor focus	73 (23.2%)	109 (26.7%)	3.5	3 (13.6%)	35 (31.0%)	17.4
Major focus	146 (46.3%)	164 (40.1%)	-6.2	14 (63.6%)	25 (22.1%)	-41.5

**Progress: High-quality implementation support from an external reform entity (May include a university)**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	100 (31.7%)	135 (33.0%)	1.3	5 (22.7%)	55 (48.7%)	26
Some progress made	81 (25.7%)	101 (24.7%)	-1	5 (22.7%)	33 (29.2%)	6.5
Significant progress	94 (29.8%)	107 (26.2%)	-3.6	6 (27.3%)	17 (15.0%)	-12.3
Goals achieved	40 (12.7%)	66 (16.1%)	3.4	6 (27.3%)	8 (7.1%)	-20.2

**Focus: Assistance from a reform entity that has experience in school-wide improvement**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	84 (26.7%)	135 (33.0%)	6.3	7 (31.8%)	46 (40.7%)	8.9
Minor focus	76 (24.1%)	101 (24.7%)	0.6	5 (22.7%)	36 (31.9%)	9.2
Major focus	155 (49.2%)	173 (42.3%)	-6.9	10 (45.5%)	31 (27.4%)	-18.1

**Progress: Assistance from a reform entity that has experience in school-wide improvement**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	94 (29.8%)	142 (34.7%)	4.9	7 (31.8%)	46 (40.7%)	8.9
Some progress made	76 (24.1%)	105 (25.7%)	1.6	5 (22.7%)	31 (27.4%)	4.7
Significant progress	107 (34.0%)	99 (24.2%)	-9.8	3 (13.6%)	24 (21.2%)	7.6
Goals achieved	38 (12.1%)	63 (15.4%)	3.3	7 (31.8%)	12 (10.6%)	-21.2

**Focus: Implementation of an evaluation plan for determining implementation progress**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	71 (22.5%)	101 (24.7%)	2.2	4 (18.2%)	40 (35.4%)	17.2
Minor focus	130 (41.3%)	141 (34.5%)	-6.8	3 (13.6%)	40 (35.4%)	21.8
Major focus	114 (36.2%)	167 (40.8%)	4.6	15 (68.2%)	33 (29.2%)	-39

**Progress: Implementation of an evaluation plan for determining implementation progress**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	90 (28.6%)	104 (25.4%)	-3.2	4 (18.2%)	43 (38.1%)	19.9
Some progress made	117 (37.1%)	144 (35.2%)	-1.9	2 (9.1%)	36 (31.9%)	22.8
Significant progress	84 (26.7%)	110 (26.9%)	0.2	10 (45.5%)	22 (19.5%)	-26
Goals achieved	24 (7.6%)	51 (12.5%)	4.9	6 (27.3%)	12 (10.6%)	-16.7

**Focus: Implementation of an evaluation plan that uses student achievement results as a measure of progress**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	51 (16.2%)	65 (15.9%)	-0.3	3 (13.6%)	27 (23.9%)	10.3
Minor focus	73 (23.2%)	103 (25.2%)	2	1 (4.5%)	34 (30.1%)	25.6
Major focus	191 (60.6%)	241 (58.9%)	-1.7	18 (81.8%)	52 (46.0%)	-35.8

**Progress: Implementation of an evaluation plan that uses student achievement results as a measure of progress**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	63 (20.0%)	75 (18.3%)	-1.7	3 (13.6%)	32 (28.3%)	14.7
Some progress made	105 (33.3%)	131 (32.0%)	-1.3	2 (9.1%)	35 (31.0%)	21.9
Significant progress	118 (37.5%)	142 (34.7%)	-2.8	10 (45.5%)	28 (24.8%)	-20.7
Goals achieved	29 (9.2%)	61 (14.9%)	5.7	7 (31.8%)	18 (15.9%)	-15.9

**Focus: Utilization of external resources (may include federal, state, local, and private resources) to support the reform**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	73 (23.2%)	108 (26.4%)	3.2	7 (31.8%)	42 (37.2%)	5.4
Minor focus	99 (31.4%)	137 (33.5%)	2.1	5 (22.7%)	43 (38.1%)	15.4
Major focus	143 (45.4%)	164 (40.1%)	-5.3	10 (45.5%)	28 (24.8%)	-20.7

**Progress: Utilization of external resources (may include federal, state, local, and private resources) to support the reform**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	77 (24.4%)	117 (28.6%)	4.2	7 (31.8%)	47 (41.6%)	9.8
Some progress made	99 (31.4%)	123 (30.1%)	-1.3	4 (18.2%)	36 (31.9%)	13.7
Significant progress	102 (32.4%)	113 (27.6%)	-4.8	5 (22.7%)	21 (18.6%)	-4.1
Goals achieved	37 (11.7%)	56 (13.7%)	2	6 (27.3%)	9 (8.0%)	-19.3

**Focus: Utilization of external resources to sustain the reform**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	82 (26.0%)	126 (30.8%)	4.8	4 (18.2%)	39 (34.5%)	16.3
Minor focus	111 (35.2%)	137 (33.5%)	-1.7	8 (36.4%)	49 (43.4%)	7
Major focus	122 (38.7%)	146 (35.7%)	-3	10 (45.5%)	25 (22.1%)	-23.4

**Progress: Utilization of external resources to sustain the reform**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	96 (30.5%)	134 (32.8%)	2.3	4 (18.2%)	44 (38.9%)	20.7
Some progress made	106 (33.7%)	139 (34.0%)	0.3	7 (31.8%)	43 (38.1%)	6.3
Significant progress	88 (27.9%)	101 (24.7%)	-3.2	7 (31.8%)	23 (20.4%)	-11.4
Goals achieved	25 (7.9%)	35 (8.6%)	0.7	4 (18.2%)	3 (2.7%)	-15.5

**Focus: Support for teachers to implement the CSR program**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	38 (12.1%)	50 (12.2%)	0.1	3 (13.6%)	25 (22.1%)	8.5
Minor focus	82 (26.0%)	95 (23.2%)	-2.8	2 (9.1%)	30 (26.5%)	17.4
Major focus	195 (61.9%)	264 (64.5%)	2.6	17 (77.3%)	58 (51.3%)	-26

**Progress: Support for teachers to implement the CSR program**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	57 (18.1%)	57 (13.9%)	-4.2	3 (13.6%)	33 (29.2%)	15.6
Some progress made	95 (30.2%)	106 (25.9%)	-4.3	2 (9.1%)	35 (31.0%)	21.9
Significant progress	126 (40.0%)	172 (42.1%)	2.1	12 (54.5%)	33 (29.2%)	-25.3
Goals achieved	37 (11.7%)	74 (18.1%)	6.4	5 (22.7%)	12 (10.6%)	-12.1

**Focus: Support for school administrators to implement the CSR program**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	50 (15.9%)	81 (19.8%)	3.9	4 (18.2%)	30 (26.5%)	8.3
Minor focus	93 (29.5%)	115 (28.1%)	-1.4	5 (22.7%)	47 (41.6%)	18.9
Major focus	172 (54.6%)	213 (52.1%)	-2.5	13 (59.1%)	36 (31.9%)	-27.2

**Progress: Support for school administrators to implement the CSR program**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	60 (19.0%)	83 (20.3%)	1.3	4 (18.2%)	30 (26.5%)	8.3
Some progress made	95 (30.2%)	113 (27.6%)	-2.6	3 (13.6%)	44 (38.9%)	25.3
Significant progress	128 (40.6%)	140 (34.2%)	-6.4	10 (45.5%)	29 (25.7%)	-19.8
Goals achieved	32 (10.2%)	73 (17.8%)	7.6	5 (22.7%)	10 (8.8%)	-13.9

**Focus: Coordination of the CSR program with other school reform efforts**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	71 (22.5%)	86 (21.0%)	-1.5	5 (22.7%)	36 (31.9%)	9.2
Minor focus	107 (34.0%)	122 (29.8%)	-4.2	5 (22.7%)	41 (36.3%)	13.6
Major focus	137 (43.5%)	201 (49.1%)	5.6	12 (54.5%)	36 (31.9%)	-22.6

**Progress: Coordination of the CSR program with other school reform efforts**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	74 (23.5%)	88 (21.5%)	-2	5 (22.7%)	39 (34.5%)	11.8
Some progress made	118 (37.5%)	123 (30.1%)	-7.4	5 (22.7%)	37 (32.7%)	10
Significant progress	97 (30.8%)	143 (35.0%)	4.2	7 (31.8%)	28 (24.8%)	-7
Goals achieved	26 (8.3%)	55 (13.4%)	5.1	5 (22.7%)	9 (8.0%)	-14.7



**Focus: Selection of a CSR program that demonstrates strong evidence for improving students' academic achievement**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Not a focus/Missing	47 (14.9%)	60 (14.7%)	-0.2	3 (13.6%)	31 (27.4%)	13.8
Minor focus	45 (14.3%)	68 (16.6%)	2.3	2 (9.1%)	22 (19.5%)	10.4
Major focus	223 (70.8%)	281 (68.7%)	-2.1	17 (77.3%)	60 (53.1%)	-24.2

**Progress: Selection of a CSR program that demonstrates strong evidence for improving students' academic achievement**

	Cohort 2			Cohort 3		
	2004	2005	PPC	2004	2005	PPC
Insufficient progress/Missing	60 (19.0%)	72 (17.6%)	-1.4	3 (13.6%)	30 (26.5%)	12.9
Some progress made	78 (24.8%)	106 (25.9%)	1.1	3 (13.6%)	32 (28.3%)	14.7
Significant progress	122 (38.7%)	159 (38.9%)	0.2	11 (50.0%)	29 (25.7%)	-24.3
Goals achieved	55 (17.5%)	72 (17.6%)	0.1	5 (22.7%)	22 (19.5%)	-3.2

**CSR Program Area Progress by Award Year**

Curriculum					
Group: All	Insufficient progress / Missing	Some progress made	Significant progress	Goals achieved	Total
Not a focus / Missing	64	7	6	4	81
Minor focus	15	84	41	5	145
Major focus	18	145	497	74	734
Group: Cohort 2	Insufficient progress / Missing	Some progress made	Significant progress	Goals achieved	Total
Not a focus / Missing	47	6	5	4	62
Minor focus	9	58	29	4	100
Major focus	9	115	384	54	562

	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
<b>Group: Cohort 3</b>					
Not a focus / Missing	14				14
Minor focus	4	9	7		20
Major focus	7	19	61	14	101

**Instruction**

	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
<b>Group: All</b>					
Not a focus / Missing	72	5	6	1	84
Minor focus	17	99	34	3	153
Major focus	15	136	496	76	723
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	57	5	6	1	69
Minor focus	11	83	25	2	121
Major focus	9	102	373	50	534
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	11				11
Minor focus	3	9	4		16
Major focus	4	20	68	16	108

**Assessment**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	85	7	4	5	101
Minor focus	23	158	40	9	230
Major focus	25	138	391	75	629
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	61	4	4	5	74
Minor focus	16	111	30	8	165
Major focus	19	103	310	53	485
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	16	2			18
Minor focus	4	19	5		28
Major focus	5	19	49	16	89

**Classroom management**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	216	39	5	5	265
Minor focus	37	191	86	12	326
Major focus	10	82	234	43	369
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	175	31	4	3	213
Minor focus	22	143	60	9	234
Major focus	7	59	183	28	277
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	24	3	1	1	29
Minor focus	10	23	17		50
Major focus	2	14	30	10	56

**Professional development**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	100	13	5	3	121
Minor focus	24	155	50	6	235
Major focus	15	85	378	126	604
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	75	13	5	2	95
Minor focus	18	124	33	4	179
Major focus	11	64	280	95	450
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	18			1	19
Minor focus	4	20	13	2	39
Major focus	2	9	50	16	77

**Parent involvement**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	154	19	6	2	181
Minor focus	85	245	61	19	410
Major focus	24	141	164	40	369
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	114	11	6	2	133
Minor focus	60	180	51	17	308
Major focus	16	108	134	25	283
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	27	4			31
Minor focus	11	41	4	2	58
Major focus	3	20	15	8	46

**Schoolwide decision making processes (governance)**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	185	16	12	2	215
Minor focus	60	234	60	19	373
Major focus	22	99	186	65	372
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	124	12	11	2	149
Minor focus	51	182	49	15	297
Major focus	15	77	143	43	278
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	38	1	1		40
Minor focus	1	28	6	2	37
Major focus	4	15	23	16	58

## CSR Component Item Progress by Award Year

High quality professional development					
<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	82	3	4		89
Minor focus	24	153	35	1	213
Major focus	26	107	390	135	658
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	58	3	4		65
Minor focus	18	114	28	1	161
Major focus	18	80	302	98	498
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	19				19
Minor focus	5	25	5		35
Major focus	5	13	43	20	81



**Continuous professional development**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	93	5	4		102
Minor focus	16	175	41	6	238
Major focus	19	90	383	128	620
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	66	4	4		74
Minor focus	11	138	29	5	183
Major focus	14	70	293	90	467
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	20				20
Minor focus	5	21	11		37
Major focus	4	11	48	15	78

**Staff involvement in choosing the CSR model**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	205	24	6	9	244
Minor focus	37	182	67	20	306
Major focus	10	58	193	149	410
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	153	17	6	7	183
Minor focus	30	134	46	15	225
Major focus	8	45	160	103	316
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	30	7		2	39
Minor focus	3	29	12	2	46
Major focus	1	4	18	27	50

**Staff support for implementing the CSR model**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	117	6	7	4	134
Minor focus	38	156	44	10	248
Major focus	24	110	297	147	578
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	77	4	6	4	91
Minor focus	33	115	35	6	189
Major focus	21	82	237	104	444
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	25	2			27
Minor focus	2	27	7	3	39
Major focus	2	12	31	24	69

**Principal involvement in choosing the CSR model**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	151	10	5	8	174
Minor focus	19	74	37	25	155
Major focus	23	104	266	238	631
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	101	5	5	7	118
Minor focus	17	50	30	21	118
Major focus	19	80	214	175	488
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	32	4		1	37
Minor focus		15	5	3	23
Major focus	1	15	28	31	75

**Principal support in implementing the CSR model**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	106	7	4	6	123
Minor focus	24	93	30	10	157
Major focus	30	98	317	235	680
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	70	3	4	6	83
Minor focus	19	65	23	8	115
Major focus	22	73	260	171	526
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	25	4			29
Minor focus	1	16	4	1	22
Major focus	4	17	29	34	84

**District-level support for implementing the CSR model**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	167	19	4		190
Minor focus	43	200	69	25	337
Major focus	25	75	224	109	433
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	121	13	4		138
Minor focus	35	141	55	16	247
Major focus	19	60	179	81	339
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	27	4			31
Minor focus	6	33	9	4	52
Major focus	4	9	26	13	52

**Parent involvement in planning school improvement activities**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	243	16	7	3	269
Minor focus	76	301	57	10	444
Major focus	20	90	104	33	247
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	176	15	5	3	199
Minor focus	54	230	49	7	340
Major focus	16	65	77	27	185
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	43	1	1		45
Minor focus	10	45	6	1	62
Major focus	1	13	10	4	28

**Parent involvement in implementing school improvement activities**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	269	13	5	5	292
Minor focus	96	279	59	11	445
Major focus	21	74	97	31	223
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	192	13	5	4	214
Minor focus	65	217	52	9	343
Major focus	16	55	75	21	167
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	48			1	49
Minor focus	15	37	6	1	59
Major focus		11	9	7	27



**Development of specific goals for measuring student performance**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	116	4	6	4	130
Minor focus	27	175	33	1	236
Major focus	24	113	331	126	594
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	79	3	5	4	91
Minor focus	19	136	25	1	181
Major focus	17	82	258	95	452
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	26				26
Minor focus	4	19	5		28
Major focus	4	15	43	19	81

**Development of specific benchmarks for meeting performance goals**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	133	7	4	8	152
Minor focus	30	196	48	8	282
Major focus	21	115	288	102	526
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	87	4	4	6	101
Minor focus	21	152	40	6	219
Major focus	16	90	219	79	404
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	31				31
Minor focus	4	25	7	2	38
Major focus	3	11	39	13	66

**Alignment of CSR program goals with existing state standards**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	125	10	5	5	145
Minor focus	15	132	49	8	204
Major focus	18	95	357	141	611
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	84	10	3	5	102
Minor focus	10	100	38	8	156
Major focus	13	76	273	104	466
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	26		2		28
Minor focus	2	17	6		25
Major focus	3	10	46	23	82

**Utilization of an external reform entity to support CSR implementation (May be a university)**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	291	18	6	8	323
Minor focus	16	181	54	13	264
Major focus	12	56	185	120	373
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	203	13	6	8	230
Minor focus	11	136	41	7	195
Major focus	9	43	146	101	299
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	57	2			59
Minor focus	1	26	8	1	36
Major focus	1	8	19	12	40

**High-quality implementation support from an external reform entity (May include a university)**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	293	18	2	8	321
Minor focus	24	170	46	13	253
Major focus	16	58	204	108	386
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	208	15	2	7	232
Minor focus	15	120	36	11	182
Major focus	12	47	163	88	310
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	54	3		1	58
Minor focus	4	29	5		38
Major focus	2	6	18	13	39

**Assistance from a reform entity that has experience in school-wide improvement**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	283	8	2	10	303
Minor focus	24	177	38	12	251
Major focus	17	65	216	108	406
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	203	6	2	8	219
Minor focus	19	120	28	10	177
Major focus	14	55	176	83	328
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	50	2		1	53
Minor focus	2	33	6		41
Major focus	1	1	21	18	41

**Implementation of an evaluation plan for determining implementation progress**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	220	12	4	3	239
Minor focus	35	246	62	7	350
Major focus	14	75	188	94	371
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	155	11	3	3	172
Minor focus	28	191	47	5	271
Major focus	11	59	144	67	281
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	43		1		44
Minor focus	3	31	8	1	43
Major focus	1	7	23	17	48

**Implementation of an evaluation plan that uses student achievement results as a measure of progress**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	151	4	8	2	165
Minor focus	28	168	37	5	238
Major focus	19	129	291	118	557
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	103	3	8	2	116
Minor focus	20	127	26	3	176
Major focus	15	106	226	85	432
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	30				30
Minor focus	4	23	7	1	35
Major focus	1	14	31	24	70



**Utilization of external resources (may include federal, state, local, and private resources) to support the reform**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	240	15	2	1	258
Minor focus	25	213	67	13	318
Major focus	11	66	203	104	384
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	166	12	2	1	181
Minor focus	17	157	53	9	236
Major focus	11	53	160	83	307
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	49				49
Minor focus	5	36	6	1	48
Major focus		4	20	14	38

**Utilization of external resources to sustain the reform**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	256	16	1	1	274
Minor focus	37	242	54	9	342
Major focus	13	74	194	63	344
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	193	13	1	1	208
Minor focus	29	176	35	8	248
Major focus	8	56	153	51	268
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	43				43
Minor focus	3	42	11	1	57
Major focus	2	8	19	6	35

**Support for teachers to implement the CSR program**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	117	5	6	1	129
Minor focus	37	159	31	4	231
Major focus	16	100	351	133	600
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	77	4	6	1	88
Minor focus	26	123	25	3	177
Major focus	11	74	267	107	459
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	28				28
Minor focus	5	23	4		32
Major focus	3	14	41	17	75

**Support for school administrators to implement the CSR program**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	168	15	7	1	191
Minor focus	22	187	64	9	282
Major focus	15	79	262	131	487
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	115	10	6		131
Minor focus	15	137	49	7	208
Major focus	13	61	213	98	385
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	32	1	1		34
Minor focus	2	36	13	1	52
Major focus		10	25	14	49

**Coordination of the CSR program with other school reform efforts**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	198	14	7	3	222
Minor focus	29	222	47	13	311
Major focus	8	77	249	93	427
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	136	11	7	3	157
Minor focus	19	168	33	9	229
Major focus	7	62	200	69	338
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	40	1			41
Minor focus	4	30	9	3	46
Major focus		11	26	11	48

**Selection of a CSR program that demonstrates strong evidence for improving students' academic achievement**

<b>Group: All</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	143	4	8	4	159
Minor focus	21	113	20	4	158
Major focus	29	124	325	165	643
<b>Group: Cohort 2</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	95	3	5	4	107
Minor focus	11	82	17	3	113
Major focus	26	99	259	120	504
<b>Group: Cohort 3</b>	<b>Insufficient progress / Missing</b>	<b>Some progress made</b>	<b>Significant progress</b>	<b>Goals achieved</b>	<b>Total</b>
Not a focus / Missing	30	1	3		34
Minor focus	2	18	3	1	24
Major focus	1	16	34	26	77

## Appendix B

### Implementation Response Distributions and Buy-in by Respondent Type

**Table C1. Response Distribution for Focus Items – All Respondents**

Item	No Response or Not a Focus	Minor Focus	Major Focus	Total	Percent Showing Focus	Buy- In
EngFocus	84	65	385	534	84.3%	Buy-In
MathFocus	134	141	259	534	74.9%	
SciFocus	256	194	84	534	52.1%	
SocFocus	250	188	96	534	53.2%	
AllFocus	234	170	130	534	56.2%	
CurrFocus	43	77	414	534	91.9%	Buy-In
InstFocus	45	75	414	534	91.6%	Buy-In
AssessFocus	60	126	348	534	88.8%	Buy-In
MgmtFocus	148	173	213	534	72.3%	
PDFocus	67	138	329	534	87.5%	Buy-In
ParentFocus	108	229	197	534	79.8%	
DecisionFocus	131	202	201	534	75.5%	
HQPDFocus	55	118	361	534	89.7%	Buy-In
ContPDFocus	59	142	333	534	89.0%	Buy-In
StaffInvFocus	150	177	207	534	71.9%	
StaffSuppFocus	82	142	310	534	84.6%	Buy-In
PrinInvFocus	115	90	329	534	78.5%	
PrinSuppFocus	84	77	373	534	84.3%	Buy-In
DistSuppFocus	115	189	230	534	78.5%	
ParentPlanFocus	158	239	137	534	70.4%	
ParentImpFocus	168	239	127	534	68.5%	
GoalsFocus	74	117	343	534	86.1%	Buy-In
BenchFocus	88	153	293	534	83.5%	Buy-In
AlignFocus	85	114	335	534	84.1%	Buy-In
ExtFocus	182	153	199	534	65.9%	
HQImpFocus	189	148	197	534	64.6%	
ReformEntityFocus	183	139	212	534	65.7%	
EvalPlanImpFocus	141	183	210	534	73.6%	
EvalPlanAchFocus	92	139	303	534	82.8%	Buy-In
ExtSuppFocus	152	181	201	534	71.5%	
ExtSustainFocus	166	187	181	534	68.9%	
TeacherSuppFocus	76	125	333	534	85.8%	Buy-In
AdminSuppFocus	112	163	259	534	79.0%	
CoordFocus	124	165	245	534	76.8%	
AcadAchvFocus	91	91	352	534	83.0%	Buy-In

**Table C2. Response Distribution for Progress Items – All Respondents**

<b>Item</b>	<b>No Response or Insufficient Progress</b>	<b>Some Progress</b>	<b>Significant Progress</b>	<b>Goals Achieved</b>	<b>Total</b>	<b>Percent Showing Progress</b>	<b>Buy-In</b>
CurrProgress	55	105	319	55	534	89.7%	Buy-in
InstProgress	55	114	315	50	534	89.7%	Buy-in
AssessProgress	74	153	249	58	534	86.1%	Buy-in
MgmtProgress	150	164	189	31	534	71.9%	
PDProgress	76	135	234	89	534	85.8%	Buy-in
ParentProgress	139	221	130	44	534	74.0%	
DecisionProgress	150	181	144	59	534	71.9%	
HQPDProgress	84	129	228	93	534	84.3%	Buy-in
ContPDProgress	80	143	230	81	534	85.0%	Buy-in
StaffInvProgress	144	148	151	91	534	73.0%	
StaffSuppProgress	106	141	196	91	534	80.1%	Buy-in
PrinInvProgress	123	104	167	140	534	77.0%	
PrinSuppProgress	98	101	199	136	534	81.6%	Buy-in
DistSuppProgress	139	156	162	77	534	74.0%	
ParentPlanProgress	185	219	97	33	534	65.4%	
ParentImpProgress	207	200	96	31	534	61.2%	
GoalsProgress	94	142	217	81	534	82.4%	Buy-in
BenchProgress	103	154	205	72	534	80.7%	Buy-in
AlignProgress	92	123	221	98	534	82.8%	Buy-in
ExtProgress	178	138	143	75	534	66.7%	
HQImpProgress	191	137	131	75	534	64.2%	
ReformEntityProgress	189	139	130	76	534	64.6%	
EvalPlanImpProgress	147	184	139	64	534	72.5%	
EvalPlanAchProgress	107	170	177	80	534	80.0%	
ExtSuppProgress	167	163	138	66	534	68.7%	
ExtSustainProgress	180	186	129	39	534	66.3%	
TeacherSuppProgress	93	143	210	88	534	82.6%	Buy-in
AdminSuppProgress	116	158	175	85	534	78.3%	
CoordProgress	129	163	177	65	534	75.8%	
AcadAchvProgress	102	141	196	95	534	80.9%	Buy-in



**Table C3. Response Distribution for Focus Items – All Teachers**

<b>Item</b>	<b>No Response or Not a Focus</b>	<b>Minor Focus</b>	<b>Major Focus</b>	<b>Total</b>	<b>Percent Showing Focus</b>	<b>Buy- In</b>
EngFocus	84	63	357	504	83.3%	Buy-In
MathFocus	132	133	239	504	73.8%	
SciFocus	246	182	76	504	51.2%	
SocFocus	240	176	88	504	52.4%	
AllFocus	223	160	121	504	55.8%	
CurrFocus	43	73	388	504	91.5%	Buy-In
InstFocus	45	73	386	504	91.1%	Buy-In
AssessFocus	59	118	327	504	88.3%	Buy-In
MgmtFocus	141	166	197	504	72.0%	
PDFocus	66	135	303	504	86.9%	Buy-In
ParentFocus	104	216	184	504	79.4%	
DecisionFocus	128	189	187	504	74.6%	
HQPDFocus	54	115	335	504	89.3%	Buy-In
ContPDFocus	58	137	309	504	88.5%	Buy-In
StaffInvFocus	146	172	186	504	71.0%	
StaffSuppFocus	80	138	286	504	84.1%	Buy-In
PrinInvFocus	110	83	311	504	78.2%	
PrinSuppFocus	82	74	348	504	83.7%	Buy-In
DistSuppFocus	114	178	212	504	77.4%	
ParentPlanFocus	153	222	129	504	69.6%	
ParentImpFocus	162	224	118	504	67.9%	
GoalsFocus	74	114	316	504	85.3%	Buy-In
BenchFocus	86	147	271	504	82.9%	Buy-In
AlignFocus	85	106	313	504	83.1%	Buy-In
ExtFocus	174	146	184	504	65.5%	
HQImpFocus	183	143	178	504	63.7%	
ReformEntityFocus	177	133	194	504	64.9%	
EvalPlanImpFocus	140	173	191	504	72.2%	
EvalPlanAchFocus	92	131	281	504	81.7%	Buy-In
ExtSuppFocus	149	175	180	504	70.4%	
ExtSustainFocus	161	181	162	504	68.1%	
TeacherSuppFocus	75	124	305	504	85.1%	Buy-In
AdminSuppFocus	111	154	239	504	78.0%	
CoordFocus	121	158	225	504	76.0%	
AcadAchvFocus	89	87	328	504	82.3%	Buy-In

**Table C4. Response Distribution for Progress Items – All Teachers**

<b>Item</b>	<b>No Response or Insufficient Progress</b>	<b>Some Progress</b>	<b>Significant Progress</b>	<b>Goals Achieved</b>	<b>Total</b>	<b>Percent Showing Progress</b>	<b>Buy-In</b>
CurrProgress	55	102	295	52	504	89.1%	Buy-in
InstProgress	55	112	289	48	504	89.1%	Buy-in
AssessProgress	73	145	234	52	504	85.5%	Buy-in
MgmtProgress	144	157	173	30	504	71.4%	
PDProgress	75	132	220	77	504	85.1%	Buy-in
ParentProgress	136	207	122	39	504	73.0%	
DecisionProgress	147	169	137	51	504	70.8%	
HQPDProgress	83	126	214	81	504	83.5%	Buy-in
ContPDProgress	79	139	214	72	504	84.3%	Buy-in
StaffInvProgress	140	145	141	78	504	72.2%	
StaffSuppProgress	105	135	185	79	504	79.2%	
PrinInvProgress	120	101	159	124	504	76.2%	
PrinSuppProgress	96	99	188	121	504	81.0%	Buy-in
DistSuppProgress	138	150	151	65	504	72.6%	
ParentPlanProgress	180	202	91	31	504	64.3%	
ParentImpProgress	200	188	89	27	504	60.3%	
GoalsProgress	94	134	206	70	504	81.3%	Buy-in
BenchProgress	101	148	191	64	504	80.0%	
AlignProgress	92	116	208	88	504	81.7%	Buy-in
ExtProgress	170	132	136	66	504	66.3%	
HQImpProgress	185	132	119	68	504	63.3%	
ReformEntityProgress	182	135	116	71	504	63.9%	
EvalPlanImpProgress	146	173	128	57	504	71.0%	
EvalPlanAchProgress	107	161	165	71	504	78.8%	
ExtSuppProgress	164	159	124	57	504	67.5%	
ExtSustainProgress	174	179	115	36	504	65.5%	
TeacherSuppProgress	91	142	193	78	504	81.9%	Buy-in
AdminSuppProgress	116	150	163	75	504	77.0%	
CoordProgress	127	156	162	59	504	74.8%	
AcadAchvProgress	102	136	181	85	504	79.8%	

**Table C5. Response Distribution for Focus Items – All Administrators**

Item	No Response or Not a Focus	Minor Focus	Major Focus	Total	Percent Showing Focus	Buy-In
EngFocus	0	2	28	30	100.0%	Buy-In
MathFocus	2	8	20	30	93.3%	Buy-In
SciFocus	10	12	8	30	66.7%	
SocFocus	10	12	8	30	66.7%	
AllFocus	11	10	9	30	63.3%	
CurrFocus	0	4	26	30	100.0%	Buy-In
InstFocus	0	2	28	30	100.0%	Buy-In
AssessFocus	1	8	21	30	96.7%	Buy-In
MgmtFocus	7	7	16	30	76.7%	
PDFocus	1	3	26	30	96.7%	Buy-In
ParentFocus	4	13	13	30	86.7%	Buy-In
DecisionFocus	3	13	14	30	90.0%	Buy-In
HQPDFocus	1	3	26	30	96.7%	Buy-In
ContPDFocus	1	5	24	30	96.7%	Buy-In
StaffInvFocus	4	5	21	30	86.7%	Buy-In
StaffSuppFocus	2	4	24	30	93.3%	Buy-In
PrinInvFocus	5	7	18	30	83.3%	Buy-In
PrinSuppFocus	2	3	25	30	93.3%	Buy-In
DistSuppFocus	1	11	18	30	96.7%	Buy-In
ParentPlanFocus	5	17	8	30	83.3%	Buy-In
ParentImpFocus	6	15	9	30	80.0%	Buy-In
GoalsFocus	0	3	27	30	100.0%	Buy-In
BenchFocus	2	6	22	30	93.3%	Buy-In
AlignFocus	0	8	22	30	100.0%	Buy-In
ExtFocus	8	7	15	30	73.3%	
HQImpFocus	6	5	19	30	80.0%	Buy-In
ReformEntityFocus	6	6	18	30	80.0%	Buy-In
EvalPlanImpFocus	1	10	19	30	96.7%	Buy-In
EvalPlanAchFocus	0	8	22	30	100.0%	Buy-In
ExtSuppFocus	3	6	21	30	90.0%	Buy-In
ExtSustainFocus	5	6	19	30	83.3%	Buy-In
TeacherSuppFocus	1	1	28	30	96.7%	Buy-In
AdminSuppFocus	1	9	20	30	96.7%	Buy-In
CoordFocus	3	7	20	30	90.0%	Buy-In
AcadAchvFocus	2	4	24	30	93.3%	Buy-In

**Table C6. Response Distribution for Progress Items – All Administrators**

<b>Item</b>	<b>No Response or Insufficient Progress</b>	<b>Some Progress</b>	<b>Significant Progress</b>	<b>Goals Achieved</b>	<b>Total</b>	<b>Percent Showing Progress</b>	<b>Buy-In</b>
CurrProgress	0	3	24	3	30	100.0%	Buy-in
InstProgress	0	2	26	2	30	100.0%	Buy-in
AssessProgress	1	8	15	6	30	96.7%	Buy-in
MgmtProgress	6	7	16	1	30	80.0%	Buy-in
PDProgress	1	3	14	12	30	96.7%	Buy-in
ParentProgress	3	14	8	5	30	90.0%	Buy-in
DecisionProgress	3	12	7	8	30	90.0%	Buy-in
HQPDProgress	1	3	14	12	30	96.7%	Buy-in
ContPDProgress	1	4	16	9	30	96.7%	Buy-in
StaffInvProgress	4	3	10	13	30	86.7%	Buy-in
StaffSuppProgress	1	6	11	12	30	96.7%	Buy-in
PrinInvProgress	3	3	8	16	30	90.0%	Buy-in
PrinSuppProgress	2	2	11	15	30	93.3%	Buy-in
DistSuppProgress	1	6	11	12	30	96.7%	Buy-in
ParentPlanProgress	5	17	6	2	30	83.3%	Buy-in
ParentImpProgress	7	12	7	4	30	76.7%	
GoalsProgress	0	8	11	11	30	100.0%	Buy-in
BenchProgress	2	6	14	8	30	93.3%	Buy-in
AlignProgress	0	7	13	10	30	100.0%	Buy-in
ExtProgress	8	6	7	9	30	73.3%	
HQImpProgress	6	5	12	7	30	80.0%	Buy-in
ReformEntityProgress	7	4	14	5	30	76.7%	
EvalPlanImpProgress	1	11	11	7	30	96.7%	Buy-in
EvalPlanAchProgress	0	9	12	9	30	100.0%	Buy-in
ExtSuppProgress	3	4	14	9	30	90.0%	Buy-in
ExtSustainProgress	6	7	14	3	30	80.0%	Buy-in
TeacherSuppProgress	2	1	17	10	30	93.3%	Buy-in
AdminSuppProgress	0	8	12	10	30	100.0%	Buy-in
CoordProgress	2	7	15	6	30	93.3%	Buy-in
AcadAchvProgress	0	5	15	10	30	100.0%	Buy-in

**Table C7. Response Distribution for Focus Items – All Year 2 Respondents**

<b>Item</b>	<b>No Response or Not a Focus</b>	<b>Minor Focus</b>	<b>Major Focus</b>	<b>Total</b>	<b>Percent Showing Focus</b>	<b>Buy- In</b>
EngFocus	61	48	300	409	85.1%	Buy-In
MathFocus	102	108	199	409	75.1%	
SciFocus	201	134	74	409	50.9%	
SocFocus	196	131	82	409	52.1%	
AllFocus	183	124	102	409	55.3%	
CurrFocus	30	56	323	409	92.7%	Buy-In
InstFocus	35	60	314	409	91.4%	Buy-In
AssessFocus	45	98	266	409	89.0%	Buy-In
MgmtFocus	122	128	159	409	70.2%	
PDFocus	49	101	259	409	88.0%	Buy-In
ParentFocus	78	177	154	409	80.9%	Buy-In
DecisionFocus	93	166	150	409	77.3%	
HQPDFocus	37	88	284	409	91.0%	Buy-In
ContPDFocus	40	109	260	409	90.2%	Buy-In
StaffInvFocus	114	132	163	409	72.1%	
StaffSuppFocus	57	105	247	409	86.1%	Buy-In
PrinInvFocus	80	68	261	409	80.4%	Buy-In
PrinSuppFocus	57	56	296	409	86.1%	Buy-In
DistSuppFocus	88	141	180	409	78.5%	
ParentPlanFocus	116	184	109	409	71.6%	
ParentImpFocus	124	183	102	409	69.7%	
GoalsFocus	50	91	268	409	87.8%	Buy-In
BenchFocus	62	114	233	409	84.8%	Buy-In
AlignFocus	60	89	260	409	85.3%	Buy-In
ExtFocus	129	116	164	409	68.5%	
HQImpFocus	136	109	164	409	66.7%	
ReformEntityFocus	135	101	173	409	67.0%	
EvalPlanImpFocus	101	141	167	409	75.3%	
EvalPlanAchFocus	65	103	241	409	84.1%	Buy-In
ExtSuppFocus	108	137	164	409	73.6%	
ExtSustainFocus	126	137	146	409	69.2%	
TeacherSuppFocus	50	95	264	409	87.8%	Buy-In
AdminSuppFocus	81	115	213	409	80.2%	Buy-In
CoordFocus	86	122	201	409	79.0%	
AcadAchvFocus	60	68	281	409	85.3%	Buy-In

**Table C8. Response Distribution for Progress Items – All Year 2 Respondents**

<b>Item</b>	<b>No Response or Insufficient Progress</b>	<b>Some Progress</b>	<b>Significant Progress</b>	<b>Goals Achieved</b>	<b>Total</b>	<b>Percent Showing Progress</b>	<b>Buy-In</b>
CurrProgress	31	79	256	43	409	92.4%	Buy-in
InstProgress	38	86	250	35	409	90.7%	Buy-in
AssessProgress	52	112	202	43	409	87.3%	Buy-in
MgmtProgress	116	129	143	21	409	71.6%	
PDProgress	53	108	176	72	409	87.0%	Buy-in
ParentProgress	99	163	112	35	409	75.8%	
DecisionProgress	110	141	113	45	409	73.1%	
HQPDProgress	56	97	181	75	409	86.3%	Buy-in
ContPDProgress	52	113	177	67	409	87.3%	Buy-in
StaffInvProgress	112	109	121	67	409	72.6%	
StaffSuppProgress	79	98	162	70	409	80.7%	Buy-in
PrinInvProgress	92	71	135	111	409	77.5%	
PrinSuppProgress	70	68	164	107	409	82.9%	Buy-in
DistSuppProgress	107	116	125	61	409	73.8%	
ParentPlanProgress	135	169	77	28	409	67.0%	
ParentImpProgress	151	154	81	23	409	63.1%	
GoalsProgress	62	108	170	69	409	84.8%	Buy-in
BenchProgress	70	115	163	61	409	82.9%	Buy-in
AlignProgress	64	95	169	81	409	84.4%	Buy-in
ExtProgress	123	104	114	68	409	69.9%	
HQImpProgress	135	101	107	66	409	67.0%	
ReformEntityProgress	142	105	99	63	409	65.3%	
EvalPlanImpProgress	104	144	110	51	409	74.6%	
EvalPlanAchProgress	75	131	142	61	409	81.7%	Buy-in
ExtSuppProgress	117	123	113	56	409	71.4%	
ExtSustainProgress	134	139	101	35	409	67.2%	
TeacherSuppProgress	57	106	172	74	409	86.1%	Buy-in
AdminSuppProgress	83	113	140	73	409	79.7%	
CoordProgress	88	123	143	55	409	78.5%	
AcadAchvProgress	72	106	159	72	409	82.4%	Buy-in

**Table C9. Response Distribution for Focus Items – All Year 3 Respondents**

<b>Item</b>	<b>No Response or Not a Focus</b>	<b>Minor Focus</b>	<b>Major Focus</b>	<b>Total</b>	<b>Percent Showing Focus</b>	<b>Buy- In</b>
EngFocus	22	16	75	113	80.5%	Buy-In
MathFocus	27	29	57	113	76.1%	
SciFocus	51	52	10	113	54.9%	
SocFocus	50	49	14	113	55.8%	
AllFocus	47	40	26	113	58.4%	
CurrFocus	13	20	80	113	88.5%	Buy-In
InstFocus	10	15	88	113	91.2%	Buy-In
AssessFocus	15	26	72	113	86.7%	Buy-In
MgmtFocus	26	41	46	113	77.0%	
PDFocus	17	36	60	113	85.0%	Buy-In
ParentFocus	30	46	37	113	73.5%	
DecisionFocus	37	33	43	113	67.3%	
HQPDFocus	18	30	65	113	84.1%	Buy-In
ContPDFocus	19	33	61	113	83.2%	Buy-In
StaffInvFocus	36	42	35	113	68.1%	
StaffSuppFocus	25	35	53	113	77.9%	
PrinInvFocus	35	20	58	113	69.0%	
PrinSuppFocus	27	20	66	113	76.1%	
DistSuppFocus	27	46	40	113	76.1%	
ParentPlanFocus	41	48	24	113	63.7%	
ParentImpFocus	44	46	23	113	61.1%	
GoalsFocus	24	26	63	113	78.8%	
BenchFocus	26	38	49	113	77.0%	
AlignFocus	25	24	64	113	77.9%	
ExtFocus	53	33	27	113	53.1%	
HQImpFocus	53	35	25	113	53.1%	
ReformEntityFocus	46	36	31	113	59.3%	
EvalPlanImpFocus	40	40	33	113	64.6%	
EvalPlanAchFocus	27	34	52	113	76.1%	
ExtSuppFocus	42	43	28	113	62.8%	
ExtSustainFocus	39	49	25	113	65.5%	
TeacherSuppFocus	25	30	58	113	77.9%	
AdminSuppFocus	30	47	36	113	73.5%	
CoordFocus	36	41	36	113	68.1%	
AcadAchvFocus	31	22	60	113	72.6%	

**Table C10. Response Distribution for Progress Items – All Year 3 Respondents**

<b>Item</b>	<b>No Response or Insufficient Progress</b>	<b>Some Progress</b>	<b>Significant Progress</b>	<b>Goals Achieved</b>	<b>Total</b>	<b>Percent Showing Progress</b>	<b>Buy-In</b>
CurrProgress	24	23	55	11	113	78.8%	
InstProgress	17	26	56	14	113	85.0%	Buy-in
AssessProgress	22	36	42	13	113	80.5%	Buy-in
MgmtProgress	33	30	41	9	113	70.8%	
PDProgress	23	25	50	15	113	79.6%	
ParentProgress	39	51	14	9	113	65.5%	
DecisionProgress	40	36	23	14	113	64.6%	
HQPDProgress	28	31	39	15	113	75.2%	
ContPDProgress	28	29	46	10	113	75.2%	
StaffInvProgress	32	35	25	21	113	71.7%	
StaffSuppProgress	27	40	27	19	113	76.1%	
PrinInvProgress	31	31	27	24	113	72.6%	
PrinSuppProgress	28	33	27	25	113	75.2%	
DistSuppProgress	32	40	29	12	113	71.7%	
ParentPlanProgress	48	43	17	5	113	57.5%	
ParentImpProgress	55	37	13	8	113	51.3%	
GoalsProgress	32	32	38	11	113	71.7%	
BenchProgress	33	36	35	9	113	70.8%	
AlignProgress	28	26	42	17	113	75.2%	
ExtProgress	53	30	24	6	113	53.1%	
HQImpProgress	55	33	17	8	113	51.3%	
ReformEntityProgress	46	31	24	12	113	59.3%	
EvalPlanImpProgress	43	36	22	12	113	61.9%	
EvalPlanAchProgress	32	35	28	18	113	71.7%	
ExtSuppProgress	47	36	21	9	113	58.4%	
ExtSustainProgress	44	43	23	3	113	61.1%	
TeacherSuppProgress	33	35	33	12	113	70.8%	
AdminSuppProgress	30	44	29	10	113	73.5%	
CoordProgress	39	37	28	9	113	65.5%	
AcadAchvProgress	30	32	29	22	113	73.5%	



**Table C11. Response Distribution for Focus Items – All Award Year 2 Teachers**

<b>Item</b>	<b>No Response or Not a Focus</b>	<b>Minor Focus</b>	<b>Major Focus</b>	<b>Total</b>	<b>Percent Showing Focus</b>	<b>Buy- In</b>
EngFocus	61	48	279	388	84.3%	Buy-In
MathFocus	100	102	186	388	74.2%	
SciFocus	195	127	66	388	49.7%	
SocFocus	189	125	74	388	51.3%	
AllFocus	175	118	95	388	54.9%	
CurrFocus	30	53	305	388	92.3%	Buy-In
InstFocus	35	59	294	388	91.0%	Buy-In
AssessFocus	45	93	250	388	88.4%	Buy-In
MgmtFocus	119	122	147	388	69.3%	
PDFocus	49	99	240	388	87.4%	Buy-In
ParentFocus	75	171	142	388	80.7%	Buy-In
DecisionFocus	91	158	139	388	76.5%	
HQPDFocus	37	86	265	388	90.5%	Buy-In
ContPDFocus	40	106	242	388	89.7%	Buy-In
StaffInvFocus	112	129	147	388	71.1%	
StaffSuppFocus	57	104	227	388	85.3%	Buy-In
PrinInvFocus	80	62	246	388	79.4%	
PrinSuppFocus	56	56	276	388	85.6%	Buy-In
DistSuppFocus	88	136	164	388	77.3%	
ParentPlanFocus	113	173	102	388	70.9%	
ParentImpFocus	121	172	95	388	68.8%	
GoalsFocus	50	89	249	388	87.1%	Buy-In
BenchFocus	61	109	218	388	84.3%	Buy-In
AlignFocus	60	83	245	388	84.5%	Buy-In
ExtFocus	124	111	153	388	68.0%	
HQImpFocus	131	105	152	388	66.2%	
ReformEntityFocus	130	95	163	388	66.5%	
EvalPlanImpFocus	101	132	155	388	74.0%	
EvalPlanAchFocus	65	100	223	388	83.2%	Buy-In
ExtSuppFocus	106	133	149	388	72.7%	
ExtSustainFocus	122	134	132	388	68.6%	
TeacherSuppFocus	49	94	245	388	87.4%	Buy-In
AdminSuppFocus	81	111	196	388	79.1%	
CoordFocus	86	118	184	388	77.8%	
AcadAchvFocus	60	66	262	388	84.5%	Buy-In

**Table C12. Response Distribution for Progress Items – All Award Year 2 Teachers**

<b>Item</b>	<b>No Response or Insufficient Progress</b>	<b>Some Progress</b>	<b>Significant Progress</b>	<b>Goals Achieved</b>	<b>Total</b>	<b>Percent Showing Progress</b>	<b>Buy-In</b>
CurrProgress	31	78	238	41	388	92.0%	Buy-in
InstProgress	38	85	232	33	388	90.2%	Buy-in
AssessProgress	52	107	190	39	388	86.6%	Buy-in
MgmtProgress	113	124	131	20	388	70.9%	
PDProgress	53	107	165	63	388	86.3%	Buy-in
ParentProgress	97	155	105	31	388	75.0%	
DecisionProgress	108	133	107	40	388	72.2%	
HQPDProgress	56	95	171	66	388	85.6%	Buy-in
ContPDProgress	52	110	167	59	388	86.6%	Buy-in
StaffInvProgress	110	107	113	58	388	71.6%	
StaffSuppProgress	79	96	153	60	388	79.6%	
PrinInvProgress	92	69	129	98	388	76.3%	
PrinSuppProgress	69	68	156	95	388	82.2%	Buy-in
DistSuppProgress	107	113	116	52	388	72.4%	
ParentPlanProgress	132	157	73	26	388	66.0%	
ParentImpProgress	147	146	75	20	388	62.1%	
GoalsProgress	62	103	163	60	388	84.0%	Buy-in
BenchProgress	69	111	153	55	388	82.2%	Buy-in
AlignProgress	64	91	160	73	388	83.5%	Buy-in
ExtProgress	118	100	111	59	388	69.6%	
HQImpProgress	130	97	101	60	388	66.5%	
ReformEntityProgress	136	101	93	58	388	64.9%	
EvalPlanImpProgress	104	135	104	45	388	73.2%	
EvalPlanAchProgress	75	125	134	54	388	80.7%	Buy-in
ExtSuppProgress	115	120	106	47	388	70.4%	
ExtSustainProgress	130	133	93	32	388	66.5%	
TeacherSuppProgress	56	106	162	64	388	85.6%	Buy-in
AdminSuppProgress	83	109	133	63	388	78.6%	
CoordProgress	88	119	132	49	388	77.3%	
AcadAchvProgress	72	103	149	64	388	81.4%	Buy-in

**Table C13. Response Distribution for Focus Items – All Award Year 2 Administrators**

Item	No Response or Not a Focus	Minor Focus	Major Focus	Total	Percent Showing Focus	Buy-In
EngFocus	0	0	21	21	100.0%	Buy-In
MathFocus	2	6	13	21	90.5%	Buy-In
SciFocus	6	7	8	21	71.4%	
SocFocus	7	6	8	21	66.7%	
AllFocus	8	6	7	21	61.9%	
CurrFocus	0	3	18	21	100.0%	Buy-In
InstFocus	0	1	20	21	100.0%	Buy-In
AssessFocus	0	5	16	21	100.0%	Buy-In
MgmtFocus	3	6	12	21	85.7%	Buy-In
PDFocus	0	2	19	21	100.0%	Buy-In
ParentFocus	3	6	12	21	85.7%	Buy-In
DecisionFocus	2	8	11	21	90.5%	Buy-In
HQPDFocus	0	2	19	21	100.0%	Buy-In
ContPDFocus	0	3	18	21	100.0%	Buy-In
StaffInvFocus	2	3	16	21	90.5%	Buy-In
StaffSuppFocus	0	1	20	21	100.0%	Buy-In
PrinInvFocus	0	6	15	21	100.0%	Buy-In
PrinSuppFocus	1	0	20	21	95.2%	Buy-In
DistSuppFocus	0	5	16	21	100.0%	Buy-In
ParentPlanFocus	3	11	7	21	85.7%	Buy-In
ParentImpFocus	3	11	7	21	85.7%	Buy-In
GoalsFocus	0	2	19	21	100.0%	Buy-In
BenchFocus	1	5	15	21	95.2%	Buy-In
AlignFocus	0	6	15	21	100.0%	Buy-In
ExtFocus	5	5	11	21	76.2%	
HQImpFocus	5	4	12	21	76.2%	
ReformEntityFocus	5	6	10	21	76.2%	
EvalPlanImpFocus	0	9	12	21	100.0%	Buy-In
EvalPlanAchFocus	0	3	18	21	100.0%	Buy-In
ExtSuppFocus	2	4	15	21	90.5%	Buy-In
ExtSustainFocus	4	3	14	21	81.0%	Buy-In
TeacherSuppFocus	1	1	19	21	95.2%	Buy-In
AdminSuppFocus	0	4	17	21	100.0%	Buy-In
CoordFocus	0	4	17	21	100.0%	Buy-In
AcadAchvFocus	0	2	19	21	100.0%	Buy-In

**Table C14. Response Distribution for Progress Items – All Award Year 2 Administrators**

<b>Item</b>	<b>No Response or Insufficient Progress</b>	<b>Some Progress</b>	<b>Significant Progress</b>	<b>Goals Achieved</b>	<b>Total</b>	<b>Percent Showing Progress</b>	<b>Buy-In</b>
CurrProgress	0	1	18	2	21	100.0%	Buy-in
InstProgress	0	1	18	2	21	100.0%	Buy-in
AssessProgress	0	5	12	4	21	100.0%	Buy-in
MgmtProgress	3	5	12	1	21	85.7%	Buy-in
PDProgress	0	1	11	9	21	100.0%	Buy-in
ParentProgress	2	8	7	4	21	90.5%	Buy-in
DecisionProgress	2	8	6	5	21	90.5%	Buy-in
HQPDProgress	0	2	10	9	21	100.0%	Buy-in
ContPDProgress	0	3	10	8	21	100.0%	Buy-in
StaffInvProgress	2	2	8	9	21	90.5%	Buy-in
StaffSuppProgress	0	2	9	10	21	100.0%	Buy-in
PrinInvProgress	0	2	6	13	21	100.0%	Buy-in
PrinSuppProgress	1	0	8	12	21	95.2%	Buy-in
DistSuppProgress	0	3	9	9	21	100.0%	Buy-in
ParentPlanProgress	3	12	4	2	21	85.7%	Buy-in
ParentImpProgress	4	8	6	3	21	81.0%	Buy-in
GoalsProgress	0	5	7	9	21	100.0%	Buy-in
BenchProgress	1	4	10	6	21	95.2%	Buy-in
AlignProgress	0	4	9	8	21	100.0%	Buy-in
ExtProgress	5	4	3	9	21	76.2%	
HQImpProgress	5	4	6	6	21	76.2%	
ReformEntityProgress	6	4	6	5	21	71.4%	
EvalPlanImpProgress	0	9	6	6	21	100.0%	Buy-in
EvalPlanAchProgress	0	6	8	7	21	100.0%	Buy-in
ExtSuppProgress	2	3	7	9	21	90.5%	Buy-in
ExtSustainProgress	4	6	8	3	21	81.0%	Buy-in
TeacherSuppProgress	1	0	10	10	21	95.2%	Buy-in
AdminSuppProgress	0	4	7	10	21	100.0%	Buy-in
CoordProgress	0	4	11	6	21	100.0%	Buy-in
AcadAchvProgress	0	3	10	8	21	100.0%	Buy-in

**Table C15. Response Distribution for Focus Items – All Award Year 3 Teachers**

<b>Item</b>	<b>No Response or Not a Focus</b>	<b>Minor Focus</b>	<b>Major Focus</b>	<b>Total</b>	<b>Percent Showing Focus</b>	<b>Buy- In</b>
EngFocus	22	14	69	105	79.0%	
MathFocus	27	28	50	105	74.3%	
SciFocus	47	48	10	105	55.2%	
SocFocus	47	44	14	105	55.2%	
AllFocus	44	37	24	105	58.1%	
CurrFocus	13	19	73	105	87.6%	Buy-In
InstFocus	10	14	81	105	90.5%	Buy-In
AssessFocus	14	23	68	105	86.7%	Buy-In
MgmtFocus	22	40	43	105	79.0%	
PDFocus	16	35	54	105	84.8%	Buy-In
ParentFocus	29	40	36	105	72.4%	
DecisionFocus	36	29	40	105	65.7%	
HQPDFocus	17	29	59	105	83.8%	Buy-In
ContPDFocus	18	31	56	105	82.9%	Buy-In
StaffInvFocus	34	40	31	105	67.6%	
StaffSuppFocus	23	32	50	105	78.1%	
PrinInvFocus	30	19	56	105	71.4%	
PrinSuppFocus	26	17	62	105	75.2%	
DistSuppFocus	26	40	39	105	75.2%	
ParentPlanFocus	39	43	23	105	62.9%	
ParentImpFocus	41	43	21	105	61.0%	
GoalsFocus	24	25	56	105	77.1%	
BenchFocus	25	37	43	105	76.2%	
AlignFocus	25	22	58	105	76.2%	
ExtFocus	50	31	24	105	52.4%	
HQImpFocus	52	34	19	105	50.5%	
ReformEntityFocus	45	36	24	105	57.1%	
EvalPlanImpFocus	39	39	27	105	62.9%	
EvalPlanAchFocus	27	29	49	105	74.3%	
ExtSuppFocus	41	41	23	105	61.0%	
ExtSustainFocus	38	46	21	105	63.8%	
TeacherSuppFocus	25	30	50	105	76.2%	
AdminSuppFocus	29	42	34	105	72.4%	
CoordFocus	33	38	34	105	68.6%	
AcadAchvFocus	29	20	56	105	72.4%	

**Table C16. Response Distribution for Progress Items – All Award Year 3 Teachers**

<b>Item</b>	<b>No Response or Insufficient Progress</b>	<b>Some Progress</b>	<b>Significant Progress</b>	<b>Goals Achieved</b>	<b>Total</b>	<b>Percent Showing Progress</b>	<b>Buy-In</b>
CurrProgress	24	21	50	10	105	77.1%	
InstProgress	17	25	49	14	105	83.8%	Buy-in
AssessProgress	21	33	40	11	105	80.0%	Buy-in
MgmtProgress	30	28	38	9	105	71.4%	
PDProgress	22	23	48	12	105	79.0%	
ParentProgress	38	46	13	8	105	63.8%	
DecisionProgress	39	33	22	11	105	62.9%	
HQPDProgress	27	30	36	12	105	74.3%	
ContPDProgress	27	28	41	9	105	74.3%	
StaffInvProgress	30	34	23	18	105	71.4%	
StaffSuppProgress	26	36	26	17	105	75.2%	
PrinInvProgress	28	30	25	22	105	73.3%	
PrinSuppProgress	27	31	24	23	105	74.3%	
DistSuppProgress	31	37	27	10	105	70.5%	
ParentPlanProgress	46	39	15	5	105	56.2%	
ParentImpProgress	52	34	12	7	105	50.5%	
GoalsProgress	32	29	35	9	105	69.5%	
BenchProgress	32	34	32	7	105	69.5%	
AlignProgress	28	23	39	15	105	73.3%	
ExtProgress	50	28	21	6	105	52.4%	
HQImpProgress	54	32	12	7	105	48.6%	
ReformEntityProgress	45	31	17	12	105	57.1%	
EvalPlanImpProgress	42	34	18	11	105	60.0%	
EvalPlanAchProgress	32	32	25	16	105	69.5%	
ExtSuppProgress	46	35	15	9	105	56.2%	
ExtSustainProgress	42	42	18	3	105	60.0%	
TeacherSuppProgress	32	34	27	12	105	69.5%	
AdminSuppProgress	30	40	25	10	105	71.4%	
CoordProgress	37	34	25	9	105	64.8%	
AcadAchvProgress	30	30	25	20	105	71.4%	

**Table C17. Response Distribution for Focus Items – All Award Year 3 Administrators**

Item	No Response or Not a Focus	Minor Focus	Major Focus	Total	Percent Showing Focus	Buy-In
EngFocus	0	2	6	8	100.0%	Buy-In
MathFocus	0	1	7	8	100.0%	Buy-In
SciFocus	4	4	0	8	50.0%	
SocFocus	3	5	0	8	62.5%	
AllFocus	3	3	2	8	62.5%	
CurrFocus	0	1	7	8	100.0%	Buy-In
InstFocus	0	1	7	8	100.0%	Buy-In
AssessFocus	1	3	4	8	87.5%	Buy-In
MgmtFocus	4	1	3	8	50.0%	
PDFocus	1	1	6	8	87.5%	Buy-In
ParentFocus	1	6	1	8	87.5%	Buy-In
DecisionFocus	1	4	3	8	87.5%	Buy-In
HQPDFocus	1	1	6	8	87.5%	Buy-In
ContPDFocus	1	2	5	8	87.5%	Buy-In
StaffInvFocus	2	2	4	8	75.0%	
StaffSuppFocus	2	3	3	8	75.0%	
PrinInvFocus	5	1	2	8	37.5%	
PrinSuppFocus	1	3	4	8	87.5%	Buy-In
DistSuppFocus	1	6	1	8	87.5%	Buy-In
ParentPlanFocus	2	5	1	8	75.0%	
ParentImpFocus	3	3	2	8	62.5%	
GoalsFocus	0	1	7	8	100.0%	Buy-In
BenchFocus	1	1	6	8	87.5%	Buy-In
AlignFocus	0	2	6	8	100.0%	Buy-In
ExtFocus	3	2	3	8	62.5%	
HQImpFocus	1	1	6	8	87.5%	Buy-In
ReformEntityFocus	1	0	7	8	87.5%	Buy-In
EvalPlanImpFocus	1	1	6	8	87.5%	Buy-In
EvalPlanAchFocus	0	5	3	8	100.0%	Buy-In
ExtSuppFocus	1	2	5	8	87.5%	Buy-In
ExtSustainFocus	1	3	4	8	87.5%	Buy-In
TeacherSuppFocus	0	0	8	8	100.0%	Buy-In
AdminSuppFocus	1	5	2	8	87.5%	Buy-In
CoordFocus	3	3	2	8	62.5%	
AcadAchvFocus	2	2	4	8	75.0%	

**Table C18. Response Distribution for Progress Items – All Award Year 3 Administrators**

<b>Item</b>	<b>No Response or Insufficient Progress</b>	<b>Some Progress</b>	<b>Significant Progress</b>	<b>Goals Achieved</b>	<b>Total</b>	<b>Percent Showing Progress</b>	<b>Buy-In</b>
CurrProgress	0	2	5	1	8	100.0%	Buy-in
InstProgress	0	1	7	0	8	100.0%	Buy-in
AssessProgress	1	3	2	2	8	87.5%	Buy-in
MgmtProgress	3	2	3	0	8	62.5%	
PDProgress	1	2	2	3	8	87.5%	Buy-in
ParentProgress	1	5	1	1	8	87.5%	Buy-in
DecisionProgress	1	3	1	3	8	87.5%	Buy-in
HQPDProgress	1	1	3	3	8	87.5%	Buy-in
ContPDProgress	1	1	5	1	8	87.5%	Buy-in
StaffInvProgress	2	1	2	3	8	75.0%	
StaffSuppProgress	1	4	1	2	8	87.5%	Buy-in
PrinInvProgress	3	1	2	2	8	62.5%	
PrinSuppProgress	1	2	3	2	8	87.5%	Buy-in
DistSuppProgress	1	3	2	2	8	87.5%	Buy-in
ParentPlanProgress	2	4	2	0	8	75.0%	
ParentImpProgress	3	3	1	1	8	62.5%	
GoalsProgress	0	3	3	2	8	100.0%	Buy-in
BenchProgress	1	2	3	2	8	87.5%	Buy-in
AlignProgress	0	3	3	2	8	100.0%	Buy-in
ExtProgress	3	2	3	0	8	62.5%	
HQImpProgress	1	1	5	1	8	87.5%	Buy-in
ReformEntityProgress	1	0	7	0	8	87.5%	Buy-in
EvalPlanImpProgress	1	2	4	1	8	87.5%	Buy-in
EvalPlanAchProgress	0	3	3	2	8	100.0%	Buy-in
ExtSuppProgress	1	1	6	0	8	87.5%	Buy-in
ExtSustainProgress	2	1	5	0	8	75.0%	
TeacherSuppProgress	1	1	6	0	8	87.5%	Buy-in
AdminSuppProgress	0	4	4	0	8	100.0%	Buy-in
CoordProgress	2	3	3	0	8	75.0%	
AcadAchvProgress	0	2	4	2	8	100.0%	Buy-in



## Appendix C

### CSR Program Area and Component Item Levels of Focus

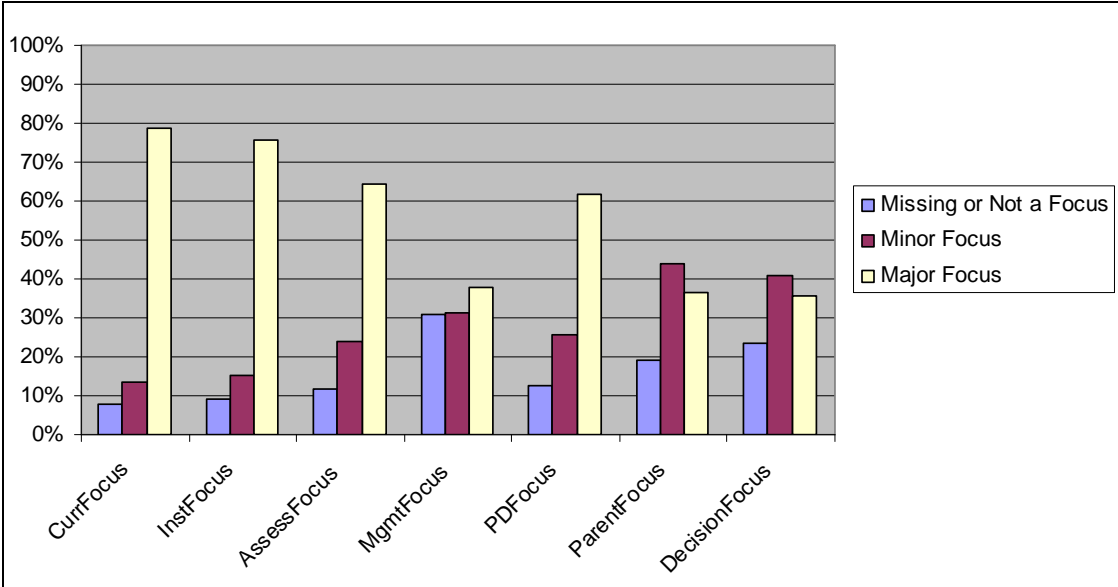
#### Program Area Focus

- For all CSR respondents, a majority (greater than 50 percent) of teachers and administrators indicated focus (at least minor) upon all program areas (curriculum, instruction, assessment, classroom management, professional development, parent involvement and schoolwide decision making processes). The “buy-in” threshold of 80 percent was surpassed for four program areas including curriculum, instruction, assessment and professional development.
  - 92 percent of all CSR school teachers, including 92 percent of Year 2 and 88 percent of Year 3 teachers indicated at least minor focus on curriculum. Also, 100 percent of all administrators indicated at least minor focus on curriculum with 86 percent of Year 2 administrators and 88 percent of Year 3 administrators indicating it was a “major focus.”
  - 91 percent of all CSR school teachers, including 91 percent of Year 1 and 91 percent of Year 2 teachers indicated at least minor focus on instruction. Additionally, 100 percent of all CSR administrators indicated at least minor focus on instruction with 95 percent of Year 2 administrators and 88 percent of Year 3 administrators indicating it was a “major focus.”
  - 88 percent of all CSR school teachers, including 88 percent of Year 2 teachers and 87 percent of Year 3 teachers indicated at least minor focus on assessment. Also, 97 percent of all CSR administrators, including 100 percent of Year 2 and 88 percent of Year 3 administrators indicated at least minor focus on assessment.
  - 86 percent of all CSR school teachers indicated at least a minor focus on professional development including 87 percent of Year 2 teachers and 85 percent of Year 3 teachers. Also, 97 percent of all CSR administrators, including 100 percent of Year 2 and 88 percent of Year 3 administrators indicated at least a minor focus on professional development.
- Although, classroom management, parent involvement, and schoolwide decision-making processes were considered less of a focus for a majority of all CSR staff (in that they did not reach the 80 percent threshold for “buy-in”), respondents did indicate considerable focus on these areas as well. At least a minor focus on classroom management, parent involvement and schoolwide decision-making processes were indicated by 72, 79 and 76 percent of all respondents, respectively.
  - 72 percent of all CSR school teachers, including 69 percent of Year 2 and 79 percent of Year 3 teachers indicated at least a minor focus on classroom management. Additionally, 77 percent of all CSR administrators indicated at least a minor focus on classroom management, including 86 percent of Year 2 and only 50 percent of Year 3 administrators.

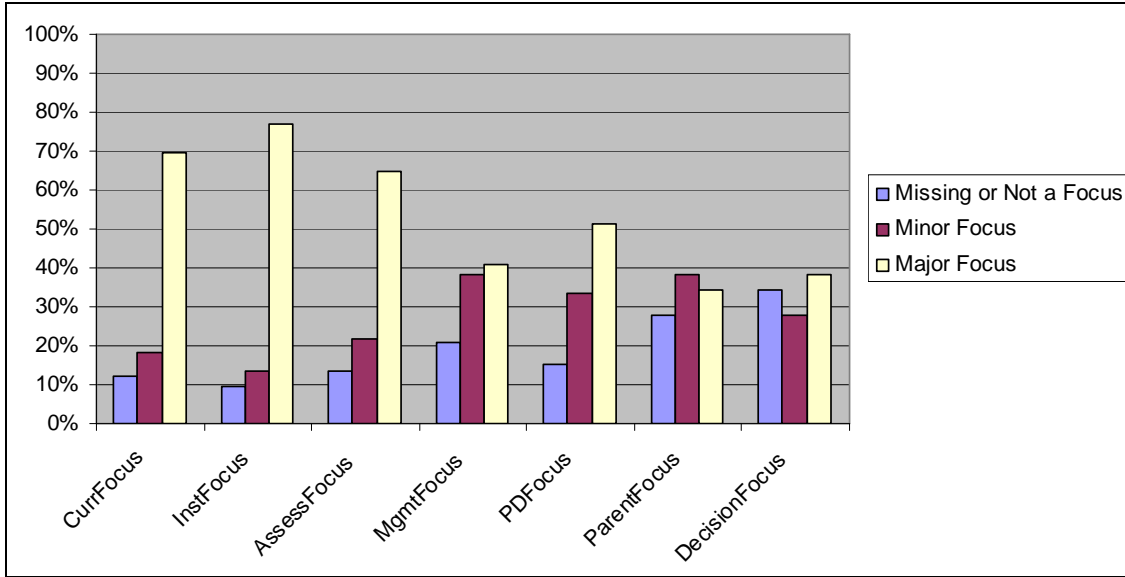
- 79 percent of all CSR school teachers indicated at least minor focus on parent involvement, including 81 percent of Year 2 and 72 percent of Year 3 teachers. Also, 87 percent of all CSR administrators, including 86 percent of Year 2 and 88 percent of Year 3 administrators, indicated at least minor focus on parent involvement.
    - 75 percent of all CSR school teachers, including 77 percent of Year 2 and 66 percent of Year 3 teachers indicated at least a minor focus on schoolwide decision-making processes. Additionally, 90 percent of all CSR administrators indicated at least minor focus on schoolwide decision-making, including 91 percent of Year 2 and 88 percent of Year 3 administrators.
- For both Year 2 and Year 3 schools, administrators reported equal or higher levels of focus across all program areas compared to the levels reported by teachers (the one exception is that only 50 percent Year 3 administrators indicated at least minor focus on classroom management whereas 79 percent of Year 3 teachers indicated at least minor focus). In general, teachers from Year 2 schools reported higher levels of program area focus than did Year 3 teachers. The same trend was observed for Year 2 and Year 3 administrators with regard to focus on the particular program areas.

The Figures D1 and D2 show the response distribution for Year 2 and Year 3 teachers regarding the level of focus on each of the seven program areas. High levels of focus are indicated for curriculum, instruction, assessment and professional development.

**Figure D1. Level of Focus by Program Area for Year 2 Teachers**

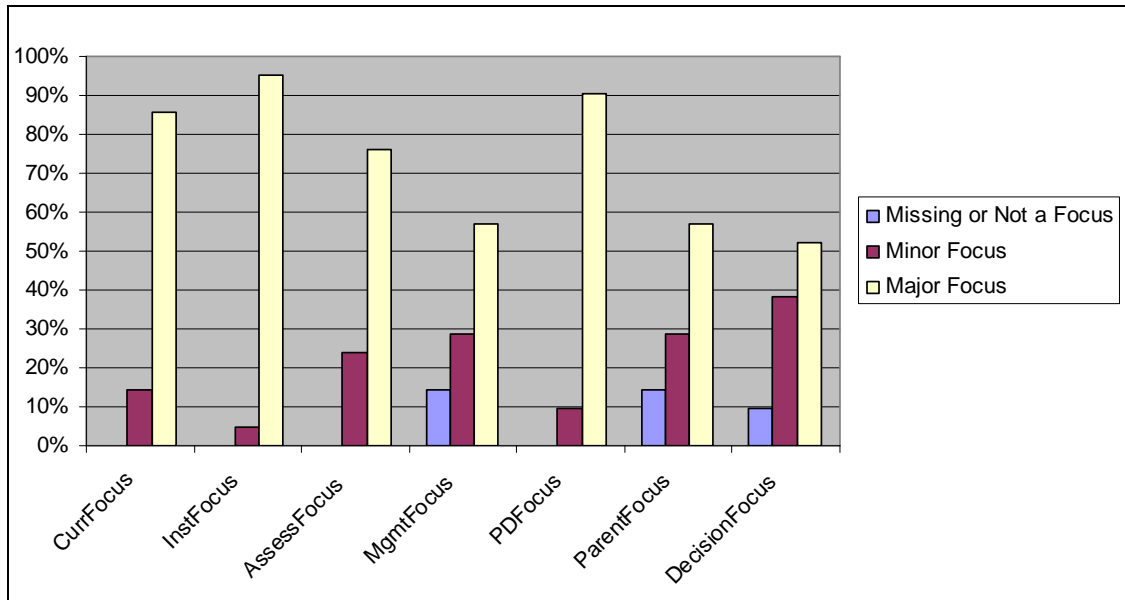


**Figure D2. Level of Focus by Program Area for Year 3 Teachers**

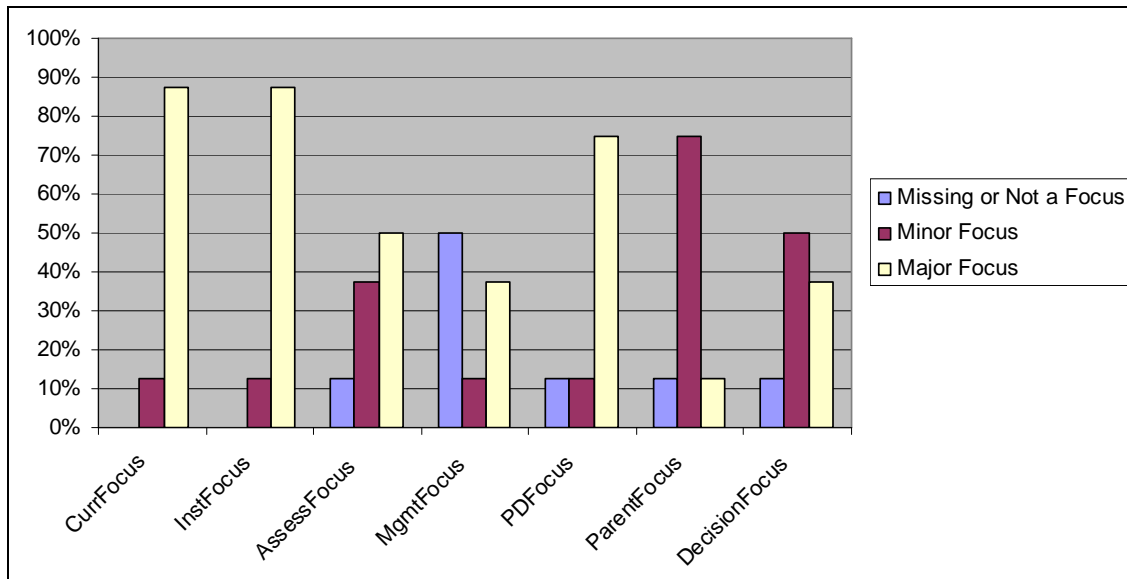


Figures D3 and D4 show the response distribution for Year 2 and Year 3 administrators regarding the level of focus on each of the seven program areas. High levels of focus are indicated for all areas, but similar to the teacher responses, especially high indications of focus are shown for curriculum, instruction, assessment and professional development. However, in the case of Year 3, only 50 percent of administrators rate a major focus on assessment.

**Figure D3 – Level of Focus by Program Area –Year 2 Administrators**



**Figure D4. Level of Focus by Program Area –Year 3 Administrators**



### CSR Component Item Focus

This section provides an analysis of the level of focus indicated by the CSR survey respondents for the 11 CSR component areas.

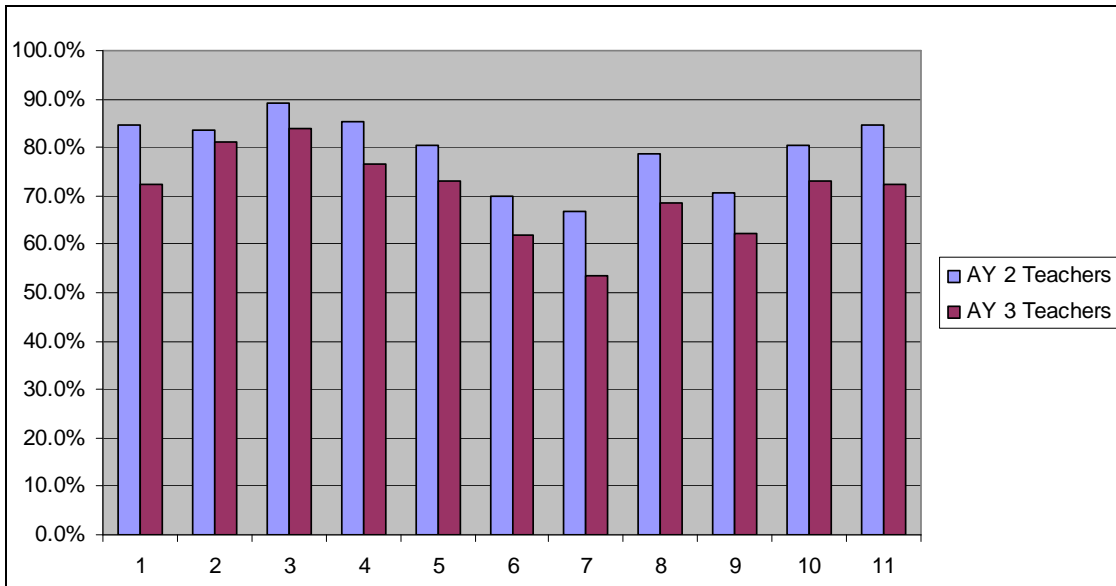
- Year 2 teachers indicated buy-in for considerably more areas of focus than did Year 3 teachers.
  - Teachers from Year 2 schools indicated buy-in for focus on the following seven component areas: effective research-based reform, comprehensive design, professional development, measurable goals and benchmarks, support within the school, coordination of resources and improvement of achievement. Among these components, professional development was reported to have the highest level of focus with 89 percent of teachers indicating at least minor focus. Year 2 teachers did not indicate a buy-in for focus (less than 80 percent responding at least minor focus) for the following 4 CSR component areas: provision of support for educators, parent and community involvement, external technical support and assistance, and evaluation strategies.
  - Teachers from Year 3 schools indicated buy-in for focus on only two of the 11 component areas – comprehensive design and professional development. Of the remaining 9 component areas, teachers indicated the least focus on parent and community involvement (with only 53 percent of teachers reporting at least minor focus).
- Year 2 administrators indicated buy-in for more areas of focus than did Year 3 administrators.
  - Administrators from Year 2 schools indicated buy-in for focus on 10 of the 11 CSR component areas (the one exception is parent and community involvement with 76 percent buy-in). Among these areas of buy-in, four components achieved a 100

percent buy-in rate among administrators. These four areas are effective research-based reform, professional development, external technical support and assistance, and improvement of achievement.

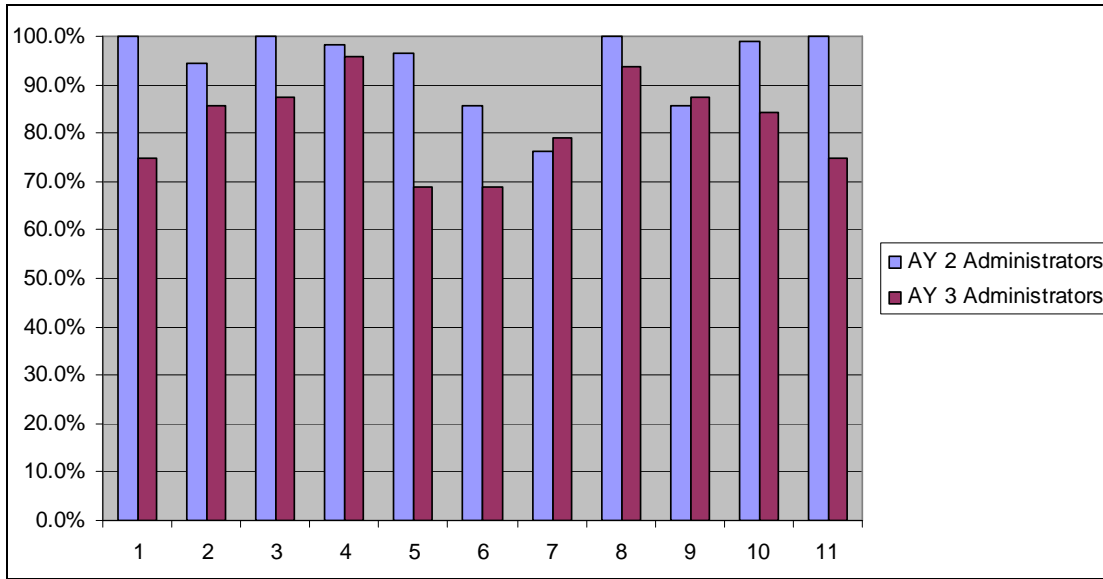
- Administrators from Year 3 schools indicated buy-in for focus on 6 of the 11 CSR component areas. The 6 component areas are comprehensive design, professional development, measurable goals and benchmarks, external technical support and assistance, evaluation strategies, and coordination of achievement. Of the remaining 5 component areas, Year 3 administrators indicated the least focus on support within the school (69 percent) and provision of support for educators (69 percent).

Figures D5 (teachers) and D6 (administrators) show a comparison of the focus buy-in rate in regard to the 11 CSR components.

**Figure D5. Focus Buy-in Percent by Award Year for Teachers**



**Figure D6. Focus Buy-in Percent by Award Year for Administrators**



## Appendix D

### CSR Component Item Levels of Focus and Progress by School Characteristics

**Table E1. Percent Buy-in for CSR Components (Focus) by School Locale – Teachers**

School Locale -- Focus								
CSR Component	Large City		Urban Fringe		Small Town		Rural	
	N	% Buy-in	N	% Buy-in	N	% Buy-in	N	% Buy-in
1	244	82.4%	18	88.9%	33	93.9%	93	86.0%
2	244	82.8%	18	95.2%	33	95.7%	93	75.3%
3	244	89.8%	18	100.0%	33	98.0%	93	86.0%
4	244	82.1%	18	90.7%	33	100.0%	93	87.1%
5	244	78.0%	18	84.7%	33	91.7%	93	92.5%
6	244	66.4%	18	94.4%	33	86.4%	93	67.7%
7	244	64.3%	18	59.3%	33	91.9%	93	68.8%
8	244	74.6%	18	91.7%	33	90.9%	93	87.1%
9	244	67.2%	18	77.8%	33	90.9%	93	64.5%
10	244	75.6%	18	90.3%	33	96.2%	93	77.4%
11	244	82.4%	18	88.9%	33	93.9%	93	86.0%

**Table E2. Percent Buy-in for CSR Components (Progress) by School Locale – Teachers**

School Locale -- Progress								
Component	Large City		Urban Fringe		Small Town		Rural	
	N	% Buy-in	N	% Buy-in	N	% Buy-in	N	% Buy-in
1	244	78.7%	18	88.9%	33	87.9%	93	84.9%
2	244	81.2%	18	92.1%	33	92.6%	93	73.1%
3	244	86.3%	18	100.0%	33	93.9%	93	82.8%
4	244	80.3%	18	90.7%	33	89.9%	93	89.2%
5	244	73.8%	18	83.3%	33	88.6%	93	90.3%
6	244	61.3%	18	94.4%	33	77.3%	93	58.1%
7	244	64.3%	18	57.4%	33	88.9%	93	69.9%
8	244	73.8%	18	88.9%	33	87.9%	93	80.6%
9	244	66.0%	18	77.8%	33	84.8%	93	61.3%
10	244	74.0%	18	93.1%	33	92.4%	93	77.4%
11	244	78.7%	18	88.9%	33	87.9%	93	84.9%

**Table E3. Percent Buy-in for CSR Components (Focus) by School Locale – Administrators**

School Locale -- Focus								
Component	Large City		Urban Fringe		Small Town		Rural	
	N	% Buy-in	N	% Buy-in	N	% Buy-in	N	% Buy-in
1	10	100.0%	n/a	n/a	n/a	n/a	5	100.0%
2	10	100.0%	n/a	n/a	n/a	n/a	5	100.0%
3	10	100.0%	n/a	n/a	n/a	n/a	5	100.0%
4	10	100.0%	n/a	n/a	n/a	n/a	5	100.0%
5	10	95.0%	n/a	n/a	n/a	n/a	5	100.0%
6	10	85.0%	n/a	n/a	n/a	n/a	5	100.0%
7	10	90.0%	n/a	n/a	n/a	n/a	5	60.0%
8	10	100.0%	n/a	n/a	n/a	n/a	5	100.0%
9	10	90.0%	n/a	n/a	n/a	n/a	5	80.0%
10	10	100.0%	n/a	n/a	n/a	n/a	5	100.0%
11	10	100.0%	n/a	n/a	n/a	n/a	5	100.0%

**Table E4. Percent Buy-in for CSR Components (Progress) by School Locale for Administrators**

School Locale -- Progress								
Component	Large City		Urban Fringe		Small Town		Rural	
	N	% Buy-in	N	% Buy-in	N	% Buy-in	N	% Buy-in
1	10	100.0%	n/a	n/a	n/a	n/a	5	100.0%
2	10	100.0%	n/a	n/a	n/a	n/a	5	100.0%
3	10	100.0%	n/a	n/a	n/a	n/a	5	100.0%
4	10	100.0%	n/a	n/a	n/a	n/a	5	100.0%
5	10	95.0%	n/a	n/a	n/a	n/a	5	100.0%
6	10	85.0%	n/a	n/a	n/a	n/a	5	100.0%
7	10	90.0%	n/a	n/a	n/a	n/a	5	40.0%
8	10	100.0%	n/a	n/a	n/a	n/a	5	100.0%
9	10	90.0%	n/a	n/a	n/a	n/a	5	80.0%
10	10	100.0%	n/a	n/a	n/a	n/a	5	100.0%
11	10	100.0%	n/a	n/a	n/a	n/a	5	100.0%



**Table E5. Percent Buy-in for CSR Components (Focus) by Number of Students—Teachers**

Number of Students -- Focus						
Component	Less than 500		500 to 1000		Greater than 1000	
	N	% Buy-in	N	% Buy-in	N	% Buy-in
<b>1</b>	242	85.5%	131	82.4%	15	86.7%
<b>2</b>	242	85.7%	131	79.1%	15	91.4%
<b>3</b>	242	92.6%	131	82.4%	15	93.3%
<b>4</b>	242	85.1%	131	84.0%	15	100.0%
<b>5</b>	242	81.9%	131	76.0%	15	93.3%
<b>6</b>	242	70.7%	131	67.6%	15	76.7%
<b>7</b>	242	70.2%	131	59.0%	15	82.2%
<b>8</b>	242	78.9%	131	76.3%	15	93.3%
<b>9</b>	242	73.8%	131	64.1%	15	76.7%
<b>10</b>	242	81.2%	131	77.1%	15	96.7%
<b>11</b>	242	85.5%	131	82.4%	15	86.7%

**Table E6. Percent Buy-in for CSR Components (Progress) by Number of Students—Teachers**

Number of Students -- Progress						
Component	Less than 500		500 to 1000		Greater than 1000	
	N	% Buy-in	N	% Buy-in	N	% Buy-in
<b>1</b>	242	81.8%	131	80.9%	15	80.0%
<b>2</b>	242	83.7%	131	77.5%	15	90.5%
<b>3</b>	242	88.8%	131	80.9%	15	88.9%
<b>4</b>	242	83.5%	131	81.7%	15	93.3%
<b>5</b>	242	78.4%	131	75.0%	15	83.3%
<b>6</b>	242	66.5%	131	58.8%	15	70.0%
<b>7</b>	242	70.1%	131	60.3%	15	75.6%
<b>8</b>	242	77.1%	131	75.6%	15	86.7%
<b>9</b>	242	71.7%	131	61.8%	15	73.3%
<b>10</b>	242	79.4%	131	75.4%	15	90.0%
<b>11</b>	242	81.8%	131	80.9%	15	80.0%

**Table E7. Percent Buy-in for CSR Components (Focus) by Number of Students – Administrators**

Component	Number of Students -- Focus					
	Less than 500		500 to 1000		Greater than 1000	
	N	% Buy-in	N	% Buy-in	N	% Buy-in
<b>1</b>	14	100.0%	5	100.0%	n/a	n/a
<b>2</b>	14	94.9%	5	91.4%	n/a	n/a
<b>3</b>	14	100.0%	5	100.0%	n/a	n/a
<b>4</b>	14	97.6%	5	100.0%	n/a	n/a
<b>5</b>	14	96.4%	5	95.0%	n/a	n/a
<b>6</b>	14	85.7%	5	80.0%	n/a	n/a
<b>7</b>	14	83.3%	5	46.7%	n/a	n/a
<b>8</b>	14	100.0%	5	100.0%	n/a	n/a
<b>9</b>	14	82.1%	5	90.0%	n/a	n/a
<b>10</b>	14	98.2%	5	100.0%	n/a	n/a
<b>11</b>	14	100.0%	5	100.0%	n/a	n/a

**Table E8. Percent Buy-in for CSR Components (Progress) by Number of Students – Administrators**

Component	Number of Students -- Progress					
	Less than 500		500 to 1000		Greater than 1000	
	N	% Buy-in	N	% Buy-in	N	% Buy-in
<b>1</b>	14	100.0%	5	100.0%	n/a	n/a
<b>2</b>	14	95.9%	5	91.4%	n/a	n/a
<b>3</b>	14	100.0%	5	100.0%	n/a	n/a
<b>4</b>	14	97.6%	5	100.0%	n/a	n/a
<b>5</b>	14	96.4%	5	95.0%	n/a	n/a
<b>6</b>	14	82.1%	5	80.0%	n/a	n/a
<b>7</b>	14	83.3%	5	40.0%	n/a	n/a
<b>8</b>	14	100.0%	5	100.0%	n/a	n/a
<b>9</b>	14	82.1%	5	90.0%	n/a	n/a
<b>10</b>	14	98.2%	5	100.0%	n/a	n/a
<b>11</b>	14	100.0%	5	100.0%	n/a	n/a

**Table E9. Percent Buy-in for CSR Components (Focus) by Percent of Students Receiving Free and Reduced-Price Lunch – Teachers**

<b>Percent of Students Receiving Free or Reduced Lunch -- Focus</b>						
<b>Component</b>	<b>Less than 50%</b>		<b>50% to 75%</b>		<b>Greater than 75%</b>	
	<b>N</b>	<b>% Buy-in</b>	<b>N</b>	<b>% Buy-in</b>	<b>N</b>	<b>% Buy-in</b>
<b>1</b>	55	90.9%	102	85.3%	231	82.7%
<b>2</b>	55	87.5%	102	83.8%	231	82.7%
<b>3</b>	55	93.3%	102	85.9%	231	89.6%
<b>4</b>	55	96.4%	102	87.3%	231	81.8%
<b>5</b>	55	85.9%	102	82.8%	231	77.9%
<b>6</b>	55	91.8%	102	65.7%	231	66.5%
<b>7</b>	55	79.4%	102	64.7%	231	64.9%
<b>8</b>	55	90.0%	102	81.9%	231	74.5%
<b>9</b>	55	81.8%	102	72.1%	231	67.3%
<b>10</b>	55	93.2%	102	85.3%	231	75.2%
<b>11</b>	55	90.9%	102	85.3%	231	82.7%

**Table E10. Percent Buy-in for CSR Components (Progress) by Percent of Students Receiving Free and Reduced-Price Lunch – Teachers**

<b>Percent of Students Receiving Free or Reduced Lunch -- Progress</b>						
<b>Component</b>	<b>Less than 50%</b>		<b>50% to 75%</b>		<b>Greater than 75%</b>	
	<b>N</b>	<b>% Buy-in</b>	<b>N</b>	<b>% Buy-in</b>	<b>N</b>	<b>% Buy-in</b>
<b>1</b>	55	90.9%	102	82.4%	231	78.8%
<b>2</b>	55	88.1%	102	80.3%	231	81.1%
<b>3</b>	55	93.3%	102	82.4%	231	86.1%
<b>4</b>	55	92.1%	102	85.3%	231	80.2%
<b>5</b>	55	88.2%	102	79.9%	231	73.8%
<b>6</b>	55	80.0%	102	62.3%	231	61.0%
<b>7</b>	55	79.4%	102	65.0%	231	64.9%
<b>8</b>	55	86.4%	102	78.9%	231	73.8%
<b>9</b>	55	78.2%	102	68.6%	231	66.0%
<b>10</b>	55	89.5%	102	83.8%	231	73.5%
<b>11</b>	55	90.9%	102	82.4%	231	78.8%

**Table E11. Percent Buy-in for CSR Components (Focus) by Percent of Students Receiving Free and Reduced-Price Lunch – Administrators**

Percent of Students Receiving Free or Reduced Lunch -- Focus						
Component	Less than 50%		50% to 75%		Greater than 75%	
	N	% Buy-in	N	% Buy-in	N	% Buy-in
1	5	100.0%	8	100.0%	8	100.0%
2	5	85.7%	8	94.6%	8	100.0%
3	5	100.0%	8	100.0%	8	100.0%
4	5	93.3%	8	100.0%	8	100.0%
5	5	100.0%	8	93.8%	8	96.9%
6	5	100.0%	8	75.0%	8	87.5%
7	5	80.0%	8	50.0%	8	100.0%
8	5	100.0%	8	100.0%	8	100.0%
9	5	80.0%	8	81.3%	8	93.8%
10	5	100.0%	8	96.9%	8	100.0%
11	5	100.0%	8	100.0%	8	100.0%

**Table E12. Percent Buy-in for CSR Components (Progress) by Percent of Students Receiving Free and Reduced-Price Lunch – Administrators**

Percent of Students Receiving Free or Reduced Lunch -- Progress						
Component	Less than 50%		50% to 75%		Greater than 75%	
	N	% Buy-in	N	% Buy-in	N	% Buy-in
1	5	100.0%	8	100.0%	8	100.0%
2	5	88.6%	8	94.6%	8	100.0%
3	5	100.0%	8	100.0%	8	100.0%
4	5	93.3%	8	100.0%	8	100.0%
5	5	100.0%	8	93.8%	8	96.9%
6	5	100.0%	8	68.8%	8	87.5%
7	5	60.0%	8	58.3%	8	100.0%
8	5	100.0%	8	100.0%	8	100.0%
9	5	80.0%	8	81.3%	8	93.8%
10	5	100.0%	8	96.9%	8	100.0%
11	5	100.0%	8	100.0%	8	100.0%

**Table E13. Percent Buy-in for CSR Components (Focus) by Percent of Limited English Proficient Students – Teachers**

<b>Percent of LEP Students -- Focus</b>				
<b>Component</b>	<b>Less than 25%</b>		<b>Greater than 25%</b>	
	<b>N</b>	<b>% Buy-in</b>	<b>N</b>	<b>% Buy-in</b>
<b>1</b>	261	85.1%	127	83.5%
<b>2</b>	261	82.9%	127	85.3%
<b>3</b>	261	88.3%	127	91.1%
<b>4</b>	261	87.7%	127	80.3%
<b>5</b>	261	79.1%	127	82.9%
<b>6</b>	261	69.7%	127	70.1%
<b>7</b>	261	67.3%	127	66.1%
<b>8</b>	261	79.7%	127	76.4%
<b>9</b>	261	69.7%	127	72.4%
<b>10</b>	261	80.7%	127	79.9%
<b>11</b>	261	85.1%	127	83.5%

**Table E14. Percent Buy-in for CSR Components (Progress) by Percent of Limited English Proficient Students – Teachers**

<b>Percent of LEP Students -- Progress</b>				
<b>Component</b>	<b>Less than 25%</b>		<b>Greater than 25%</b>	
	<b>N</b>	<b>% Buy-in</b>	<b>N</b>	<b>% Buy-in</b>
<b>1</b>	261	80.5%	127	83.5%
<b>2</b>	261	80.5%	127	84.7%
<b>3</b>	261	84.2%	127	90.3%
<b>4</b>	261	84.0%	127	81.6%
<b>5</b>	261	76.3%	127	79.7%
<b>6</b>	261	63.0%	127	66.1%
<b>7</b>	261	65.8%	127	69.6%
<b>8</b>	261	76.4%	127	78.0%
<b>9</b>	261	65.5%	127	74.4%
<b>10</b>	261	77.8%	127	79.9%
<b>11</b>	261	80.5%	127	83.5%

**Table E15. Percent Buy-in for CSR Components (Focus) by Percent of Limited English Proficient Students – Administrators**

<b>Percent of LEP Students -- Focus</b>				
<b>Component</b>	<b>Less than 25%</b>		<b>Greater than 25%</b>	
	<b>N</b>	<b>% Buy-in</b>	<b>N</b>	<b>% Buy-in</b>
<b>1</b>	15	100.0%	6	100.0%
<b>2</b>	15	92.4%	6	100.0%
<b>3</b>	15	100.0%	6	100.0%
<b>4</b>	15	97.8%	6	100.0%
<b>5</b>	15	98.3%	6	91.7%
<b>6</b>	15	86.7%	6	83.3%
<b>7</b>	15	73.3%	6	83.3%
<b>8</b>	15	100.0%	6	100.0%
<b>9</b>	15	83.3%	6	91.7%
<b>10</b>	15	100.0%	6	95.8%
<b>11</b>	15	100.0%	6	100.0%

**Table E16. Percent Buy-in for CSR Components (Progress) by Percent of Limited English Proficient Students – Administrators**

<b>Percent of LEP Students -- Progress</b>				
<b>Component</b>	<b>Less than 25%</b>		<b>Greater than 25%</b>	
	<b>N</b>	<b>% Buy-in</b>	<b>N</b>	<b>% Buy-in</b>
<b>1</b>	15	100.0%	6	100.0%
<b>2</b>	15	93.3%	6	100.0%
<b>3</b>	15	100.0%	6	100.0%
<b>4</b>	15	97.8%	6	100.0%
<b>5</b>	15	98.3%	6	91.7%
<b>6</b>	15	86.7%	6	75.0%
<b>7</b>	15	71.1%	6	83.3%
<b>8</b>	15	100.0%	6	100.0%
<b>9</b>	15	83.3%	6	91.7%
<b>10</b>	15	100.0%	6	95.8%
<b>11</b>	15	100.0%	6	100.0%

**Table E17. Percent Buy-in for CSR Components (Focus) by Percent of Ethnic Minority Students – Teachers**

Percent of Ethnic Minority Students -- Focus						
Component	Less than 25%		25% to 50%		Greater than 50%	
	N	% Buy-in	N	% Buy-in	N	% Buy-in
1	115	85.2%	74	85.1%	199	83.9%
2	115	85.0%	74	85.1%	199	82.3%
3	115	87.8%	74	87.4%	199	90.6%
4	115	87.0%	74	83.8%	199	84.9%
5	115	81.3%	74	84.1%	199	78.4%
6	115	73.0%	74	68.2%	199	68.6%
7	115	71.0%	74	66.2%	199	64.8%
8	115	80.4%	74	81.1%	199	76.6%
9	115	71.3%	74	74.3%	199	68.8%
10	115	83.7%	74	83.1%	199	77.5%
11	115	85.2%	74	85.1%	199	83.9%

**Table E18. Percent Buy-in for CSR Components (Progress) by Percent of Ethnic Minority Students – Teachers**

Percent of Ethnic Minority Students -- Progress						
Component	Less than 25%		25% to 50%		Greater than 50%	
	N	% Buy-in	N	% Buy-in	N	% Buy-in
1	115	83.5%	74	83.8%	199	79.4%
2	115	82.4%	74	83.6%	199	81.0%
3	115	86.1%	74	86.0%	199	86.3%
4	115	86.4%	74	83.8%	199	81.2%
5	115	79.6%	74	83.1%	199	74.1%
6	115	62.6%	74	68.9%	199	63.1%
7	115	72.8%	74	69.8%	199	62.6%
8	115	78.7%	74	79.7%	199	74.9%
9	115	70.0%	74	71.6%	199	66.3%
10	115	80.7%	74	82.8%	199	75.6%
11	115	83.5%	74	83.8%	199	79.4%

**Table e19. Percent Buy-in for CSR Components (Focus) by Percent of Ethnic Minority Students – Administrators**

Percent of Ethnic Minority Students -- Focus						
Component	Less than 25%		25% to 50%		Greater than 50%	
	N	% Buy-in	N	% Buy-in	N	% Buy-in
1	9	100.0%	n/a	n/a	8	100.0%
2	9	92.1%	n/a	n/a	8	96.4%
3	9	100.0%	n/a	n/a	8	100.0%
4	9	96.3%	n/a	n/a	8	100.0%
5	9	100.0%	n/a	n/a	8	93.8%
6	9	88.9%	n/a	n/a	8	93.8%
7	9	85.2%	n/a	n/a	8	83.3%
8	9	100.0%	n/a	n/a	8	100.0%
9	9	88.9%	n/a	n/a	8	87.5%
10	9	100.0%	n/a	n/a	8	100.0%
11	9	100.0%	n/a	n/a	8	100.0%

**Table E20. Percent Buy-in for CSR Components (Progress) by Percent of Ethnic Minority Students – Administrators**

Percent of Ethnic Minority Students -- Progress						
Component	Less than 25%		25% to 50%		Greater than 50%	
	N	% Buy-in	N	% Buy-in	N	% Buy-in
1	9	100.0%	n/a	n/a	8	100.0%
2	9	92.1%	n/a	n/a	8	98.2%
3	9	100.0%	n/a	n/a	8	100.0%
4	9	96.3%	n/a	n/a	8	100.0%
5	9	100.0%	n/a	n/a	8	93.8%
6	9	88.9%	n/a	n/a	8	93.8%
7	9	81.5%	n/a	n/a	8	83.3%
8	9	100.0%	n/a	n/a	8	100.0%
9	9	88.9%	n/a	n/a	8	87.5%
10	9	100.0%	n/a	n/a	8	100.0%
11	9	100.0%	n/a	n/a	8	100.0%



## Appendix E

### Minnesota Achievement Summary

**Table 1. Test Name: BST Test: Math Grade Level: 8 Category: All Categories AYP Group: Total number of students tested**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		41.6 (2.2) n = 519	41.4 (2.2) n = 493	44.1 (2.3) n = 456	1.11 (6.0%)		51.1 (2.2) n = 509	49.2 (2.2) n = 529	50.3 (2.3) n = 467	-0.36 (-1.6%)	75.4 (0.2) n = 62857	72.7 (0.2) n = 63036	71.8 (0.2) n = 64222	75.2 (0.2) n = 62000
Year 3	42.6 (4.2) n = 136	40.5 (4.4) n = 126	37.1 (3.9) n = 151	42.5 (4.4) n = 127	-0.02 (-0.2%)	49.4 (5.4) n = 85	43.5 (5.4) n = 85	40.0 (5.7) n = 75	44.0 (7.0) n = 50	-0.89 (-10.9%)				

**Table 2A. Test Name: BST Test: Math Grade Level: 8 Category: Economic Status AYP Group: Eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		35.3 (2.5) n = 363	31.3 (2.5) n = 335	35.8 (2.6) n = 341	0.20 (1.4%)		39.6 (2.9) n = 280	34.7 (2.6) n = 323	40.8 (2.9) n = 294	0.41 (3.0%)	53.1 (0.4) n = 14995	50.8 (0.4) n = 15334	48.6 (0.4) n = 16375	53.3 (0.4) n = 16823
Year 3	31.5 (4.9) n = 89	30.6 (5.0) n = 85	29.1 (4.3) n = 110	34.4 (4.9) n = 93	0.59 (9.2%)	39.7 (6.2) n = 63	31.2 (5.9) n = 61	30.8 (6.4) n = 52	42.5 (7.8) n = 40	0.41 (7.1%)				

**Table 2B. Test Name: BST Test: Math Grade Level: 8 Category: Economic Status AYP Group: Not eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		58.2 (4.2) n = 141	65.1 (3.9) n = 149	68.7 (4.3) n = 115	2.47 (18.0%)		66.2 (3.3) n = 207	72.6 (3.3) n = 186	66.5 (3.6) n = 173	0.09 (0.5%)	83.0 (0.2) n = 46420	80.5 (0.2) n = 46196	80.5 (0.2) n = 46552	83.9 (0.2) n = 42235
Year 3	71.1 (7.4) n = 38	62.5 (7.7) n = 40	65.7 (8.0) n = 35	64.7 (8.2) n = 34	-0.82 (-9.0%)	69.2 (12.8) n = 13	80.0 (12.6) n = 10		50.0 (15.8) n = 10	-1.36 (-27.7%)				

**Table 3A. Test Name: BST Test: Math Grade Level: 8 Category: Gender AYP Group: Female**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		48.3 (3.2) n = 240	43.9 (3.1) n = 253	43.6 (3.3) n = 225	-1.45 (-9.7%)		51.1 (3.1) n = 268	50.2 (3.2) n = 239	48.0 (3.3) n = 223	-0.97 (-6.1%)	75.3 (0.2) n = 30162	72.5 (0.3) n = 30696	70.2 (0.3) n = 31022	74.0 (0.3) n = 29706
Year 3	51.5 (6.2) n = 66	39.3 (6.3) n = 61	30.8 (5.2) n = 78	44.6 (6.6) n = 56	-1.08 (-13.4%)	25.8 (7.9) n = 31	22.9 (7.1) n = 35	36.0 (9.6) n = 25	40.9 (10.5) n = 22	1.67 (58.5%)				

**Table 3B. Test Name: BST Test: Math Grade Level: 8 Category: Gender AYP Group: Male**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		36.0 (2.9) n = 278	38.9 (3.2) n = 239	44.6 (3.3) n = 231	2.79 (23.9%)		51.5 (3.2) n = 239	47.9 (3.0) n = 282	51.5 (3.2) n = 237	0.00 (0.0%)	75.9 (0.2) n = 31918	73.1 (0.2) n = 31689	73.9 (0.2) n = 32590	77.1 (0.2) n = 31530
Year 3	34.3 (5.7) n = 70	41.5 (6.1) n = 65	43.8 (5.8) n = 73	40.8 (5.8) n = 71	1.13 (19.0%)	56.5 (7.3) n = 46	51.2 (7.6) n = 43	39.5 (7.5) n = 43	46.4 (9.4) n = 28	-1.24 (-17.9%)				

**Table 4A. Test Name: BST Test: Math Grade Level: 8 Category: Limited English Proficient AYP Group: Eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		24.2 (3.8) n = 124	22.8 (3.9) n = 114	39.3 (5.2) n = 89	3.40 (62.4%)		36.4 (6.5) n = 55	43.7 (5.5) n = 80	28.6 (6.5) n = 49	-1.20 (-21.4%)	35.0 (1.0) n = 2332	37.5 (1.0) n = 2503	31.6 (0.9) n = 2712	39.7 (0.9) n = 2895
Year 3	53.9 (13.8) n = 13	28.6 (8.5) n = 28	23.3 (7.7) n = 30	31.3 (8.2) n = 32	-2.24 (-41.9%)	25.0 (8.2) n = 28	15.4 (7.1) n = 26	33.3 (9.6) n = 24	45.5 (10.6) n = 22	2.20 (82.0%)				

**Table 4B. Test Name: BST Test: Math Grade Level: 8 Category: Limited English Proficient AYP Group: Not eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		47.7 (2.5) n = 388	47.3 (2.6) n = 374	44.0 (3.0) n = 273	-1.36 (-7.8%)		54.3 (2.4) n = 429	54.7 (2.4) n = 437	33.9 (4.3) n = 124	-6.96 (-37.6%)	77.7 (0.2) n = 59493	74.8 (0.2) n = 59315	74.3 (0.2) n = 60504	73.9 (0.3) n = 19280
Year 3	42.7 (4.6) n = 117	44.3 (5.0) n = 97	41.2 (4.5) n = 119	36.4 (5.9) n = 66	-1.23 (-14.8%)	62.5 (6.5) n = 56	56.9 (6.5) n = 58	44.0 (7.0) n = 50	42.9 (9.4) n = 28	-2.59 (-31.4%)				

**Table 5A. Test Name: BST Test: Math Grade Level: 8 Category: Migrant Status AYP Group: Eligible for Migrant services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
											26.7 (11.4) n = 15	20.0 (10.3) n = 15	21.4 (7.8) n = 28	27.3 (13.4) n = 11

**Table 5B. Test Name: BST Test: Math Grade Level: 8 Category: Migrant Status AYP Group: Not eligible for Migrant services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		41.9 (2.2) n = 515	41.6 (2.2) n = 488				51.5 (2.3) n = 491	49.8 (2.2) n = 520			75.8 (0.2) n = 62130	73.0 (0.2) n = 62190	72.1 (0.2) n = 63535	65.9 (2.8) n = 279
Year 3	43.3 (4.3) n = 134	40.3 (4.4) n = 124	37.8 (4.0) n = 148			51.9 (5.6) n = 79	45.7 (5.5) n = 81	40.5 (5.7) n = 74						

**Table 6A. Test Name: BST Test: Math Grade Level: 8 Category: Race/Ethnicity AYP Group: American Indian**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		48.5 (8.7) n = 33	42.9 (8.4) n = 35	28.6 (8.5) n = 28	-2.31 (-41.0%)						43.0 (2.0) n = 589	40.8 (2.0) n = 591	52.7 (2.1) n = 583	47.1 (2.0) n = 628

**Table 6B. Test Name: BST Test: Math Grade Level: 8 Category: Race/Ethnicity AYP Group: Asian/Pacific Islander**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		59.6 (7.2) n = 47	40.4 (6.8) n = 52	51.1 (7.5) n = 45	-1.16 (-14.3%)		59.3 (6.7) n = 54	49.2 (6.4) n = 61	55.9 (8.5) n = 34	-0.46 (-5.7%)	59.6 (0.9) n = 2689	58.4 (1.0) n = 2637	55.4 (0.9) n = 2771	63.4 (0.9) n = 2714
Year 3		50.0 (14.4) n = 12	30.8 (12.8) n = 13	30.0 (14.5) n = 10										

**Table 6C. Test Name: BST Test: Math Grade Level: 8 Category: Race/Ethnicity AYP Group: Black**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		23.2 (3.0) n = 198	22.8 (3.1) n = 180	28.6 (3.6) n = 161	1.65 (23.3%)		35.5 (3.7) n = 169	47.8 (3.9) n = 161	31.8 (3.8) n = 148	-0.99 (-10.4%)	33.1 (0.9) n = 3053	34.6 (0.8) n = 3333	34.2 (0.8) n = 3747	34.7 (0.8) n = 3795
Year 3	11.1 (5.2) n = 36	21.4 (7.8) n = 28	16.3 (5.6) n = 43	7.4 (5.0) n = 27	-0.72 (-33.3%)	32.0 (9.3) n = 25	32.0 (9.3) n = 25	18.2 (8.2) n = 22	25.0 (10.8) n = 16	-0.71 (-21.9%)				

**Table 6D. Test Name: BST Test: Math Grade Level: 8 Category: Race/Ethnicity AYP Group: Hispanic**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		29.6 (8.8) n = 27	29.6 (8.8) n = 27	27.6 (8.3) n = 29	-0.23 (-6.8%)		35.1 (6.3) n = 57	34.3 (5.8) n = 67	33.3 (5.9) n = 63	-0.30 (-5.1%)	38.4 (1.7) n = 849	41.4 (1.5) n = 1094	36.1 (1.3) n = 1467	42.8 (1.2) n = 1662
Year 3		40.0 (15.5) n = 10	18.2 (11.6) n = 11	33.3 (13.6) n = 12		30.3 (8.0) n = 33	27.3 (7.8) n = 33	32.1 (8.8) n = 28	50.0 (9.4) n = 28	2.27 (65.0%)				

**Table 6E. Test Name: BST Test: Math Grade Level: 8 Category: Race/Ethnicity AYP Group: White**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		59.5 (3.9) n = 158	63.6 (3.9) n = 154	59.7 (4.2) n = 139	0.05 (0.3%)		66.5 (3.4) n = 194	72.2 (3.2) n = 198	69.0 (3.4) n = 187	0.74 (3.8%)	80.9 (0.2) n = 52535	78.1 (0.2) n = 52188	78.0 (0.2) n = 52566	81.6 (0.2) n = 50287
Year 3	58.6 (6.5) n = 58	56.9 (6.9) n = 51	63.6 (6.5) n = 55	72.0 (6.3) n = 50	2.09 (22.9%)	94.7 (5.1) n = 19	77.8 (9.8) n = 18	58.8 (11.9) n = 17						

**Table 7A. Test Name: BST Test: Math Grade Level: 8 Category: Special Education AYP Group: Not receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		48.5 (2.4) n = 431	47.0 (2.4) n = 421	50.2 (2.9) n = 297	0.65 (3.5%)		53.5 (2.4) n = 430	54.0 (2.3) n = 465	64.6 (3.5) n = 189	3.99 (20.7%)	81.1 (0.2) n = 54734	78.3 (0.2) n = 54909	77.5 (0.2) n = 56248	81.8 (0.2) n = 45181
Year 3	52.9 (4.9) n = 104	50.5 (5.1) n = 95	41.1 (4.3) n = 129			53.3 (5.7) n = 77	48.7 (5.7) n = 76	47.5 (6.5) n = 59						

**Table 7B. Test Name: BST Test: Math Grade Level: 8 Category: Special Education AYP Group: Receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		26.2 (5.6) n = 61	46.5 (7.6) n = 43	7.2 (3.1) n = 69	-4.27 (-72.5%)		50.8 (6.5) n = 59	12.8 (5.4) n = 39	27.0 (7.3) n = 37	-3.49 (-46.9%)	39.1 (0.6) n = 6325	33.6 (0.6) n = 6314	33.2 (0.6) n = 6369	34.2 (0.6) n = 6222
Year 3	66.7 (12.2) n = 15	7.7 (5.2) n = 26												

**Table 8A. Test Name: BST Test: Math Grade Level: 8 Category: Student Stability AYP Group: New to the school since October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		38.5 (13.5) n = 13	83.3 (10.8) n = 12	20.7 (7.5) n = 29	-1.84 (-46.2%)			20.0 (12.6) n = 10	40.0 (9.8) n = 25		40.8 (1.9) n = 666	50.8 (1.5) n = 1051	58.2 (1.3) n = 1405	44.3 (1.1) n = 1969
Year 3				20.0 (17.9) n = 5					50.0 (35.4) n = 2					

**Table 8B. Test Name: BST Test: Math Grade Level: 8 Category: Student Stability AYP Group: Served in the school on October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		42.4 (2.2) n = 491	42.8 (2.3) n = 456	45.7 (2.4) n = 427	1.44 (7.8%)		52.2 (2.3) n = 481	51.3 (2.2) n = 495	50.9 (2.4) n = 442	-0.55 (-2.5%)	76.7 (0.2) n = 60440	73.8 (0.2) n = 60210	72.9 (0.2) n = 61234	76.5 (0.2) n = 58827
Year 3	43.2 (4.3) n = 132	40.8 (4.5) n = 120	38.1 (4.0) n = 147	43.4 (4.5) n = 122	0.05 (0.5%)	50.6 (5.6) n = 81	44.3 (5.6) n = 79	41.7 (5.8) n = 72	43.8 (7.2) n = 48	-1.09 (-13.4%)				

**Table 9. Test Name: BST Test: Reading Grade Level: 8 Category: All Categories AYP Group: Total number of students tested**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		49.3 (2.2) n = 515	56.1 (2.2) n = 497	62.5 (2.3) n = 456	5.87 (26.8%)		61.3 (2.2) n = 509	60.0 (2.1) n = 523	71.0 (2.1) n = 469	4.51 (15.8%)	80.7 (0.2) n = 62756	81.6 (0.2) n = 63013	81.8 (0.2) n = 64153	85.4 (0.1) n = 62044
Year 3	45.5 (4.3) n = 134	56.7 (4.4) n = 127	54.0 (4.1) n = 150	68.3 (4.1) n = 126	5.42 (50.1%)	55.3 (5.4) n = 85	59.5 (5.4) n = 84	46.7 (5.8) n = 75	63.3 (6.9) n = 49	1.34 (14.5%)				

**Table 10A. Test Name: BST Test: Reading Grade Level: 8 Category: Economic Status AYP Group: Eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		40.4 (2.6) n = 359	46.7 (2.7) n = 338	54.7 (2.7) n = 340	5.40 (35.4%)		47.7 (3.0) n = 279	45.5 (2.8) n = 321	63.7 (2.8) n = 292	5.52 (33.5%)	60.4 (0.4) n = 14950	61.2 (0.4) n = 15329	62.0 (0.4) n = 16343	69.5 (0.4) n = 16827
Year 3	33.3 (5.1) n = 87	50.0 (5.4) n = 86	45.0 (4.8) n = 109	64.5 (5.0) n = 93	6.18 (93.7%)	47.6 (6.3) n = 63	46.7 (6.4) n = 60	38.5 (6.7) n = 52	64.1 (7.7) n = 39	2.40 (34.7%)				

**Table 10B. Test Name: BST Test: Reading Grade Level: 8 Category: Economic Status AYP Group: Not eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		72.3 (3.8) n = 141	75.8 (3.5) n = 149	85.3 (3.3) n = 116	3.63 (18.0%)		79.8 (2.8) n = 208	83.5 (2.8) n = 182	83.1 (2.8) n = 177	1.18 (4.1%)	87.6 (0.2) n = 46376	88.7 (0.1) n = 46187	89.0 (0.1) n = 46516	91.7 (0.1) n = 42132
Year 3	73.7 (7.1) n = 38	80.6 (7.1) n = 31	39.4 (8.3) n = 35	78.8 (7.1) n = 33	0.72 (6.9%)	76.9 (11.7) n = 13	90.0 (9.5) n = 10		60.0 (15.5) n = 10	-1.26 (-22.0%)				

**Table 11A. Test Name: BST Test: Reading Grade Level: 8 Category: Gender AYP Group: Female**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		56.1 (3.2) n = 239	60.6 (3.1) n = 254	65.2 (3.2) n = 227	2.84 (16.2%)		64.9 (2.9) n = 268	68.9 (3.0) n = 235	74.7 (2.9) n = 225	3.38 (15.1%)	83.4 (0.2) n = 30104	83.5 (0.2) n = 30672	84.2 (0.2) n = 30994	86.5 (0.2) n = 29762
Year 3	56.3 (6.2) n = 64	37.7 (6.2) n = 62	43.0 (5.6) n = 78	67.3 (6.3) n = 55	1.76 (19.5%)	45.2 (8.9) n = 31	61.1 (8.1) n = 36	56.0 (9.9) n = 25	71.4 (9.9) n = 21	2.81 (58.0%)				

**Table 11B. Test Name: BST Test: Reading Grade Level: 8 Category: Gender AYP Group: Male**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		43.6 (3.0) n = 275	51.7 (3.2) n = 242	59.8 (3.2) n = 229	5.24 (37.2%)		57.7 (3.2) n = 239	53.9 (3.0) n = 280	67.1 (3.1) n = 237	2.98 (16.3%)	78.2 (0.2) n = 31921	79.9 (0.2) n = 31663	79.4 (0.2) n = 32547	84.9 (0.2) n = 31542
Year 3	35.7 (5.7) n = 70	55.4 (6.2) n = 65	84.7 (4.2) n = 72	69.0 (5.5) n = 71	5.95 (93.3%)	54.3 (7.3) n = 46	51.2 (7.8) n = 41	41.9 (7.5) n = 43	57.1 (9.4) n = 28	0.34 (5.2%)				

**Table 12A. Test Name: BST Test: Reading Grade Level: 8 Category: Limited English Proficient AYP Group: Eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		64.0 (4.3) n = 125	25.4 (4.1) n = 114	56.8 (5.3) n = 88	-1.52 (-11.3%)		46.3 (6.8) n = 54	25.0 (4.8) n = 80	40.4 (6.8) n = 52	-0.87 (-12.7%)	32.6 (1.0) n = 2329	38.7 (1.0) n = 2519	37.4 (0.9) n = 2705	56.4 (0.9) n = 2836
Year 3	15.4 (10.0) n = 13	39.3 (9.2) n = 28	36.7 (8.8) n = 30	56.3 (8.8) n = 32	4.47 (265.6%)	28.6 (8.5) n = 28	33.3 (9.6) n = 24	20.8 (8.3) n = 24	42.9 (10.8) n = 21	1.50 (50.0%)				

**Table 12B. Test Name: BST Test: Reading Grade Level: 8 Category: Limited English Proficient AYP Group: Not eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		59.3 (2.5) n = 383	65.0 (2.5) n = 377	60.6 (3.0) n = 274	0.48 (2.2%)		67.7 (2.3) n = 431	67.5 (2.3) n = 431	61.2 (4.4) n = 121	-2.25 (-9.6%)	83.2 (0.2) n = 59387	84.2 (0.1) n = 59314	84.2 (0.1) n = 60435	84.8 (0.3) n = 18461
Year 3	50.4 (4.7) n = 115	62.2 (4.9) n = 98	59.3 (4.5) n = 118	64.6 (5.9) n = 65	2.75 (28.2%)	69.6 (6.1) n = 56	69.5 (6.0) n = 59	58.0 (7.0) n = 50	78.6 (7.8) n = 28	1.34 (12.9%)				

**Table 13A. Test Name: BST Test: Reading Grade Level: 8 Category: Migrant Status AYP Group: Eligible for Migrant services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
											26.7 (11.4) n = 15	33.3 (12.2) n = 15	64.3 (9.1) n = 28	54.5 (15.0) n = 11

**Table 13B. Test Name: BST Test: Reading Grade Level: 8 Category: Migrant Status AYP Group: Not eligible for Migrant services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		49.8 (2.2) n = 510	55.8 (2.2) n = 491				62.3 (2.2) n = 491	60.9 (2.2) n = 514			81.1 (0.2) n = 62021	82.0 (0.2) n = 62185	82.0 (0.2) n = 63462	76.5 (2.5) n = 281
Year 3	45.5 (4.3) n = 132	57.6 (4.4) n = 125	55.1 (4.1) n = 147			58.2 (5.5) n = 79	60.0 (5.5) n = 80	45.9 (5.8) n = 74						



**Table 14A. Test Name: BST Test: Reading Grade Level: 8 Category: Race/Ethnicity AYP Group: American Indian**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		62.9 (8.2) n = 35	66.7 (7.9) n = 36	50.0 (9.4) n = 28	-1.47 (-20.5%)						50.7 (2.1) n = 592	56.6 (2.0) n = 620	55.4 (2.1) n = 574	66.3 (1.9) n = 647

**Table 14B. Test Name: BST Test: Reading Grade Level: 8 Category: Race/Ethnicity AYP Group: Asian/Pacific Islander**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		36.2 (7.0) n = 47	42.3 (6.9) n = 52	77.8 (6.2) n = 45	6.28 (114.9%)		48.2 (6.8) n = 54	54.1 (6.4) n = 61	73.5 (7.6) n = 34	3.55 (52.5%)	57.1 (1.0) n = 2711	59.2 (1.0) n = 2635	60.3 (0.9) n = 2762	75.2 (0.8) n = 2713
Year 3		58.3 (14.2) n = 12	76.9 (11.7) n = 13	70.0 (14.5) n = 10										

**Table 14C. Test Name: BST Test: Reading Grade Level: 8 Category: Race/Ethnicity AYP Group: Black**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		32.5 (3.4) n = 194	38.8 (3.6) n = 183	42.3 (3.9) n = 163	2.69 (30.2%)		46.5 (3.8) n = 170	46.3 (3.9) n = 160	57.7 (4.0) n = 149	2.88 (24.1%)	47.5 (0.9) n = 3020	48.9 (0.9) n = 3331	50.8 (0.8) n = 3748	56.3 (0.8) n = 3807
Year 3	14.7 (6.1) n = 34	32.1 (8.8) n = 28	31.0 (7.1) n = 42	48.1 (9.6) n = 27	4.26 (227.2%)	52.0 (10.0) n = 25	46.2 (9.8) n = 26	40.9 (10.5) n = 22	68.8 (11.6) n = 16	1.58 (32.3%)				

**Table 14D. Test Name: BST Test: Reading Grade Level: 8 Category: Race/Ethnicity AYP Group: Hispanic**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		35.7 (9.1) n = 28	33.3 (9.1) n = 27	48.1 (9.6) n = 27	1.33 (34.7%)		37.5 (6.5) n = 56	37.3 (5.9) n = 67	54.7 (6.2) n = 64	2.71 (45.9%)	48.5 (1.7) n = 855	49.3 (1.5) n = 1114	48.9 (1.3) n = 1460	62.0 (1.2) n = 1624
Year 3		63.6 (14.5) n = 11	72.7 (13.4) n = 11	66.7 (13.6) n = 12		36.4 (8.4) n = 33	41.9 (8.9) n = 31	32.1 (8.8) n = 28	55.6 (9.6) n = 27	2.14 (52.7%)				

**Table 14E. Test Name: BST Test: Reading Grade Level: 8 Category: Race/Ethnicity AYP Group: White**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		74.2 (3.5) n = 155	81.7 (3.1) n = 153	82.0 (3.3) n = 139	2.29 (10.5%)		84.0 (2.6) n = 194	80.9 (2.8) n = 194	87.3 (2.4) n = 189	1.32 (3.9%)	85.8 (0.2) n = 52447	86.7 (0.1) n = 52165	87.1 (0.1) n = 52546	90.0 (0.1) n = 50329
Year 3	69.0 (6.1) n = 58	78.8 (5.7) n = 52	87.3 (4.5) n = 55	88.0 (4.6) n = 50	3.48 (27.5%)	89.5 (7.0) n = 19	88.9 (7.4) n = 18	52.9 (12.1) n = 17						

**Table 15A. Test Name: BST Test: Reading Grade Level: 8 Category: Special Education AYP Group: Not receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		56.8 (2.4) n = 426	62.3 (2.4) n = 422	69.8 (2.7) n = 298	5.14 (22.9%)		67.6 (2.3) n = 429	65.2 (2.2) n = 462	86.4 (2.5) n = 191	7.96 (27.8%)	86.0 (0.1) n = 54660	86.8 (0.1) n = 54858	87.0 (0.1) n = 56186	90.7 (0.1) n = 45375
Year 3	56.7 (4.9) n = 104	69.1 (4.8) n = 94	58.9 (4.3) n = 129			61.0 (5.6) n = 77	43.6 (5.7) n = 75	55.9 (6.5) n = 59						

**Table 15B. Test Name: BST Test: Reading Grade Level: 8 Category: Special Education AYP Group: Receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		28.6 (5.7) n = 63	33.3 (7.0) n = 45	22.9 (5.0) n = 70	-1.07 (-19.9%)		21.7 (5.3) n = 60	23.7 (6.9) n = 38	40.5 (8.1) n = 37	2.89 (86.6%)	43.2 (0.6) n = 6279	45.0 (0.6) n = 6341	43.4 (0.6) n = 6387	50.7 (0.6) n = 6278
Year 3	0.0 (0.0) n = 13	14.3 (6.6) n = 28												

**Table 16A. Test Name: BST Test: Reading Grade Level: 8 Category: Student Stability AYP Group: New to the school since October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		16.7 (10.8) n = 12	33.3 (13.6) n = 12	26.7 (8.1) n = 30	1.12 (59.9%)			30.0 (14.5) n = 10	58.3 (10.1) n = 24		47.5 (2.0) n = 597	60.7 (1.5) n = 1085	70.1 (1.2) n = 1407	62.7 (1.1) n = 1944
Year 3				40.0 (21.9) n = 5					100.0 (0.0) n = 2					

**Table 16B. Test Name: BST Test: Reading Grade Level: 8 Category: Student Stability AYP Group: Served in the school on October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		50.4 (2.3) n = 490	56.8 (2.3) n = 458	65.0 (2.3) n = 426	6.35 (29.0%)		62.0 (2.2) n = 481	61.8 (2.2) n = 490	71.7 (2.1) n = 445	4.51 (15.6%)	81.9 (0.2) n = 60360	82.7 (0.2) n = 60184	82.6 (0.2) n = 61154	86.3 (0.1) n = 58916
Year 3	46.2 (4.4) n = 130	56.2 (4.5) n = 121	55.9 (4.1) n = 145	69.4 (4.2) n = 121	5.39 (50.2%)	56.8 (5.5) n = 81	59.5 (5.5) n = 79	47.2 (5.9) n = 72	61.7 (7.1) n = 47	0.80 (8.6%)				

**Table 17. Test Name: MCA Test: Math Grade Level: 11 Category: All Categories AYP Group: Total number of students tested**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				52.0 (2.0) n = 602					46.1 (2.1) n = 584					72.7 (0.2) n = 60065
Year 3				54.1 (8.2) n = 37					77.8 (9.8) n = 18					

**Table 18A. Test Name: MCA Test: Math Grade Level: 11 Category: Economic Status AYP Group: Eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				45.4 (2.5) n = 399					37.2 (2.7) n = 325					51.8 (0.5) n = 11695
Year 3				20.0 (12.6) n = 10										

**Table 18B. Test Name: MCA Test: Math Grade Level: 11 Category: Economic Status AYP Group: Not eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				65.0 (3.3) n = 203					56.2 (3.4) n = 210					79.2 (0.2) n = 43023
Year 3				66.7 (9.1) n = 27										

**Table 19A. Test Name: MCA Test: Math Grade Level: 11 Category: Gender AYP Group: Female**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				49.4 (2.8) n = 316					44.4 (3.1) n = 261					73.5 (0.3) n = 28702
Year 3				57.1 (10.8) n = 21										

**Table 19B. Test Name: MCA Test: Math Grade Level: 11 Category: Gender AYP Group: Male**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				54.9 (2.9) n = 286					46.5 (2.8) n = 310					73.1 (0.3) n = 30076
Year 3				50.0 (12.5) n = 16					66.7 (13.6) n = 12					

**Table 20A. Test Name: MCA Test: Math Grade Level: 11 Category: Limited English Proficient AYP Group: Eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				44.0 (5.4) n = 84					25.6 (4.0) n = 121					35.2 (1.0) n = 2214

**Table 20B. Test Name: MCA Test: Math Grade Level: 11 Category: Limited English Proficient AYP Group: Not eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				48.9 (2.4) n = 421					53.8 (2.6) n = 366					75.5 (0.3) n = 17850

**Table 21A. Test Name: MCA Test: Math Grade Level: 11 Category: Race/Ethnicity AYP Group: American Indian**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				58.3 (14.2) n = 12										56.5 (2.9) n = 294

**Table 21B. Test Name: MCA Test: Math Grade Level: 11 Category: Race/Ethnicity AYP Group: Asian/Pacific Islander**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				61.4 (4.2) n = 132					69.6 (5.5) n = 69					67.7 (0.9) n = 2584

**Table 21C. Test Name: MCA Test: Math Grade Level: 11 Category: Race/Ethnicity AYP Group: Black**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2									41.5 (6.8) n = 53					42.9 (1.5) n = 1038

**Table 21D. Test Name: MCA Test: Math Grade Level: 11 Category: Race/Ethnicity AYP Group: Hispanic**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				36.8 (2.8) n = 304					28.9 (2.8) n = 266					31.5 (0.9) n = 2777

**Table 21E. Test Name: MCA Test: Math Grade Level: 11 Category: Race/Ethnicity AYP Group: White**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				75.6 (3.9) n = 123					63.6 (3.7) n = 173					77.3 (0.2) n = 50681
Year 3				54.1 (8.2) n = 37					77.8 (9.8) n = 18					

**Table 22A. Test Name: MCA Test: Math Grade Level: 11 Category: Special Education AYP Group: Not receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				53.8 (2.4) n = 439					49.0 (2.3) n = 478					79.8 (0.2) n = 41360

**Table 22B. Test Name: MCA Test: Math Grade Level: 11 Category: Special Education AYP Group: Receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				10.6 (3.8) n = 66					8.8 (3.7) n = 57					32.7 (0.7) n = 4424

**Table 23A. Test Name: MCA Test: Math Grade Level: 11 Category: Student Stability AYP Group: New to the school since October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				39.6 (7.1) n = 48					22.4 (5.5) n = 58					41.8 (1.0) n = 2472
Year 3				0.0 (0.0) n = 1										

**Table 23B. Test Name: MCA Test: Math Grade Level: 11 Category: Student Stability AYP Group: Served in the school on October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				53.1 (2.1) n = 554					48.7 (2.2) n = 526					74.9 (0.2) n = 56360
Year 3				55.6 (8.3) n = 36					77.8 (9.8) n = 18					

**Table 24. Test Name: MCA Test: Math Grade Level: 3 Category: All Categories AYP Group: Total number of students tested**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		59.4 (1.6) n = 959	54.8 (1.7) n = 858	64.1 (1.6) n = 846	2.94 (7.9%)		56.4 (1.5) n = 1082	58.6 (1.6) n = 985	62.9 (1.6) n = 961	4.20 (11.5%)	66.1 (0.2) n = 55637	72.2 (0.2) n = 55148	71.1 (0.2) n = 54701	78.3 (0.2) n = 54130
Year 3	39.3 (2.7) n = 333	46.1 (2.7) n = 343	54.9 (2.7) n = 344	58.9 (2.9) n = 292	7.01 (49.9%)	55.9 (2.7) n = 340	55.8 (2.7) n = 330	59.2 (2.9) n = 284	68.1 (2.8) n = 282	4.44 (21.8%)				

**Table 25A. Test Name: MCA Test: Math Grade Level: 3 Category: Economic Status AYP Group: Eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		52.2 (1.9) n = 669	44.3 (2.0) n = 596	55.8 (2.0) n = 588	1.85 (6.9%)		46.8 (1.9) n = 695	49.8 (1.9) n = 662	50.5 (2.0) n = 620	1.90 (7.9%)	45.7 (0.4) n = 14424	53.1 (0.4) n = 14887	52.0 (0.4) n = 15198	60.6 (0.4) n = 15656
Year 3	31.4 (3.2) n = 207	32.7 (3.2) n = 217	45.4 (3.2) n = 238	53.7 (3.4) n = 214	6.75 (71.0%)	46.1 (3.3) n = 230	50.2 (3.3) n = 229	50.0 (3.7) n = 184	58.9 (3.6) n = 185	3.72 (27.8%)				

**Table 25B. Test Name: MCA Test: Math Grade Level: 3 Category: Economic Status AYP Group: Not eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				83.6 (2.4) n = 238					85.1 (2.1) n = 275					85.1 (0.2) n = 28525
Year 3				73.1 (5.0) n = 78					85.6 (3.6) n = 97					

**Table 26A. Test Name: MCA Test: Math Grade Level: 3 Category: Gender AYP Group: Female**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		59.8 (2.2) n = 482	56.3 (2.4) n = 437	62.0 (2.3) n = 434	0.98 (3.7%)		57.5 (2.1) n = 555	57.6 (2.3) n = 458	65.1 (2.3) n = 436	3.47 (13.2%)	65.5 (0.3) n = 26528	72.8 (0.3) n = 26366	70.8 (0.3) n = 26114	78.0 (0.3) n = 25999
Year 3	34.6 (3.8) n = 159	45.1 (3.9) n = 162	60.9 (3.8) n = 169	55.8 (4.4) n = 129	5.20 (61.3%)	54.2 (4.0) n = 155	57.1 (4.0) n = 154	61.3 (4.4) n = 124	73.9 (3.8) n = 134	5.04 (36.3%)				

**Table 26B. Test Name: MCA Test: Math Grade Level: 3 Category: Gender AYP Group: Male**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		60.4 (2.2) n = 477	50.2 (2.5) n = 404	67.1 (2.4) n = 395	2.92 (11.1%)		55.3 (2.2) n = 510	59.0 (2.2) n = 505	60.4 (2.2) n = 498	2.32 (9.2%)	66.8 (0.3) n = 28116	71.5 (0.3) n = 27672	71.3 (0.3) n = 27446	79.0 (0.2) n = 27045
Year 3	42.4 (3.9) n = 158	42.9 (3.9) n = 163	50.6 (3.9) n = 166	61.3 (3.8) n = 163	4.91 (44.6%)	55.9 (3.7) n = 179	54.5 (3.8) n = 176	61.4 (4.0) n = 145	60.5 (4.4) n = 124	1.15 (8.2%)				



**Table 27A. Test Name: MCA Test: Math Grade Level: 3 Category: Limited English Proficient AYP Group: Eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		45.5 (3.3) n = 224	27.0 (3.4) n = 174	42.7 (3.9) n = 164	-0.79 (-6.2%)		43.7 (2.8) n = 318	49.0 (3.2) n = 251	49.8 (3.3) n = 233	2.02 (14.0%)	34.4 (1.0) n = 2272	40.6 (0.9) n = 2798	40.2 (0.9) n = 2931	49.1 (0.9) n = 3400
Year 3	18.3 (5.0) n = 60	55.7 (5.9) n = 70	43.3 (6.1) n = 67	58.5 (6.1) n = 65	7.18 (219.7%)	49.2 (6.4) n = 61	48.0 (5.8) n = 75	48.2 (6.8) n = 54	46.6 (6.5) n = 58	-0.40 (-5.3%)				

**Table 27B. Test Name: MCA Test: Math Grade Level: 3 Category: Limited English Proficient AYP Group: Not eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				59.8 (3.7) n = 174					50.0 (2.8) n = 314					76.6 (0.4) n = 10500
Year 3				47.2 (4.8) n = 108					67.9 (5.2) n = 81					

**Table 28A. Test Name: MCA Test: Math Grade Level: 3 Category: Migrant Status AYP Group: Eligible for Migrant services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
											64.1 (7.7) n = 39	43.9 (6.1) n = 66	25.0 (6.5) n = 44	55.2 (9.2) n = 29

**Table 28B. Test Name: MCA Test: Math Grade Level: 3 Category: Migrant Status AYP Group: Not eligible for Migrant services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
														64.4 (3.4) n = 194

**Table 29A. Test Name: MCA Test: Math Grade Level: 3 Category: Race/Ethnicity AYP Group: American Indian**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		50.0 (14.4) n = 12	73.7 (10.1) n = 19	78.9 (9.4) n = 19	2.50 (57.8%)						43.3 (2.5) n = 381	49.1 (2.8) n = 320	51.7 (2.5) n = 400	61.4 (2.8) n = 298
Year 3	23.1 (11.7) n = 13	58.8 (11.9) n = 17	57.1 (13.2) n = 14											

**Table 29B. Test Name: MCA Test: Math Grade Level: 3 Category: Race/Ethnicity AYP Group: Asian/Pacific Islander**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		70.0 (4.8) n = 90	38.1 (5.3) n = 84	58.7 (7.3) n = 46	-1.96 (-16.1%)		50.5 (3.5) n = 200	51.5 (4.3) n = 136	56.0 (4.4) n = 125	1.42 (10.9%)	42.8 (1.2) n = 1628	51.5 (1.2) n = 1627	51.6 (1.3) n = 1593	64.2 (1.2) n = 1696
Year 3	10.0 (9.5) n = 10	36.4 (8.4) n = 33	50.0 (12.5) n = 16					60.0 (15.5) n = 10						

**Table 29C. Test Name: MCA Test: Math Grade Level: 3 Category: Race/Ethnicity AYP Group: Black**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		34.6 (3.3) n = 211	36.1 (3.4) n = 194	42.9 (5.0) n = 98	2.12 (24.0%)		35.6 (2.9) n = 278	36.2 (3.1) n = 243	44.2 (5.1) n = 95	2.40 (24.2%)	34.4 (0.9) n = 2615	41.9 (0.9) n = 2767	36.8 (0.9) n = 2896	49.1 (1.3) n = 1420
Year 3	30.7 (4.9) n = 88	18.4 (4.4) n = 76	41.0 (5.4) n = 83	51.4 (8.2) n = 37	3.42 (67.4%)	35.0 (4.8) n = 97	44.4 (4.6) n = 117	32.9 (5.3) n = 79	54.2 (7.2) n = 48	3.37 (54.9%)				

**Table 29D. Test Name: MCA Test: Math Grade Level: 3 Category: Race/Ethnicity AYP Group: Hispanic**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		38.7 (4.7) n = 106	38.0 (5.5) n = 79	43.9 (3.7) n = 180	1.27 (13.4%)		44.6 (4.9) n = 101	49.4 (5.4) n = 87	43.2 (3.0) n = 264	-0.39 (-3.1%)	32.3 (1.7) n = 728	38.6 (1.4) n = 1181	41.1 (1.4) n = 1301	45.9 (0.9) n = 2946
Year 3	34.3 (8.0) n = 35	14.6 (5.5) n = 41	51.5 (8.7) n = 33	39.3 (6.5) n = 56	0.70 (14.6%)	41.0 (7.9) n = 39	49.1 (6.7) n = 55	50.0 (11.2) n = 20	49.3 (5.8) n = 75	1.26 (20.2%)				

**Table 29E. Test Name: MCA Test: Math Grade Level: 3 Category: Race/Ethnicity AYP Group: White**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		78.3 (2.0) n = 410	76.7 (2.2) n = 361	80.8 (2.0) n = 386	1.25 (3.2%)		75.6 (2.1) n = 434	76.5 (2.2) n = 387	83.8 (1.8) n = 396	4.18 (10.8%)	71.6 (0.2) n = 45355	77.6 (0.2) n = 44518	76.9 (0.2) n = 43575	84.0 (0.2) n = 42572
Year 3	51.8 (4.2) n = 143	68.9 (3.8) n = 148	68.0 (3.8) n = 153	70.2 (4.0) n = 131	4.48 (35.5%)	71.5 (3.7) n = 151	69.7 (4.4) n = 109	77.5 (3.7) n = 129	84.9 (3.3) n = 119	3.80 (18.7%)				

**Table 30A. Test Name: MCA Test: Math Grade Level: 3 Category: Special Education AYP Group: Not receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				72.3 (3.1) n = 202					68.3 (2.3) n = 416					83.5 (0.2) n = 22822
Year 3									92.3 (4.3) n = 39					

**Table 30B. Test Name: MCA Test: Math Grade Level: 3 Category: Special Education AYP Group: Receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		28.9 (6.8) n = 45	53.6 (9.4) n = 28	49.0 (7.1) n = 49	2.89 (69.6%)		49.1 (6.6) n = 57	44.1 (8.5) n = 34	44.2 (4.7) n = 113	-0.91 (-10.0%)	39.7 (0.9) n = 3065	47.0 (0.8) n = 3731	47.2 (0.8) n = 3956	56.3 (0.8) n = 3640
Year 3		12.5 (8.3) n = 16	33.3 (9.6) n = 24				31.8 (9.9) n = 22	36.4 (14.5) n = 11	90.0 (9.5) n = 10					

**Table 31A. Test Name: MCA Test: Math Grade Level: 3 Category: Student Stability AYP Group: New to the school since October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		60.3 (1.6) n = 904	56.6 (1.8) n = 795	36.0 (5.5) n = 75	-11.26 (-40.3%)		58.0 (1.6) n = 999	59.4 (1.6) n = 928	42.7 (5.7) n = 75	-7.11 (-26.4%)	66.9 (0.2) n = 53350	73.1 (0.2) n = 52909	72.1 (0.2) n = 52711	53.8 (1.0) n = 2398
Year 3	40.1 (2.8) n = 307	46.8 (2.8) n = 314	56.3 (2.8) n = 316	36.0 (9.6) n = 25	-1.10 (-10.2%)	57.1 (2.7) n = 324	59.0 (2.9) n = 290	62.7 (3.0) n = 260	55.6 (9.6) n = 27	-0.41 (-2.6%)				

**Table 31B. Test Name: MCA Test: Math Grade Level: 3 Category: Student Stability AYP Group: Served in the school on October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				66.8 (1.7) n = 771					64.6 (1.6) n = 886					79.6 (0.2) n = 51646
Year 3				61.0 (3.0) n = 267					69.4 (2.9) n = 255					

**Table 32. Test Name: MCA Test: Math Grade Level: 5 Category: All Categories AYP Group: Total number of students tested**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		55.9 (1.7) n = 897	55.5 (1.7) n = 895	63.5 (1.6) n = 866	4.60 (13.6%)		57.4 (1.5) n = 1098	61.0 (1.5) n = 1060	67.7 (1.5) n = 972	6.87 (17.9%)	71.4 (0.2) n = 57722	75.8 (0.2) n = 58293	75.2 (0.2) n = 57765	80.9 (0.2) n = 56564
Year 3	43.6 (2.7) n = 349	52.4 (2.5) n = 391	47.4 (2.7) n = 340	67.5 (2.7) n = 311	8.85 (54.8%)	47.3 (2.6) n = 374	57.0 (2.7) n = 342	58.3 (2.8) n = 309	68.0 (2.9) n = 266	7.59 (43.8%)				

**Table 33A. Test Name: MCA Test: Math Grade Level: 5 Category: Economic Status AYP Group: Eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		46.7 (2.0) n = 630	47.4 (2.0) n = 642	55.3 (2.0) n = 615	4.30 (18.4%)		46.4 (1.9) n = 707	50.2 (1.9) n = 699	59.0 (1.9) n = 647	6.63 (27.2%)	49.2 (0.4) n = 14796	55.3 (0.4) n = 15834	55.8 (0.4) n = 16297	63.1 (0.4) n = 16080
Year 3	33.6 (3.2) n = 220	41.1 (3.0) n = 263	40.4 (3.2) n = 235	59.1 (3.5) n = 203	7.62 (75.9%)	35.2 (3.0) n = 250	46.6 (3.3) n = 234	42.4 (3.6) n = 191	57.8 (3.6) n = 187	6.91 (64.2%)				

**Table 33B. Test Name: MCA Test: Math Grade Level: 5 Category: Economic Status AYP Group: Not eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				82.7 (2.5) n = 226					84.7 (2.1) n = 288					87.7 (0.2) n = 31217
Year 3				83.3 (3.6) n = 108					92.4 (3.0) n = 79					

**Table 34A. Test Name: MCA Test: Math Grade Level: 5 Category: Gender AYP Group: Female**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		55.5 (2.4) n = 425	55.6 (2.3) n = 453	60.8 (2.3) n = 439	2.26 (9.5%)		57.1 (2.2) n = 525	61.8 (2.1) n = 511	70.3 (2.0) n = 509	6.27 (23.1%)	71.6 (0.3) n = 27536	74.8 (0.3) n = 28094	75.7 (0.3) n = 27710	81.6 (0.2) n = 27076
Year 3	48.4 (4.0) n = 157	49.7 (3.8) n = 177	47.2 (4.2) n = 144	63.7 (3.8) n = 157	3.92 (31.6%)	44.2 (3.6) n = 190	58.3 (4.0) n = 151	55.5 (4.2) n = 137	70.1 (4.0) n = 134	6.87 (58.6%)				

**Table 34B. Test Name: MCA Test: Math Grade Level: 5 Category: Gender AYP Group: Male**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		55.5 (2.3) n = 463	55.4 (2.4) n = 442	66.3 (2.3) n = 427	4.70 (19.5%)		58.0 (2.1) n = 557	59.7 (2.1) n = 534	63.8 (2.3) n = 447	2.65 (10.0%)	70.8 (0.3) n = 29306	76.3 (0.2) n = 29437	74.3 (0.3) n = 29170	80.5 (0.2) n = 28529
Year 3	47.6 (3.7) n = 183	47.3 (3.5) n = 206	46.5 (3.6) n = 187	69.9 (3.8) n = 146	5.96 (46.8%)	50.5 (3.7) n = 184	56.0 (3.7) n = 184	58.0 (3.9) n = 157	65.9 (4.1) n = 132	3.98 (30.5%)				

**Table 35A. Test Name: MCA Test: Math Grade Level: 5 Category: Limited English Proficient AYP Group: Eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		27.5 (3.2) n = 193	42.7 (3.9) n = 157	45.5 (3.6) n = 191	5.29 (65.5%)		39.8 (2.9) n = 279	48.3 (3.2) n = 238	54.5 (3.2) n = 246	4.83 (36.9%)	34.0 (1.1) n = 1866	40.7 (1.0) n = 2300	42.8 (1.0) n = 2547	49.0 (0.9) n = 2889
Year 3	48.5 (6.2) n = 66	33.7 (5.3) n = 80	42.1 (5.7) n = 76	42.6 (6.7) n = 54	-0.92 (-12.2%)	25.0 (5.4) n = 64	38.8 (7.0) n = 49	31.4 (6.5) n = 51	35.7 (6.4) n = 56	1.82 (42.8%)				

**Table 35B. Test Name: MCA Test: Math Grade Level: 5 Category: Limited English Proficient AYP Group: Not eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				58.3 (3.3) n = 218					61.7 (2.7) n = 332					79.5 (0.4) n = 10668
Year 3				60.0 (5.5) n = 80					58.0 (5.9) n = 69					

**Table 36A. Test Name: MCA Test: Math Grade Level: 5 Category: Migrant Status AYP Group: Eligible for Migrant services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
											21.9 (7.3) n = 32	17.6 (5.3) n = 51	30.8 (6.4) n = 52	42.9 (9.4) n = 28

**Table 36B. Test Name: MCA Test: Math Grade Level: 5 Category: Migrant Status AYP Group: Not eligible for Migrant services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
														74.0 (2.5) n = 319

**Table 37A. Test Name: MCA Test: Math Grade Level: 5 Category: Race/Ethnicity AYP Group: American Indian**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		40.0 (11.0) n = 20	29.4 (11.1) n = 17	66.7 (12.2) n = 15	2.32 (66.8%)						41.5 (2.1) n = 568	48.9 (2.3) n = 474	55.9 (2.3) n = 451	53.9 (2.8) n = 321
Year 3	50.0 (12.5) n = 16	52.6 (11.5) n = 19	52.9 (12.1) n = 17	50.0 (12.5) n = 16	0.00 (0.0%)									

**Table 37B. Test Name: MCA Test: Math Grade Level: 5 Category: Race/Ethnicity AYP Group: Asian/Pacific Islander**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		50.0 (5.2) n = 94	59.0 (5.4) n = 83	60.8 (5.0) n = 97	2.12 (21.6%)		52.5 (3.7) n = 183	46.0 (3.8) n = 174	62.7 (4.1) n = 142	2.63 (19.4%)	48.1 (1.2) n = 1658	54.4 (1.2) n = 1736	57.0 (1.2) n = 1821	66.4 (1.1) n = 1747
Year 3	37.8 (8.0) n = 37	69.7 (8.0) n = 33	61.5 (9.5) n = 26											

**Table 37C. Test Name: MCA Test: Math Grade Level: 5 Category: Race/Ethnicity AYP Group: Black**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		33.8 (3.2) n = 213	32.2 (3.3) n = 199	45.0 (5.0) n = 100	2.90 (33.1%)		33.1 (2.8) n = 287	41.8 (3.3) n = 227	52.1 (5.8) n = 73	5.26 (57.4%)	33.7 (0.9) n = 2557	37.4 (0.9) n = 2929	41.3 (0.9) n = 2964	51.0 (1.4) n = 1362
Year 3	37.1 (5.8) n = 70	29.5 (4.7) n = 95	32.1 (5.1) n = 84	50.0 (7.7) n = 42	1.96 (34.8%)	30.1 (4.3) n = 113	36.0 (4.5) n = 114	37.2 (5.5) n = 78	37.5 (7.7) n = 40	1.37 (24.6%)				

**Table 37D. Test Name: MCA Test: Math Grade Level: 5 Category: Race/Ethnicity AYP Group: Hispanic**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		25.0 (4.5) n = 92	23.4 (4.8) n = 77	45.4 (3.3) n = 229	5.54 (81.6%)		36.6 (4.8) n = 101	35.3 (5.2) n = 85	49.4 (3.2) n = 251	3.43 (35.0%)	32.6 (1.8) n = 654	38.3 (1.6) n = 944	44.0 (1.5) n = 1160	49.0 (0.9) n = 3061
Year 3	44.8 (8.1) n = 38	30.6 (6.6) n = 49	20.5 (6.5) n = 39	47.2 (6.9) n = 53	0.32 (5.4%)	95.2 (3.3) n = 42	41.7 (8.2) n = 36	11.5 (6.3) n = 26	50.6 (5.4) n = 85	-9.27 (-46.8%)				

**Table 37E. Test Name: MCA Test: Math Grade Level: 5 Category: Race/Ethnicity AYP Group: White**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		78.1 (2.2) n = 366	75.5 (2.2) n = 375	83.2 (2.1) n = 321	2.37 (6.5%)		80.5 (1.9) n = 426	83.7 (1.7) n = 454	84.7 (1.8) n = 385	2.27 (5.2%)	76.6 (0.2) n = 47539	81.2 (0.2) n = 47558	80.6 (0.2) n = 46508	86.3 (0.2) n = 44997
Year 3	66.9 (3.8) n = 151	72.1 (3.6) n = 154	57.8 (4.1) n = 147	83.3 (3.0) n = 150	4.79 (24.5%)	64.1 (3.8) n = 156	70.5 (3.7) n = 149	81.2 (3.2) n = 149	92.2 (2.7) n = 102	8.24 (43.8%)				

**Table 38A. Test Name: MCA Test: Math Grade Level: 5 Category: Special Education AYP Group: Not receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				63.2 (2.5) n = 359					76.6 (2.3) n = 346					86.3 (0.2) n = 31035
Year 3				77.9 (4.7) n = 77										

**Table 38B. Test Name: MCA Test: Math Grade Level: 5 Category: Special Education AYP Group: Receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		21.7 (5.0) n = 69	46.7 (4.9) n = 105	19.3 (4.3) n = 83	-0.52 (-11.1%)		29.2 (5.4) n = 72	49.1 (4.7) n = 112	48.6 (5.8) n = 74	3.46 (66.4%)	40.9 (0.7) n = 4867	47.3 (0.7) n = 5247	48.1 (0.7) n = 5200	53.6 (0.7) n = 5418
Year 3	54.5 (10.6) n = 22	9.5 (6.4) n = 21	19.2 (7.7) n = 26	46.2 (13.8) n = 13	-0.70 (-15.2%)	25.8 (7.9) n = 31		36.4 (14.5) n = 11						



**Table 39A. Test Name: MCA Test: Math Grade Level: 5 Category: Student Stability AYP Group: New to the school since October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		57.3 (1.7) n = 839	57.3 (1.7) n = 839	33.9 (6.2) n = 59	-10.27 (-40.8%)		59.4 (1.5) n = 1019	62.2 (1.5) n = 991	43.2 (5.5) n = 81	-7.82 (-27.3%)	72.1 (0.2) n = 55626	76.7 (0.2) n = 56102	76.1 (0.2) n = 55863	56.4 (1.1) n = 2190
Year 3	44.4 (2.7) n = 329	53.8 (2.6) n = 370	48.7 (2.8) n = 310	53.3 (9.1) n = 30	2.43 (20.0%)	48.0 (2.6) n = 356	57.9 (2.8) n = 316	61.1 (2.9) n = 288	61.1 (11.5) n = 18	3.71 (27.3%)				

**Table 39B. Test Name: MCA Test: Math Grade Level: 5 Category: Student Stability AYP Group: Served in the school on October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				65.7 (1.7) n = 807					69.9 (1.5) n = 891					82.0 (0.2) n = 54252
Year 3				69.0 (2.8) n = 281					68.5 (2.9) n = 248					

**Table 40. Test Name: MCA Test: Math Grade Level: 7 Category: All Categories AYP Group: Total number of students tested**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				46.9 (2.4) n = 416					57.4 (2.2) n = 505					76.6 (0.2) n = 61693
Year 3				42.6 (4.2) n = 136					60.5 (5.6) n = 76					

**Table 41A. Test Name: MCA Test: Math Grade Level: 7 Category: Economic Status AYP Group: Eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				40.1 (2.8) n = 309					47.8 (2.8) n = 324					56.3 (0.4) n = 17840
Year 3				33.0 (4.6) n = 103					56.1 (6.1) n = 66					

**Table 41B. Test Name: MCA Test: Math Grade Level: 7 Category: Economic Status AYP Group: Not eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				66.4 (4.6) n = 107					74.6 (3.2) n = 181					85.3 (0.2) n = 41522
Year 3				72.7 (7.8) n = 33					90.0 (9.5) n = 10					

**Table 42A. Test Name: MCA Test: Math Grade Level: 7 Category: Gender AYP Group: Female**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				45.1 (3.5) n = 204					61.1 (3.1) n = 247					77.5 (0.2) n = 29889
Year 3				30.2 (5.8) n = 63					60.0 (8.9) n = 30					

**Table 42B. Test Name: MCA Test: Math Grade Level: 7 Category: Gender AYP Group: Male**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				48.6 (3.4) n = 212					53.9 (3.1) n = 258					76.2 (0.2) n = 31214
Year 3				49.2 (6.2) n = 65					60.0 (7.7) n = 40					

**Table 43A. Test Name: MCA Test: Math Grade Level: 7 Category: Limited English Proficient AYP Group: Eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				34.4 (4.8) n = 96					41.2 (6.0) n = 68					43.8 (0.9) n = 3226
Year 3				22.2 (8.0) n = 27					55.9 (8.5) n = 34					

**Table 43B. Test Name: MCA Test: Math Grade Level: 7 Category: Limited English Proficient AYP Group: Not eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				46.2 (3.2) n = 249					40.3 (4.3) n = 129					76.1 (0.3) n = 20637
Year 3				36.0 (5.2) n = 86					65.4 (9.3) n = 26					

**Table 44A. Test Name: MCA Test: Math Grade Level: 7 Category: Migrant Status AYP Group: Eligible for Migrant services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
									58.3 (14.2) n = 12					29.5 (6.9) n = 44

**Table 44B. Test Name: MCA Test: Math Grade Level: 7 Category: Migrant Status AYP Group: Not eligible for Migrant services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
									81.1 (2.1) n = 349					75.9 (1.5) n = 798

**Table 45A. Test Name: MCA Test: Math Grade Level: 7 Category: Race/Ethnicity AYP Group: American Indian**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				36.4 (10.3) n = 22					25.0 (10.8) n = 16					50.8 (2.2) n = 522

**Table 45B. Test Name: MCA Test: Math Grade Level: 7 Category: Race/Ethnicity AYP Group: Asian/Pacific Islander**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				69.2 (7.4) n = 39					62.3 (6.7) n = 53					67.5 (0.9) n = 2856

**Table 45C. Test Name: MCA Test: Math Grade Level: 7 Category: Race/Ethnicity AYP Group: Black**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				39.4 (8.5) n = 33					59.6 (5.2) n = 89					45.3 (1.2) n = 1864
Year 3				18.5 (7.5) n = 27					61.5 (7.8) n = 39					

**Table 45D. Test Name: MCA Test: Math Grade Level: 7 Category: Race/Ethnicity AYP Group: Hispanic**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				24.7 (3.3) n = 166					33.5 (3.8) n = 158					40.6 (0.8) n = 4160
Year 3				25.0 (6.8) n = 40					50.0 (13.4) n = 14					

**Table 45E. Test Name: MCA Test: Math Grade Level: 7 Category: Race/Ethnicity AYP Group: White**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				78.0 (4.0) n = 109					81.6 (3.0) n = 163					82.5 (0.2) n = 49702
Year 3				74.4 (6.7) n = 43					60.0 (12.6) n = 15					

**Table 46A. Test Name: MCA Test: Math Grade Level: 7 Category: Special Education AYP Group: Not receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				46.1 (3.3) n = 230					63.9 (2.8) n = 288					82.6 (0.2) n = 46276

**Table 46B. Test Name: MCA Test: Math Grade Level: 7 Category: Special Education AYP Group: Receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				4.7 (3.2) n = 43					22.5 (6.6) n = 40					36.9 (0.6) n = 6078

**Table 47A. Test Name: MCA Test: Math Grade Level: 7 Category: Student Stability AYP Group: New to the school since October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				27.7 (6.5) n = 47					36.8 (7.8) n = 38					45.7 (1.0) n = 2440
Year 3				100.0 (0.0) n = 2					50.0 (20.4) n = 6					

**Table 47B. Test Name: MCA Test: Math Grade Level: 7 Category: Student Stability AYP Group: Served in the school on October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				49.3 (2.6) n = 369					59.1 (2.3) n = 467					78.0 (0.2) n = 58912
Year 3				41.8 (4.3) n = 134					61.4 (5.8) n = 70					

**Table 48. Test Name: MCA Test: Math Grade Level: 8 Category: All Categories AYP Group: Total number of students tested**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 494					0.0 (0.0) n = 531					0.0 (0.0) n = 64269	
Year 3			0.0 (0.0) n = 151					0.0 (0.0) n = 75						

**Table 49. Test Name: MCA Test: Math Grade Level: 8 Category: Economic Status AYP Group: Eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 336					0.0 (0.0) n = 324					0.0 (0.0) n = 16378	
Year 3			0.0 (0.0) n = 110					0.0 (0.0) n = 52						

**Table 50A. Test Name: MCA Test: Math Grade Level: 8 Category: Gender AYP Group: Female**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 253					0.0 (0.0) n = 239					0.0 (0.0) n = 31040	
Year 3			0.0 (0.0) n = 78					0.0 (0.0) n = 25						

**Table 50B. Test Name: MCA Test: Math Grade Level: 8 Category: Gender AYP Group: Male**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 240					0.0 (0.0) n = 284					0.0 (0.0) n = 32610	
Year 3			0.0 (0.0) n = 73					0.0 (0.0) n = 43						

**Table 51. Test Name: MCA Test: Math Grade Level: 8 Category: Limited English Proficient AYP Group: Eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 114					0.0 (0.0) n = 80					0.0 (0.0) n = 2712	
Year 3			0.0 (0.0) n = 30					0.0 (0.0) n = 24						

**Table 52. Test Name: MCA Test: Math Grade Level: 8 Category: Migrant Status AYP Group: Eligible for Migrant services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
													0.0 (0.0) n = 28	

**Table 53A. Test Name: MCA Test: Math Grade Level: 8 Category: Race/Ethnicity AYP Group: American Indian**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 35										0.0 (0.0) n = 583	

**Table 53B. Test Name: MCA Test: Math Grade Level: 8 Category: Race/Ethnicity AYP Group: Asian/Pacific Islander**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 52					0.0 (0.0) n = 61					0.0 (0.0) n = 2771	
Year 3			0.0 (0.0) n = 13											

**Table 53C. Test Name: MCA Test: Math Grade Level: 8 Category: Race/Ethnicity AYP Group: Black**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 180					0.0 (0.0) n = 161					0.0 (0.0) n = 3748	
Year 3			0.0 (0.0) n = 43					0.0 (0.0) n = 22						

**Table 53D. Test Name: MCA Test: Math Grade Level: 8 Category: Race/Ethnicity AYP Group: Hispanic**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 27					0.0 (0.0) n = 67					0.0 (0.0) n = 1467	
Year 3			0.0 (0.0) n = 11					0.0 (0.0) n = 28						

**Table 53E. Test Name: MCA Test: Math Grade Level: 8 Category: Race/Ethnicity AYP Group: White**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 155					0.0 (0.0) n = 199					0.0 (0.0) n = 52580	
Year 3			0.0 (0.0) n = 55					0.0 (0.0) n = 17						

**Table 53F. Test Name: MCA Test: Math Grade Level: 8 Category: Special Education AYP Group: Receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 43					0.0 (0.0) n = 39					0.0 (0.0) n = 6373	



**Table 54. Test Name: MCA Test: Math Grade Level: 8 Category: Student Stability AYP Group: New to the school since October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 457					0.0 (0.0) n = 495					0.0 (0.0) n = 61248	
Year 3			0.0 (0.0) n = 147					0.0 (0.0) n = 72						

**Table 55. Test Name: MCA Test: Reading Grade Level: 10 Category: All Categories AYP Group: Total number of students tested**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				60.5 (1.8) n = 721					52.8 (1.9) n = 710					82.1 (0.2) n = 63675
Year 3				83.3 (6.8) n = 30					66.7 (13.6) n = 12					

**Table 56A. Test Name: MCA Test: Reading Grade Level: 10 Category: Economic Status AYP Group: Eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				55.6 (2.1) n = 541					44.4 (2.3) n = 453					63.7 (0.4) n = 14479
Year 3				60.0 (15.5) n = 10										

**Table 56B. Test Name: MCA Test: Reading Grade Level: 10 Category: Economic Status AYP Group: Not eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				75.0 (3.2) n = 180					67.7 (2.9) n = 257					88.4 (0.2) n = 45245
Year 3				95.0 (4.9) n = 20										

**Table 57A. Test Name: MCA Test: Reading Grade Level: 10 Category: Gender AYP Group: Female**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				64.7 (2.5) n = 368					61.9 (2.7) n = 331					87.0 (0.2) n = 30905
Year 3				100.0 (0.0) n = 12										

**Table 57B. Test Name: MCA Test: Reading Grade Level: 10 Category: Gender AYP Group: Male**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				56.1 (2.6) n = 353					44.9 (2.6) n = 374					78.3 (0.2) n = 31592
Year 3				72.2 (10.6) n = 18										

**Table 58A. Test Name: MCA Test: Reading Grade Level: 10 Category: Limited English Proficient AYP Group: Eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				52.8 (4.5) n = 125					27.2 (3.5) n = 162					38.4 (0.9) n = 2791

**Table 58B. Test Name: MCA Test: Reading Grade Level: 10 Category: Limited English Proficient AYP Group: Not eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				59.2 (2.1) n = 532					59.3 (2.3) n = 455					84.7 (0.3) n = 20732

**Table 59A. Test Name: MCA Test: Reading Grade Level: 10 Category: Race/Ethnicity AYP Group: American Indian**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				88.9 (7.4) n = 18					45.5 (15.0) n = 11					68.3 (2.1) n = 502

**Table 59B. Test Name: MCA Test: Reading Grade Level: 10 Category: Race/Ethnicity AYP Group: Asian/Pacific Islander**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				69.5 (3.6) n = 167					63.3 (6.2) n = 60					71.4 (0.8) n = 2848

**Table 59C. Test Name: MCA Test: Reading Grade Level: 10 Category: Race/Ethnicity AYP Group: Black**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				92.9 (6.9) n = 14					55.7 (6.4) n = 61					54.4 (1.3) n = 1481

**Table 59D. Test Name: MCA Test: Reading Grade Level: 10 Category: Race/Ethnicity AYP Group: Hispanic**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				48.4 (2.6) n = 384					38.5 (2.5) n = 371					47.2 (0.9) n = 3260

**Table 59E. Test Name: MCA Test: Reading Grade Level: 10 Category: Race/Ethnicity AYP Group: White**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				78.2 (3.9) n = 110					77.0 (3.1) n = 187					86.8 (0.1) n = 52936
Year 3				83.3 (6.8) n = 30					63.6 (14.5) n = 11					

**Table 60A. Test Name: MCA Test: Reading Grade Level: 10 Category: Special Education AYP Group: Not receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				68.2 (1.9) n = 607					56.1 (2.1) n = 544					88.4 (0.2) n = 45496

**Table 60B. Test Name: MCA Test: Reading Grade Level: 10 Category: Special Education AYP Group: Receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				19.3 (3.7) n = 114					12.3 (3.8) n = 73					41.4 (0.7) n = 5387

**Table 61A. Test Name: MCA Test: Reading Grade Level: 10 Category: Student Stability AYP Group: New to the school since October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				45.5 (6.1) n = 66					42.5 (5.8) n = 73					52.8 (1.0) n = 2519
Year 3				100.0 (0.0) n = 1					100.0 (0.0) n = 1					

**Table 61B. Test Name: MCA Test: Reading Grade Level: 10 Category: Student Stability AYP Group: Served in the school on October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				62.0 (1.9) n = 655					54.0 (2.0) n = 637					84.1 (0.1) n = 59909
Year 3				82.8 (7.0) n = 29					63.6 (14.5) n = 11					

**Table 62. Test Name: MCA Test: Reading Grade Level: 3 Category: All Categories AYP Group: Total number of students tested**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		55.9 (1.6) n = 948	55.8 (1.7) n = 858	65.3 (1.7) n = 818	5.71 (16.8%)		51.0 (1.5) n = 1085	55.4 (1.6) n = 981	58.7 (1.6) n = 946	4.98 (15.1%)	67.9 (0.2) n = 55685	73.6 (0.2) n = 55168	74.1 (0.2) n = 54750	79.2 (0.2) n = 53880
Year 3	41.0 (2.7) n = 337	50.9 (2.7) n = 344	53.5 (2.7) n = 344	61.3 (2.9) n = 292	7.26 (49.5%)	47.5 (2.7) n = 335	54.2 (2.8) n = 319	59.8 (2.9) n = 281	67.4 (2.8) n = 273	7.25 (41.9%)				

**Table 63A. Test Name: MCA Test: Reading Grade Level: 3 Category: Economic Status AYP Group: Eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		45.7 (1.9) n = 659	44.4 (2.0) n = 597	55.5 (2.1) n = 560	4.91 (21.4%)		38.4 (1.8) n = 698	44.4 (1.9) n = 658	44.9 (2.0) n = 606	3.43 (16.9%)	46.3 (0.4) n = 14431	53.2 (0.4) n = 14861	54.4 (0.4) n = 15150	62.3 (0.4) n = 15428
Year 3	33.3 (3.3) n = 210	33.9 (3.2) n = 218	44.5 (3.2) n = 238	56.5 (3.4) n = 214	6.92 (69.7%)	33.9 (3.2) n = 224	44.8 (3.3) n = 221	49.5 (3.7) n = 182	55.2 (3.7) n = 181	6.21 (62.8%)				

**Table 63B. Test Name: MCA Test: Reading Grade Level: 3 Category: Economic Status AYP Group: Not eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				86.1 (2.2) n = 238					83.9 (2.2) n = 274					85.8 (0.2) n = 28258
Year 3				74.4 (4.9) n = 78					91.3 (2.9) n = 92					

**Table 64A. Test Name: MCA Test: Reading Grade Level: 3 Category: Gender AYP Group: Female**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		56.1 (2.3) n = 478	61.5 (2.3) n = 436	68.7 (2.3) n = 419	5.48 (22.5%)		54.0 (2.1) n = 559	58.6 (2.3) n = 456	65.4 (2.3) n = 425	5.21 (21.1%)	71.3 (0.3) n = 26535	76.3 (0.3) n = 26469	76.6 (0.3) n = 26197	82.8 (0.2) n = 25954
Year 3	40.3 (3.9) n = 159	55.2 (3.9) n = 163	63.1 (3.7) n = 168	66.7 (4.2) n = 129	6.54 (65.5%)	49.3 (4.1) n = 150	60.3 (3.9) n = 156	60.7 (4.4) n = 122	75.0 (3.8) n = 132	6.49 (52.1%)				

**Table 64B. Test Name: MCA Test: Reading Grade Level: 3 Category: Gender AYP Group: Male**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		53.3 (2.3) n = 470	47.9 (2.5) n = 405	62.7 (2.5) n = 375	3.93 (17.6%)		47.5 (2.2) n = 509	52.5 (2.2) n = 503	52.8 (2.2) n = 494	2.41 (11.2%)	64.8 (0.3) n = 28130	70.3 (0.3) n = 27623	71.2 (0.3) n = 27388	76.1 (0.3) n = 26866
Year 3	38.5 (3.8) n = 161	42.3 (3.9) n = 163	45.5 (3.9) n = 167	57.1 (3.9) n = 163	4.83 (48.3%)	54.7 (3.7) n = 179	48.5 (3.9) n = 163	56.9 (4.1) n = 144	56.4 (4.6) n = 117	0.42 (3.1%)				

**Table 65A. Test Name: MCA Test: Reading Grade Level: 3 Category: Limited English Proficient AYP Group: Eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		35.9 (3.3) n = 217	23.2 (3.2) n = 177	40.1 (4.0) n = 152	1.17 (11.7%)		30.3 (2.6) n = 320	31.6 (2.9) n = 250	43.2 (3.3) n = 229	4.43 (42.6%)	30.7 (1.0) n = 2283	34.4 (0.9) n = 2780	33.3 (0.9) n = 2934	47.2 (0.9) n = 3221
Year 3	13.1 (4.3) n = 61	34.8 (5.7) n = 69	39.4 (6.0) n = 66	49.2 (6.2) n = 65	6.73 (275.6%)	68.9 (5.9) n = 61	29.2 (5.6) n = 65	49.0 (7.0) n = 51	32.8 (6.2) n = 58	-5.97 (-52.4%)				

**Table 65B. Test Name: MCA Test: Reading Grade Level: 3 Category: Limited English Proficient AYP Group: Not eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				59.8 (3.7) n = 174					50.0 (2.9) n = 306					78.2 (0.4) n = 10059
Year 3				53.2 (4.8) n = 109					64.6 (5.4) n = 79					

**Table 66A. Test Name: MCA Test: Reading Grade Level: 3 Category: Migrant Status AYP Group: Eligible for Migrant services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
											64.9 (7.8) n = 37	33.8 (5.9) n = 65	32.6 (6.9) n = 46	57.1 (9.4) n = 28

**Table 66B. Test Name: MCA Test: Reading Grade Level: 3 Category: Migrant Status AYP Group: Not eligible for Migrant services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
														76.1 (3.1) n = 188

**Table 67A. Test Name: MCA Test: Reading Grade Level: 3 Category: Race/Ethnicity AYP Group: American Indian**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		46.2 (13.8) n = 13	78.9 (9.4) n = 19	70.0 (10.2) n = 20	2.03 (51.5%)						42.5 (2.5) n = 379	51.1 (2.8) n = 309	57.0 (2.5) n = 398	64.4 (2.8) n = 298
Year 3	38.5 (13.5) n = 13	44.5 (11.7) n = 18	57.1 (13.2) n = 14											

**Table 67B. Test Name: MCA Test: Reading Grade Level: 3 Category: Race/Ethnicity AYP Group: Asian/Pacific Islander**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		42.7 (5.2) n = 89	29.8 (5.0) n = 84	57.1 (7.6) n = 42	2.37 (33.7%)		38.0 (3.4) n = 200	35.6 (4.1) n = 135	46.3 (4.5) n = 123	2.15 (21.8%)	34.5 (1.2) n = 1647	43.8 (1.2) n = 1620	47.4 (1.2) n = 1605	60.8 (1.2) n = 1622
Year 3	20.0 (8.9) n = 20	24.2 (7.5) n = 33	33.3 (12.2) n = 15					50.0 (15.8) n = 10						

**Table 67C. Test Name: MCA Test: Reading Grade Level: 3 Category: Race/Ethnicity AYP Group: Black**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		34.4 (3.2) n = 218	40.3 (3.5) n = 191	39.1 (5.1) n = 92	1.22 (13.7%)		32.1 (2.8) n = 277	39.4 (3.1) n = 241	42.1 (5.1) n = 95	2.83 (31.2%)	35.4 (0.9) n = 2603	42.4 (0.9) n = 2766	43.7 (0.9) n = 2876	49.2 (1.3) n = 1386
Year 3	54.5 (5.3) n = 88	21.3 (4.7) n = 75	39.8 (5.4) n = 83	56.8 (8.1) n = 37	0.37 (4.2%)	26.8 (4.5) n = 97	35.3 (4.4) n = 116	39.2 (5.5) n = 79	41.7 (7.1) n = 48	2.71 (55.6%)				

**Table 67D. Test Name: MCA Test: Reading Grade Level: 3 Category: Race/Ethnicity AYP Group: Hispanic**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		28.8 (4.4) n = 104	25.6 (4.8) n = 82	48.6 (3.8) n = 173	4.91 (68.8%)		32.4 (4.6) n = 102	21.8 (4.4) n = 87	40.0 (3.1) n = 255	2.12 (23.5%)	34.6 (1.8) n = 737	39.0 (1.4) n = 1151	39.6 (1.4) n = 1288	52.4 (0.9) n = 2889
Year 3	22.2 (6.9) n = 36	39.0 (7.6) n = 41	48.5 (8.7) n = 33	35.1 (6.3) n = 57	1.97 (58.1%)	75.0 (6.8) n = 40	31.1 (6.9) n = 45	27.8 (10.6) n = 18	44.6 (5.8) n = 74	-4.93 (-40.5%)				

**Table 67E. Test Name: MCA Test: Reading Grade Level: 3 Category: Race/Ethnicity AYP Group: White**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		77.5 (2.1) n = 404	78.1 (2.2) n = 361	81.2 (2.0) n = 383	1.80 (4.8%)		74.5 (2.1) n = 435	78.7 (2.1) n = 385	81.0 (2.0) n = 394	3.17 (8.7%)	73.5 (0.2) n = 45450	79.5 (0.2) n = 44543	79.8 (0.2) n = 43625	84.5 (0.2) n = 42512
Year 3	56.3 (4.1) n = 144	80.5 (3.2) n = 149	67.1 (3.8) n = 155	76.9 (3.7) n = 130	5.26 (36.6%)	73.0 (3.7) n = 148	77.1 (4.0) n = 109	83.6 (3.3) n = 128	92.0 (2.6) n = 112	5.81 (26.0%)				



**Table 68A. Test Name: MCA Test: Reading Grade Level: 3 Category: Special Education AYP Group: Not receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				76.9 (3.0) n = 199					59.8 (2.7) n = 323					85.0 (0.2) n = 22488

**Table 68B. Test Name: MCA Test: Reading Grade Level: 3 Category: Special Education AYP Group: Receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		14.3 (5.9) n = 35	46.4 (9.4) n = 28	40.4 (7.2) n = 47	3.91 (182.5%)		36.8 (6.4) n = 57	29.4 (7.8) n = 34	32.3 (4.7) n = 99	-0.84 (-12.2%)	38.6 (0.9) n = 2906	43.3 (0.8) n = 3683	43.6 (0.8) n = 3905	50.6 (0.8) n = 3523
Year 3		12.5 (8.3) n = 16	20.0 (8.0) n = 25				63.6 (10.3) n = 22	33.3 (10.3) n = 21						

**Table 69A. Test Name: MCA Test: Reading Grade Level: 3 Category: Student Stability AYP Group: New to the school since October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		56.9 (1.7) n = 894	57.2 (1.8) n = 797	37.1 (6.1) n = 62	-8.78 (-34.8%)		52.4 (1.6) n = 1003	56.7 (1.6) n = 922	44.4 (5.9) n = 72	-3.69 (-15.3%)	68.5 (0.2) n = 53591	74.4 (0.2) n = 52960	74.9 (0.2) n = 52806	59.9 (1.0) n = 2297
Year 3	41.5 (2.8) n = 311	51.3 (2.8) n = 316	54.1 (2.8) n = 318	34.6 (9.3) n = 26	-1.86 (-16.6%)	48.9 (2.8) n = 323	56.9 (2.9) n = 283	64.5 (3.0) n = 259	55.6 (9.6) n = 27	1.78 (13.7%)				

**Table 69B. Test Name: MCA Test: Reading Grade Level: 3 Category: Student Stability AYP Group: Served in the school on October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				67.6 (1.7) n = 756					59.8 (1.7) n = 874					80.1 (0.2) n = 51553
Year 3				63.9 (2.9) n = 266					68.7 (3.0) n = 246					

**Table 70. Test Name: MCA Test: Reading Grade Level: 5 Category: All Categories AYP Group: Total number of students tested**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		56.9 (1.6) n = 903	54.4 (1.7) n = 895	61.6 (1.7) n = 855	2.85 (8.3%)		59.5 (1.5) n = 1095	57.5 (1.5) n = 1063	63.9 (1.5) n = 964	2.93 (7.4%)	75.8 (0.2) n = 58089	77.8 (0.2) n = 58419	76.4 (0.2) n = 57919	81.6 (0.2) n = 56383
Year 3	51.9 (2.7) n = 345	52.2 (2.5) n = 395	50.0 (2.7) n = 342	72.1 (2.5) n = 315	7.75 (38.9%)	57.0 (2.6) n = 370	59.4 (2.7) n = 340	59.4 (2.8) n = 310	66.4 (2.9) n = 262	3.45 (16.5%)				

**Table 71A. Test Name: MCA Test: Reading Grade Level: 5 Category: Economic Status AYP Group: Eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		46.3 (2.0) n = 635	45.4 (2.0) n = 641	51.8 (2.0) n = 604	2.75 (11.9%)		48.0 (1.9) n = 704	45.4 (1.9) n = 702	54.6 (2.0) n = 639	3.39 (13.8%)	54.5 (0.4) n = 14950	58.6 (0.4) n = 15860	56.7 (0.4) n = 16299	64.0 (0.4) n = 15903
Year 3	40.6 (3.3) n = 217	39.1 (3.0) n = 266	41.3 (3.2) n = 237	64.6 (3.3) n = 206	7.27 (59.1%)	45.9 (3.2) n = 246	46.8 (3.3) n = 233	46.0 (3.6) n = 189	55.2 (3.7) n = 183	2.72 (20.3%)				

**Table 71B. Test Name: MCA Test: Reading Grade Level: 5 Category: Economic Status AYP Group: Not eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				85.0 (2.4) n = 226					81.2 (2.3) n = 287					88.2 (0.2) n = 31084
Year 3				86.2 (3.3) n = 109					92.4 (3.0) n = 79					

**Table 72A. Test Name: MCA Test: Reading Grade Level: 5 Category: Gender AYP Group: Female**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		61.7 (2.3) n = 428	59.2 (2.3) n = 453	64.1 (2.3) n = 435	1.04 (3.9%)		65.1 (2.1) n = 522	63.5 (2.1) n = 512	68.8 (2.1) n = 504	1.76 (5.7%)	78.2 (0.2) n = 27770	80.6 (0.2) n = 28192	79.6 (0.2) n = 27804	85.1 (0.2) n = 27041
Year 3	48.7 (4.0) n = 157	54.2 (3.7) n = 179	59.0 (4.1) n = 144	71.9 (3.6) n = 160	6.10 (47.6%)	61.7 (3.5) n = 188	65.6 (3.9) n = 151	59.7 (4.2) n = 139	76.5 (3.7) n = 132	4.13 (24.0%)				

**Table 72B. Test Name: MCA Test: Reading Grade Level: 5 Category: Gender AYP Group: Male**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		52.1 (2.3) n = 466	49.5 (2.4) n = 442	59.0 (2.4) n = 420	2.94 (13.2%)		54.3 (2.1) n = 556	51.2 (2.2) n = 535	57.4 (2.3) n = 444	1.41 (5.7%)	72.7 (0.3) n = 29450	74.4 (0.3) n = 29451	72.8 (0.3) n = 29226	78.4 (0.2) n = 28406
Year 3	46.4 (3.7) n = 179	43.0 (3.4) n = 208	42.9 (3.6) n = 189	70.7 (3.8) n = 147	6.49 (52.4%)	52.2 (3.7) n = 182	53.8 (3.7) n = 182	57.9 (3.9) n = 164	56.2 (4.4) n = 130	1.00 (7.7%)				

**Table 73A. Test Name: MCA Test: Reading Grade Level: 5 Category: Limited English Proficient AYP Group: Eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		22.4 (3.0) n = 192	24.7 (3.4) n = 158	38.9 (3.6) n = 180	4.99 (73.7%)		33.9 (2.8) n = 277	35.6 (3.1) n = 239	46.4 (3.2) n = 239	4.18 (36.9%)	30.5 (1.1) n = 1917	37.0 (1.0) n = 2303	37.1 (1.0) n = 2521	44.9 (1.0) n = 2736
Year 3	26.2 (5.5) n = 65	42.0 (5.5) n = 81	23.4 (4.8) n = 77	37.0 (6.6) n = 54	1.79 (41.2%)	36.5 (6.1) n = 63	22.9 (6.1) n = 48	22.0 (5.9) n = 50	32.1 (6.4) n = 53	-0.71 (-12.1%)				

**Table 73B. Test Name: MCA Test: Reading Grade Level: 5 Category: Limited English Proficient AYP Group: Not eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				57.3 (3.3) n = 220					58.1 (2.7) n = 332					80.5 (0.4) n = 10047
Year 3				67.5 (5.2) n = 80					55.9 (6.0) n = 68					

**Table 74A. Test Name: MCA Test: Reading Grade Level: 5 Category: Migrant Status AYP Group: Eligible for Migrant services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
											29.0 (8.2) n = 31	25.0 (6.0) n = 52	23.1 (5.8) n = 52	33.3 (8.6) n = 30

**Table 74B. Test Name: MCA Test: Reading Grade Level: 5 Category: Migrant Status AYP Group: Not eligible for Migrant services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
														78.0 (2.3) n = 318

**Table 75A. Test Name: MCA Test: Reading Grade Level: 5 Category: Race/Ethnicity AYP Group: American Indian**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		57.1 (10.8) n = 21	41.2 (11.9) n = 17	46.7 (12.9) n = 15	-0.89 (-18.2%)						48.3 (2.1) n = 565	54.3 (2.3) n = 475	49.3 (2.4) n = 438	57.2 (2.8) n = 318
Year 3	62.5 (12.1) n = 16	57.9 (11.3) n = 19	64.7 (11.6) n = 17	78.9 (9.4) n = 19	1.53 (26.2%)									

**Table 75B. Test Name: MCA Test: Reading Grade Level: 5 Category: Race/Ethnicity AYP Group: Asian/Pacific Islander**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		35.1 (4.9) n = 94	47.0 (5.5) n = 83	55.6 (5.5) n = 81	3.95 (58.4%)		46.7 (3.7) n = 182	33.9 (3.6) n = 174	50.0 (4.3) n = 136	0.83 (7.1%)	41.7 (1.2) n = 1683	51.2 (1.2) n = 1746	49.7 (1.2) n = 1822	62.1 (1.2) n = 1688
Year 3	35.1 (7.8) n = 37	52.9 (8.6) n = 34	42.3 (9.7) n = 26											

**Table 75C. Test Name: MCA Test: Reading Grade Level: 5 Category: Race/Ethnicity AYP Group: Black**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		41.7 (3.4) n = 216	35.2 (3.4) n = 199	36.1 (4.9) n = 97	-1.43 (-13.4%)		45.3 (2.9) n = 285	41.4 (3.3) n = 227	45.8 (5.9) n = 72	0.14 (1.1%)	40.2 (1.0) n = 2585	46.2 (0.9) n = 2935	46.2 (0.9) n = 2987	49.6 (1.4) n = 1334
Year 3	18.8 (4.7) n = 69	31.3 (4.7) n = 96	36.5 (5.2) n = 85	47.6 (7.7) n = 42	4.79 (153.2%)	36.6 (4.6) n = 112	44.6 (4.7) n = 112	45.5 (5.7) n = 77	27.0 (7.3) n = 37	-1.78 (-26.2%)				

**Table 75D. Test Name: MCA Test: Reading Grade Level: 5 Category: Race/Ethnicity AYP Group: Hispanic**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		26.4 (4.6) n = 91	39.0 (5.6) n = 77	47.4 (3.3) n = 230	5.66 (79.5%)		34.0 (4.7) n = 100	23.3 (4.6) n = 86	49.4 (3.2) n = 251	4.18 (45.3%)	37.4 (1.9) n = 682	43.8 (1.6) n = 927	44.4 (1.5) n = 1150	53.4 (0.9) n = 3018
Year 3	78.9 (6.6) n = 38	26.0 (6.2) n = 50	27.5 (7.1) n = 40	62.3 (6.7) n = 53	-2.49 (-21.0%)	28.6 (7.0) n = 42	22.9 (7.1) n = 35	0.0 (0.0) n = 25	50.0 (5.5) n = 84	3.54 (74.8%)				

**Table 75E. Test Name: MCA Test: Reading Grade Level: 5 Category: Race/Ethnicity AYP Group: White**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		81.1 (2.0) n = 370	79.1 (2.1) n = 374	84.1 (2.0) n = 320	1.50 (3.7%)		82.2 (1.9) n = 427	80.1 (1.9) n = 457	82.6 (1.9) n = 384	0.21 (0.5%)	81.6 (0.2) n = 47814	82.8 (0.2) n = 47679	81.8 (0.2) n = 46658	86.9 (0.2) n = 44972
Year 3	77.5 (3.4) n = 151	73.6 (3.5) n = 155	66.0 (3.9) n = 147	83.4 (3.0) n = 151	1.84 (7.6%)	77.9 (3.3) n = 154	80.0 (3.3) n = 150	77.5 (3.4) n = 151	90.2 (2.9) n = 102	3.91 (15.8%)				

**Table 76A. Test Name: MCA Test: Reading Grade Level: 5 Category: Special Education AYP Group: Not receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				57.7 (2.8) n = 312					64.6 (3.0) n = 257					87.6 (0.2) n = 30330
Year 3				86.1 (3.9) n = 79										

**Table 76B. Test Name: MCA Test: Reading Grade Level: 5 Category: Special Education AYP Group: Receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		30.0 (5.5) n = 70	24.2 (4.4) n = 95	12.0 (3.8) n = 75	-3.83 (-60.0%)		31.9 (5.5) n = 72	33.3 (4.3) n = 120	21.9 (5.2) n = 64	-1.87 (-31.3%)	43.7 (0.7) n = 4744	46.3 (0.7) n = 5230	45.3 (0.7) n = 5177	49.0 (0.7) n = 5260
Year 3	25.0 (9.7) n = 20	18.2 (8.2) n = 22	26.9 (8.7) n = 26	46.7 (12.9) n = 15	1.94 (86.8%)	63.3 (8.8) n = 30		27.3 (13.4) n = 11						

**Table 77A. Test Name: MCA Test: Reading Grade Level: 5 Category: Student Stability AYP Group: New to the school since October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2		58.9 (1.7) n = 841	56.1 (1.7) n = 840	45.3 (6.8) n = 53	-5.84 (-23.1%)		61.2 (1.5) n = 1017	58.6 (1.6) n = 996	42.9 (5.6) n = 77	-8.85 (-29.9%)	76.6 (0.2) n = 55997	78.5 (0.2) n = 56252	77.2 (0.2) n = 56061	61.4 (1.1) n = 2117
Year 3	52.7 (2.8) n = 328	52.9 (2.6) n = 374	51.3 (2.8) n = 312	60.0 (8.9) n = 30	1.98 (13.9%)	57.4 (2.6) n = 352	60.1 (2.8) n = 316	60.9 (2.9) n = 289	43.8 (12.4) n = 16	-3.80 (-23.7%)				

**Table 77B. Test Name: MCA Test: Reading Grade Level: 5 Category: Student Stability AYP Group: Served in the school on October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				62.7 (1.7) n = 802					65.7 (1.6) n = 887					82.5 (0.2) n = 54162
Year 3				73.3 (2.6) n = 285					67.9 (3.0) n = 246					

**Table 78. Test Name: MCA Test: Reading Grade Level: 7 Category: All Categories AYP Group: Total number of students tested**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				50.4 (2.4) n = 423					58.3 (2.2) n = 509					74.9 (0.2) n = 61546
Year 3				46.3 (4.3) n = 136					48.1 (5.7) n = 77					

**Table 79A. Test Name: MCA Test: Reading Grade Level: 7 Category: Economic Status AYP Group: Eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				41.3 (2.8) n = 317					48.9 (2.8) n = 327					54.9 (0.4) n = 17736
Year 3				36.9 (4.8) n = 103					43.9 (6.1) n = 66					

**Table 79B. Test Name: MCA Test: Reading Grade Level: 7 Category: Economic Status AYP Group: Not eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				77.4 (4.1) n = 106					75.3 (3.2) n = 182					83.4 (0.2) n = 41515
Year 3				75.8 (7.5) n = 33					72.7 (13.4) n = 11					

**Table 80A. Test Name: MCA Test: Reading Grade Level: 7 Category: Gender AYP Group: Female**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				52.9 (3.5) n = 208					67.9 (3.0) n = 249					79.5 (0.2) n = 29844
Year 3				47.6 (6.3) n = 63					45.2 (8.9) n = 31					

**Table 80B. Test Name: MCA Test: Reading Grade Level: 7 Category: Gender AYP Group: Male**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				47.9 (3.4) n = 215					49.2 (3.1) n = 260					70.8 (0.3) n = 31117
Year 3				41.5 (6.1) n = 65					47.5 (7.9) n = 40					

**Table 81A. Test Name: MCA Test: Reading Grade Level: 7 Category: Limited English Proficient AYP Group: Eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				27.1 (4.5) n = 96					32.9 (5.6) n = 70					34.8 (0.9) n = 3134
Year 3				14.8 (6.8) n = 27					22.9 (7.1) n = 35					

**Table 81B. Test Name: MCA Test: Reading Grade Level: 7 Category: Limited English Proficient AYP Group: Not eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				52.5 (3.1) n = 257					47.3 (4.4) n = 131					75.4 (0.3) n = 19842
Year 3				45.3 (5.4) n = 86					76.9 (8.3) n = 26					



**Table 82A. Test Name: MCA Test: Reading Grade Level: 7 Category: Migrant Status AYP Group: Eligible for Migrant services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
									41.7 (14.2) n = 12					33.3 (7.0) n = 45

**Table 82B. Test Name: MCA Test: Reading Grade Level: 7 Category: Migrant Status AYP Group: Not eligible for Migrant services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
									75.1 (2.3) n = 350					73.7 (1.6) n = 797

**Table 83A. Test Name: MCA Test: Reading Grade Level: 7 Category: Race/Ethnicity AYP Group: American Indian**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				47.6 (10.9) n = 21					18.8 (9.8) n = 16					52.4 (2.2) n = 519

**Table 83B. Test Name: MCA Test: Reading Grade Level: 7 Category: Race/Ethnicity AYP Group: Asian/Pacific Islander**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				56.4 (7.9) n = 39					54.7 (6.8) n = 53					58.2 (0.9) n = 2822

**Table 83C. Test Name: MCA Test: Reading Grade Level: 7 Category: Race/Ethnicity AYP Group: Black**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				27.3 (7.8) n = 33					59.3 (5.1) n = 91					42.9 (1.2) n = 1829
Year 3				29.6 (8.8) n = 27					36.6 (7.5) n = 41					

**Table 83D. Test Name: MCA Test: Reading Grade Level: 7 Category: Race/Ethnicity AYP Group: Hispanic**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				34.3 (3.6) n = 172					39.9 (3.9) n = 158					43.7 (0.8) n = 4138
Year 3				35.0 (7.5) n = 40					53.8 (13.8) n = 13					

**Table 83E. Test Name: MCA Test: Reading Grade Level: 7 Category: Race/Ethnicity AYP Group: White**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				82.9 (3.6) n = 111					81.2 (3.0) n = 165					80.7 (0.2) n = 49661
Year 3				74.4 (6.7) n = 43					53.3 (12.9) n = 15					

**Table 84A. Test Name: MCA Test: Reading Grade Level: 7 Category: Special Education AYP Group: Not receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				51.7 (3.3) n = 234					68.7 (2.7) n = 291					80.9 (0.2) n = 45938

**Table 84B. Test Name: MCA Test: Reading Grade Level: 7 Category: Special Education AYP Group: Receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				6.1 (3.4) n = 49					28.2 (7.2) n = 39					34.2 (0.6) n = 6055

**Table 85A. Test Name: MCA Test: Reading Grade Level: 7 Category: Student Stability AYP Group: New to the school since October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				28.0 (6.3) n = 50					48.7 (8.0) n = 39					50.8 (1.0) n = 2381
Year 3				100.0 (0.0) n = 2					42.9 (18.7) n = 7					

**Table 85B. Test Name: MCA Test: Reading Grade Level: 7 Category: Student Stability AYP Group: Served in the school on October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2				53.4 (2.6) n = 373					59.1 (2.3) n = 470					76.0 (0.2) n = 58843
Year 3				45.5 (4.3) n = 134					48.6 (6.0) n = 70					

**Table 86. Test Name: MCA Test: Reading Grade Level: 8 Category: All Categories AYP Group: Total number of students tested**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 498					0.0 (0.0) n = 525					0.0 (0.0) n = 64185	
Year 3			0.0 (0.0) n = 150					0.0 (0.0) n = 75						

**Table 87. Test Name: MCA Test: Reading Grade Level: 8 Category: Economic Status AYP Group: Eligible for Free/Reduced priced meals**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 339					0.0 (0.0) n = 322					0.0 (0.0) n = 16346	
Year 3			0.0 (0.0) n = 109					0.0 (0.0) n = 52						

**Table 88A. Test Name: MCA Test: Reading Grade Level: 8 Category: Gender AYP Group: Female**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 254					0.0 (0.0) n = 235					0.0 (0.0) n = 31009	
Year 3			0.0 (0.0) n = 78					0.0 (0.0) n = 25						

**Table 88B. Test Name: MCA Test: Reading Grade Level: 8 Category: Gender AYP Group: Male**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 243					0.0 (0.0) n = 282					0.0 (0.0) n = 32565	
Year 3			0.0 (0.0) n = 72					0.0 (0.0) n = 43						

**Table 89. Test Name: MCA Test: Reading Grade Level: 8 Category: Limited English Proficient AYP Group: Eligible for LEP services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 114					0.0 (0.0) n = 80					0.0 (0.0) n = 2705	
Year 3			0.0 (0.0) n = 30					0.0 (0.0) n = 24						

**Table 90. Test Name: MCA Test: Reading Grade Level: 8 Category: Migrant Status AYP Group: Eligible for Migrant services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
													0.0 (0.0) n = 28	

**Table 91A. Test Name: MCA Test: Reading Grade Level: 8 Category: Race/Ethnicity AYP Group: American Indian**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 36										0.0 (0.0) n = 574	

**Table 91B. Test Name: MCA Test: Reading Grade Level: 8 Category: Race/Ethnicity AYP Group: Asian/Pacific Islander**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 52					0.0 (0.0) n = 61					0.0 (0.0) n = 2762	
Year 3			0.0 (0.0) n = 13											

**Table 91C. Test Name: MCA Test: Reading Grade Level: 8 Category: Race/Ethnicity AYP Group: Black**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 183					0.0 (0.0) n = 160					0.0 (0.0) n = 3749	
Year 3			0.0 (0.0) n = 42					0.0 (0.0) n = 22						

**Table 91D. Test Name: MCA Test: Reading Grade Level: 8 Category: Race/Ethnicity AYP Group: Hispanic**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 27					0.0 (0.0) n = 67					0.0 (0.0) n = 1460	
Year 3			0.0 (0.0) n = 11					0.0 (0.0) n = 28						

**Table 91E. Test Name: MCA Test: Reading Grade Level: 8 Category: Race/Ethnicity AYP Group: White**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 154					0.0 (0.0) n = 195					0.0 (0.0) n = 52560	
Year 3			0.0 (0.0) n = 55					0.0 (0.0) n = 17						

**Table 91F. Test Name: MCA Test: Reading Grade Level: 8 Category: Special Education AYP Group: Receiving special education services**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 45					0.0 (0.0) n = 38					0.0 (0.0) n = 6391	

**Table 92. Test Name: MCA Test: Reading Grade Level: 8 Category: Student Stability AYP Group: New to the school since October 1**

Cohort	CSR Schools					Comparison Schools					All Minnesota Schools			
	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05	Effect Size	2001-02	2002-03	2003-04	2004-05
Year 2			0.0 (0.0) n = 459					0.0 (0.0) n = 490					0.0 (0.0) n = 61168	
Year 3			0.0 (0.0) n = 145					0.0 (0.0) n = 72						