

March 26, 2002

**To:** Principals, Third Year Comprehensive School Reform Schools

**From:** Elsie C. Leak, Ed. D., Director  
Division of School Improvement

**Re:** **Completion of the Final 2002 Impact Survey**

Your Final Impact Survey Report for your Comprehensive School Reform grant is due at DPI on Friday, June 14, 2002.

Over the past three years we have supported the implementation of your initiative for whole-school reform through the CSR grants. We need documentation of your successes in the areas of student performance and other major areas of the CSR grant so that we would be able to report on the impact of this program to our State Board and the US Department of Education.

Therefore, the final Impact Survey requires specific data not only on some of your third year activities but also on the overall cumulative impact of your reform effort. As we have required over the years, your impact survey needs to provide specific data and evidences of impact, not assertions. Attached are the Final Impact Survey document and a document on "Guidelines for Completing the CSR Impact Survey."

Mail 2 copies of your 2002 Final Impact Survey **by Friday, June 14, 2002** to:

**Dr. Jerry Jailall, CSR Coordinator**  
**School Improvement Division, NCDPI**  
**301 N. Wilmington Street**  
**Raleigh, NC 27601**

Contact Jerry at 919-807-3965 if you need additional assistance.

ECL:WFM:JJ

cc. Superintendents, CSR schools



# Final Impact Survey

## Comprehensive School Reform Grants Impact Report for Cohort 1, Third-Year Schools: 2001-2002



Name of School: \_\_\_\_\_

LEA: \_\_\_\_\_ Grade Levels: \_\_\_\_\_

CSR Model(s): \_\_\_\_\_

Grant Contact Person: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Amounts Received: Yr. 1 \$ \_\_\_\_\_ Yr. 2 \$ \_\_\_\_\_ Yr. 3 \$ \_\_\_\_\_

Grand Total Received for 3 Years: \$ \_\_\_\_\_

## Guidelines for 2002 Impact Survey for Third-Year CSR Schools

<b>Purpose of Final Impact Survey</b>	<ul style="list-style-type: none"> <li>• This Final Impact Survey is intended to obtain evidence of grant success in implementation and impact at the end of the three-year grant period.</li> </ul>
<b>Guidelines for Completing This Impact Survey</b>	<ol style="list-style-type: none"> <li>5. Complete the Cover Page for the Impact Survey.</li> <li>6. Provide responses to questions in sequence as listed.</li> <li>7. Attachments (judiciously chosen) showing evidence in support of impact are welcome. For each attachment included, it must be clear what it demonstrates—use annotations.</li> <li>8. After you have assembled your report in sequence, number your pages.</li> <li>9. Use a 12-point font size and 1 1/2 spacing.</li> <li>10. Do not exceed 25 pages.</li> <li>11. Use charts, bullets, bolds and similar reader-friendly techniques.</li> <li>12. Do not use binders and plastic covers. Simply staple your documents.</li> </ol>
<b>Organizing Your Impact Survey Document</b>	<ul style="list-style-type: none"> <li>• Simply staple your <b><i>Impact Survey Document</i></b> as follows:             <ul style="list-style-type: none"> <li>-Cover page</li> <li>-Impact Survey narrative and forms</li> <li>-Signature page</li> <li>-Attachments of evidences (judiciously chosen and labeled clearly)</li> </ul> </li> </ul>
<b>Submission Deadlines</b>	<ul style="list-style-type: none"> <li>• Submit <u>2</u> copies of your Final Impact Survey Report to:             <p style="margin-left: 20px;"><b><i>Dr. Jerry Jailall, CSR Coordinator School Improvement Division, NCDPI 301 N Wilmington Street Raleigh, NC 27601</i></b></p> </li> <li>• All Impact Surveys must be <u>received</u> at DPI (not postmarked) no later than <b><u>5:00 p.m. on Friday, June 14, 2002.</u></b></li> <li>• Faxed or e-mailed copies will not be accepted.</li> </ul>

## FINAL IMPACT SURVEY QUESTIONS

1. **What is your CSR Model?** \_\_\_\_\_

- a) Did you implement it as prescribed by the developer?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No (modified)  
 \_\_\_\_\_ It was a "locally developed" model
- b) If modified, how was it modified? (Describe briefly).
- c) If you changed your model, explain what you did and why?
- d) If a locally developed model, briefly explain the key components.

2. **CSR Taking Root / Reform Practices Becoming Institutionalized**

**The following instructions pertain to the CSR components on p. 4-12:**

- a) Using the following rubrics, choose the number from the scale that best represents the extent that you think each component of comprehensive school reform has been implemented or is "taking root" in your school. Put your ratings in the left column.

<b>1 = Not implemented</b>	Significant barriers to reform exist in this area. Unless major changes are made, reform will not occur.
<b>2 = Weak</b>	A little progress made but inadequate overall.
<b>3 = Satisfactory</b>	No significant barriers to reform. At this level, the reform can be achieved with continued improvement.
<b>4 = Good</b>	Above adequate progress with strong potential for long-term effect.
<b>5 = Ideal implementation</b>	A significant number of positive factors in the success of the reform effort. No barriers apparent. Institutionalization of practice is assured.

- b) In the right column, cite specific evidence(s) and indicators that the CSR model has begun to influence the thinking, planning, instruction, school culture, and overall school improvement efforts within your school.

**NOTE:**

- Name the specific strategies and programs used.
- Give quantitative data showing changes over time.
- Give the number whenever you cite percentages (e.g. 50%/20 students)

**Check one** ✓

\_\_\_\_\_ The self ratings assigned on the pages that follow are based on evaluations done to determine the extent to which implementation of Comprehensive School Reform is "taking root."

\_\_\_\_\_ We have not specifically evaluated the extent to which CSR is taking root. The ratings assigned are based on our impressions.

**(i) CSR Component: *Effective, research-based methods and strategies used***

<b>Self Rating</b>	<b>Specific Indicators/Evidences of Major Accomplishments Over 3 Years</b>

**(ii) CSR Component: *Comprehensive design with aligned components (including school governance and culture, curriculum, instruction, assessment, and technology)***

Self Rating	Specific Indicators/Evidences of Major Accomplishments Over 3 Years
_____	<b><i>School Governance &amp; School Culture (In what ways have the school culture been changed?):</i></b>
_____	<b><i>Curriculum:</i></b>
_____	<b><i>Instruction:</i></b>
_____	<b><i>Assessment:</i></b>
_____	<b><i>Technology:</i></b>

**(iii) CSR Component: *Professional development is comprehensive and on-going***

<b>Self Rating</b>	<b>Specific Indicators/Evidences of Major Accomplishments Over 3 Years.</b> Include what long-term effects the professional development activities through your CSR initiative will have on your school.

**(iv) CSR Component: *Support within the school from all staff***

<b>Self Rating</b>	<b>Specific Indicators/Evidences of Major Accomplishments Over 3 Years</b>

**(v) CSR Component: *Parental and community support***

Self Rating	Specific Indicators/Evidences of Major Accomplishments Over 3 Years
_____	<p><b><i>a. Parental Support:</i></b></p>

***b. Community Support***

Self Rating \_\_\_\_\_

How were community groups involved over the past 3 years? List below the names of the groups and/or organizations involved, how they were involved and the frequency and duration of involvement.

Name of Group/Organization	How Involved? (Nature of involvement or type of services)	Frequency & Duration of Involvement

(vi) **CSR Component: *Evaluation strategies appropriate, conducted and results used to guide continuous improvement***

<b>Self Rating</b>	<b>Specific Indicators/Evidences of Major Accomplishments Over 3 Years</b>

(vii) **CSR Component: *Coordination/leveraging of resources to maximize funds and to continue the reform after grant has ended***

Self Rating	Specific Indicators/Evidences of Major Accomplishments Over 3 Years

**3. Student Benefits and Outcomes**

- a) Estimate the **percentage/number** of your student population who have benefited directly (i.e., gained skills) from your CSR program. If your CSR grant focused on areas not listed, please add them under "Other."

**Table 1: Student Benefits**

<b>*Percentage &amp; Number of Students Benefiting</b>	<b>* Areas of Outcomes</b>	<b>* Name Specific Indicators/Evidences of Major Accomplishments Over 3 Years</b> (Cite quantitative data showing baselines and increases for each area)
	Increased reading skills	
	Increased mathematics skills	
	Increased computer/technology skills	
	Increased skills in other content areas (specify)	
	Experiencing smaller class sizes	
	More intensive remediation	
	Other (specify)	

\* **NOTE:** Indicate grade levels and subject areas where applicable.

b) Other than achievement, cite specific student outcome changes that have occurred during the three-year implementation of your CSR grant. If data are not available for an area, make that note on the table.

**Table 2: Student Outcomes (Non-achievement data)**

<b>Outcome Measure</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b> (Use unofficial data)
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				if available)
Average Daily Attendance				
Disciplinary Data				
Dropout Data				
Tutoring Data: No. of tutors No. of hours No. of students				
Other (specify)				

c) **Table 3: Student Outcomes--School's ABCs Performance**

<b>Student Achievement</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Schools' ABCs composite score				
For each year, indicate if you met <ul style="list-style-type: none"> <li>• expected growth,</li> <li>• exemplary growth,</li> <li>• no recognition, or</li> <li>• low performing</li> </ul>				
Reading (Cite grade levels and number/percent of students scoring at levels 1-4)				
Math (Cite grade levels and number/percent of students scoring at levels 1-4)				
High Schools (Cite scores for the core subject areas and number/percent of students scoring at levels 1-4)				

d) Were you successful in reducing the achievement gap existing for the various groups of students in your school? Explain.

**4. Table 4: Professional Development in 2001-2002 using Comprehensive School Reform Funds**

Using Table 4, identify the professional development activities provided during 2001-02. These should be activities paid for solely or in part by CSR funds. List each topic separately. If the professional development is of an ongoing nature (e.g., self-study, study groups), estimate number of hours per teacher over the last year.

Source that Provided the Professional Development & Date	Main Topic or Focus	Target Group(s) By Subject Areas/Grades	No. & Percent of Target Group (#/%)	Approx. No. of Total Hours Over Year	One-time workshop or ongoing?/ How follow-up was provided to implement strategies/training

**5. External Technical Assistance in 2001-2002 (Model developer and other external partners).**

**Do not include Central Office here).**

a) Complete the chart below.

<b>Name of External Technical Assistance Partner(s)</b>	<b>Describe Specific Assistance/Services Provided</b> (Include the specific nature of the assistance such as # of staff served by grade level/subject areas; e.g. initial training, follow-up, class observations, coaching etc.)	<b>Projected Timelines/Schedule of Services</b> (Frequency, intensity, duration of services-- Length of training hours/number of days)	<b>Cost of Assistance</b> (Show breakdowns by line items)

b) Other than professional development, what types of technical assistance have you had from external partners and/or model developers?

c) Overall, summarize the extent and quality of technical assistance you received over the past 3 years of your CSR effort.

d) Do you think your external assistance partner(s) met their obligations or provided adequate assistance?

- Yes
- No

\_\_\_\_\_ Not Sure

Please briefly explain your answer:

e) What else did you need that you did not get?

f) What Central Office assistance have you utilized in your CSR efforts this year? Complete the chart below.

<b>Name and Position of Central Office Technical Assistance Partner(s)</b>	<b>Specific Assistance Provided</b> (Include the specific nature of the assistance such as # of staff to served by grade level/subject areas; e.g. initial training, follow-up, class observations, coaching etc.)	<b>Timelines/Schedule of Services</b> (Frequency, intensity, duration of services -- Length of training hours/number of days)

g) Do you think your external assistance partner(s) met their obligations or provided adequate assistance?

- \_\_\_\_\_ Yes
- \_\_\_\_\_ No
- \_\_\_\_\_ Not Sure

Please briefly explain your answer:

**6. Local Evaluation (2001-2002)**

- a) Was a local evaluation conducted?  
 Yes (by whom? \_\_\_\_\_)  
 No  
 Unsure
  
- b) What were the conclusions about the success of your CSR efforts? (Check one ✓)  
 Very successful, mostly accomplished  
 Somewhat successful, partially accomplished; outcomes improving  
 Not very successful (can be due to any number of reasons)
  
- c) Please send a copy of the evaluation for 2001-02 or for the entire grant period. Also, send copies of the previous years' evaluations (2000, 2001).

**7. Continuation of the Comprehensive Reform Initiative**

- a) Will you be able to continue this CSR effort now that the grant is over? Explain.  
 Yes  
 No  
 Unsure \_\_\_\_\_  
  
Explain your answer \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- b) What positions and/or funding will be needed to do so, if any? (Describe briefly.)  
  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- c) What sources will be used to provide these positions and/or funds to continue the effort?  
  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- d) Will you be continuing your contract for services with your CSR program developer/provider?  
  
\_\_\_\_\_  
\_\_\_\_\_
  
- e) Any other comments about your ability to continue the reform in future years?

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f) Overall, what do you consider to be the greatest impact of the CSR effort on your school?

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g) What were the enhancers and restrainers affecting the impact of CSR in your school?

<b>Enhancers in our Comprehensive School Reform Effort</b>	<b>Restrainers in our Comprehensive School Reform Effort</b>
1.	1.
2.	2.
3.	3.

h) What suggestions do you have for the improvement of the Comprehensive School Reform Grants program in the future?

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# Signature Page

- We certify that the Final Impact Survey Report above is a true reflection of our Comprehensive School Reform initiative for the past three years.
- We further certify that we have followed all rules and regulations governing this program including those pertaining to the expenditures of grant funds.
- We understand that any carryover funds will have to be expended by September 30, 2002, and that a carryover budget will be submitted after June 30, 2002 if we have any carryover funds at that date.

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Principal's Signature

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Chair, School Improvement Team

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Superintendent's Signature (Required)

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Date of Signature