

ELS Correlation to Comprehensive School Reform Requirements

CSR	CEI
<p>1. Must employ innovative strategies and proven methods for student learning, teaching, and school management that are based on reliable research and effective practices and that have been replicated successfully in schools with diverse characteristics. Campus should investigate research-based methods or strategies—related to reorganization, scheduling, or the use of resources to more effectively support instruction—that have been replicated in schools with similar student diversity, needs, and philosophy. Applicants should provide references to the scientific literature which explain and support the theory behind the design of the school reform program selected. Applicants should also document in the application how the proposed model has been implemented and replicated in schools with characteristics similar to the target schools.</p>	<p>CEI's <i>Essential Learning Systems</i> can be implemented with any of the research-based school reform models.</p>
<p>2. Integrate a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement, and school management, that aligns the school's curriculum, technology, and professional development into a schoolwide reform plan designed to enable all students—including students from low-income families, children with limited English proficiency, and children with disabilities—to meet challenging state content and performance standards and that addresses needs identified through a school needs assessment. Programs should address all core subject areas, instruction, school organization, use of time, staff, and available resources and must include all 9-12 grade levels at the campus. Applications that include only piecemeal solutions to comprehensive school reform will not be considered for funding.</p>	<p>CEI designs, develops, and markets learning solutions for students with educational differences—including those from low-income families, children with limited English proficiency, and children with disabilities. When the programs are implemented according to our training, the children we serve earn an average of approximately two grade levels of achievement in one year, with some gaining four or more years in that time.</p> <p><i>ELS</i> is a learning-to-learn, learning-to-read, learning-to-remember, and learning-to-apply program, and it impacts achievement across the curriculum. Also, its content is taken from all subject areas.</p>

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	<p><i>ELS</i> will assist LEP students in learning English, including the vocabulary of academic English necessary to understand test directions.</p>
<p>3. Provide high quality and continuous professional development and training for teachers and staff. Program-based professional development should be implemented with high-quality assistance and concrete tools, strategies, and materials related to the central focus of the campus' reform program. Professional development activities must be directly tied to improving teaching and learning and student achievement.</p>	<p>CEI's professional development and training include the following for lab facilitators:</p> <ul style="list-style-type: none"> • three-day initial training for <i>ELS</i>; • on-site coaching and follow-up; • one-day advanced training annually; • 24/7 Web access to resources, including research and correlations; • toll-free educational consulting; • toll-free technical support; • frequent newsletters (<i>SHARE</i>). <p>In addition, CEI staff provide the following training or professional development:</p> <ul style="list-style-type: none"> • training for principal and/or instructional leader on effective implementation (See Implementation Toolkit and sample School Improvement Plans.) • awareness sessions for grade-level or departments and/or for whole faculties to build understanding and support for the program.
<p>4. Have measurable goals for student performance tied to the state's challenging content standards (TEKS) and student performance standards (TAKS) and benchmarks for meeting the goals. Comprehensive school reform gives a campus and its community a shared vision and a common focus on goals. Goals form the framework for the campus' reform efforts, so it is imperative that faculty, students, parents, and community are focused on a set of defined goals developed by the whole group.</p>	<p>Students in CEI labs can be expected to improve their achievement on the following assessments:</p> <ul style="list-style-type: none"> • Reading Proficiency Test in English • Observation Protocols • Special Education Alternative Assessment • TAKS <p>CEI provides a third-party assessment—<i>Diagnostic Screening Test: Reading</i>— that can also be used for program evaluation. Schools are encouraged to administer both pre- and post-tests so that individual student growth, as well as subgroup growth and whole class growth can be computed.</p> <p>One component of the CEI Service Contract is the preparation of graphical representations of pre- and post-assessment data submitted for school partners.</p>

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<p>5. Program must be supported by school faculty, administrators, and staff. Campuses must receive the support and approval of the faculty and staff, the district board of trustees, parents, and the community. The higher the level of support and approval, the more likely the reform efforts will be effective and lasting.</p>	<p>Building faculty, administrator, and parent/ community support is a part of the CEI implementation plan (see Implementation Toolkit). CEI staff work with each partner school to deliver workshops for departments, faculties, and administrators to provide them enough information about the program to see how it fits into the school's overall plan for improvement. Parent workshops introduce parents to the lab and show parents ways to monitor and support their children's progress.</p> <p>The CEI Educational Consultant routinely reports to the principal or instructional leader on the findings during lab visits. The EC also makes presentations to faculties and/or school boards to recognize outstanding or exemplary labs and staff.</p> <p><i>SHARE</i>, the bi-monthly newsmagaziner, also provides recognition to schools, school staff, and individual students for their achievements.</p>
<p>6. Provide support for teachers, principals, administrators, and other school staff by creating shared leadership and a broad base of responsibility for reform efforts. The program encourages teamwork and the celebration of accomplishments.</p>	<p>CEI recognizes and supports shared decision-making. Our professional development and training program was designed to provide to all stakeholders the necessary information and skills to enhance quality decision-making.</p>
<p>7. Provide for the meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities.</p>	<p>CEI staff offer parent workshops so that parents can understand and support their children's involvement in CEI programs. Lab facilitators can send parents progress reports on lesson mastery and also the results of pre- and post-testing.</p>
<p>8. Utilize high-quality external support and assistance from a comprehensive school reform entity—which may be a university—with experience or expertise in schoolwide reform and improvement. Applicants must demonstrate in the application that the selected external technical assistance provider has a successful track record, is financially stable, and has the capacity to deliver high-quality materials, professional development for school personnel, and on-site support during the full implementation period of the reform.</p>	<p>Although CEI is not an external entity for comprehensive school reform, it provides supplemental support to the LEA, the school, and the external entity in several ways:</p> <ol style="list-style-type: none"> 1. We have a successful 18-year track record with documented results over many years and with thousands of students. 2. We are a privately-owned company, and we are financially stable. 3. We deliver high-quality software and supplemental instructional materials. 4. We provide comprehensive professional development and training for the principal or instructional leader and the lab facilitator, as well as awareness sessions for other staff. 5. We provide on-site support through lab visits, and we are always accessible through the Web, toll-free telephone support, and E-mail support.

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<p>9. Include a plan for the evaluation of the implementation of school reforms and the student results achieved.</p>	<p>See <i>Implementation Toolkit</i> for suggestions for evaluating the CEI program implementation. See also the sample School Improvement Plans.</p> <p>CEI staff can also advise schools in program evaluation design, defining research questions, data collection, and data analysis.</p>
<p>10. Identify how other resources (federal, state, local, and private) available to the school will be utilized to coordinate services to support and sustain school reform.</p>	<p>Not applicable.</p>
<p>11. The program must meet one of the following requirements: (1) the program has been found, through scientifically based research, to significantly improve the academic achievement of participating students; (2) the program has been found to have strong evidence that it will significantly improve the academic achievement of participating children.</p>	<p>CEI has several publications documenting our research base and our success, which includes improvements among students from economically disadvantaged homes, students without English language proficiency, and students with disabilities.</p>
<p>12. The LEA must provide technical assistance, evaluation data, and flexibility to the campuses that receive CSR grants. Each applicant must demonstrate in the application how technical assistance, evaluation data, and flexibility will be provided to the participating campus to be eligible for funding.</p>	<p>CEI can assist the LEA in providing ongoing technical assistance and support in the program implementation—both through in-person lab visits by a certified teacher who is an expert in CEI programs, through our Web page, E-mail and toll-free telephone consulting, and through CEI Direct.</p> <p>We support the LEA in providing evaluation data in four ways:</p> <ol style="list-style-type: none"> 1. The diagnosis of student learning strengths and weaknesses through the <i>LET-II</i>, a third-party assessment; 2. The pre- and post-administration of the <i>Diagnostic Screening Test: Reading</i>, which will provide a measure of learning growth over the year. 3. The <i>ELS Placement</i> test that provides information for lab facilitators to know how to place students in the programs. 4. Ongoing assessment of lesson mastery with daily reports. <p>As a part of our Service Contract, we also provide graphical representations of the assessment data submitted by our partner schools. These reports can be used in the school’s evaluation report.</p> <p>CEI seeks real partnerships with the schools and districts we serve, and we are flexible in defining the services that we can provide.</p>