

Reviews and Evaluations of the CEP Program (1997-2005)

1. Program Evaluation Report of Community Education Partners by Temple University Center for Research in Human Development and Education – March 2005

The Temple University Center for Research in Human Development and Education evaluated the CEP Program for the School District of Philadelphia and the Pennsylvania Department of Education. The evaluation found that “the data examined as part of this study indicate that while attending CEP, students attend school regularly, stay out of disciplinary trouble, and make, on average, impressive if not extraordinary gains in terms of all available measures of student achievement.”

The evaluation also compared CEP students who had returned to district schools with a comparison group of students and reported that “data indicate that, relative to the comparison group of students, the former CEP students tend to: (1) remain enrolled in district schools; (2) have higher graduation rates; (3) have higher grade promotion rates and lower retention rates; (4) attend schools more regularly; and (5) have fewer disciplinary infractions. In conclusion, the findings indicate that CEP is making significant progress in attaining its ultimate goal of improving student retention rates in district schools.”

2. Report of Dr. Charles Dziuban, Professor of Education, University Of Central Florida – August 2003

Dr. Chuck Dziuban analyzed student FCAT scores over a three-year period. The report concluded that students referred to the OCPS-CEP Partnership School during the 2002-2003 school year achieved greater academic results (as measured by FCAT) than they achieved during the two preceding years.

Skill Level Gains:

- Reading: During their CEP year, 50.1% achieved gains in level compared to 36.9% in the preceding year...**a 36% improvement.**
- Math: During their CEP year, 59.5% achieved gains in level compared to 43.5% in the preceding year...**a 37% improvement.**

Developmental Scores :

- Reading: Students in Grades 9 and 10 reversed a pre-CEP declining trend in skill level development. Students enrolled in grades 8 through 10 showed strong positive gains. Students in Grade 7 maintained the same level of skill level development experienced in the preceding year.

- Math: Students enrolled in Grade 10 accelerated their rate of skill level growth relative to the preceding year. Students in Grades 7 – 9 maintained their same level of skill level development experienced in the preceding year.

3. **Evaluation of Dr. J. Thomas Kellow, University of Houston – May 2003**

Dr. Thomas Kellow reviewed the CEP program in May of 2003: “The Texas Learning Index gains (the raw score on the state’s Basic Skills Test) for CEP students ... are uniformly higher than the state averages in all categories within the academic domains. In summary, the overall TAG (Total Annual Growth) performance of students in CEP schools is consistently greater than state-wide averages within all categories.”

4. **Evaluation by Dr. Wil Weber – November 2002**

In November 2002 Dr. Wil Weber, University of Houston, conducted an evaluation of the reading and mathematics achievement of students enrolled in the Community Education Partners Program during the 1998-1999, 1999-2000, 2000-2001 and 2001-2002 school years and reported the following:

- Houston Independent School District (HISD) students who had a history of having made *only one half-year’s growth in reading and mathematics* for each year they had been enrolled in school, achieved approximately twice the academic progress while enrolled in the Community Education Partners Houston Programs.
- On average, these students made *one-year’s growth in reading and mathematics* as indicated by their performance on the Texas Assessment of Academic Skills (TAAS) and the Stanford Achievement Test (SAT) while enrolled in the Community Education Partners Programs.

5. **Texas Education Agency – February 2002**

In February 2002 the Texas Education Agency conducted an on-site visit of the CEP School in Dallas. The purpose of the visit was to review the CEP program and its implementation. The Texas Education Agency reviewed CEP and reported the following:

- **Safety, security, and behavior modification programs are exemplary.** Comprehensive and effective proactive efforts for student management and behavior modifications are evident in the daily operation of the school.

- **The Curriculum** – The school’s entire curriculum is aligned with DISD scope and sequence, TEKS, and TAAS Objectives.
- **Tutorials** – The Saturday and After School tutorials were utilized to improve performance on the TAAS.
- **Administrative, Teaching, and Campus Staff** – TEA found from observations, staff interviews, and roundtable discussions that the administrative, teaching, and campus staff members are very professional, highly organized, and caring individuals.
- **Organization of the School and the School Day** – TEA found from observations, staff interviews, and roundtable discussions that the school day and school in general are highly organized.
- **Facilities** – TEA found from observations that the facilities provided for students are exemplary.

6. CEP Evaluation by Dr. Diane Ravitch and Mary Butz – 1999

Dr. Diane Ravitch and Mary Butz evaluated the CEP educational program in 1999. Dr. Ravitch is a Research Professor of Education at New York University. She holds the Brown Chair in Education Policy at the Brookings Institution, where she is a Senior Fellow and edits the *Brookings Papers on Education Policy*. In 1997, she was appointed to the National Assessment Governing Board by Secretary of Education Richard Riley. She is an Adjunct Fellow at the Manhattan Institute and a Senior Fellow at the Progressive Policy Institute. During the Bush administration, she was Assistant Secretary of Education and Counselor to Secretary of Education Lamar Alexander.

The purpose of their review was to provide an external unbiased evaluation of the program. As a result of their evaluation, they concluded that the CEP program was effective and they endorsed the program.

7. HISD Evaluation – July 1999

In July 1999, representatives of Houston Independent School District’s Alternative and Curriculum Divisions reviewed all materials used in the CEP instructional program. The purpose of the review was to determine if the CEP instructional program was sound. They unanimously concluded that the components of the instructional program were solid, that all of the materials were good, that the design of the program was great and that the program was good.

8. HISD Evaluation – July 1998

In July 1998, Department Heads from the Houston Independent School District reviewed the computer-based instructional program and external assessment used at CEP. The purpose of the review was to determine if

the instructional program and external assessment were acceptable to HISD for use in the CEP program. The determination was made that they were based on the Texas Essential Knowledge and Skills (TEKS) as well as the Texas Assessment of Academic Skills (TAAS) and were acceptable to HISD for use by CEP.

9. Texas Education Agency (TEA) Curriculum Review – July 1998

In July 1998, a representative from the Texas Education Agency's Curriculum, Assessment and Technology division reviewed the CEP curriculum and assessment system. The purpose was to review firsthand the curriculum and assessment system used at CEP. The outcome of the visit was that Dr. David Anderson reviewed the program and concluded that it was based on the Texas Essential Knowledge and Skills (TEKS) as well as the Texas Assessment of Academic Skills (TAAS)

10. Texas Education Agency (TEA) Accountability Review Team Visit – October 1997

In October 1997, the Texas Education Agency conducted an on-site visit at the CEP School. The purpose of the visit was to review the CEP program and its implementation. The team concluded that the organizational design, the instructional program, the physical plant, and the monitoring of student progress were appropriate for the student population.

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