



The Center
FOR COMPREHENSIVE SCHOOL
REFORM AND IMPROVEMENT

www.centerforcsri.org

School Improvement: Research and Strategies for Successful Planning

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The Center for Comprehensive
School Reform and Improvement

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The Center for Comprehensive School Reform and Improvement is administered by Learning Point Associates under contract with the Office of Elementary and Secondary Education of the U.S. Department of Education.

Objectives

- Learn about The Center and its resources available at no cost to schools, districts, and states.
- Present research findings on quality schools.
- Introduce the *School Review Process Guide*.
- Share best practices in school improvement planning.

What is The Center?

- Based in Washington, D.C., The Center is federally funded by the U.S. Department of Education.
- We provide research and technical assistance services to districts and states.
- All materials and activities are research based.
- Learning Point Associates, based in Naperville, Illinois, administers our work.
- All services are provided at no cost.

Our Mission

The Center's mission is to help schools and districts organize, plan, implement, and sustain improvement.

Our Products and Services

- Our Ask-the-Expert service.
- Our research-based materials.
- Our district-level and state-level technical assistance.
- Our self-administered school review tool.

Our Materials



- Newsletters
- Issue Briefs
- Research Briefs
- Policy Briefs
- Webcasts and DVDs of those webcasts

Technical Assistance Examples

- Supporting an urban school district in corrective action with a group of schools in restructuring.
- Supporting a school system that is struggling to appropriately serve its Native American students.
- Supporting several school districts whose changing demographics have led to an increased number of culturally or linguistically diverse students.
- Supporting turn-around leaders who have assumed the leadership of struggling schools.

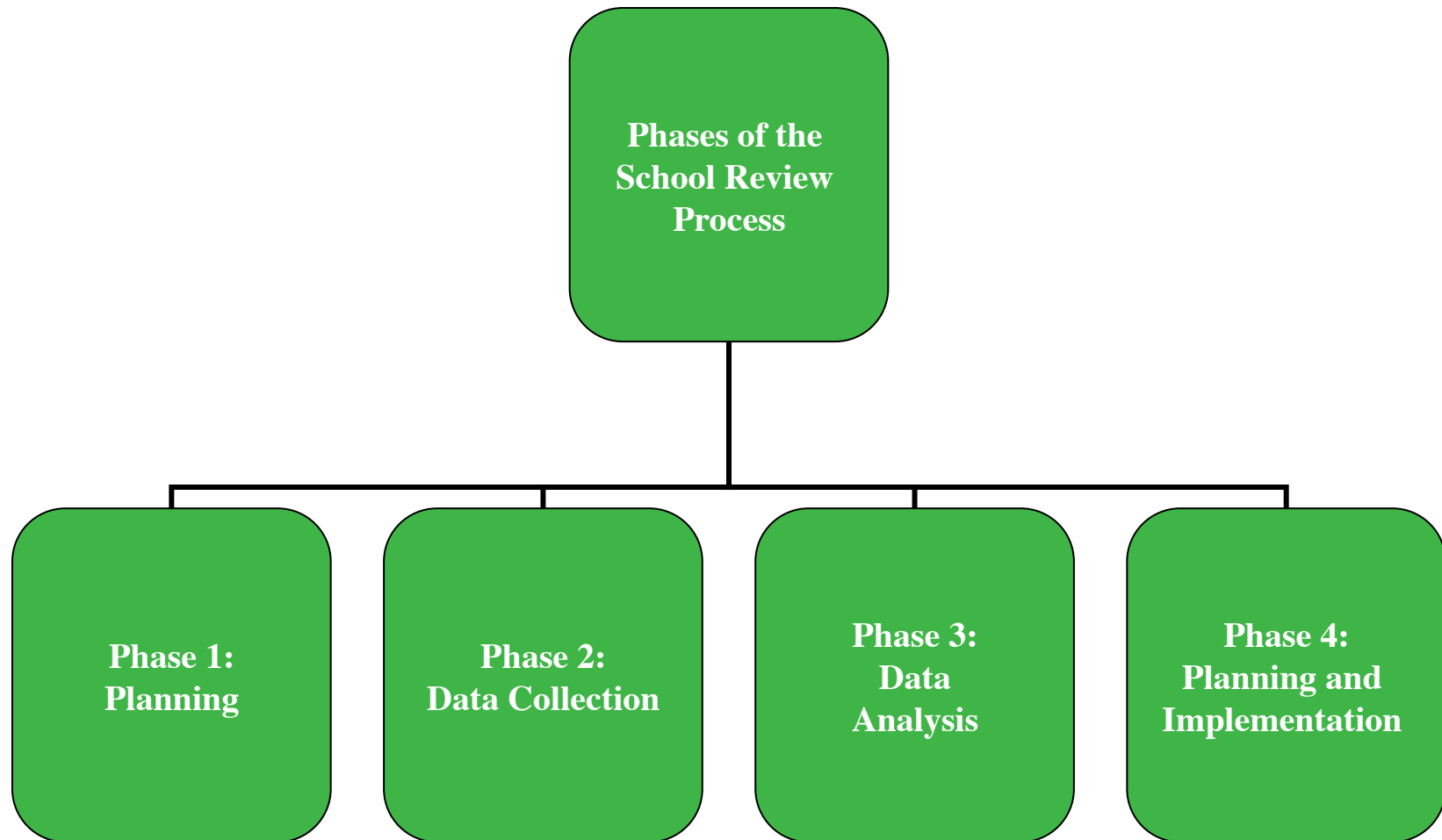
School Review Process Guide

A Research-Based Guide to
Planning for School Improvement

What is The Center's *School Review Process Guide?*

- Offers an easy-to-follow, systematic process for schools to
 - Assess their strengths and needs.
 - Collect and analyze data.
 - Consider research-based practices.
 - Plan for school improvement.
- These activities are organized into four phases.

Phases of the School Review Process



Based on Six Research-Supported Quality Indicators for Successful Schools

- Aligned and rigorous curriculum.
- Effective instructional practices.
- Use of assessment and analysis of student performance data.
- Positive school culture focused on achievement.
- Effective school leadership.
- Parental and community engagement.

1. Aligned and Rigorous Curriculum

- Curriculum is aligned with state standards.
- Curriculum is articulated across grade levels and subject areas.
- Curriculum is flexible to meet the needs of all students.
- Curriculum is monitored and evaluated periodically.
- Curriculum includes sufficient instructional resources.

2. Effective Instructional Practices

- Teachers are knowledgeable.
- Teachers are evaluated based on high standards.
- Teachers are provided with frequent feedback.
- Professional development is relevant and job-embedded for all staff.
- Assessment is frequent and used to drive instruction.
- Classroom activities are varied, engaging, and relevant.
- Additional assistance is provided for struggling learners.

3. Use of Student Assessment Data

- Assessments are aligned to state standards.
- A comprehensive school-level data management system is in place.
- Student progress is reported frequently.
- Instructional decisions are based on student performance data.

4. Positive School Culture

- High expectations are set for all students.
- School environment is safe and orderly.
- Diversity is respected.
- Student support is provided at key transition points.

5. Effective School Leadership

- Shared vision and mission is evident.
- Decision making is shared.
- Principal assures an equitable, respectful, and supportive environment.

6. Parent and Community Engagement

- Families are invited to participate in school activities.
- Families are informed for assistance for their struggling students.
- Families and community members are invited to participate in the school improvement planning.



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Phase I

Planning for School Review



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Phase I: Planning for School Review

- School leadership
 - Prepares for the review process.
 - Establishes the improvement team.
 - Begins this important work.



Prepare for Collaboration



- Establish the team, name its leader, and invite team members.
- Articulate team expectations, responsibilities, and resources.
- Revisit the school's vision and mission.
- Establish purpose for the school review.



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Phase 2

Data Collection



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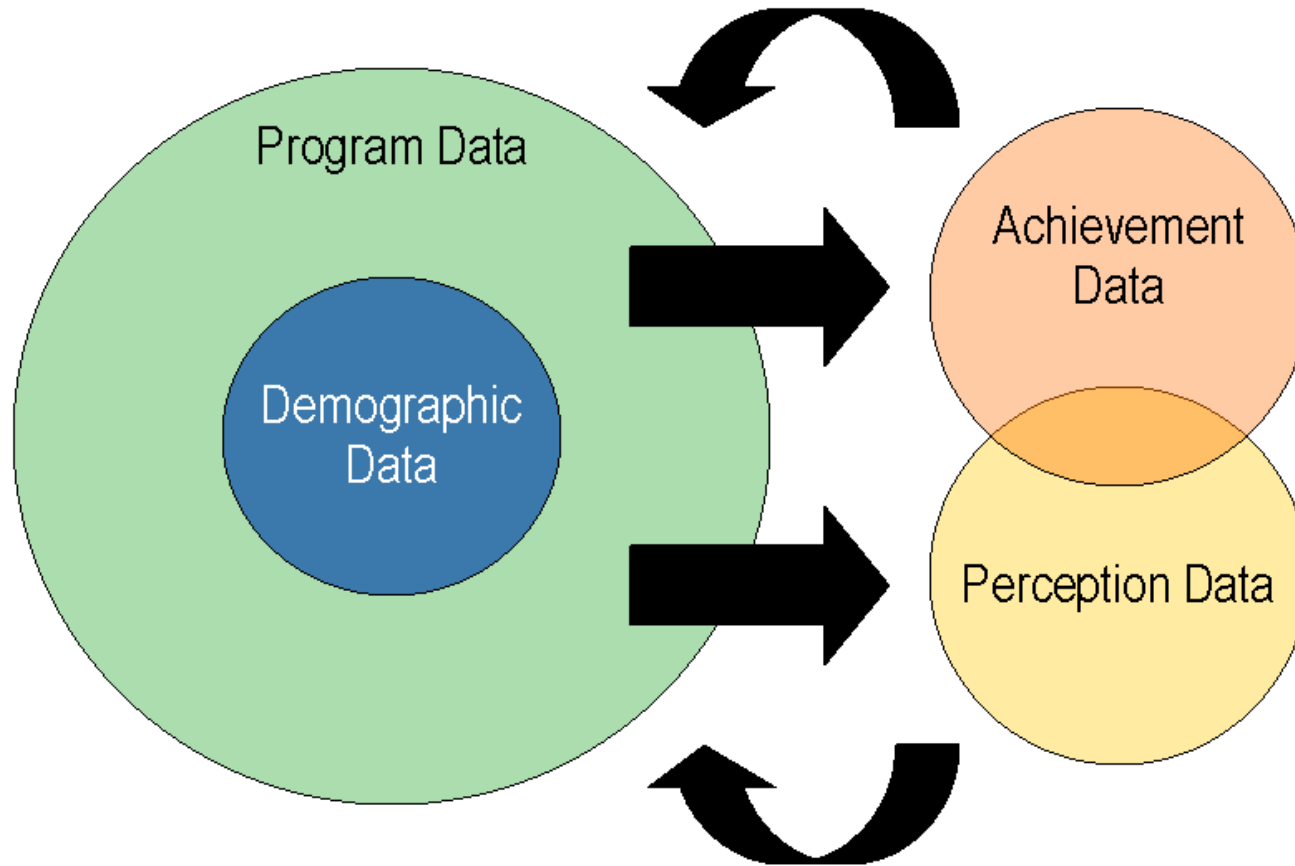
Phase 2: Data Collection

➤ ***Data can confirm or challenge initial perceptions about improvement needs—let the data tell the story.***

➤ Four Types of Data

- Student Demographic Data
- Student Achievement Data
- Program Data
- Perception Data

Data Framework



Phase 2: Data Collection

- Collect and analyze assessment data by subgroup:
 - State assessment data
 - Benchmark assessment data
 - Other formative assessment data
- Determine needs.
- Collect other relevant data based on the identified needs.
- Use all data to confirm need and plan for school improvement.

Phase 2: Data Collection

- Data collection tools (pp. 32–57)
- Nine tools
 - Five Perception Surveys (currently undergoing field test and validation)
 - Student Demographic Data (p. 32)
 - Data for Each Quality Indicator (p. 33).
 - Quantitative Matrix for Evaluating School Climate (p. 37).
 - Classroom Observation Protocol (p. 38).

Phase 3

Data Analysis

Analyzing Student Assessment Data

- Two levels of assessment by subgroup
 - Summative assessment – State tests
 - Formative/Benchmark assessment
- How do you work with this data?

Identifying Needs

- What needs can you see?
- Common needs
 - Subgroup performance gaps
 - Special needs
 - Ethnic/racial minorities
 - Poverty

Finding the Root Causes

- Using Program and Perception data.
- Examples
 - Problem: Low subgroup performance
 - Curriculum (Differentiation, alignment, articulation, resources)
 - Instruction [High expectations, differentiation, flexibility, teacher skills, professional development, instructional time, opportunity for struggling learners (scheduling)].

Finding the Root Causes

- Problem: Discipline and management
 - Attendance data
 - Discipline records
- Problem: Low level of family engagement
 - Parent conference participation
 - Teacher log of parent contact
- Problem: School leadership
 - Use of perception data/surveys

Phase 4

Implementation Planning

Avoiding the Pitfalls

- Planning for implementation
 - Presenting and interpreting data
 - Planning for implementation
- Prioritizing and making choices
 - Determining patterns in the data
 - Ranking the findings

Developing Goals and Objectives

- **Specific**
 - **Measurable**
 - **Attainable**
 - **Research-based**
 - **Time Bound**
- Action Planning (p. 103)
 - What is the action?
 - Who is responsible?
 - What professional development is needed?
 - What resources are needed?
 - What is the timeline?

Questions or Comments?





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