



The Center
FOR COMPREHENSIVE SCHOOL
REFORM AND IMPROVEMENT

www.centerforcsri.org

Planning Today for Tomorrow's Success

The Center for Comprehensive
School Reform and Improvement



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.

Our Mission

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

What Is The Center?

- Based in D.C., The Center is federally funded by the U.S. Department of Education.
- The Center was connected with the past federal Comprehensive School Reform (CSR) program.
- We are neutral—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 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 website.

Ask-the-Expert

- From Louisiana: “I’m looking for ... research or data ... on (1) the number of and (2) the success rates related to school performance/improvement of charter schools that are run by local organizations/persons compared to charter school that are operated by national organizations (Edison schools, KIPP, etc.).”

Ask-the-Expert

- From California: “Do you have specific studies about STEM schools?”
- From Pennsylvania: “We’re searching for a comprehensive middle school reading program that is flexible enough to use with all levels. Of course, it must be researched based. I'm not finding any out there. Do you know of any?”

Our Materials



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

Our Newsletters

- Practitioner friendly
- Current and topical
- About 1,500 words
- Useful for a school-based professional development session, PLC-based conversation, or ...



Titles of Selected Newsletters

- *Response to Intervention: Possibilities for Service Delivery at the Secondary School Level*
- *Stuck in the Middle: Strategies to Engage Middle-Level Learners*
- *Getting to "Got It!" Helping Mathematics Students Reach Deep Understanding*
- *Serving Recent Immigrant Students Through School-Community Partnerships*
- *Maximizing the Impact of Teacher Collaboration*

The Center's Webcasts



The Webcast on Algebra

- “Yes, I found the webcast useful. ... Many of the topics that you hit are areas which have been big discussion topics in my workshops. ... This was good because it reinforces what I am working on in northern Michigan. ... Thank you again for the time you put into the webcast. It allows access to quality discussions for people like me that are somewhat isolated.”
 - Judy Falk, GIS Teacher, Gaylord (Michigan) Community Schools

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 for school improvement planning.
- An easy-to-follow, systematic process for schools to collect and analyze data and plan for school improvement—without having to employ consultants.

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.

But Before We Continue ...

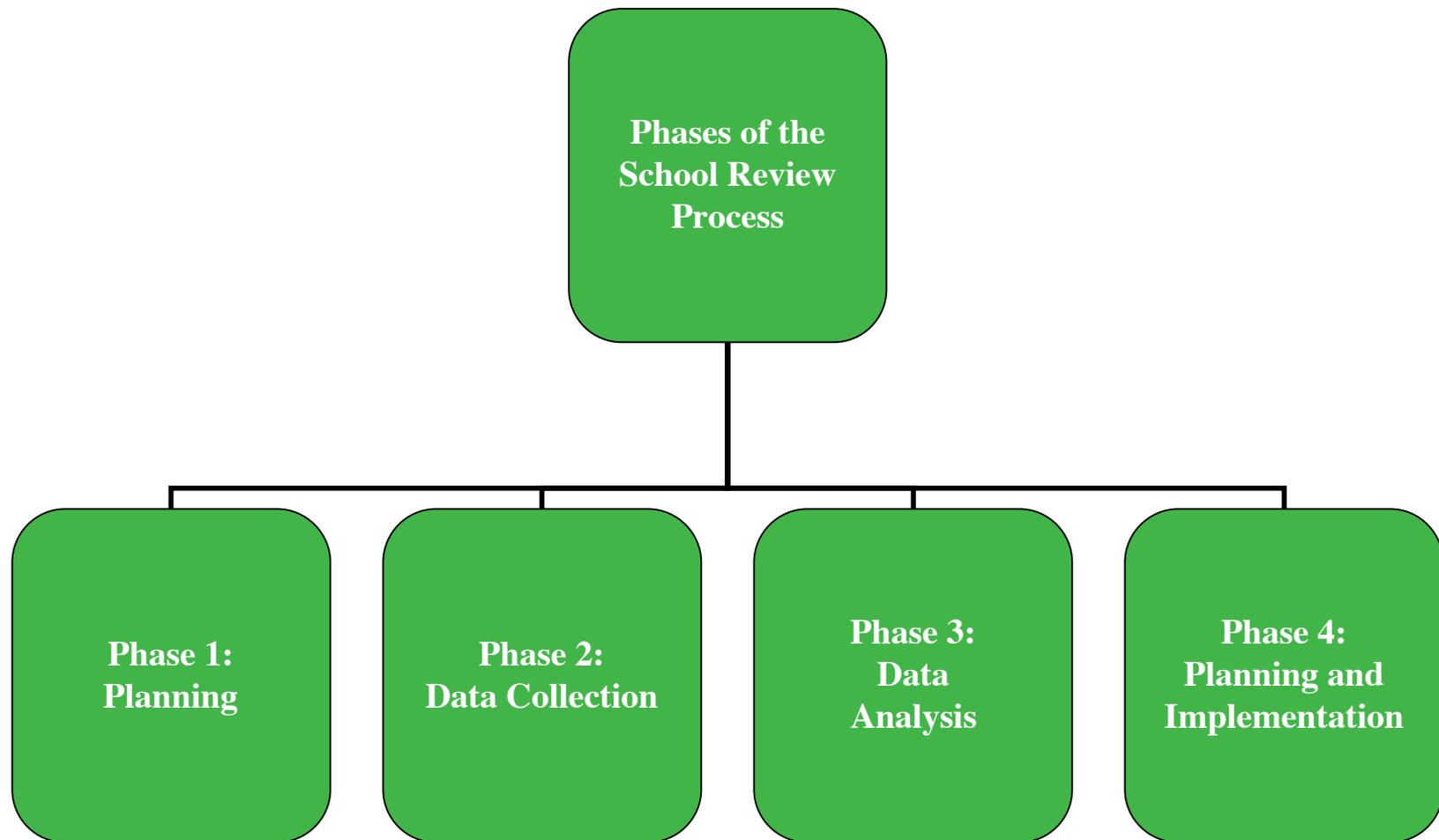
- Does the school reform world need another school review tool or school review process?



What Is The Center's School Review Process?

- This process begins by asking school improvement teams to evaluate their school's strengths and weaknesses.
- School improvement team members gather and analyze key data.
- Teams use the data to develop and implement school improvement practices.
- These activities are organized into four phases.

Phases of the School Review Process



Phase One: Planning



Phase One Components

- Tips for selecting and convening a leadership team.
- Strategies for developing or revisiting vision and mission statements.
- Strategies for setting team goals and planning the improvement process.

Phase Two: Data Collection



Phase Two Components

- Templates and surveys for collecting data include the following:
 - An Excel-based matrix for collecting and analyzing achievement data.
 - Instructions and tools for gathering and using program data, such as curriculum evaluations, school climate data, and instructional data.
 - Surveys for gathering perception data from stakeholders.

Quality Indicator 4 – School Climate

| Question | Y/N | Data to Collect |
|---|-----|---|
| 4.1 – Transitioning | | |
| Are programs/plans in place to assist with critical transitions (PK to K, elementary to middle school, and middle school to high school)? | | Transition plans, orientation programs, counseling department records |
| 4.2 – School Safety | | |
| Is there a written school safety plan that includes daily procedures for safety and a crisis management plan? | | Student handbook, parent handbook, staff handbook |
| Are all school community members provided with a written copy of the school safety plan and trained on the school safety plan? | | Training records |
| Has the school safety plan been updated in the last three years? | | |
| 4.3 – Student Discipline | | |
| Is there a written student code of conduct that includes: <ul style="list-style-type: none"> • Rules and expectations? • Progressive and positive discipline for infractions? • Procedures for fair and equitable treatment of diverse groups? | | Written code of conduct |
| Are high expectations for positive behavior consistent for all students? | | Discipline referral, logs, suspension, expulsions |
| Do discipline records reflect “proportional” representation of all students? | | Discipline records |
| 4.4 – Physical Environment | | |
| Do hallways and classrooms reflect an atmosphere conducive to learning—clean, orderly, and inviting? | | |
| Is there evidence of school spirit and pride among students and staff? | | Activities calendar, awards assemblies, other noninstructional activities |
| Are the mission and vision statements posted? | | |

The Surveys

- Surveys measure the perception of the overall school program according to the six quality indicators.
- Participants include the following:
 - Administrators
 - Teachers
 - Support staff
 - Parents
 - Students

Phase Three: Data Analysis



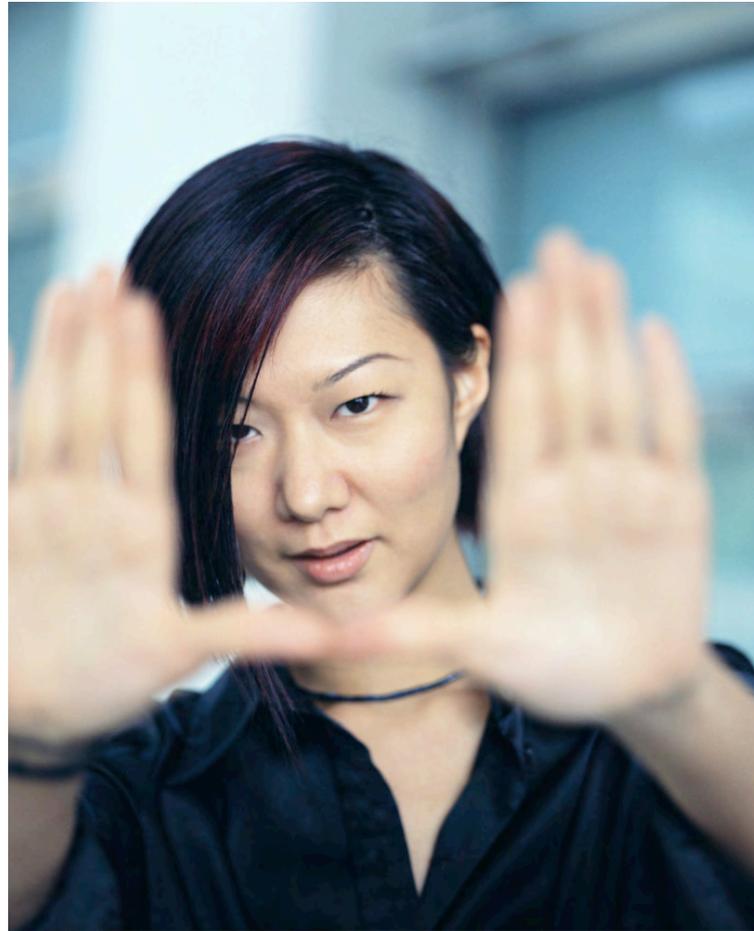
Phase Three Components

- Forms for analyzing and interpreting the data include the following:
 - A grid for interpreting program data using the research-based quality indicators.
 - A survey data analysis matrix.



| QI | | Parent Survey Question | Average |
|------------------------------------|---|---|---------------------|
| 1 | 1 | I have access to the state standards at my child's school. | 3-----2-----1-----0 |
| 1 | 2 | I have access to the curriculum at my child's school. | 3-----2-----1-----0 |
| 1 | 3 | I receive communication from school personnel at least biweekly. | 3-----2-----1-----0 |
| 1 | 4 | I know the objectives that my child will be learning. | 3-----2-----1-----0 |
| Average Quality Indicator 1 | | | |
| 2 | 1 | My child receives extra support from his or her teacher if needed. | 3-----2-----1-----0 |
| 2 | 2 | My child's teachers expect him or her to be a high-achieving student. | 3-----2-----1-----0 |
| 2 | 3 | My child's teacher is prepared to work with students with disabilities. | 3-----2-----1-----0 |
| 2 | 4 | My child's teacher is prepared to work with students who struggle to learn. | 3-----2-----1-----0 |
| 2 | 5 | My child's teacher is prepared to work with students who are learning English. | 3-----2-----1-----0 |
| 2 | 6 | My child's teacher is prepared to work with students from diverse cultural backgrounds. | 3-----2-----1-----0 |
| 2 | 7 | My child views school as a place where learning is a priority. | 3-----2-----1-----0 |
| Average Quality Indicator 2 | | | |
| 3 | 1 | I receive progress reports on my child's performance. | 3-----2-----1-----0 |
| 3 | 2 | My child is aware of his or her performance progress. | 3-----2-----1-----0 |
| 3 | 3 | My child is involved in monitoring his or her progress. | 3-----2-----1-----0 |
| 3 | 4 | I receive reports on standardized tests for my child in a timely manner. | 3-----2-----1-----0 |

Phase Four: Implementation Planning



Phase Four Components

- This section includes the following:
 - Tips for conducting small-group and large-group data-interpretation sessions.
 - Strategies for including all stakeholders in planning.
 - Research-based components for a strong implementation plan.

Benefits of Field-Testing It

- Use all or some of it; combine it with what you are doing already.
- Tell us what works and does not work.
- Count on us to provide analysis of the surveys.
- Call us if you need assistance.



Field Test: Your Responsibilities?



- Use it.
- Distribute, collect, and mail surveys to The Center by December 15, 2008.
- Give us feedback on it this spring through an online survey.
- If you like it, tell your colleagues.

Procedures for Field Test

- Download the *School Review Process Guide* from The Center's website on September 26.
- Review it and e-mail me by October 10 if you wish to participate in the field test.
- Mail completed surveys to The Center by December 15.

Questions or Comments?





The Center

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