

Planning Today for Tomorrow's Success

The Center for Comprehensive School Reform and Improvement



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.





Who is The Center?

- Winsome Waite, Senior Program Associate
- > Abner Oakes, Senior Program Associate
- Carolyn Brown, Director of Research
- Stephanie Wood-Garnett, Director
- > Traci Maday, Program Associate
- ▶ Ladan Rahnema, Program Associate
- Doreen Suguitan, Executive Assistant





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.





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



POLICY BRIEF

www.centerforcsri.org

April | 2005

Planning That Matters: Helping Schools Engage in Collaborative, Strategic Problem Solving

By Craig Jerald

Problems With the Planning Process

Earlier this year, the Prichard Committee for Academic Excellence released a report highlighting practices in Kentudy's high-performing, high-powerly schools. Researchers collected information using the same such tool that the Kentucky Department of Education uses to diagnose problems in schools identified for improvement, then compared those results with similar information amassed by state-conducted audits of low-performing schools.

The analysis yielded some unanticipated results. While the successful schools scored well on some areas of the audit, they did not score well on indicators related to comprehensive planning, indeed, the data revealed no significant difference between high- and low-performing schools on any of 15 indicators measuring how well schools had followed the recommended process for creating Comprehensive School Improvement Plans.⁹

What can this mean? Do high-performing schools really not bother to engage in systematic planning? Is there no real relationship between good planning and measurable school improvement?

The answer, of course, is no. The same study revealed that high-performing schools engage in more collaborative decision making, work harder to connect professional development to student achievement data, and make more efficient use of time and resources. None of those activities is possible, or at least possible to do well, without serious and thoughful planning.

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



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Our Newsletters

- Practitioner friendly
- Current and topical
- > About 1500 words
- Useful for a schoolbased 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.





But Before We Continue ...

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





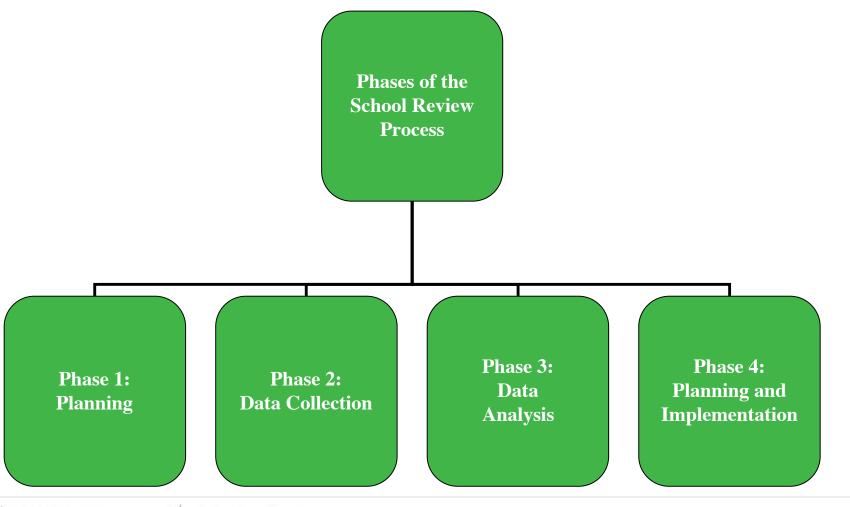
What is The Center's School Review Process?

- 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







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.





The quality indicators

- Small group activity based on these indicators
- See the handouts in your packet





Questions or Comments?









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