



LEAVING A LIVING LEGACY

Region I:

The New England

Comprehensive Assistance Center

Serving Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont



AN EVIDENCE-BASED INTERVENTION FOR SCHOOL IMPROVEMENT:

The School Improvement Planning Network (SIPN)

- Goals and Clients Served
- Theoretical Framework
- Strategies
- Evidence of Success
- Leaving a Legacy



Goals and Clients



Ultimate Purpose

For all students in
participating schools to
meet or exceed state
performance standards



SIPN Goals

- A vision that all children can meet standards for achievement and everyone is responsible for each child
- A climate of authentic community embracing collaboration, equity and respect
- Internal human capacity at all levels to competently perform essential roles to meet vision
- Appropriate and continual use of data/research to inform all decisions



Direct Clients

Levels

Classroom

School

District

State

Client Types

Teachers

Paras

Administrators

Parents



Research & Evidence- based Framework

Logic Model – The New England School Improvement Planning Network

Contextual Issues

- SEA’s need assistance in helping underperforming schools improve: by increasing SEA staff knowledge and skills, and by obtaining assistance in working directly with high needs schools.

- Schools eligible to have “schoolwide programs” require expert assistance and ongoing support to develop and implement an effective schoolwide program.

- The lowest performing schools require skilled guidance and high degree of structure in order to improve learning for all students.

Program Elements

NECAC provides a 3-day Leadership Institute for the Principals.

NECAC offers a mid-year networking meeting for the Principals.

NECAC provides a 3-day Institute for school leadership teams that include district and school staff.

NECAC gives onsite technical assistance.

NECAC convenes the leadership teams for spring work session.

Assumptions - IF -

Principals are provided the knowledge and skills to lead a school in an ongoing process of schoolwide improvement.

School/District leadership teams are provided the time, facilitation, knowledge and tools to plan for the conduct of a comprehensive needs assessment and the development of a coherent, comprehensive schoolwide plan that involves the entire school community.

Schools are supported throughout the year by onsite technical assistance, including help in monitoring implementation of their plan using data to make informed decisions, professional development targeted at specific identified needs, encouragement from a critical friend.

Schools reflect on a yearlong process of improving, celebrating successes and identifying needs to be targeted during the next year.

Schools are provided structured and facilitated opportunities to learn from the experiences of other schools, share their own successes, and receive constructive feedback from each other.

School communities are guided and supported throughout the year, with an emphasis on using data and a systemic approach to improving student achievement, with a minimum of a 2-year involvement.

Intermediate Outcomes - THEN -

The Principals will be able to engage the school community in a systemic improvement process.

The Principals will be able to identify and access human, fiscal and material resources for leading the school community in a systemic change process.

The whole school community will have a road map for improvement.

The leadership team can ensure that staff and parents have the support they require to improve teaching and learning.

The district will know how to support the school to ensure the plan can be implemented.

Adjustments can be made in the school plan if the evidence indicates progress is lagging or off target.

The school will have encouragement and expert guidance to ensure that knowledge, skills and tools are used to improve teaching and learning.

The leadership team will continue to improve its skills and ability to lead the change process.

The process of school improvement will continue, based on both analysis of data and a recommitment to improve the learning environment for all students.

A multi-school learning community exists to provide additional support and guidance to each other for its improvement efforts.

Schools become re-energized and committed to improving teaching and learning.

The school culture will begin to change toward a collaborative process of continual improvement using data to drive decisions.

School leadership and organization, parental and district involvement, professional development, curriculum/instruction/ assessment, and other elements shown to impact student learning will continue to be improved, all targeted toward improving learning for each student.

Improved Student Achievement

Logic Model – The New England School Improvement Planning Network

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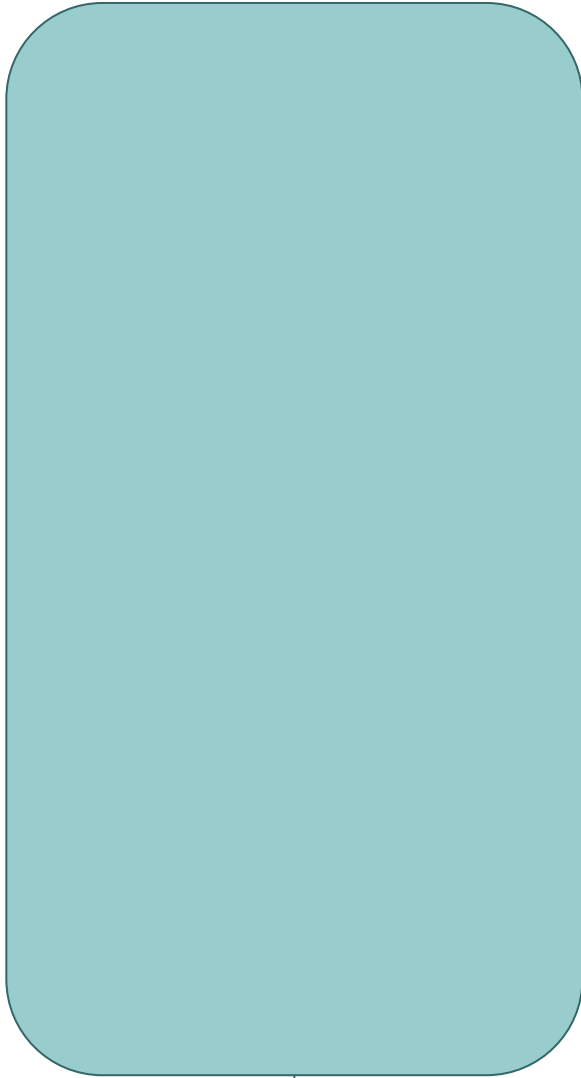
Improved Student Achievement

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Improved Student Achievement



Nine Components Of High Performing Schools

- 1. Standards-based Curriculum, Instruction, & Assessment**
- 2. Data-Based Accountability & Evaluation**
- 3. Structural Reform Strategies**
- 4. Leadership & Governance**
- 5. Professional Development**
- 6. Culture and Climate**
- 7. External Support and Resources**
- 8. Parental & Community Involvement**
- 9. Extended Learning Activities**



DIMENSIONS OF SCHOOL IMPROVEMENT



CORE REALM

Instruction

Curriculum

Assessments



DIMENSIONS OF SCHOOL IMPROVEMENT

ENABLING REALM

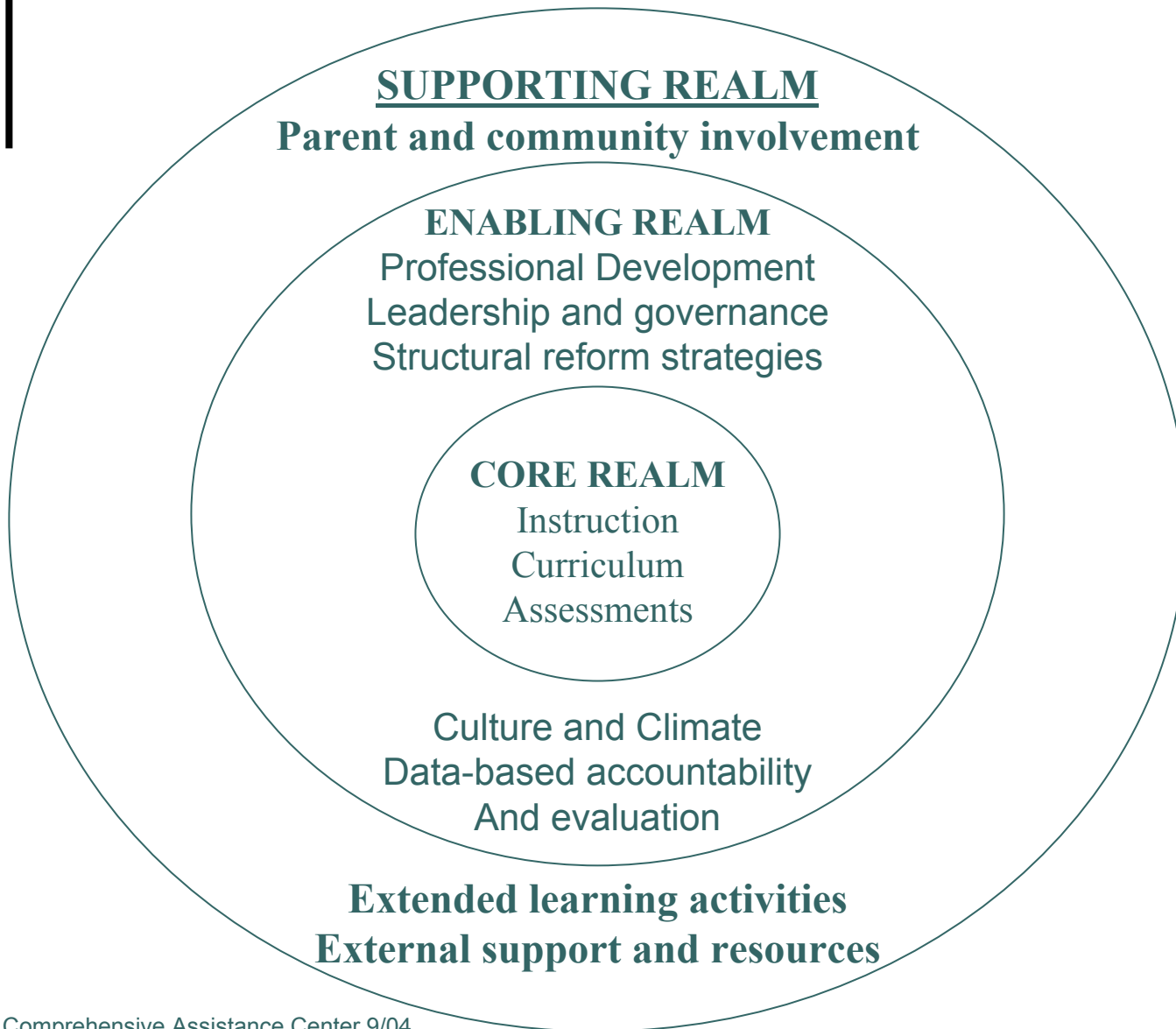
**Professional Development
Leadership and governance
Structural reform strategies**

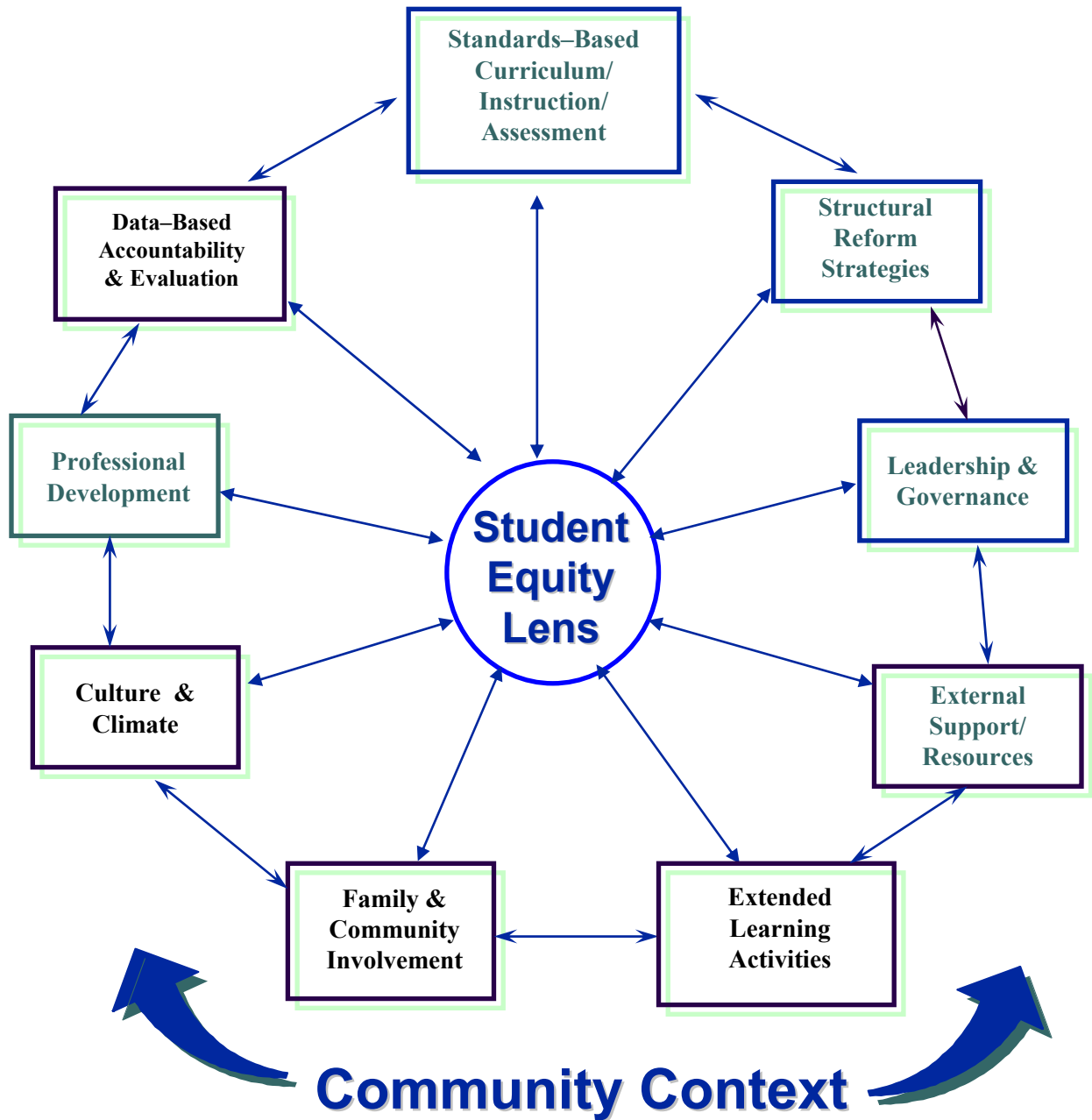
CORE REALM

**Instruction
Curriculum
Assessments**

**Culture and Climate
Data-based accountability
And evaluation**

DIMENSIONS OF SCHOOL IMPROVEMENT







Student Equity Lens

- THE STUDENT AS AN INDIVIDUAL**

- Learning styles: strengths and weaknesses

- Social/cultural background

- Language history

- Family

- THE STUDENT AS A MEMBER OF SOCIAL/CULTURAL GROUPS**

- History of racism and/or discrimination

- Achievement expectations

- Educational issues

- Commonly held stereotypes

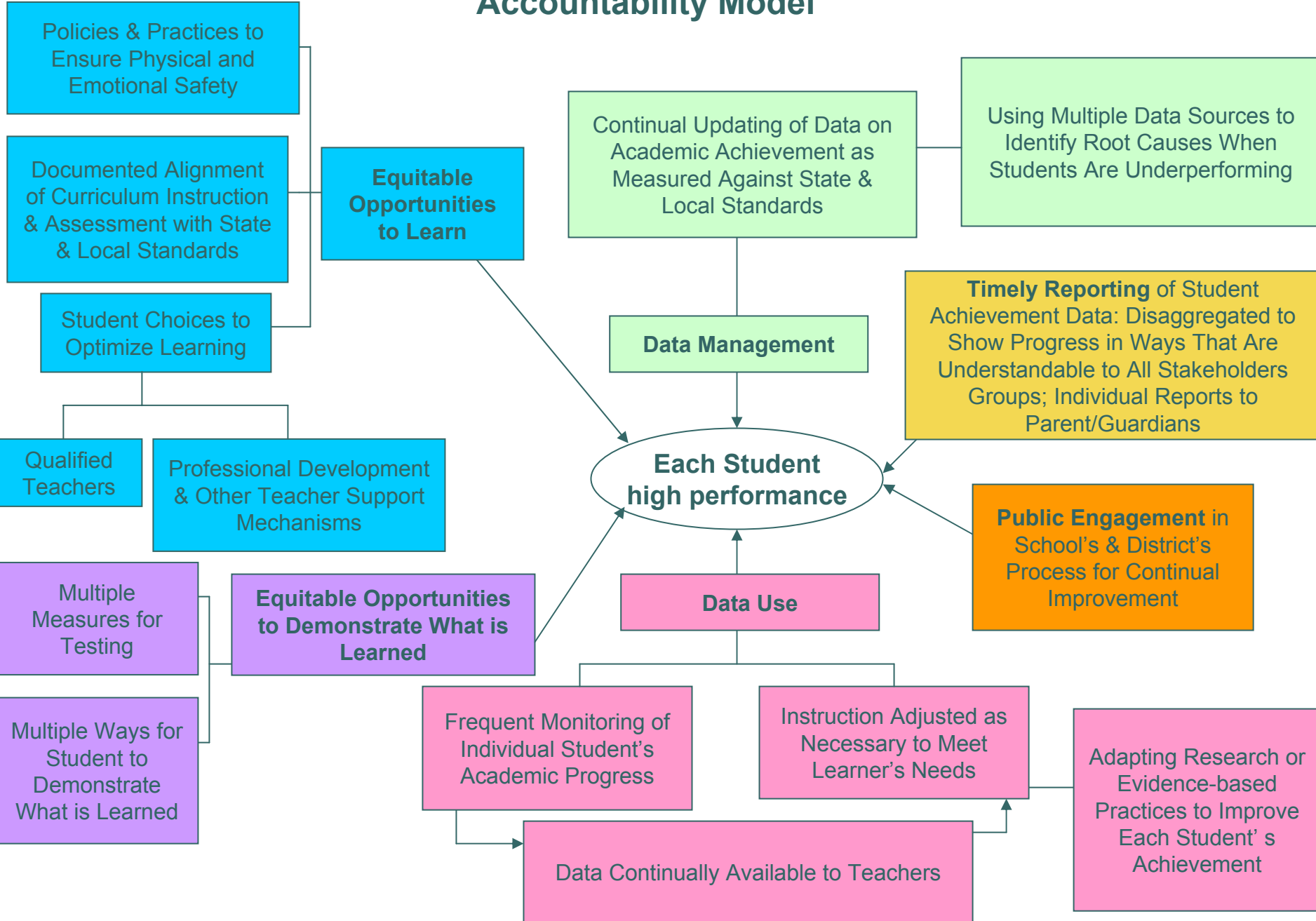
- STUDENT PERFORMANCE DATA**

- How each student is progressing over time

- Patterns of performance: Which groups of students are doing well? Which are not? In what subject-areas?

- Identification of standards gaps and equity gaps in performance (i.e. patterns of performance by race/ethnicity, limited English proficiency, economic status, gender, disability status)

The Components of a Learner-Centered Comprehensive School & District Accountability Model



Using Data for Continual Improvement Planning



Data-Use
Readiness

Student
Achievement
Data Analysis
(Disaggregation)

Identify
Student
Performance
Gaps

Ask: Why?
Develop
Hypotheses
Root Cause
Analysis

Gather Additional
Data
(Multiple Sources)
Validate
Hypotheses

Explore
Strategies to
Address Root
Causes

In-School C, I, A
Audit
Root Cause
Analysis

Research
on Effective
Practice

Identify
Lessons
Learned

Monitor Plan
Implementation

Evaluate Student
Progress/Learning

Develop/Revise
Improvement
Plan

Identify
Effective
Interventions



Strategies



Key Elements of SIPN

- Principals' Summer Leadership Institute
- SIPN Fall Institute for teams
- Site Visits, Teacher consultations
- Topical Workshops on and off site
- Principals' Winter Networking Meeting



The Way We Work

- Establish mutual trust
- Plan collaboratively with clients
- Connect all levels of the system
- Use a systemic approach to improvement
- Apply the ‘Authentic Task Approach’
continued



The Way We Work

- Train Trainers: lead teachers, teams
- Provide sustained support
- Provide structured networking
- Develop or acquire supporting resources
- Be accountable: evaluate our work



Targeted Training

- Self Assessment: assets and needs
- Systemic approach to improvement
- Use of data at all levels to inform decisions
- Access by all students to curriculum, instruction and assessment
- Distributed leadership
- The process of change
- Parental engagement



Evidence of Success



Student Performance

*MA Statewide Test (MCAS)
SIPN Schools in MA 1999-2001 (N:6)*

- 100% showed positive changes in their performance index, range 1.9-16.2
- 66% showed increases larger than their district increase



Student Performance

MA Statewide Test (MCAS)

SIPN Schools in MA 2001-2003 (N:14)

- 57% showed positive changes in performance index, range 3.1-13/9 points
- 75% showed increases larger than their district average

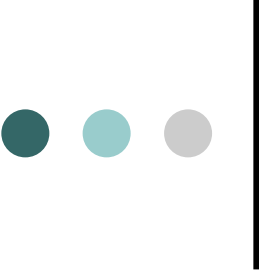


Student Performance

NH Statewide Test

HOPE Schools in NH 2003-2004 (N:10)

80% of those schools identified in SY
2003 met AYP in SY 2004

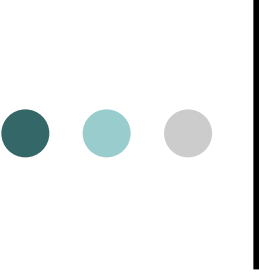


Client Impact – Self Report

CCN Survey SY 2003 results

70% of teachers and over 75% of principals reported:

- increased focus on student achievement
- new information or skills used in their job
- working more collaboratively with colleagues

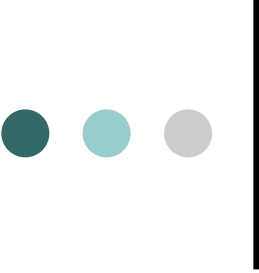


Client Impact – Self Report

CCN Survey SY 2003 results

75% or more of teachers and principals reported their participation resulted in:

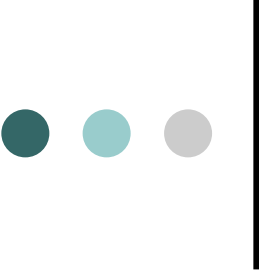
- Improved student achievement in reading
- Use of data to drive decision making
- Successful engagement in reform efforts
- Improved student assessment
- Evaluation of a program or practice



Client Impact – Self Report

CCN Survey SY 2003 results

- 86% of teachers reported improved instructional practice
- 94% of principals reported better understanding of NCLB

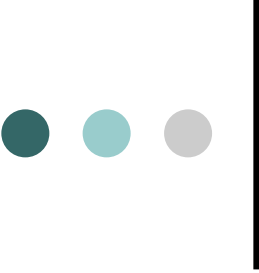


Client Impact – Self Report

School Assessment on Nine Components of School Improvement

SIPN Schools 2001-2003 (N:14)

- 100% maintained a high rating (4-5) or improved on one or more components
- 57% improved in structural reform, leadership and governance, external support and services, extended learning activities, data-based accountability



Client Impact – Self Report

*School Assessment on Nine Components of
School Improvement*

SIPN Schools 2001-2003 (N:14)

- 64% improved in professional development
- 79 % improved in culture and climate



The Challenge:

Translating the SIPN Experience
into a Living Legacy

