Comprehensive School Reform Guidance – Appendix B

COMPREHENSIVE SCHOOL REFORM PROGRAM
CONTINUUM FOR ASSESSING THE COMPREHENSIVENESS OF SCHOOL REFORM PLANS

Introduction: The Comprehensive School Reform Program is designed to assist schools in implementing comprehensive, schoolwide reforms. One of the consistent questions asked of this program is, "what is a comprehensive reform program?" The CSR legislation answers that question, stating that a comprehensive school reform program "integrates a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement, and school management, that aligns the school's curriculum, technology, and professional development into a comprehensive school reform plan for schoolwide change designed to enable all students to meet challenging State content and student academic achievement standards and addresses needs identified through a school needs assessment."

The key elements in column one on this continuum matrix reflect this definition of a comprehensive design. Design components that fit the description in the column headed *Most Comprehensive* best represent the spirit of the CSR program. Reforms described in the *Somewhat Comprehensive* column should be strengthened to better address the requirements of the legislation. Reform efforts that reflect the descriptions in the *Not Comprehensive* column are inadequate to meet the requirements of the CSR program.

SEAs and LEAs can use this matrix to assist schools in strengthening and broadening their reform efforts to achieve true comprehensiveness.

KEY ELEMENTS	MOST COMPREHENSIVE	SOMEWHAT COMPREHENSIVE	NOT COMPREHENSIVE
CSR Design	The school's comprehensive reform program addresses and integrates all eleven components in the CSR legislation. Each component is addressed both individually and in relation to the others. The program being implemented has been found, through scientifically based research, to significantly improve the academic achievement of participating students as compared to student in schools who have not participated in such program; or has been found to have strong evidence that such program will significantly improve the academic achievement of participating children.	The school's reform program as a whole addresses and integrates all eleven components of into a coherent design for school improvement. However, while coordination is an objective of the design, the implementation plan does not outline clear strategies for coordinating and integrating new, expanded, and existing reform activities. The program being implemented has not been found, through scientifically based research, to significantly improve the academic achievement of participating students, but does show some evidence that it will.	The school's reform program does not address all eleven components in the CSRD framework, or it does address how the components are integrated into a coherent reform design. Little or no attention is given to coordinating and integrating various reform activities into a comprehensive whole. The program being implemented is not based on scientifically based research and has not been shown to significantly improve the academic achievement of participating children, nor does it demonstrate strong evidence that it will.

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All Students Served	The learning needs of *all* students in the school are addressed by the school's comprehensive reform program and the selection of scientifically based research based strategies. While there is a strong emphasis on raising the achievement of the lowest-performing students, increased learning for all students is emphasized. The comprehensive program specifically addresses the needs of subpopulations within the school, (*e.g.* students with limited English proficiency and those with disabilities).	The learning needs of all students in the school were used to develop the school's comprehensive reform program and to select its scientifically-based research based strategies and practices. However, the instructional design, goals, assessments, strategies and services of the program are applied primarily to one subset of students. Some consideration is given to the needs of subpopulations within the school, *e.g.* students with disabilities or those with limited English proficiency.	The school reform program was developed to serve only a limited number of students, such as those with low achievement in a particular subject matter area. Only a few grade levels or a few students in each grade level are to be served by the program designed. Student subpopulations within the school (*e.g.* students with limited English proficiency or students with disabilities) are marginalized by this program; it demonstrates little or no evidence that their learning needs will be met.
Aligned Curriculum	The school's comprehensive reform plan includes an integrated curricular scope and sequence, or a clear strategy for developing one, that covers each core subject area and all grade levels. All curricula is clearly aligned to state and local academic content and achievement standards and assessments.	The school's comprehensive reform plan includes an integrated curricular scope and sequence, or a clear strategy for developing one, that covers some subject areas and/or some grade levels. The curricula for some core subjects and/or some grade levels are aligned with state and local academic content and achievement standards and assessments.	The school's reform plan does not include an integrated curricular scope and sequence, nor a clear strategy for developing one. Reform initiatives focus primarily on after-school or pull out activities, and not on core academic content. Little attention has been given to aligning the school curricula, even in core subjects, state and local academic content and achievement standards and assessments.
Instructional Program ▪ **Instruction** ▪ **Assessment** ▪ **Technology** ▪ **Classroom management**	The comprehensive reform program addresses the instruction of all students. It references methods and strategies in teaching, assessment, use of technology and classroom management that are based on scientifically based research and effective practice.	The comprehensive reform program addresses the instruction of only some students and/or some core subjects. The methods and strategies described in the program show only some evidence of being scientifically research based or of proven effectiveness. The program addresses some, but not all of the component parts of effective instruction, i.e. teaching, assessment, use of technology, and classroom management practices.	The school reform program does not address teaching and learning activities in core subjects. Reform activities are limited to those that do not affect the regular classroom teaching and learning process. The proposed design does not describe the role of technology or classroom management will play in improving student achievement.
Professional Development	The school's comprehensive reform plan incorporates continuous, ongoing, high-quality professional development for all teachers and administrators in the school. Regularly conducted needs assessments shape the content of	The professional development activities in the school's comprehensive reform plan focus primarily on staff in some core subjects or at some grade levels. Professional development addresses isolated instructional strategies and	The school's professional development activities are not part of a comprehensive plan. While individual teachers pursue professional interests, the school lacks an overarching vision and purpose for its professional

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Professional Development	this professional development; it addresses instructional content and methods, as well as assessment, instructional technology, and management issues necessary for the faithful implementation of the school's plan. The design and delivery of professional development is shaped by accepted professional development standards, and time for ongoing professional development is embedded into the school calendar.	does not draw connections between strong teaching and assessment, instructional technology, and management issues. Professional development activities are scheduled periodically but their quality varies and they lack continuity and reinforcement.	development. All-staff professional development does not necessarily focus on the instructional program or other components of the school's reform program. The plan provides for a limited number of training or awareness sessions, perhaps early in the school year, rather than continuing professional development over the course of the entire school year.
Parental Involvement	The school's comprehensive design provides for the meaningful involvement of parents in planning, implementing and evaluating school improvement activities. It articulates the responsibilities for student learning that schools and parents share. The comprehensive reform program provides for training and materials for parents and addresses barriers to involvement. In the most comprehensive design, parents are taught ways to contribute to the academic success of their children.	The school's reform program addresses parent involvement, but limits their activities to a supporting role only. (E.g. spaghetti dinners and clerical support). Although parents are often invited to participate in school improvement activities, this program does not involve parents in their planning,, implementation, or evaluation. The plan does not clearly articulate the role of parents in supporting the learning success of their students.	The school reform program marginalizes parents and minimizes their importance in school improvement. It contains only a limited number of strategies that bring parents to the school or engage them in activities.
Benchmarking and Evaluation	Each major element in the school's plan has measurable goals and specific benchmarks to track progress toward achieving those goals. They are aligned with state and federal benchmark requirements. The school monitors progress regarding both program implementation and student achievement. Each year the school assesses its progress toward achieving the benchmarks and revises them. The school has an articulated plan for both formative and summative evaluation of both the implementation of its CSR design and its impact on student academic achievement.	While the school has established measurable goals and benchmarks for the major elements in its plan, it does not regularly track progress toward achieving them. There is only marginal evidence that the school adjusts its strategies or modifies benchmarks on a regular basis. The school has a written evaluation plan, but makes little reference to it on a regular basis. There may be an emphasis on either formative evaluation or summative evaluation, but little balance between the two is indicated.	The reform program proposed by the school lacks articulated goals and benchmarks. The school monitors activities, but does not base program decision making on identified progress or lack of progress. Evaluation is limited to an annual review of school performance data (e.g., school-level assessment results, attendance rates, etc.).