

Schools That Break the Mold

Many of the practices we choose to incorporate into our schools are now required to be research-based. At CLI we strive to recommend practices that are substantiated by research. We recently saw a piece of research (see page 2) that supports key pieces found throughout the CLI Model and we are happy to share it here with you!

Within the last three years, there has been much research done to find the common characteristics of successful schools — especially of successful schools that "shouldn't" be successful. These special schools do not have the usual demographics of successful schools, which makes them especially interesting to researchers. For example, even though they may have large percentages of poverty or minority students, their students still are making gains in achievement. One title given these schools is, "Schools that Break the Mold." So what do all of these schools have in common? The document on the following page states their common characteristics. What we are excited about is that each characteristic is also inherent in the CLI Model! If you would like more information about which pieces of our Model include these characteristics, please contact our office.

(The following document was presented by Dr. Andy Tompkins, Kansas Commissioner of Education, at the Kansas Learning First Alliance/Kansas State Department of Education's Community Conversation held on September 23, 2003.)

What is present in those schools that “break the mold?”

- **Early intervention**
- **High expectations for all students**
- **Curriculum to standards**
- **Decisions based on data that result in changes in instruction**
- **Frequent and ongoing monitoring of pupil progress**

What is present in those schools that “break the mold?”

- **Use of research-based approaches to professional development**
- **Redefined leadership roles**
- **Active engagement of parents and community as partners**
- **System -wide approach to improving instruction**