

# Curriculum Leadership Institute E-Hint

## Why Don't We See Improvement?

Having a computer to analyze data for a company does not necessarily mean an increase in productivity or cost effective practices. Perhaps the person using the computer has had no training, or the various software packages on the computer are not organized to “talk” to each other, or the data collected are allowed to sit in a folder and are not used for review. When the intended result of the computer use is not realized, most businesses would immediately evaluate the situation to identify the problem and find a better way to use their resources. Likewise, when a school has all the pieces of a strong school improvement model, but does not see improvement in student learning, school leaders should start looking for reasons for that lack of improvement.

There are several possibilities:

- Communication of expectations and progress is lacking.
- Training to implement the model has not been thoroughly conducted.
- Not all stakeholders have been involved in implementation of the model.
- Progress has not been monitored so that all phases of the model have been completely implemented.
- Data have not been collected and analyzed to identify next steps for continuing the model.

Any or all of the above issues will derail an improvement plan and should be considered potential roadblocks to success. Each school improvement model should produce results in student learning. However, unless the model is fully implemented and the results are monitored, the district can *claim* to have all the pieces in place but not see any improvement in student learning.

With each initiative, a particular group or individual within the district serves as the monitoring organization. The body charged with that oversight should initiate and evaluate the degree of implementation and then make recommendations as to where improvements are needed or what the next steps should be. A rubric or audit checklist that describes each of the model's steps and correlating activities would be a helpful tool for this evaluation. If such a tool does not already exist, then the individual or group should construct one, to serve as a guide for how to improve implementation and lead to increased student learning.

For districts using the Curriculum Leadership Institute (CLI) Model, the monitoring organization is the Curriculum Coordinating Council. Councils in school districts implementing the CLI Model can follow this link (<http://www.cliweb.org/documents/ImplementationOfCLIModelRubric.pdf>) to access a rubric to evaluate the level of implementation within their school districts. The rubric is intended to help diagnose the current status of implementation and to provide descriptions of improved efforts. We at CLI recommend that the Curriculum Coordinating Council use the rubric annually to determine areas of strength and areas of need.