

## IV. PROMISING PROGRAMS AND PRACTICES

### **BEST EVIDENCE ENCYCLOPEDIA**

Johns Hopkins University School of Education's Center for Data-Driven Reform in Education

This page from the website of the Best Evidence Encyclopedia ([www.bestevidence.org](http://www.bestevidence.org)) provides an overview of the services offered and the program areas covered.

### **COMPREHENSIVE SCHOOL REFORM AND ACHIEVEMENT: A META-ANALYSIS (EDUCATOR'S SUMMARY)**

Borman, G., Hewes G., Overman, L., & Brown, S., *Best Evidence Encyclopedia*, last updated on November 25, 2008

This summary of a longer 2003 report, which summarizes the empirical data on which comprehensive school reform programs have been of most help to student achievement. It is provided both for the information that it provides and as an example of this type resources that are available through the Best Evidence Encyclopedia.

### **WHAT WORKS CLEARINGHOUSE**

U.S. Department of Education, Institute of Education Sciences

This page from the website of the What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>), created by the U.S. Department of Education to serve as a reliable source of scientific evidence for what works in education, provides an overview of the issue areas under review.

### **WHAT WORKS CLEARINGHOUSE: FIND WHAT WORKS RESULTS GRADES 8-12**

U.S. Department of Education, Institute of Education Sciences, "Academic Achievement" search results, November 2011

This is a summary of interventions (educational programs, practices, or policies) that were found to have positive or potentially positive effects across a range of academic achievement outcomes. It is provided as an example of the kinds of tools and information available through the Clearinghouse and its "Find What Works!" search of program reviews.

### **SCHOOL IMPROVEMENT BY DESIGN: LESSONS FROM A STUDY OF COMPREHENSIVE SCHOOL REFORM PROGRAMS**

Brian Rowan, Richard Correnti, Robert Miller, Eric Camburn, CEPRE, Consortium for Policy Research in Education, August 2009

This paper presents key findings from the *Study of Instructional Improvement* (SII), a large-scale quasi-experiment that sought to understand the impact of three widely-disseminated comprehensive school reform (CSR) programs on instruction and student achievement in high-poverty elementary schools. The study tracked implementation of three elementary school CSR programs – Accelerated Schools Project, America's Choice, and Success for All – and a set of

matched comparison schools and investigated the impact of participation in these programs on teachers, students, and schools. Data were collected in 115 elementary schools in every region of the United States, with more than 5,300 teachers, 800 school leaders, and 7,500 students and their families. Although the focus of SII was on specific CSR programs, the goal of the study was much greater – to produce some larger insights into a process that the authors call “school improvement by design.” The authors argue that this study shows the benefits of looking closely at instruction when studying the process of instructional improvement, and confirms the larger “logic model” of school improvement by design.