Machine generated alternative text: Address concerns that the self-assessment required in all 
schools not "exceeding expectations" might not represent an 
improvement in WDE's existing improvement process. 
 
EFFECTIVE PRACTICES INVENTORY 
The purpose of the annual Effective Practices Inventory is two-fold.  The first is to document 
and share effective practices.  The second is to define practices that are currently in place and 
to build a systematic approach to improvement and the collection of evidence of 
improvement around key indicators of effectiveness in all Wyoming schools. 
MARZANO LEVELS OF SCHOOL EFFECTIVENESS 
The driving force behind assessment of indicators of effectiveness and collection of evidence 
is the work of Dr. Robert J. Marzano.  Dr. Marzano, through REL Central, is a United States 
Department of Education support provider for the Wyoming Department of Education.   Dr. 
and districts in every state in the nation over a thirty-year period of time has led him to 
regarding each level for which the school has successfully demonstrated it satisfies the 
criterion indicators (i.e., lagging indicators). In effect, when a school has met the criterion 
indicators for a specific level in the model, it consistently monitors those indicators and 
 
The leading indicators (descriptors of effective practice) for each level can be considered 
more qualitative evidence that a school is at or approaching a specific level. The criterion 
indicators (lagging indicators or evidence) for a given level can be considered the minimally 
acceptable levels of performance that must be satisfied for a school to be deemed as reliable 
for that specific level.  
As a school moves through the levels, it becomes reliable relative to more variables and 
becomes more transformational in its approach to educating its students. At the highest level 
student has mastered specific content necessary for success in the 21st century.  
Marzano specifies these general guidelines to follow when using the Levels of School 
Effectiveness model:  
Schools can and should work on the leading indicators for multiple levels simultaneously, 
especially for levels 1, 2, and 3. 
 
 
 
Marzano Levels of School Effectiveness © 2012 Robert J. Marzano - Used and modified by the Wyoming 
Department of Education with permission 
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Machine generated alternative text: Address concerns that the self-assessment required in all 
schools not "exceeding expectations" might not represent an 
improvement in WDE's existing improvement process. 
 
The teacher evaluation system used in a school should directly support attainment of the 
levels in the model. (See the Marzano Teacher Evaluation System for examples.)  
The school leader evaluation system used in a school should directly support attainment 
of the levels in the model. (See the Marzano School Leader Evaluation System for 
examples.)  
According to Marzano, these three levels are the starting point for low-performing schools: 
Level 1: A Safe and Orderly Environment That Supports Cooperation and Collaboration 
Level 2: An Instructional Framework That Develops and Maintains Effective 
Instruction in Every Classroom 
Level 3: A Guaranteed and Viable Curriculum Focused on Enhancing Student Learning  
 
Based on the Wyoming Capacity Report, these levels were modified by the WDE to be more 
inclusive of state priorities. Wyoming Priority schools will begin by assessing needs and 
gathering evidence related to the specific indicators in these areas using Indistar: 
1. Planning for Improvement 
Leadership Team 
Improvement Goals and Plan 
2. School Learning Climate 
Safe and Orderly Environment 
Focus on Learning 
3. Instructional Guidance and Program Coherence  
Aligned Curriculum 
Improved Instructional Practice 
Data Informed Instruction 
4. Student Engagement with Various Subgroups as the Key Enabler  
Students with Disabilities and Other Subgroups 
Tiered Intervention 
Extra Time Opportunities 
Non
-Academic Factors 
 
 
The intent is to offer the designation of high reliability to schools as an incentive based on 
evidence of incremental progress, even if student performance is not yet exemplary.   
However, that process is dependent upon receiving more information and feedback 
on the descriptors of effective practice from Wyoming schools and districts. 
13


Machine generated alternative text: IMPROVEMENT PLAN 
The WDE intends to move away from lengthy written improvement plans toward a system 
of continuous improvement based on collection of evidence of effective practice.  According 
to the 2002-2007 U.S. Department of Education, Strategic Plan - Goal 4: 
Unlike medicine, agriculture and industrial production, the field of education 
operates largely on the basis of ideology and professional consensus. As such, it is 
subject to fads and is incapable of the cumulative progress that follows from the 
application of the scientific method and from the systematic collection and use of 
objective information in policy making. We will change education to make it an 
evidence-based field.  
This continuous improvement approach does not eliminate the need for a brief, specific 
improvement plan.  The improvement plan format suggested by the Wyoming Department 
of Education is: 
14


Machine generated alternative text: Provide additional information on how WDE will differentiate 
interventions and support for priority, focus, and other Title I 
schools to ensure that interventions are targeted based on the 
needs of the school and students.
 
INDISTAR®  
ESEA Priority Schools and School 
Improvement Grant (SIG) recipients will 
track implementation and evidence related 
to the 20 indicators using Indistar.    
These indicators are included as the key 
indicators in the Wyoming Indistar page.  
This page can be accessed by going to http://
www.indistar.org and logging in using 
WYSCHOOL as the username and password.  
The district support indicators are accessed 
by logging using WYDISTRICT as the 
username and password.   
Indistar.org describes its school improvement methodology as follows: 
 
is a web-based tool that guides a school team in charting its improvement and 
Indistar
 
is premised on the firm belief that school improvement is best accomplished when 
directed by the people closest to the students. While the State provides a framework for the 
process, each school team applies its own ingenuity to achieve the results it desires for its 
students.  
Providing a school team with an improvement process that encourages local ingenuity and 
practices that contribute to student learning.    
 
Indistar
 
http://
www.youtube.com/watch?v=EQ8cKY6MEKU
 
WDE coaches will provide online coaching and monitoring of the implementation of the 20 
indicators from the Plan and Support framework for Priority schools.   
With the assistance and monitoring of WDE coaches, Focus schools will address the 
indicators specific to their issues of sub-group performance and other self-assessed 
needs based on the Effective Practices  Inventory. 
All schools may use Indistar for planning and evidence, if desired. 
 
 
 
15


Machine generated alternative text: RESOURCING PLAN 
The work of Dr. John Hattie, director of the Melbourne Research Center at the University of 
Melbourne, Australia, indicates that almost anything will increase student achievement and 
very few practices negatively impact student achievement.  The question is not what works, 
but how well
 
it works.  
schools are average to above average by most comparisons. However, the per-student 
spending is among the top in the nation.  Consequently, there is a need to determine the 
effectiveness of existing practices and support requests for additional funds with research. 
The results of 15 years of study and over 800 meta-analyses of research are included in 
Visible Learning
. Hattie uses a measure called effect size (ES).  The premise of 
this research synthesis is that almost anything can be called a research-based practice to 
increase achievement when compared to no increase.  However, some influences are far more 
effective than others.  The average for all research is 0.40.  To have above average 
achievement, the school and teachers must consistently implement strategies aligned to 
research with an effect size above 0.40.   
The 0.40 effect size should be used as a starting point for discussion and not an absolute cut 
point.  All positive influences lead to increased achievement. Unless the lower effect size 
practices are expensive, difficult to implement, or cut into teaching time, there is no reason to 
discontinue them.  
School expenditures on activities with an effect size of less than 0.40 will be suggested for 
reallocation to influences with a greater effect size.  Coaches will provide assistance with 
resourcing plans.  The Resourcing Plan Template is available from the WDE. 
In addition, there are funds in the Wyoming block grant allocation provided specifically for 
interventions that should lead to improvement.  Schools will explain how they are using these 
funds, before any additional funding will be considered, particularly for the activities and 
interventions that are already funded in the model.  The effect sizes of the research 
from the funding formula will be used in the same manner as the research contained 
in Visible Learning
.    
 
Hattie, John. 
Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. 
New York: Routledge, 
2009. Print. 
16


Machine generated alternative text: RESOURCING PLAN 
In the space below, list the initiatives and programs currently happening in the school. This 
may require additional pages.  These will be aligned to the research by number.   Initiative 
number one will correspond with column number one  of the influences on achievement.   
Programs and Initiatives
 
1 
 
  
2 
 
 
 
3 
 
 
 
4 
 
 
 
5 
 
 
 
 6
 
 
 
 7
 
 
 
8 
 
 
 
 9
 
 
 
10
 
 
 
The influences on achievement are from Visible Learning
, by John Hattie.  The premise of this re-
search synthesis is that almost anything can be called a research-based practice to increase achieve-
ment when compared to no increase.  However, some influences are far more effective than others.  
the resource for analyzing the research. 
 
Hattie, John. 
Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. 
New 
York: Routledge, 2009. Print. 
17


Machine generated alternative text: RESOURCING PLAN 
Align the programs and initiatives to the research using the corresponding number.  For 
example, for strategy 1, place an X in the column number 1 where the particular strategy 
aligns to the research.   
CURRICULA 
Influence on Achievement
 
ES
 
Intervention or  Enrichment Number
 
1.
 
2.
 
3.
 
4.
 
5.
 
6.
 
7.
 
8.
 
9.
 
10
 
READING PROGRAMS  - 
Implementing curricular improvements in reading
 
Repeated reading 
0.67 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Vocabulary instruction 
0.67 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Comprehension instruction 
0.60 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Visual
-perception 
0.55 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Phonics instruction 
0.54 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Second/third chance 
0.50 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Writing instruction 
0.44 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Exposure to reading  
0.42 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Drama/arts 
0.35 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Sentence combining instruction 
0.15 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Whole language 
0.06 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
MATH AND/OR SCIENCE PROGRAMS - 
Implementing curricular improvements in Mathematics and/or Science 
Science Instruction 
0.42 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Mathematics Instruction 
0.40 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Use of Calculators 
0.27 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
OTHER CURRICULA - 
Implementing other curricular improvements and initiatives
 
Creativity programs on achievement 
0.65 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Tactile stimulation instruction 
0.58 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Outdoor/adventure instruction 
0.52 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Play instruction 
0.50 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Integrated curricula instruction 
0.39 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Social skills instruction 
0.39 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Career interventions 
0.38 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Bilingual instruction 
0.37 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Values/moral education instruction 
0.24 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Extra-curricular activities 
0.19 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Perceptual-motor instruction 
0.08 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
18


Machine generated alternative text:  
TEACHER
 
 
 
 
 
Intervention or  Enrichment Number
 
Influence on Achievement
 
ES
 
1.
 
2.
 
3.
 
4.
 
5.
 
6.
 
7.
 
8.
 
9.
 
10
 
TEACHER - 
Improving teacher professional knowledge and behavior as it relates to student achievement
 
Teacher credibility 
0.90 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Microteaching 
0.88 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Teacher clarity 
0.75 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Teacher-student relationships 
0.72 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Not labeling students 
0.61 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Professional development 
0.51 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Quality of teaching 
0.48 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Teacher expectations 
0.43 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Teacher effects 
0.32 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Teacher verbal ability 
0.22 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Teacher education 
0.12 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Teacher subject matter knowledge 
0.09 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
TEACHING APPROACH
 
    
Intervention or  Enrichment Number
 
Influence on Achievement
 
ES
 
1.
 
2.
 
3.
 
4.
 
5.
 
6.
 
7.
 
8.
 
9.
 
10
 
SCHOOL-WIDE STRATEGIES - 
Improving school-wide teaching strategies and interventions
 
Response to Intervention 
1.07 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Classroom discussion 
0.82 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Comprehensive interventions for learning 
disabled students 
0.77 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Student centered teaching 
0.54 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Comprehensive teaching reforms 
0.22 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Co
-teaching/team teaching 
0.19 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
19


Machine generated alternative text:  
TEACHING APPROACH
 
Influence on Achievement
 
ES
 
1.
 
2.
 
3.
 
4.
 
5.
 
6.
 
7.
 
8.
 
9.
 
10
 
TEACHING STRATEGIES - 
Improving the teaching approach and skills of individual teachers 
 
Reciprocal teaching 
0.74 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Teaching strategies 
0.62 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Problem
-solving teaching 
0.61 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Cooperative vs. individualistic learning 
0.59 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Direct Instruction 
0.59 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Cooperative vs. competitive learning 
0.54 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Cooperative learning 
0.42 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Adjunct aids 
0.37 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Various teaching on creativity 
0.34 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Inductive teaching 
0.33 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Inquiry-based teaching 
0.31 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Competitive vs. individualistic learning 
0.24 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Problem
-based learning 
0.15 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
FEEDBACK - 
Providing and improving specific feedback between teachers and students
 
Providing formative evaluation 
0.90 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Feedback 
0.75 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Questioning 
0.48 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Frequency/effects of testing 
0.34 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Teaching test taking and coaching 
0.27 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Teacher immediacy 
0.16 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
SUCCESS CRITERIA - 
Helping students understand the criteria for success for individual assignments
 
Mastery learning 
0.58 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Worked examples 
0.57 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Master Learning 
0.53 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
20


Machine generated alternative text:  
TEACHING APPROACH
 
Influence on Achievement
 
ES
 
1.
 
2.
 
3.
 
4.
 
5.
 
6.
 
7.
 
8.
 
9.
 
10
 
LEARNING INTENTIONS - 
Developing clear learning objectives and helping students to understand their own goals in rela-
tion to the objectives
 
Concept mapping 
0.60 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Goals (difficult vs. do your best) 
0.50 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Behavioral organizers/adjunct questions 
0.41 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Learning hierarchies 
0.19 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
META-COGNITIVE SELF-REGULATED LEARNING - 
Teaching students in a manner that develops higher order thinking 
skills and teaches them to regulate their own learning
 
Meta-cognitive strategies 
0.69 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Self-verbalization/self-questioning 
0.64 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Study skills 
0.63 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Individualized instruction 
0.22 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Aptitude-treatment interactions 
0.19 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Matching style of learning 
0.17 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Student control over learning 
0.04 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
USING TECHNOLOGIES 
- Using technology in a manner that increases student achievement 
Interactive video methods 
0.52
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Computer-assisted instruction 
0.37
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Simulations 
0.33
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Programmed instruction 
0.23
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Visual/audio-visual methods 
0.22
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Web-based learning 
0.18
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
STUDENT PERSPECTIVES IN LEARNING
 - 
 
Spaced vs. mass practice 
0.71
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Peer tutoring 
0.55
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Time on task 
0.38
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Mentoring 
0.15
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
OUT OF SCHOOL LEARNING
 - Modifying processes and policies as they relate to out of school learning
 
Homework 
0.29
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Home
-schooling 
0.16
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Distance Education 
0.11
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
21


Machine generated alternative text: SCHOOL 
Influence on Achievement
 
ES
 
1.
 
2.
 
3.
 
4.
 
5.
 
6.
 
7.
 
8.
 
9.
 
10
 
ATTRIBUTES OF SCHOOL -
 Modifying processes as they relate to, finances, calendars, timetables, etc.
 
School effects 
0.48 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Finances 
0.23 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Changing school calendars/timetables 
0.09 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
CLASSROOM COMPOSITION EFFECTS - 
Modifying classroom composition including small group learning, volunteer tutors, 
mainstreaming, class size, etc.
 
Small group learning 
0.49 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Volunteer tutors 
0.26 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Mainstreaming 
0.24 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Class size 
0.21 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Within-class grouping 
0.18 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Ability grouping 
0.12 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Multi-grade/multi age classes 
0.04 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Open vs. traditional 
0.01 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Retention 
-0.13 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
CLASSROOM INFLUENCES 
- Improving classroom behavior, cohesion, management and peer influences
 
Classroom behavioral 
0.68 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Classroom cohesion 
0.53 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Peer influences 
0.53 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Classroom management 
0.52 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Decreasing disruptive behavior 
0.34 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
CURRICULA FOR GIFTED STUDENTS 
- Improving processes for acceleration and enrichment for gifted students 
Acceleration 
0.68 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Enrichment 
0.39 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Ability grouping for gifted 
0.30 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
SCHOOL COMPOSITION EFFECTS - 
Maintaining effective principals/school leaders, systems accountability,  etc.
 
School size 
0.43 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Principals/school leaders 
0.39 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Systems accountability 
0.31 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Out of school curricular experiences 
0.09 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Summer Vacation 
-0.02 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Mobility 
-0.34 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
TYPES OF SCHOOLS -
 Implementing desegregation, religious schools, charter schools, etc.
 
Desegregation 
0.28 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Religious Schools 
0.23 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Summer school 
0.23 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
Charter Schools 
0.20 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
 
22
