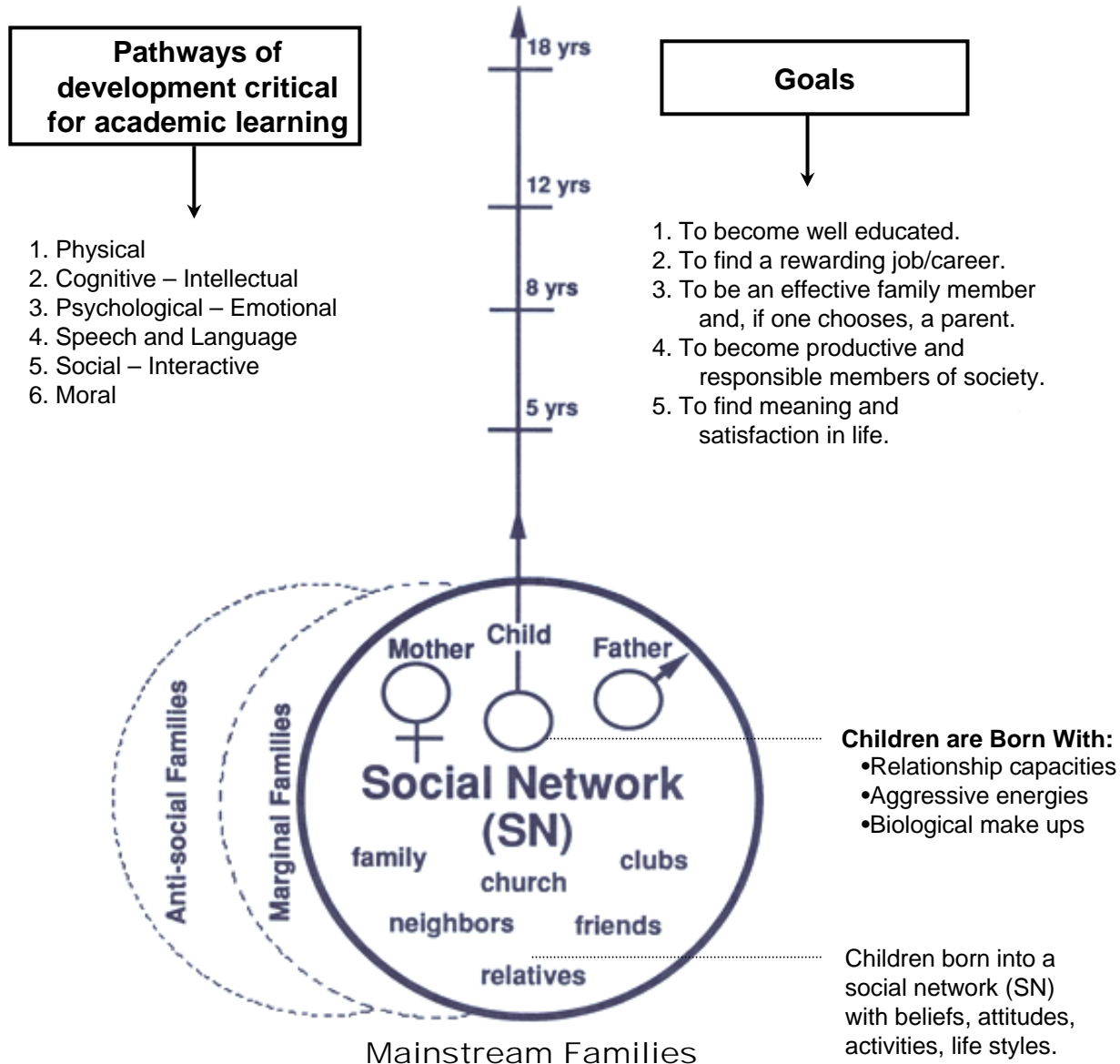
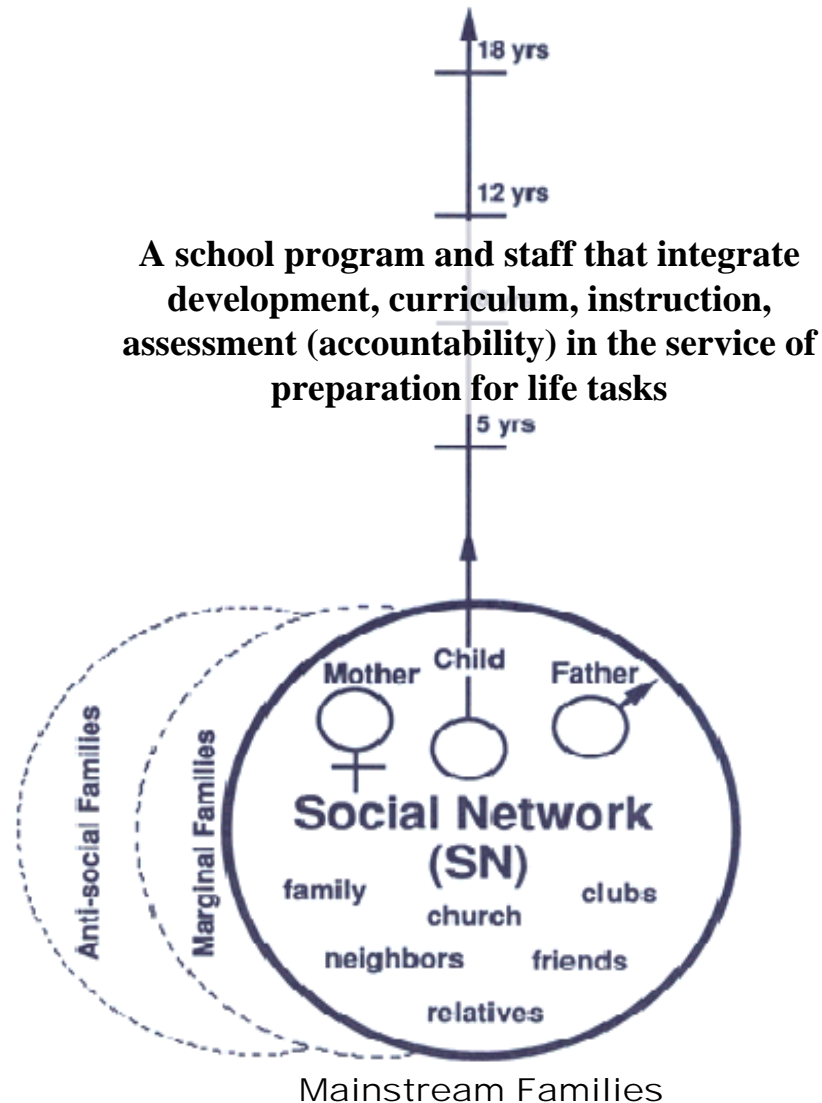


Child Growth and Development



Development, Schooling, Life Success

Economy – Business Politics – Government	Health – Nutrition Leisure – Spiritual
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School Transformation

Mechanisms

PT
(Parent Team)

SPMT
(School Planning and Management Team)

SSST
(Student and Staff Support Team)

Guidelines

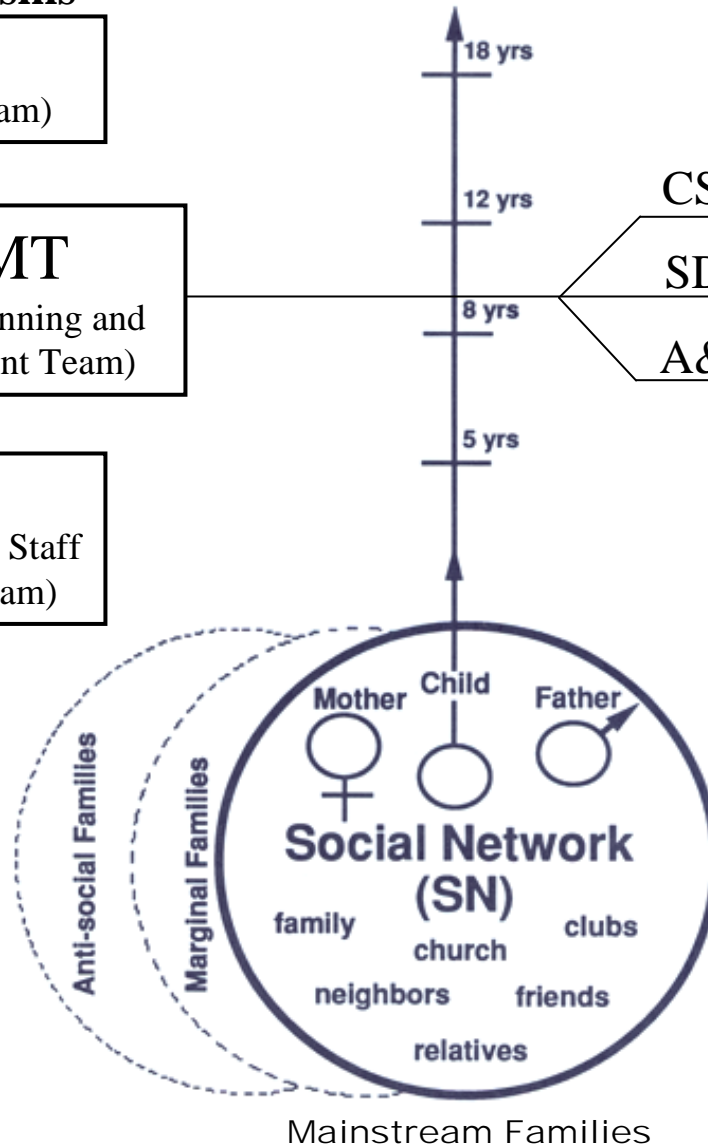
no fault
consensus
collaboration

Operations

CSP (Comprehensive School Plan)

SD (Staff Development)

A&M (Assessment & Modification)





Yale Child Study Center
School Development Program

Impact of Systemic Reform

Prepared by Christine Emmons, Ph.D
Director of Program Evaluation

This work was funded by a grant from the United States Department of Education, Office of Educational Research and Innovation.

The SDP Systemic Process

- The SDP was developed 36 years ago by James P. Comer and colleagues at the Yale University Child Study Center, in collaboration with the New Haven Public Schools.
- The SDP Systemic Process, instituted by Dr. Edward Joyner, was implemented in five school districts between 1998 and 2003.

The SDP Systemic Process

The SDP Systemic Process is a way for districts to:

- formulate coherent vision and policy
- generate meaningful and sustainable whole district change
- address the problems that stem from fragmented reform initiatives
- monitor plans and activities

The SDP Systemic Process

The SDP systemic reform initiative requires the involvement of the

- School Board
- District Central Office
- participating schools

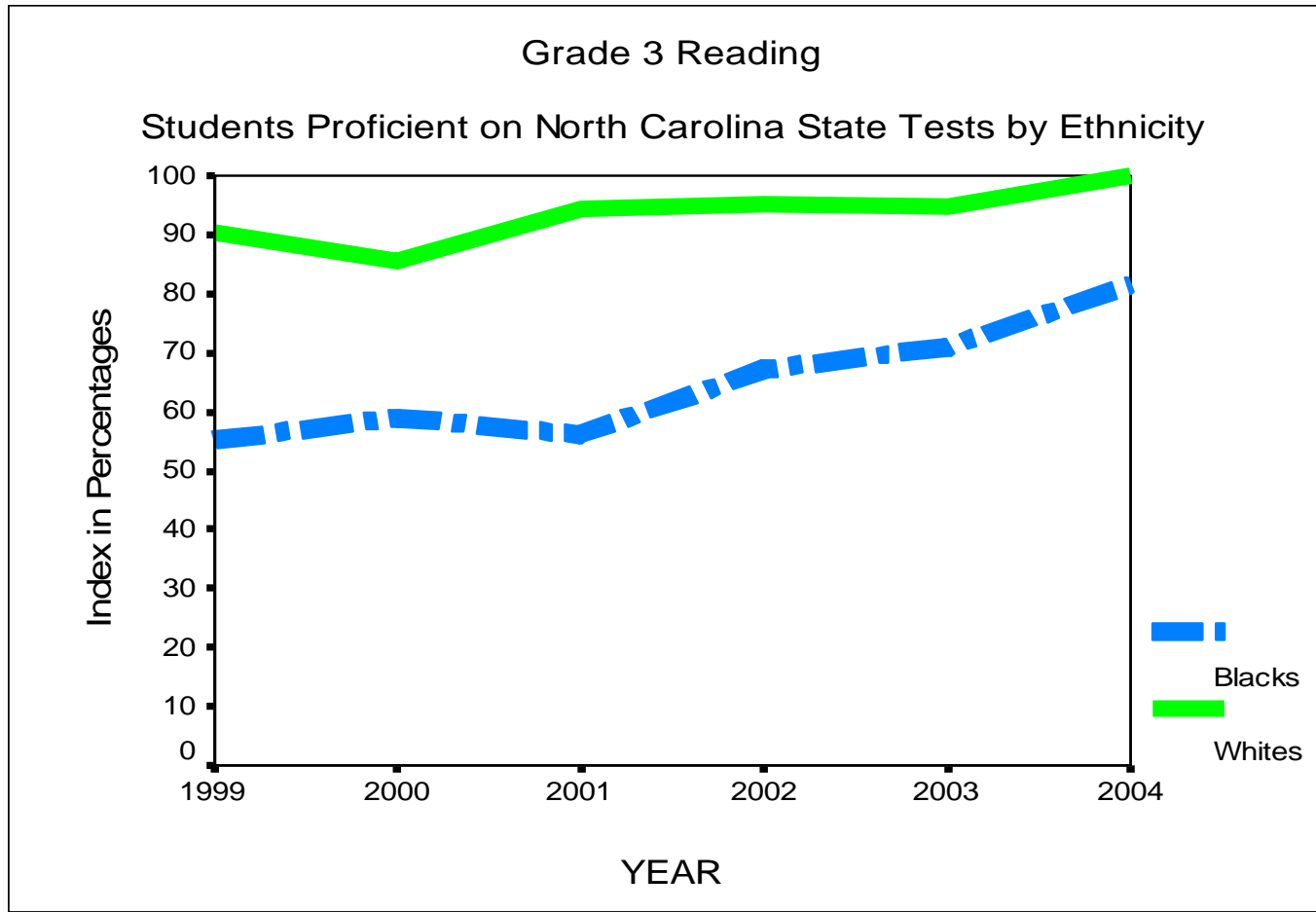
working together for the well-being of all children through a District Steering Committee involving all stakeholders

Asheville City Schools

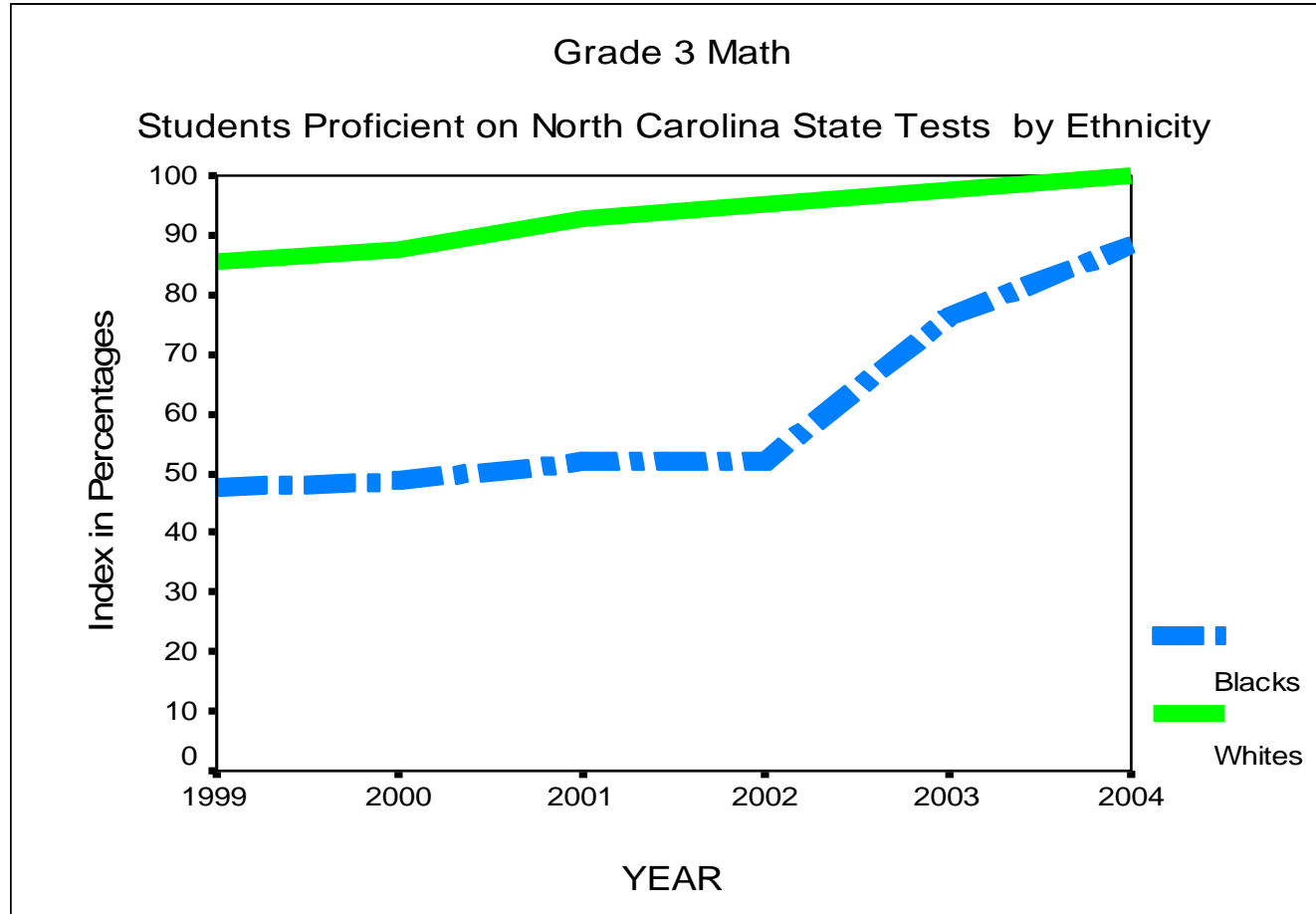
Asheville, North Carolina

- The first year (1998-1999) of data given is the year prior to any implementation of the Comer School Development Program or Comer Process in Asheville City Schools.
- In 1999-2000, one elementary school began the Comer Process.
- In 2000-2001, Asheville City Schools began the systemic implementation of the Comer Process.
- Note the rapid closing of the achievement gap between Blacks and Whites from 2001 to 2004.
- Although the percentage of students receiving free and reduced lunch increased over the years, academic achievement continued to rise.

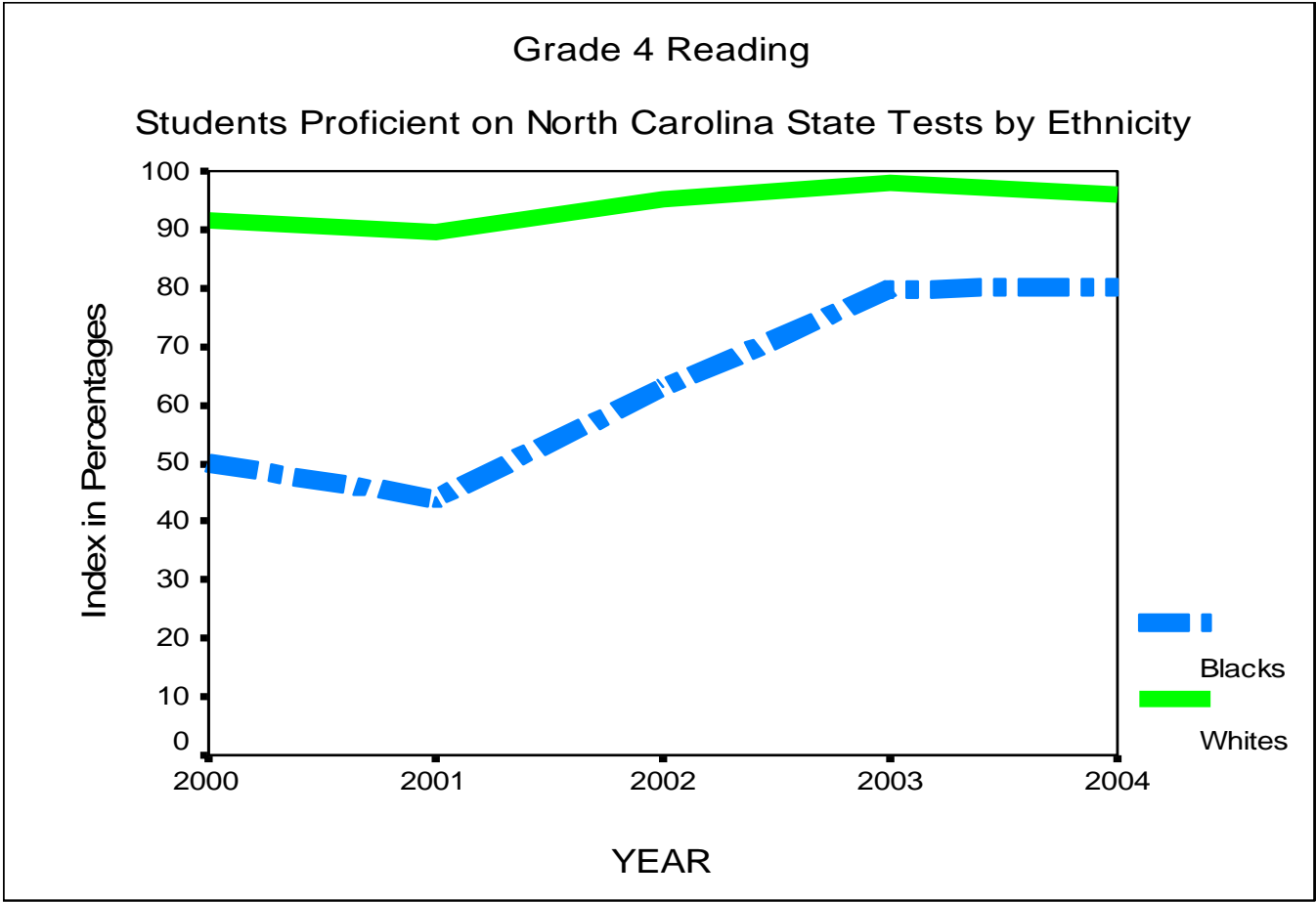
Asheville City Schools Asheville, North Carolina



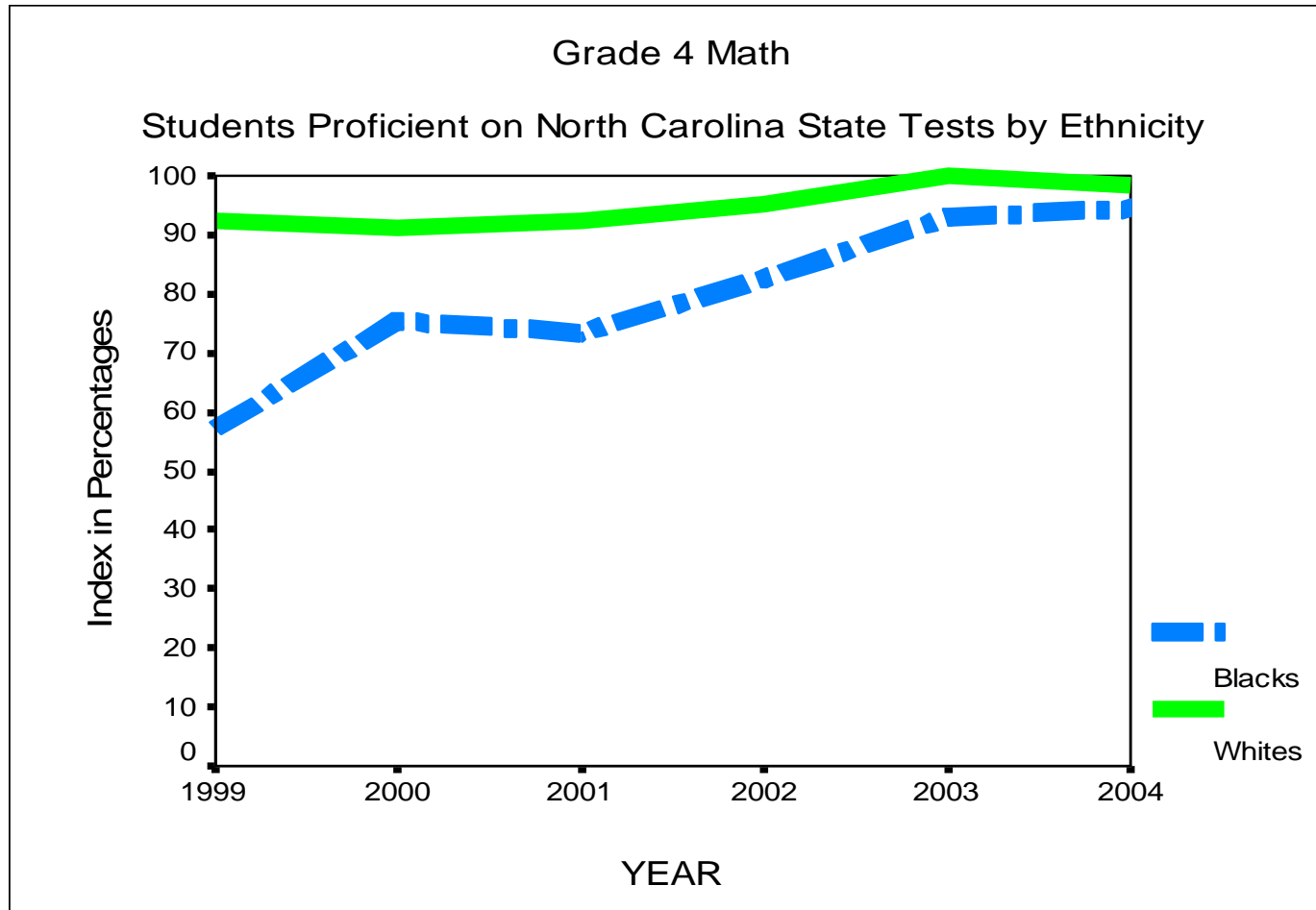
Asheville City Schools Asheville, North Carolina



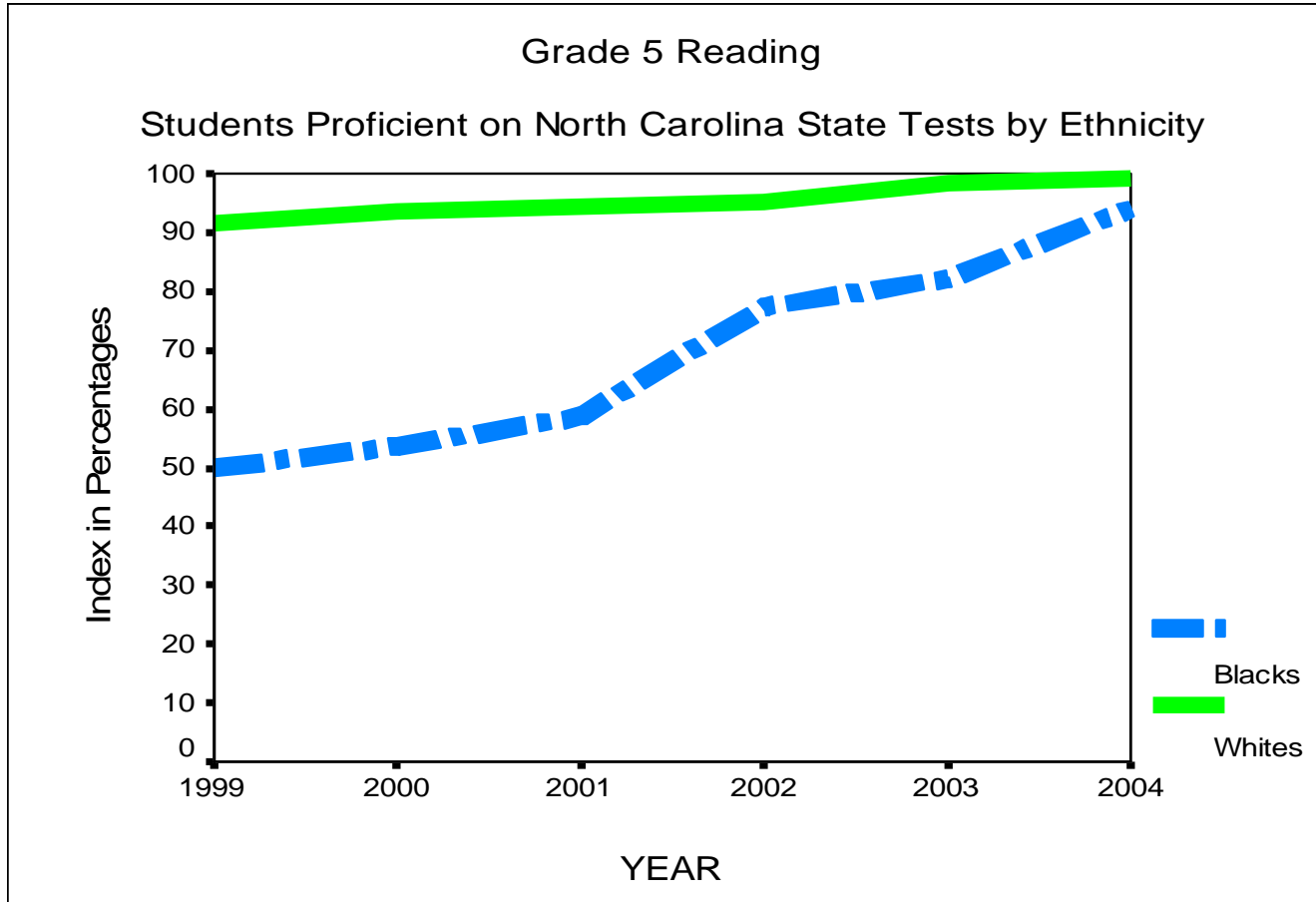
Asheville City Schools Asheville, North Carolina



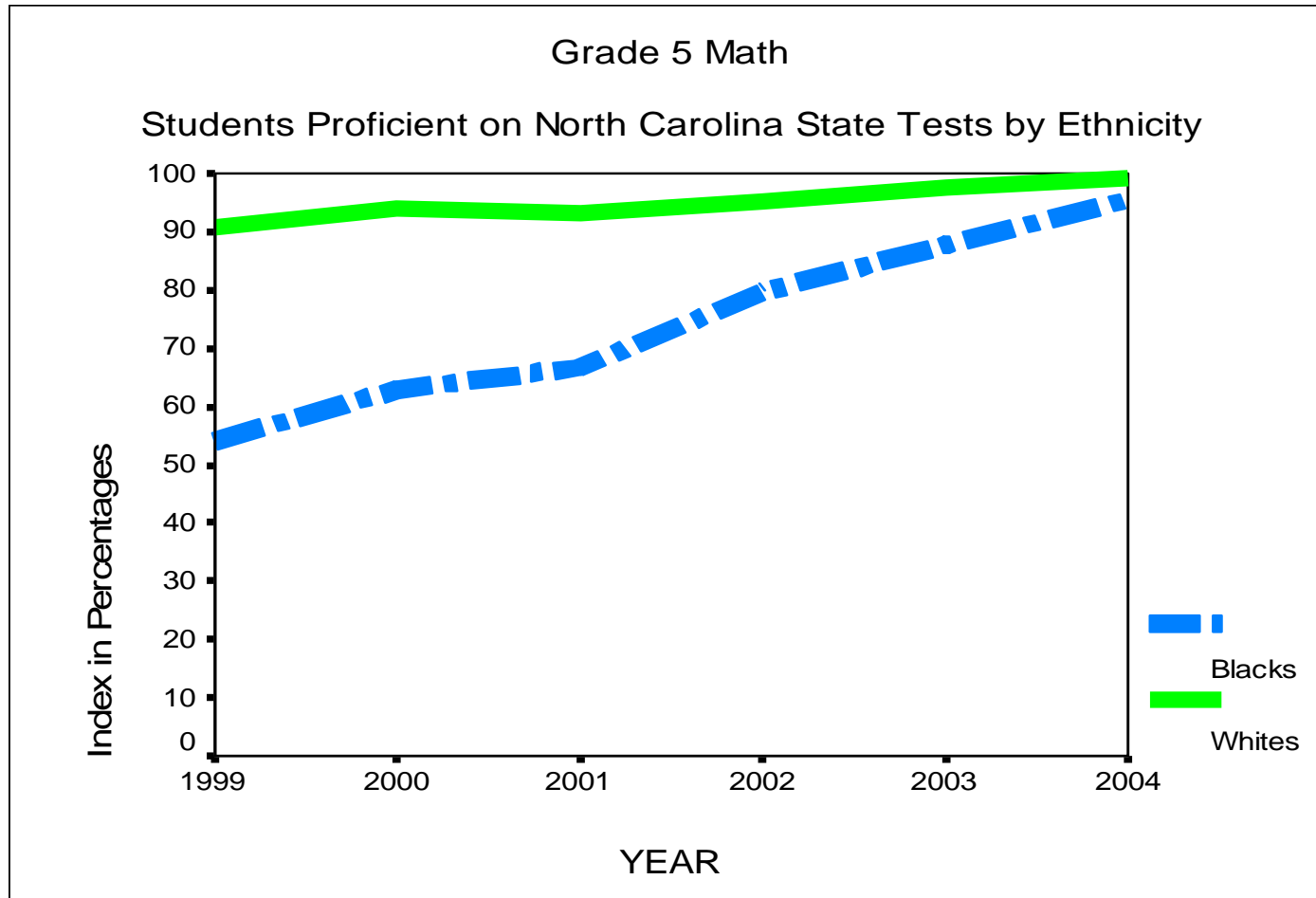
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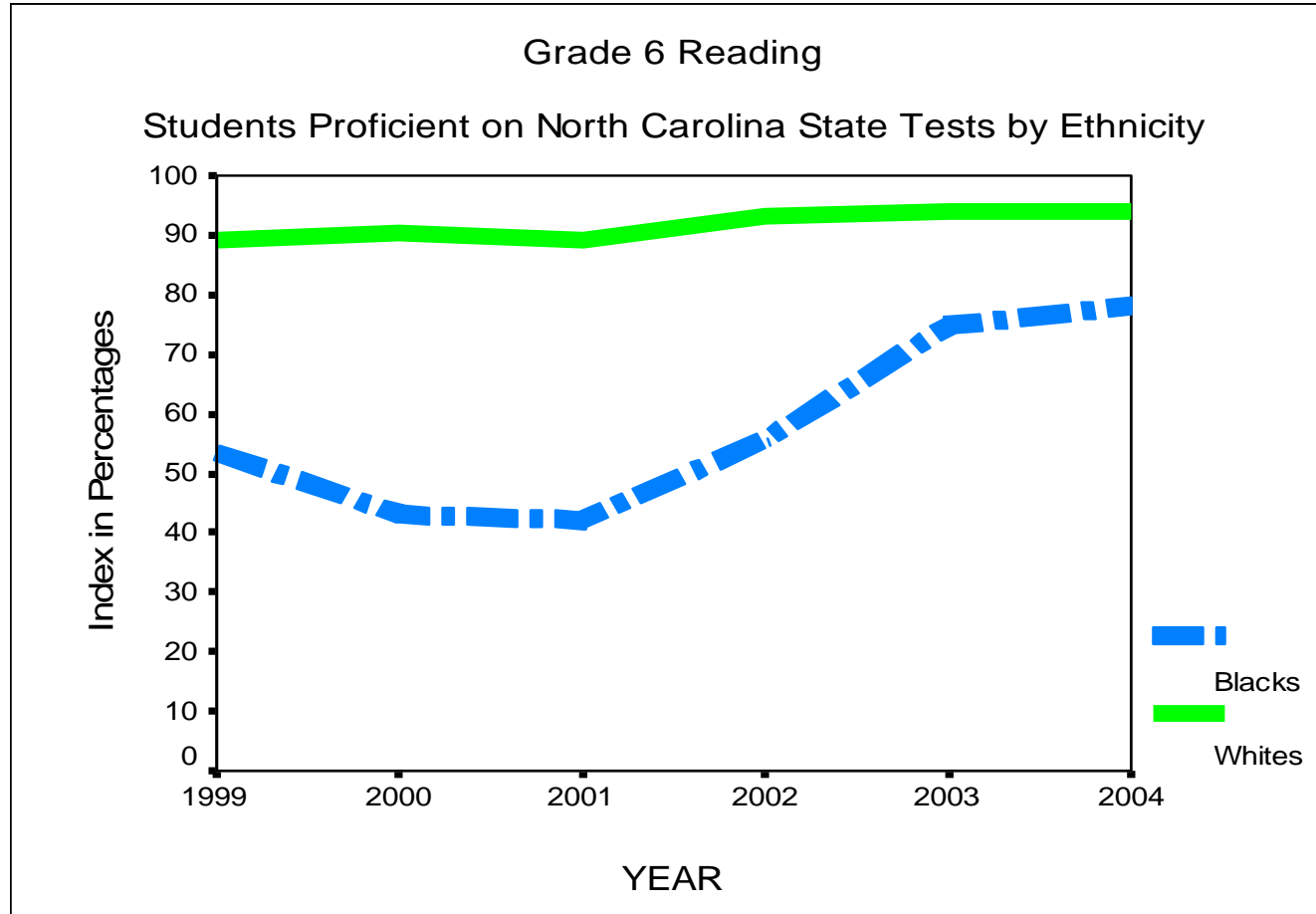
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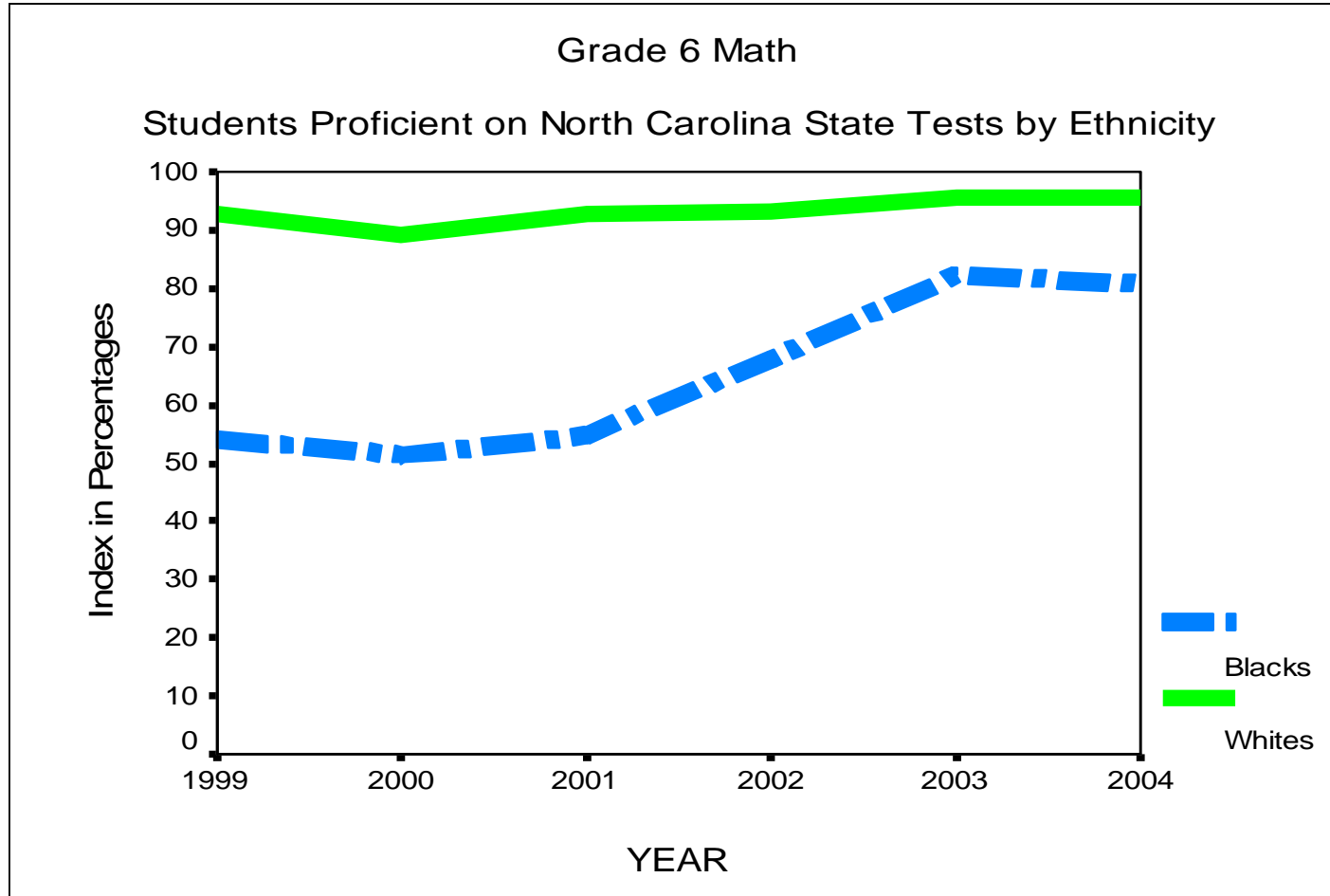
Asheville City Schools Asheville, North Carolina



Asheville City Schools Asheville, North Carolina

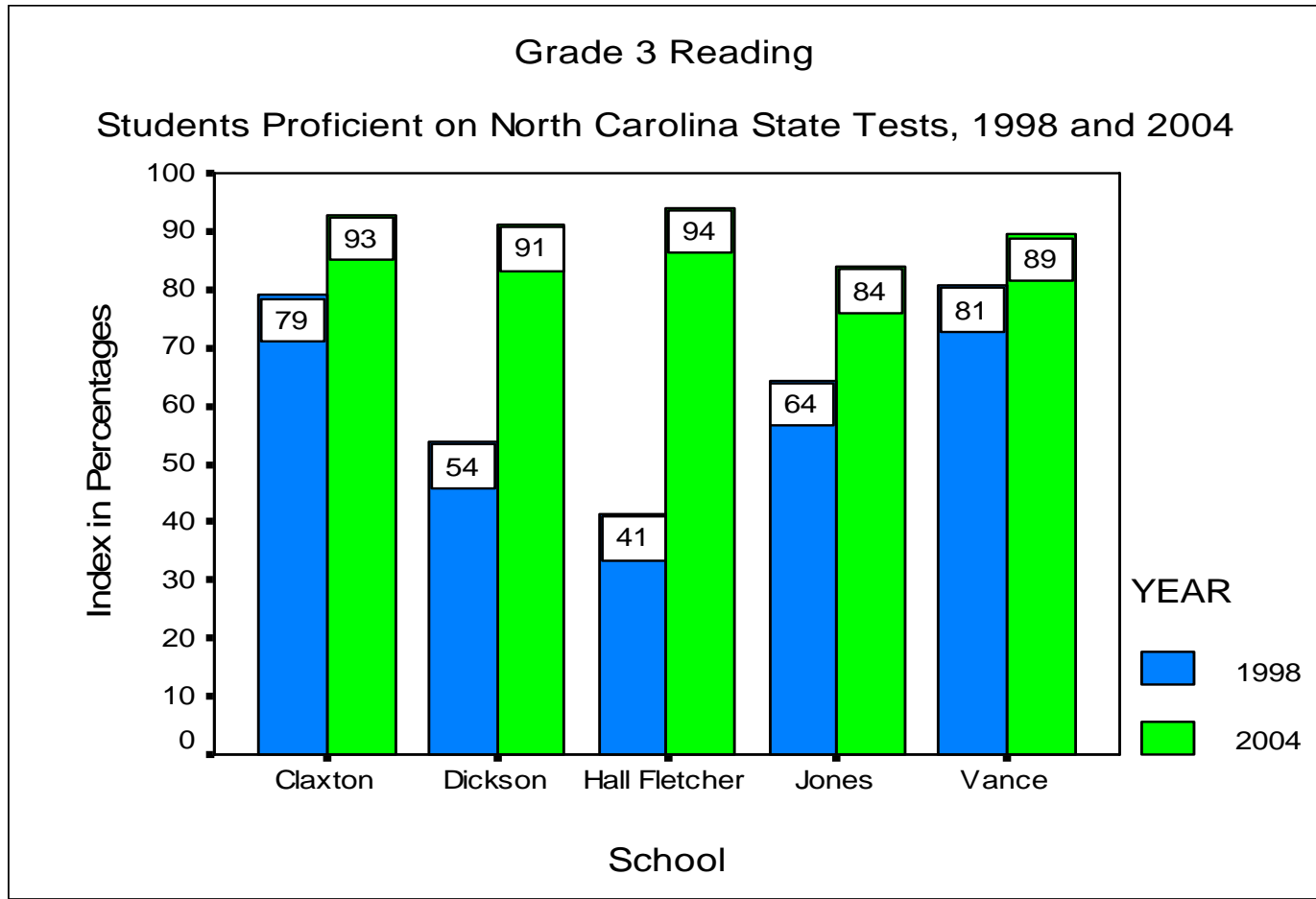


Asheville City Schools Asheville, North Carolina

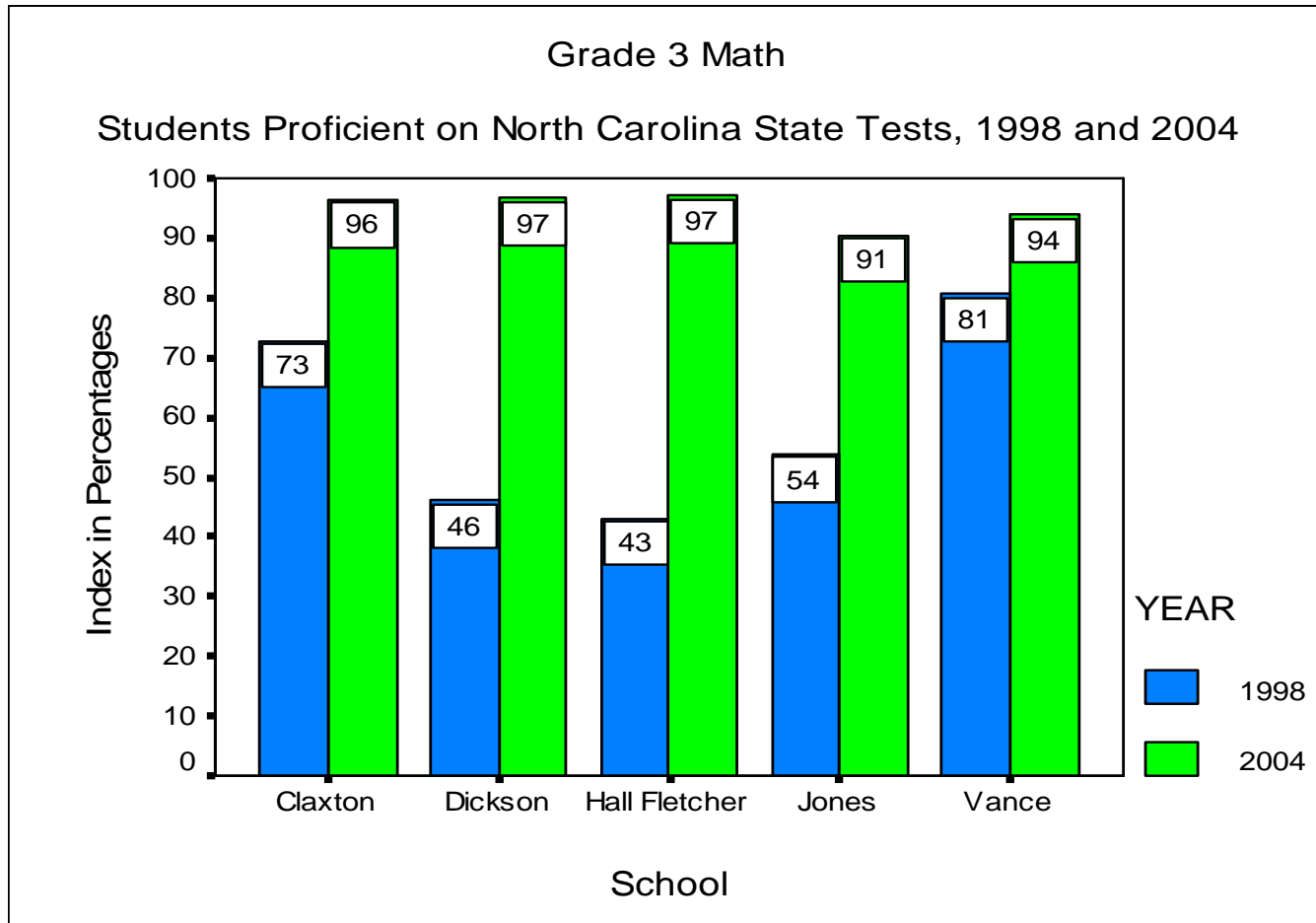


Asheville City Schools

Asheville, North Carolina

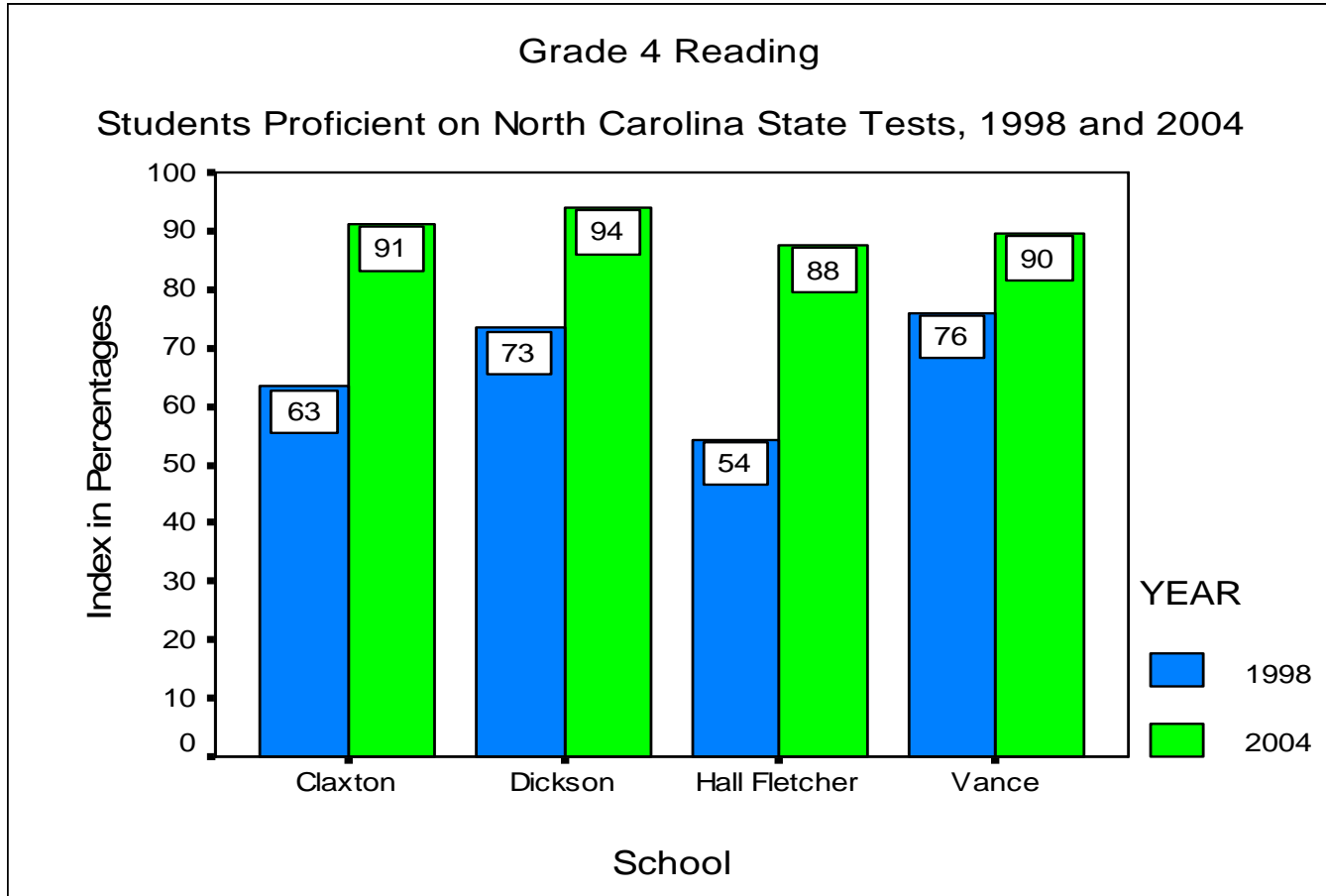


Asheville City Schools Asheville, North Carolina

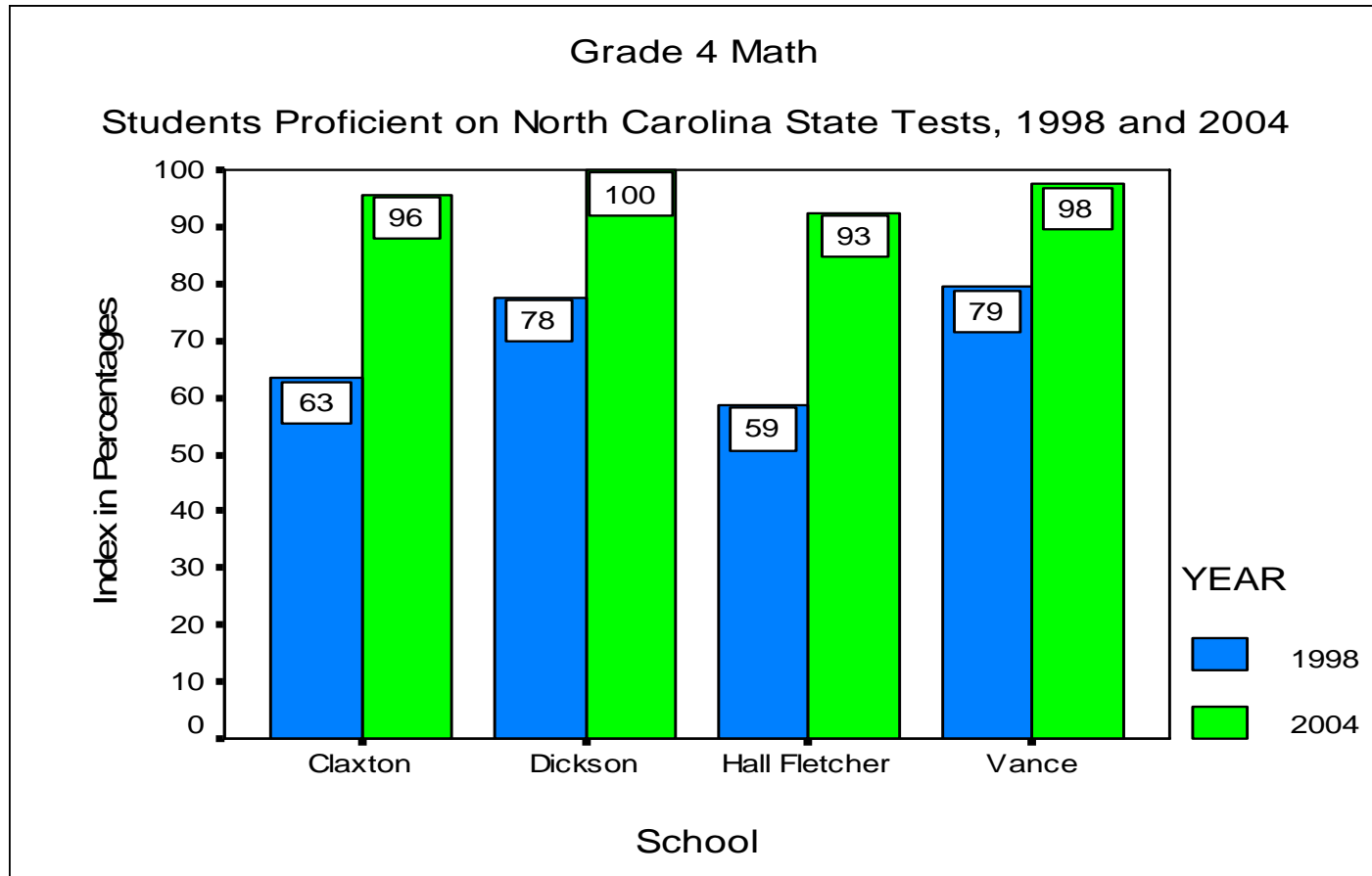


Asheville City Schools

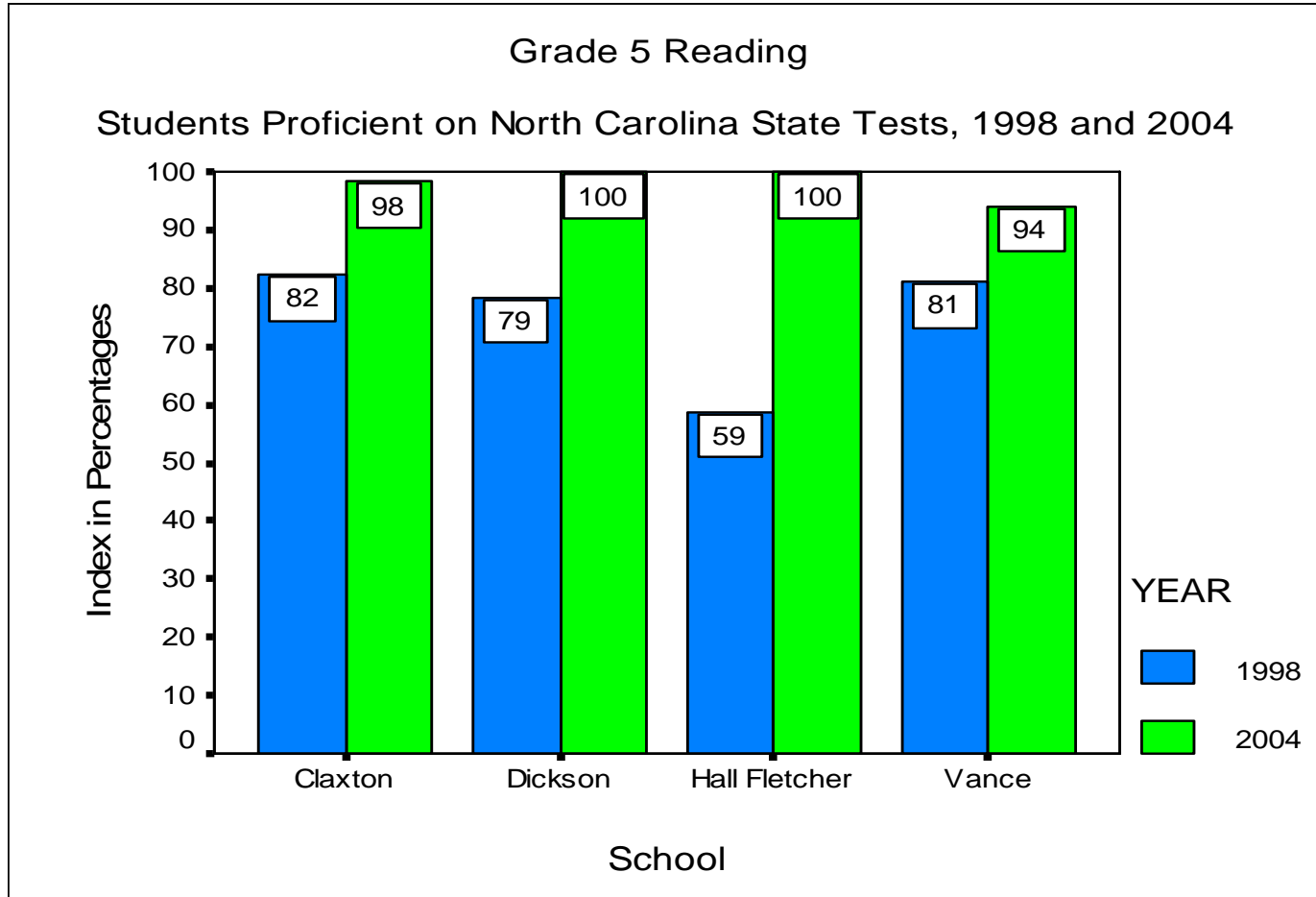
Asheville, North Carolina



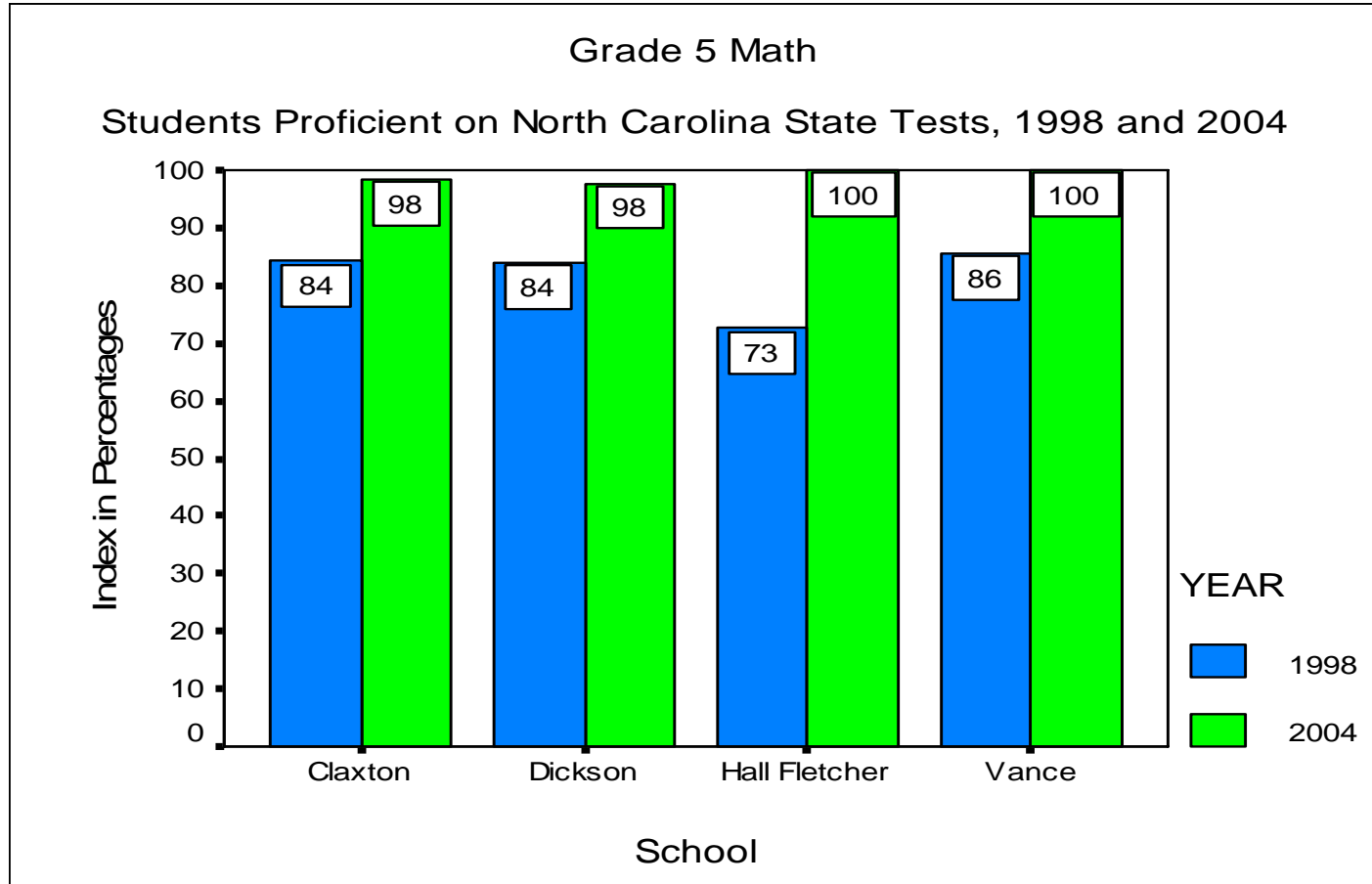
Asheville City Schools Asheville, North Carolina



Asheville City Schools Asheville, North Carolina



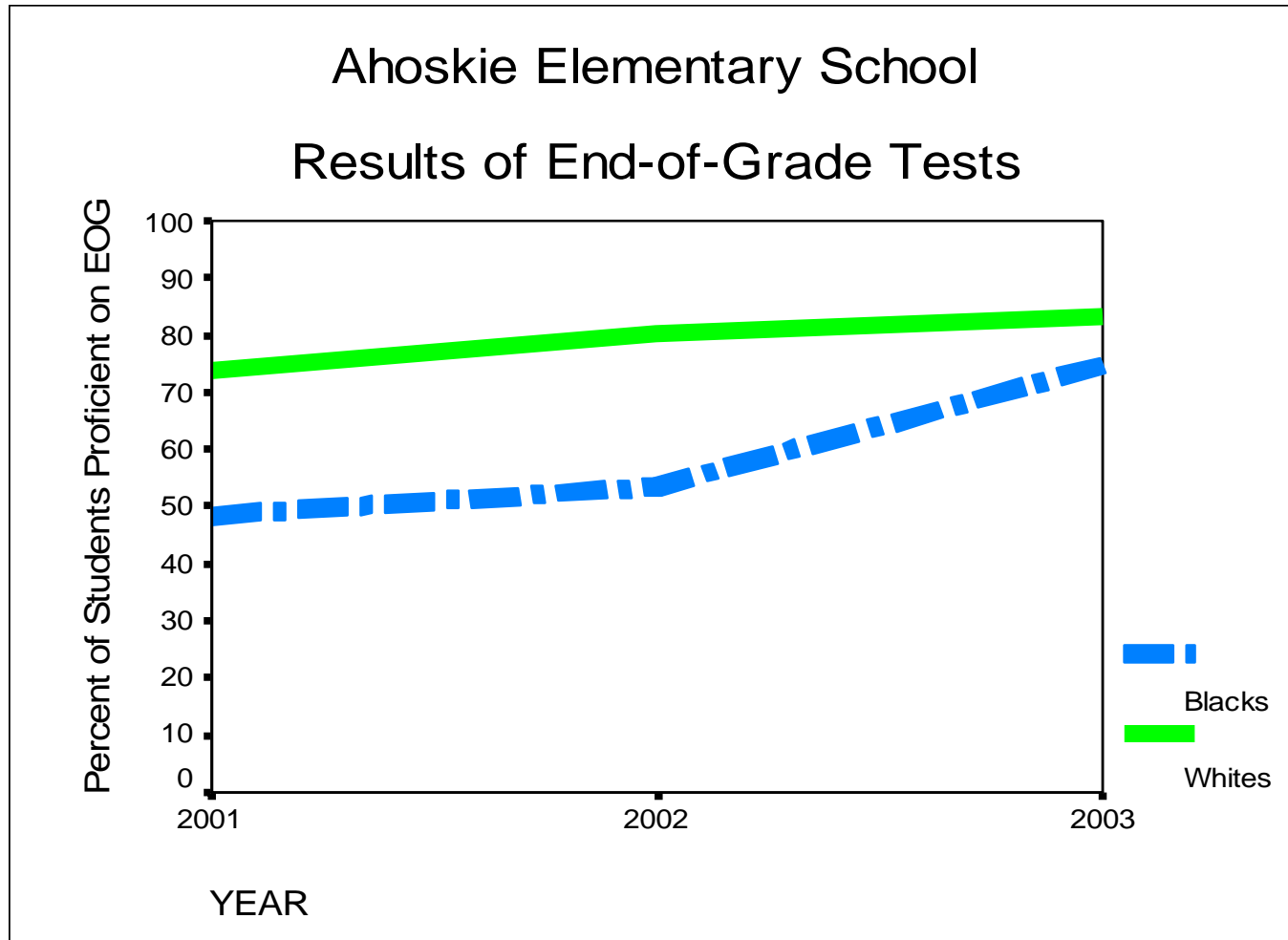
Asheville City Schools Asheville, North Carolina



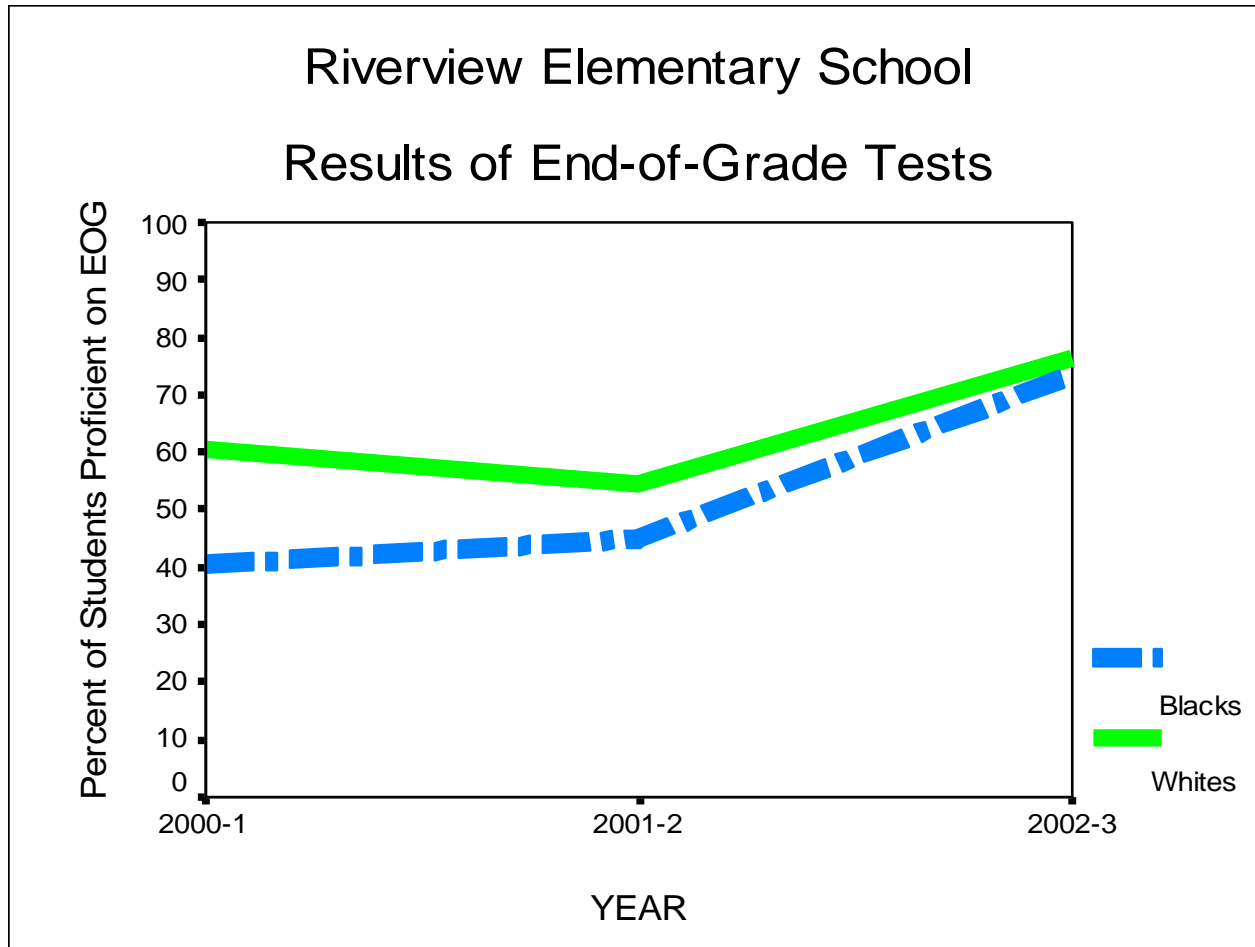
Hertford County Public Schools North Carolina

- Hertford County Public Schools began the systemic implementation of the Comer Process in the 1999-2000 school year.
- Achievement results reported are from 2000-2001 because it is not feasible to compare prior years. Schools were reorganized in 1999-2000. Three elementary schools were combined into two. A new k-2 elementary school was opened and other changes were made.
- Note the progress made in closing the achievement gap.

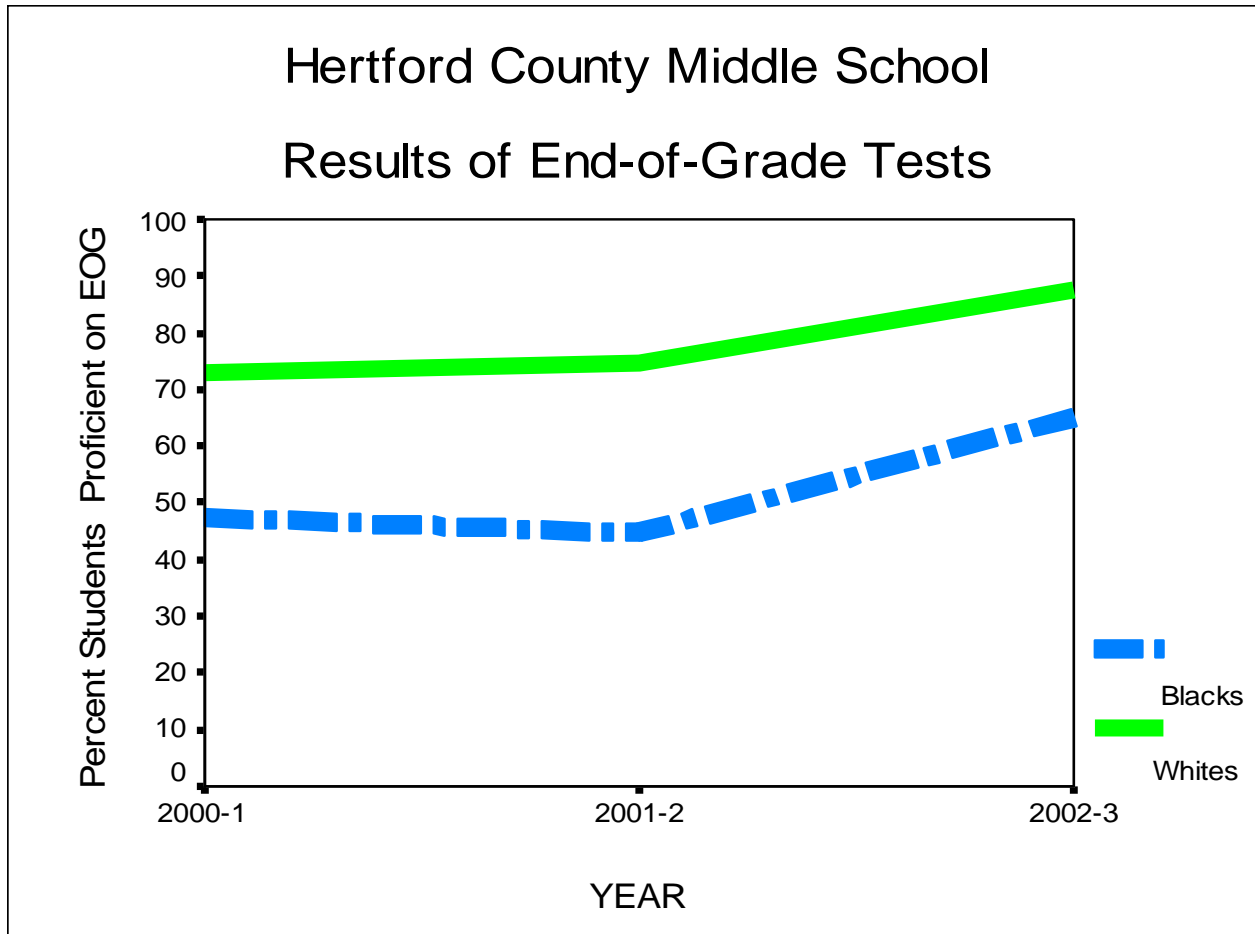
Hertford County Public Schools North Carolina



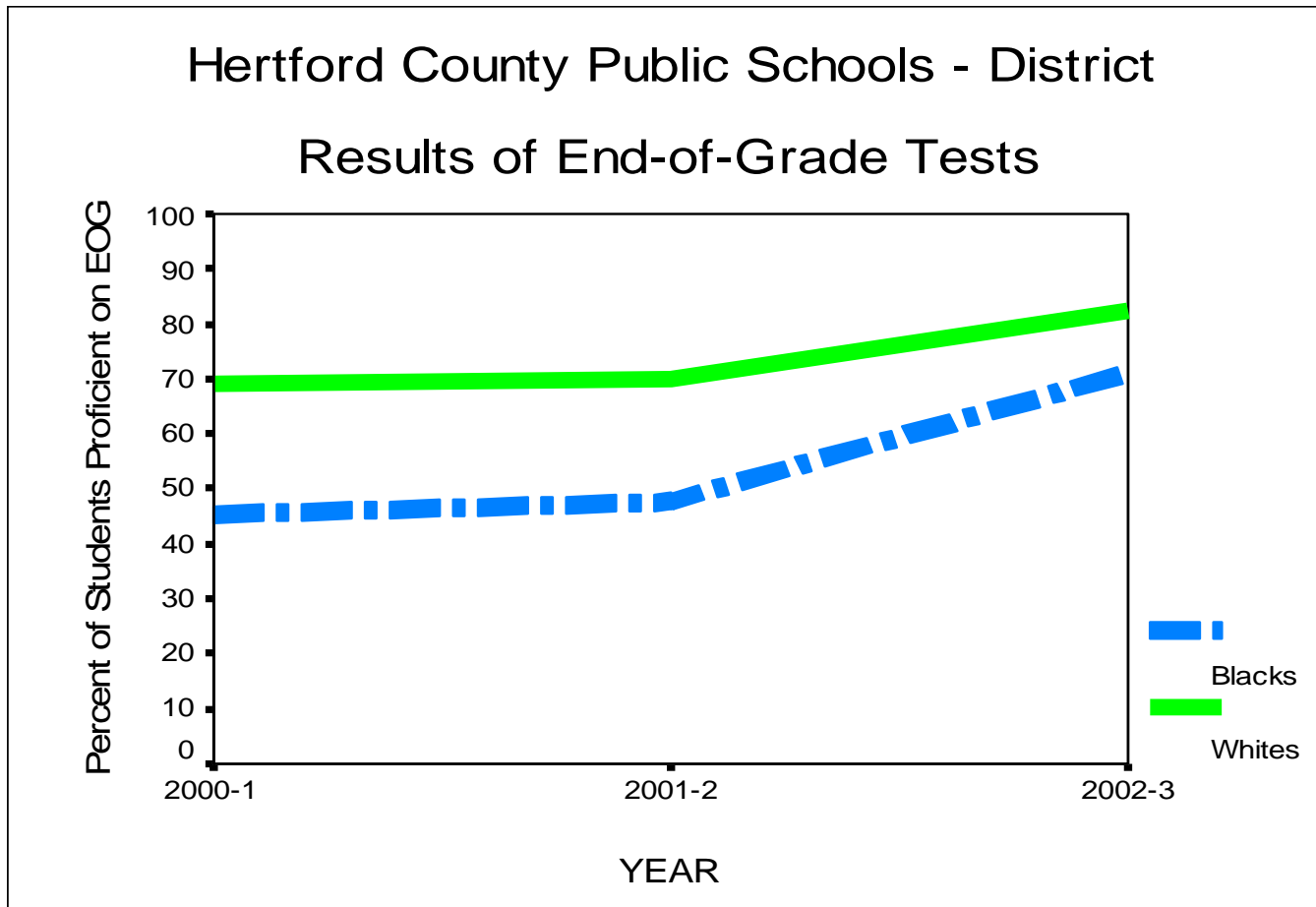
Hertford County Public Schools North Carolina



Hertford County Public Schools North Carolina



Hertford County Public Schools North Carolina

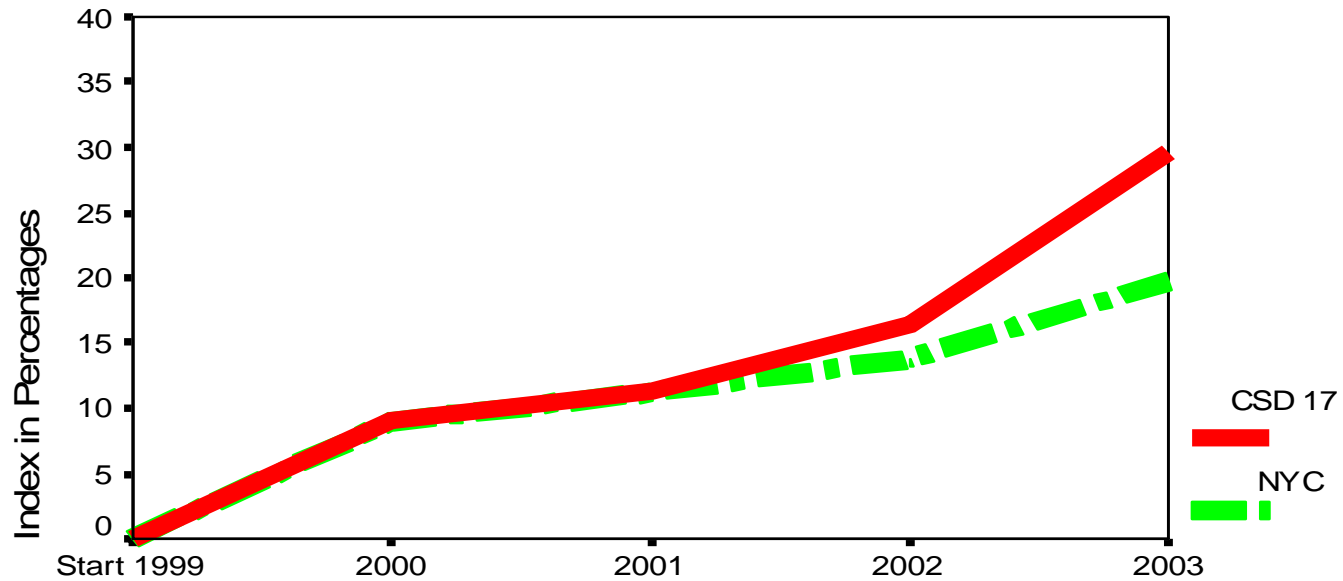


Community School District 17, NYC

- The first year (1999) of data given is three years prior to the systemic implementation of the Comer School Development Program or Comer Process in Community School District 17.
- In the 2001-2002 school year, Community School District 17 began the systemic implementation of the Comer Process.
- Note that the rate of achievement began increasing more rapidly for District 17 than for NYC from 2001-2002.

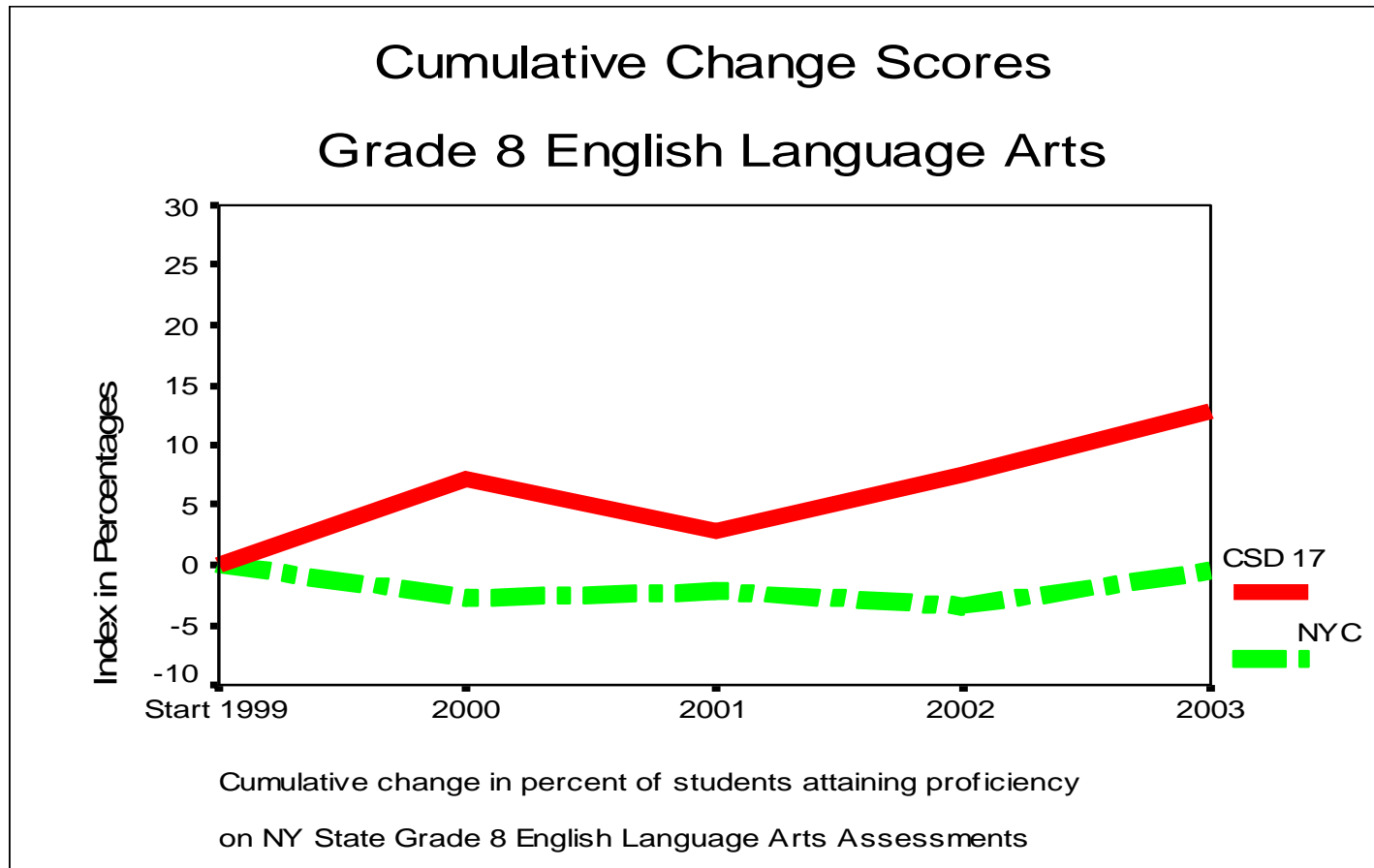
Community School District 17, NYC

Cumulative Change Scores Grade 4 English Language Arts

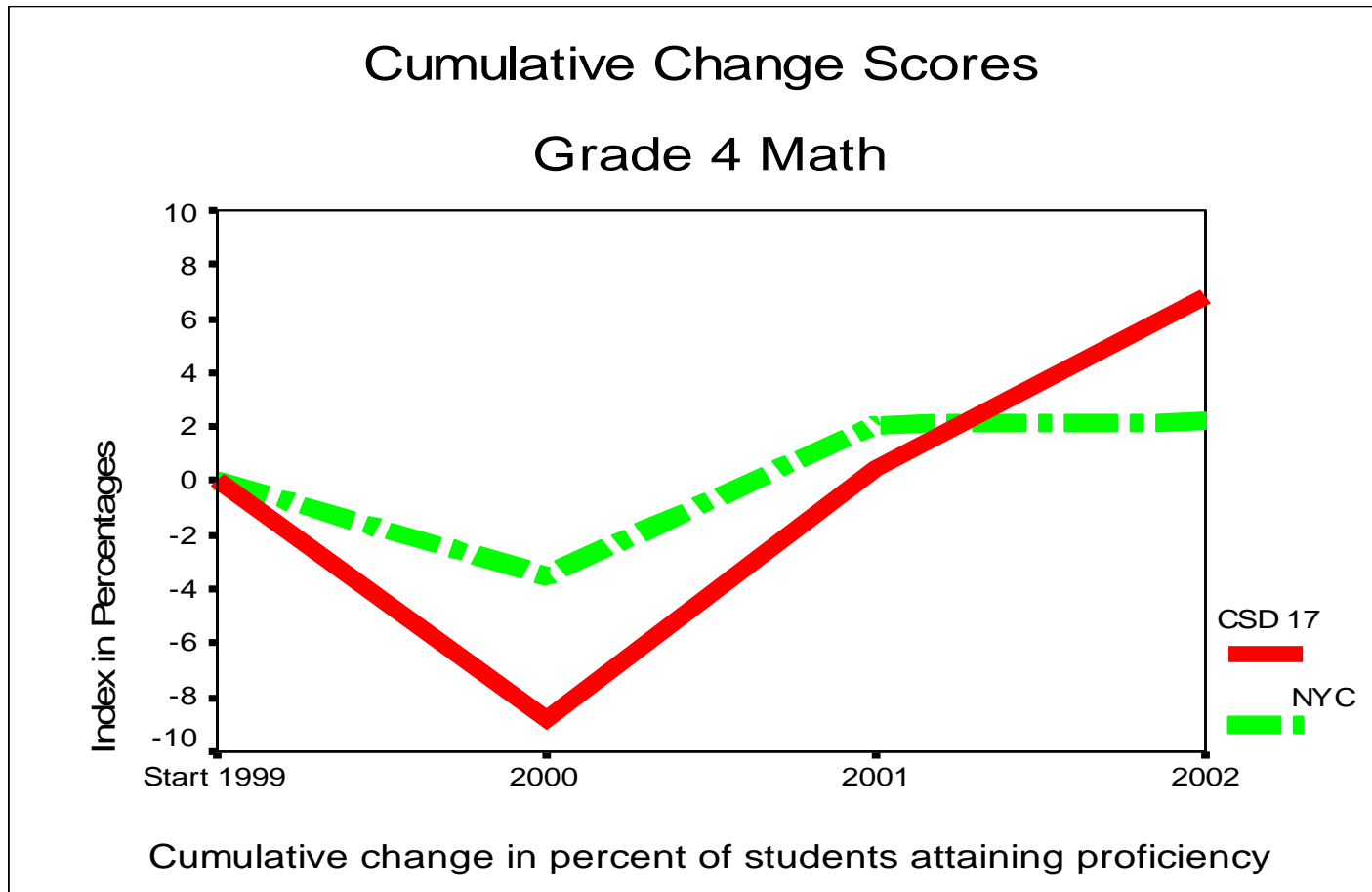


Cumulative change in percent of students attaining proficiency
on NY State Grade 4 English Language Arts Assessment

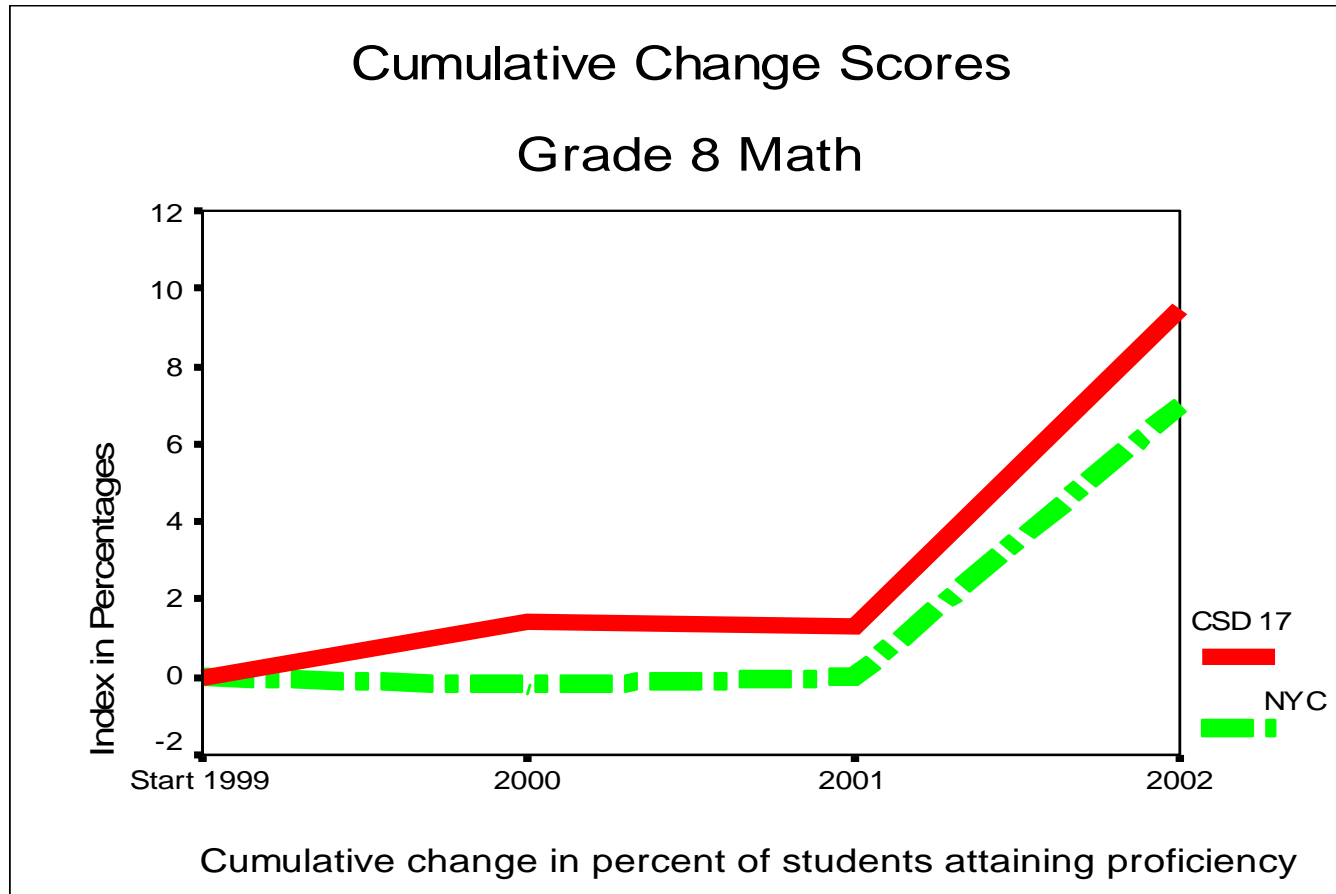
Community School District 17, NYC



Community School District 17, NYC



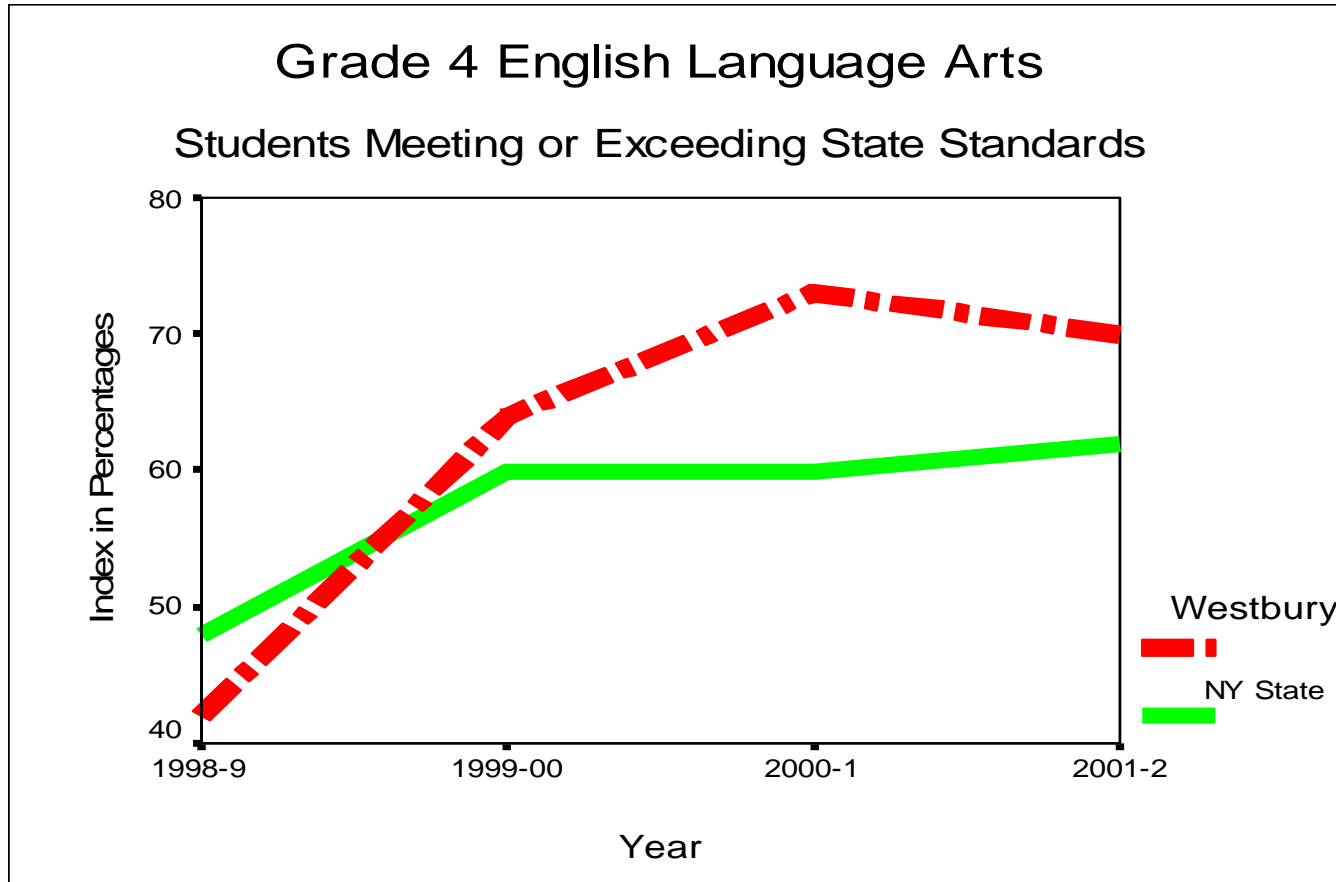
Community School District 17, NYC



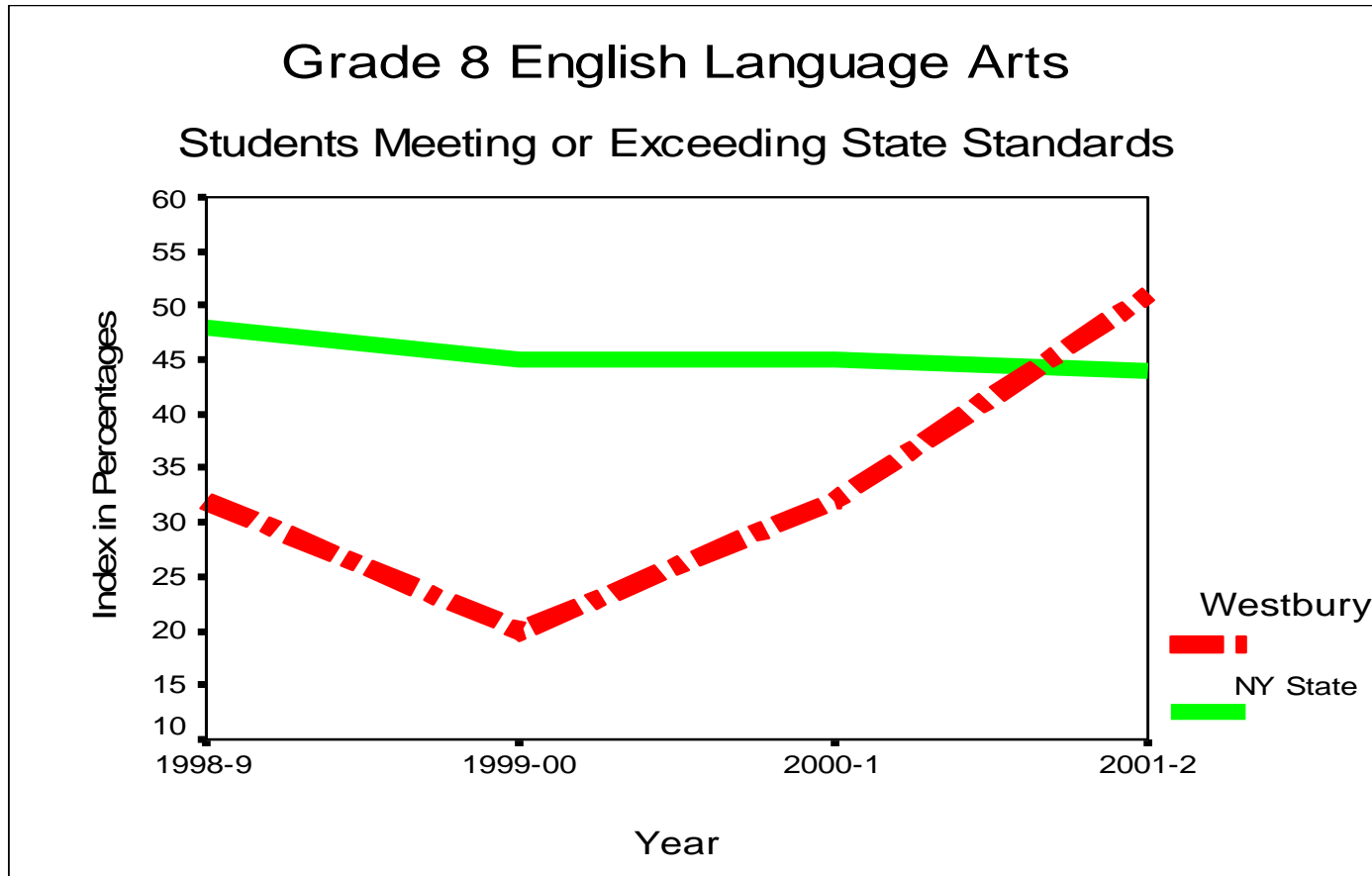
Westbury Community School District Long Island, New York

- The first year (1998-1999) of data given is the first year of the systemic implementation of the Comer School Development Program in Westbury.
- In the 1998-1999 school year, Westbury began the systemic implementation of the Comer Process.
- Note the rapid improvement in achievement after implementation of the School Development Program.

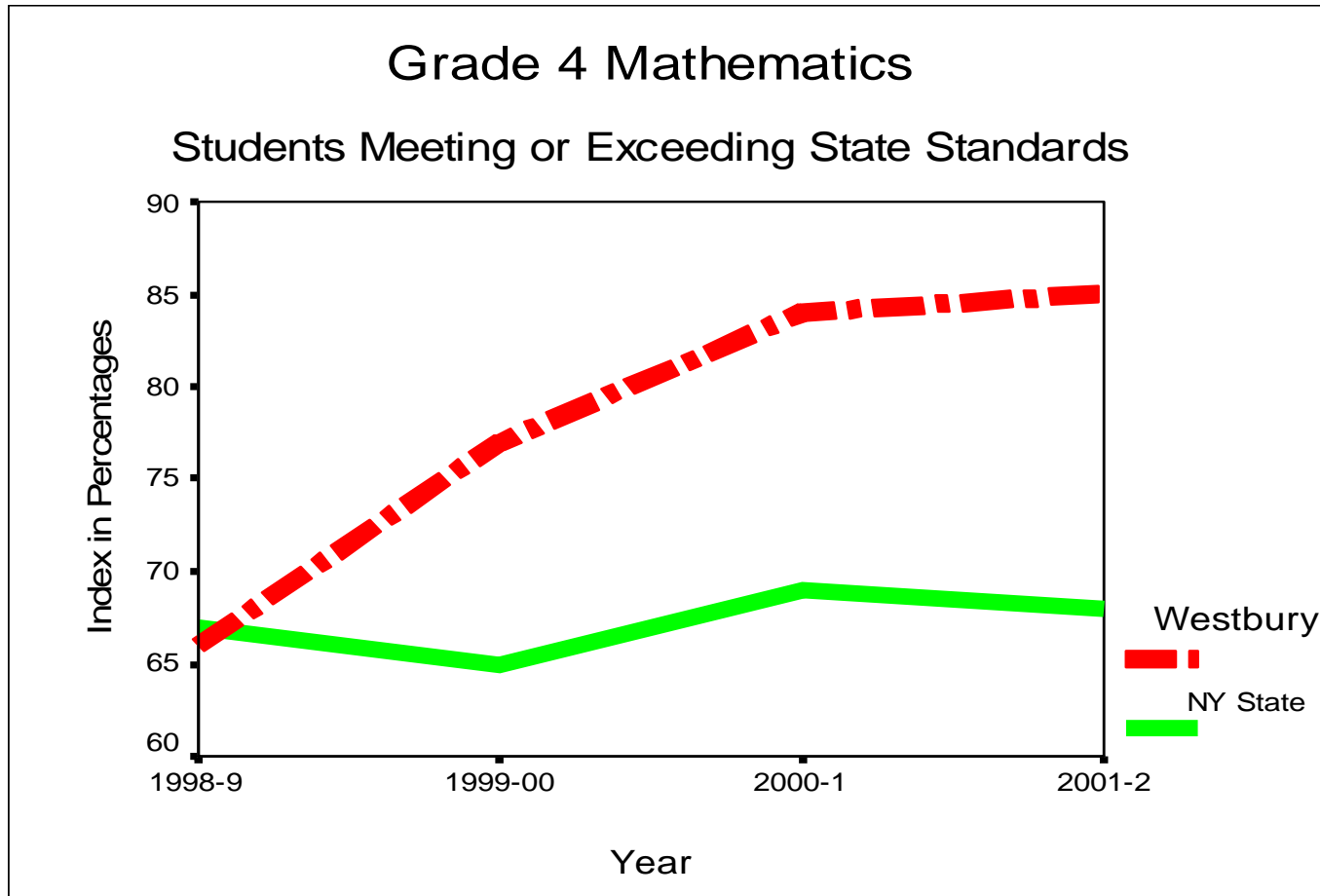
Westbury Community School District Long Island, New York



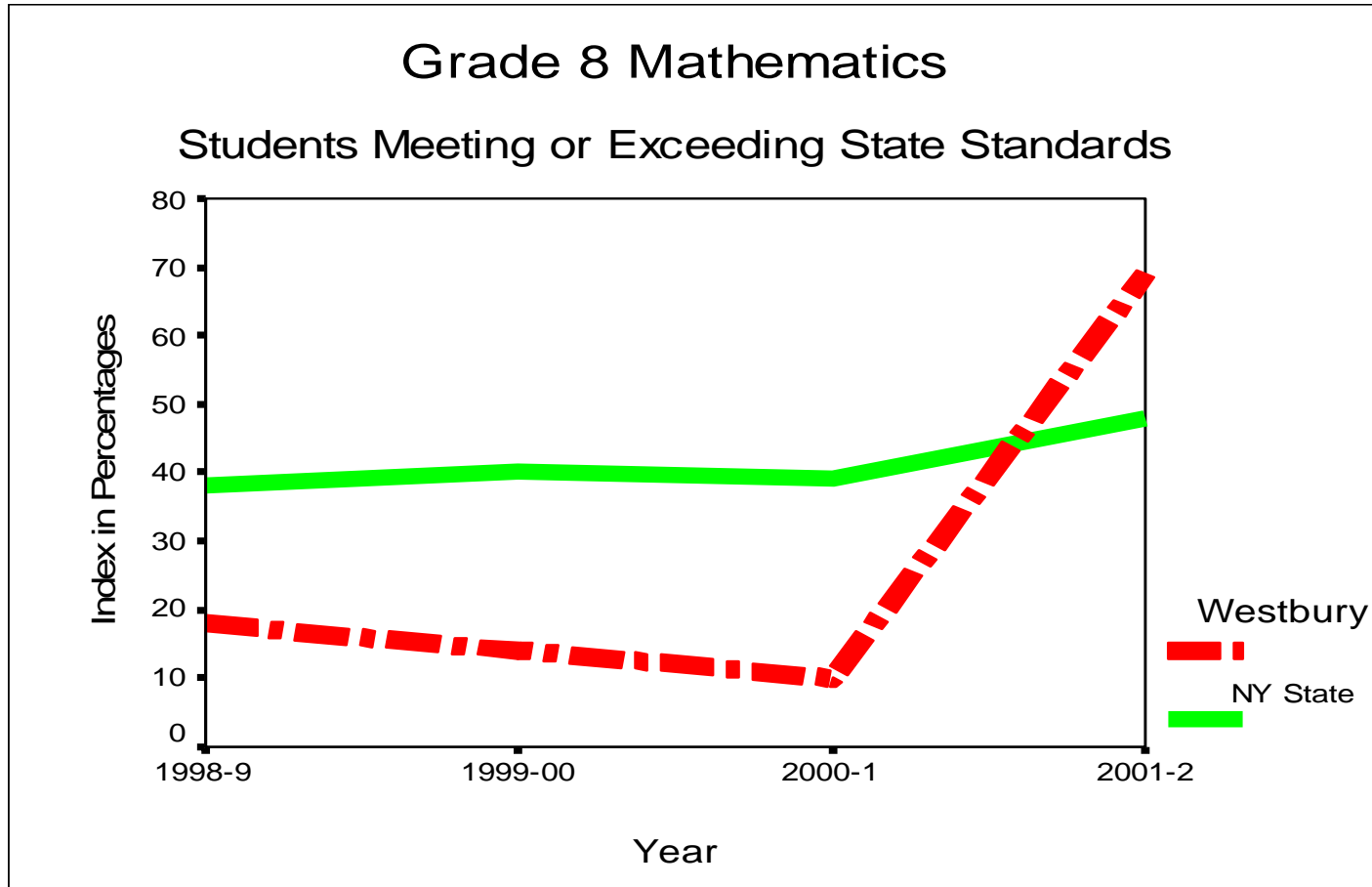
Westbury Community School District Long Island, New York



Westbury Community School District Long Island, New York



Westbury Community School District Long Island, New York



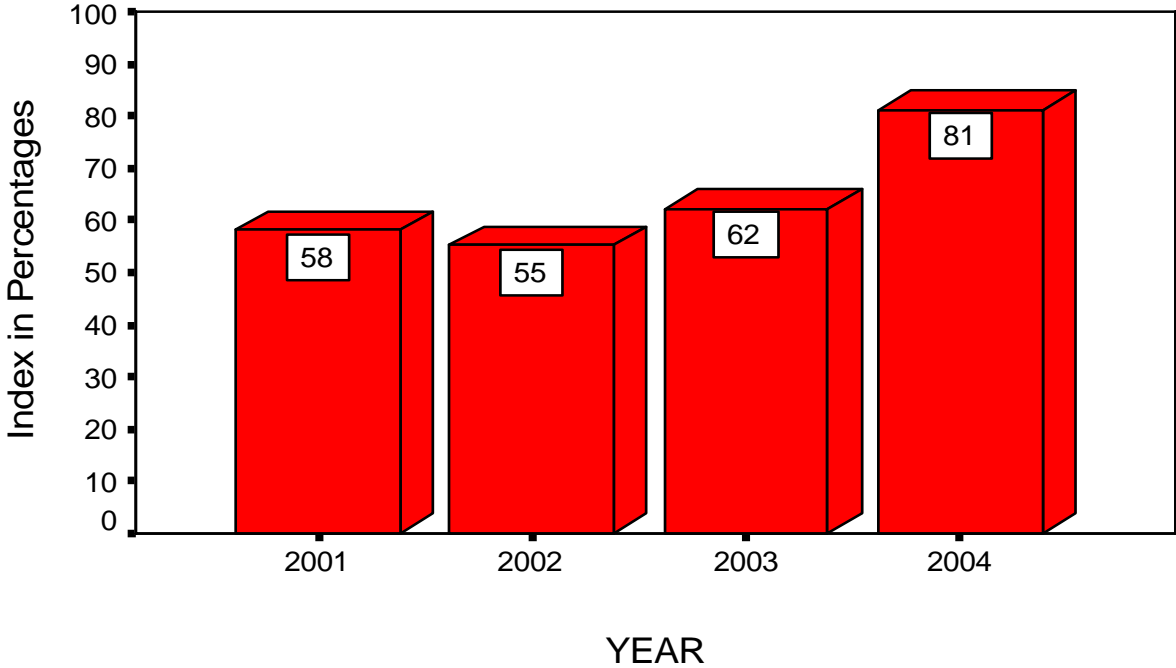
City of Orange Township

Orange, New Jersey

- The first year (2000-2001) of data given is the year prior to the systemic implementation of the Comer School Development Program in the City of Orange Township.
- In the 2001-2002 school year, the City of Orange Township began the systemic implementation of the Comer Process.
- Note the steady improvement in achievement from 2002 to 2004.

City of Orange Township Orange, New Jersey

Grade 4 English Language Arts Students Proficient on the NJASK4



Results for General Education Students

City of Orange Township Orange, New Jersey

