

## **Turning Around Chronically Low-Performing Schools: A Diagnostic Framework and Conceptual Model**

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### **Abstract**

*Chronically low-performing schools (CLPS) are schools that are persistently unable to meet expected standards of student achievement over a number of repeated assessment cycles. Some of the persistent problems associated with CLPS include, but are not limited to low academic expectation, low attendance rate, high drop-out rate, low graduation rate, high discipline problems, low students and staff morale, low performance in mandated achievement tests, inadequate facilities and resources. Various interventions, sometimes involving drastic reform initiatives, have been and are still being tried to solve this problem with mixed results. The initiatives generally use a one-solution-fits-all approach through the adoption and implementation of one or more specific, pre-packaged, wholesale system reforms. These initiatives often do not take into consideration the uniqueness of the individual CLPS. In this paper, the author proposes a diagnostic conceptual framework and model to turn around CLPS. The author examines why schools become chronically low-performing; builds a conceptual framework of why schools become chronically low-performing; identifies key problem points in school processes that result in low performance; and proposes conceptual model referred to as Domains of School Performance (DoSP), to apply to CLPS to assist in turning them around.*

**Keywords:** Chronically Low Performing Schools; Domains of School Performance; School Leadership Performance; Teacher Performance; Student Performance; Community Performance; Student Achievement; Accountability and Policy.

### **Introduction**

Chronically low-performing schools (CLPS) are schools that are persistently unable to meet expressed standards of student achievement over a number of repeated assessment cycles. Chronically low-performing schools are generally considered *bad* schools with a wide range of persistent problems that seem to defy commonly applicable solutions. Some of the persistent problems associated with chronically low performing schools include, but are not limited to low academic expectation, low attendance rate, high drop-out rate, low graduation rate, high discipline problems, low students and staff morale, low performance in mandated achievement tests, inadequate and poorly managed facilities and resources (National Association of State Board of Education, 2002). These schools generally tend to have a disproportionately significant negative impact on the overall educational performance of a school district, state, and nation.

The issue of CLPS is not new. Various interventions ranging from systemic school reform initiatives, through charter schools, to special funding have been and are still being tried to solve this problem with mixed results (Levin, 2002). The initiatives generally use a one-solution-fits-all approach through the adoption and implementation of one or more specific, pre-packaged, wholesale system reforms without taking into consideration the unique challenges of the individual CLPS. They focus on the observable symptoms rather than on the root causes. In the United States for example, Title I of the Elementary and Secondary Education Act, reauthorized as the No Child Left behind Act (NCLB, 2001), provides fund for intervention, remediation, and other support services to CLPS with high proportions of economically disadvantage and at-risk students.

Turning around CLPS requires a systemic examination of the peculiarities of the individual schools to identify uniquely specific contributing factors and issues that trigger low performance. This paper proposes a diagnostic conceptual framework and model to turn around CLPS. Specifically, the paper examines why some schools become chronically low-performing; builds a conceptual framework of why schools become chronically low-performing; identifies key problem points in school processes that result in low performance; and proposes a conceptual model called Domains of School Performance (DoSP), to apply to CLPS to assist in turning them around.

### **Why and How School Become Chronically Low-Performing**

CLPS usually go through a gradual process of deterioration. Some of the factors that have been implicated in the gradual decline of CLPS are; changing demographics, low socio-economic environment, dysfunctional student home-life, high student mobility, lack of parental support, and substance abuse (Orlofsky, 2002; Shannon & Byslam, 2002). These are external factors over which the school has limited control. The more important factors that contribute to gradual school decline are those actionable school-level factors over which the school has significant influence and control.

#### **How Schools Become Chronically Low-Performing:**

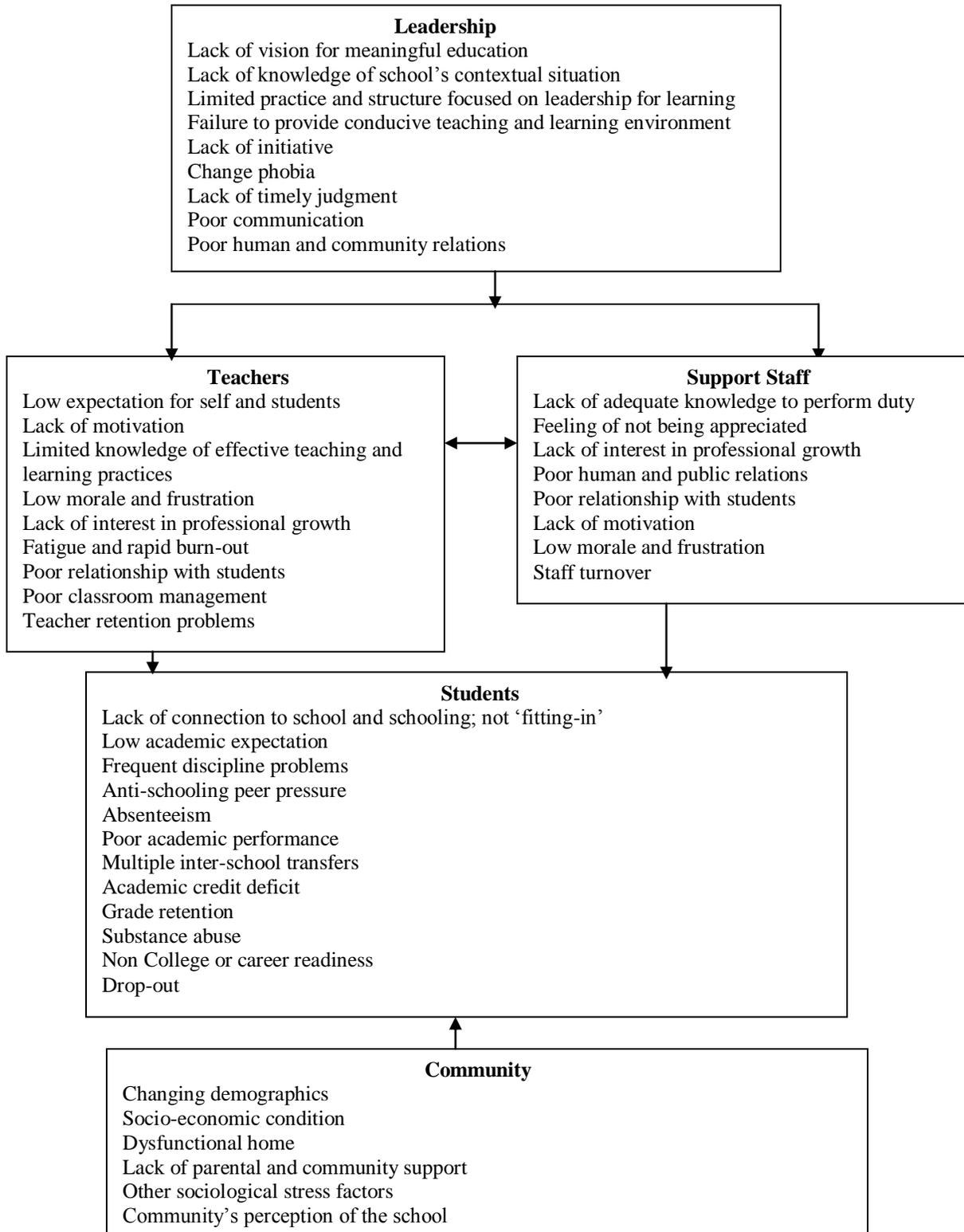
Figure 1 provides a conceptual framework showing factors that contribute to chronically low performance over which a school has significant influence and control.

The framework is developed based on previous studies on school performance (Clotfelter, Ladd, Vigdor & Diaz, 2004; Darling-Hammond, 2000; Orslofsky, 2002; Shannon & Byslam, 2002). The framework identifies factors under the control of the school community constituents of CLPS made up of administrators, teachers, staff, students, and the community. Each of these school constituencies has contributory factors that impact school performance.

**Leadership.** Poor leadership begins with lack of articulated vision, purposeful direction, and measurable actions for education. Poor leadership also manifests when a school leader displays lack of knowledge of school's context and inability to critically identify and analyze the germane needs of the school, the students, and the community. A school leader who lacks the appropriate knowledge of evidence-based best leadership practices, leadership structures, communication, human, and community relations tailored to the specific context of a school, will contribute greatly to the decline of the school. A school leader, who is change-phobic, lacks initiative, and who lacks innovative skills is a recipe for a school becoming low-performing.

**Teachers.** When teachers in a school have low expectations for students, it is a reflection of low expectation for themselves and their job. This may be as a result of negative perceptions of the students and their circumstances, poor leadership directive, poor facilities, and poor instructional support. Also, teachers with limited knowledge of content and effective teaching practices contribute to school's decline. All of these precipitate lack of interest in professional growth, poor classroom management, poor relationship with students and peers, low morale, frustration, fatigue, burnout, and high turnover.

**Figure 1: Diagnostic Framework of Factors leading to Chronically Low-Performing Schools**



**Support Staff.** Support staff includes counselors, social workers, school resource officers, secretaries, custodians, and janitors. This constituency is the silent but important human relations organ of the school. A perception on their part of not feeling appreciated by administrators and teachers can quickly degenerate into lack of motivation, poor facilities management, poor public relations, poor relationship with students, low morale, frustration, and low school performance.

**Students.** A dysfunctional administration, teaching, and support staff creates a dysfunctional school climate, classroom environment, and instructional processes. Indicators of low performance in students include; lack of connection to school and schooling (not *fitting-in*), low academic expectation, frequent discipline problems, submission to anti-schooling peer pressures and practices, absenteeism, multiple multi-school transfers, academic credit deficit, grade retention, substance abuse, delinquencies (including teen pregnancy, drug abuse), poor academic performance, non college or career readiness, and drop out.

**Community.** Some of the community level factors that contribute to low performance of a school include; changing demographics, declining socio-economic condition, dysfunctional homes; lack of parental support for students and the school, lack of community support for students and the school, other sociological stress factors, and most importantly the communities perception of the school. The solutions to turning around CLPS depend on how well the systemic processes and critical factors, operating within each of these constituencies, are measured and evaluated. A closer examination of the systemic processes that operate within each of these constituents forms the basis for development of the DSoP model; the conceptual premise on which this paper is built.

### **Model for Turning Around CLPs: Domains of School Performance (DSoP)**

Previous research suggests that school performance is largely influenced by factors outside of the school's control (Coleman, Campbell, Hobson, et al, 1966). This suggestion is too generalized to find wide applicability. Since Coleman, extensive research, using production function studies, has shown that there are schools that are exemptions to this generalization. Such schools consistently demonstrate relatively high performance, despite unfavorable mitigating external factors (Agunloye, 2008; Agunloye & Sielke, 2008; Agunloye, Sielke & Olejnik, 2007; Hanushek, 1997). There is therefore a case to be made for looking at other critical factors within control of CLPS as platforms for turning such schools around.

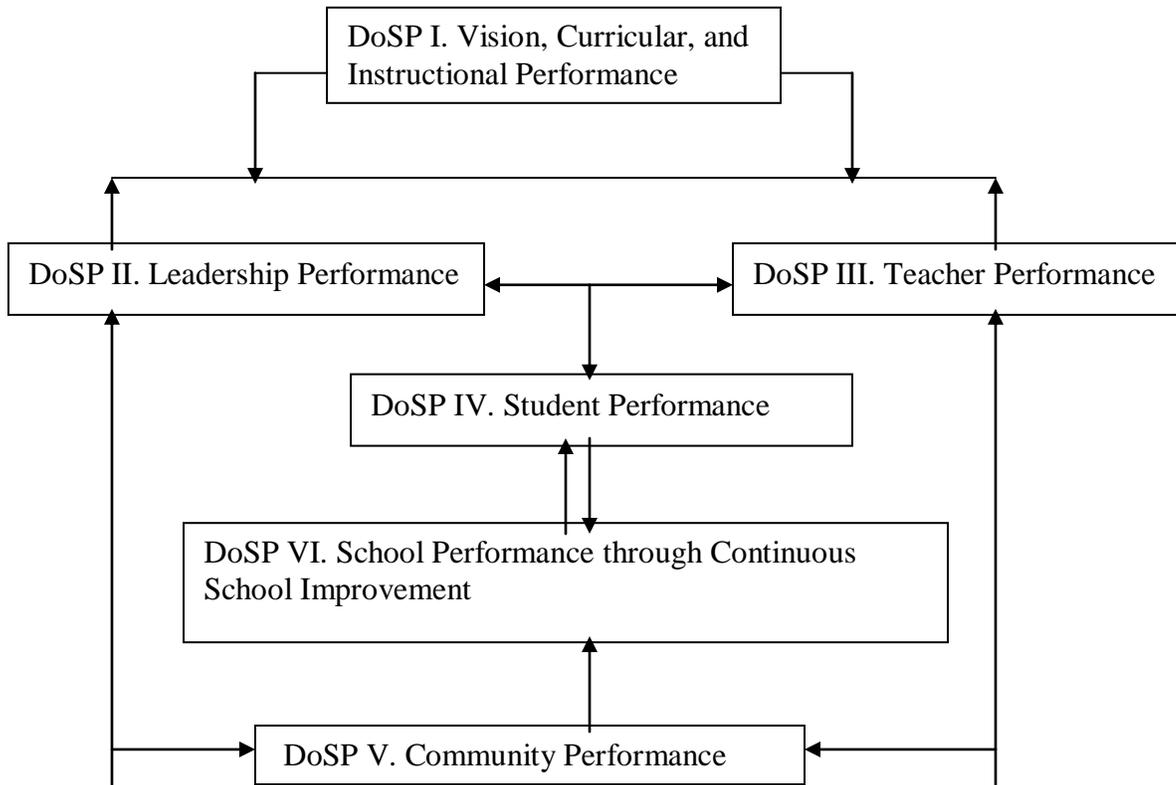
### **Approach to Assessing School Performance**

Traditionally, the concept of school performance is hinged on analysis of the result of one standardized test administered on a group of students at particular times. This is a one-dimensional approach to school performance without regard to school constituencies, the processes, and context. Making test scores the only measure of effective teaching, learning, and schooling leads to inaccurate judgment of school performance. No single performance measure can realistically capture all the important facets of school performance (Agunloye, Sielke, & Olejnik, 2007; Pedhazur, 1997). Standardized test result is a tail-end measure of the overall components of school performance. Attention must be given to how well the processes of schooling, within each major constituencies of the school, are performing.

### **A Different Look At School Performance Measurement: Using the DoSP Model**

A different and more holistic approach to measuring school performance entails the collection of data on significant aspects of school processes (Odden & Busch, 1998; Levin, 2002). Cohen (1997) proposed a five-factor model for measuring the performance of school to include administrative leadership, school climate, academic skills, teacher experience, and pupil performance. Other school effectiveness research has improved on the methodological and analytical approaches for assessing school performance (Agunloye, Siele, & Olejnik, 2007; Agunloye, 2008; Teddlie & Stringfield, 1989). These studies are still limited in scope because they focus on limited number of school constituencies and factors. A more holistic concept should focus on the school-level process within each constituency and the corresponding processes that influence performance. School-level processes that influence school performance can be grouped into six domains contained in a model which I refer to as Domains of School Performance (DoSP). See Figure 2.

**Figure 2 : Conceptual Model for Improving CLPS: Domains of School Performance (DoSP)**



**The Concept of Domains of School Performance (DoSP)**

The concept of DoSP encapsulates thoughts and trends in School Effectiveness Research (SER) and School Improvement Research (SIR) models (Agunloye, 2007; Agunloye, 2008; Levin, 2002). The model developed is based on these thoughts as depicted in Figure 2. The model proposes six DoSP that comprise of vision, curricular, and instructional performance; school leadership performance; teacher performance; student performance; community performance; and continuous improvement planning performance.

An important step towards improving CLPS is to clearly define and measure the relevant parameters within each domain, based on school context. The interaction between DoSP and various strands of school context and processes is summarized in Table1. The table also contains specific parameters as indicators of performance within the six identified DoSP.

**Table 1: Parameters for Measuring of Domain of School Performance (DoSP)**

DoSP	Strand	Parameter Estimator
I. Vision, Mission, Curricular, and Instructional Performance	Vision and Mission	Consensus, Value, and Clarity
	Curriculum and Instruction	Rigor, Relevance, and Relationship
II. Leadership Performance	Instructional Leadership Strength	Strategic Planning
		Knowledge of Standard
		Knowledge of Curriculum & Instruction
		Capacity Building
		Professional Development
	Management Strength	Resources Management
		Staffing
	Mora Strength	Sense of Moral Responsibility
		Primacy of Learning and Knowledge
Passion and Advocacy		
III. Teacher Performance	Instructional Strength	Knowledge of Content
		Knowledge of Curriculum
		Knowledge of Pedagogy
		Professional Growth
	Strength in Other Duties and Responsibilities	Sense of Moral Responsibility & Ethical Understanding
		Affective Disposition to School & Students
		Service to School Community
		Passion and Advocacy
IV. Community Performance	Financial Strength	Budgetary Allocation, Community and Agency Support.
	Civic Strength	Support from Community, Civic Organizations and Agencies
	Moral Strength	Primacy of Learning and Knowledge
		Shared conception of Learning and Education
		Sense of Generational Obligation
	V. Student Performance	Schooling Strength
Discipline		
Positive Peer-peer Interaction		
Drop-out Risk		
Graduation Potential		
College and Career Readiness		
Learning Strength		Learning Effort
		Quality of Evidence of Learning
		Classroom Dispositions
		Performance on Assessments
VI. Continuous School Improvement	Planning Strength	Quality of Vision and Mission
		Planning Focus
	Implementation Strength	Clarity of Goals and Objectives
		Timeliness of Milestones
		Quality of Outcomes and Products
	Evaluation Strength	Appropriateness of Evaluation Methods
		Quality of Feedback
		Periodic Assessment
		Continuous Improvement Decisions

**DoSP I: Vision, Curricular, and Instructional Performance**

A lot has been written about vision and mission for schools that it does not warrant extensive discussion here (DuFore, DuFore, Eaker, & Many, 2006; Hord & Sommers, 2008; Sagiovanni, 2009). However, a vision that is not linked and aligned to curricular and instructional performance is an empty vision.

Curriculum and instruction dictate educational outcomes based on what children should know, be able to do, value, believe, and hang their hopes on (Imber & Geel, 2010). The performance of curriculum and instruction can be measured through examination of:

**Rigor.** This is the degree to which curriculum and instruction challenge the thoughts and imaginations of students. I propose that the rigor of the curriculum and instruction be measure by a combination of (a) the number of students who can perform at one and one-half grade levels above current grade in the subject area, (b) how quickly individual students attain this performance level, and (c) and number of students taking advanced or gifted courses in the school.

**Relevance.** This is the degree to which students can apply the knowledge and skill acquired to deal with situations that capture their interests and imaginations in real life. This can be measured by the number of students who produce problem-solving and/or authentic projects and products focused on proposing solutions real life problems and issue; as evidences of learning.

**Relationship.** This is the degree to which curriculum design and instructional plan promote connectedness between teacher, student, content, and the context of learning. This can be gauged by observing and recording the level of student engagement in class during routine observations as well as student involvement in other school-related activities.

### **DoSP II: Leadership Performance**

There is growing consensus that leadership is an important factor in determining educational effectiveness and student achievement. Schools that are classified as successful possess competent school leadership (Huber, 2008). Leadership performance is determined by the instructional leadership strength as well as strength in the performance of other leadership duties and responsibilities.

**Instructional Leadership Strength.** Hallinger and Heck (1998) proposed that instruction management is determined by the extent of curriculum coordination and instructional evaluation. Beyond curriculum coordination and instructional evaluation, instructional leadership strength includes other parameters detailed in Table1. For CLPS, instructional leadership strength can be measured by examining the following:

**Intensity of Educational Planning.** Include sub-measures such as (a) degree of clarity of statement of educational purpose, (b) how well educational needs, strengths, and opportunities are identified, analyzed, and articulated, (c) degree of articulation and clarity of short and long term goals for teaching and learning, (d) explicitness of action plans to achieve educational goals, and (c) the degree of inclusiveness and assignment of distributed leadership and functional roles within the school.

**Knowledge of Leadership Performance Standards.** This can be measured by a combination of: (a) the level of understanding of state curriculum standards, especially in the core subject areas, (b) the alignment to national core curriculum standards, and (c) clear ability to use appropriate leadership styles to promote school and community environment that support cooperative teaching and learning for all.

**Knowledge of Curriculum and Instruction.** This does not necessarily entail detailed understanding of curricular content in all subject areas on the part of the administrator. An appropriate measure include: (a) broad understanding of the big ideas in key areas of curricular content; (b) how the teaching of the big ideas should look like in the classroom; (c) what resources are necessary to support effective teaching and learning of the big ideas in the different curricular areas; (d) and skill at providing timely feedback, mutually informed reflections, and support for teachers based on informal, formal, formative, and summative observations.

**Capacity Building.** This is the ability of school leadership to draw on full range of available skills and expertise to create a climate of distributed leadership responsive to critical centers of impact on teaching and learning. This can be measure by: (a) the level to which all constituencies are represented in key decision-making processes, actions, attention to innovation, and job-embedded professional development; and (b) the degree of passion for shared sense of purpose, collaboration, and collective responsibility for teaching and learning.

**Professional Development.** The facilitation of leadership, teacher, support staff, and ultimately student learning is the goal of an effective professional development. Effective professional development calls for close observation and self-assessment of needs by beneficiaries.

The measure of professional development is not just the quantity, but also the quality. The quality can be determined by the extent to which beneficiaries (a) use acquired knowledge and skills to promote self-inquiry and professional confidence, and (b) generate innovative ideas to improve professional practice and student learning (York-Barr & Duke, 2001).

**Management Strength.** Beyond instructional responsibilities, school leaders are involved in myriads of management responsibilities which include:

**Resources Management.** In education, the important resources are human, facilities, time, and instructional support materials. CLPS often lack financial recourse beyond mandated budgetary allocations. Hence, efficient and effective management of resources is crucial to the process and success of teaching and learning in CLPS. The management of human resources can be measured in terms of scope and quality of responsibilities given to individuals and the degree to which the responsibilities are executed. The efficacy of facilities management can be measured by (a) gauging the effective use of available space for instructional purposes, and (b) how the school building is kept clean, sacred, safe, and conducive to teaching and learning. Time management can be measured by (a) monitoring the proportion of schooling hours and classroom time spent directly on teaching and learning, (b) the extent of time allocated for extra instructional support and coaching for students, teachers, and staff, (c) extent of time utilization to support teaching and learning beyond regular school hours, (d) the degree of passion for innovative programs. The efficacy of use of instructional support materials can be measured by the extent of their availability, usage, and contribution to student learning and performance.

**Staffing.** This can be measured by the extent to which the administrator is able to (a) determine qualified staffing needs, (b) undertake cooperative recruitment and selection process to ensure that prospective teacher and staff meet quality requirements and *fit* of the school's climate and culture of learning, (c) provide appropriate orientation, differentiated supervision, coaching, mentoring, and professional development, (d) and demonstrate the knowledge of processes needed to let go ineffective teachers and staff.

**Moral Strength.** This is the starting point for school leadership, especially in CLPS (Fullan 2003; Dempster, 2009). As Swaffield and MacBaeth (2009) noted "Leadership for learning is driven by moral purpose, based on values that underpin and infuse leadership" (p. 47). The moral strength of leadership can be measure by looking at:

**Respect for Primacy of Learning and Knowledge.** This is can be measure by gauging the degree of passion attached to fostering a culture and community of learners and dedication to learning.

**Level of Passion Attached to Learning Outcomes.** This can be measure by how clearly expectations for learning and outcomes are articulated, acted upon, measured, and celebrated.

**Educational Advocacy.** This the extent to which the school leader takes position on social justice and moral rightness on issues and policies relating to education and the efforts made to effect necessary change (Dantly & Tillman, 2006) .

### **DoSP III: Teacher Performance**

The performance of teachers can be measured in terms of instructional strength and strength in other duties and responsibilities.

**Instructional Strength.** The instructional strength of teachers determines what students learn, how they learn it, and the product or outcome of the learning process. Teachers' instructional strength can be measured by:

**Knowledge of Content.** Knowledge of content is a combination of the following: (a) highest degree in content area, (b) amount and quality of content-embedded professional development, (c) quality and rigor of lesson plans and lessons, (d) proportion of students performing at one and one-half grade levels above present grade in content taught.

**Knowledge of the Curriculum.** This can measured by (a) the extend of articulation and demonstration of what students are supposed to know and be able to do, and (b) the level of dexterity to which curriculum is articulated, adopted, and adapted into instructional lesson plans to make it relevant and clearly understood by students, as taught.

*Knowledge of Pedagogy.* This can be measured by (a) the extent of knowledge, understanding, and usage of evidence-based best practices that impact students learning, (b) the nature of the classroom environment created that supports expectations and enthusiasms for learning for all students, (c) and demonstration of learning by students evidenced by samples of student work.

***Strength in Other Duties and Responsibilities.*** In CLPS, instruction and supervision of students does not and should not end within the four walls of the classroom. Strengths in other areas of the teachers' duties and responsibilities, outside of the classroom, are also equally important. These and include:

*Degree of Ethical Understanding.* This is degree to which a teacher understands the moral imperative of and implications of the quality education for every child. This is determined by the extent of thoughtfulness and rationalization given to decisions and actions that affect students, student learning, and teacher-student relationship.

*Affective Disposition.* This can be (a) measured by degree of care, compassion, and interest consistently shown and demonstrated by teachers to students, (b) going beyond the call of duty, and (c) spending extra time before and after school to help students.

*Service to school.* This can be measured by the level of active participation in committees, leadership roles, mentoring for students and peers, and patronage for student-related activities.

*Educational Advocacy.* This can be measure by the extent to which the school teacher takes position on social justice and moral rightness on issues affecting education in the school and community and the efforts made to effect and affect any needed change.

#### **DoSP IV: Community Performance**

Public schools are entities supported financially, civically, and morally by the community. How the community performs these financial, civic, and moral supportive obligations, to an extent, determines how schools perform.

***Financial Strength.*** Often CLPS are located in economically depressed areas with high poverty rate. Mandated budgetary support alone is often not enough to make significant impact on the school's performance for CLPS (Agunloye, Sielke, and Olejnik, 2007). Other measures to augment the financial gap include (a) volunteer time from teachers, parents, and community organizations in school-related activities, (b) financial support from organizations, foundations, and other outside agencies.

***Civic Strength.*** This is the sense of civic duty, responsibility, and obligation on the part of the community to functionally impact the school. This can be measured by (a) the number of functional civic organizations, community centers, and support services sponsored by the community in conjunction with the school and other agencies; and (b) the degree of mutual connectedness and interaction between school and community.

***Community's Moral Strength.*** This can be measured by (a) the degree of agreement within the community on the importance of education to children and the shared conception of education they wish to promote and provide. The community must be seen as working together to provide and achieve the shared conception of education.

#### **DoSP V: Student Performance**

The use of lagging indicators, such as summative test scores, for assessing the performance of students, in CLPS, is dysfunctional. Indicators that provide early warning signals of progress (or lack thereof) of students towards desired academic goals are more appropriate. Foley, Mishook, Thompson, Kubiak, et al. (2008) referred to these indicators as '*leading indicators*' and identified eight of them of which only attendance is included in the DoSP. Two categories of student strength are Schooling Strength and Learning Strength.

***Schooling Strength.*** This is determined through actions that demonstrate interest in school and the schooling process by students. These actions include attendance, discipline, peer-peer interaction, dropout risk, graduation potential, and college readiness.

*Attendance:* This is easily measureable by counting absences, tardies, and trancies.

*Discipline:* Refers to the degree to which students comply with school rules and regulations to ensure a safe and secure learning environment. This can be measured by a combination of (a) the number of discipline referrals and (b) the nature and type of infractions.

**Positive Peer-Peer Interaction:** Positive peer-peer interaction can significantly contribute to a conducive learning environment. Positive peer-peer interaction can be measured by (a) the number of student-led academic clubs in the school, (b) degree of peer-peer coaching and mentoring practices, (c) quantity and quality of inter-student collaborative projects, (d) number of student-sponsored social/athletic clubs and activities, and (e) symbolic appreciation of students who model expected positive interactive dispositions.

**Drop-out Risk:** In addition to attendance record, drop-out risk can be measured by (a) grade retention rate, (b) number of failed required courses, (c) pervasiveness of at-risk behavior (drug use, pregnancy, gang-activity, etc.), and (d) degree of exposure to family and societal negative ills.

**Graduation Potential:** In addition to the measurement parameters stated for drop-out risk, graduation potential can be measured by (a) extent to which students have met course requirements towards graduation, (b) number of honors and advanced-level courses taken, (c) attendance record, (d) discipline record, and (e) service to school and community.

**College Readiness:** This can be measured by (a) quality of grade-point averages for students, (b) scores on norm-referenced tests (SAT and ACT), (c) quality of extracurricular activities, (d) attendance record, (e) service to others and community, and (f) number of advanced-level courses taken.

**Learning Strength.** Learning strength indicators include learning effort, quality of student work samples, performance on formative and summative assessments, and service to school and community.

**Learning Effort:** This is the conscious effort made by students to complete assigned learning activities and can be measured by (a) percentage of assignments attempted and turned in for grade, (b) percentage of turned-in assignment actually completed, and (c) level of active participation in instructional activities inside and outside of the classroom.

**Quality of Evidence of Learning:** As measured by the grades obtained on turned-in assignments and projects.

**Classroom Dispositions:** These are observable and measurable behaviors that indicate understanding of classroom ethics and decorum. These can be measured by (a) degree of active and positive engagement in classroom learning process, (c) level of positive peer interaction during the learning process, and (d) service to the classroom as a mini-learning community.

**Performance on Assessments:** Measured by grades obtained in formative and summative assessments.

**Service to Community:** This is the degree to which a student is involved in activities that contribute to self, school, and community growth. This is measured by (a) the number of volunteer hours for service to school and the community, and (b) the type of volunteer activities engaged in.

### **DoSP VI: Continuous School Improvement**

Continuous school improvement is the process of defining and redefining educational goals, strategies, and outcomes focused on continuous achievement for all students. It provides the purpose, rationale, framework, and innovative direction for a school. Continuous School Improvement can be measured in terms of planning strength, implementation strength, and evaluation strength.

**Planning Strength.** Planning begins with gathering and analyzing appropriate data about students, parents, community, and educational programs. The purpose is to have an understanding of the school's instructional advantage and organizational effectiveness. Planning strength is determined by:

**Quality of Mission and Vision:** This can be measured by (a) the extent to which all school constituencies are involved in the process of vision development and articulation, (b) the extent to which the vision and the mission reflect collective beliefs, values, and processes for quality education, (c) the degree of clarity of expectations for students' learning and educational outcomes.

**Planning Focus:** This is measured by the clarity of (a) statement of overarching purpose and goals for education, (b) school demographic and enrollment plan, (c) student outcome plan, (d) curriculum and instructional plan, (e) learning intervention plan, (f) student behavior plan (g) school instructional facilities plan, and (h) parent and community relations plan.

**Implementation Strength.** This can be measured by (a) the degree to which objectives for each planned goal are met, (b) timeliness of meeting stated objectives and milestones, (c) the quality of the actions taken and outcomes.

**Evaluation Strength.** This can be measured by (a) the extent to which the methods of evaluation are appropriate, (b) the extent to which the evaluation provides high quality information on implementation and performance feedback, (c) the extent to which the evaluation permits periodic assessments of progress towards stated goals and objectives, (d) the extent to which the evaluation provides information on how to facilitate continuous improvement.

### Conclusion

The development of a framework and construction of a model for the purposes of improving CLPS, as detailed in this paper, is only a starting point. While all the components of the DoSP model, as described, may not be applicable to all CLPS, the model contains comprehensive parameters for measuring school performance. The model is flexible enough to accommodate most contextual situations peculiar to most CLPS. The framework and model provide the beginning point for administrators grappling with ways to analyze the context of CLPS, the significant issues to look for, and development of focused plan of action to utilize in improving the school. They also provide a range of observable indicators and measures within each DoSP to gauge how each action step taken can be measured and assessed in the process of turning around CLPS. The hope is that this paper opens up additional thoughts, ideas, constructs, platforms, and opportunities for further research on effective school-level tools and practices needed turn around CLPs. This is a wide area for further empirical research.

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