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Appendix A

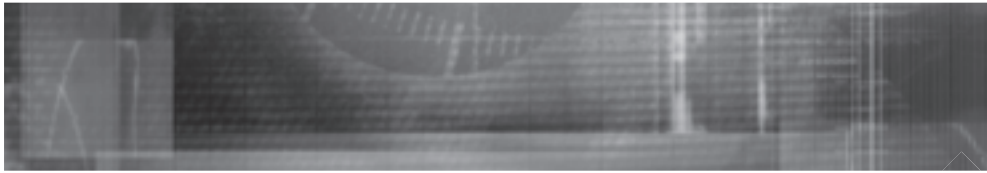
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Introduction

What is an effective school? What factors characterize an effective school? What needs to happen to make a school effective? These questions are central to the effective schools research. This research was launched in response to a conclusion of the Equal Educational Opportunity (EEO) Study (Coleman, 1966). According to this study, family background—not the school—was the major determinant of student achievement. This conclusion prompted a vigorous reaction leading to many studies that would later come to define the research base for the effective schools movement. The educational researchers who conducted these studies developed a body of research that supported the premise that all children can learn and that the school controls the factors necessary to ensure student mastery of the core curriculum. Of course, the effective schools researchers did not discount the important impact of the family on student learning. Ron Edmonds, one of the original effective schools researchers, observed that “while schools may be primarily responsible for whether or not students function adequately in school, the family is probably critical in determining whether or not students flourish in school” (1982, p. 4).

Findings from effective schools research have provided schools and districts with a vast resource and solid foundation for today’s school improvement efforts. This large body of research has yielded a set of seven characteristics that successful schools share—schools that successfully teach all children regardless of socioeconomic status or ethnicity. These characteristics have come to be known as the correlates of effective schools. The correlates of effective schools have evolved through two generations; the first generation was the minimum standard the school needed to attain to be considered effective. As the body of research grew, our understanding of each correlate deepened, and the second generation of correlates emerged. The second generation takes the correlates one step further, expanding them in important ways that further the learning-for-all mission. The correlates of effective schools are now defined as follows:

- High expectations for success
- Strong instructional leadership
- Clear and focused mission
- Opportunity to learn/time on task
- Frequent monitoring of student progress