Characteristics of Highly Effective Schools

In developing and implementing its programs and initiatives, AISD has a long and strong history of benchmarking with successful school systems across the country. The attached references provide valuable insight specifically into the characteristics of highly effective schools. This is not intended to be an exhaustive list, for there are indeed many sources on this topic; however, this list is representative of the information available.

Although these sources may offer different perspectives on the characteristics of highly effective schools, a comparison reveals that certain points tend to be shared by many of them (not listed in any particular order):

- Highly qualified teachers
- An organizational culture of respect, communication, and collaboration
- Strong accountability and performance monitoring systems
- Emphasis on providing more instructional time for reading and math
- Professional development and supports aligned with individual and school needs
- Data-driven decision-making and intervention strategies
- Meaningful involvement of adults, at home and in school
- Consistent application of curriculum standards in the classroom
- Focus on low-performing schools and needs-based allocation of resources
- High expectations for all students and teachers that are well-communicated
- More intimate school settings
- Safe and orderly learning environments
- Strong partnerships with the community
- Rigor in instruction and assessment
- Strong, effective, and fair leaders
- Clear and well-communicated expectations

All of these are sound points, and can be found interwoven in the AISD discussed in the AISD Strategic Plan.
References on Characteristics of Highly Effective Schools

The following references are not listed in any particular order:


