

The HiPlaces Model

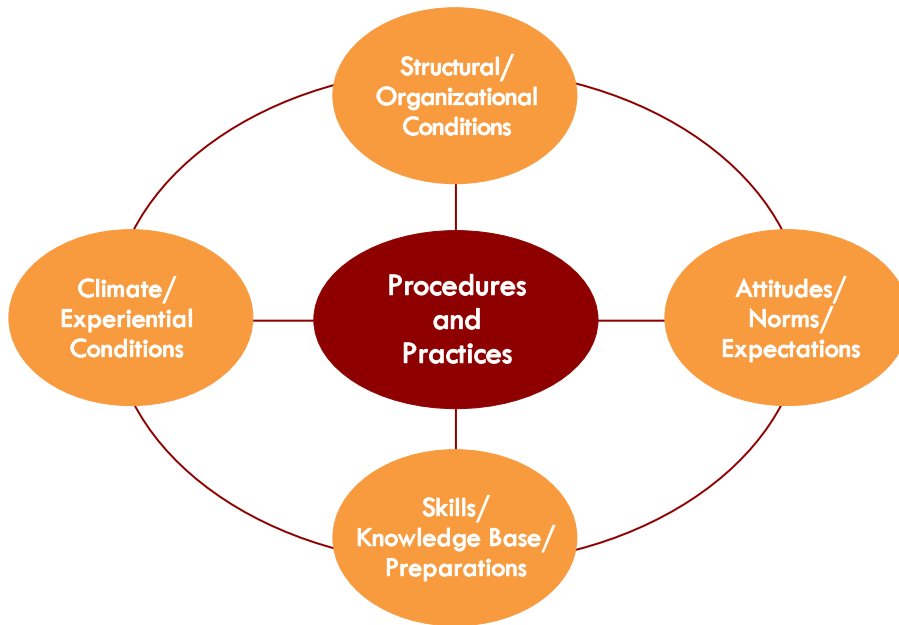
The 9 Dimensions Common to High Performing Schools and the 5 Components for Analysis and Implementation

At the National Center on Public Education and Social Policy, the principle that there should be no acceptable casualties among public school children guides our work. Over two decades of evaluation research with school reform initiatives have led Dr. Robert Felner and his colleagues at NCPE to the development of a two-level model for examining the implementation and ongoing refinement of reform efforts designed ensure that all children achieve at high levels. At the first level, we have identified **nine research-based dimensions** which serve to organize the examination of the various and complex elements existing in a school. Virtually all continuously improving and high performing schools have these priorities in common.



The nine dimensions impact and influence each other to strengthen the conditions existing in a school. The central position of “success for all students” reminds school community members, policy makers, and the research community that in addition to serving as one of the nine interrelated dimensions, success for all students is the overarching goal of national and local level school reform initiatives.

At the second level we have identified **five cross-cutting components** which provide the context for operationalizing each of the nine dimensions and assessing its level of implementation.



Together the nine dimensions common to high performing schools and the five components for analysis and implementation create an implementation matrix which allows for the close examination of the implementation elements necessary for each of the interrelated dimensions.