High Reliability Goes to Schools

Sam Stringfield, University of Louisville; Gene Schaffer, University of Maryland-Baltimore County; David Reynolds, University of Plymouth, England

HRO principles were abstracted and used to frame professional development series for central office, principal and teacher teams in 23 relatively high poverty secondary schools in England and Wales and one district in the U.S. Most educational improvement efforts in Great Britain and the U.S. yield modest results, particularly in secondary schools (Borman et al., 2002). The High Reliability Schools (HRS) project, by contrast, yielded dramatic gains on the dimensions of key interest in the large majority of British schools and the one U.S. district. Implications for educational systems and for evolving HRO theory are discussed.