



**Tri-State
Consortium**

**TRI-STATE CONSORTIUM
WOODBIDGE VISIT REPORT**

March 16-18, 2005

District Visit Information

District	Woodbridge
Superintendent	Marjorie Ancil
Focus	Math and Language Arts, K-6
Dates of Visit	March 16-18, 2005
District Coordinator	Carol Bequary
Visit Team Members	David Abbey, New Canaan, Co-Leader Richard Kisiel, Avon, Co-Leader Tammy Bolduc, Trumbull Alan Cass, Edgemont Art Cockerham, Easton-Redding Ruth Dubrow, Plainview-Old Bethpage Elizabeth Feser, Windsor Jody Goeler, Avon Karen Isaac, Plainview-Old Bethpage Francine Leiboff, Plainview-Old Bethpage Sheila Marini, Trumbull Anne Nesbitt, Westport Elise Paone, Fairfield Mary Lou Torre, Easton-Redding Stacy Weinstein, Trumbull Celeste Wenzel, Plainview-Old Bethpage
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Woodbridge
Tri-State K-6 Mathematics and Language Arts
Program Assessment

March 2005

“Temperature Map”*

(*The more intense the color, the higher the score.)

	Approach	Implementation	Results
Student Performance	1. Performance Assessment		
	2. Standardized Testing		
	3. Longitudinal Data		
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	5. Postgraduate Experience		
	6. Equity and Opportunity		
Internal Support	7. Instruction		
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	9. Professional Development		
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Executive Summary

The Woodbridge School District invited a visit team from the Tri-State Consortium to study its English and Mathematics programs, at Beecher Road School, PK-6, March 16-18, 2005. The Tri-State Consortium is a learning organization that is devoted to assisting its member districts in using student performance data to develop a rigorous framework for systemic planning, assessment, accreditation and continuous improvement. The Tri-State assessment model is based on systems thinking; that is, it focuses on the degree to which there is consistent alignment with the model's fifteen indicators throughout the system.

The function of the Tri-State visit team is to spend three days examining the district's learning environment, to engage in professional, collegial conversations with administrators and teachers, and to interview parents and students. Working together as critical friends, the team examines evidence prepared by the staff. This process involves aligning the district's evidence, both documentary and oral, to the standards of fifteen indicators and a demanding rubric intended to motivate this high-performing district to do even better for its students. The team attempts to find practices and processes already in place that have the potential for a more systematic approach, to share our perspectives and experiences as members of other high performing districts, to ask questions to clarify our understanding about district practices, and to find data in the documentary and oral evidence presented that affirm the assumptions that surface during the visit. In the spirit of collegiality, the team provides feedback that is intended to help Beecher Road School move educational opportunities in Language Arts and Mathematics to another level.

Dr. Marjorie Antil, Superintendent of Schools, Carol Bequary, Curriculum Coordinator and District Coordinator for the visit, Eileen Roxbee and Kathleen Peters-Durrigan, principals of the Beecher Road Elementary and Intermediate Schools, and Estrillita Thorpe, Director of Special Education welcomed the Tri-State team, and they were available to answer questions and clarify evidence during our entire time in the district. They asked us to consider four essential questions which guided the team as it analyzed the data and came to conclusions.

The Beecher Road School has created a warm, student-centered environment, and the team was immediately impressed by the preparation of the documents for review. In addition, the parent, teacher, and student survey results directly related to the purpose of our visit were available.

The district posed four essential questions to frame the work of the visiting team. The team's responses to those questions follow:

1. To what extent does the Resource-Based Learning approach contribute to continuous improvement in student learning?

It is evident that a core of Woodbridge teachers are committed to Resource-Based Learning, a teaching and learning model designed to engage students to use multiple

Executive Summary (continued)

information resources that appeal to their learning preferences, interests, and abilities. These teachers see themselves as coaches or facilitators as their students acquire information, solve problems, and become self-directed learners and effective users of information. Resource-Based Learning, when implemented appropriately and well, contributes to students' problem solving ability, creative thought and expression, making connections between and among disciplines, and the ability to engage in sound research. While Resource-Based Learning is student-centered and student-directed, it cannot be determined to any extent that students in Woodbridge perform at a higher level because of this program.

While the team recognized that there is a core of teachers who are experienced in the delivery of Resource-Based Learning, other Woodbridge teachers espouse a more didactic or expository approach to teaching and rely on the use of a variety of teaching materials as resources, including core curriculum materials. The lack of consistency in Resource-Based Learning across all classrooms and the degree to which all teachers use it also makes it difficult to determine the extent to which it contributes to continuous improvement in student learning. In addition, without knowing the standards of student performance valued by the district, the potential gaps in student learning in comparison to these standards, and the lack of alignment of Resource-Based Learning units to the district curriculum, the real impact Resource-Based Learning has on continuous improvement remains uncertain.

Furthermore, the team concluded that a conflict exists in the district between the beliefs and values that underlie Resource-Based Learning, inherently supporting teacher autonomy and demanding teacher-made curriculum and material, and the beliefs underlying the district's move toward a standards-based curriculum. Historically, the district is grounded in creativity, innovative instructional practices, and teacher autonomy. Confusion exists about melding a standards-based approach to curriculum and assessment with Resource-Based Learning. The question is whether one approach precludes the other. The visiting team struggled with this delicate balance. Is it possible for both approaches to be incorporated into the learning of students, done so in a way that honors the best in both approaches, and when translated into the classroom increases the rigor and simultaneously enriches student learning?

2. To what extent is the current curriculum in language arts and mathematics aligned, shared, and consistently implemented across the curriculum?

There is little evidence of alignment of the mathematics and language arts curricula even though student learning outcomes for each grade have been established and written curriculums exist. While the district has adopted a new reading series, the use of this series is inconsistent within and across grade levels. The district adopted several mathematics programs for grades K-6, but there is no evidence of declared units that are to be taught using these materials. Some teachers rely heavily on the mathematics

Executive Summary (continued)

programs while others are reluctant to use the materials. Having said this, there is evidence that many teachers are beginning to buy into the new strategies and the new materials tied to the curriculum in both mathematics and language arts. The administration and the faculty must achieve a shared vision on how systematically and consistently the new curriculum materials will be used and how student achievement will be assessed.

There is no evidence of clearly articulated goals around language arts and mathematics, or around raising student achievement on the Connecticut Mastery Test. The team concluded that these goals need to be affirmed and used to define teaching and learning in the classroom. The teachers need to consistently collect and analyze student performance data in reading, writing, and mathematics in order to define where students are now and to determine the gaps between current levels of achievement and desirable benchmarks. The teachers also need to gain clarity concerning their responsibilities for these student achievement goals and to identify the changes in curriculum, instruction, and assessment that are needed and manageable.

3. To what extent are the needs of diverse learners met through differentiated instruction?

Woodbridge has a tradition of providing learning opportunities based upon the needs and interests of students. Of particular note is the district's history of Resource-Based Learning, which includes a commitment by classroom teachers to design learning environments that accommodate the interests and abilities of individual students. There are a variety of district-supported programs specifically designed to accommodate student needs and interests. The integrated cluster model, in which a special education teacher and speech and language pathologist team-teach with an English and language arts teacher, is an excellent example of the district's commitment to attending to the needs of all students while providing specialized support for students with disabilities. In addition to the district's special education program, there are a number of district-supported programs that help meet the needs of all students. These include the guided study program, regular education support team, the English Language Learner program, talented and gifted program, the multi-aged group (MAG) program and the infinite possibilities program. Assisted technology is available to students with grapho-motor or organizational problems through the use of AlphaSmarts, which can be checked out at the library media center.

The integration of Responsive Classroom strategies has been useful in helping teachers deal with the social and emotional needs of students and has complemented the traditional or core academic program by teaching students to work more effectively in groups.

Through interviews and the shadowing of students in classrooms, it was evident that many teachers utilize differentiated approaches that serve the needs of diverse learners. Many teachers provide students with choices about how and what they learn. Teachers have access to a variety of instructional resources; generally they move students in and out of groups based upon their instructional needs and utilize a variety of instructional methodologies conducive to differentiated instruction, such as flexible ability grouping and

Executive Summary (continued)

learning centers. Evidence regarding the degree to which teachers analyze the effectiveness of differentiated assessments in any kind of systematic way was not apparent and is probably an area that needs work. Overall, the district has a strong record of meeting the needs of diverse learners through district program support and teacher initiative. Developing clear benchmarks and implementing systematic approaches to assessing student achievement with respect to benchmarks will enable the district to continue to improve in this area.

4. To what extent does the implementation of Responsive Classroom teaching strategies support the academic and social curriculum in classrooms?

The Responsive Classroom, aspects of which have been adopted by approximately seventy percent of the faculty, is generally viewed as an effective program that has positively affected the social climate in classrooms, and as a byproduct, the academic program as well. Almost all Woodbridge teachers have participated in the training, including fifteen teachers who have completed a one-week course. Teachers and administrators report that training in the Responsive Classroom has provided teachers with a broader repertoire of skills that have enabled them to manage their classes in a more effective manner. As a result of this approach, students have come to understand that they have responsibilities in the classroom beyond their own individual achievement, particularly, a responsibility for the welfare of their fellow students. During interviews, parents said that they believe that the Responsive Classroom approach has exerted a positive influence on classroom behavior and school climate. An indication of the support that the approach has engendered is the fact that a school leadership team, comprised of teachers and administrators, uses principles drawn from the Responsive Classroom model as a means of increasing group comity and of improving the quality of their meetings. There is a great deal of anecdotal evidence regarding the positive effects that RC has had upon social and academic learning in classrooms where it has been adopted. The district needs to decide whether the program is volitional or whether it should be implemented throughout the school, and if so, to what degree. It is also recommended that the district develop an approach to evaluating the efficacy of the Responsive Classroom, so that educators can utilize the information to continue to improve, by what most accounts, is already a highly effective program.

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From the Tri-State visit team's perspective, continuous improvement in the Woodbridge School District is going to be dependent upon several key factors, which are related as much to process as to content. The Board of Education has the critical role of sharing the community's vision and top priorities and uniting with the Superintendent in order to send a clear message outlining the direction of the district. In addition, the district needs to be crystal clear and public about what its most important priorities are and the expectations it has for administrators and teachers in their efforts to implement district **Executive Summary** (continued)

priorities. In doing so, the district also needs to find a way to integrate the historic value placed upon teacher entrepreneurship and individuality with the need to employ district priorities in a systematic manner. Instructional approaches and district programs should be evaluated with respect to district priorities and over time, if necessary, be modified and adjusted so that there is alignment—so that everyone is pulling in the same direction. For example, the parent-professional dialogue, already a justifiable point of district pride, could be strengthened further if parents had a clearer understanding of district priorities.

Broad based, significant and continuous student achievement in English and Language Arts and mathematics, including educating students so that they are able to demonstrate mastery of state standards, can only be realized if the performance standards, benchmarks and assessment tools identified in the district's strategic plan are viewed by teachers and administrators as essential elements of their work on behalf of the students they serve. Toward this end, teachers and administrators need to be held accountable on an individual and group basis for implementing identified priorities. If balanced reasonably, teacher creativity and individual professional judgment should complement the need to

work in a more tightly focused and collaborative manner. The degree to which teachers embrace the need for a more systematic approach to district priorities—a necessary prerequisite for district improvement—will be dependent upon the administration’s ability to engage teachers in a genuine and continuous dialogue about implementing district priorities. The change process can be further supported by ensuring that relevant professional development and curricular resources are made readily accessible to teachers during curricular or program implementation. Teachers have an obligation to be available for dialogue and to be supportive of district priorities. Both administrators and teachers can be supported in their efforts to better align their energies and to strengthen their collaborative efforts through a clear and united message from the Board of Education and Superintendent.

During the course of our visit in Woodbridge it was apparent from students, parents, teachers, administrators, board of education members and community members that there is great pride in the Woodbridge School District.. From the vantage point of the visiting committee there is much to be proud of. This is a fine school district. Consistent with the mission of the Tri-State Consortium we offer our report and recommendations for growth as critical friends – and hope that this report is of value.

Performance Assessment
Student Performance - Indicator #1

Educators value and utilize standards-based performance assessments in which students demonstrate their capacity to transfer and apply knowledge (e.g. demonstrations, exhibitions, authentic tasks, portfolios, or other assessments designed for this purpose). These assessments will demonstrate the degree to which students integrate knowledge, skills and higher-level thinking both within and across disciplines, as monitored over time.

Approach

There is the beginning of a process for the use of standards-based assessments such as portfolios, exhibitions, and performance tasks to complement what is known about student learning from standardized measures.

- There is the beginning of a process in place in the district to use performance-based assessments that include demonstrations, exhibitions, and authentic tasks in math and language arts.
- There is a process in place to link teacher-developed rubrics to the assessment of performance-based tasks.
- The district created a process for the language arts committee to develop consistent assessment procedures for language arts skills.
- The district has provided teachers with access to and encouraged the use of the Vermont Math Exemplars as a performance-based assessment tool of student problem-solving skills.

Implementation

Some educators understand and regularly use at least one form of standards-based performance assessment to provide information about student learning.

- The math and language arts curriculum coordinators support teachers by doing demonstration lessons, creating assessments and supporting the use of new curriculum resources.
- Students in grades K-6 have multiple opportunities to reflect on their own learning in math and language arts through checklists, reflective narratives, rubrics, learning forms, and teacher conferences.
- Teachers regularly analyze assessment results to develop mini-lessons, adjust current practices, implement differentiated instruction, form small groups for instruction, and create new projects.

Results

There is no evidence of results.

Performance Assessment
Student Performance - Indicator #1 (continued)

Areas of strength

- There is a wide variety of creative activities that engage students and reflect their growth as learners.

Recommendations for growth

- Establish common assessment tools K-6 in math and language arts that reflect the district's learning objectives and are utilized consistently by the faculty.
- The district should consider collecting assessments to analyze and track student performance through the grades to monitor curriculum goals and plan for instruction.
- There is extensive evidence of performance-based activities. Consider developing a process to connect these results to student learning.

Standardized Testing

Student Performance - Indicator #2

National and state norm-referenced and criterion-referenced tests provide data regarding the students' knowledge and higher-level thinking. This data is measured and monitored over time, and is used to further improve student performance.

Approach

There is the beginning of a process for the selection of norm-referenced and criterion-referenced tests and the use of test data to understand student learning and higher-level thinking measured and monitored over time.

- The district has begun a process of using national and state norm-referenced and criterion-referenced tests. The DRA is administered twice a year in grades K-6 and the Connecticut Mastery Test (CMT) is administered in grades 4 and 6.
- As part of the district process of using data, CMT scores are publicized primarily by cohort performance with math objectives being broken out by year. Analysis of the scores is conducted by district and school leadership and shared with the faculty.
- The district has used the CMT performance as one catalyst for aligning language arts and math with national and state standards. In addition, in response to declining or flat performance on the fourth grade CMT scores, the district has purchased a reading series and math programs for each grade level, and dedicated Title I funds to extra support in classrooms, small group instruction and summer programs for K-2.
- The DRA was introduced in response to declining performance in reading on the CMT.

Implementation

Some educators use test scores and review data from standardized tests to make more informed decisions about curriculum and instruction.

- Classroom teachers record DRA scores electronically. The Leadership Teams examine and analyze the scores and share them with the grade levels and classroom teachers. Some teachers use the results to address individual student needs.
- Few intermediate teachers use CMT scores to inform instruction, and no primary teachers use this data.
- All grade two teachers administer Grade 3 Math CMT Practice Tests, which were developed by grade 3 teachers.

Standardized Testing
Student Performance - Indicator #2 (continued)

Results

There is no evidence of results.

- While no documentary evidence was found, in interviews with teachers, they indicated a belief that district reading scores are rising in part due to the DRA.
- CMT performance in grade 4 has risen over the last two years though no *specific* instructional initiatives can be directly linked to this increase in performance.

Areas of strength

- The district has purchased a Tetra Data warehousing system and is moving toward more systematic collection and analysis of data

Innovative practices

- Teachers write reflections on their students' performance on the DRA that includes thoughts on overall performance, individual student performance, strategies implemented and their effectiveness, and indicators of growth.

Recommendations for growth

- Consider developing a formalized approach to the analysis of data that includes disaggregating data appropriate for teachers, engaging all teachers and administrators in analysis of the data, and creating response plans at the classroom, grade and school level tied to identified areas of student strengths and weaknesses.
- Consider determining connections between specific instructional practices or initiatives and the improvement of performance on the CMT.
- Engage primary teachers in the analysis of CMT scores, and encourage them to use the data to inform their curriculum and instruction.

Longitudinal Progress of Student Performance From K through 12

Student Performance - Indicator #3

Long-range data measures academic progress on standardized tests and performance assessments of the same students over the course of their attendance in the district from grades K -12. Longitudinal data is used to make more informed decisions on improving student performance.

Approach

There is the beginning of a process for tracking individual student progress through standardized test scores and performance assessments and disseminating the data to school building leaders.

- The district plan includes a process to compile scores for the CMT to track cohort performance in reading, writing and mathematics. These cohort scores show growth in all areas from 4th to 6th grade for the two most recent 6th grade classes.
- In language arts, there is a process in place by which student performance is tracked longitudinally using a variety of assessment records, including running records, fluency charts and graphs, and oral and silent fluency records.
- In Mathematics, the district is beginning to look at the use of performance-based assessments. The district has purchased exemplars and teachers are beginning to look at student work and the scoring of student work.
- The district plan includes working with a consultant on curriculum. This consultant will also assist in the development of performance-based assessments that are linked to curricular objectives. The data gathered from these assessments will then follow students longitudinally.

Implementation

Some educators review data measuring the academic progress of students over time when making decisions about curriculum and instruction.

- Some teachers are using the longitudinal language arts data to differentiate instruction for their students. For example, DRA results and other indicators are used at times to help form reading groups.
- Individual student math folders were created at the primary level for the purpose of continuous student review.

Results

There is no evidence of results.

Longitudinal Progress of Student Performance From K through 12
Student Performance - Indicator #3 (continued)

Recommendations for growth

- Provide increased opportunities for articulation between grades in the Woodbridge district and between schools in the Woodbridge and the Amity districts.
- Move to a K-12 approach to longitudinal data analysis in partnership with the Amity Regional District
- Continue professional development for teachers in the area of performance-based assessment in mathematics, focused on creating assessments and scoring techniques.
- Expand the collection of longitudinal data in the area of language arts. Provide professional development for teachers in ways to use data to inform instruction and to differentiate instruction for individual learners.

Students as Active Participants in the Learning Process

Student Performance - Indicator #4

Teachers and administrators encourage and support the active participation of students in the learning process. Educators value, measure, and use feedback from students regarding their learning needs, an assessment of their own work and that of their peers, and their overall educational experience to help students excel academically.

Approach

There is the beginning of a process that supports and promotes the active involvement of students in their own learning.

- The district goals reflect an expectation that learning is student-centered at all grade levels and that students will be actively engaged in the learning process.
- The District's commitment to a Resource-based Learning curriculum and the Responsive Classroom model reflects the instructional approach in place on most grade levels.
- The district supports a self-selected multi-age program in grades 1-4.

Implementation

Many teachers regularly provide their students with opportunities to reflect on their work and that of their peers in relation to their own expectations and those of the teacher. Their discourse with teachers and peers about their work and their educational experiences is extensive, thoughtful, and used to improve the instructional process.

- Many math teachers expect students to reflect on, and assess, their own work.
- Most teachers in grades K-6 expect students to reflect on and assess their own work and the work of their peers. This is done with rubrics, journals, conferences, and self-reflection in various forms.
- Some teachers use feedback from students about their learning to inform their instruction and to design student goals and activities.
- Teachers create opportunities for student collaboration through "buddy systems" within and across classrooms.
- Teachers use morning meetings to engage students in establishing the day's agenda, which can include problem-solving activities and decision-making.
- Teachers provide opportunities for students to showcase their work using technology and other media forms.
- Parents are given opportunities to work with their children on projects and activities at different stages of their completion. Parents are invited to view student presentations.
- Students in grades K-6 have multiple opportunities to reflect on their own learning in math and language arts through checklists, reflective narratives, rubrics, learning forms, and teacher conferences.

Students as Active Participants in the Learning Process

Student Performance - Indicator #4 (continued)

Results

The growing involvement of students in their own learning and that of their peers is recognized as contributing to some improvement in their performance.

- Writing journals displayed evidence of student progress over time, based on conferencing and peer editing.

Areas of strength

- The district's commitment to student-centered learning is evidenced in all grade levels.
- Students are given multiple opportunities to provide feedback about their learning.

Recommendations for growth

- Consider establishing an ongoing process for teacher collaboration within and across grade levels to help coordinate student learning opportunities.
- Consider systematizing the use of student feedback to differentiate instruction throughout the grade levels.
- Consider a longitudinal method of collecting and reviewing student feedback that links student involvement to the learning process over time.
- Consider using performance-based assessments to allow students the opportunity for pre- and post-assessment, reflection, and the use of student-generated rubrics.

College Enrollment and Postgraduate Experience
Student Performance - Indicator #5

A high percentage of students who begin their 12th year in the district graduate and go on to attend and successfully perform in a two- or four-year college. Data about the percentage accepted into schools of various levels of competitiveness (as defined in Barron's Profiles of American Colleges) is gathered and analyzed. Feedback from all graduates regarding their preparation and success is solicited and studied.

NOT EVALUATED

Equity and the Opportunity to Learn Student Performance - Indicator # 6

High quality curriculum and instruction are available to all students regardless of gender, race, ethnicity, socioeconomic status, special needs and English-language proficiency. Policies and practices that govern student access to all programs are non-discriminatory and set expectations that all students are equitably challenged. Educators are attentive to and skilled in addressing different learning styles and learning paces among students. The district's financial resources are equitably distributed among all students.

Approach

There is the beginning of a process for examining access to and equity of learning opportunities for all students.

- The district has begun a process of examining access and equity of learning opportunities for all students. For students with special needs, emotional, cognitive, and social programs are available, including the Guided Study Program, English Language Learner Program, Regular Education Support Team, Talented and Gifted Program, Woodbridge Local Systems Collaborative (inter-agency team), Multi-Age Group, Title 1, Language Arts Center, Assistive Technology, and the 504 Process.

Implementation

Many educators understand and regularly use student performance data to determine how learning opportunities are distributed among students and to examine expectations, policies and procedures affecting equity in the district. Based on this analysis they effect changes in curriculum and instruction to improve equity. They are knowledgeable about differentiated instruction.

- Some educators use student performance data to support placement of students in intervention programs. Special education teachers collaborate with regular education teachers to develop IEP's. Regular education teachers collaborate with support staff to provide 504 accommodations for eligible students.
- Technology is available to support students. For example, AlphaSmarts are available for all students who have grapho-motor or organizational difficulties. They can be checked out in the library media center.
- There is evidence that teachers and administrators actively make referrals to the Regular Education Support Team, the Guided Study Program, the Talented and Gifted Program, and Title I.
- The Multi-Age Group is a K-4 program for students and families who are seeking an alternative educational setting.

Equity and the Opportunity to Learn
Student Performance - Indicator # 6 (continued)

Results

Some improvement in student learning related (in part) to the use of student performance data to ensure equity is suggested by assessment data.

- For students with special needs, there is some improvement in learning.
- Periodic reviews are in place to monitor student success in a variety of programs.
- Anecdotal evidence indicates student improvement. Teacher comments include: “doing much better”; “very pleased with progress”; “best attitude ever.”

Innovative practices

- Adopt a PET (Personal Enrichment Topic) is a guided independent study using a project journal to gather information, listing questions and narrowing them to one, and creating products to solve questions.
- The Infinite Possibilities Program was designed and implemented to sustain female interest in math and science. This program is conducted at Beecher Road Intermediate School and is attended by at least 85% of the female fourth graders.

Recommendations for growth

- Link the process of access to and equity of learning opportunities to the analysis of student performance data.
- Expand educators’ understanding of data analysis in order to determine and support students with special needs.

Instruction Linked to Use of Student Assessment Data

Internal Support—Indicator # 7

Instruction includes a focus on the assessment of student learning against designated standards and benchmarks at appropriate developmental levels. Assessment data from multiple sources are analyzed by teachers when making curriculum and instruction decisions and when selecting from a variety of teaching techniques and instructional tools to help students improve.

Approach

There is the beginning of a process to support teachers in collecting and analyzing student, classroom and district data against designated standards and benchmarks at appropriate developmental levels to inform curriculum and instruction decisions.

- The district plan for instruction includes varied opportunities for teachers and administrators within buildings and across grade levels to collaborate about student assessment and instructional practices.
- The leadership team model involves scheduled meetings with grade-level representatives, special area teachers, and a building administrator, and is designed to encourage ongoing conversation about teaching and learning.
- The district model for additional instructional support in math and language arts is reflected in the creation of the coordinators positions.
- The district is starting to collect and analyze data systematically. For example, it has purchased the Tetra Data warehousing system and is beginning to load data into the warehouse.

Implementation

Some teachers collect and analyze assessment data. They use this data as a basis for planning, and for selecting among a variety of teaching techniques and tools.

- Teachers across grade levels integrate collaborative planning modules scheduled into their daily program.
- Some teachers use student assessments to drive instruction, including running records, journals, graphic organizers, observations, rubrics, pre- and post-assessments, standardized and teacher-created tests.
- In K-6 classrooms math and language arts coordinators push in and pull out for remediation and enrichment.
- A TAG coordinator position has been created to provide instruction and support for gifted learners.
- Weekly team meetings occur K-6 to discuss and reflect on curriculum, teaching practices and student performance.
- In the MAG program there is evidence of communications workshops and weekly evaluation checklists for goal setting.

Instruction Linked to Use of Student Assessment Data Internal Support—Indicator # 7 (continued)

- DRA assessments are consistently used to evaluate growth in student performance in language arts in grades K-6.
- Math units in grades 3 through 5 correspond to Connecticut Core of Teaching and National Council of Teachers of Mathematics standards

Results

Some improvement in student learning related (in part) to teachers' use of assessment data to improve instruction is suggested by classroom and district data from multiple sources.

- Teachers report improved student achievement linked directly to their use of performance-based assessments.
- Anecdotal evidence from primary language arts specialists suggests a high exit rate for students with special needs as a result of interventions.

Areas of strength

- There is a fifth grade model in place that collects math assessment data through excel spreadsheets and graphs for distribution and analysis to guide re-teaching.

Recommendations for growth

- The district staff development committee should consider offering staff development in the use, collection and analysis of multiple assessments.
- Improved vertical articulation regarding student assessments would provide an increased ability for teachers to differentiate instruction.

Supervision and Evaluation Linked to the Use of Student Assessment Data

Internal Support - Indicator #8

Supervision and evaluation place importance on the analysis and use of student assessment data from multiple sources. Teachers are encouraged to develop and employ a repertoire of teaching techniques to meet the needs of their students as identified by the data. Support is available through coaching, staff development and resources.

Approach

There is a sound process in place that emphasizes the use of student assessment data in supervision and evaluation. It supports teachers in the development and use of a repertoire of instructional techniques and tools to meet students' needs.

- A comprehensive teacher evaluation plan was created with input from faculty members and administrators. A clear timeline is enumerated in the evaluation plan.
- The district plan is derived directly from the Connecticut Common Core of Learning and the Connecticut Common Core of Teaching, which set specific standards for the evaluation and supervision process.
- There are a number of teacher evaluation forms available to guide tenured, non-tenured, and probationary teachers in the development of their professional goals.

Implementation

Some administrators, in an effort to improve instruction and student learning, analyze student achievement data and use their findings as they support, supervise, and evaluate teachers.

- Teachers and administrators meet according to the designated timeline in the professional growth documents to discuss goals and observations.
- Administrators provide classroom teachers the opportunity to work with math and language arts resource specialists to improve student learning.

Results

There is no evidence of results.

Recommendations for growth

- Consider creating a process that aligns the CCT and the CCL to specific district and grade-level goals of teachers and administrators.
- Deepen the process of providing feedback to teachers with instructional suggestions to improve student learning.
- The supervisory and evaluation process should be more closely linked to the language arts and math curricula.

Professional Development Linked to Student Learning Standards

Internal Support - Indicator # 9

The planning, implementation and evaluation process for professional development district-wide emphasizes a high degree of congruence with student needs as identified by classroom and district data from multiple sources. Professional development courses and other opportunities help teachers plan, facilitate, and assess a range of learning experiences for their students that lead to increases in achievement.

Approach

There is the beginning of a process that focuses on the relationship between professional development and student needs.

- There is a professional development plan in place that is directly linked to the Connecticut State Curriculum Standards.
- The Professional Development Committee meets monthly to review and revise the current professional development plan, as well as help design district programs. In its work, it seeks to align curriculum standards, district goals, and teacher professional needs.
- The district provides opportunities for a variety of professional development opportunities, including workshops, conferences, and in-district programs.
- The district provides some opportunities for regularly scheduled grade-level planning and collaboration.
- The district invites professional experts to present workshops in the area of Language Arts and Mathematics.
- Support has been provided for the Responsive Class program, including workshops, summer training, and teacher release days for planning and discussing units.

Implementation

Some educators participate in professional development activities that are directly linked to meeting students' needs.

- Some teachers have attended conferences related to district, school, and personal initiatives.
- Primary grade-level teams meet regularly during common planning time, which allows opportunities for professional development and collaboration.
- A Math Assessment Coach was brought in to work with teachers in grades one and two.
- Grades one and two met with the assessment coach and the math resource teacher to analyze student performance and develop curriculum-based assessments.

Professional Development Linked to Student Learning Standards

Internal Support - Indicator # 9 (continued)

- Teachers consistently describe the strong and continuous support from the math resource teacher and language arts specialist
- Questionnaire surveys were distributed requesting staff input on the language arts and math programs.

Results

Some improvement in student learning related (in part) to the link between professional development and students' learning needs is suggested by classroom and district data from multiple sources.

- Recent district CMT reports show an increase in grade 4 and grade 6 reading, writing, and math scores
- Primary teachers and parents report an increase in students' performance in reading and writing
- Teachers report an increase in student reading and writing performance since their training and incorporation of guided reading and writing within a Balanced Literacy approach.

Areas of strength

- Teachers are pleased with the level of professional training and support for the implementation of the Responsive Class program

Recommendations for growth

- Continue to gather and analyze evidence that professional staff development is linked to improved student achievement.
- Plan to make use of extended faculty meetings for professional development directly linked to student improvement.
- Begin training teachers in analyzing student performance data to inform curriculum and instruction.
- Provide consistent opportunities for all grade level teams to meet on a regularly scheduled basis.
- Consider arranging for vertical articulation meetings between grade levels.
- Consider establishing a formal mentoring program for newly hired teachers.

Environment for Change and Innovation

Internal Support - Indicator # 10

The school and district culture expects, supports, and recognizes change and creativity. It values and encourages progressive innovation that leads toward higher student achievement. Data are utilized to support decisions for change. This includes a process to review work and learn from experimentation.

Approach

There is the beginning of a process that encourages and enables staff to create and implement new ideas for raising student achievement.

- The district plan includes the beginning of a process to coordinate curriculum between the elementary districts and the regional junior high schools and high school. Through a cooperative effort of the three districts, it is hoped that a cohesive K-12 curriculum can be put in place.
- The Responsive Classroom is a district-wide initiative that focuses on the culture and learning environment of the schools. It emphasizes the social curriculum along with the academic curriculum as important to how children learn.
- There is a special education cluster model in place in 6th grade. This model allows co-teaching opportunities in all subject areas. The team includes two sixth grade regular education and a sixth grade special education teacher.
- Some teachers have in place innovative programs to enhance the learning of children. These include teacher Web pages to enhance school-home communication, and two sixth grade classes that have integrated content material into their shared reading with their second-grade partners.

Implementation

Many educators participate in the development of new tools, techniques and strategies for improving student learning.

- Both classroom and “specials” teachers are implementing principles of the Responsive Classroom including morning meeting, “hopes and dreams,” student-created rules and logical consequences.
- Some teachers in grades 2, 3, and 6 have used home visits to foster parent-teacher collaboration. Prior to the opening of school, students and their parents are visited by the teacher in their home. These visits are used, in part, to lay the groundwork for “hopes and dreams,” part of creating a Responsive Classroom.
- CMT data shows that female students scored higher than males in grade 4. However, by grade 6 and into high school, girls scored lower than boys. This observation was further explored by looking at national trends. In response, the “Infinite Possibilities” program was implemented. Amity Regional High School students work for two hours per month after school on fun-oriented, educational

Environment for Change and Innovation

Internal Support - Indicator # 10

- activities in math, science, and technology in order to keep girls interested in these topics. Beecher Road Intermediate School reports 85%+ participation in the Infinite Possibilities program.
- Three 2nd grade classes work together on “Kidtown”—an interdisciplinary unit incorporating science, music, math, language arts, and art. The culmination of this unit is the actual Kidtown Grand Opening. Families are invited and students talk about their stores, explaining how they make and sell their products or provide their services.
 - One 2nd grade teacher uses “The Bee Play” as an alternative assessment for a unit on insects. Each year students add to the script from previous years. The play, which links science and language arts, is also performed for the school.

Results

There is no evidence of results.

Recommendations for growth

- Consider building upon the current environment within the schools, encouraging teachers to create innovative practices that result in greater student achievement.
- Consider putting into place a system that both encourages and recognizes innovative practice by staff members and allows them to share their ideas and practices with colleagues.
- Consider putting into place a system that would use data to support decisions for change, including a process to review student work based on innovative practice and to learn from experimentation.
- Consider putting into place a mechanism for informing staff members about available grant opportunities that could support the creation of innovative practices.

Building Shared Vision and Goals

Internal Support - Indicator # 11

Shared vision and goals focused on student performance have been developed with the staff and community, are well articulated, clearly communicated, and consistently pursued throughout the district and school community.

Approach

There is the beginning of a process to build a common vision with staff and establish goals grounded in an assessment of the current situation and factors that will affect the future. A preliminary version of a shared vision with related goals has been developed with staff.

- The district has in place a vision statement posted on the website that cites the focus on “becoming a high performing school district that provides a nurturing and stimulating learning environment.”
- There is a plan in place that requires teachers, administrators, and some students to set personal and professional goals.
- The district is committed to supporting the Responsive Classroom philosophy, a social skills program.
- The Resource-Based Learning model was the traditional format for instruction; a standards-based approach has recently been introduced.
- The district provides varied programs for parents to share the vision and goals. These include parent literacy information night, Kindergarten orientation, and math night.
- Professional development opportunities for teachers linked to specific goals are available.
- Primary and intermediate leadership teams are in place. They meet twice a month to discuss instructional issues. Team members include administrators, grade-level representatives, and support and special area staff members.

Implementation

Some members of the school community understand the benefit for students of working together in pursuit of a common vision and goals and are engaged in programs and activities that support realizing the vision and achieving the goals.

- Although many teachers throughout the grade levels have integrated instructional strategies connected to the Responsive Classroom expectations and to Resource-Based Learning, there is little agreement with respect to a shared vision amongst the administration and faculty

Results

There is no evidence of results

Building Shared Vision and Goals
Internal Support - Indicator # 11 (continued)

Recommendations for growth

- Although there is a published mission statement, it is not clearly and consistently articulated and understood. Consider revisiting and refining the mission statement and assure its alignment with initiatives designed and programs selected for teachers.
- Consider developing a process that would include administrators, teachers, parents and community members in conversations centered on a clear and comprehensive vision for continuous improvement in student performance at Woodbridge.
- School goals should be developed and emanate from the mission statement and reflect desired student outcomes.

Curriculum Development and Articulation Linked to Achievement

Internal Support—Indicator #12

Teachers and staff work together to construct an appropriate and articulated K-12 curriculum that ensures optimal student results. Teachers communicate and collaborate with colleagues regarding student performance along the continuum.

Approach

There is the beginning of a process for educators to communicate and collaborate on the construction and articulation of curriculum specifically linked to desired student achievement.

- There is a strategic plan in place that addresses goals and objectives related to curriculum. These include goals related to the social and academic development of students, the goal of making students life-long learners, the continuous improvement of curriculum, and communication with stakeholders.
- Curriculum documents are in place that include belief statements and goals.
- The Responsive Classroom model has been adopted in response to research on character development. The model addresses both the social and academic development of students as being important components of how children learn.
- Curriculum revision and refinement is an ongoing process. As an example, the BOWA (Bethany-Orange-Woodbridge-Amity) committee met to adjust the science curriculum according to the new state guidelines.

Implementation

Some educators collaborate with colleagues on the construction and articulation of curriculum.

- The district has begun a process to link student performance to curriculum. Programs have been put in place to train leadership teams and teachers in how to look at student work, linking the achievement of students to the objectives outlined in the various curricula.
- The leadership teams meet regularly to discuss issues related to curriculum. Past meetings have focused, in part, on curriculum goals and alignment.
- Various resources (e.g. Harcourt Brace Language Arts and Trailblazers math programs) have been acquired that support the objectives of the curriculum documents. Teachers have been given professional development in the ways that these programs can be used.
- Many grade-level teams meet to collaborate on instruction and reflect on student work. The curriculum consultants are included in some of these grade-level meetings related to curriculum and student achievement.

Curriculum Development and Articulation Linked to Achievement Internal Support—Indicator #12 (continued)

- Some teachers at each grade level implement the district curriculum in math and language arts.

Results

Some improvement in student learning is suggested by classroom and district data from multiple sources. This improvement is related (in part) to a clearly articulated curriculum linked to desired student achievement.

- There is evidence of cohort group growth in CMT scores from Grades 4 to 6, which may be attributed, in part, to an appropriate and articulated curriculum in language arts and mathematics.

Areas of strength

- The Library Media Center is actively used to support teachers' implementation of the curriculum. The Center serves as a central location for the collection of research materials and student and teacher resources that support the many ongoing projects and theme-based units.

Recommendations for growth

- Continue to review and revise curricula to meet the needs of all learners, with teachers as active participants in the process. An integral part of this process should be the ongoing review of curriculum based upon student data and alignment with state and national standards.
- Clarify how the district's Resource-Based Learning program will be balanced with standards-based language arts and mathematics programs (e.g., Harcourt Brace language arts and Trailblazers math) to meet the objectives of the curriculum and the needs of diverse learners.
- Put into place a system that will insure that all students have assured experiences at each grade level related directly to the objectives of the curriculum. Students should be assessed on these experiences using common performance-based assessments, and teachers should be given the opportunity to meet with colleagues to analyze the results of assessments to articulate best practice in the delivery of instruction related to these objectives.
- Provide opportunities for teachers to communicate and collaborate with colleagues across grade levels regarding student performance along the K-6 continuum.
- Provide opportunities for articulation with colleagues in the Amity Regional District to extend articulation along the K-12 continuum.

Curriculum Development and Articulation Linked to Achievement
Internal Support—Indicator #12 (continued)

- Examine how the different math programs being used meet the objectives of the math curriculum. Consider the effect that the various approaches between programs (e.g., Trailblazers vs. Connected Math) have on students' learning experiences.

Support for the Academic, Social, and Emotional Needs of Each Child

Internal Support – Indicator # 13

Programs are in place that identify and meet students' academic and non-academic needs. Information is gathered from a variety of sources to design curricular and extra-curricular programs that provide for the involvement of resource personnel and for personal interaction with and among students to address the full spectrum of their needs.

Approach

There is a sound process in place that identifies and provides personalized attention to students' academic, social and emotional needs.

- The district is committed to the Responsive Classroom philosophy.
- Multiple programs are available at all grade levels to support students' academic and non-academic needs. These include academic intervention programs, social skills groups, lunchtime leadership groups, Project Safe, club opportunities in the arts, character education programs, as well as extended day, vacation, and summer school programs.
- The district plan includes both a multidisciplinary regular education support team (REST) as well as Pupil Placement Team meetings (PPT).
- Workshops for parents are available at all grade levels. Examples of these include math and literacy nights, as well as early intervention programs (PAL).
- The special education cluster model incorporates careful co-planning between teachers. Students with special needs are engaging with regular education materials.
- Teaching assistants are provided in grades K-2 and in cluster classrooms.
- The special education program includes collaborative and co-teaching classrooms, utilizing both push-in and pull-out services.

Implementation

Many educators regularly communicate with students regarding their needs and are working with resource personnel in programs designed to support the academic, social and emotional needs of each child.

- Most teachers have beginning training in the Responsive Classroom philosophy.
- Teachers provide instruction in programs to support the student's academic and non-academic needs.
 - Language Arts coordinators provide reading/writing support for students. These include programs such as the Bridge program and the TLC program.
 - The math coordinator provides math instructional support for students and support and modeling for classroom teachers.

Support for the Academic, Social, and Emotional Needs of Each Child

Internal Support – Indicator # 13 (continued)

- Guided study program meets mornings and afternoons for a six-week cycle to address organizational and study skills.
- Art, music, and theater club opportunities are available for interested students, including those receiving special education services.
- Teachers and consultants provide social support groups, lessons, and activities.
- The REST team meets monthly to discuss students identified by teacher(s) as having social, emotional, or academic needs. The plan includes strategies for classroom support and results are reviewed at follow-up meetings within a set period of time.

Results

Some improvement in student learning related (in part) to the more personalized approach is suggested by classroom and district data from multiple sources.

- Some teachers report positive behavioral changes translating into positive academic progress through the use of the Responsive Classroom model.
- Teacher Child Rating Scale (TCRS) results in project SAFE indicate improved social and behavioral skills.
- REST saw multiple evidence of improved student performance and the reduction of behavior issues over a period of time.
- Woodbridge musical performing groups have placed first and second in competitions.

Areas of strength

- The integrated cluster model incorporates co-teaching and cooperative learning groups. Students with special needs are engaging with regular materials. Students in classrooms report no differences between regular and special education teachers.

Innovative Practices

- Teachers reported increased academic productivity with yoga exercises. They received an award from radio station WBOE.

Recommendations for growth

- Continue to provide training in Responsive Classroom philosophy in order to enhance regular communication with students regarding their academic and non-academic needs.

Parental and Community Partnership

External Support – Indicator #14

The active involvement of parents and the community, and feedback and two-way communication are encouraged and utilized to improve teaching and learning. A wide range of community resources extends the classroom and enriches the educational experience of students.

Approach

There is a sound process in place for two-way communication with parents and the larger community and for encouraging their participation in the schools.

- There is a district-wide plan in place for communicating with parents at all levels concerning procedures, services and curricula. The plan encourages parents to be involved in various committees and actively participate in the school setting.
- The district plan encourages the Parent Teacher Organization to act as a conduit between the school and community, support teacher initiatives, and initiate communication connected to student activities.
- There is a district-wide plan in place to inform parents of student progress and assure access to administrators through the district Web site.
- There is an extended day program in place that provides after-school care throughout the school year and during vacations.

Implementation

Most parents, community members, and groups are engaged in ongoing, two-way communication with educators on ways to improve education and are actively engaged in work with students to enrich their educational experiences.

- The district hosts Parent Information Nights at various times to inform parents of new curriculum, strategies used to implement programs and techniques for parents to help their children at home.
- Teachers send information to parents describing school activities through classroom and school building newsletters.
- There are a variety of ways that parents are informed regarding student performance. Examples include progress reports, narratives, annotated report cards, conferences, and e-mail correspondence.
- There are district-wide handbooks that inform parents of various procedures, expectations, rules, mission and vision statements, faculty and staff, resources and special programs.
- Home visits by some teachers foster parent teacher collaboration.
- In the Tri-State Consortium survey, parents reported that there are opportunities throughout the system for their involvement and participation in their child's education.

Parental and Community Partnership
External Support – Indicator #14 (continued)

- The PTO provides funding support for teacher programs.
- The extended day program is coordinated and staffed by Beecher Road School teachers, who are committed to its success

Results

The interconnectedness with and involvement of the parents and community members in the education process is recognized as contributing to some improvement in student learning as suggested by classroom and district data from multiple sources.

- During interviews with the Tri-State visiting team, parents consistently described the accessibility of teachers and offered their opinion that opportunities for ongoing conversations have resulted in student growth.

Areas of strength

- Parents report their involvement in their children’s school activities. They report feeling valued and welcomed by the school.
- There have been extensive efforts to communicate with parents and include them as partners.

Innovative practices

- Because it is staffed by teachers and teacher assistants employed at the Beecher Road School, the excellent extended day program offers the opportunity for student growth beyond the regular school day.

Recommendations for growth

- Implement a plan to provide ongoing workshops with flexible scheduling to enable parents to become actively involved in their child’s education.
- The PTO might consider initiating a systematic way, perhaps through a grants program, of distributing money to support teacher initiatives.

Budget Support

External Support – Indicator #15

The budget is developed to support the mission, vision and goals of the district. The allocation of funds is aligned with efforts to improve student performance. There are appropriate communications between the school district and the community regarding educational programs and the budget needed to support these programs. The Board and the community value the efforts of educators and approve budget requests.

Approach

There is a sound process in place for building a budget that supports the mission, vision and goals of improving student achievement, and for communicating with the community regarding educational programs and the financial support required. The process of aligning resource allocations to the mission, vision and goals, and improving learning is clearly defined and is understood by teachers, administrators, and others involved in the budget process.

- The district approach to developing their annual budget is an inclusive one:
 - The faculty works through their grade levels to submit their needs to the principals.
 - The principal examines requests from staff, makes the decisions for her building, and submits her budget to the central office.
 - The central office examines requests and makes decisions in alignment with the district's strategic plan.
 - The Superintendent prepares a detailed budget for the Board of Education and Town Board of Finance. Information on the budget is posted on the district Web site.
- When reductions in the budget are made, maintaining the integrity of the educational program is a priority.

Implementation

Most educational programs requested by teachers and administrators are valued and consistently well supported by the Board and the community. Support from the Board and the community generally enables the district to respond to changing student needs with a variety of educational programs.

- Most educational programs and classroom needs are supported by the budget. Teachers and parents indicated sufficient if not rich resources for teaching and learning. An example of this support is the funding for the materials for the language arts and math program.
- There is sufficient funding for teachers to pursue professional development.
- In spite of declining enrollments, efforts have been made to redeploy current staff with the goal of continuous improvement, for example the establishment of a gifted and talented position.

Budget Support
External Support – Indicator #15 (continued)

- The Town Board of Finance, along with the Board of Selectman encouraged and helped fund the district's participation in the Tri-State Consortium.

Results

Some improvement in student learning related (in part) to programs supported by the district budget is suggested by classroom and district data from multiple sources.

- Some improvement in student learning on the CMT's is suggested by the purchase of the math and reading programs according to teachers. However, there is little evidence to support a direct link between the funding of these materials and increased student performance.

Areas of strength

- The Town Board of Finance has noted the Superintendent's leadership in the development of the budget and the clear direction reflected in it.

Recommendations for growth

- Establish a process for measuring the effectiveness of newly funded initiatives and/or classroom materials on student performance.
- Ensure observable alignment between district goals and budget decisions.

Performance Assessment
Student Performance - Indicator # 1

Educators value and utilize standards-based performance assessments in which students demonstrate their capacity to transfer and apply knowledge (e.g. demonstrations, exhibitions, authentic tasks, portfolios, or other assessments designed for this purpose). These assessments demonstrate the degree to which students integrate knowledge, skills and higher-level thinking both within and across disciplines, as monitored over time.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
1. There is no process evident in the schools or district.	1. There is no evidence of implementation.	1. There is no evidence of results.
2. There is the beginning of a process for the use of standards-based assessments such as portfolios, exhibitions, and performance tasks to complement what is known about student learning from standardized measures.	2. Some educators understand and regularly use at least one form of standards-based performance assessment to provide information about student learning.	2. Some improvement in student learning related (in part) to the use of performance assessments is suggested by assessment data.
3. There is a sound process in place for the systematic use of standards-based assessments such as portfolios, exhibitions, and performance tasks, in which students are able to demonstrate their ability to integrate knowledge, skills and higher level thinking within disciplines.	3. Many educators understand and regularly use a variety of standards-based performance assessments to provide information about student learning.	3. Measurable improvement in student learning related (in part) to the use of performance assessment is suggested by assessment data.
4. There is a comprehensive process in place for the systematic use of standards-based assessments such as portfolios, exhibitions and performance tasks, in which students are able to demonstrate their ability to integrate knowledge, skills and higher level thinking within and across disciplines. The process is periodically revisited and refined.	4. Most educators understand and are actively engaged in the development and use of a variety of standards-based performance assessments to provide information about student learning that informs curriculum and instruction decisions.	4. Significant improvement in student learning sustained over time related (in part) to the use of performance assessment is clearly suggested by multiple forms of assessment data.

Performance Assessment
Student Performance - Indicator # 1 (continued)

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
<p>5. There is a comprehensive process in place that combines multiple forms of standards-based performance assessments including portfolios, exhibitions and performance tasks, in which students are able to demonstrate their ability to integrate knowledge, skills and higher level thinking within and across disciplines. The process is continuously monitored and improved based on experience, new knowledge and feedback gathered from multiple sources.</p>	<p>5. All educators understand and actively participate in the development and use of a variety of standards-based performance assessments to provide information about student learning that informs curriculum and instruction decisions.</p>	<p>5. Significant improvement in student learning sustained over time related (in part) to the use of performance assessment is strongly suggested by local and national measures of excellence.</p>

Standardized Testing
Student Performance - Indicator # 2

National and state norm-referenced and criterion-referenced tests provide data regarding the students' knowledge and higher-level thinking. This data is measured and monitored over time, and is used to further improve student performance.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
1. There is no process evident in the schools or district.	1. There is no evidence of implementation.	1. There is no evidence of results.
2. There is the beginning of a process for the selection of norm-referenced and criterion-referenced tests and the use of test data to understand student learning and higher-level thinking measured and monitored over time.	2. Some educators use test scores and review data from standardized tests to make more informed decisions about curriculum and instruction.	2. Some improvement in student learning related (in part) to the use and analysis of standardized tests is suggested by data from norm-referenced and criterion-referenced tests and other forms of assessment.
3. There is a sound process in place for the selection of norm-referenced and criterion-referenced tests and the systematic analysis of test data which measures and monitors student achievement over time in order to improve learning.	3. Many educators use test scores and analyze data from standardized tests to make more informed decisions about curriculum and instruction.	3. Measurable improvement in student learning related (in part) to the use and analysis of standardized tests is suggested by data from norm-referenced and criterion-referenced tests and other forms of assessment.
4. There is a comprehensive process in place for the disaggregation of test results and the analysis of tests, subtests and items to provide specific information that can be used to improve learning and the learning environment. The process is periodically revisited and refined.	4. Most educators disaggregate and analyze test scores and data from multiple standardized measures to make more informed decisions about curriculum and instruction.	4. Significant improvement in student learning, sustained over time related (in part) to the use and analysis of standardized tests is clearly suggested by data from multiple norm-referenced and criterion-referenced tests and other forms of assessment.
5. There is a comprehensive process in place that integrates information from multiple tests with other information about student learning to improve learning and the learning environment through formal cycles of evaluation. The process is continuously monitored and improved based on experience, new knowledge and feedback gathered from multiple sources.	5. All educators disaggregate and analyze test scores and data from multiple standardized measures to make more informed decisions about curriculum and instruction across grades and subject areas.	5. Significant improvement in student learning sustained over time related (in part) to the use and analysis of standardized tests is strongly suggested by local and national measures of excellence.

Longitudinal Progress of Student Performance From K through 12
Student Performance - Indicator # 3

Long-range data measures academic progress on standardized tests and performance assessments of the same students over the course of their attendance at schools in the district from grades K -12. Longitudinal data is used to make more informed decisions on improving student performance.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
1. There is no process evident in the schools or district.	1. There is no evidence of implementation.	1. There is no evidence of results.
2. There is the beginning of a process for tracking individual student progress through standardized test scores and performance assessments and disseminating the data to school building leaders.	2. Some educators review data measuring the academic progress of students over time when making decisions about curriculum and instruction.	2. Some improvement in student learning related (in part) to the use of longitudinal data is suggested by classroom and district data from multiple sources.
3. There is a sound process in place for tracking the progress of individual students over time through standardized test scores and performance assessments and disseminating this information in a meaningful form to administrators and teachers.	3. Many educators use data measuring the academic progress of students over time when making decisions about curriculum and instruction.	3. Measurable improvement in student learning related (in part) to the use of longitudinal data is suggested by classroom and district data from multiple sources.
4. There is a comprehensive process in place for tracking the progress of individual students over time through standardized test scores and performance assessments and disseminating this information in a meaningful and flexible form to administrators and teachers. The process is periodically revisited and refined.	4. Most educators analyze data from multiple sources measuring the academic progress of students over time as part of an ongoing effort to make more informed decisions about curriculum and instruction.	4. Significant improvement in student learning sustained over time related (in part) to the analysis of longitudinal data is clearly suggested by classroom and district data from multiple sources.
5. There is a comprehensive process in place for tracking the progress of individual students over time through standardized test scores and performance assessments and disseminating this information in a meaningful and flexible form to administrators and teachers. The process is continuously monitored and improved based on experience, new knowledge and feedback gathered from multiple sources.	5. All educators systematically analyze data from multiple sources measuring the academic progress of students over time as part of an ongoing effort to make more informed decisions about curriculum and instruction across grades and subject areas.	5. Significant improvement in student learning sustained over time related (in part) to the systematic analysis of longitudinal data across grades and subject areas is strongly suggested by local and national measures of excellence.

Students as Active Participants in the Learning Process
Student Performance Indicator #4

Teachers and administrators encourage and support the active participation of students in the learning process. Educators value, measure, and use feedback from students regarding their learning needs, an assessment of their own work and that of their peers, and their overall educational experience to help students excel academically.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
1. There is no process evident in the schools or district.	1. There is no evidence of implementation.	1. There is no evidence of results.
2. There is the beginning of a process that supports and promotes the active involvement of students in their own learning.	2. Some students reflect on their work and that of their peers in relation to their own expectations and those of the teacher. Their discourse with teachers and peers about their work and their educational experiences is valued and utilized.	2. The growing involvement of students in their own learning and that of their peers is recognized as contributing to some improvement in their performance.
3. There is a sound process in place that supports and promotes the active involvement of students in their own learning through self and peer evaluation of academic work and student feedback.	3. Many students regularly reflect on their work and that of their peers in relation to their own expectations and those of the teacher. Their discourse with teachers and peers about their work and their educational experiences is extensive, thoughtful, and used to improve the instructional process.	3. The active and growing involvement of students in their own learning and that of their peers is recognized as contributing to measurable improvement in their performance.
4. There is a comprehensive process in place that supports and promotes the active and informed involvement of students in their own learning through self and peer evaluation of academic work and student feedback. The process is revisited and revised periodically.	4. Most students regularly reflect on their work and that of their peers in relation to their own expectations and those of the teacher. Their discourse with teachers and peers about their work, their progress over time, and their educational experiences is extensive, thoughtful, well informed, and used to improve the instructional process.	4. The active and consistent involvement of students in their own learning and that of their peers is recognized as contributing to significant improvement in student performance sustained over time.
5. There is a comprehensive process in place that supports and promotes the active and informed participation of students in their own learning through self and peer evaluation of academic work and student feedback. The process is continually monitored and improved based on experience, new knowledge and feedback gathered from multiple sources.	5. All students consistently reflect on their work and that of their peers in relation to their own expectations and those of the teacher. Their discourse with teachers and peers about their work, their progress over time, and their educational experiences is extensive, thoughtful, well informed, and used to improve the instructional process.	5. The active and ongoing involvement of students in the assessment of their own learning and that of their peers is recognized as contributing to significant improvement in student performance sustained over time is strongly suggested by local and national measures of excellence.

College Enrollment and Postgraduate Experience
Student Performance - Indicator # 5

A high percentage of students who begin their 12th year in the district graduate and go on to attend and successfully perform in a two- or four-year college. Data about the percentage accepted into schools of various levels of competitiveness (as defined in *Barron's Profiles of American Colleges*) is gathered and analyzed. Feedback from all graduates regarding their preparation and success is solicited and studied.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
1. There is no process evident in the schools or district.	1. There is no evidence of implementation.	1. There is no evidence of results.
2. There is the beginning of a process to collect data about college acceptances and the performance of graduates in their first year of college or career.	2. Some educators, including classroom teachers and counselors, receive and review data regarding acceptance to and success in college and career to inform curriculum, instruction and assessment decisions. Data regarding acceptance to and success in college and career sometimes helps educators better understand and respond to changing student needs with targeted programs.	2. Some improvement in student learning related (in part) to these programs is suggested by classroom and district data from multiple sources.
3. There is a sound process in place to collect and disseminate data about college acceptances, the performance of graduates in college and career and their thoughts regarding their preparation and success.	3. Many educators, including classroom teachers and counselors, regularly receive and use data regarding acceptance to and success in college and career to make more informed decisions about curriculum, instruction and assessment. Data regarding acceptance to and success in college and career often helps educators better understand and respond to changing student needs with targeted programs. They communicate with alumni.	3. Measurable improvement in student learning related (in part) to these programs is suggested by classroom and district data from multiple sources.
4. There is a comprehensive process in place to collect, disaggregate and disseminate data about college acceptances and enrollments, the performance of graduates in college or career and their thoughts regarding their preparation and success. The process is periodically revisited and refined.	4. Most educators, including classroom teachers and counselors, regularly receive, analyze and use data regarding acceptance to and success in college and career to make more informed decisions about curriculum, instruction and assessment. They communicate regularly with alumni. Communication with alumni and data regarding acceptance to and success in college and career generally helps educators better understand and quickly respond to changing student needs with targeted programs.	4. Significant improvement in student learning sustained over time related (in part) to these programs is suggested by classroom and district data from multiple sources.

College Enrollment and Postgraduate Experience
Student Performance - Indicator # 5 (continued)

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
<p>5. There is a comprehensive process in place to collect, disaggregate and disseminate data about college acceptances and enrollments, the performance of graduates in college or career and their thoughts regarding their preparation and success. The process is continuously monitored and improved based on experience, new knowledge and feedback gathered from multiple sources.</p>	<p>5. All educators including classroom teachers and counselors receive, analyze and use data regarding acceptance to and success in college and career to make more informed decisions about curriculum, instruction and assessment. There is two-way communication between educators and alumni. Regular communication with alumni and data regarding acceptance to and success in college and career consistently helps educators better understand and quickly respond to changing student needs with targeted programs.</p>	<p>5. Significant improvement in student learning related (in part) to these programs is strongly suggested by local and national measures of excellence.</p>

Equity and the Opportunity to Learn

Student Performance - Indicator #6

High quality curriculum and instruction are available to all students regardless of gender, race, ethnicity, socioeconomic status, special needs and English-language proficiency. Policies and practices that govern student access to all programs are non-discriminatory and set expectations that all students are equitably challenged. Educators are attentive to and skilled in addressing different learning styles and learning paces among students. The district's financial resources are equitably distributed among all students.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
1. There is no process evident in the schools or district.	1. There is no evidence of implementation.	1. There is no evidence of results.
2. There is the beginning of a process for examining access to and equity of learning opportunities for all students.	2. Some educators understand and regularly use student performance data to determine how learning opportunities are distributed among students and to examine expectations, policies and procedures affecting equity in the district.	2. Some improvement in student learning related (in part) to the use of student performance data to insure equity is suggested by assessment data.
3. There is a sound process in place for the analysis of student performance data to insure access to and equity of learning opportunities for all students. Steps are taken to correct for inequitable distribution of learning opportunities. Educators engage in differentiated instruction.	3. Many educators understand and regularly use student performance data to determine how learning opportunities are distributed among students and to examine expectations, policies and procedures affecting equity in the district. Based on this analysis they effect changes in curriculum and instruction to improve equity. They are knowledgeable about differentiated instruction.	3. Measurable improvement in student learning related (in part) to the use of student performance data to insure equity is suggested by assessment data.
4. There is a comprehensive process in place for the disaggregation and analysis of student performance data to insure access to and equity of learning opportunities for all students. Steps are taken to correct for inequitable distribution of learning opportunities. Educators are effectively engaged in differentiated instruction. The process is periodically revisited and refined.	4. Most educators understand and regularly use student performance data to determine how learning opportunities are distributed among students and to examine expectations, policies and procedures affecting equity in the district. Based on this analysis they effect changes in curriculum and instruction to improve equity. They are knowledgeable about and effective in the employment of differentiated instruction.	4. Significant improvement in student learning sustained over time and related (in part) to the use of student performance data to insure equity is suggested by multiple forms of assessment data.

Equity and the Opportunity to Learn
 Student Performance - Indicator #6 (continued)

Approach	Implementation	Results
<p>5. There is a comprehensive process in place for the disaggregation and analysis of student performance data to insure access to and equity of learning opportunities for all students. Steps are taken to correct for inequitable distribution of learning opportunities. Educators are effectively engaged in differentiated instruction. The process is continuously monitored and improved based on experience, new knowledge and feedback gathered from multiple sources.</p>	<p>5. All educators understand and regularly use student performance data to determine how learning opportunities are distributed among students and to examine expectations, policies and procedures affecting equity in the district. Based on this analysis they effect changes in curriculum and instruction to improve equity. They are knowledgeable about and effective in the employment of differentiated instruction.</p>	<p>5. Significant improvement in student learning sustained over time and related (in part) to the use of student performance data to insure equity is strongly suggested by local and national measures of excellence.</p>

Instruction Linked to Use of Student Assessment Data
Internal Support - Indicator # 7

Instruction includes a focus on the assessment of student learning against designated standards and benchmarks at appropriate developmental levels. Assessment data from multiple sources are analyzed by teachers when making curriculum and instruction decisions and when selecting from a variety of teaching techniques and instructional tools to help students improve.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
1. There is no process evident in the schools or district.	1. There is no evidence of implementation.	1. There is no evidence of results.
2. There is the beginning of a process to support teachers in collecting and analyzing student, classroom and district data against designated standards and benchmarks at appropriate developmental levels to inform curriculum and instruction decisions.	2. Some teachers collect and analyze assessment data. They use this data as a basis for planning, and for selecting among a variety of teaching techniques and tools.	2. Some improvement in student learning related (in part) to teachers' use of assessment data to improve instruction is suggested by classroom and district data from multiple sources.
3. There is a sound process in place to support teachers in collecting, analyzing, and sharing student, classroom and district data against designated standards and benchmarks at appropriate developmental levels to inform curriculum and instruction decisions.	3. Many teachers collect and analyze assessment data. They use this data as a basis for collaborative planning, and for selecting among a variety of teaching techniques and tools.	3. Measurable improvement in student learning related (in part) to teachers' use of assessment data to improve instruction is suggested by classroom and district data from multiple sources.
4. There is a comprehensive process in place to support teachers in collecting, analyzing, and sharing student, school and district data against designated standards and benchmarks at appropriate developmental levels to inform curriculum and instruction decisions. The process is periodically revisited and refined.	4. Most teachers collect and analyze assessment data. They use this data as a basis for collaborative planning across subject areas, and for selecting among a variety of teaching techniques and tools.	4. Significant improvement in student learning sustained over time related (in part) to teachers' use of assessment data to improve instruction is clearly suggested by classroom and district data from multiple sources.
5. There is a comprehensive process in place to support teachers in the collection, analysis and sharing of multiple forms of student, school and district data against designated standards and benchmarks at appropriate developmental levels to inform curriculum and instruction decisions. The process is continually monitored and improved based on experience, new knowledge and feedback gathered from multiple sources.	5. All teachers collect and analyze assessment data to continuously monitor student learning. They use this data as a basis for collaborative planning across grade levels and subject areas, and for selecting among a variety of teaching techniques and tools.	5. Significant improvement in student learning sustained over time related (in part) to teachers' use of assessment data is strongly suggested by local and national measures of excellence.

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Supervision and Evaluation Linked to Use of Student Assessment Data
Internal Support - Indicator # 8

Supervision and evaluation include a focus on the assessment of student learning and on the analysis and use of classroom and district data from multiple sources. Teachers are encouraged to develop and employ a repertoire of teaching techniques to meet the needs of their students as identified by the data. Support is available through coaching, staff development and resources.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
1. There is no process evident in the schools or district.	1. There is no evidence of implementation.	1. There is no evidence of results.
2. There is the beginning of a process that emphasizes the use of student assessment data in supervision and evaluation. It supports teachers in the development and use of a repertoire of instructional techniques and tools to meet students' needs.	2. Some administrators, in an effort to improve instruction and student learning, analyze student achievement data and use their findings as they support, supervise, and evaluate teachers.	2. Some improvement in student learning related (in part) to administrators' use of assessment data in their work with teachers is suggested by classroom and district data from multiple sources.
3. There is a sound process in place that emphasizes the use of student assessment data in supervision and evaluation. It supports teachers in the development and use of a repertoire of instructional techniques and tools to meet students' needs.	3. Many administrators, in an effort to improve instruction and student learning, regularly analyze student achievement data and use their findings as they support, supervise, and evaluate teachers.	3. Measurable improvement in student learning related (in part) to administrators' use of assessment data in their work with teachers is suggested by classroom and district data from multiple sources.
3. There is a comprehensive process in place that emphasizes the use of student assessment data in supervision and evaluation. It strongly encourages and supports teachers in the development and use of a repertoire of instructional techniques and tools. The process is periodically revisited and refined.	3. Most administrators, in an effort to improve instruction and student learning, are knowledgeable leaders in the analysis of student achievement data. They consistently use their findings as they work with, supervise, and evaluate teachers.	3. Significant improvement in student learning sustained over time related (in part) to administrators' use of assessment data in their work with teachers is clearly suggested by classroom and district data from multiple sources.
5. There is a comprehensive process in place that emphasizes the use of multiple forms of assessment data in supervision and evaluation. It strongly encourages and supports teachers in the development and use of a repertoire of instructional techniques and tools. The process is continually monitored and improved based on experience, new knowledge and feedback from multiple sources.	5. All administrators, in an effort to improve instruction and student learning, are knowledgeable leaders in the analysis of student achievement data. They consistently use their findings as they support, supervise, and evaluate teachers.	5. Significant improvement in student learning sustained over time related (in part) to administrators' use of assessment data in their work with teachers is strongly suggested by local and national measures of excellence.

Professional Development Linked to Student Learning Standards
Internal Support - Indicator # 9

The planning, implementation and evaluation process for professional development district-wide emphasizes a high degree of congruence with student needs as identified by classroom and district data from multiple sources. Professional development courses and other opportunities help teachers plan, facilitate, and assess a range of learning experiences for their students that lead to increases in achievement.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
1. There is no process evident in the schools or district.	1. There is no evidence of implementation.	1. There is no evidence of results.
2. There is the beginning of a process that focuses on the relationship between professional development and student needs.	2. Some educators participate in professional development activities that are directly linked to meeting students' needs.	2. Some improvement in student learning related (in part) to the link between professional development and students' learning needs is suggested by classroom and district data from multiple sources.
3. There is a sound process in place that establishes a high degree of congruence between professional development and students' needs as identified by classroom and district data from multiple sources. Courses and other opportunities are designed to increase teacher awareness of new tools and techniques.	3. Many educators have professional development plans linked to measures of excellence and historical student achievement data. These educators participate in activities based on their plans and are becoming familiar with new educational tools and techniques.	3. Measurable improvement in student learning related (in part) to the link between professional development and students' learning needs is suggested by classroom and district data from multiple sources.
4. There is a comprehensive process in place that maintains a high degree of congruence between professional development and meeting students' needs as identified by classroom and district data from multiple sources. Courses and other opportunities are designed to help teachers create a range of learning experiences for students that lead to increased achievement. The process is periodically revisited and refined.	4. Most educators have professional development plans closely linked to measures of excellence and historical student achievement data. These educators are actively engaged in professional development based on their plans and are utilizing their new knowledge for the benefit of their students.	4. Significant improvement in student learning sustained over time related (in part) to the link between professional development and students' learning needs is clearly suggested by classroom and district data from multiple sources.
5. There is a comprehensive process in place to ensure a high degree of congruence between professional development and meeting changing student needs as identified by assessment data. Courses and other opportunities are designed to help teachers create a range of learning experiences for students that lead to increased achievement. The process is continually monitored and improved	5. All educators have current professional development plans closely linked to measures of excellence and changing student needs derived from multiple evaluation measures. These educators are actively engaged in professional development based on their plans and are creating new approaches to teaching and learning for the benefit of their students.	5. Significant improvement in student learning sustained over time related (in part) to the link between professional development and students' learning needs is strongly suggested by local and national measures of excellence.

based on experience, new knowledge and feedback gathered from multiple sources.		
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Environment for Change and Innovation
Internal Support - Indicator # 10

The school and district culture expects, supports, and recognizes change and creativity. It values and encourages progressive innovation that leads toward higher student achievement. Data are utilized to support decisions for change. This includes a process to review work and learn from experimentation.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
1. There is no process evident in the schools or district.	1. There is no evidence of implementation.	1. There is no evidence of results.
2. There is the beginning of a process that encourages and enables staff to create and implement new ideas for raising student achievement.	2. Some educators are aware of and working with new tools, techniques and strategies for improving student learning.	2. Some improvement in student learning as a result (in part) of innovative programs and practices is suggested by classroom and district data from multiple sources.
3. There is a sound process in place that encourages and provides the opportunity for staff to create and experiment with innovations and new ideas for raising student achievement.	3. Many educators participate in the development of new tools, techniques and strategies for improving student learning.	3. Measurable improvement in student learning as a result (in part) of innovative programs and practices is suggested by classroom and district data from multiple sources.
4. There is a comprehensive process in place that encourages and provides the opportunity for staff to create, experiment with, evaluate and share new ideas for raising student achievement. These processes are periodically revisited and refined.	4. Most educators are actively engaged in the development, testing, evaluation and sharing of new tools, techniques and strategies for improving student learning. Change and program innovation are derived from assessment data.	4. Significant improvement in student learning sustained over time and related (in part) to innovative programs and practices is clearly suggested by classroom and district data from multiple sources.
5. There is a comprehensive process in place that strongly encourages and provides the opportunity for staff to create, experiment with, evaluate and share new ideas for raising student achievement. These processes are continually monitored and improved based on experience, new knowledge and other information gathered from multiple sources.	5. All educators are both active participants and leaders in the development, testing, evaluation and sharing of new tools, techniques and strategies for improving student learning. Change and program innovation are expected, ongoing, and derived from multiple measures of assessment.	5. Significant improvement in student learning sustained over time related (in part) to innovative programs and practices is strongly suggested by local, and national measures of excellence.

Building Shared Vision and Goals
Internal Support - Indicator # 11

Shared vision and goals focused on student performance have been developed with staff and community, are well articulated, clearly communicated, and consistently pursued throughout the district and school community.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
1. There is no process evident in the schools or district.	1. There is no evidence of implementation.	1. There is no evidence of results.
2. There is the beginning of a process to build a common vision with staff and establish goals grounded in an assessment of the current situation and factors that will affect the future. A preliminary version of a shared vision with related goals has been developed with staff.	2. Some members of the school community understand the benefit for students of working together in pursuit of a common vision and goals and are engaged in programs and activities that support realizing the vision and achieving the goals.	2. Some improvement in student learning related (in part) to a shared vision and goals is suggested by classroom and district data from multiple sources.
3. There is a sound process in place for building a shared vision with staff and establishing related goals that is grounded in an assessment of the current situation and factors that will affect the future. A shared vision with related goals are well known and understood by staff and serve as a common focal point for continuous improvement efforts.	3. Many members of the staff and community are engaged in programs and activities that support realizing the vision and achieving the goals.	3. Measurable improvement in student learning related (in part) to a shared vision and goals is suggested by classroom and district data from multiple sources.
4. There is a comprehensive process for building a shared vision with staff and the community, and to establish related goals grounded in an assessment of the current situation and the factors that will affect them in the future. A shared vision with related goals that are achievable and significant are well known, understood and supported and serve as a common focal point for comprehensive continuous improvement efforts. The process is periodically revisited and refined.	4. Most members of the staff and community are engaged in programs and activities that support realizing the vision and achieving the goals.	4. Significant improvement in student learning sustained over time related (in part) to a shared vision and goals is suggested by classroom and district data from multiple sources.

Building Shared Vision and Goals
Internal Support - Indicator # 11 (continued)

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
<p>5. There is a comprehensive process in place for building a shared vision with staff and the community and to establish related goals that are grounded in an assessment of the current situation and the factors that will affect them in the future. A shared vision with related goals that are achievable and significant are well known, understood and supported and serve as the foundation of continuous improvement efforts in the schools and district. The process is continually monitored and improved based on experience, new knowledge and other information gathered from multiple sources.</p>	<p>5. All members of the staff and community share a sense of responsibility for and are engaged in programs and activities that realizing the vision and achieving the goals.</p>	<p>5. Significant increase in student learning sustained over time related (in part) to the shared vision and goals is suggested by local and national measures of excellence.</p>

Curriculum Development and Articulation Linked to Achievement
Internal Support - Indicator #12

Teachers and staff work together to construct an appropriate and articulated K-12 curriculum that ensures optimal student results. Teachers communicate and collaborate with colleagues regarding student performance along the continuum.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
1. There is no process evident in the schools or district.	1. There is no evidence of implementation.	1. There is no evidence of results.
2. There is the beginning of a process for educators to communicate and collaborate on the construction and articulation of curriculum specifically linked to desired student achievement.	2. Some educators collaborate with colleagues on the construction and articulation of curriculum.	2. Some improvement in student learning is suggested by classroom and district data from multiple sources. This improvement is related (in part) to a clearly articulated curriculum linked to desired student achievement.
3. There is a sound process in place for the systematic development and review by educators of curriculum across grades and content areas linked to graduation standards and interim performance indicators.	3. Many educators collaborate with colleagues in the development and review of curriculum.	3. Measurable improvement in student learning is suggested by classroom and district data from multiple sources. This improvement is related (in part) to a clearly articulated curriculum linked to desired student achievement.
4. There is a comprehensive process in place for educators to collaborate in gathering input from other stakeholders as part of the examination and redesign of curriculum tied to graduation standards and interim performance indicators. The process is periodically revisited and refined.	4. Most educators collaborate with colleagues across grades and content areas in the development and review of curriculum.	4. Significant improvement in student learning sustained over time is clearly suggested by classroom and district data from multiple sources. This improvement is related (in part) to a clearly articulated curriculum linked to desired student achievement.
5. There is a comprehensive process in place for educators to work with other stakeholders on an ongoing examination and redesign of curriculum tied to measures of excellence and interim performance indicators. The process is continually monitored and improved based on experience, new knowledge and other information gathered from multiple sources.	5. All educators are both active participants and leaders in the process of collaborating with colleagues across grades and content areas on the ongoing examination and redesign of curriculum.	5. Significant improvement in student learning sustained over time is strongly suggested by local and national measures of excellence. This improvement is related (in part) to a clearly articulated curriculum linked to desired student achievement.

Support for the Academic, Social and Emotional Needs of Each Child
Internal Support - Indicator # 13

Programs are in place that identify and meet students' academic and non-academic needs. Information is gathered from a variety of sources to design curricular and extra-curricular programs that provide for the involvement of resource personnel and for personal interaction with and among students to address the full spectrum of their needs.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
1. There is no process evident in the schools or district.	1. There is no evidence of implementation.	1. There is no evidence of results.
2. There is a beginning of a process that identifies and provides personalized attention to students' academic, social and emotional needs.	2. Some educators participate in programs designed to support the academic, social and emotional needs of each child.	2. Some improvement in student learning related (in part) to the more personalized approach is suggested by classroom and district data from multiple sources.
3. There is a sound process in place that identifies and provides personalized attention to students' academic, social and emotional needs.	3. Many educators regularly communicate with students regarding their needs and are working with resource personnel in programs designed to support the academic, social and emotional needs of each child.	3. Measurable improvement in student learning related (in part) to the more personalized approach is suggested by classroom and district data from multiple sources.
4. There is a comprehensive process in place that identifies and provides personalized attention to students' academic, social and emotional needs. This process is periodically revisited and revised.	4. Most educators are engaged in ongoing communication with students regarding their needs and are actively working with resource personnel in programs designed to support the academic, social and emotional needs of each child.	4. Significant improvement in student learning sustained over time related (in part) to the more personalized approach is clearly suggested by classroom and district data from multiple sources.
5. There is a comprehensive process in place that identifies and provides personalized attention to students' academic, social and emotional needs. The process is continually monitored and improved based on experience, new knowledge and feedback gathered from multiple sources.	5. All educators are engaged in ongoing, two-way communication with students regarding their needs and are actively working with resource personnel in programs designed to support the academic, social and emotional needs of each child.	5. Significant improvement in student learning sustained over time related (in part) to the more personalized approach is strongly suggested by local and national measures of excellence.

Parental and Community Partnership
External Support - Indicator # 14

The active involvement of parents and the community, and feedback and two-way communication are encouraged and utilized to improve teaching and learning. A wide range of community resources extends the classroom and enriches the educational experience of students.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
1. There is no process evident in the schools or district.	1. There is no evidence of implementation.	1. There is no evidence of results.
2. There is the beginning of a process for two-way communication with parents and the larger community and for inviting their participation in the schools.	2. Some parents, community members, and groups talk with educators on ways to improve education and interact with students to enrich their educational experiences.	2. The interconnectedness with and involvement of the parents and community members in the education process is recognized as contributing to some improvement in student learning as suggested by classroom and district data from multiple sources.
3. There is a sound process in place for two-way communication with parents and the larger community and for encouraging their participation in the schools.	3. Many parents, community members, and groups regularly talk with educators on ways to improve education and interact with students to enrich their educational experiences.	3. The interconnectedness with and involvement of the parents and community members in the education process is recognized as contributing to measurable improvement in student learning as suggested by classroom and district data from multiple sources.
4. There is a comprehensive process in place for two-way communication with parents and many other groups within the community. Their participation in the schools is actively encouraged. The process is periodically revisited and refined.	4. Most parents, community members, and groups are engaged in ongoing, two-way communication with educators on ways to improve education and are actively engaged in work with students to enrich their educational experiences.	4. The interconnectedness with and involvement of the parents and community members in the education process is recognized as contributing to significant improvement in student learning sustained over time is clearly suggested by classroom and district data from multiple sources.
5. There is a comprehensive process in place for two-way communication with parents and many other groups in the community. Their participation in the schools is actively promoted. This process is continuously monitored and improved based on experience, new knowledge and feedback gathered from multiple sources.	5. All parents, community members, and groups are regularly engaged in two-way communication with educators on ways to improve education and are actively engaged with students, staff and others in the creation of a genuine learning community.	5. The interconnectedness with and involvement of the parents and community members in the education process is recognized as contributing to significant improvement in student learning sustained over time is strongly suggested by local and national measures of excellence.

Budget Support
External Support – Indicator # 15

The budget is developed to support the mission, vision and goals of the district. The allocation of funds is aligned with efforts to improve student performance. There are appropriate communications between the school district and the community regarding educational programs and the budget needed to support these programs. The Board and the community value the efforts of educators and approve budget requests.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
1. There is no process evident in the schools or district.	1. There is no evidence of implementation.	1. There is no evidence of results.
2. There is the beginning of a process for building a budget that supports the mission, vision and goals of improving student achievement, and for communicating with the community regarding educational programs and the financial support required.	2. Some educational programs requested by teachers and administrators are valued and supported by the Board and the community. Support from the Board and the community sometimes enables the district to meet changing student needs by providing the necessary educational programs.	2. Some improvement in student learning related (in part) to programs supported by the district budget is suggested by classroom and district data from multiple sources.
3. There is a sound process in place for building a budget that supports the mission, vision and goals of improving student achievement, and for communicating with the community regarding educational programs and the financial support required. The process of aligning resource allocations to the mission, vision and goals, and improving learning is clearly defined and is understood by teachers, administrators, and others involved in the budget process.	3. Many educational programs requested by teachers and administrators are valued and fully supported by the Board and the community. Support from the Board and the community often enables the district to meet changing student needs by providing a range of educational programs.	3. Measurable improvement in student learning related (in part) to programs supported by the district budget is suggested by classroom and district data from multiple sources.
4. There is a comprehensive process in place for building a budget that supports the mission, vision and goals of improving student achievement, and for communicating with the community regarding educational programs and the financial support required. The priorities, elements and vision of the plan are established with and supported by teachers, administrators and others responsible for student learning. The process is periodically revisited and refined.	4. Most educational programs requested by teachers and administrators are valued and consistently well supported by the Board and the community. Support from the Board and the community generally enables the district to respond to changing student needs with a variety of educational programs.	4. Significant improvement in student learning sustained over time related (in part) to programs supported by the district budget is clearly suggested by classroom and district data from multiple sources.

Budget Support
External Support – Indicator # 15 (continued)

Approach	Implementation	Results
<p>5. There is a comprehensive process in place for building a budget that supports the mission, vision and goals of improving student achievement, and for communicating with the community regarding educational programs and the financial support required. Budgets are constructed based upon one comprehensive district plan. The priorities, elements and vision of the plan are refined through formal cycles of evaluation including input from teachers, administrators and other responsible for student learning. The process is continually monitored and improved based on experience, new knowledge and other information gathered from multiple sources.</p>	<p>5. All educational programs requested by teachers and administrators are valued and generously supported by the Board and the community. Support from the Board and the community consistently enables the district to respond to changing student needs with a varied and rich array of educational programs.</p>	<p>5. Significant increase in student learning sustained over time related (in part) to these programs is strongly suggested by local and national measures of excellence.</p>