

School Level Performance Descriptors for Arkansas' Standards and Indicators for School Improvement

ARKANSAS DEPARTMENT OF
Education 

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Preface

This publication is one of a number of tools available to help schools forge a path leading to success. This tool is intended to work in conjunction with Arkansas' *Standards and Indicators for School Improvement Scholastic Audit Guidebook*. Together, these two documents allow schools to identify opportunities for improvement and provide guidance for maximizing those opportunities through planning and the development of the Arkansas Comprehensive School Improvement Plan (ACSIP).

The Arkansas Department of Education (ADE) is appreciative to Kentucky's Commissioner of Education and staff for allowing the ADE the use of the documents *Performance Descriptors for Kentucky's Standards and Indicators for School Improvement* and the *Scholastic Audit Guidebook*, and for the generous technical assistance and support given to the ADE for implementing and conducting Scholastic Audits in Arkansas.

Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), Act 1467 of 2003, Ark. Code Ann. § 6-11-105, Ark. Code Ann. § 25-15-201 et seq., and Act 35 (Rules).

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ACADEMIC PERFORMANCE STANDARD 1 – CURRICULUM

Standard 1: The school develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>1.1 Curriculum</p> <p>1.1a There is evidence that the curriculum is aligned with the Arkansas Academic Content Standards and Student Learning Expectations.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> Local curriculum documents/units of study/lesson plans Curriculum maps Staff member, student and parent/family member interviews Skills standards documents Professional resource materials Pacing Guides 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> The school or district initiates active collaboration among schools within the district to ensure alignment. The school or district initiates collaboration among schools to prioritize and sequence the curriculum to promote mastery of learning. The implemented curriculum is research-informed to ensure that it is age and developmentally appropriate and differentiated to address the individual learning styles of the school's diverse student population. The implemented curriculum is systemic, demonstrating strong connections within and among various content areas. 	<ul style="list-style-type: none"> The implemented curriculum is directly based on and fully aligned with Arkansas' standards documents and defines what students should know and be able to do in all content areas. The content and sequence of the implemented and fully aligned curriculum promotes mastery of learning. The implemented and fully aligned curriculum is intentionally age and developmentally appropriate and is culturally responsive. The implemented and fully aligned curriculum demonstrates substantial connections within and between different content areas. 	<ul style="list-style-type: none"> The implemented curriculum is aligned with one or two of Arkansas' standards documents. Essential knowledge, skills and processes are not sufficiently identified. The implemented curriculum allows, but does not always intentionally promote, mastery of learning. The implemented curriculum is sometimes age and developmentally appropriate and culturally responsive, but the effort is not intentional. The implemented curriculum has limited connection within or between content areas. 	<ul style="list-style-type: none"> The implemented curriculum is based on resources (e.g., textbooks) other than Arkansas' standards. The implemented curriculum accomplishes only content coverage rather than mastery of learning. The implemented curriculum is not age and developmentally appropriate. The implemented curriculum does not clearly identify connections within or between content areas or the connections are either inaccurate or insignificant.

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<p>1.1b The district/school initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (K-12).</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> Local and state curriculum documents Documentation of professional development days School and district curriculum committee meeting minutes School and district staff member interviews 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> The district provides multiple forms of support (e.g., extended employment, expert consultants, research materials) for schools to maintain district-wide discussions by grade level across content areas to ensure state and local curriculum standards are articulated throughout the district. The district provides multiple forms of support (e.g., extended employment, expert consultants, research materials) for schools to maintain district-wide discussions throughout all grade levels within each content area to ensure state and local curriculum standards are articulated throughout the district. The school meets regularly with common grade level schools within the district to ensure horizontal articulation. Designated school personnel facilitate formal curricular discussions to ensure vertical and horizontal articulation. 	<ul style="list-style-type: none"> The district initiates and facilitates sustained discussions by grade level across content areas (horizontal articulation) in a systematic process to ensure state and local curriculum standards are articulated and illustrated within student work. The process is communicated to schools to ensure full implementation. The district initiates and facilitates sustained discussions throughout all grade levels within each content area (vertical articulation) in a systematic process to ensure state and local curriculum standards are articulated and illustrated within student work. The process is communicated to schools to ensure full implementation. The school initiates and continues internal discussions among all teachers to ensure horizontal articulation. The school initiates and continues discussions with feeder/receiver schools to ensure vertical articulation. 	<ul style="list-style-type: none"> The district occasionally initiates discussions by grade level across content areas to address state and local curriculum standards, but the effort is not sustained. The district occasionally initiates discussions throughout grade levels within content areas to address state and local curriculum standards, but the effort is not sustained. The school initiates internal discussions to ensure horizontal articulation, but the effort is not sustained. The school initiates discussions with the feeder/receiver schools to ensure vertical articulation, but the effort is not sustained. 	<ul style="list-style-type: none"> The district does not formally initiate discussions on horizontal articulation. The district does not formally initiate discussions on vertical articulation. The school does not have internal discussions that ensure horizontal articulation. The school does not discuss vertical articulation with the feeder/receiver schools.

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<p>1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Curriculum documents and curriculum maps • School and district curriculum meeting minutes • Documentation of professional days • School and district staff member interviews • School Improvement Plan/Arkansas Comprehensive School Improvement Plan (ACSIP) • Local board of education policies and meeting minutes 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The local board of education adopts board policy requiring schools to fully implement the district process. The district provides support and follow-up to ensure implementation of the policy. 	<ul style="list-style-type: none"> • The district (in consultation with schools) develops, communicates and implements a systematic process, based on state and local standards, to eliminate unintentional curricular overlaps. The process is reviewed, monitored and revised for school improvement efficacy. 	<ul style="list-style-type: none"> • The district has developed, but has not fully implemented, a process to eliminate unintentional curricular overlaps. 	<ul style="list-style-type: none"> • The district makes no attempt to reduce unintentional curricular overlaps.

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<p>1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Individual Graduation Plans (grades 7-12) • Curriculum documents • School and district staff member interviews • Meeting minutes • Guidance materials • Local board of education policies and meeting minutes 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The district provides equitable resources (e.g., stipends, substitutes, materials, transportation) to ensure successful transition planning for all students in all schools throughout the district and with other institutions. The process is fully developed, communicated, implemented and evaluated for impact. 	<ul style="list-style-type: none"> • The district systematically facilitates discussion within (e.g., from primary to 4/5, from grade 9 to grade 10) and between (e.g., from elementary to middle school, from middle school to high school) schools to identify key curriculum transition points. 	<ul style="list-style-type: none"> • The district occasionally facilitates discussions within and between schools to address key curriculum transition points but the process is not systematic nor evaluated for impact. 	<ul style="list-style-type: none"> • The district does not facilitate discussions within or between schools to identify key curriculum transition points.

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<p>1.1e The school curriculum provides specific links to continuing education, life and career options.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Units of study/lesson plans • Work-based learning programs • Articulation agreements • Availability of local resources • Field trips, field experiences, community mentoring programs • Perception surveys • Staff, family, student and community members' interviews • Allocation of resources • Individual Graduation Plans • Transition data • Media materials • Advisor/advisee agenda • Guidance materials 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The curriculum consistently emphasizes connections and provides experiences (e.g., advisor/advisee, career planning fair, college fair, career majors) that present a variety of post-secondary education and career options. • The curriculum intentionally integrates and expands learning opportunities in school and within the community (e.g., mentoring, service learning, shadowing, school-based enterprises, co-op programs) for students to apply skills, knowledge and processes that prepare all students to be self-sufficient and productive citizens. • The school curriculum ensures that all students exit the seventh grade with and continue thereafter to develop and implement an Individual Graduation Plan (Smart Core) and a career portfolio for use in making a successful transition from high school to adult life. 	<ul style="list-style-type: none"> • The curriculum provides intentional connections (e.g., dual credit courses, articulation agreements, early college courses) to familiarize all students with a variety of post-secondary education and career options. • The curriculum integrates opportunities for application of skills, knowledge, processes and life skills (e.g., budgeting, problem solving, consensus building) that will prepare all students to be self-sufficient and productive citizens. • Each student (grades 7-12) has an implemented Individual Graduation Plan (Smart Core) collaboratively developed by the student, parents and advisor. These plans are reviewed and revised annually. 	<ul style="list-style-type: none"> • The curriculum provides some connections that present post-secondary education and career options, but the effort is not intentional across the curriculum. • The curriculum includes some opportunities for application of skills, knowledge and processes that will prepare students to be self-sufficient and productive citizens, but opportunities for application of learning are not authentic. • Not every student (grades 7-12) has an implemented Individual Graduation Plan (Smart Core). Student and/or parental input is not always sought for revisions to the plans. 	<ul style="list-style-type: none"> • The curriculum does not provide connections to post-secondary education and/or career options. • The curriculum does not include opportunities for application of skills, knowledge or processes that prepare students to be self-sufficient and productive citizens. • The school does not have Individual Graduation Plans for students (grades 7-12).

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<p>1.1f In place is a systematic process for monitoring, evaluating and reviewing the curriculum.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> Local board of education policies and meeting minutes ACSIP Data analysis summaries/reports School and district curriculum committee meeting minutes School and district staff member interviews 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> The school analyzes student performance data and reviews their policies and procedures to make data-informed curricular improvement decisions. The district initiates collaboration among schools within the district to ensure implementation, monitoring, evaluation and revision (as needed) of the aligned curriculum and to ensure that school staff members are cognizant of the most up-to-date curricular trends. Designated school staff members initiate collaboration with other schools to ensure implementation, monitoring, evaluation and revision (as needed) of the aligned curricula of the schools and to ensure that school staff members are cognizant of the most up-to-date curricular trends. 	<ul style="list-style-type: none"> The local board of education has adopted curriculum policy and school leadership has implemented procedures to address curriculum issues (e.g., curriculum development, alignment and revision; vertical and horizontal articulation; key transition points). The district has a curriculum committee that meets regularly and uses multiple indicators of student performance in a systematic process for monitoring, evaluating, reviewing and making recommendations for any needed revisions to the curriculum. The school has a curriculum committee that meets regularly and uses multiple indicators of student performance (e.g., local and state standards, student performance on classroom and state assessments, student academic needs defined by other sources) to evaluate, monitor and make recommendations for any needed revisions to the curriculum. 	<ul style="list-style-type: none"> The district has curriculum policy and school leadership has procedures to address curriculum issues, but they are not always fully implemented. The district has a process for curriculum review and revision, but the process is not always fully implemented or evaluated for impact. The school curriculum committee monitors and revises the curriculum based on a single or irrelevant indicator(s) of student performance. 	<ul style="list-style-type: none"> The district does not have a curriculum policy. The district does not have a process for monitoring, evaluating, reviewing and/or revising the curriculum. The school does not have a curriculum committee, or the existing committee never meets.

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<p>1.1g The curriculum provides access to an academic core for all students.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Curriculum documents • Units of study/lesson plans • Individual student schedules • Student handbook • Individual Education Plans/504 Plans/Academic Improvement Plans • Student and family member interviews • Individual Graduation Plans • Master school schedule • Course syllabi • Curriculum policy 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The curriculum is challenging and provides expanded opportunities (e.g., field experiences, shadowing, apprenticeships, work-based learning, foreign exchange) in all content areas beyond the common academic core. • The curriculum elicits higher order thinking and problem solving from all students and provides opportunities for authentic application of these skills. • The curriculum provides interdisciplinary courses to accommodate the learning needs of all students while maintaining expectations for high academic performance. • The curriculum standards and expectations in all content areas are identified and communicated to all stakeholders. • The school extends learning opportunities beyond the physical boundaries of the school for all students to access Arkansas' Academic Content Standards and Student Learning Expectations in ways that are compatible with the varied interests of the school's diverse student population. 	<ul style="list-style-type: none"> • A challenging curriculum that addresses an academic core is available to all students. • The curriculum elicits higher order thinking and problem-solving skills from all students at age and developmentally appropriate levels. • The curriculum accommodates the learning needs of all students while maintaining consistent expectations for high academic performance. • The curriculum standards and expectations in all content areas are identified and communicated to all students. • Course offerings provide opportunities for all students to access Arkansas' Academic Content Standards and Student Learning Expectations. 	<ul style="list-style-type: none"> • A challenging curriculum that addresses an academic core is offered to only some students. • Some of the curriculum elicits higher order thinking and problem-solving skills from students at age and developmentally appropriate levels. • The curriculum accommodates the learning needs of only some students and/or does not maintain expectations for high academic performance. • The curriculum standards and expectations in content areas are occasionally identified and communicated to students. • Course offerings provide limited opportunities for all students to access a curriculum that is aligned to Arkansas' Academic Content Standards and Student Learning Expectations. 	<ul style="list-style-type: none"> • The curriculum is not challenging or does not provide an academic core. • The curriculum does not elicit higher order thinking and problem-solving skills from students. • The curriculum does not accommodate the learning needs of students. • The curriculum standards and expectations in content areas are not identified and communicated to students. • Course offerings do not provide opportunity for all students to access a curriculum that is aligned to Arkansas' Academic Content Standards and Student Learning Expectations.

ACADEMIC PERFORMANCE STANDARD 2 – CLASSROOM EVALUATION/ASSESSMENT

Standard 2: The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

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<p>2.1 Evaluation/Assessment</p> <p>2.1a Classroom assessments of student learning are frequent, rigorous and aligned with the Arkansas' Academic Content Standards.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Units of study, lesson plans • Samples of classroom assessments • Samples of student work products • Student and staff member interviews • Classroom walkthrough observations • Local board of education policy 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • All assessments are aligned with Arkansas' Academic Content Standards and a number of these assessments are also interdisciplinary and multi-modal. • School leaders and other staff members develop and implement a systematic, school-wide classroom assessment program to ensure continuous student progress. • Teacher-designed assessment tasks are standards-based, rigorous, authentic and integrated across content areas. 	<ul style="list-style-type: none"> • All assessments are aligned with Arkansas' Academic Content Standards. • The local board of education adopts classroom assessment policy and school leadership implements procedures to ensure that classroom assessments are frequent, authentic, not textbook driven and are consistently used to ensure continuous student progress. • Teacher-designed assessment tasks are intentionally standards-based, rigorous and authentic that require students to use inquiry, problem-solving and higher-order critical thinking skills at a proficient level. 	<ul style="list-style-type: none"> • Some assessments are aligned with Arkansas' Academic Content Standards; some are based on other content (e.g., textbooks). • Local board of education assessment policy addresses classroom assessments but either the policy does not require frequent assessments or procedures are not implemented by school leadership requiring the assessments to be used to ensure continuous student progress. • Teacher-designed assessments are not always rigorous and/or authentic. The assessments do not always elicit proficient student work. 	<ul style="list-style-type: none"> • Assessments are not aligned with Arkansas' Academic Content Standards. • District policy does not address classroom assessments. • Teacher-designed assessments are neither rigorous nor authentic.

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<p>2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Samples of assessments • Staff member interviews • Lesson plans • Professional resource materials 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • All teachers within and across all content areas collaborate to design appropriate authentic assessment tasks that are aligned with Arkansas' Academic Content Standards and informed by current research. • Students and teachers collaborate to design a variety of assessment tasks that require students to provide valid and appropriate demonstrations of what the students should know and be able to do. • School and district leaders model and participate in the collaborative design of assessment tasks. 	<ul style="list-style-type: none"> • Teachers intentionally and regularly collaborate to design appropriate authentic, not textbook driven, assessment tasks (e.g., exhibits, videos, story boards) aligned with Arkansas' Academic Content Standards. • All assessment tasks require valid and appropriate demonstrations of what students should know and be able to do. Students are provided choice from a range of forms of assessment. • The collaborative design of assessment tasks is ongoing and regularly reviewed with school leadership; appropriate feedback is provided to teachers. 	<ul style="list-style-type: none"> • Teachers sometimes collaborate to design authentic assessment tasks, but the assessments are not always aligned with Arkansas' Academic Content Standards. • Some assessment tasks require valid and appropriate demonstrations of what students should know and be able to do. Students are not always provided choice in forms of assessment. • The collaborative design of assessment tasks is reviewed with school leadership, but feedback is not provided to teachers. 	<ul style="list-style-type: none"> • Teachers rarely collaborate to design authentic assessment tasks, and the assessments are not aligned with Arkansas' Academic Content Standards. • Assessment tasks do not require valid and appropriate demonstrations of what students should know and be able to do. • The collaborative design of assessment tasks is neither ongoing nor reviewed with school leadership.

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<p>2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Student, staff member and parent/family member interviews • Rubrics • Student work with rubrics and identified performance expectations are identified in common skill areas • Student journals/learning logs • Classroom displays • Classroom walkthrough observations • Student Performance Level Descriptions • Student questionnaire data 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • Teachers collaborate with students and other teachers to develop clearly defined rubrics for skills and processes to assess what students know and are able to do to be proficient in all content areas. • Students can articulate what they should know and be able to do to be proficient in all content areas, and they can demonstrate connections among academic disciplines. • Students intentionally reflect upon, evaluate, identify areas for improvement in and modify their own performances. Students can communicate these concepts to teachers, parents and peers in student-led conferences. 	<ul style="list-style-type: none"> • Teachers collaborate to develop and use clearly defined rubrics for skills and processes to assess what students know and are able to do to be proficient in all content areas. • Students can articulate what they should know and be able to do to be proficient in each content area. Students can describe the characteristics of quality work. • Students reflect upon and formally evaluate their own performances. Students share their self-evaluations with teachers and peers. 	<ul style="list-style-type: none"> • Some teachers collaborate to develop clearly defined rubrics to assess what students know and are able to do to be proficient in some content areas. • Some students can articulate what they should know and be able to do to be proficient in each content area. • Students reflect upon their work but do not formally evaluate their own performances. 	<ul style="list-style-type: none"> • Teachers do not collaborate on the development of clearly defined rubrics that provide clear content and performance expectations for students. • Students cannot articulate what they should know and be able to do to be proficient. • Students neither reflect upon nor evaluate their own work.

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<p>2.1d Test scores are used to identify curriculum gaps.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Student Performance Level Descriptions • Classroom evaluation data • Protocols for analyzing student work • Appropriate committee meeting minutes • Career and technical education profile • School Report Card • School Improvement Report 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The practice of the school ensures a clear process for the ongoing analysis of assessment data from multiple sources to identify curricular issues and gaps. • The school leadership, school staff members and other stakeholders monitor the implementation of curricular, instructional and assessment modifications and provide assistance and support to ensure that the implementation effort is sustained. 	<ul style="list-style-type: none"> • The school leadership, school staff members and other stakeholders conduct ongoing analysis of the results of multiple assessments (e.g., ITBS, ACT, SAT, Plan, Explore, classroom) disaggregating the data to determine gaps in the curriculum and instructional implications. • The school leadership, school staff members and other stakeholders use the results of data analysis to modify curricular, instructional and assessment practices as needed for all students and subgroups. 	<ul style="list-style-type: none"> • School staff members analyze the results of a single assessment or disaggregation of the data to identify curricular gaps or instructional implications that are incomplete. • School staff members use the results of data analysis for communication purposes but not to modify curricular, instructional and assessment practices. 	<ul style="list-style-type: none"> • School staff members do not conduct a curricular gap analysis. The school administrator does not involve staff or stakeholders in the curricular gap analysis. • School staff members do not use the results of data analysis.

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<p>2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Open-response questions, culminating events/performance tasks/projects, teacher developed tests with accompanying scoring guides • Documentation of professional development days • Units of study/lesson plans and the accompanying assessment tasks • Staff member and student interviews • Student questionnaire data 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • There are opportunities for students to design ways to demonstrate learning based on multiple intelligences and preferred learning styles. • Instructional staff members and students analyze multiple forms of classroom assessments to determine necessary instructional modifications to ensure student learning at the proficient level across content areas. • Students receive meaningful, ongoing feedback from a variety of sources (e.g., staff members, family members, peers) on their performances and use the feedback to continuously strengthen future performances. 	<ul style="list-style-type: none"> • There are multiple opportunities for students to choose ways in which they demonstrate learning based on multiple intelligences and preferred learning styles. • Multiple forms of classroom assessments are analyzed to determine necessary instructional modifications (e.g., resources, timeframes for learning, lesson plans, units of study) to ensure student learning at the proficient level. • Students receive meaningful feedback from teachers and are encouraged to use the feedback to continuously strengthen future performances. 	<ul style="list-style-type: none"> • There are occasional opportunities for students to choose ways in which they demonstrate learning based on multiple intelligences and preferred learning styles. • There are a limited variety of classroom assessment tasks and they are only occasionally analyzed to determine necessary instructional modifications. • Students do not always receive meaningful feedback that enables them to improve future performances. 	<ul style="list-style-type: none"> • There is no opportunity for students to choose ways in which they demonstrate learning. • Classroom assessment tasks are not analyzed for impact on instruction. • Students receive no meaningful feedback on their performances.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Examples of assessment tasks with rubrics and student work • Student performance models • Teacher and student interviews • Rubrics posted in classrooms • Student Performance Level Descriptors 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • Teachers use performance standards and performance level descriptions to collaborate with students and other teachers to develop clearly defined rubrics prior to assignments/assessments. • Models of actual student performances and teacher-developed examples are shared across content areas and grade levels. School leadership provides support to teachers to ensure school-wide implementation of strategies to improve student performance. • Teachers, students and other instructional staff members collaborate to design classroom assessment tasks across content areas that allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions. • Student assessment tasks are designed to be age and developmentally appropriate and are designed with input from the students. • By school policy and practice, teachers and other staff members engage in regular and meaningful two-way communication with families about student progress and identify effective ways to involve parents to support students' success. 	<ul style="list-style-type: none"> • Teachers use performance standards and performance level descriptions to develop clearly defined rubrics that are shared with students prior to the beginning of the instructional sequence. • Models of actual student performances and teacher-made examples are used to clarify the task and to show distinctions between the levels of performance. Strategies for improving student performance are regularly identified, discussed, implemented in the classroom and observable in student work. • Classroom assessment tasks allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions. • Student assessment tasks are designed to be age and developmentally appropriate. • School leadership ensures that teachers provide regular and meaningful communication to families about student progress. 	<ul style="list-style-type: none"> • Teachers occasionally use performance standards and performance level descriptions to develop clearly defined rubrics and/or the rubrics are seldom shared with students. • Models of actual student performances and teacher-made examples are occasionally used to clarify the task and to show distinctions in the levels of performance. Strategies for improving student performance are identified and discussed but are not always implemented in the classroom or observable in student work. • Classroom assessment tasks sometimes allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions. • Student assessment tasks are not always designed to be age and developmentally appropriate. • The school leadership expects teachers to communicate with families about student progress on a regular basis, but the practice is not implemented. 	<ul style="list-style-type: none"> • Performance standards and performance level descriptions are not used to develop rubrics and/or rubrics are not shared with students. • Models of student performance are not used to clarify the task or to show the distinctions in the levels of performance. • Classroom assessment tasks do not allow students to demonstrate characteristics of rigorous work as described in performance standards and the performance level descriptions. • Student assessment tasks are not designed to be age and developmentally appropriate. • The school leadership does not expect teachers to communicate with families about student progress beyond the traditional reporting of grades.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>2.1g Implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) is coordinated by school and district leadership.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> Local board of education policies Testing schedules Examples of communications about the state assessment Staff member, student and parent/family member interviews Signed Assurance documents Individual Education Plans/504 Plans/Academic Improvement Plans School Report Card 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> School/district leadership has a process for ongoing monitoring of and assistance for the ethical administration of the state's assessment and accountability system. School/district leadership monitors the implementation of the policies and operational procedures that address the state's assessment and accountability system. School/district leadership develops a testing schedule and communicates that schedule and comprehensive information on the purposes of assessment to staff members, students, parents/family members and community members. School/district leadership supports teachers in their efforts to seamlessly integrate the use of assessment accommodations for individual students into the instructional program of eligible students. 	<ul style="list-style-type: none"> School/district leadership provides training on the administration of and ethics procedures for the state assessment program (e.g., testing practices, testing schedule, inclusion of special populations) for all persons involved in the process. The local board of education adopts policies and school and district leadership implements operational procedures that address the state's assessment and accountability system. School/district leadership develops a testing schedule and communicates that schedule and comprehensive information on the purposes of assessment to staff members, parent/family members and students. Assessment accommodations for individual students follow state regulations. 	<ul style="list-style-type: none"> School/district leadership conducts a meeting with test administrators and provides copies of administrative and ethics procedures for the state assessment program. The local board of education addresses the state's assessment and accountability system in their policies or operational procedures, but the policies and procedures are not implemented. School/district leadership provides general information, but few details about the purposes of assessment or about the testing schedule to teachers and students. Assessment accommodations for individual students do not always follow state regulations. 	<ul style="list-style-type: none"> School/district leadership distributes copies of administration and ethics procedures of the state assessment program to the staff. The local board of education does not have policies or operational procedures that address the state's assessment and accountability system. School/district leadership provides no information about the assessment. Assessment accommodations for individual students are not provided or are provided for ineligible students.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Staff member and student interviews • Samples of classroom assessments • Student working folders/portfolios • Results of analysis of student work • Student Performance Level Descriptions • Documentation of professional development days 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • All teachers are proficient in and consistently implement the use of protocols for analyzing student work across all content areas and grade levels. • Student work is regularly analyzed by teachers and students using performance level descriptions, and the results of this analysis are applied to inform curricular decision-making and to make connections within and beyond the implemented curriculum. • Teachers collaborate across all content areas and grade levels to analyze student work to inform and revise instruction, curriculum, pedagogy and classroom assessment to enhance student achievement. • Students complete culminating performances as a demonstration of their growth over time. 	<ul style="list-style-type: none"> • Teachers have received training in and regularly implement protocols for analyzing student work across all content areas and grade levels. • Student work is regularly analyzed by teachers and students using performance level descriptions, and the results of this analysis consistently inform teaching and learning. • Teachers regularly collaborate within content areas and/or grade levels to analyze student work to inform and revise instruction, curriculum, pedagogy and assessment. • Teachers use student profiles and/or portfolios in all content areas as a way to measure student growth over time. 	<ul style="list-style-type: none"> • Some teachers have received training in protocols for analyzing student work in some content areas and grade levels, but the protocols are not always implemented. • Student work is occasionally analyzed, but results of the analysis do not consistently impact teaching and learning. • Some teachers analyze student work to revise instruction, curriculum and assessment. • Some teachers use student profiles and/or portfolios as a way to measure student growth over time. 	<ul style="list-style-type: none"> • Teachers have not received training in protocols for analyzing student work. • Student work is not analyzed. • Teachers do not analyze the student work to impact and revise instruction, curriculum and assessment. • Student profiles and/or portfolios are not used to measure student growth over time.

ACADEMIC PERFORMANCE STANDARD 3-INSTRUCTION

Standard 3: The school’s instructional program actively engages all students by using effective, varied and research-based practices to improve student academic performance.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>3.1 Instruction</p> <p>3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Lesson plans/units of study • Student work • Student questionnaire data • Perception data • Staff member and student interviews • Classroom walkthrough observations • Student journals/learning logs • Professional development • District/school professional development calendar 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • District leadership provides multiple forms of support that allow teachers to research and implement into their classrooms a variety of effective, student-centered, culturally responsive instructional strategies. • Classroom instruction accommodates various learning styles, multiple intelligences and brain research. Instruction is monitored to determine its effectiveness for diverse learners and modified as necessary. • Classroom activities require all students to use inquiry learning as well as higher-order thinking and problem solving skills. • As a result of content area and interdisciplinary connections that are implemented in classrooms, students are able to extend and apply knowledge and skills in new learning environments. • Teachers collaborate to develop standards-based, culturally responsive courses, units of study and lessons across content areas. 	<ul style="list-style-type: none"> • Teachers use a variety of student-centered, culturally responsive instructional strategies (e.g., cooperative learning, learning centers, hands-on activities) found in current research to have a high likelihood of effectiveness. • Classroom instruction routinely accommodates various learning styles, multiple intelligences and brain research that include differentiation for the varied performance levels of students. • Classroom activities require all students to use higher-order thinking and problem-solving skills. • Content area and interdisciplinary connections are intentionally planned, implemented and observed in classroom instruction. • Courses, units of study and lessons are standards-based and culturally responsive requiring students to focus on guiding and essential questions. 	<ul style="list-style-type: none"> • Some teachers use student-centered instructional, culturally responsive strategies while others primarily use teacher-directed strategies (e.g., lectures, whole-group instruction, worksheets). • Classroom instruction sometimes accommodates various learning styles, multiple intelligences and brain research. • Classroom activities sometimes require students to use higher-order thinking or problem-solving skills. • Content area and interdisciplinary connections are sometimes implemented but are not intentionally planned as part of instruction. • Some courses, units of study and lessons are standards-based and/or culturally responsive. 	<ul style="list-style-type: none"> • Teachers use only teacher-directed instructional strategies. • Classroom instruction does not accommodate various learning styles, multiple intelligences and brain research. • Classroom activities require students to memorize facts and details but use little or no higher-order thinking or problem solving skills. • Teachers may include connections within their content areas, but they do not make interdisciplinary connections. • Courses, units of study and lessons are neither standards-based nor culturally responsive.

Indicator	Ratings of Performance			
	<i>4 Exemplary level of development and implementation</i>	<i>3 Fully functioning and operational level of development and implementation</i>	<i>2 Limited development or partial implementation</i>	<i>1 Little or no development and implementation</i>
<p>3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals, and assessment expectations for student learning.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Lesson plans/units of study • Course syllabi • Staff member and student interviews • Classroom walkthrough observations • District assessments • School wide assessments 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • District leadership provides multiple forms of support that assists teachers in the design/selection of instructional strategies that are aligned to the school curriculum, make connections across content areas/grade levels and seamlessly integrate pertinent assessment expectations for student learning. • In addition to requiring assessment tasks that mirror those found on ACTAAP, learning activities further require students to complete assessment tasks similar to those on national assessments (e.g., ITBS, SAT, ACT, Plan, Explore). 	<ul style="list-style-type: none"> • Selection of instructional strategies is informed by analysis of the results of continuous assessment, standards-based units of study and current research. The instructional strategies are aligned to the district curriculum, which is based on the learning goals of the school, district and state. • Learning activities routinely require students to complete assessment tasks similar to those on the state assessment (e.g., open-response questions, experiences with various types of reading, converting data to graphs). 	<ul style="list-style-type: none"> • Instructional strategies are sometimes aligned to the district curriculum. • Some learning activities require students to complete assessment tasks similar to those on the state assessment. 	<ul style="list-style-type: none"> • Instructional strategies are aligned to the textbook and are not linked to the district curriculum. • Learning activities do not require students to complete assessment tasks similar to those on the state assessment.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>3.1c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Lesson plans/units of study • Classroom walkthrough observations • Student work • Staff member and student interviews • Student journals/learning logs • Academic Improvement Plans 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • School leadership and students collaborate to design a systematic process for ongoing monitoring of the effectiveness of instructional strategies and activities. Students provide feedback to teachers who use that feedback to modify instruction as necessary to meet the needs of the school's diverse student population. • Instructional strategies, activities and content intentionally elicit student products that demonstrate various learning styles, multiple intelligences and brain research. 	<ul style="list-style-type: none"> • School leadership monitors classroom instruction on an ongoing basis to ensure that teachers plan and modify instruction to meet the needs of a diverse student population. • Instructional strategies, activities and content are intentionally responsive to various learning needs and learning styles of students and intentionally address multiple intelligences and brain research. 	<ul style="list-style-type: none"> • School leadership monitors classroom instruction but does not always provide feedback to teachers that would assist them in their efforts to modify instruction to meet the needs of a diverse student population. • Instructional strategies and activities may be responsive to the learning needs and learning styles of some students, but they are not intentionally planned to do so. 	<ul style="list-style-type: none"> • School leadership does not monitor classroom instruction. • Instructional strategies and activities are not responsive to the learning needs or learning styles of students.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Classroom walkthrough observations • Master schedule • List of teacher certifications • Individual professional growth plans • Units of study/lesson plans with examples of classroom assessments • Student and staff member interviews • Student work • School Report Card • Professional Development Plans (school) • Participation in statewide professional development programs (ELLA, Effective Literacy, etc.) 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • School leadership in conjunction with the local board of education and district leadership recruits and provides financial incentives to retain teachers who are either already National Board certified or who agree to immediately seek such certification. The local board of education and district leadership assists school leadership in this effort. • A number of teachers seek National Board Certification or other forms of professional recognition in their designated field. • Teachers and administrators collaborate in a school-wide professional development program, including coaching and mentoring, that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning. 	<ul style="list-style-type: none"> • School leadership intentionally recruits and retains a diverse staff of licensed and highly qualified personnel teach in their assigned areas and/or grade levels. • All teachers are appropriately licensed and highly qualified • All teachers participate in sustained, classroom-focused professional development that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning. 	<ul style="list-style-type: none"> • School leadership recruits personnel licensed to teach in their assigned areas/grade levels, but recruitment is not intentionally focused on hiring and retaining a diverse and highly qualified professional staff. • A few teachers are not appropriately licensed or highly qualified • Teachers participate in the required hours of professional development, but the professional development does not always update their content knowledge and current professional practices. 	<ul style="list-style-type: none"> • School leadership does not recruit personnel who are licensed to teach in their assigned areas or grade levels. • Many teachers are not appropriately licensed or highly qualified • Teachers do not participate in professional development that updates their content knowledge and professional practices.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>3.1e There is evidence that teachers incorporate the use of technology in their classrooms.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Lesson plans/units of study • Perception surveys • Student and staff member interviews • Classroom walkthrough observations • District technology plan • Samples of student work and products • Local board of education policies 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • Teachers, students and other instructional staff members effectively use a variety of technology to extend learning, increase productivity and create products for various purposes, audiences and situations. • Community resources are identified and partnerships formed to expand technology from the classroom into the community. • The school makes its technological resources available to community stakeholders during hours beyond the regular school day. • The local board of education provides extensive technological resources to the school that allows technology to be effectively used in instruction. • Principals collaborate with teachers to research the effectiveness of various instructional technology systems and select those with the greatest potential of enhancing student achievement. 	<ul style="list-style-type: none"> • Teachers appropriately use technology as an integral part of instruction in all content areas (e.g., research, product development, data organization) and support students in making choices in the use of technology to extend their learning and create products for various purposes, audiences and situations. • Technology is regularly used to expand the classroom into the community (e.g., cable television, Web Quest, international electronic pen pals, virtual tools). • Technology is readily available and equitably accessible to all students, and they are encouraged to use it as a way to demonstrate learning. • The local board of education has established policy and school leadership has implemented procedures that define the effective use of technology in instruction. • Principals evaluate the effective use of technology for instructional purposes during classroom observations and walkthroughs. Feedback and support are provided to teachers to assist them in modifying their instructional technology practices. 	<ul style="list-style-type: none"> • Teachers use technology as a part of instruction, but the technology is not seamlessly integrated into instruction across content areas. • Technology sometimes expands the classroom into the community. • Technology is available to students, but the accessibility is either limited or inequitable. • The district has a technology policy, but it either does not address the instructional impact of technology or is not implemented. • Principals expect teachers to use technology for instructional purposes, but the instructional use is neither monitored nor supported. 	<ul style="list-style-type: none"> • Teachers do not use technology for instructional purposes. • Teachers do not use technology to expand the classroom into the community. • Technology is not readily available or accessible to students. • The district does not have a technology policy. • Teachers are not expected to use technology for instructional purposes.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>3.1f Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> Textbooks/instructional resources purchasing plan/curriculum documents Perception surveys Student and staff member interviews Classroom walkthrough observations Media center inventory School budget/allocations 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> Community stakeholders form ongoing partnerships with the school and district to provide electronic and printed instructional resources (e.g., virtual library, public libraries, educational television, local historic sites) to effectively deliver the curriculum and support learning in the classrooms. Extensive resources are available in all content areas to support the school's implemented curriculum. The school's collection of instructional resources throughout the school and in all classrooms is evaluated in the context of the curriculum, current research and the needs of students and is regularly expanded as necessary in order to be responsive to the diversity of the students and to ensure that resources are current and proven to further student learning. The selection of instructional resources is research-informed to ensure that the selected resources are age and developmentally appropriate and differentiated to address the individual learning styles of the school's diverse student population. The media center provides an extensive variety of current and appropriate instructional resources to enhance the school's implemented curriculum and support the needs of the entire school community. 	<ul style="list-style-type: none"> A sufficient variety of current electronic and printed instructional resources (e.g., digitized textbooks, voice to text) supplement instruction and learning in classrooms. Instructional resources are sufficient in all content areas to support the school's implemented curriculum. Instructional resources responsive to the diversity of students are selected and purchased after a thorough bias review of the considered materials. The school's collection of instructional resources is routinely reviewed, and items are replaced as necessary. Instructional resources are age and developmentally appropriate for all students. The media center provides current and appropriate instructional resources to support the school's implemented curriculum and the diverse needs of students. 	<ul style="list-style-type: none"> A limited variety of current instructional resources supplement instruction and learning in most classrooms. Instructional resources are sufficient in some content areas to support the school's implemented curriculum. Some of the instructional resources appropriately reflect diversity. Some of the instructional resources are age and/or developmentally appropriate. The media center provides current and appropriate instructional resources to support some areas of the school's implemented curriculum. 	<ul style="list-style-type: none"> The textbook is the primary instructional resource used in most classrooms. Instructional resources are not available to support the school's implemented curriculum. Instructional resources do not appropriately reflect diversity. Instructional resources are not age and/or developmentally appropriate. The media center does not provide current and appropriate instructional resources to support the school's implemented curriculum.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Meeting minutes • Staff member interviews • Perception surveys • Lesson plans/units of study with feedback • Summaries of analysis of student work 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • All teachers are proficient in and consistently implement the use of protocols for analyzing student work across all content areas and grade levels. • Teachers and administrators meet regularly to collaboratively analyze student work, identifying individual student strengths and weaknesses and next steps for instruction. • Teachers collaboratively develop interdisciplinary open-response items similar to those found on ACTAAP. The student responses to these items are analyzed to determine the quality of the prompts, degree of student engagement and proficiency of student performance. • Students collaborate with teachers and peers to analyze their own work and provide feedback to the teachers based on the results of such analysis. Teachers use this feedback to inform their decision-making to improve their instructional practice. 	<ul style="list-style-type: none"> • Teachers have received training in and regularly implement protocols for analyzing student work across all content areas and grade levels. • Teachers meet regularly and collaboratively analyze student work (including writing samples) in all content areas identifying individual student strengths and needs to make instructional decisions. • Teachers collaboratively analyze student responses from released items to inform instructional practice and to improve student performance. • Individual teachers regularly analyze the work of their own students using the analysis results to inform their instructional practice. The school leadership provides assistance to teachers through mentoring, coaching and conferencing opportunities. 	<ul style="list-style-type: none"> • Some teachers have received training in protocols for analyzing student work in some content areas and grade levels, but the protocols are not always implemented. • Teachers meet occasionally to review student work, but results of the analysis do not always inform instructional practices. • Teachers collaboratively analyze student responses from released items. Results of the analysis are not always used to inform instructional practices. • Individual teachers analyze the work of their students. Results of the analysis are not always used to inform instructional practice and/or school leadership does not provide assistance to teachers in the process. 	<ul style="list-style-type: none"> • Teachers have not received training in protocols for analyzing student work. • Teachers do not meet to analyze student work. • Teachers do not analyze student responses from released items. • Individual teachers do not analyze the work of their students.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Lesson plans/units of study • Staff member, student and parent/family member interviews • Classroom walkthrough observations • Student homework with teacher feedback • Local board of education policy 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • Students and teachers conference on the purpose of homework and the relationship between homework and class work. Students view homework as an extension of their learning and offer suggestions to teachers on different types of homework that would extend and deepen their knowledge and skills. • Teachers collaborate to design homework within and across content areas and grade levels that is part of their curriculum mapping process and unit design and that is linked to the content and skills of the school's curriculum and to clearly defined performance standards. • Instructional follow-up, teacher feedback and opportunities for student self- and peer-evaluations, focusing on content and performance standards, are provided for all homework assignments. Teachers use feedback from homework assignments to inform their decision-making to improve their instructional practice. • Students and teachers provide formal feedback to the school leadership on the efficacy of the homework policy and procedures as a systematic process to enhance student learning. The school district considers the feedback when reviewing policy. 	<ul style="list-style-type: none"> • Students can articulate the purpose of homework and the relationship between class work and homework and view homework as essential to their learning. • Homework in all classrooms is monitored and frequent and intentionally extends student learning and provides opportunities for authentic application. • Instructional follow-up and specific, timely teacher feedback focusing on content and performance standards are provided to individual students for all homework assignments. • The local board of education has adopted a homework policy and school leadership has fully implemented procedures regarding homework. 	<ul style="list-style-type: none"> • Students can sometimes articulate the purpose of homework (e.g., practice on previously introduced content and skills, preparation for new learning, elaboration) and the relationship between homework and class work, but the purpose and relationship are not always clear. • Homework in some classrooms is monitored and frequent, extends student learning and connects to real world experiences. • Instructional follow-up or specific teacher feedback is sometimes provided for homework assignments for individual students. • The local board of education has adopted a homework policy and school leadership has established procedures regarding homework, but the procedures are not fully implemented. 	<ul style="list-style-type: none"> • Few students can articulate the relationship between class work and homework. • Homework does not extend student learning. • Instructional follow-up for homework is not provided. • The district does not have a homework policy.

LEARNING ENVIRONMENT STANDARD 4 – SCHOOL CULTURE

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Indicator	Ratings of Performance			
	<i>4 Exemplary level of development and implementation</i>	<i>3 Fully functioning and operational level of development and implementation</i>	<i>2 Limited development or partial implementation</i>	<i>1 Little or no development and implementation</i>
<p>4.1 School Culture</p> <p>4.1a There is leadership support for a safe, orderly, and equitable learning environment.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • School/district safety plan • Student/parent/staff handbooks • Emergency drill plans • School climate/culture audits • School accident/student health reports • Discipline infraction records • Attendance records • Student, parent, school staff and district staff interviews • Facility inspection reports • Health department inspection reports • Fire marshal reports • Student discipline reports • ACSIP • Facility work orders • Classroom walkthrough observations • Staff extra-duty schedule • Safe schools data reports • Local board of education policies and meeting minutes 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • Community members (e.g., architects, facility experts, emergency support personnel) provide proactive assistance, guidance and support to schools in an effort to ensure a safe, healthy, orderly and equitable learning environment. • School leadership collaborates with community representatives to design policy and identify procedures that ensure a safe, healthy, orderly and equitable learning environment. • In order to provide an orderly learning environment, school leadership collaborates with community, family and student representatives to establish and implement policies and operational procedures to minimize disruptions to instruction. • Peer adjudication and community justice systems are active partners with school leadership in the equitable application of academic and behavior standards. • District and school leadership regularly conduct joint walkthroughs of the school to collect ongoing data concerning the learning environment and establish a feedback loop on safety, health, order and equity issues. 	<ul style="list-style-type: none"> • The physical structures and condition of the school provide all students and staff members with a safe, healthy, orderly and equitable learning environment. • The local board of education adopts classroom management and discipline policy and school leadership implements procedures to provide a safe, healthy, orderly and equitable learning environment. • In order to provide an orderly learning environment, school leadership establishes policies and implements operational procedures to minimize disruptions to instruction. • Academic and behavior standards are well defined, clearly communicated to students and equitably applied throughout the learning environment. • Learning environment data are regularly collected through various means (e.g., culture/climate surveys, opinion surveys) and analyzed for use in planning and decision-making to provide a safe, healthy, orderly and equitable learning environment. 	<ul style="list-style-type: none"> • The physical structures of the school generally provide students and staff with a safe, healthy, orderly and equitable learning environment, but the condition of the structures could be improved. • The local board of education adopts classroom management and discipline policy to provide a safe, healthy, orderly and equitable learning environment, but either the policy is inadequate or school leadership does not fully implement procedures congruent with the policy. • School leadership has established operational procedures to minimize disruptions, but the procedures are not always enforced. • Academic/behavior standards are defined but may not be clearly communicated to students or equitably applied. • Learning environment data are not collected on a regular basis or the data are not analyzed for use in planning and decision-making. 	<ul style="list-style-type: none"> • The physical structures of the school do not provide a safe, healthy, orderly and equitable learning environment. • School policy does not address the establishment of a safe, healthy, orderly and equitable learning environment. • School leadership has not established operational procedures to minimize disruptions. • Academic and behavior standards have not been well defined, clearly communicated to students and/or equitably applied. • Learning environment data are not collected.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Faculty meeting agenda • School mission, belief and vision statements • Documentation of professional development days • Student, staff member, parent/family member and community member interviews • School calendar showing motivational and celebratory events • Classroom walkthrough observations • Individual Education Plans/504 Plans/Academic Improvement Plans • Lesson plans • Classroom assessments 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The practice of school leadership includes support for learning during extracurricular and co-curricular activities. • Family members, business leaders and other community members establish collaborative partnerships to design, initiate and sustain authentic learning experiences in support of student learning. • School leadership establishes a learning community and safe environment in which teachers can openly share successes and failures and constructively analyze and criticize practices and procedures. • School leadership implements a systematic process to ensure continuous school-wide improvement and higher student achievement. 	<ul style="list-style-type: none"> • The practice of school leadership demonstrates a commitment to high academic expectations for all students. • School leadership and staff members facilitate ongoing learning experiences designed to encourage family members, business leaders and other community members to share in the school's vision of student learning. • School leadership provides opportunities for teachers to regularly share their innovations (e.g., novel instructional strategies, effective resources, technology integration) that have resulted in higher student achievement. • School leadership establishes and sustains a focus on continuous improvement in student learning. 	<ul style="list-style-type: none"> • School leadership claims a commitment to high academic expectations for all students but does not demonstrate that commitment in practice. • School leaders and staff members make limited efforts to share the school's vision of student learning with other stakeholders. • School leadership provides limited opportunities for teachers to share innovations that have resulted in higher student achievement. • School leadership generally emphasizes continuous improvement in student learning but may not do so on a regular or consistent basis. 	<ul style="list-style-type: none"> • School leadership does not demonstrate a commitment to high academic expectations for all students. • School leaders and staff make no effort to share the school's vision of student learning with other stakeholders. • Teachers do not share success stories even when opportunities are available. • School leadership does not have a focus on continuous improvement in student learning.

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<p>4.1c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Lesson plans • Classroom walkthrough observations • Student, parent and staff interviews • School discipline plan/classroom management plan • Student and parent handbooks • Posted behavior standards • Posted academic standards and rubrics • Individual professional growth plans • Team/department/committee meeting agenda/minutes • Master schedule/use of instructional time • Student work • Library/media center usage • Extra-curricular and co-curricular program schedule • School Report Card • Safe schools data reports 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • Students and staff members collaborate to establish, sustain and demonstrate in practice school-wide high academic expectations that are applicable to all. • Students and staff members collaborate to research and adopt an effective program of school-wide student behavior that emphasizes self-discipline and responsibility. 	<ul style="list-style-type: none"> • Teachers set high academic expectations for all students, challenge the students to set high expectations for themselves and provide the structure and support to ensure student success. • Standards of student behavior are collaboratively developed, clearly communicated to stakeholders and equitably applied to all students. 	<ul style="list-style-type: none"> • Teachers set high academic expectations for some students but not all. • Standards of behavior are developed by staff members and communicated to students but not equitably applied. 	<ul style="list-style-type: none"> • Teachers do not set high academic expectations for students. • Standards of behavior exist but are neither communicated to students nor equitably applied.

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<p>4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Staff interviews • School committee/faculty meeting agenda/minutes • Classroom walkthrough observations • Employee handbooks • Organizational charts • Work schedules • Job descriptions • Professional development agenda 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The mission and belief statements of the school are the decision-making filter and compass for staff members, students and family members in the work of the school. • Structures and systems maximize the potential for staff members to be collegially self-directed and empowered in both formal and informal decision-making regarding teaching and learning. • Non-teaching (classified) staff members collaborate with the teaching staff to expand the scope of their areas of responsibility to include teaching and learning experiences (e.g., safety discussions, health issues, reading buddies). 	<ul style="list-style-type: none"> • All staff members are knowledgeable of and make decisions guided by the school's mission and belief statements. • Structures and systems are effectively implemented to promote collaboration and collegiality in both formal (committee structure) and informal decision-making regarding teaching and learning. • Non-teaching (classified) staff members establish a professional learning community with teaching staff members to resolve challenges in their areas of responsibility (e.g., scheduling of routine maintenance/housekeeping to avoid disruption to instruction, maintaining "learning" bulletin boards in the cafeteria) to contribute to a positive learning environment for students. 	<ul style="list-style-type: none"> • Staff members are aware of the school's mission and belief statements, but the statements do not always guide decision-making. • Decision-making structures and systems are in place but are not effectively implemented to promote collaboration and collegiality among staff members regarding teaching and learning. • Non-teaching (classified) staff members cooperate with teaching staff members when making decisions in their areas of responsibility that contribute to a positive learning environment for students. 	<ul style="list-style-type: none"> • The school's mission and belief statements do not guide decision-making. • Decision-making structures and systems to promote collaboration and collegiality among staff members regarding teaching and learning either do not exist or are not implemented. • Non-teaching (classified) staff members do not consider teaching and learning when making decisions in their areas of responsibility.

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<p>4.1e Teachers recognize and accept their professional role in student success and failure.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Staff member, student and parent/family member interviews • Professional resources • Samples of student evaluations of teachers • School Report Card and trend data • Documentation of professional development days • Lesson plans/units of study • Local board of education policies and meeting minutes 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The district policy establishes clear guidelines and support structures for teachers and administrators to study, understand and act upon the role of teacher efficacy in student success. • School leadership expects teachers to recognize and accept their professional role in student success and failure and provides opportunities for teachers to study the connection between instructional practices and student success and consider that connection in the design of their instruction. • Students collaborate to design instruments to be used for school-wide evaluation of the instructional performance of the teachers and the curriculum of the school resulting in instructional and curricular modifications to better meet the diverse needs of students. 	<ul style="list-style-type: none"> • The district policy acknowledges the link between teacher efficacy and student achievement and sets the procedures that teachers and administrators use to systematically review and revise instructional practice based on student performance. • Teachers acknowledge and strengthen the impact of their instructional effectiveness on the success of their students by regularly reflecting on and changing their classroom practices as needed. • Teachers provide students with opportunities to evaluate the instructional performance of the teachers and use the feedback to improve their classroom practice as needed. 	<ul style="list-style-type: none"> • The district policy acknowledges the link between teacher efficacy and student performance, but either clear procedures are not set for staff members' use to review and revise practice based on student performance or the staff members do not implement the procedures. • Teachers occasionally reflect on the impact of their instruction on the success of their students, but either the reflection is not a regular occurrence or does not lead to a change in classroom practices. • Some teachers provide students with opportunities to evaluate their instructional performance, but opportunities (e.g., only at the end of the school year, only in certain classes) are limited. 	<ul style="list-style-type: none"> • The district does not have a policy linking teacher efficacy and student performance. • Teachers do not reflect on the impact of their instruction on the success of their students as a way to improve student achievement. • Teachers do not provide students with opportunities to evaluate the instructional performance of teachers.

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<p>4.1f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Master schedule • Class rosters • Enrollment data • Local board of education policies and meeting minutes • Parent, student and staff member interviews • Student schedules • Daily schedules • Lesson plans • Records of teacher certification/experience • Student/teacher ratio • Class offerings/course descriptions • School Report Card 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • Alternative scheduling options are designed and implemented to ensure that all students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities. • Students self-monitor their progress toward learning goals and collaborate with staff members to adjust flexible groupings. • The district provides additional fiscal resources beyond those required by the funding formula to lower student/teacher ratio below that required by state standards for accreditation. • District policy requires that decisive changes in staffing assignments, as well as the inclusion of community resources, be made based upon student achievement data in order to capitalize on the in-depth knowledge of specific persons on a variety of content. School and district leadership teams collaborate to discuss effective and ineffective master schedules to inform this change process. 	<ul style="list-style-type: none"> • Students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities. • Student groupings are created based on instructional needs and provide for flexible grouping and regrouping with continuous assessment and adjustment that allows the strengths of staff to be matched with the needs of students. • The local board of education has adopted policy and school leadership has implemented a staffing procedure that ensures an effective student/teacher ratio for meeting the needs of all students. • The local board of education has adopted policy and school leadership has implemented a procedure requiring a flexible master schedule that allows teaching assignments to be adjusted in order to maximize the impact of the strengths of specific teachers on student learning. 	<ul style="list-style-type: none"> • Most students have equitable access to classes, but priority has not been given to students with disabilities when assigning classroom space. • Student groupings are sometimes created based on instructional needs. There is some flexibility for regrouping based on assessment of student performance with little regard to teacher strengths. • The district has a policy regarding student/teacher ratio, but the policy does not ensure an effective student/teacher ratio for meeting the needs of all students. • The district may have a policy requiring a flexible master schedule, but teaching assignments are not often adjusted to impact student learning. 	<ul style="list-style-type: none"> • Students do not have equitable access to classes. • Student groupings are not based on instructional needs and there is no attempt to regroup when necessary. • The district does not have a policy regarding student/teacher ratio. • The district does not have a policy requiring a flexible master schedule or teaching assignments are never adjusted.

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<p>4.1g Teachers communicate regularly with families about individual students' progress (e.g., engage through conversation).</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Report cards and/or progress report forms • School/teacher web pages • Phone/e-mail registers of family contacts • Local board of education policies and meeting minutes • Notes from parent conferences • Student, parent/family member and teacher interviews • Interactive automated voice mail system • Record of home visits • Parent Involvement plan 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The school exceeds the requirements of local board of education policy regarding communication about student progress to foster a school culture of collaborative learning and dialogue. • The school's web site contains links to the web pages of individual teachers and, through secure password entry; families can obtain information on the progress of their students. • The school has established regular "phone hours" during which parents are able to easily contact teachers to discuss student progress. • Students collaborate with staff members to initiate opportunities to demonstrate their progress to their families and/or community members. 	<ul style="list-style-type: none"> • The local board of education has adopted policy and school leadership has implemented procedures guiding interactive school/home communication about student progress. • Student progress reports (e.g., paper or electronic copy, e-mail) are sent home regularly and include specific, written explanations of student performance beyond computer-generated statements and, if appropriate, progress on the goals of individual education plans. • Teachers regularly contact families (e.g., home visits, phone calls, e-mail) to discuss student progress. • Teachers involve students (e.g., student-led conferences, journals) in reporting student progress to families. 	<ul style="list-style-type: none"> • The local board of education has a policy guiding interactive school/home communication about student progress, but the policy is not fully implemented by school leadership. • Student progress reports are sent home but do not include explanations of student performance beyond computer-generated statements and, if appropriate, progress on the goals of individual education plans. • Some teachers contact families to discuss student progress, but most teachers contact families only concerning discipline problems. • Some teachers involve students in reporting student progress to families. 	<ul style="list-style-type: none"> • The local board of education does not have a policy guiding interactive school/home communication about student progress. • Student progress is communicated to parents only through student report cards or do not include an explanation of student performance. • Teachers do not contact families to discuss student progress. • Teachers do not involve students in reporting student progress to families.

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<p>4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Staff members, students, parents/family member and community member interviews • Perception surveys • Classroom walkthrough observations • Master schedule • Student handbook • School newsletter • Recognition program documentation • Student work displays • Web pages • Newspapers • Yearbooks • School Report Card 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • School staff and community members collaborate to provide a support structure (e.g., mentors, safe places, after school programs) that ensures a nurturing learning environment for all students. • Students, staff members and community members establish, sustain and participate in an adult/peer advocacy network. • Staff members nurture students by extending appropriate student/staff interactions into areas of student interest beyond the classroom and/or school. • Staff and community members use innovative strategies (e.g., classroom web pages, letters to the editor, marquees) to provide appropriate praise and positive reinforcement, motivating students to high levels of achievement in areas within and beyond the classroom/school. 	<ul style="list-style-type: none"> • Staff members have established a nurturing learning environment (e.g., school-within-school concept, team structure, advisor-advisee program) for all students. • Each student has been formally assigned and meets regularly with an adult who serves as an advocate for the student. • There are frequent and meaningful interactions between students and staff regarding academic performance, attendance, behavior and individual needs of students. • Staff members use appropriate praise and positive reinforcement to motivate students to high levels of achievement. 	<ul style="list-style-type: none"> • The learning environment of the school may be nurturing but the staff members do not establish this culture for all students. • Students have either not been formally assigned or do not regularly meet with an adult who serves as an advocate for the student. • There are occasional, meaningful interactions between students and staff but the focus of the interactions is usually on behavioral issues. • Some student accomplishments are recognized and reinforced but praise is often inappropriate or inequitably applied. 	<ul style="list-style-type: none"> • A nurturing learning environment does not exist in the school. • Adults do not advocate for students. • Interactions between students and staff are not meaningful. • Student accomplishments are not recognized.

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<p>4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • School communications plan • Staff member, parent/family member and community member interviews • Samples of written correspondence • School meeting/program agenda • PTA/PTO meeting minutes • School web page • Civic group programs/meeting agenda • Newspaper clippings • Bulletin boards, exhibits and displays • Brochures/pamphlets 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • Representatives of all stakeholder role groups from the school community collaborate to develop the school's systematic communications plan. • The school collaborates with the district to seek technological resources from the community to ensure state-of-the-art communication capabilities in support of a climate conducive to student performance excellence. 	<ul style="list-style-type: none"> • The school has published and implemented a systematic communications plan that guides written, face-to-face and electronic communication with stakeholders. • School staff members use a variety of technological resources (e.g., voice mail, web page, cable access channels) and communication strategies to provide interactive communication with stakeholders. 	<ul style="list-style-type: none"> • The school has a communications plan but it is not publicized and/or is partially implemented. • School staff members use limited technology to communicate with stakeholders. 	<ul style="list-style-type: none"> • The school does not have a communications plan. • The school does not use technology to enhance communication with stakeholders.

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<p>4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Displays of student work/exhibitions • Staff members, student, parent/family member and other stakeholder interviews • Media documentation • School/classroom web pages • Videos of student performances • PTA/PTO meeting minutes • Student recognition program documentation • Trophy cases • Yearbooks • Perception surveys 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • School and district leadership provide opportunities for the accomplishments of students to be recognized at local, state and national levels. • School staff members, students and stakeholders collaborate to recognize student achievement through exhibitions and showcases. • School and district staff members collaborate with students and stakeholders to honor and display quality student work in the community. • School and district staff members collaborate with stakeholders to publicize student academic achievement and to provide additional sources of recognition (e.g. scholarships). 	<ul style="list-style-type: none"> • School leadership has clearly defined procedures in place for regularly and equitably recognizing and celebrating the accomplishments of students for academic success including formal and informal recognition. • Staff members implement a process for the use of student performance exhibitions and showcases of student work for recognition of achievement in all content areas. • Quality student work and scoring rubrics are consistently displayed in classrooms and throughout the school and are used to guide student self-reflection. • Student academic achievement is publicly shared with community and business partners. 	<ul style="list-style-type: none"> • School staff members informally recognize some students for academic success. • School staff members showcase student work on a limited basis or only recognize success in one area (e.g., sports). • Student work and scoring rubrics are displayed in some areas but may not reflect quality and/or be used to guide student self-reflection. • Student success may be shared with families but seldom shared with community and business partners. 	<ul style="list-style-type: none"> • School staff members do not recognize student academic success. • School staff members do not exhibit or showcase student work. • Student work and scoring rubrics are not displayed in the school. • Student success is not shared.

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<p>4.1k The district/school provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Student, staff member, parent/family member and community member interviews • Local board of education policies and meeting minutes • Multicultural/diverse instructional resources • ACSIP • Classroom walkthrough observations • Lesson/unit plans • School guidance plans/records • Suspension/expulsion/attendance records • Perception surveys 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • Data on the practice of staff members is collected and analyzed to determine if the commitment to equity initiatives and appreciation of diversity practices has a positive impact on student achievement. • Varied instructional strategies based on multicultural considerations are integrated into the curriculum resulting in the reduction and eventual elimination of achievement gaps. • The school functions as a learning community that negates the impact of physical, cultural, and socio-economic factors on learning by meeting them as challenges rather than recognizing them as barriers. 	<ul style="list-style-type: none"> • The local board of education has adopted policies addressing and school staff members have incorporated into their practice a commitment to equity and an appreciation of diversity. • Multicultural considerations are reflected in instructional strategies and seamlessly integrated into the curriculum. • School staff members establish and sustain a culture that minimizes the impact of physical, cultural, and socio-economic factors on learning. 	<ul style="list-style-type: none"> • The district has policies that address a commitment to educational equity and an appreciation of diversity, but the policies are not always reflected in practice. • Multicultural education is addressed through separate instructional programs. • School staff members may establish but do not sustain a culture that minimizes the impact of physical, cultural or socio-economic factors on learning. 	<ul style="list-style-type: none"> • There are no district policies regarding educational equity or appreciation of diversity. • Multicultural education is not addressed. • School staff members do not address physical, cultural or socio-economic barriers to learning.

LEARNING ENVIRONMENT STANDARD 5–STUDENT, FAMILY AND COMMUNITY SUPPORT

Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of students.

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<p>5.1 Student, Family, Community Support Programs/Services</p> <p>5.1a Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Staff member, parent/family member and student interviews • School visitors register • Local board of education policies • Classroom walkthrough observations • Parent/community member workshop schedule • Volunteer schedule • Examples of school-to-home communications • Parent Involvement Plans/Title I Parent meetings • Perception surveys 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The district analyzes patterns of community participation as a planning tool to maximize active and effective parent, community and minority involvement in committee work. • Family and community members evaluate the effectiveness of the collaborative effort to remove barriers to learning for all students and make changes as appropriate. • Interactive communication among home, school and community is consistently and intentionally proactive. 	<ul style="list-style-type: none"> • The local board of education has adopted a community involvement policy and school leadership implements procedures that ensures active, effective recruitment of parents, community members and minority representatives to serve on school committees. • Families and community members are involved in significant ways (e.g., homework, supplemental and remediation programs, reviewing student work, parent/community volunteer activities and committee/business partnerships) to remove barriers to learning for all students. • Interactive communication between home and school is meaningful and regular. 	<ul style="list-style-type: none"> • The local board of education has adopted a community involvement policy, but the policy is either inadequate or is not implemented. • Families are involved to remove barriers to learning for students but not in significant ways. • Communication from the school to the home is generally reactive dealing with issues of student behavior or academic performance. 	<ul style="list-style-type: none"> • The district does not have a community involvement policy. • Families are not involved in student learning. • Communication from the school to the home is minimal.

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<p>5.1a (Continued) Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Community involvement programs • Classroom/school web pages • Committee rosters • Committee meeting agenda and minutes • School event calendar • ACSIP • Lesson plans • Parent meetings • Service learning project documentation 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • Family, school and community stakeholders collaborate to select programs and strategies that ensure interaction among teachers, families and the community at large. • Structures are in place to encourage and enhance family and community participation. • Students and family members collaborate with school staff members, district staff members and community partners to design programs and services and identify resources to create, implement, maximize and sustain learning opportunities. 	<ul style="list-style-type: none"> • Programs and strategies (e.g., training for parents, open house, curriculum fair, portfolio night, scrimmage night) that promote interaction between teachers and families are developed, implemented and evaluated for effectiveness. • Parents/family members are welcome in the school and their assistance (e.g., volunteer committees, parent centers, and committees) is sought. • School and district staff members collaborate with family members and community partners to provide programs, services and resources (e.g., service learning projects) that create, implement, maximize and sustain learning opportunities for all students. 	<ul style="list-style-type: none"> • Programs are developed that promote communication among teachers, families, and community members, but the programs are not always implemented. • Parents, family members, and community members are welcome in the school, but their assistance and involvement are not actively sought. • There is some school, family member, and community member collaboration, but the resulting programs and services provide limited learning opportunities for students. 	<ul style="list-style-type: none"> • Few or no programs are developed that promote communication among teachers, family members and community members. • Parents, family members and community members are not welcome in the school. • There is little or no collaboration among school staff members, family members and community members.

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<p>5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction).</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Student, school staff member, community member interviews • Supplemental or Remedial instruction program overview • Title I program plan • School guidance plans • Perception surveys • Student Individual Education Plans/Behavior Management Plans • Supplemental Services • National School Lunch Act (NSLA) funded programs • Alternative Learning Environment (ALE) programs • English Language Learners (ELL) programs 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • Achievement data on students who have exited the supplemental or remedial instruction program is collected from multiple sources and analyzed to ensure that academic gains are maintained. • Family and school staff members collaborate to analyze data from multiple sources (e.g., School Report Card, other standardized assessments, classroom assessments) to determine the extent to which the supplemental or remedial instruction program enhances the achievement of those students with the greatest needs and to inform program decision-making and modifications. • Family and school staff members collaborate to determine the effectiveness of support services intended to remove barriers to learning for at-risk students. 	<ul style="list-style-type: none"> • Achievement data on student participation in supplemental or remedial instruction program is analyzed to ensure that students enter and exit the program as needed based on specific and clearly defined criteria. • The supplemental or remedial instruction program is designed and implemented to support and promote individual student achievement with emphasis on those students with the greatest needs. The program is evaluated regularly and modified as necessary. • School guidance programs promote and support student learning by coordinating targeted and effective support services that remove barriers to learning for at-risk students. The programs are evaluated regularly and modified as necessary. 	<ul style="list-style-type: none"> • Student participation data is not analyzed to ensure that students enter and exit the supplemental or remedial instruction program based on specific and clearly defined criteria or the entrance/exit criteria are not followed. • The supplemental or remedial instruction program is designed and implemented to support individual student achievement, but the emphasis of the program is not on students with the greatest needs. • School guidance programs do not maximize leverage on student learning by integrating all possible sources of funds (e.g., federal, state, community) to provide support services that remove barriers to learning. 	<ul style="list-style-type: none"> • The supplemental or remedial instruction program does not have specific and clearly defined entrance/exit criteria or student participation data is not collected. • The supplemental or remedial instruction program is designed as a remedial program without addressing individual student or group learning needs. • School guidance programs do not leverage multiple sources of support services to remove barriers to learning.

Indicator	Ratings of Performance			
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<p>5.1b (Continued) Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction).</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • PTA/PTO meeting minutes • Technology plan • Supplemental or Remedial instruction entrance and exit reports • Supplemental or Remedial instruction program data • Master schedule • Class rosters • Schedule of parent/teacher conferences • Parent Involvement Plans/Parent meetings • Arkansas Performance report • Local board of education policies, meeting agenda and minutes 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • Title I activities enhance the school's instructional program by leveraging the integration of resources to promote and support student learning. • School counselors partner with the total school staff and community to develop a network of support (e.g., a school-wide student assistance program that includes peer counseling and adult advocate components). • Community agencies and the school/district establish partnerships to provide extensive technology resources to ensure that all students have access to the common academic core. • The local board of education regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that all students have equal access to a common academic core. 	<ul style="list-style-type: none"> • Title I activities are seamlessly integrated into the school's instructional program to promote and support student learning. • School counselors collaborate with staff members and families to implement a school-wide guidance program that provides support services to meet the intellectual, social, career and developmental needs of students. • The school/district provides a variety of technology (e.g., distance learning, virtual high school, computer assisted learning) for all students to access the common academic core. • The district has adopted policy and school leadership has implemented procedures that ensure all students have equal access to a common academic core. 	<ul style="list-style-type: none"> • The Title I program is not closely coordinated with the school's instructional program. • School counselors focus more on administrative issues than on a school-wide guidance program in support of student learning. • The school's technological resources are not equitably available to all students to access the common academic core. • The district has a policy stating that all students have equal access to the curriculum, but school leadership does not always implement the policy. 	<ul style="list-style-type: none"> • The Title I program is isolated from the rest of the school's instructional program. • School counselors do not focus on student learning. • Students do not have access to the school's technological resources. • The district does not have a policy that ensures all students have equal access to a common academic core.

Indicator	Ratings of Performance			
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<p>5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> Records of/procedures for referrals to health and social services Textbook/instructional resources purchasing plans Staff, student and community member interviews Individual Education Plans/Academic Improvement Plans School/district budgets Technology plans ACSIP Comprehensive district improvement plan Individual Graduation Plans 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> Community and business partners collaborate with school staff members to provide active learning opportunities (e.g., in-school banks, book stores) for students. Health and social services are seamlessly integrated into a fully functioning comprehensive student services program. School leadership recruits and trains family and community volunteers to participate in student assistance teams that provide support for students experiencing learning problems. Multiple private and public resources (e.g., scholarship opportunities, medical services) are integrated and leveraged to enhance the implementation of specific actions to reduce barriers to student learning. School staff members and community members establish a collegial support/coaching network and feedback loop to ensure that respect for cultural differences is embedded into classroom instruction. Short-term flexible staff and/or student groupings are integrated into the school's instructional practices in order to meet the learning needs of all students and reduce barriers to learning. The district makes reducing all barriers to learning a priority when allocating resources, seeks additional avenues of funding and ensures that the resources are used effectively. 	<ul style="list-style-type: none"> A variety of instructional materials and resources that promote active learning are integrated into the curriculum, and staff members have had appropriate implementation training, which is ongoing and informed by research. School leadership has developed and implemented procedures to refer students for health and social services. The procedures are clearly communicated to students, staff members and families. School leadership has established procedures to identify and implement support programs for students who experience learning problems. Training on student identification and program implementation is provided to all staff members. The school collaborates with community agencies in planning and implementing specific actions to reduce barriers to student learning. School leadership ensures that all teachers have professional development on the impact of cultural differences on learning. School staff members incorporate differentiated instructional strategies (based on learning styles, developmental stages and skill levels) into classroom practice to meet student needs and reduce barriers to learning. The district allocates sufficient financial resources for reducing barriers to learning and ensures that these resources are used effectively. 	<ul style="list-style-type: none"> Instructional materials and resources that promote active learning are available. However, staff members have not received appropriate training, or the materials and resources are not used. School leadership has developed procedures to refer students for health services, but the procedures are either not consistently implemented or not clearly communicated to students, staff members and families. School leadership has established procedures to identify students who experience learning problems, but specific support programs are not always implemented. The school works with community agencies to provide assistance for students, but the resulting programs are not always focused on reducing barriers to student learning. School leadership occasionally provides professional development on the impact of cultural differences on learning. Some school staff members use differentiated instructional strategies to meet student needs. The district allocates sufficient financial resources for reducing barriers to learning, but the resources are not always used effectively. 	<ul style="list-style-type: none"> Instructional materials and resources that promote active learning are not available. School leadership has no formal procedures to refer students for health and social services. School leadership has not established procedures to identify students who experience learning problems. The school does not work with community agencies to reduce barriers to student learning. School leadership does not provide professional development on the impact of cultural differences on learning. School staff members do not use differentiated instructional strategies to meet student needs. The district does not allocate sufficient financial resources to reduce barriers to learning.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.</p> <p>Examples of Supporting Evidence:</p> <ul style="list-style-type: none"> • Supplemental or Remediation program overview/referrals/documentation • Supplemental or Remediation assessment data • Schedule for extra curricular programs • List of extra curricular offerings • Staff, parent, student and community member interviews • Observations of support programs • School budget • Support program/services documentation • Transportation plan • Local board of education policies • Individual Education Plans/504 Plans/Academic Improvement Plans • Individual Graduation Plans • Master schedule 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • District and school staff members collaborate with outside agencies to identify and implement innovative approaches to provide students with assistance beyond the classroom. • Classroom and supplemental or remediation instructional time is seamlessly integrated to maximize the impact on student achievement. • Stakeholders and students assist in the development and implementation of extended learning opportunities (e.g., service learning, 21st Century Community Learning Centers). • School staff members participate in an ongoing dialogue with community agencies and institutions of higher education to form a collaborative network of services supporting the learning needs of students. • Schools collaborate to ensure a seamless network of support programs and services across the district to provide a total service delivery system supporting student achievement • Schools collaborate to coordinate extra curricular programs district-wide. • Service learning opportunities are fully integrated into the educational program of all students. 	<ul style="list-style-type: none"> • Students requiring additional assistance beyond initial classroom instruction are provided with a variety of opportunities to receive assistance. • Supplemental or remediation instructional time is effectively used to support student achievement. • Classroom teachers collaborate with supplemental or remediation teachers to meet student needs and to close achievement gaps across subpopulations. • Support programs and services (e.g., Title I, supplemental or remediation programs, exceptional children services) are evaluated, modified and/or expanded regularly to meet the needs of participating students. • There is collaboration and coordination among support programs and services (e.g., Title I, supplemental or remediation programs, school guidance programs) to eliminate gaps and unnecessary overlaps in delivery of services supporting student achievement. • Extracurricular programs support student learning, and all students have equitable access to the programs. • The school and community partners collaborate to provide all students with opportunities for service learning. 	<ul style="list-style-type: none"> • Limited opportunities are provided for students to receive additional assistance beyond initial classroom instruction. • Supplemental or remediation instructional time is intended to support student achievement, but the activities are either not appropriately implemented or have limited effectiveness. • Classroom teachers seldom collaborate with supplemental or remediation teachers to meet student needs and to close achievement gaps across subpopulations. • Support programs are evaluated but seldom modified or expanded to meet the needs of students. • There is limited collaboration among support programs and services to eliminate gaps and overlaps in delivery of services supporting student achievement. • Extracurricular programs support student learning, but not all students have equitable access to the programs. • The school provides opportunities for service learning, but the opportunities are not available to all students. 	<ul style="list-style-type: none"> • Students do not have opportunities to receive additional assistance beyond initial classroom instruction. • Supplemental or remediation instructional time is not used to support student achievement. • Classroom teachers do not collaborate with supplemental or remediation teachers. • Support programs are neither evaluated nor modified to meet the needs of students. • Support programs and services operate in isolation to deliver services to students. • Extracurricular programs do not support student learning, or there are no extracurricular programs. • The school does not provide students with opportunities for service learning.

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<p>5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Staff, parent/family member and student interviews • Transcripts • Individual Graduation Plans • Student academic records • Technology plan • Policies and procedures on access to student records • Immigration and Naturalization Service forms • Student grade reports • Cumulative folders system/policies • State assessment parent reports • Student working folders/portfolios • NORMES reports • Primary Level reports • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) • Intensive Reading Intervention (IRI) • IEP Portfolios • Academic Improvement Plans (AIP) 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • Students are proactively involved in the development and maintenance of an academic profile that enhances and extends the cumulative student records. • Artifacts that document student performance are maintained in a venue that allows them to be a complement to cumulative student records. • Cumulative student records are maintained in a secure interactive electronic environment that allows access by students and, when appropriate, parents/guardians. • Extensive state-of-the-art technology resources facilitate and enhance data management practices at the school, classroom and individual student levels. 	<ul style="list-style-type: none"> • The school maintains cumulative student records that provide a profile of each student's academic and educational development. • Relevant, current and accurate data from multiple sources are included in cumulative student records. • Cumulative student records are well organized and appropriately controlled. Information is readily available to designated staff members. • Sufficient technology resources provide support for sustaining an accurate student record system and efficient data management practices at the school, classroom and individual student levels. 	<ul style="list-style-type: none"> • The school maintains student records, but the focus is not on the student's academic and educational development. • Data from limited sources are included in student records. Some data is either not current or not relevant. • Cumulative student records are organized and generally available to staff members but not appropriately controlled. • Technology resources provide limited support for sustaining an accurate student record system and efficient data management practices at the school classroom/individual student levels. 	<ul style="list-style-type: none"> • Student records maintained by the school contain only classroom grades. • Data in student records is outdated, irrelevant/inaccurate. • Student records are not organized and/or access to the records is not controlled. • Technology resources do not provide support for sustaining an accurate student record system and efficient data management practices.

LEARNING ENVIRONMENT STANDARD 6 – PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

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<p>6.1 Professional Development</p> <p>6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Professional development evaluation • List of professional development offerings • Staff member interviews • Needs assessment data • Individual professional growth plans 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • Long-term professional development planning leads to professional growth embedded in a change process that improves the structure and culture of the school as an organization. • Professional development opportunities are expanded to include formal and informal experiences (e.g., internships, aspiring principal networks, curriculum resource teachers) for teacher leaders to participate in leadership responsibilities. • School leaders collaborate across the district to create an extended learning community that encourages and supports district staff members and stakeholders to evolve into multi-school instructional teams. 	<ul style="list-style-type: none"> • The school does long-term planning for continuous support of professional growth needs. Professional development is viewed as a change process that occurs over time. • Professional development opportunities are offered that support the enhancement of leadership abilities (e.g., collaboration, problem-solving consensus building) for all staff members and other appropriate stakeholders. • The learning community encourages and provides support to all staff members and stakeholders to be life-long learners. 	<ul style="list-style-type: none"> • Professional development planning is done on an annual basis. Professional development is not viewed as a change process that occurs over time. • Professional development opportunities are offered that support the enhancement of leadership abilities for some members of the staff (e.g., administrators only). • The learning community encourages only some teachers or administrators to be life-long learners. 	<ul style="list-style-type: none"> • The school does not do long-term planning for professional development. • Professional development does not support leadership development. • Teachers and administrators are not encouraged to be life-long learners.

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<p>6.1b The school has an intentional plan for building instructional capacity through on-going professional development.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Professional development evaluation • List of professional development offerings • Staff member interviews • Local board of education policies • Individual professional growth plans • Professional development committee meeting agenda/minutes • Study groups/learning teams • Perception surveys 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The formal process for identifying professional development needs specifically evaluates and addresses the true impediments to student learning. • School professional development planning considers both the identified needs of individual staff members and the school-wide focus for improvement and includes short- and long-term checkpoints to monitor the effectiveness of the planning. Ongoing activities and follow-up (e.g., study groups, action research) are emphasized. • Schools initiate a formal process and collaborate to analyze information on student achievement to determine the short- and long-term professional development needs of all stakeholders across the district. 	<ul style="list-style-type: none"> • The district/school has developed and implemented a formal process to identify professional development needs for all staff members. • School professional development planning considers both the identified needs of individual staff members and the school-wide focus for improvement. • School staff members and the district analyze information on student achievement to help schools determine the short- and long-term professional development needs of instructional staff members and administrators. 	<ul style="list-style-type: none"> • The district has identified professional development needs for staff members but there is no formal process to do so. • School professional development planning is not balanced between consideration of the identified professional needs of individual staff members and the school-wide focus for improvement. • The school conducts a limited analysis of information on student achievement to help schools determine the short- and long-term professional development needs of teachers. 	<ul style="list-style-type: none"> • The district has not identified professional development needs of the staff. • The school professional development planning does not consider both individual and school-wide needs. • The school does not analyze information on student achievement to help schools determine the short- and long-term professional development needs of teachers.

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<p>6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Professional development committee meeting agenda and minutes • Individual professional growth plans • Staff member interviews • Self-assessment data • Needs assessment data • Arkansas School Performance Report 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The process for determining professional development opportunities specifically identifies the true impediments to student learning and strategies for meeting the unique learning needs of the students. • Professional development opportunities are aligned with the school's learning goals for students, the individual professional growth plans of staff members and the ACSIP. Professional development opportunities are focused directly on the root causes of achievement gaps. 	<ul style="list-style-type: none"> • Professional development opportunities are determined based on the results of analysis of student achievement data and formal personnel evaluations. • Professional development opportunities are aligned with the school's learning goals for students, the individual professional growth plans of staff members and the ACSIP. 	<ul style="list-style-type: none"> • The professional development needs of individual staff members have been primarily identified through the evaluation process. • Professional development opportunities are related to the school's learning goals for students, but do not necessarily reflect the individual professional growth plans of staff members or the ACSIP. 	<ul style="list-style-type: none"> • The professional development needs of individual staff members have not been clearly identified. • Professional development opportunities do not relate to the school's learning goals for students and/or the ACSIP.

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<p>6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • List of professional development offerings • Classroom walkthrough observations • Staff member interviews • Needs assessment data • Perception surveys 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • Longitudinal comparisons of the collected data are studied to identify emerging trends and priorities for school professional development. • Schools collaborate to form a district-wide professional learning community that provides high quality professional development, collegial support and job-embedded coaching to ensure teacher efficacy and enhanced professional practice that is observable in the classroom. • Participants use knowledge gained through content area professional development to coach and mentor colleagues, providing practical support and encouragement for classroom-focused improvement. 	<ul style="list-style-type: none"> • A formal process (e.g., annual survey, needs assessment, development of individual professional growth plans) is used to determine priorities for school professional development. • Professional development is of high quality, is focused on enhanced professional practice and is aligned with academic expectations and student learning goals. • Staff members participate in effective professional development that will update their content knowledge and integrate the acquired knowledge into classroom instruction to improve student learning. 	<ul style="list-style-type: none"> • A survey is conducted but there is no formal process to determine priorities for school professional development. • Professional development is traditional and is either not focused on enhanced professional practice or is not tightly aligned with academic expectations and student learning goals. • Staff members participate in professional development that may update their content knowledge but the acquired knowledge is not used to improve student learning. 	<ul style="list-style-type: none"> • An annual survey of professional development needs is not done. • Professional development offerings are random and are not connected to the enhancement of professional practice, academic expectations or student learning goals. • Few staff members participate in professional development that updates their content knowledge.

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<p>6.1e Professional development is on-going and job-embedded.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • List of professional development offerings • Staff member interviews • School calendar • Master schedule • Individual professional growth plans • Study groups/learning teams • Action Research 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • By policy and practice, professional development is sustained, continuous and the shared responsibility of all staff members. • Professional development (structured as an inquiry into curriculum, instruction and assessment) will provide synergy and result in initiatives that have greater student impact. • Staff members establish small-group work teams to provide professional development follow-up by sharing responsibility for their own learning and providing assistance to one another through collegial support and coaching. • School staff members engage in action research in their classrooms that is centered on experimental and innovative approaches to professional development. 	<ul style="list-style-type: none"> • Professional development emphasizes a process for sustained and continuous growth through job-embedded opportunities. • Job-embedded professional development provides time for colleagues to reflect, discuss and process new learning. • Professional development is evaluated systematically to determine implementation and impact. • Follow-up to professional development is consistent and intentional and is a priority. • The school includes the use of nontraditional avenues (e.g., on line professional development opportunities, Arkansas Educational Television Network to provide and/or embed professional development. 	<ul style="list-style-type: none"> • Professional development is ongoing, but there is either limited emphasis on sustained and continuous growth or the professional development is not job-embedded. • Job-embedded professional development occasionally provides time for reflection. • Professional development is not evaluated systematically to determine implementation and impact. • Follow-up to professional development is inconsistent or unintentional. • The school makes limited use of nontraditional avenues to provide professional development. 	<ul style="list-style-type: none"> • Professional development has no emphasis on continuous growth. • Professional development does not provide time for reflection. • Professional development is not evaluated. • Follow-up to professional development is not provided. • The school does not use nontraditional avenues to provide professional development.

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<p>6.1f Professional development planning shows a direct connection to an analysis of student achievement data.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Student data analysis summaries/reports • List of professional development offerings • Staff member interviews • Student performance level descriptions • NORMES Reports 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The district collaborates with institutions of higher education and other research organization entities to provide any necessary professional development opportunities on the analysis of data and student work. • Sets of longitudinal data are analyzed to identify emerging trends for professional development planning. • Long-term job-embedded professional development opportunities address the learning needs of students identified through analysis of assessment data and student work, focus directly on the root causes of achievement gaps and fuel the school's capacity to serve all students. 	<ul style="list-style-type: none"> • Ongoing professional development opportunities are provided as necessary on the analysis of assessment data and student work. • Multiple sources of data are analyzed for professional development planning purposes. • Multiple ongoing professional development opportunities address the learning needs of students identified through analysis of assessment data and student work including the needs of subpopulations with demonstrated achievement gaps. 	<ul style="list-style-type: none"> • Professional development opportunities are provided as necessary on the analysis of assessment data and student work, but the professional development is not ongoing. • Sources of data are analyzed, but the results of the analysis are not directly connected to professional development planning. • Professional development does not always address the learning needs of all students. 	<ul style="list-style-type: none"> • Needed professional development on analysis of assessment data and student work is not provided. • The results of analysis of data are not used to inform professional development planning. • Professional development does not address student-learning needs.

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<p>6.2 Professional Growth and Evaluation</p> <p>6.2a The school/district provides a clearly defined evaluation process.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> Local board of education policy, procedures and meeting minutes Evaluation process documents Documentation of development, review and revision of evaluation process Staff member interviews District evaluation committee roster 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> The local board of education has adopted policy and school leadership has implemented procedures regarding the evaluation of all personnel that surpasses state requirements. The evaluation of licensed personnel is focused on the student learning goals of the ACSIP, the individual growth needs of staff members and the projected long-term needs of the school and district. Staff members regularly participate in reviews of the evaluation process including discussions and reflections that provide an impetus for individual professional growth. 	<ul style="list-style-type: none"> The local board of education has adopted policy and school leadership has implemented procedures regarding the evaluation of all personnel that meet state requirements. The evaluation of licensed personnel is focused on the student learning goals of the ACSIP and the individual growth needs of staff members. All staff participates annually in a meeting in which the evaluation process is explained and discussed. 	<ul style="list-style-type: none"> The local board of education has adopted policy/procedures regarding the evaluation of personnel, but the policies are not fully implemented by school leadership. The evaluation of licensed personnel is focused on the student learning goals of the ACSIP or the individual growth needs of staff members but not both. Copies of the evaluation plan are distributed to licensed personnel, but no opportunity for explanation and discussion is provided within the required timeframe. 	<ul style="list-style-type: none"> The local board of education does not have policy and/or procedures regarding the evaluation of personnel. The evaluation process is focused on neither the student learning goals of the ACSIP nor the individual growth needs of staff members. Licensed staff members are not annually informed of the evaluation process.

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<p>6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of licensed staff based on identified needs.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • School budgets • Staff member interviews • Individual Professional Growth Plans • Professional Development Fund records • Local board of education policies and procedures 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • Schools collaborate to obtain all possible funding from outside sources and to maximize the impact of that funding on professional development. • The local board of education evaluates the adopted policy and modifies the policy as necessary to ensure professional development activities are focused on identified needs. Implementation of procedures is monitored to ensure that professional development resources are appropriately and equitably allocated among all staff members. 	<ul style="list-style-type: none"> • Available fiscal resources are maximized to provide support for professional growth and development using state professional development allocations and other funding sources (e.g., local, state, federal, private). • The local board of education adopts policy and school leadership implements procedures to ensure the appropriate (i.e., based on the identified needs of individual staff members) and equitable allocation of professional development resources (e.g., funds, substitute teachers, professional training programs, curriculum support staff) among all staff members. 	<ul style="list-style-type: none"> • Available fiscal resources are not always maximized to provide support for professional growth. • The district has a professional development policy, but the policy does not necessarily ensure the appropriate and equitable allocation of professional development resources. 	<ul style="list-style-type: none"> • Available fiscal resources are not used to support professional growth. • Professional development resources are not appropriately and/or equitably allocated.

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<p>6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Individual professional growth plans • Evaluation forms • Licensed staff member interviews • District evaluation process documentation • Local board of education policies • Local board of education meeting minutes • Lesson plans/units of study • Teacher portfolios 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The evaluation of licensed personnel and individual professional growth plans correlate with the instructional needs of students, the professional needs of all staff members and the projected long-term needs of the school and district. • Individual professional growth plans are directly aligned with the ACSIP. • Individual professional growth plans are intentionally used to encourage and support the aspirations of potential school leaders. • Evaluation is viewed as an integral part of the work of the school encompassing individual professional growth and establishing a self-renewing learning organization. 	<ul style="list-style-type: none"> • The evaluation of licensed employees and individual professional growth plans correlate with the instructional needs of students and the professional needs of all staff members as reflected in the ACSIP. • Individual professional growth plans are collaboratively developed by leadership and staff members and are based on professional needs identified through the licensed evaluation process. • Individual professional growth plans foster purposeful reflection and refinement of professional practice. • Evaluation is viewed as an important part of individual staff growth, and the process is valued by all staff members as a route to staff proficiency. 	<ul style="list-style-type: none"> • The evaluation of licensed employees and individual professional growth plans do not always tightly correlate with the instructional needs of students and the professional needs of all staff members as reflected in the ACSIP. • Individual professional growth plans are developed without collaboration and/or intentional connection to the results of the licensed evaluation process. • Individual professional growth plans foster reflection but do not impact professional practice. • The evaluation process is viewed as part of individual staff growth but is not valued as a route to proficiency. 	<ul style="list-style-type: none"> • The evaluation of licensed employees and individual professional growth plans do not reflect the instructional needs of students and the professional needs of all staff members. • Not all licensed employees have individual professional growth plans. • Individual professional growth plans do not foster reflection or refinement of professional practice. • Employees view evaluation only as an employment requirement.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>6.2d Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Personnel evaluation process/forms • Documentation of the district's implementation of the personnel evaluation system • State statute/regulation • Staff member interviews • Teacher portfolios • Individual professional growth plans • Local board of education policies and procedures 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • Personnel evaluations exceed the requirements of state statute and regulations. Growth plans and summative evaluations are completed annually for all staff; multiple forms of documentation (e.g., portfolios, peer review, product or performance tasks/activities) of performance effectiveness are used. • The personnel evaluation system includes a peer review/coaching component. 	<ul style="list-style-type: none"> • Personnel evaluations meet the requirements of state statute and regulation and are fairly and consistently administered. • School administrators implement a personnel evaluation system that requires multiple observations of staff providing opportunities for coaching and feedback to improve effective teaching practices and improve student achievement. 	<ul style="list-style-type: none"> • Personnel evaluations meet the requirements of state statute and regulation, but they are not always fairly and consistently administered. • School administrators implement a personnel evaluation system that includes observation and feedback but has limited impact on student achievement and teaching practices. 	<ul style="list-style-type: none"> • Personnel evaluations do not meet the requirements of state statute and regulation. • School administrators do not implement the personnel evaluation system.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>6.2e The school/district improvement plan identifies specific instructional leadership needs and has strategies to address them.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Individual professional growth plans • District and school budgets 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The ACSIP incorporates goals, objectives and activities congruent with new and innovative approaches to improve instructional leadership. • School leadership collaborates with the Arkansas Department of Education, education service cooperatives, and other districts to design and/or obtain professional development that addresses both the needs of individual school administrators and the requirements of the Rules Governing Professional Development. 	<ul style="list-style-type: none"> • The ACSIP is based on analysis of multiple forms of data, identifies instructional leadership needs and includes an action plan and available resources to address those needs. • School administrators collaborate with district personnel to select professional development that addresses both the needs of individual school administrators and the requirements of the Rules Governing Professional Development. 	<ul style="list-style-type: none"> • The ACSIP is based on analysis of data and has an action plan to address instructional leadership needs. • School administrators select professional development that fulfills the requirements of the Rules Governing Professional Development but do not intentionally address the needs of individual school administrators. 	<ul style="list-style-type: none"> • The ACSIP does not address instructional leadership needs. • Professional development selected by school administrators does not fulfill the minimum requirements of the Rules Governing Professional Development.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • List of professional development offerings • Teacher and administrator interviews • Samples of teacher evaluations • Individual professional growth plans • Mentoring plans 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The development of individual professional growth plans of teachers includes a peer review/coaching component. • School leadership and teachers engage in interactive discourse and establish an ongoing feedback loop focused on long-term strategic changes in teacher behavior and practice as an integral part of the evaluation process. • The district evaluation process shows a clear connection between student and teacher performance and individual professional growth plans; cognitive coaching is embedded in the daily work of all teachers. 	<ul style="list-style-type: none"> • The individual professional growth plans of teachers are an integral part of the evaluation process and are collaboratively developed by administrators and teachers. • School leadership provides regular meaningful feedback to teachers as an integral part of the evaluation process to challenge teacher thinking and to change behavior. • Teachers are provided with follow-up and support (e.g., professional development, fiscal resources, materials) to ensure that the evaluation process results in improved instructional practice and higher student achievement. 	<ul style="list-style-type: none"> • The individual professional growth plans of teachers are part of the evaluation process but are not collaboratively developed. • School leadership provides limited feedback to teachers. • Teachers are provided with some follow up and support but not to a level that will ensure improved instructional practice and higher student achievement. 	<ul style="list-style-type: none"> • The individual professional growth plans of teachers are not directly linked to formal evaluation. • School leadership does not provide feedback to teachers. • Teachers are not provided follow up and support.

EFFICIENCY STANDARD 7 – LEADERSHIP

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>7.1 Leadership</p> <p>7.1a Leadership has developed and sustained a shared vision.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Displays of the vision, mission and belief statements • ACSIP • Meeting announcements, agenda and minutes • Teacher/student/parent handbooks • Staff member, student, parent/family member and community member interviews • Brochures/pamphlets • Web sites • Press releases 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The vision of the school is developed in conjunction with the vision of the district and the other schools of the district. • Representatives of all stakeholder groups establish a communications team to share the mission and belief statements throughout the school community. • School leadership establishes a systematic process to ensure that all decisions are regularly reviewed and considered for modification to sustain alignment with the mission and belief statements. • School leadership focuses the community on implementing the mission and belief statements by using them as a filter for school improvement initiatives. • School leadership establishes a feedback loop to ensure that the mission and belief statements are revised as necessary and that strategies are appropriately modified to maintain momentum toward accomplishment of the mission. 	<ul style="list-style-type: none"> • School leadership involves representatives of the school community's stakeholder role groups in a collaborative process to develop the school's vision and the mission and belief statements. • School leadership communicates the mission and belief statements to all stakeholders of the school community. • School leadership continuously reinforces and supports the mission and belief statements of the school and uses them to guide decision-making. • School leadership focuses the staff on implementing the mission and belief statements by using them as a foundation for designing instructional programs. • School leadership provides updates to all stakeholders on the progress toward accomplishing the mission. 	<ul style="list-style-type: none"> • School leadership receives input from school staff members to develop the school's vision and/or the mission and belief statements. • School leadership distributes the mission and belief statements to the school staff. • School leadership reinforces the mission and belief statements but does not always use them to guide decisions. • School leadership does not always use the mission and belief statements as a foundation when designing instructional programs. • School leadership provides updates to school staff members on the progress toward accomplishing the mission and belief statements. 	<ul style="list-style-type: none"> • School leadership does not have vision, mission or belief statements. • School leadership does not communicate the mission and belief statements. • School leadership neither reinforces the mission and belief statements nor uses them to guide decision-making. • School leadership does not refer to the mission and belief statements when designing instructional programs. • School leadership does not provide updates on the progress toward accomplishing the mission and belief statements.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Data analysis documentation • Meeting agenda and minutes • Perception surveys • School Report Card • NORMES reports 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • School leadership collaborates with district and community stakeholders to analyze student performance data and information from multiple sources and establishes a feedback loop to inform programmatic and academic decisions. 	<ul style="list-style-type: none"> • School leadership, in collaboration with the staff members, regularly analyzes student performance data and information from other sources and uses the results of that analysis to inform programmatic and academic decisions. 	<ul style="list-style-type: none"> • School leadership analyzes state assessment data and sometimes uses the results of that analysis to inform academic decisions. 	<ul style="list-style-type: none"> • School leadership does not analyze assessment data to inform academic decisions.

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	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>7.1c There is evidence that all administrators have an individual professional growth plan focused on the development of effective leadership skills.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Individual professional growth plans for administrators • Documentation of development, review, and revision of administrators' individual professional growth plans • Needs assessment data • Leadership self-assessments • Administrator interviews • ACSIP • List of professional development offerings • Professional portfolios • Rules and Regulations for Professional Development 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The individual professional growth plan of each administrator focuses on effective leadership skills that sustain a balance between strong support of student achievement and effective organizational management. • The administrators of all schools in the district collaborate to develop common goals for individual professional growth plans that support the improvement plans of the district and all the schools. • The administrators of all schools in the district establish a collaborative coaching/mentoring network to provide follow-up and support to each administrator for the effective implementation of the individual professional growth plan and enhancement of leadership skills. 	<ul style="list-style-type: none"> • The individual professional growth plan of each administrator focuses on effective leadership skills designed to support teaching and learning and promote student achievement. • The individual professional growth plan of each administrator is designed and implemented in collaboration with the evaluator and addresses professional needs based on district developed and state approved leadership standards, as well as goals identified in the ACSIP. • The individual professional growth plan of each administrator is fully implemented, reviewed regularly and revised as needed. 	<ul style="list-style-type: none"> • Each administrator has an individual professional growth plan, but not all of the plans have a focus on leadership skills designed to support teaching and learning and promote student achievement. • Each administrator unilaterally designs an individual professional growth plan or not all of the individual professional growth plans are based on district developed and state approved standards and congruent with the improvement goals of the school. • The individual professional growth plans of administrators are not always fully implemented or reviewed for possible modification. 	<ul style="list-style-type: none"> • Not all administrators have an individual professional growth plan. • The individual professional growth plans of administrators are not based on district developed and state approved standards and lack congruency with the improvement goals of the school. • The individual professional growth plans of administrators are not implemented.

Indicator	Ratings of Performance			
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<p>7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Data analysis summaries/reports • Staff meeting agenda and minutes • ACSIP • Staff member interviews • School Report Card • NORMES Reports 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The results of analysis of disaggregated data are validated against educational research to identify goals and needs for the ACSIP. • School leadership compares the academic achievement of population subgroups of the school with the academic achievement of comparable population subgroups in similar and high performing schools to inform decision-making to meet the needs of the school's diverse population. • The district reviews the disaggregated data and determines targets and timelines for reducing gaps and assists the school with implementation. 	<ul style="list-style-type: none"> • Analysis of disaggregated data is an integral part of the school's improvement planning process and is used to identify goals and need. • School leadership analyzes data comparing academic achievement of population subgroups (e.g., by income level, ethnicity, gender, exceptional children) to inform decision-making to meet the needs of the school's diverse population. • The district reviews the disaggregated data and makes recommendations regarding targets and timelines for reducing gaps. 	<ul style="list-style-type: none"> • Analysis of disaggregated data is considered during the school's improvement planning process but is not intentionally used to identify goals and needs. • School leadership analyzes data comparing academic achievement of population subgroups but does not use the results of data analysis to inform decision-making. • The district reviews the disaggregated data but does not always identify/approve targets and timelines for reducing gaps. 	<ul style="list-style-type: none"> • Analysis of disaggregated data is not considered during the school's improvement planning process. • School leadership does not analyze data comparing academic achievement of population subgroups. • The district does not review the disaggregated data.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>7.1e Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the student learning expectations for Arkansas public schools.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Documentation of professional development days/release time • Staff member interviews • Units of study/lesson plans • ACSIP • Professional curriculum resources • Curriculum map • School budget 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • School leadership ensures that Arkansas' curriculum documents, other curricular materials and data resources are readily available to and used by school staff members in an on-line environment. • School leadership provides opportunities for staff members to participate in external curriculum development experiences (e.g., national conferences, state-wide workshops). • School leadership provides research-informed resources and incentives to the leadership team to enable them to initiate and sustain capacity-building efforts centered around standards-based curriculum materials in support of Arkansas' student learning expectations. 	<ul style="list-style-type: none"> • School leadership ensures that staff members have access to and are trained in the use of Arkansas' curriculum documents, other curriculum-related materials and data resources. • School leadership shares and discusses curriculum information from internal and external professional sources (e.g., district office, Arkansas Department of Education, national sources) with staff members. • School leadership establishes and supports a leadership team within the school in order to build internal training capacity on Arkansas' standards-based curriculum materials. 	<ul style="list-style-type: none"> • School leadership has provided staff members with access to Arkansas' curriculum documents but has provided limited training on ways to use the documents. • School leadership occasionally shares curriculum information from internal and/or external professional sources with staff members. • School leadership assigns staff members to a school leadership team but does not provide the support necessary to build capacity. 	<ul style="list-style-type: none"> • School leadership does not provide staff members with access to Arkansas' curriculum documents. • School leadership does not share curriculum information with staff members. • School leadership neither assigns nor establishes leadership teams.

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	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Staff and master schedules • Staff meeting agenda and minutes • Classroom walkthrough observations • Staff member and student interviews • Local board of education policy • Staff/student handbooks • Extended school services schedule 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • School leadership and all other staff members collaborate to design the necessary structure and support that allows time to be a resource to provide quality instruction and maximize student learning. • School leadership and other stakeholders collaborate to implement and practice the procedures to minimize disruptions to instructional time including the additional time and assistance provided outside mandated school hours. 	<ul style="list-style-type: none"> • School leadership provides the necessary structure and support for staff members to use time as a resource to provide quality instruction and maximize student learning. • School leadership has policy and fully implements procedures to minimize disruptions of instructional time. 	<ul style="list-style-type: none"> • School leadership provides limited structure and support for staff members to use time as a resource to provide quality instruction and impact student learning. • School leadership has policy and develops procedures to minimize disruptions of instructional time, but the policies/procedures are not fully implemented. 	<ul style="list-style-type: none"> • School leadership does not provide structure or support for staff members to use time as a resource. • There are no policies or procedures to protect instructional time.

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	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>7.1g Leadership plans and allocates resources, monitors progress, provides organizational infrastructure, and removes barriers in order to sustain continuous school improvement.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Local board of education meetings, agenda, and minutes • School/district budgets • Staff member, parent and student interviews • Building inspection records • Maintenance reports • Work orders • Vision statement • Mission statement • Safe Schools Report 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • School leadership secures additional resources and/or reallocates funds to support the vision, mission and strategic priorities of the school. • Effective and efficient uses of sufficient resources support the learning goals of the school. • Leadership of all the schools of the district establishes a network to monitor and modify the instructional programs, organizational practices and physical facilities of the schools across the district. The network provides an opportunity for "shared learnings" and collaboration that maximizes the impact of resources in these areas. 	<ul style="list-style-type: none"> • Allocation of resources (e.g., fiscal, human, physical, time) by school leadership is equitable; consistent with the vision, mission and strategic priorities of the school and focused on student learning. • Resource allocation is sufficient to support the learning goals of the school, and leadership demonstrates sound fiduciary responsibility. • School leadership monitors and modifies the instructional programs, organizational practices and physical facilities of the school, as needed, to sustain continuous school improvement. 	<ul style="list-style-type: none"> • Allocation of resources (fiscal, human, physical, time) is not always consistent with the vision, mission and strategic priorities of the school or may not focus on student learning. • Resource allocation is sufficient to support the learning goals of the school, but leadership does not demonstrate fiduciary responsibility. • School leadership monitors the instructional programs, organizational practices and physical facilities of the school but does not always make appropriate modifications to sustain continuous school improvement. 	<ul style="list-style-type: none"> • Allocation of resources is capricious and is not focused on student learning. • Resource allocation is not sufficient to support the learning goals of the school. • School leadership does not monitor the instructional programs, organizational practices and physical facilities of the school.

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	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> Local board of education policies and procedures Building inspection reports Maintenance reports Staff member, parent/family member, and student interviews School budgets Facility plan School Report Card District Report Card Perception surveys 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> The local board of education regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that a supportive, safe, healthy, orderly and equitable learning and working environment is maintained for both students and staff members. School leadership collaborates with community stakeholders to obtain additional funding to provide extraordinary facilities and equipment to enhance the learning environment. 	<ul style="list-style-type: none"> The local board of education establishes policy and school leadership implements procedures that maintain a supportive, safe, healthy, orderly and equitable learning and working environment for both students and staff members. School leadership ensures that resources are allocated to provide quality facilities and equipment to support a safe and effective learning environment. 	<ul style="list-style-type: none"> The local board of education establishes policy and school leadership develops procedures that provide a supportive, safe, healthy, orderly and equitable learning and working environment for students and staff members, but the policies and procedures are either not fully implemented or are not sustained. School leadership allocates resources for facilities and equipment, but the focus is not on supporting the learning environment. 	<ul style="list-style-type: none"> There are no policies conducive to a supportive, safe, healthy, orderly and equitable learning and working environment. School leadership does not allocate sufficient resources for facilities or equipment to support the learning environment.

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	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>7.1i Leadership provides a process for the development and the implementation of district policy based on anticipated needs.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> Local board of education policies and by-laws Local board of education meetings' agendas and minutes District staff, local board of education members, school staff members, and parent/family member interviews Perception surveys 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> The local board of education has led the committee in the development and implementation of appropriate policies impacting teaching and learning beyond those required by statute. Local board of education policies are regularly distributed to the public as well as to all staff members and parent members of the school. Local board of education, school leadership, staff members, and other stakeholders have an extensive knowledge of all local board of education policies and the relationship of those policies with "best practices" in education. 	<ul style="list-style-type: none"> The local board of education has led the committee in the development and implementation of policies. Local board of education policies are regularly reviewed and revised as necessary to address anticipated needs. The policies are distributed to all stakeholders of the committee and are available to the public. School leadership and staff members have a working knowledge of all existing local board of education policies and provide feedback to the local board of education concerning the impact of the policies on teaching and learning. 	<ul style="list-style-type: none"> The local board of education has adopted all policies required by statute, but not all policies are fully implemented. Local board of education policies are reviewed but rarely revised. Policies are provided to stakeholders upon request. School leadership and staff members have limited knowledge of existing local board of education policies or have limited opportunity to provide feedback to the local board of education concerning the impact of those policies. 	<ul style="list-style-type: none"> The local board of education has not adopted all policies required by statute. Local board of education policies are neither reviewed nor readily available to stakeholders. School leadership and staff members are not familiar with policies.

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<p>7.1j There is evidence that the local board of education and the school have an intentional focus on student academic performance.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> Local board of education policies ACSIP Vision, mission and belief statements Data analysis summaries/reports Staff member and parent member interviews NORMES reports 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> The results of analysis of data are validated against educational research to guide the work of the school toward establishing priorities for student academic performance and closing gaps among subpopulations. The local board of education and the school conducts periodic self-assessments to ensure that the implementation of priorities results in improved student academic performance. 	<ul style="list-style-type: none"> The school regularly analyzes student performance data to guide the work of the school toward establishing priorities for student academic performance and closing gaps among subpopulations. The actions of the local board of education and the school are aligned with their priorities to improve student academic performance and are congruent with the school's vision, mission and beliefs. 	<ul style="list-style-type: none"> The school reviews student performance data but does not use the resulting information to focus on improving student academic performance. The actions of the local board of education and the school are not always aligned with their priorities and/or congruent with the school's vision, mission and beliefs. 	<ul style="list-style-type: none"> The local board of education and the school do not review student performance data. The actions of the local board of education and the school do not impact student academic performance.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Staff member, student and parent/family member interviews • Faculty meeting agenda/minutes/policies • Resource materials/professional library • Leadership self-assessments • Documentation of professional development days • Perception surveys 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The principal regularly consults with the district and ACSIP committee to ensure that district policy is being implemented. • The principal initiates opportunities to engage community stakeholders in conversations focused on student academic performance to generate the commitment needed to effect deep reform. • The principal inspires and provides opportunities for staff members to share ideas, research, instructional strategies and learning experiences and leads faculty meetings focused on intensive implementation of school improvement initiatives based on organizational needs. • The principal collaborates with teacher leaders to share the leadership responsibility of ensuring that effective and varied instructional strategies are routinely implemented in all classrooms. • The principal collaborates with district leadership to establish and maintain learning and working environments that foster sustained innovation by teachers and students. • The principal provides organizational direction and establishes distributed leadership in the school at such high levels that school improvement will be sustained and advanced in his/her absence. 	<ul style="list-style-type: none"> • The principal consistently implements district policy as required by law. • The principal, as the instructional leader of the school, regularly engages staff members and students in conversations focused on student academic performance. • The principal demonstrates knowledge of Arkansas Academic Content Standards and provides assistance to staff members with their use by regularly focusing faculty meetings on improving student academic performance. • The principal conducts frequent informal and formal classroom observations and provides timely feedback to staff members on their instructional practice. • The principal leads and collaborates with staff members to sustain a supportive, safe, orderly, equitable and healthy learning environment for teachers and students. • The principal provides organizational direction, develops distributed leadership capacity and maximizes the use of resources in order to support high student and staff performances. 	<ul style="list-style-type: none"> • The principal sometimes implements district policy as required by law, but the implementation is not consistent. • The principal occasionally engages staff members and students in discussions about student academic performance. • The principal sometimes focuses faculty meetings on improving student academic performance but provides limited assistance to staff members with the use of Arkansas' standards-based curriculum documents. • The principal does not conduct classroom observations except when necessary for formal teacher evaluations. • The principal works with staff members to create a supportive environment for teachers and students, but the effort is not sustained. • The principal provides minimal organizational direction but does not develop distributed leadership capacity and/or does not equitably use resources. 	<ul style="list-style-type: none"> • The principal does not implement district policy as required by law. • The principal does not engage staff members and students in discussions about student academic performance. • The principal does not address improved student performance at faculty meetings. • The principal does not conduct classroom observations. • The principal does not create a supportive learning environment. • The principal does not demonstrate leadership skills in the area of efficiency.

EFFICIENCY STANDARD 8 – ORGANIZATIONAL STRUCTURE AND RESOURCES

Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>8.1 Organization of the School</p> <p>8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> Local board of education policies and procedures ACSIP Master schedule School budgets (3 year history) Staff members, local board of education members and community members interviews Lesson plans/units of study Curriculum documents Schedules of events Equipment inventory 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> Resource management policies and procedures are routinely validated against the practices of high-performing and efficient organizations. The local board of education has expanded the budget process to establish budget projections for anticipated needs. The local board of education effectively uses ad hoc committees to address rapidly emerging resource issues. Abundant resources are allocated to encourage high student and staff performance. The school systematically establishes partnerships with external entities (e.g., local or national) focused on a specific identified need of the school. 	<ul style="list-style-type: none"> Representatives of multiple stakeholder groups and staff members participate in the development of resource management policies and procedures that are clearly communicated, fully implemented, regularly reviewed and modified as needed. Representatives of multiple stakeholder groups and staff members collaborate to advise the local board of education in the development of a budget that allocates fiscal resources according to the identified needs of the school. Standing committees (e.g., textbook, technology, budget) to address the allocation of resources are appointed and are fully functional. The school equitably allocates resources (fiscal, human, physical, time) to encourage high student and staff performance. The school has augmented its resources by taking advantage of external opportunities (e.g., local artists to teach students specialized skills, community or university library, surplus materials from local industries). 	<ul style="list-style-type: none"> Resource management policies are in place, but policies are either not fully implemented or are not reviewed and modified as needed. The local board of education adopts a budget, but the allocation of fiscal resources may not support the identified needs of the school as reflected in the ACSIP. Standing committees are appointed to address the allocation of resources, but they may not be active. The school allocates resources, but either the allocation is not equitable or not focused on high student and staff performance. The school occasionally takes advantage of external resources. 	<ul style="list-style-type: none"> There are no resource management policies. The local board of education does not adopt a budget or the allocation of fiscal resources does not support the identified needs of the school. There are no standing committees to address the allocation of resources. The school does not have a process to allocate resources. The school does not take advantage of external resources.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>8.1b The master class schedule reflects all students have access to all of the curriculum (Smart Core).</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Master schedule • Individual student schedules • Student course requests • Individual Education Plans • Individual Graduation Plans • Local board of education policies • Staff member, student and parent/family member interviews • Arkansas Academic Content Standards • Arkansas Standards of Accreditation • ACTAAP 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The local board of education regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that all students have equitable access to the curriculum. • Alternative scheduling options are designed and implemented to ensure that all students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities. • The master schedule provides opportunities for students to access course offerings beyond the curriculum of the school. The school has developed external partnerships, such as those with colleges and universities, to offer courses for credit/dual credit. • Creative scheduling and technological resources are combined to provide specialized singleton courses to ensure that students have access to all courses. 	<ul style="list-style-type: none"> • The local board of education has adopted policy and school leadership implements procedures requiring equitable access to the curriculum for all students. • Students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities. • Sufficient course offerings are provided for all students to address the Arkansas Academic Content Standards and ACTAAP. • Specialized/ singleton courses are intentionally scheduled to be non-concurrent and not in conflict with required offerings to ensure that students have access to all courses. 	<ul style="list-style-type: none"> • The local board of education has adopted policy requiring equitable access to the curriculum for all students, but the policy has not been fully implemented. • Most students have equitable access to classes, but priority has not been given to students with disabilities when assigning classroom space. • Course offerings are sufficient in some areas for students to address the Arkansas Academic Content Standards and ACTAAP. • Specialized/ singleton courses are sometimes concurrently scheduled or are in conflict with required courses. 	<ul style="list-style-type: none"> • The district does not have policy that addresses equitable access to the curriculum. • Students do not have equitable access to classes. • Course offerings are insufficient for students to address the Arkansas Academic Content Standards and ACTAAP. • Specialized/ singleton courses are not offered.

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<p>8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> Local board of education policies Master schedule Staff member and student interviews Teachers' licensed documentation Building map/classroom assignments Instructional assistants' schedules Lesson plans/units of study Committee meeting agenda/minutes School Report Card Highly qualified Reports Perception surveys 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> The local board of education revises its policy on staffing assignments based upon analysis of student performance data and emerging student needs. School leadership recruits teachers with multiple licenses to allow more flexibility in staff assignments. School and district leadership collaborate to ensure that building design and/or renovation specifically facilitates resource sharing, mentoring and collaboration among teachers and students of similar grade levels or subject areas. Instructional assistants are assigned and reassigned to optimize program implementation and to meet the learning needs of students. 	<ul style="list-style-type: none"> The local board of education adopts policy and school leadership implements procedures to ensure that staff assignments are made to address specific student needs based on analysis of student performance data. All teachers are licensed to teach in their assigned areas and/or grade levels. Classroom assignments maximize opportunities for resource sharing, mentoring and collaboration among teachers and students of similar grade levels or subject areas. Instructional assistants are assigned to effectively implement programs and meet the learning needs of students. 	<ul style="list-style-type: none"> The local board of education adopts policy to ensure that staff assignments are made to address specific student needs based on analysis of student performance data but school leadership does not always implement procedures congruent with the policy. All teachers are licensed to teach in their assigned areas or levels, but some teachers have emergency certification. Classroom assignments may allow resource sharing, mentoring and collaboration among teachers and students, but these arrangements are generally not intentional. Instructional assistants are provided in some areas, but the numbers are not sufficient to meet needs. 	<ul style="list-style-type: none"> The local board of education does not have a policy on staff assignments or the policy does not require that staff assignments address student-learning needs. Most teachers are licensed to teach in their assigned areas or levels. Classroom assignments are not conducive to resource sharing, mentoring or collaboration among teachers or students. Instructional assistants are not assigned to meet specific learning needs of students.

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	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> Local board of education policies District and committee meeting agenda/minutes Master schedule Teacher schedules Staff member and student interviews Classroom walkthrough observations Schedule of special events Field trip records Lesson plans/units of study Curriculum maps Professional library/resources 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> The local board of education regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that instructional time is protected to maximize student learning. The school/district provides clerical and technological resources to teachers that enable them to more efficiently handle classroom management and organizational practices. The school conducts ongoing research into effective instructional time practices and makes specific recommendations to the administration for adjustments to the school's schedule to maximize student learning. Teachers collaborate on programs that occur during instructional time to ensure that the programs support instruction in multiple content areas. 	<ul style="list-style-type: none"> The local board of education has adopted policy and school leadership has implemented procedures to protect instructional time. Classroom management and organizational practices are structured to ensure that instructional use of class time is maximized. The staff adjusts the schedule (e.g., varying class length, allowing additional time for project development), as appropriate, based on instructional needs. Programs that occur during instructional time (e.g., assembly programs, field trips) reinforce specific learning goals of students, extend classroom instruction and occur at appropriate points in the curriculum. 	<ul style="list-style-type: none"> The local board of education has adopted policy to protect instructional time, but the procedures have not been fully implemented. The classroom management and organizational practices of some teachers ensure that instructional use of class time is maximized. Staff members occasionally adjust the schedule to address instructional needs. Programs that occur during instructional time usually relate to general learning goals. 	<ul style="list-style-type: none"> The local board of education has not adopted policies to protect instructional time. Classroom management and organizational practices are not structured to ensure that instructional use of class time is maximized. Staff members do not adjust the schedule to address instructional needs. Programs that occur during instructional time do not relate to the learning goals of students.

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<p>8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time and integrated units).</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Master schedule • Staff member interviews • ACSIP • Lesson plans/units of study • School/district shared online folders/web pages • Professional library/resources • Meeting agenda, minutes and observations 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • School leadership collaborates to develop and implement a schedule that provides regular common team planning time by both content areas and grade levels. • School leadership uses common team planning time to collaborate by both content area and grade level to focus classroom instruction on the goals and objectives of the ACSIP. • School leadership collaborates with the staff members at other schools across the district to electronically share lesson plans and curriculum maps in order to more effectively address vertical transitions. • School leadership from multiple schools collaborates to implement a district-wide, research-informed evaluation of team planning on student performance and make adjustments as necessary to achieve the goals and objectives of the ACSIP. • Abundant resources are used to support teacher collaboration and team planning to meet the individual learning needs of students. 	<ul style="list-style-type: none"> • School leadership collaborates to develop and implement a schedule that provides regular common team planning time by content area and/or grade level. • School leadership uses common team planning time to collaborate by content area and/or grade level to focus classroom instruction on the goals and objectives of the ACSIP. • School leadership posts lesson plans and curriculum maps in a shared on-line environment or other convenient venue to promote horizontal and vertical team planning. • School leadership evaluates the impact of the team planning on student performance and makes adjustments as necessary. • Resources (time, space, people, money, materials) are used to support teacher collaboration and team planning to meet the individual learning needs of students. 	<ul style="list-style-type: none"> • School leadership may collaborate to develop a schedule that provides regular common team planning time, but the schedule is not implemented as developed. • School leadership uses common team planning time to collaborate, but efforts are not focused on the goals and objectives of the ACSIP. • Some lesson plans are shared to promote horizontal and vertical team planning. • School leadership informally discusses the impact of team planning on student performance, but adjustments are not always made. • Resources are not always used to support teacher collaboration and team planning to meet student-learning needs. 	<ul style="list-style-type: none"> • School leadership does not collaborate to develop a schedule that provides common team planning time. • School leadership does not use common team planning time to collaborate. • Lesson plans are not shared to promote horizontal and vertical team planning. • School leadership does not consider the impact of team planning on student performance. • Resources are not used to support teacher collaboration and team planning.

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<p>8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.)</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Supplemental or Remediation programs and procedures • Documentation of peer tutors, cooperative learning groups • Examples of student learning inventories • Master schedule • Classroom walkthrough observations • Mission and belief statements • Staff member and student interviews 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The school's schedule is designed so that maximum instructional time is available for staff members to provide quality instruction to accomplish the missions of the school and the district. • Creative scheduling and technological resources are combined to meet the developmental needs and learning styles of students. • Staff members implement research-informed and innovative instructional strategies and time usage practices to promote successful student performance. 	<ul style="list-style-type: none"> • The school's schedule is designed so that maximum instructional time is available for staff members to provide quality instruction to accomplish the mission of the school. • The developmental needs and learning styles of students are given priority in arranging student schedules. • Staff members implement a variety of effective instructional strategies and provide extended time for learning to promote successful student performance. 	<ul style="list-style-type: none"> • The stated intention of the design of the school's schedule is to maximize instructional time for staff members to provide quality instruction to accomplish the mission of the school, but the schedule more often accommodates the convenience of staff members. • The developmental needs and learning styles of students may be considered in arranging student schedules but are not made a priority. • Some staff members implement a variety of effective instructional strategies and/or provide expanded instructional opportunities for learning to promote successful student performance. 	<ul style="list-style-type: none"> • Maximization of instructional time is not a consideration in the design of the school's schedule. • The developmental needs and learning styles of students are not considered in arranging student schedules. • Staff members use a single method of instruction and/or do not provide expanded instructional opportunities for learning.

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<p>8.2 Resource Allocation and Integration</p> <p>8.2a The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> Local board of education policies School budget Budgetary procedure manuals School financial reports District and school staff members, parent/family members, parent and student interviews NSLA funds Professional development funds ALE funds Other state and federal funds, e.g., Title I, II, etc. 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> Representatives of multiple stakeholder groups (e.g., parents, teachers, community leaders, students) are involved in budget development. District/school leadership has established a clearly defined process for supporting staff members in obtaining resources from external sources to augment school allocations. Teachers have access to abundant resources to meet the identified needs of their students. 	<ul style="list-style-type: none"> The local board of education has adopted a clearly defined budget policy and school leadership has implemented budgetary procedures to allocate funds to meet the identified needs of students. District/school leadership supports staff members in obtaining resources from external sources (e.g., grants, instructional materials) to augment school allocations. Teachers have equitable access to fiscal resources to meet the identified needs of their students and are expected to participate in fiscal decision-making. 	<ul style="list-style-type: none"> The local board of education has a budget policy, but it is not clearly defined, or district/school leadership has not fully implemented budgetary procedures to allocate funds to meet the identified needs of students. District/school leadership does not always support staff members in obtaining resources from external sources to augment school allocations. Teachers may have equal access to fiscal resources, but those resources are not equitably distributed to meet the identified needs of students. 	<ul style="list-style-type: none"> The local board of education does not have a budget policy. District/school leadership does not support staff members in their efforts to obtain resources from external sources. Teachers do not have equal or equitable access to fiscal resources.

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<p>8.2b The district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Local board of education policies • School budgets • Vision and mission statements • School procedures manual • School financial reports • Needs assessments data • District and school staff member, parent and other stakeholder's interviews 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • Abundant discretionary funds support the vision and mission statements of the school and relate directly to student needs. • The local board of education has developed policies with input from staff members and other stakeholders. • The district/school implements a comprehensive, research-informed, needs assessment process for budget planning purposes. • The operational procedures for expenditure of discretionary funds are informed by organizational efficiency research. 	<ul style="list-style-type: none"> • Expenditures of discretionary funds support the vision and mission statements of the school and relate directly to student needs identified from appropriate data. • The local board of education has adopted policy and school leadership has implemented operational procedures for distribution of discretionary funds. • The district/school conducts a needs assessment for budget planning purposes with all staff members and other stakeholders. • Established operational procedures are followed in the expenditure of discretionary funds and result in the funding of educational priorities related directly to student needs. 	<ul style="list-style-type: none"> • Expenditures of discretionary funds may support the vision and mission statements of the school but the match of expenditures to identified student needs is not intentional. • The local board of education has adopted policy and school leadership has established procedures for distribution of discretionary funds, but the procedures are not always followed. • The district/school conducts a needs assessment for budget planning purposes, but the assessment is limited in scope and/or involves few people beyond the district/administration level. • Operational procedures may be in place for expenditures of discretionary funds but the procedures are not always followed. 	<ul style="list-style-type: none"> • Expenditures of discretionary funds do not support the vision and mission statements of the school. • The local board of education does not have a policy on or school leadership has not established procedures for the distribution of discretionary funds. • The district/school does not conduct a needs assessment for budget planning purposes. • Expenditures of discretionary funds do not follow operational procedures.

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<p>8.2c District staff and local board of education analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Local board of education policies • District procedures manuals • School financial management procedures • School budgets • Documentation of grant awards • District staff member and school staff member's interviews 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • Budget decisions are data-informed, intentional and aligned with the action components of the comprehensive school and district improvement plans. • Funds are integrated and expended in accordance with the comprehensive school and district improvement plans and requirements of grants. • School leadership engages representatives of all stakeholder groups in long-term financial planning to ensure that expenditures proactively meet the anticipated future needs of the school's students. 	<ul style="list-style-type: none"> • Budget decisions are data-informed, intentional and aligned with the action components of the ACSIP. • Funds are expended in accordance with the ACSIP and requirements of grants. • Expenditures are monitored regularly and adjusted as necessary to meet changing student needs. 	<ul style="list-style-type: none"> • Some budget decisions are aligned with the action components of the ACSIP, but they may not be intentional or informed by data. • Funds are not always expended in accordance with the ACSIP and requirements of grants. • Expenditures are not regularly monitored or adjusted to meet changing student needs. 	<ul style="list-style-type: none"> • Budget decisions are not aligned with the action components of the ACSIP. • Funds are not expended in accordance with the ACSIP and requirements of grants. • Expenditures are not monitored or adjusted to meet changing student needs.

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<p>8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, NSLA, ALE, ELL, and Professional Development) to address student needs identified by the school/district.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • School budgets (3 year history) • Categorical program financial reports (3 year history) • District and school staff member's interviews • District meeting agendas and minutes 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • All categorical funds are appropriately and effectively integrated with general funds to maximize support of identified student needs. • Categorical funds are expended to encourage research-informed and innovative program strategies to be implemented in the classroom to meet specific student needs. • School leadership engages representatives of all stakeholder groups in long-term financial planning to ensure that expenditures of revenue from multiple sources are leveraged to maximize student achievement. 	<ul style="list-style-type: none"> • All categorical funds are allocated to support identified student needs. • The expenditure of categorical funds is monitored and analyzed frequently. Program strategies are revised based on the evaluation of specific student needs. • Revenue from multiple sources is consistently integrated to maximize student achievement. 	<ul style="list-style-type: none"> • Categorical funds do not always support identified student needs. • The expenditure of categorical funds may be monitored but program strategies are not always revised based on the evaluation of specific student needs. • Revenue from various sources is not always integrated to maximize student achievement. 	<ul style="list-style-type: none"> • Categorical funds are not used to support identified student needs. • The expenditure of categorical funds is not monitored. • Revenue from various sources is not integrated.

EFFICIENCY STANDARD 9 – COMPREHENSIVE AND EFFECTIVE PLANNING

Standard 9: The school/district develops, implements, and evaluates an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning.

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<p>9.1 Defining the School’s Vision, Mission, Beliefs</p> <p>9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Mission and belief statements • School improvement planning team’s meeting agenda and minutes • Staff member, community member, parent/family member and school improvement planning team member interviews • ACSIP • Perception surveys 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • During the development of the school’s vision, mission, beliefs and goal statements, representatives of stakeholder groups confer with and obtain input from their constituent organizations. • Drafts of these statements were presented by teams composed of representatives of stakeholder groups at open meetings, and public comment was sought and considered prior to final adoption. 	<ul style="list-style-type: none"> • Representatives of stakeholder groups reflecting the diversity of the school’s learning community collaborate to draft and finalize the school’s vision, mission, beliefs and goal statements. • Drafts of these statements were presented to the general public at open meetings, and public comment was encouraged and considered prior to final adoption. 	<ul style="list-style-type: none"> • A collaborative process is established that involves teachers and administrators in defining the school’s vision, beliefs, mission and goals, but it provides a limited role for other stakeholders (e.g., students, parents, community members). • Drafts of these statements were presented to the general public at open meetings, but opportunity for public comment was not always provided. 	<ul style="list-style-type: none"> • No effort is made to establish a collaborative process to define the school’s vision, beliefs, mission and goals. • Drafts of these statements were not presented to the general public.

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<p>9.2 Development of the Profile</p> <p>9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • District/sub-committee meetings • ACSIP • School improvement planning team's meeting agenda and minutes • School and district staff member, community member, parent/family member and school improvement planning team member interviews • Student work • School profile • School Report Card • Data analysis summaries/reports • Needs assessment data • NORMES reports • Perception surveys • Software technology reports 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The systematic data analysis process includes the identification of trends, projections and correlations of data, as well as the identification of emerging issues to inform decision-making at the school and classroom levels. • School profile data are disaggregated, analyzed and disseminated to all staff members who apply the implications of the data to instructional decision-making. • The analysis of data is validated against educational research to design curriculum, assessment and instruction that fosters positive change and creates a culture of high achievement for all students. • The district establishes and maintains a district-wide, state-of-the-art data management system that is also accessible throughout the district. 	<ul style="list-style-type: none"> • There is a systematic process for collecting, managing and analyzing data that enables school leadership to determine areas of strength and limitation and that informs decision-making at the school and classroom levels. • School profile data reflect the school's overall performance and are disaggregated and analyzed by appropriate subgroups (e.g., gender, race/ethnic group, economic level). • The sets of data collected in each area of the profile are integrated and analyzed using a systems approach, and the analysis includes comparison to similar and high-performing schools. • A data management system is in place that allows ready access to the school's longitudinal profile data for revision and analysis over time. 	<ul style="list-style-type: none"> • There is a process for collecting, managing and analyzing data that enables school leadership to determine areas of strength and limitation, but the data analysis is not used to inform decision-making at the school and classroom levels. • School profile data reflect the school's overall performance, but the data are not always disaggregated and analyzed by appropriate subgroups. • The sets of data collected for the profile are not always integrated or analyzed using a systems approach. • A data management system is in place, but access to the school's data is difficult and hinders analysis of data over time. 	<ul style="list-style-type: none"> • There is an inefficient process for collecting, managing and analyzing data. • School profile data does not accurately reflect the school's overall performance. • The sets of data collected for the profile are not analyzed using a systems approach. • There is no data management system in place.

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<p>9.2b The school/district uses data for school improvement planning.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Written and graphical data analyses • School improvement planning team's meeting agendas and minutes • Staff member, community member, parent/family member and school improvement planning team member interviews • School Improvement Report • Other student achievement data • Needs assessment data • ACTAAP data • NORMES reports • Perception surveys • School profile 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The collected data are used to anticipate and proactively address future needs. • Analysis of trend data is conducted and is reflected in the objectives of the ACSIP. The data are viewed as a stimulus for improvement rather than merely a snapshot of current conditions. 	<ul style="list-style-type: none"> • The collected data are used to identify and prioritize areas of need for the ACSIP. Student achievement data are a significant part of the data used to identify and prioritize needs. • The analysis of the data contained in the school's profile guides the school improvement planning process and is reflected in the objectives of the plan. 	<ul style="list-style-type: none"> • The collected data are used to identify areas of need for the ACSIP. Student achievement data are sometimes used to identify and prioritize needs, but they are not used in a consistent and deliberate manner. • There is some analysis of the data to guide school improvement, but either the implications of the analysis are not fully explored or the analysis is only partially reflected in the objectives of the ACSIP. 	<ul style="list-style-type: none"> • The collected data are not used to identify and prioritize areas of need for the ACSIP. • Analysis of profile data is not used for ACSIP and/or is not reflected in the objectives of the plan.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.3 Defining Desired Results for Student Learning</p> <p>9.3a School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Standards-based curriculum documents • School improvement planning team's meeting agendas and minutes • Staff member, community member, parent/family member and school improvement planning team member interviews • Professional library/resources • Research findings • District committee's meeting agendas and minutes 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • Staff members implement the educational research findings of the school improvement planning team in designing appropriate instructional strategies that are specified in the ACSIP. • School leadership incorporates interdisciplinary school-wide goals for student learning into the ACSIP. 	<ul style="list-style-type: none"> • The school improvement planning team conducts a review of the latest educational research that has implications for student learning and reports its findings to district and the staff members. • School leadership considers district and state standards as they work with the school improvement planning team to determine the goals and objectives of the plan. 	<ul style="list-style-type: none"> • The school improvement planning team conducts a review of educational research, but the implications of the research for student learning are not fully considered. • School leadership considers district and state standards but does not use the team's findings to determine the goals and objectives of the ACSIP. 	<ul style="list-style-type: none"> • The school improvement planning team does not review educational research. • School leadership does not consider district and state standards when determining the goals and objectives of the ACSIP.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.3b The school/district analyzes their students' unique learning needs.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • School improvement planning team's meeting agendas and minutes • Staff member, community member, parent/family member and school improvement planning team member interviews • Needs assessment data • Perception surveys • Documentation of data analysis • School Improvement Report • ACTAAP reports • Other student achievement data • School profile • NORMES reports 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The school improvement team conducts additional surveys of stakeholders' perceptions as needed. • The school improvement planning team has established self-assessment mechanisms and collects data to ensure that their efforts are serving the school improvement effort as a whole. • School leadership regularly analyzes student performance data and develops a school strategy that empowers teachers and administrators to make decisions that support success for students with special learning needs and for all population subgroups. 	<ul style="list-style-type: none"> • The school improvement planning team conducts an analysis of the results of surveys of stakeholders' perceptions on the strengths and limitations of the school in meeting the unique learning needs of students. • Data is collected to verify strengths and to establish a baseline in areas of limitation so that improvements in student learning can be monitored over time. • School leadership analyzes student performance data to identify students with unmet special learning needs and to identify achievement gaps within the student population as a whole. 	<ul style="list-style-type: none"> • The school improvement planning team surveys stakeholders' perceptions on the strengths and limitations of the school in meeting the unique learning needs of students, but either the survey results are not thoroughly analyzed or are not consistently used as a data source for planning. • Data is collected to verify strengths, but the data is not used to establish a baseline in areas of limitation so that improvements in student learning can be monitored over time. • School leadership analyzes student performance data, but either the analysis is not always used to identify students that have special learning needs or is inadequate to help the school identify gaps. 	<ul style="list-style-type: none"> • The school improvement planning team does not survey stakeholders' perceptions on the strengths and limitations of the school in meeting the unique learning needs of students. • Data is not collected to verify the strengths and limitations of the school in improving student learning. • Data is not considered in identifying student learning needs.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.3c The desired results for student learning are defined.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Student performance level descriptions • School improvement planning team's meeting agendas and minutes • Staff members, district, community members, parent/family members and school improvement planning team member interviews • District sub-committee's meeting agendas and minutes 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The desired results for student learning are regularly reviewed and modified as necessary. • The desired results for student learning anticipate the needs of the school's population as life-long learners with a focus on access and equity. • School leadership and representatives from all stakeholder groups collaborate to identify the student learning goals and share a sense of responsibility and commitment for achieving the goals of the ACSIP. 	<ul style="list-style-type: none"> • The desired results for student learning are clearly and concisely stated, defined in measurable terms and accompanied by benchmarks. • The desired results for student learning reflect meaningful and challenging learning goals and are aligned with the school's vision. • School leadership has identified a manageable number of student learning goals as priorities for the ACSIP. Staff members share a sense of responsibility for achieving the goals of the plan. 	<ul style="list-style-type: none"> • The desired results for student learning are clearly stated but not defined in measurable terms or not accompanied by benchmarks. • Some of the desired results for student learning are meaningful and sufficiently challenging, but they are not all aligned with the school's vision. • School leadership has identified student-learning goals as priorities for the ACSIP, but the number of goals is not manageable or not all staff members share a sense of responsibility for achieving the goals of the plan. 	<ul style="list-style-type: none"> • The desired results for student learning are not stated. • The desired results for student learning are neither meaningful nor sufficiently challenging. • School leadership has not identified student-learning goals as priorities for the ACSIP.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.4 Analyzing Instructional and Organizational Effectiveness</p> <p>9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • School improvement planning team’s meeting agendas and minutes • Staff members, district, community members, parent/family members and school improvement planning team member interviews • Needs assessment data • Data analysis summaries/reports • District sub-committee’s meeting agendas and minutes 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • Staff members and representatives of stakeholder groups use data triangulation to review survey data from multiple sources to corroborate the identification of perceived strengths and limitations of the school. • School leadership ensures that all four types of data (student learning, demographic, perception and school processes) are collected and intentionally used to verify the strength and limitations in the organizational and instructional domains of the school and to validate the goals of the ACSIP. 	<ul style="list-style-type: none"> • Staff members and representatives of stakeholder groups review survey data to identify perceived strengths and limitations of the school to inform school improvement planning. • Additional data are analyzed to verify perceived strengths and limitations in the organizational and instructional domains of the school to validate the goals of the ACSIP. 	<ul style="list-style-type: none"> • Staff members sometimes review survey data to identify perceived strengths and limitations of the school, but the results of the review are not always used to inform school improvement planning. • Additional data are analyzed, but the level of analysis is not always sufficient to verify the perceived strengths and limitations in the organizational and instructional domains of the school. 	<ul style="list-style-type: none"> • Staff members do not review survey data to identify perceived strengths and limitations of the school. • Data is not analyzed to verify the perceived strengths and limitations of the school.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Action components of ACSIP • School improvement planning team's meeting agendas and minutes • Staff member, district, parent/family member, school improvement team member and community member interviews • District sub-committee's meeting agendas and minutes 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • School improvement goals are visionary, validated against educational research and balanced between the school's instructional and organizational activities. 	<ul style="list-style-type: none"> • School improvement goals are stated in clear, concise and measurable terms and are focused on building the school's capacity for instructional and organizational effectiveness. 	<ul style="list-style-type: none"> • School improvement goals are generally stated in clear and concise terms but either are not measurable or are not focused on the school's capacity for instructional and organizational effectiveness. 	<ul style="list-style-type: none"> • School improvement goals are not stated in clear, concise or measurable terms.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.5 Development of the Improvement Plan</p> <p>9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • Action components ACSIP • School improvement planning team’s meeting agenda and minutes • Staff member, school improvement planning team members and district interviews • District sub-committee’s meeting agendas and minutes • Achievement data, including sub-populations 	<p>Meets criteria for a rating of “3” on this indicator plus:</p> <ul style="list-style-type: none"> • The action components of the ACSIP are intentionally focused on equity of academic opportunity and access for all individual students as well as subpopulations. • The goals, objectives and activities of the ACSIP are seamlessly integrated into the practice of the school resulting in a culture of high achievement for all students. • Activities in the ACSIP are validated against best practices of similar and high-performing schools. 	<ul style="list-style-type: none"> • The action components of the ACSIP include an intentional focus on closing achievement gaps among subpopulations. • The goals, objectives and activities of the ACSIP are all in alignment. • Activities in the ACSIP are grounded in research and are sufficient to achieve the objectives. 	<ul style="list-style-type: none"> • The action components of the ACSIP may have an impact on closing achievement gaps among subpopulations, but the focus is not intentional. • Not all of the goals, objectives and activities of the ACSIP are in alignment. • Activities in the ACSIP may be grounded in research but are not always sufficient to achieve the objectives. 	<ul style="list-style-type: none"> • The action components of the ACSIP do not include a focus on closing achievement gaps. • The goals, objectives and activities of the ACSIP are not in alignment. • Activities in the ACSIP have no basis in research and are not sufficient to achieve the objectives.

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	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.5b The plan identifies the resources, timelines and persons responsible for carrying out each activity.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • District and school improvement planning team meeting agendas and minutes • Staff member and school improvement planning team's member interviews • Local board of education meeting agenda and minutes 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The timelines established for the action components in the ACSIP are realistic without compromising educational idealism or detracting from the immediacy of impacting student performance. • Abundant resources are available for all activities in the ACSIP, constructing a bridge of support between goal setting and implementation of the plan. • The persons responsible for implementation of the action components of the ACSIP include representatives of other stakeholder groups as well as staff members. 	<ul style="list-style-type: none"> • The timelines established for the action components in the ACSIP are realistic and designed to have maximum impact on student performance. • Adequate resources are identified for all activities in the ACSIP. All funding sources are integrated in the budget to support the plan. • ACSIP identifies persons responsible for implementation of the action components, and this responsibility is shared among staff members. 	<ul style="list-style-type: none"> • The timelines established for the action components in the ACSIP are not always realistic or are not always designed to impact student performance. • Limited resources are provided for the activities in the ACSIP, and/or funding sources are not always integrated. • ACSIP identifies persons responsible for implementation of the action components, but the responsibility is not shared among staff members. 	<ul style="list-style-type: none"> • The timelines for the action plan in the ACSIP have not been established or are unrealistic. • Resources are not identified for the activities in the ACSIP. • The ACSIP does not identify persons responsible for implementation of the action components.

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	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.5c The means for evaluating the effectiveness of the ACSIP is established.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • School improvement planning team meeting agendas and minutes • Staff member, school improvement planning team member, and district interviews 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • School leadership provides appropriate and timely academic press and support to ensure effective implementation of the activities of the ACSIP. • School leadership validates the results of data analysis against educational research and makes recommendations for appropriate modifications to the ACSIP. 	<ul style="list-style-type: none"> • School leadership systematically monitors the effectiveness of the activities of the ACSIP over time. • School leadership analyzes the data and makes appropriate modifications to the ACSIP. 	<ul style="list-style-type: none"> • School leadership monitors the effectiveness of the activities of the ACSIP, but the process is not systematic. • School leadership reviews the data but does not always make appropriate modifications to the ACSIP. 	<ul style="list-style-type: none"> • School leadership does not monitor the ACSIP. • School leadership does not review the data.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.5d The ACSIP is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Staff member, district and school improvement planning team member's interviews • Mission and belief statements • School improvement planning team meeting agendas and minutes • Needs assessment data • School profile • Perception surveys • District meeting agendas and minutes 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • The action components in the ACSIP are aligned with the mission and beliefs of the school and the district. • The action components in the ACSIP anticipate the needs of the school's population as life-long learners and enhance the instructional and organizational effectiveness of the school. 	<ul style="list-style-type: none"> • The action components in the ACSIP are aligned with the school's mission and beliefs. • The action components in the ACSIP support the desired results for student learning and instructional and organizational effectiveness as reflected in the school's mission and beliefs. 	<ul style="list-style-type: none"> • Some action components in the ACSIP are aligned with the school's mission and beliefs. • Some action components in the ACSIP support the desired learning results and instructional and organizational effectiveness. 	<ul style="list-style-type: none"> • The school's mission and beliefs were not considered or did not guide the development of the action components of the ACSIP. • The action components in the ACSIP do not support the desired results for student learning or instructional and organizational effectiveness.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.6 Implementation and Documentation</p> <p>9.6a The ACSIP is implemented as developed.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Staff member, school improvement planning team member and other stakeholders' interviews • School improvement planning team meeting agendas and minutes • District meeting agendas and minutes 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • School leadership models a collaborative approach to the implementation of the ACSIP. • Stakeholders know the goals of the ACSIP and are involved in implementing the plan as developed. 	<ul style="list-style-type: none"> • School leadership provides ongoing direction, support and resources for effective implementation of the ACSIP. • Staff members know the goals of the ACSIP and implement the plan as developed. 	<ul style="list-style-type: none"> • School leadership provides limited direction and support for the implementation of the ACSIP. • Most staff members are aware of the ACSIP, but not all are involved in the implementation of the plan as developed. 	<ul style="list-style-type: none"> • School leadership does not provide direction and support for the implementation of the ACSIP. • Staff members do not have sufficient awareness of the ACSIP to be involved in its implementation.

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	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Staff member, school improvement planning team member and other stakeholder interviews • School improvement planning team meeting agendas and minutes • Summaries of data collected • District sub-committee meeting agendas and minutes • Perception surveys 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • School leadership validates the analysis of data against educational research and compares levels of student performance to those in similar and high-performing schools. 	<ul style="list-style-type: none"> • School leadership collects and analyzes data in the areas targeted by the ACSIP and compares levels of student performance at regular intervals to evaluate the degree to which the goals of the plans are achieved. 	<ul style="list-style-type: none"> • School leadership may collect and analyze data in the areas targeted by the ACSIP but does not always compare levels of student performance at regular intervals to evaluate the degree to which the goals of the plan are achieved. 	<ul style="list-style-type: none"> • School leadership does not analyze data in the areas targeted by the ACSIP for the purpose of evaluating the degree to which the goals of the plan are achieved.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Summaries of data collected • Staff member, school improvement planning team member and district interviews • School improvement planning team agendas and minutes • Perception surveys • Technology incorporated reports • NORMES report 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • School leadership validates the analysis of data against educational research and compares levels of student performance to those in similar and high-performing schools to assimilate a culture of high performance expectations into the practice of classrooms and the school. 	<ul style="list-style-type: none"> • School leadership collects and analyzes data in the areas targeted by the ACSIP and compares levels of student performance at regular intervals to evaluate the degree to which the expected impact on classroom practice is achieved. 	<ul style="list-style-type: none"> • School leadership may collect and analyze data in the areas targeted by the ACSIP but does not always compare levels of student performance at regular intervals to evaluate the degree to which the expected impact on classroom practice is achieved. 	<ul style="list-style-type: none"> • School leadership does not analyze data in the areas targeted by the ACSIP for the purpose of evaluating the degree to which the expected impact on classroom practice is achieved.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p>9.6d There is evidence of attempts to sustain the commitment to continuous improvement.</p> <p><u>Examples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> • ACSIP • Staff member, school improvement planning team member, parent/family member and community members' interviews • District meeting agendas and minutes • School improvement planning team agendas and minutes • Samples of communications to staff and stakeholders • Media releases • Identified new objectives for improvement • Needs assessment data • School Improvement Report • Perception surveys 	<p>Meets criteria for a rating of "3" on this indicator plus:</p> <ul style="list-style-type: none"> • School leadership ensures that implementation strategies are relevant, appropriate, drawn from research and customized for school context resulting in a high level of staff support and commitment. • Formal recognition and celebration of accomplishments are thoroughly assimilated into the practice of the school and are a vital impetus for school improvement. • School leadership engages representatives of the learning community in long-term planning to identify new or emerging objectives that proactively meet the anticipated future learning needs of the school's students. 	<ul style="list-style-type: none"> • School leadership implements a systematic and ongoing process to conduct a comprehensive analysis of the school's progress in achieving the goals of the ACSIP. Feedback is collected from stakeholders, and modifications to the plan are made as necessary. • School leadership regularly provides school improvement reports to the school. Accomplishments are formally recognized and celebrated. • New or emerging objectives for improving student performance are identified and activities are selected and implemented to address these objectives. 	<ul style="list-style-type: none"> • School leadership conducts a review of the school's progress in achieving the goals of the ACSIP. Feedback is not always collected from stakeholders or used to make modifications to the plan. • School leadership sometimes provides school improvement reports to the school. Accomplishments may be noted on an informal basis. • New areas for needed improvement may be identified, but objectives are not always specified. 	<ul style="list-style-type: none"> • School leadership makes no effort to sustain the school's commitment to continuous improvement. • School leadership does not provide school improvement reports to the school. • New or emerging areas for improving student performance are not identified.

Scholastic Audit Glossary

Abundant-Present in great quantity; more than enough in size, scope or capacity.

Academic expectations-Learning goals that characterize student achievement.

Accommodate-Changes made in the way materials are presented or in the way students respond to the materials, as well as changes in setting, timing and scheduling, with the expectation that the student will reach the standard set for all students.

Achievement gap-A substantive performance difference on each of the tested areas by grade level of the ACTAAP between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced lunch and those who are not eligible for free and reduced lunch (ACTAAP).

Action research-Research by a practicing educator about practice in the classroom. This is educator-initiated and is school-based research.

Action steps-Activities that are reflected in the Comprehensive School Improvement Plan to address the goals and objectives of the action component.

Ad hoc groups-Committees formed to meet a specific purpose or need. They are together long enough to formulate a solution or suggest a strategy.

Arkansas Educational Television Network (AETN)-A medium that educates and offers Arkansans a wide range of local arts, cultural, documentary, public affairs productions, adult education programs, college credit telecourses, instructional programs, professional development seminars and ADE distance learning.

Age appropriate-Suitable in relation to developmental level.

Anecdotal record-A written record of a child's progress based on milestones particular to that child's social, emotional, physical, aesthetic and cognitive development. This method is informal and encourages the use of a note pad, sticky notes and a checklist with space for notes, etc. Continuous comments are recorded throughout the day about what a child can do and his/her achievements as opposed to what he/she cannot do.

Arkansas Comprehensive School Improvement Plan (ACSIP)-A comprehensive school improvement plan organized around priority needs that include financial resources, professional development, equity and technology to improve the academic environment.

Arkansas Curriculum Frameworks-This framework provides direction in the development of the local curriculum and should serve as a major basis for staff development and the development of instructional units and performance assessments.

Arkansas Early Learning Profile (AELP)-The model assessment instrument designed by the Arkansas Department of Education to correspond with the Primary Program. The AELP instrument is designed to document a student's real learning, growth and development during the primary years.

Articulate-Expressing yourself or characterized by clear expressive language; express or state clearly.

Articulation-A clear and effective written or oral statement.

Articulation (as related to curriculum)-The school/district aligned curriculum must be well communicated to all stakeholders, implemented district/school wide, integrated across disciplines and connected to real-life situations.

-**Vertical articulation** or alignment indicates that the curriculum is carefully planned and sequenced from beginning learning and skills to more advanced learning and skills. Vertical articulation speaks to what is taught from pre-school through upper grades and is sometimes noted simply as "K-12 Curriculum."

-**Horizontal articulation or alignment** indicates that the curriculum is carefully planned within grade levels. For example, every primary grade throughout the school/district will teach the same curriculum and every 6th grade social studies class, every 10th grade health class, every 12th grade physics class, and so on.

Articulation agreement—A systematic, seamless student transition process from secondary to postsecondary education that maximizes use of resources and minimizes content duplication.

Assessment: Using various methods to obtain information about student learning that can be used to guide a variety of decisions and actions.

-**Formal assessment**—A commercially designed and produced test for elementary, middle and high school levels that is given on a single occasion.

-**Informal assessment**—A non-standardized measurement that a teacher uses to learn what a student is able to do in a certain area. The teacher interprets the results and uses those results to plan instruction.

Assistive technology-Any item, piece of equipment or product system that is used to increase, maintain or improve functional capabilities of children with disabilities. It also includes any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device.

Authentic assessment-A broad evaluation procedure that includes a student's performance or demonstration, and in the context of normal classroom involvement and reflects the actual learning experience (i.e., portfolios, journals, observations, taped readings, videotaping, conferencing, etc.). The products or performances assessed reflect "real world" applications.

Basal textbook-A book that offers a foundation for instruction for a course or grade level that provides appropriate progression of information on a subject being studied.

Baseline data-Information collected to establish a reference point for comparison to the same data collected at a later time.

Benchmark-An example of student work that illustrates the qualities of a specific score on a rubric or scoring guide.

Best practices-Current, national consensus recommendations that consistently offer the full benefit of the latest knowledge, technology, research and procedures impacting teaching and learning.

Career portfolio-A representative sampling of past experiences.

Categorical funds-Sources of revenue that are tied to specific guidelines required by the funding source (i.e., Title programs such as Title I, Title II, Title III, Title IV, special education, food services, transportation).

Classroom writing/Working folder-A collection of student writing in different stages of development from more various content areas.

Coaching-To facilitate and encourage the development of self and others through a respectful, confidential, ethical and masterful interaction towards success.

Co-curricular activities-All school-based or school-sponsored activities not part of the regular curriculum but offered for credit. The purpose of co-curricular activities is to enrich and extend the regular curriculum. For example, students learn to work collaboratively with others, to set high standards and to strive for superior performance while playing team sports or participating in drama and music activities.

Collaboration-Direct interaction between at least two co-equal parties voluntarily engaged in shared decision-making as they work toward a common goal (Judy Wood, 1998).

Core-The course of study recommended for all students.

Common items-Items on the assessment taken by all students and on which individual student scores are based.

Computer assisted instruction-Instruction within a classroom used to enhance the acquisition of knowledge through the use of interactive computer programs that allow students to work at their own pace.

Cooperative learning-A teaching strategy that groups students in structured learning groups requiring that they work together to solve problems by using skills and content. The teacher acts as a facilitator of learning.

Core Content for Assessment-The content that has been identified as essential for all students to know and will be included on the state assessment.

Course syllabi-A summary outline of curriculum.

Criteria-A standard on which a judgment or decision may be based.

Critical attributes-Those descriptors that define necessary components of the primary program. They are developmentally appropriate educational practices, multi-age/multi-ability classrooms, continuous progress, authentic assessment, qualitative reporting methods, professional teamwork and positive parent involvement.

Critical thinking-Application of thinking skills more complicated than simple recall. Critical thinking involves thinking skillfully about causal explanation, prediction, generalization, reasoning by analogy, conditional reasoning and the reliability of sources of information and then applying them in evaluative ways.

Cultural responsiveness-Teaching that uses the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

Curriculum-An organized course of study that engages students in learning the standards that have been identified at the national, state and local level.

Curriculum alignment-Refers to the process of interpreting learning standards then developing learning objectives that are directly targeted to those standards.

Curriculum framework-The listing of the state's academic content standards (Student Learning Expectations) by grade level that guides the development of the curriculum and the selection in placement of instructional materials. It also includes the performance standards associated with the content standards (Student Performance Descriptors). (National Research Council)

Curriculum map-An outline of the implemented curriculum; what is taught and when it is actually taught.

Curriculum mapping- "...is a process that helps teachers keep track of what has actually been taught throughout the entire year or course. By mapping what is actually taught and when it is taught, teachers produce data that they can use in conjunction with assessment data to make cumulative revisions in instruction." (Heidi Hayes Jacobs)

Developmental appropriateness: This concept of developmental appropriateness has two dimensions:

-Age appropriateness-Human development research indicates that there are universal, predictable milestones of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development—physical, emotional, social, cognitive and aesthetic. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

-Individual appropriateness-Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in your children is the result of interaction between the child's thought and experiences with materials, ideas and people. When these experiences match the child's developing abilities, while also challenging the child's interest and understanding, learning will take place.

Differentiation-A philosophy that involves giving students multiple options for taking in information, making sense of ideas and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas and to develop products.

Discretionary funds-Sources of revenue whose expenditure is not specified in the guidelines of the allocating source (i.e., Section 7—or what is left over after Sections 3, 4, 5, and 6 are allocated; some school activity accounts).

Distributed leadership-Giving other staff members some of the leader's current responsibilities; goes beyond simply reshuffling assignments and calls for a fundamental shift in organizational thinking that redefines leadership as the responsibility of everyone in the school. Also shared leadership or distributive leadership.

District improvement planning team-See Improvement planning team.

District leadership-Leadership within the district's central office (e.g. superintendent, assistant superintendent, local board of education, etc).

District level articulations-See Articulation.

District portfolio-A purposeful or systematic collection of selected work pertaining to the district developed over time, gathered to demonstrate and evaluate progress and achievement.

District profile-See Profile.

Diverse/diversity-The inclusion of differences based on race, gender, disability, age, national origin, color, economic status, religion, geographic regions and other characteristics. Achieving diversity requires respect of differences, valuing differences, supporting, encouraging and promoting differences and affirmation initiatives, such as recruitment, placement and retention.

Efficacy-Ability to produce the necessary or desired results.

Empowerment-The process of providing stakeholders with the opportunities to make decisions.

Equitable-Having or exhibiting equity; going beyond equal educational opportunity and equal access.

Equity-A condition that occurs when a community believes in and provides access, opportunity and fairness to all learners as demonstrated by the absence of any form of discrimination.

Essential knowledge-The fundamental skills required for all students.

Essential questions-Important ideas necessary to consider.

Evaluating/Evaluation-To determine the significance, worth or condition and usually by careful appraisal and study.

Exemplary-Worthy of imitation; commendable.

Extracurricular activities-Clubs, athletic teams, intramurals or other school-based organizations or activities that provide opportunities for students to participate in the school community, where no graduation credit is earned.

External criteria-The list of requirements for judging work (i.e. rubric, scoring guide).

Family Literacy Initiative-A national and state movement involving at-risk children and their families with sufficient intensity and duration to make sustained changes in their lives through the educational process.

Flexible grouping-A strategy that allows students to work in differently mixed groups depending on the goal of the learning task at hand.

Full implementation-The complete effect of carrying out a program, plan or initiative.

Heterogeneous grouping-The grouping of students in classrooms on the basis of mixed abilities and/or characteristics (i.e., chronological age, reading ability, test scores, etc.).

High performance-Schools demonstrating substantial gains.

Holistic scoring-A scoring process used to evaluate a student's overall performance or product. One set of criteria is used to assess the quality or overall effectiveness of student work. The criteria are written to include all the expectations or standards that are targeted.

Homogeneous grouping-The grouping of students in classrooms based on the basis of similar abilities and/or characteristics (i.e., chronological age, reading ability, test scores, etc.).

IEP-Individual Education Program for children with special needs.

Implemented curriculum-The curriculum that is actually carried out in schools or followed by the teachers and school administrators for the students.

Improvement planning team:

- School improvement planning team**-A team of school level staff and stakeholders who are involved in school planning to meet the educational needs of students. Such activities are: data analysis, identification of resources for planning and research-based instructional practices, professional development, assessments, etc.

- District improvement planning team**-A team of district level staff and stakeholders who are involved in district planning to meet the educational needs of students.

Inclusion-Both a philosophy and a practice where all students are considered and treated as members of the school community.

Inclusion (as it pertains to Special Education)-A term that expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he/she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).

Indicator-Within each of the nine Standards and Indicators for School Improvement, specific sub-sections labeled "indicators" more closely describe various aspects and perspectives of the standard in observable terms.

Individual graduation plan-A curricular plan that emphasizes academic and career development for students. A tool which helps students set learning goals based on academic and career interests.

Individual professional growth plan-A professional growth plan developed by the evaluatee with the assistance of the evaluator to be aligned with specific goals and objectives of the school improvement and professional development plan

Instructional materials-Any print, non-print or electronic medium of instruction designed to assist students in achieving academic expectations.

Instructional practices-Methodology used by teachers to engage students in the learning process.

Integrated/Interdisciplinary curriculum-A curriculum that purposely links disciplines to each other.

Integration of technology-Incorporating the use of computers or other technical equipment into the curriculum.

Interdisciplinary-Drawing from or characterized by participation of two or more fields of study.

Learning community-A curriculum design that coordinates two or more courses into a single program of instruction. It is an integrated approach to education in that experiences more closely parallel the way students learn and are more relevant to real world applications.

Learning environment-Any setting or location inside or outside the school used to enhance the instruction of students.

Learning results-Successful demonstration of learning that occurs at the culminating point of a set of learning experiences.

Local standards-Districts may adapt standards that exceed state standards.

Manipulative-Concrete or hands-on instructional materials and games used in the classroom to introduce and reinforce skills.

Mentoring-Providing support for activities in a learning process by a person who usually has more experience or expertise.

Mission-A statement of purpose to define the goals and direction; a guide for decisions and a set of criteria by which to measure the school's progress toward its defined purposes.

Modality-The sensory styles through which people receive and process information.

Modeling-A teaching strategy in which the teacher demonstrates to student(s) how to do a task with the expectation that the student will copy the model. Modeling often involves talking about how to work through a task or “thinking aloud”.

Monitoring-To watch, keep track of or check usually for a purpose.

Multicultural education-Interdisciplinary, cross-curricular education that prepares students to live, learn and work together to achieve common goals in a culturally diverse world. It does this by (a) enabling all students to be aware of and affirmed in their own cultural roots; (b) allowing all students to understand and accept cultural diversity; (c) fostering appreciation, respect and understanding for persons of different cultural backgrounds; and (d) preparing students to live fruitful lives in an increasingly global society with decreasing borders.

Multimodal-Multiple modes of interaction-aural, visual and tactile-offering users the means to provide input using their voice or their hands via a keypad, keyboard, mouse or stylus. For output, users will be able to listen to spoken prompts and audio and to view information on graphical displays.

Nonacademic data-Formally referenced as non-cognitive indicators of a school's progress (retention rate, dropout rate, attendance and school-to-work transition) included in the calculation of the school's Academic Index.

Nurturing school environment-An atmosphere/climate created within the school where everyone associated with the educational system is treated in a warm and inviting manner.

On-demand writing prompts-Also known as “writing prompt,” “prompt,” “timed writing” or “directed writing.” Interchangeable terms refer to timed, structured, writing assessments that require extended writing, including essays, letters, compositions, etc.

Open-response items-Questions that require students to combine content knowledge and application of process skills in order to communicate an answer.

Pacing guides-A planning tool that helps teachers plan the pacing of their instruction so that all tested topics are taught prior to the administration of accountability testing. A pacing guide is the outline of the intended curriculum.

Partnership-Involvement of community groups/members, parents and/or family members and students themselves in a variety of community, home and school-based partnership activities.

Peer collaboration-Students working together in a group to solve a problem.

Peer tutoring-Support in the learning environment provided by same or different aged students.

Perception survey-A collection of data from stakeholders (staff, parents, students, community, etc.) in how they perceive the school/district in regards to Academic Performance, Learning Environment and Efficiency.

Performance assessment-See Authentic assessment.

Performance level descriptions-Performance standards for student progress across the content areas of Arts and Humanities, Math, Science, Social Studies, Practical Living/Vocational Studies, Reading and Writing that define what we mean when we say a student has performed at the “novice,” “apprentice,” “proficient” or “distinguished” level. They clarify for teachers, students and parents how we evaluate student work, and they explain for students what we expect of them.

Portfolio-A purposeful or systematic collection of selected work and self-assessments developed over time, gathered to demonstrate and evaluate progress and achievement.

Process-A series of actions, changes or functions bringing about a result.

Professional development-Processes and activities designed to enhance the professional knowledge, skills and attitudes of educators so that they might, in turn, improve the learning of students. It is an intentional, ongoing and systemic process.

Proficient-Work that reflects high levels of understanding of both content and performance standards.

Profile:

-**School profile**–Schools use a profile to name significant strengths, limitations, opportunities and threats facing the school and is derived from the data contained in the school portfolio.

-**District profile**–Districts use a profile to name significant strengths, limitations, opportunities and threats facing the district and is derived from the data contained in the district portfolio.

Program of studies-A curriculum framework that incorporates core content for assessment.

Protocol-A specific set of communication rules; a detailed plan of a procedure.

Reflection-A process that provides a structured opportunity to consider what has taken place and the feelings that have been stimulated through an experience.

Regularly-Occurring in a fixed, unvarying or predictable pattern with equal amounts of time or space between each one.

Reliability-The accuracy and repeatability of a measurement.

Reliable-The consistency of assessment results from an instrument over time or over a number of trials.

Resources-Sources of supply or support; an available means. Source of information or expertise.

Reviewing-The critical evaluation of material.

Rigor-The goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative and personally or emotionally challenging.

Rigorous-Demanding strict attention to rules and procedures; allowing no deviation from a standard.

School culture-The sum of the values, safety practices and organizational structures within a school that causes it to function and react in particular ways. Teaching practices, diversity and the relationships among administrators, teachers, parents and students contribute to the school environment.

School improvement efficacy-The efficient operation of a school yielding positive gains.

School improvement planning team-See Improvement Planning Team.

School leadership-While primary leadership at the school level is considered to be the principal, school based decision-making teams may also be considered (where appropriate) when determining levels of school leadership. Organizational structures within the school may also include, but not be limited to, department chairperson(s), team leaders, committee chairperson(s), coordinators of special programs, parent organizations, support centers, the instructional team and the administrative team.

School profile-See Profile.

Scoring guide/rubric-A set of scoring guidelines to be used in evaluating a student's work.

Scrimmage-Practice tests that schools administer to improve student performance on the *Arkansas Comprehensive Testing, Assessment and Accountability Program*.

Self-assessment-An individual's evaluation of his/her own work.

Service learning-A teaching methodology that allows students to learn and apply academic, social and personal skills to improve the community, continue individual growth and become better citizens.

Singleton-A course of which only one section is offered in the master schedule (e.g. AP Calculus, Orchestra).

Skills-The acquired abilities to perform a particular task.

Skills standards documents-Documents that describe skill standards to be assessed in the certification process. Current curriculum offered in schools should align to these standards.

Smart Core-The course of study recommended for all students.

Staff development-See Professional development. A systematically planned, comprehensive set of on-going professional growth activities carried out over time to achieve specific objectives. The ultimate goal is increased student learning and continuous improvement for all staff as they work together to create a quality environment for all students.

Staff members-All full- and part-time regular permanent employees of the district.

Stakeholder-All persons or group of people (e.g., students, staff members, family members, community members, partners, etc.) associated with the school community that has an interest in the success of the school and its programs.

Standard(s)-Content standards: A description of what students need to know and be able to do.

Performance standards-A description of how well students need to perform on various skills and knowledge to be considered proficient.

State standards-This term refers to Arkansas' Learning Goals and *Academic Expectations* designed around national standards.

Strategies-Plans and methods used by both teachers and students to approach a task.

Student performance level descriptors-Descriptors by content area and by grade level that define what students should know and be able to do. They are defined at the "novice", "apprentice", "proficient" or "distinguished" level.

Student transition planning-A process that prepares students for key transition points (elementary to middle, middle to high). An example would be the Individual Graduation Plan.

Student working folders-An ongoing folder where student work (in-class writing, homework, etc.) is organized and maintained.

Substantive performance difference-The difference in academic performance on tests among identified groups. The difference between how a group performs compared to what is expected.

Systematic process-An organized manner of consistent ideas or principles.

Systems approach-Viewing the school as a whole or perceiving the combination of related structures/components of the school and community (i.e., Standards and Indicators for School Improvement, Standards 1-9).

Technology-Technology is the application of knowledge and resources to extend and enhance our human capabilities. Technology Education involves students in a broad and comprehensive manner in the human imagination, its engineered devices, tools and processes, to build knowledge and skills.

Thematic approach to curriculum-An approach based on organizers that motivate students to investigate interesting ideas from multiple perspectives. The central theme becomes the catalyst for developing the concepts, generalizations, skills, attitudes, etc. Themes should encourage integration or correlation of various content areas. The rationale is grounded in a philosophy that students learn most efficiently when subjects are perceived as worthy of their time and attention and when they are activity engaged in inquiry. These themes may be broad-based or narrow in scope; may be used for one class, designated classes or the whole school; and may last for a few weeks up to several months.

Thematic units-Units of study built around a particular theme or topic that can be interdisciplinary.

Title I-Federal law and dollars for special help for disadvantaged children from the federal No Child Left Behind Act.

Transition-The passage from one stage to another.

Triangulation-A process of gathering multiple data sets to focus in on understanding an issue rather than relying upon a single form of evidence. Multiple forms of data provide a more distinct and valid picture of reality.

Units of study-Units of study are vehicles for providing multifaceted learning opportunities for students. Using standards (e.g., Arkansas' *Academic Expectations*) as the basis for a unit focuses the planning team on meaningful and relevant concepts. The unit plan, in turn, enhances the delivery of instruction and assessment.

Validity-A measurement's ability to actually measure what it purports to measure.

Vision-A future oriented aspiration for the teaching and learning environment of the school.

Work based learning-Learning that integrates theoretical instruction with structured on-the-job training. It includes work experiences, planned program of job training and work experience, workplace mentoring, instruction in general workplace competencies and broad instruction in a variety of elements of an industry.

Writing assessment portfolio-A selection of a student's work that represents his/her best efforts including evidence that the student has evaluated the quality of his/her own work and growth as a writer. The student, in conferences with teachers, chooses the entries for this portfolio from the writing folder, which should contain several drafts of the required pieces. Ideally, the writings will grow naturally out of instruction rather than being created solely for the portfolio.

Acronyms

ACSIP—Arkansas Comprehensive School Improvement Plan

ACT—American College Test

ACTAAP—Arkansas Comprehensive Testing, Assessment and Accountability Program

ADE—Arkansas Department of Education

AETN—Arkansas Educational Television Network

ALE—Alternative Learning Environment

AIP—Academic Improvement Plans

ASIP—Arkansas School Improvement Program

AP—Advanced Placement

AR—Accelerated Reader

AYP—Adequate Yearly Progress

DIBELS—Dynamic Indicator of Basic Early Literacy Skills

ELL—English Language Learners

ELLA—Early Literacy Learning in Arkansas

IEP—Individual Education Plan

IGP—Individual Graduation Plan

IPGP—Individual Professional Growth Plan

IRI—Intensive Reading Intervention

ITBS—Iowa Test of Basic Skills

NCLB—No Child Left Behind

NAEP—National Assessment of Educational Progress

NSLA—National School Lunch Act

NORMES—National Office for Research, Measurement and Evaluation Systems

PD—Professional Development

PTA—Parent Teacher Association

PTO—Parent Teacher Organization

RFP—Request for Proposal

SAT—Scholastic Aptitude Test

SISI—Standards and Indicators of School Improvement

Resources

The Arkansas Department of Education. Administrators. <http://arkansased.org/admin/admin.html>.

The Arkansas Department of Education. Administrators. Administrator Licensure Completion Program. <http://arkansased.org/admin/alcp.html>.

The Arkansas Department of Education. Administrators. Approved Administrator Licensure Preparation Programs. http://arkansased.org/admin/admin_programs.html.

The Arkansas Department of Education. Administrators. Standards for Beginning Administrators. http://arkansased.org/admin_beginning.html.

The Arkansas Department of Education. Administrators. Induction/Mentoring Program. http://arkansased.org/admin/admin_mentoring.html.

The Arkansas Department of Education. Teachers. <http://arkansased.org/teachers/teachers.html>.

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The Arkansas Department of Education. Teachers. Early Literacy Learning in Arkansas. (ELLA) http://arkedu.state.ar.us/smart.start/training/training_p1htm#early.

The Arkansas Department of Education. Teachers. Effective Literacy. http://arkedu.state.ar.us/training/training_p1htm#literacy.

The Arkansas Department of Education. Teachers. Instructional Material. http://arkedu.state.ar.us/instructional_material/material.html.

The Arkansas Department of Education. Teachers. Licensure. http://arkedu.stte/ar/us/teachers/teachers_licensure.html.

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