

Arkansas ESSA Requirements and the HRS Survey

LEADING A
High
Reliability
SchoolTM

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Foreword by Jeffrey C. Jones

High Reliability School Levels

Level 1	Safe, Supportive, and Collaborative Culture
Level 2	Effective Teaching in Every Classroom
Level 3	Guaranteed and Viable Curriculum
Level 4	Standards-Referenced Reporting
Level 5	Competency-Based Education

Level 1 Surveys

- The state is working with Marzano Research so that all schools can administer the level 1 HRS surveys.
- How can schools use their level 1 survey results?
- What positive outcomes should schools expect if they use their level 1 survey results to inform their practices?

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HRS Level 1 Elements

- 1.1 The faculty and staff perceive the school environment as safe, supportive, and orderly.
- 1.2 Students, parents, and the community perceive the school environment as safe, supportive, and orderly.
- 1.3 Teachers have formal roles in the decision-making process regarding school initiatives.
- 1.4 Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.
- 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.
- 1.7 The school acknowledges the success of the whole school as well as individuals within the school.
- 1.8 The school manages its fiscal, operational, and technological resources in a way that directly supports teachers.

Indicator 1.1: Faculty and staff perceive the school as safe and orderly

- Our school is safe...supportive...orderly
- Our school has clear and specific rules and procedures in place
- My students and I regularly practice emergency management procedures

Indicator 1.2: Students, parents, and the community perceive the school as safe and orderly

- Students and parents describe our school as safe...supportive...orderly
- Our school leaders coordinate with law enforcement agencies regarding school safety issues
- School leaders engage parents and the community regarding school safety issues

Indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives

- It is clear which types of decisions will be made with direct teacher input
- Techniques and systems are in place to collect data and information from teachers on a regular basis
- Notes and reports exist documenting how teacher input was used to make specific decisions

Indicator 1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and student achievement

- The PLC process is in place in our school
- Our school's PLC collaborative teams create common assessments
- Our school's PLC collaborative teams have written goals
- School leaders regularly examine the progress of collaborative teams toward their goals

Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school

- Systems are in place for collecting opinion data from teachers and staff regarding the optimal functioning of the school
- Reports of opinion data from teachers and staff are regularly generated
- Our school improvement team regularly provides input and feedback about our school's improvement plan

Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school

- Systems are in place for collecting opinion data from students, parents, and the community regarding the optimal functioning of the school
- Reports of opinion data from students, parents, and the community are regularly generated
- School leaders host face-to-face or virtual town meetings
- School leaders conduct focus group meetings with students, parents, and the community

Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

- Our school's accomplishments have been adequately celebrated
- My individual accomplishments have been adequately celebrated
- School leaders regularly celebrate the success of individuals in a variety of positions in the school (e.g., support staff, cafeteria staff, teachers, counselors, and so on)

Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers

- I have adequate materials....time to teach
- School leaders successfully access and leverage a variety of fiscal resources (such as grants or title funds)
- School leaders manage time so as to maximize a focus on instruction
- School leaders direct the use of technology to improve teaching and learning

What outcomes can you expect?

School effectiveness used to mean
doing things differently.

From a high reliability perspective,
effectiveness means being
accountable for ensuring that what
you are doing actually works.

Levels of Accountability

- STAGE 1: You aren't really engaging in activities and innovations ("leading indicators") that would help improve the school.
- STAGE 2: You are trying to implement activities and innovations ("leading indicators") that would help improve the school but are in the beginning and incomplete stages.
- STAGE 3: You are implementing activities and innovations ("leading indicators") that would help improve the school.

Levels of Accountability

- STAGE 1: You aren't really engaging in activities and innovations that would help improve the school.
- STAGE 2: You are trying to implement activities and innovations that would help improve the school but are in the beginning and incomplete stages.
- STAGE 3: You are implementing activities and innovations that would help improve the school.
- **STAGE 4: You have collected data that indicate your activities and innovations are working ("lagging indicators").**
- **STAGE 5: You continually collect "quick data" on your activities and innovations to ensure continuous improvement.**

When you hold yourself up to stage 5 scrutiny, you are operating as a **high reliability** organization.

Leading Indicators for Level 1

Safe, Supportive, and Collaborative Culture

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- 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.
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- 1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.
- 1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

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Leadership Accountability

Sustaining	Applying	Developing	Beginning	Not Attempting
<p>The school leader continually collects information through quick data sources and takes proper actions to intervene when quick data indicate a potential problem.</p>	<p>The school leader has implemented a specific program or practice (leading indicator) and can produce lagging indicators to show the desired effects of these actions.</p>	<p>The school leader has implemented a specific program or practice (leading indicator) but does not monitor the extent to which it is having the desired effects.</p>	<p>The school leader is in the beginning, yet incomplete, stages of implementing a specific program or practice (leading indicator).</p>	<p>The school leader has not attempted to implement a specific program or practice (leading indicator).</p>

Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school

Sustaining	Applying	Developing	Beginning	Not Attempting
<p>The school leader continually cultivates information through quick data sources to monitor formal structures for teachers and staff to provide input regarding the optimal functioning of the school, and takes proper actions to intervene when quick data indicate a potential problem.</p>	<p>The school leader has implemented formal processes for teachers and staff to provide input regarding the optimal functioning of the school, and can produce lagging indicators to show the desired effects of these actions.</p>	<p>The school leader has implemented formal processes for teachers and staff to provide input regarding the optimal functioning of the school.</p>	<p>The school leader is in the beginning, yet incomplete, stages of implementing formal processes for teachers and staff to provide input regarding the optimal functioning of the school.</p>	<p>The school leader has not attempted to implement formal processes for teachers and staff to provide input regarding the optimal functioning of the school.</p>

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Levels of Reform

Level 5	Competency-Based Education
Level 4	Standards-Referenced Reporting
Level 3	Guaranteed and Viable Curriculum
Level 2	Effective Teaching in Every Classroom
Level 1	Safe, Supportive, and Collaborative Culture

Levels 1, 2, and 3

- Foundational for all schools.
- Represent a hierarchy of priority.
- Must be worked on simultaneously because they are interdependent.

Levels of School Reform

3. A Guaranteed and Viable Curriculum

2. Effective Teaching In Every Classroom

1. Safe, Supportive, and Collaborative Culture

Levels of School Reform

4. **Standards-Referenced Reporting of Student Progress**
3. A Guaranteed and Viable Curriculum
2. Effective Teaching In Every Classroom
1. Safe, Supportive, and Collaborative Culture

Critical Aspect

Standards-Referenced Reporting

- Report status and growth on the report card using proficiency scales

Name: John Mark			Grade Level: 4			Homeroom: Ms. Smith								
Language Arts	2.46	C	Social Studies	3.10	A	Work Completion	2.90	B						
Mathematics	2.50	B	Art	3.00	A	Behavior	3.40	A						
Science	2.20	C	Participation	3.40	A	Working in Groups	2.70	B						
						0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	
Language Arts														
<i>Reading:</i>														
Word Recognition and Vocabulary	2.5													
Reading for Main Idea	1.5													
Literary Analysis	2.0													
<i>Writing:</i>														
Language Conventions	3.5													
Organization and Focus	2.5													
Research and Technology	1.0													
Evaluation and Revision	2.5													
Writing Applications	3.0													
<i>Listening and Speaking:</i>														
Comprehension	3.0													
Organization and Delivery	3.0													
Analysis and Evaluation of Oral Media	2.5													
Speaking Applications	2.5													
<i>Life Skills:</i>														
Participation	4.0													
Work Completion	3.5													
Behavior	3.5													
Working in Groups	3.0													
Average for Language Arts	2.46													
						0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	
Mathematics														
Number Systems	3.5													
Estimation	3.0													
Addition/Subtraction	2.5													
Multiplication/Division	2.5													
Ratio/Proportion/Percent	1.0													
<i>Life Skills:</i>														
Participation	4.0													
Work Completion	2.0													
Behavior	3.5													
Working in Groups	2.0													
Average for Mathematics	2.50													

Moving Through the Levels from the PLC Perspective

Level 5	Competency-Based Education
Level 4	Standards-Referenced Reporting
Level 3	Guaranteed and Viable Curriculum
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Level 1	Safe, Supportive, and Collaborative Culture

Leading Indicators for Level 5

Competency-Based Education

- 5.1 Students move on to the next level of the curriculum for any subject area only after they have demonstrated competence at the previous level.
- 5.2 The school schedule is designed to accommodate students moving at a pace appropriate to their background and needs.
- 5.3 Students who have demonstrated competency levels greater than those articulated in the system are afforded immediate opportunities to begin work on advanced content and/or career paths of interest.

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