

NEW ENGLAND ASSOCIATION OF  
SCHOOLS AND COLLEGES, INC.  
COMMISSION ON PUBLIC SCHOOLS



## K-8 SELF-ASSESSMENT GUIDEBOOK

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FOR 2017 SCHOOLS  
COMMITTEE ON PUBLIC ELEMENTARY  
AND MIDDLE SCHOOLS

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# ***Part I***

## ***Guiding Principles and an Overview of the Accreditation Process***

### ***Guiding Principles***

#### ***Core Tenants***

The Accreditation process

- ensures a growth-oriented and inquiry-based approach
- allows for capacity building
- focuses on problem-solving
- allows for creativity and differentiation
- places emphasis on student learning outcomes

#### ***Overarching Ideas***

The Accreditation process will

- encourage continuous school improvement by allowing schools to self-assess, set and work towards goals based on areas of need, and receive feedback on attainment of their goals
- be geared towards helping schools create or maintain structures and collaborative cultures for systemic learning and improvement for both students and adults that result in sustainable change
- focus on the growth and development of the school
- support schools in developing manageable priorities that are complimentary to other initiatives or obligations
- encourage recommendations based on Standards and use indicators as guides rather than prescriptions to meet the Standards

#### ***Practical Considerations***

The Accreditation process will

- allow for more compatibility with and integration of school and district priorities and state requirements
- be more embedded in the time schools allocate for ongoing school improvement efforts
- allow schools the flexibility to determine who should be a part of the self-study and in what capacity
- be flexible enough to allow for differentiation among schools
- leverage technology to make it more streamlined and efficient

### ***Overview of the Accreditation Process***

#### ***Year 1 – School Self-Assessment and Plan Development***

##### ***Step 1 Self-assessment committee***

In year one of the Accreditation cycle, schools assess their alignment to NEASC standards and develop an improvement plan. The school identifies areas that it needs to address to meet the

minimum criteria for each Standard, that is, any area that the school rates itself as not meeting the Standard, and those that the school wants to focus on based on school and district priorities.

The purpose of the school self-assessment is for the school to examine sufficient evidence to evaluate their own performance based on alignment to the Standards. It is also a reflection of how well they can self-assess as an organization. Schools reflect on what mechanisms are in place for this type of self-reflection and assessment on an ongoing basis. Part of the self-assessment is an evaluation of the school's capacity for continuous growth and its ability to be an effective learning organization.

The school develops a committee to conduct the self-assessment. The self-assessment committee determines the extent to which the school is aligned to the Standards for Accreditation through a reflective process. One self-assessment committee, made up of various members of the school community, reviews all of the Standards or, alternately, several smaller committees can be formed to review Standards. The committee(s) should be representative of multiple stakeholders in the school community, such as administrators, teachers, professional staff in support roles, etc.

This committee, or part of it, can be used as a steering committee to guide the work of the Accreditation process. The steering committee consists of 5-9 members depending upon the size of the school, and includes the principal. Co-chairs are selected by the principal. The steering committee determines how the self-assessment process will progress. Schools may have the whole staff involved in the self-assessment process, but it is not required. Overall, the time required to complete the self-assessment should be approximately 2-6 months.

### *Step 2 Gathering evidence and identifying focus areas*

Prior to the beginning of the self-assessment, the school should conduct a survey asking students, parents, and faculty members to help evaluate alignment to the Standards for Accreditation. This survey data is used during the self-assessment process. The school can determine the format to collect the data. **(Note: This is optional for 2017 schools.)**

Evidence to support claims is collected to help the school determine their alignment with the Standards. The purpose of collecting evidence for the self-assessment is for the school to have sufficient documentation to demonstrate their own performance. As evidence is gathered and discussed, the Committee's conclusions may change and evolve and be altered and refined. Once the evidence has been fully discussed and conclusions have been drawn, the committee should enter the information in the Accreditation Portal. The portal can also be used for draft work, then updated over time as information is finalized. The school provides either a short narrative or bullets for each indicator with any evidence necessary to support the Standard rating. Artifacts and other evidence should represent the school's best evidence and do not need to be exhaustive. Schools can use evidence developed or collected for other reasons such as state or federal requirements. It is essential that the full faculty reviews and approves the results of the school's self-assessment. This ensures checks and balances for the process and helps the faculty to feel involved. A majority vote ( $\frac{2}{3}$ ) is required to approve the self-assessment. The self-assessment must be shared with the superintendent.

In addition, part of the self-assessment should be an evaluation of the school's capacity for continuous growth. Is there a current growth plan? In what types of ongoing assessment does the school engage? The school then identifies areas that it needs to address to meet the minimum

criteria for each Standard, that is, any area that the school rates itself as not yet meeting the Standard, and those that the school wants to focus on based on school and district priorities.

The school identifies three to four Standards on which to focus improvement efforts. At least one of the areas must be curriculum, instruction, or assessment.

### *Step 3 Writing the school improvement plan*

The school writes an improvement plan to address areas of need. The purpose of the school improvement plan (SIP) is for the school to set measurable, specific goals that target areas the school has identified as not yet meeting the NEASC Standards or those Standards on which it wants to promote further growth. The plan could be similar or integrated with an existing SIP if it meets the criteria set for the NEASC SIP. Each goal should be based on data and describe how the achievement of the goal will impact student learning. There should be a method designed for creating and communicating informed collaboration to achieve goals. The school leadership team will create the improvement plan and faculty members should have an opportunity to give input on the proposed plan. The plan should also be shared with the superintendent.

Elements of the plan should include:

- measurable goals that can be adjusted if necessary
- rationale and outcomes for the goals
- connections to the mission, core values, beliefs, and learning expectations of the school
- connections to the Standards
- action steps
- person(s) responsible for each element
- alignment with district plan (if there is one)
- detailed list of resources needed to implement the plan including both time and money
- time frames for goal completion
- at least one goal connected to curriculum, instruction, and/or assessment
- methods used to measure both outputs and outcomes of each goal
- examples of data that will show progress/completion of the goal

### *Step 4 Collaborative Conference*

In the spring of 2017, the school participates in a collaborative conference to discuss its self-assessment and improvement plan, and begin implementation of its plan.

The purpose of the collaborative conference is to ensure that the improvement plan, as proposed, reflects the needed areas of improvement for the school and that there are not obvious omissions or needed improvement areas missing from the plan. The conference is also designed to check potential areas in the Standards that could be reviewed prior to the visit so that the visiting team has less focus areas. The conference includes a school tour, classroom visits, and meetings with various stakeholders including the principal, superintendent, other personnel as requested, and the committee who wrote the self-assessment and developed the plan. The conference takes approximately about one school day including discussion, tour, and classroom visits. The conference is facilitated by a Commission on Public Schools' professional staff member and a member of CPS.

Once the conference takes place, the report from the collaborative conference and the school's self-assessment and improvement plan is submitted to the Commission on Public Schools. The Commission reviews the information and responds to the school with any additional questions or concerns, and provides feedback as needed. After the plan is approved, implementation begins, if it has not already. The school implements the plan and collects data and evidence as it goes along to document the process.

#### *Step 5 Following plan approval*

- After the plan is approved, implementation begins if it has not already.
- The school implements the plan and collects data and evidence as it goes along to document the process.

#### ***Year 2 – The visit and feedback (2017 schools only)***

During the Accreditation visit, the visiting team evaluates the school's progress on the implementation of the improvement plan. The visiting team will be adjusted to the size of the school and scope of the work to be reviewed. There will be an emphasis on finding some team members that have expertise in the specific areas of the plan. The visiting team will also meet with various groups including parents, students, and other stakeholders. The visiting team will receive the school's self-assessment and summary report via the portal prior to the visit.

The purpose of the Accreditation team visit is to observe how the plan implementation will work and to be present for and observe firsthand the day-to-day workings of the school. The focus of the team visit will be to learn about the impacts or outcomes of the stated plan, not just outputs of the plan. The team visit also includes an evaluation of the school's capacity to be an effective learning organization. How does the school ensure continual improvement? What structures does the school have in place to examine its work on an ongoing basis?

The focus of the visit should be on observing teaching and learning rather than examining and validating documentation. The team members should be skilled in identifying learning outcomes or impacts and focused on looking for the outcomes based on the school's improvement efforts.

During the team visit, the team members will meet with stakeholder groups, perhaps shadow students, observe classes, and review documentation collected related to the implementation of the improvement plan and other areas of the NEASC Standards as necessary. The visiting team can make observations based on other areas of the Standards that are not in the plan if the school is observed not to be in alignment with any other Standards. There is minimal review of school-wide documentation or other activities that could be done off-site. For example, all evidence/documents can be uploaded to the portal.

The visiting team will provide several primary recommendations or overarching recommendations, which are broader in scope and related to either the Standards or elements of the school's improvement plan. The recommendations are related to elements of the plan as aligned with the Standards.

The visiting team provides secondary recommendations, or general feedback that is narrower in scope, to be used to guide the school's future efforts. These secondary recommendations may not need the same level of response and follow-up to CPS as the primary recommendations.

### *After the Visit*

The school receives a draft report from the visit chair after the team visit. The school has a specified time to review the draft and give feedback. Once the report is finalized, the report goes to the Commission on Public Schools and a decision about Continued Accreditation is made. If the school has areas to remedy, it will be given one year to do so before being placed on Warning or Probation.

The school then develops a new/revised action plan based on the feedback from the visiting team and the recommendations received. The revised plan is due to CPS one year after the visit.

Updates about the revised plan implementation are reported two years and four years after the team visit. Specific information about the follow-up process will be provided to the school after the team visit..

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## ***Part II***

### ***Self-Assessment Details***

#### ***Gaining an Understanding of the Standard and Preparing to Begin***

Make a copy or provide access to this guide for each member of the Self-Assessment Committee from the website at <http://cpems.neasc.org>

Read and discuss each Standard for Accreditation to develop a common understanding of the effective practices in the Standard. The Standard is comprised of both the narrative portion and the numbered indicators. The concepts in the narrative portion are manifested through the indicators and are used to guide thinking about alignment to the standard. The school may have other indicators for alignment to the Standard in addition to the indicators. Use the guiding questions for each indicator to guide the discussion about alignment to the Standard.

First, think about how the school aligns to the Standards. Go through the indicators thinking about what evidence exists or what is being done in the school that aligns to the Standard/Indicators. Each Standard area has a list of possible evidence to collect for each indicator. However, this list will vary from school to school. The alignment can be conveyed through detailed bullet points or a narrative but should be supported with evidence.

#### ***Analyzing the Evidence, Drawing Conclusions, and Providing Supporting Details***

Once evidence is gathered to support alignment to the Standard, the Committee should begin the process of writing a narrative or making bulleted points to support the conclusion sentence. Enter the writing for all of the indicators in a Standard into the Accreditation portal at [www.accportal.org](http://www.accportal.org). The length of each narrative will vary according to the indicator from the number of bulleted items or items in a series within an indicator, and the depth and variety of examples you have provided in explaining your conclusion sentence(s). This is repeated for each indicator in the Standard. It should be written in the third person.

#### ***Identifying Strengths and Needs***

At the end of each standard, identify the strengths and the needs in that Standard. Use the needs from each Standard to determine your focus areas. In turn, those will become the critical needs of the school for the improvement plan.

To identify the critical strengths of the school, the steering committee will take the strengths from each Standard area, places them on one list, and have each faculty member select his/her top 10 or 12. The needs receiving the highest number of votes will become the critical needs. However, other needs can still be addressed as time goes by.

#### ***Rating the Standard***

Use the rating guide in the Appendix to determine the school's level of alignment to the Standard, based on the conclusions and supportive evidence.

**1****Core Values and Expectations**

*Effective schools identify their mission, core values, and beliefs about learning that function as explicit foundational commitments to students and the community. Mission, core values and beliefs manifest themselves in age appropriate, researched-based, school-wide 21<sup>st</sup> century learning expectations. Every component of the school is driven by the mission, core values, and beliefs and supports all students' achievement of the school's learning expectations.*

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its mission, core values, and beliefs about learning.
2. The school has challenging and measurable learning expectations for all students which address academic, social, physical, and civic competencies and are defined by school-wide age and developmentally appropriate assessments that identify targeted high levels of achievement.
3. The school's mission, core values, beliefs, and learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.
4. The school regularly reviews and revises its mission, core values, beliefs, and learning expectations based on current research, multiple data sources, as well as district and school community priorities.

## ***Collecting and Thinking about Data Related to the Standard on Core Values and Expectations***

Below are some types of evidence that can be collected to demonstrate alignment to the Standard. If student work is used, please use the sample cover sheet in Appendix A. This may be edited by the school. All data can be uploaded to the portal or the information can be linked.

- ✓ Any survey data
  - ✓ The school's approved statement(s) of (1) mission, (2) core values, (3) beliefs about learning, and (4) its 21<sup>st</sup> century learning expectations, labeling those learning expectations that are academic, social, physical, and civic and labeling the school's core values and beliefs about learning (1.1 and 1.2)
  - ✓ The names of individuals and the constituent groups involved in the most recent review of the school's mission, core values, beliefs, and learning expectations as well as the time period during which the review process took place (1.1)
  - ✓ The specific educational research examined, to identify the school's mission, core values, and beliefs about learning (1.1)
  - ✓ Evidence/dates that the documents were approved by the school board/board of education, the faculty, and any other group.
  - ✓ The assessments developed for the school's learning expectations (academic, social, physical, and civic), with the targeted level of achievement indicated for each (1.2)
  - ✓ Examples of ways that the culture of the school reflects the school's mission, core values, beliefs, and learning expectations (1.3)
  - ✓ Examples of how the school's mission, core values, beliefs, and learning expectations are used in driving decisions and practices regarding (a) curriculum, (b) instruction, and (c) assessment (1.3)
  - ✓ Examples of how the school's mission, core values, beliefs, and learning expectations are used to guide decisions regarding school policies, procedures, and decisions (1.3)
  - ✓ Examples of resource allocations, including budget decisions, that have been made in response to supporting the school's mission, core values, beliefs, and learning expectations (1.3)
1. The school's plan for the regular review of the mission, core values, beliefs, and learning expectations. If applicable provide a list of dates and processes used in recent reviews of the school's guiding documents (mission, core values, etc.) since the last decennial evaluation (1.4)
  2. Types of data (standardized test data, local assessment data, etc.) used by the school in its review of the school's mission, core values, beliefs, and learning expectations (1.4)
  3. The educational research used in the school's process of reviewing the school's mission, core values, beliefs, and learning expectations (1.4)
  4. The district and school community priorities that were considered in the process of reviewing the school's mission, core values, beliefs, and learning expectations (1.4)

## ***Prompts for Analyzing Evidence and Drawing Conclusions***

- 1. Complete each analysis using the prompt provided.***
- 2. Determine the extent or degree to which the school aligns to the Indicator by using the Continuum of Terms in Appendix B. This continuum is not exhaustive, so other appropriate words can be used.***
- 3. Once you have completed the analysis, write a conclusion sentence (or two), which identifies the degree to which the school aligns to the indicator. See the examples in Indicators 1 and 2.***
- 4. Following the conclusion sentence and based on your discussion and analysis, write sentences or bullets to complete your paragraph that justify or support your conclusion. Your evidence in these sentences comes from your data and your discussions regarding those examples. This information forms the details that justify or support your conclusion.***

### **Indicator 1**

*The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its mission, core values, and beliefs about learning*

#### **To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how the school community engaged in a *dynamic, collaborative, and inclusive* process that was grounded in research to identify its mission, core values, and beliefs about learning.

#### **Example of a conclusion sentence**

The school community participated in a collaborative process to create its mission, core values statement and learning expectations; however, it was informed by limited use of current research-based best practices and the process of revision was not inclusive of the school community.

### **Indicator 2**

*The school has challenging and measurable learning expectations for all students, which address academic, social, physical, and civic competencies, and are defined by school-wide age and developmentally appropriate assessments that identify targeted high levels of achievement.*

#### **To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about the *level of challenge and measurability* of the school's learning expectations in academic, social, physical, and civic areas and the *existence of specific school-wide age and developmentally appropriate assessments for each of the learning expectations with targeted high levels of achievement.*

#### **Example of a conclusion sentence**

Sample School has identified nine challenging academic, social, physical, and civic learning expectations; however, the creation of the school-wide age and developmentally appropriate assessments to identify high levels of achievement are only partially completed.

**Indicator 3**

*The school's mission, core values, beliefs, and learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.*

**To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how the school's mission, core values, beliefs, and learning expectations *are actively reflected in the culture of the school*, are *deliberately used to drive curriculum, instruction, and assessment in every classroom*, and are *used to guide specific school policies, procedures, decisions, and resource allocations* .

**Indicator 4**

*The school regularly reviews and revises its mission, core values, beliefs, and learning expectations based on research, multiple data sources, as well as district and school community priorities.*

**To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about the *regularity* of the school's *review and revision* of its mission, core values, beliefs, and learning expectations based on *research, multiple data sources as well as district and school community priorities*.

# RATING GUIDE

## Core Values and Expectations

A rating of **NOT YET MEETING THE STANDARD** is appropriate if any of the following exist:

- The absence of a statement of the school's mission, core values, beliefs, and learning expectations
- A statement of mission, core values, beliefs about learning, and learning expectations that is not informed by current research
- A statement of mission, core values, beliefs, and learning expectations that was not developed through a dynamic, collaborative, and inclusive process
- A lack of challenging and measurable learning expectations for all students which address academic, social, physical, and civic competencies
- A lack of measurements to identify targeted high levels of achievement for all learning expectations

A rating of **LIMITED** is appropriate if the school has engaged in a dynamic process informed by current research to identify its mission, core values, and beliefs about learning and has developed challenging and measurable learning expectations for all students which address academic, social, physical, and civic competencies, and are defined by measurements to identify targeted high levels of achievement, but does not yet have:

- An active commitment by members of the school community to use the core values and beliefs about learning to guide the school

A rating of **ACCEPTABLE** is appropriate if the school has engaged in a dynamic process informed by current research to identify its mission, core values and beliefs about learning to which all members of the school community are committed and has developed challenging and measurable 21<sup>st</sup> century learning expectations for all students which address academic, social, physical, and civic competencies, and are defined in observable and measurable terms that identify targeted high levels of achievement, and:

- The school's mission, core values, beliefs, and 21<sup>st</sup> century learning expectations drive decisions about curriculum, instruction, and assessment practices and guide school initiatives, policies, and procedures
- The culture of the school, curriculum, instruction, and assessment, and the school's policies, procedures, decisions, and resource allocations reflect the school's mission, core values, beliefs, and 21<sup>st</sup> century learning expectations

A rating of **EXEMPLARY** is appropriate if all the descriptors in the **ACCEPTABLE** rating are met and:

- The school's formal processes to ensure that the mission, core values, beliefs, and 21<sup>st</sup> century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations
- The school has in place an established, ongoing process with prescribed timelines, research and data sources, and identified members of the stakeholders to guide the regular review and revision of the school's mission, core values, beliefs, and 21<sup>st</sup> century learning expectations in keeping with district priorities

**2****Curriculum**

*The written and taught curriculum is designed to result in all students achieving the school's 21<sup>st</sup> century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes its learning expectations. The curriculum links expectations for student learning to instructional and assessment practices. It includes a purposefully designed set of learning opportunities that reflect the school's mission, core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.*

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's learning expectations.
2. The curriculum is written in a common format that includes:
  - units of study with essential questions, concepts, content, and skills
  - the school's learning expectations
  - developmentally appropriate instructional strategies
  - a variety of developmentally appropriate assessment practices.
3. The curriculum emphasizes depth of understanding and application of knowledge at the appropriate developmental levels through:
  - inquiry and problem-solving
  - exploration and creativity
  - higher order thinking
  - collaboration and communication
  - cross-disciplinary learning
  - authentic learning opportunities both in and out of school
  - informed use of technology.
4. There is clear alignment between the written and taught curriculum.
5. Effective curricular coordination and vertical articulation exist between and among all areas within the school as well as with receiving and sending schools in the district.
6. Staffing levels, instructional materials, technology, equipment, supplies, facilities, and resources of the library media center are sufficient to fully implement the curriculum, co-curricular programs, and other developmentally appropriate learning opportunities.
7. The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

## ***Collecting and Thinking about Data Related to the Standard on Curriculum***

Below are some types of evidence that can be collected to demonstrate alignment to the Standard. If student work is used, please use the sample cover sheet in Appendix A. This may be edited by the school. All data can be uploaded to the portal or the information can be linked.

- ✓ Any survey data
- ✓ The school's program of studies (2.1)
- ✓ Examples which identifies the learning expectations for which each curriculum area has assumed responsibility for teaching and assessing (2.1)
- ✓ Examples of curriculum by grade level and course level (if applicable), indicating *where in each course students practice the learning expectations* (2.1)
- ✓ A copy of a blank common template which the school/district uses when writing new curriculum (2.2)
- ✓ A copy of the written curriculum for all subject areas, including technical courses and e-learning courses if applicable (2.2)
- ✓ Examples that demonstrate how the curriculum emphasizes depth of understanding and application of knowledge through inquiry, problem-solving, and higher order thinking skills in all courses and levels (2.3)
- ✓ Examples that demonstrate how the curriculum emphasizes exploration and creativity (2.3)
- ✓ Examples that demonstrate how the curriculum emphasizes collaboration and communication
- ✓ Examples that demonstrate how the curriculum emphasizes application of knowledge through cross-disciplinary learning connections (2.3)
- ✓ Examples that demonstrate the presence of authentic learning opportunities for students both in and out of school (2.3)
- ✓ Examples that demonstrate how the curriculum emphasizes informed use of technology (2.3)
- ✓ Examples of the conditions in place (e.g., lesson plans are collected and reviewed by curriculum coordinators/principal, etc. or other methods), which ensure the *written curriculum is the taught curriculum* (2.4)
- ✓ The school's curriculum review plan and review cycles (2.5)
- ✓ The formal opportunities for faculty to spend in activities within content areas for the purpose of coordinating curriculum and ensuring vertical articulation of the curriculum (2.5)
- ✓ The formal opportunities for faculty to spend in activities across content areas for the purpose of coordinating curriculum (2.5)
- ✓ The formal opportunities for faculty to spend in activities with receiving and sending schools in the district for the purpose of coordinating curriculum and ensuring vertical articulation of the curriculum (2.5)
- ✓ K-12 curriculum guides (2.5)
- ✓ The range of class sizes school-wide and by academic area as applicable (2.6)
- ✓ Examples of the adequacy of funding for instructional materials, technology, equipment, supplies, and library media resources and the impact (positive or negative) of each component to fully support the implementation of both the curriculum and co-curricular programs (2.6)

- ✓ Examples from individual curriculum areas, which indicate the impact (positive or negative) of the facility on the delivery of both the curriculum and co-curricular programs (2.6)
- ✓ Examples of the impact (positive or negative) of funding to support co-curricular programs and other learning opportunities (e.g., virtual programs, music, drama, athletic, etc.) (2.6)
- ✓ A list of the co-curricular activities and other developmentally appropriate learning opportunities offered by the school (clubs, athletic teams, competitions, etc.). Include any applicable fee schedules. (2.6)
- ✓ Examples of allocated time, staffing levels and leadership structure, and financial resources dedicated to development, evaluation, and revision of the curriculum (2.7)
- ✓ Provide examples that demonstrate what research (books, professional development, articles, etc.) was used during the development, evaluation, and revision of curriculum (2.7)
- ✓ Provide examples that demonstrate what assessment results were used during the development, evaluation, and revision of curriculum (2.7)
- ✓ Examples of how the process for the development, review and evaluation was collaborative and ongoing (2.7)

### ***Prompts for Analyzing Evidence and Drawing Conclusions***

1. Complete each ***analysis*** using the prompt provided.
2. Determine the ***extent or degree to which the school aligns to the Indicator*** by using the ***Continuum of Terms in Appendix B***. This continuum is not exhaustive, so other appropriate words can be used.
3. Once you have completed the analysis, write a ***conclusion sentence*** (or two), which identifies the degree to which the school aligns to the indicator. See the examples in Indicators 1 and 2.
4. Following the conclusion sentence and based on your discussion and analysis, write sentences or bullets to complete your paragraph that justify or support your conclusion. Your evidence in these sentences comes from your data and your discussions regarding those examples. This information forms the details that justify or support your conclusion.

#### **Indicator 1**

*The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's learning expectations.*

#### **To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about how the curriculum is *purposefully designed* and the opportunities available to ensure all students practice and achieve each of the school's learning expectations.

#### **Example of a conclusion sentence**

The curriculum is purposefully designed to ensure that all students practice and achieve specific subject area learning expectations. However, while many students are provided the opportunity to practice and achieve the school's learning expectations, the curriculum is not yet specifically designed to ensure accountability for implementation of the learning expectations.

## **Indicator 2**

*The curriculum is written in a common format that includes:*

- *units of study with essential questions, concepts, content, and skills*
- *the school's learning expectations*
- *developmentally appropriate instructional strategies*
- *a variety of developmentally appropriate assessment practices.*

### **To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about the presence of a common curriculum format; how the curriculum reflects *units of study with essential questions, concepts, content, and skills*; how the curriculum reflects the *school's learning expectations*; how the curriculum reflects *developmentally appropriate instructional strategies* and *a variety of developmentally appropriate assessment practices*.

### **Example of a conclusion sentence**

While there is a consistent template for documentation of written curriculum, not all curriculum areas have utilized this template. The common curriculum format includes units of study with essential questions, concepts, content, skills, instructional strategies and assessment practices; however, it does not include the school's learning expectations or a variety of developmentally appropriate assessment practices.

## **Indicator 3**

*The curriculum emphasizes depth of understanding and application of knowledge through:*

- *inquiry and problem-solving*
- *exploration and creativity*
- *higher order thinking*
- *collaboration and communication*
- *cross-disciplinary learning*
- *authentic learning opportunities both in and out of school*
- *informed use of technology.*

### **To complete the analysis, use the following prompt:**

Using the data, what does the evidence show about how the curriculum for all courses emphasizes *inquiry and problem-solving*; *exploration and creativity*; *higher order thinking skills*; *collaboration and communication*; *cross-disciplinary learning*; *authentic learning opportunities in and out of school*; and *informed use of technology*.

## **Indicator 4**

*There is clear alignment between the written and taught curriculum.*

### **To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about the *degree of alignment between the written curriculum and taught curriculum?*

## **Indicator 5**

*Effective curricular coordination and vertical articulation exist between and among all areas within the school as well as with receiving and sending schools in the district.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about how *effective is the curricular coordination and vertical articulation between and among all academic areas within the school as well as with the sending and receiving schools in the district?*

**Indicator 6**

*Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library media center are sufficient to fully implement the curriculum, including the co-curricular programs and other developmentally appropriate learning opportunities.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about the adequacy of *staffing levels* (professional and support staff), *instructional materials, technology, equipment, supplies, facilities*, and the *resources of the library media center* to *fully implement the curriculum*, including the co-curricular programs and other developmentally appropriate learning opportunities?

**Indicator 7**

*The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about how the school's curriculum review cycle is *ongoing and collaborative*, how the *district provides the school with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum*; how the *review of current research has guided the development evaluation, review, and revision of the curriculum*; and how well the school uses *student performance data* (e.g., *standardized test results, results of classroom summative assessments and other local assessments, portfolios, student exhibitions, common department-wide assessments, and assessments of student performance related to the school's learning expectations*) in the *development, evaluation, and revision of the curriculum?*

# RATING GUIDE

## Curriculum

A rating of **NOT YET MEETING THE STANDARD** is appropriate if any of the following exist:

- The absence of purposefully designed curriculum (course offerings, co-curricular programs, and other learning opportunities)
- Insufficient opportunities for all students to practice and achieve each of the learning expectations
- Lack of a level of adherence by the school to Indicator 6 in Standard 7 (facilities), Community Resources for Learning, to sufficiently support the delivery of the curriculum

A rating of **LIMITED** is appropriate if the school has written curriculum that is purposefully designed and provides sufficient opportunities for all students to practice and achieve each of the learning expectations, but does not minimally adhere to any of the following:

- The curriculum is written in a common format which includes units of study with essential questions, concepts, content, and skills; the school's learning expectations; instructional strategies; and developmentally appropriate assessment practices
- The curriculum emphasizes depth of understanding and application of knowledge through inquiry and problem-solving, exploration and creativity, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed and ethical use of technology
- The taught curriculum aligns with the written curriculum
- There is coordination between and among academic areas and articulation with receiving and sending schools
- Staffing levels to support curriculum review and development, instructional materials, technology, equipment, supplies, facilities, and the resources of the library media center are sufficient
- The professional staff has sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum

A rating of **ACCEPTABLE** is appropriate if all of the following are present:

- The curriculum, on the whole, is written in a common format including essential questions, concepts, content and skills, the school's learning expectations, instructional strategies, and developmentally appropriate assessment practices
- The curriculum emphasizes depth of understanding and application of knowledge
- The curriculum, as taught, aligns with the written curriculum
- Coordination between and among academic areas and articulation with receiving and sending schools occurs
- Staffing levels, instructional materials, technology, equipment, supplies, facilities, and resources of the library media center are sufficient to fully implement the curriculum
- Personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum are sufficient

A rating of **EXEMPLARY** is appropriate if all of the descriptors in the **ACCEPTABLE** rating are met on a consistent level and the school's curriculum evidences significant:

- Use of essential questions, concepts, content, skills, and the learning expectations
- Depth of understanding and application of knowledge through inquiry, problem-solving, exploration and creativity, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed use of technology
- Collaboration between and among academic areas and articulation with receiving and sending schools
- Provision of personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum which uses assessment results and current research

**3****Instruction**

*The quality of instruction is the single most important factor in students' achievement of the school's 21<sup>st</sup> century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's mission, core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.*

1. Teachers' instructional practices are continuously examined to ensure consistency with the school's mission, core values, beliefs, and learning expectations.
2. Teachers' instructional practices support the achievement of the school's learning expectations by:
  - personalizing and differentiating instruction
  - engaging students in cross-disciplinary learning
  - engaging students as active and self-directed learners
  - emphasizing inquiry, problem-solving, and higher order thinking
  - applying knowledge and skills to authentic tasks
  - emphasizing communications skills
  - engaging students in cooperative learning
  - providing feedback
  - engaging students in self-assessment and reflection
  - integrating technology.
3. Teachers adjust their instructional practices to meet the needs of each student by:
  - using formative assessment, especially during instructional time
  - strategically differentiating
  - purposefully organizing group learning activities
  - providing additional support and alternative strategies within the regular classroom.
4. Teachers, individually and collaboratively, improve their instructional practices by:
  - using student achievement data from a variety of formative and summative assessments
  - examining student work
  - performing and analyzing student observations
  - using feedback from a variety of sources, including students, other teachers, supervisors, and parents/guardians
  - examining current research
  - engaging in professional discourse focused on instructional practice.
5. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

## ***Collecting and Thinking about Data Related to the Standard on Instruction***

Below are some types of evidence that can be collected to demonstrate alignment to the Standard. If student work is used, please use the sample cover sheet in Appendix A. This may be edited by the school. All data can be uploaded to the portal or the information can be linked.

- ✓ Any survey data
- ✓ Examples of any documents or descriptions of formal practices or procedures that provide directions or directives for teachers that relate to the inclusion of the school's learning expectations into teachers' instructional practices (3.1)
- ✓ Examples of the processes or procedures that teachers may formally or informally use to continuously examine their instructional practices to ensure consistency with the school's mission, core values, beliefs about learning, and learning expectations (3.1)
- ✓ Examples of how teachers' instructional practices demonstrate the use of the personalization in classroom instruction including representative lessons from a variety of areas which illustrate personalization within a lesson (3.2)
- ✓ Examples of how teachers make connections across disciplines in classroom instruction including representative lessons from a variety of areas which illustrate connections across disciplines (3.2)
- ✓ Examples of how teachers' instructional practices regularly engage students as active participants including representative lessons from a variety of areas in which teachers have engaged students as active participants (3.2)
- ✓ Examples of how teachers' instructional practices regularly emphasize inquiry, problem-solving, and higher order thinking including representative lessons from a variety of areas which demonstrates examples of the emphasis of inquiry, problem-solving, and higher order thinking (3.2)
- ✓ Examples of how teachers' instructional practices regularly ask students to apply knowledge and skills to authentic tasks including representative lessons from a variety of areas in which teachers have asked students to apply knowledge and skills to authentic tasks (3.2)
- ✓ Examples of how teachers' instructional practices regularly emphasize the use of various communications skills (3.2)
- ✓ Examples of how teachers' instructional practices regularly provide feedback to students to help them achieve the learning expectations (3.2)
- ✓ Examples of how teachers' instructional practices regularly engage students in cooperative learning (3.2)
- ✓ Examples of how teachers' instructional practices regularly ask students to self-assess and to reflect about their learning including representative lessons from a variety of areas in which teachers have asked students to self-assess and to reflect about their learning (3.2)
- ✓ Examples of how teachers' instructional practices regularly integrate technology into instructional practices including representative lessons from a variety of areas in which teachers have integrated technology into instructional practices (3.2)
- ✓ Examples of how teachers' instructional practices use formative assessment, especially during instructional time (3.3)
- ✓ Examples of how teachers' instructional practices use strategic differentiation to meet individual student needs (3.3)

- ✓ Examples of how teachers' instructional practices use purposeful organization of group learning activities (3.3)
- ✓ Examples of how teachers' instructional practices provide additional support and alternative strategies within the regular classroom (3.3)
- ✓ Examples of how teachers, individually and collaboratively, use student achievement data from a variety of formative and summative assessments to improve instructional practices (3.4)
- ✓ Examples of the time allocated to examine student work over the past two years, the defined purposes for examining student work, and the improvements in instructional practices derived from this process (3.4)
- ✓ Examples of how teachers receive and use feedback from students, other teachers, supervisors, and parents to improve instructional practices (3.4)
- ✓ Examples of the current research teachers, individually and collaboratively, have used to improve their instructional practices (3.4)
- ✓ Examples of how and when teachers have engaged in professional discourse focused on instructional practices (3.4)
- ✓ Examples of the methods and frequency used by teachers to maintain expertise in their content areas (3.5)
- ✓ Examples of the methods and frequency used by teachers to remain current about instructional practices in their content areas (3.5)

### ***Prompts for Analyzing Evidence and Drawing Conclusions***

1. Complete each analysis using the prompt provided.
2. Determine the extent or degree to which the school aligns to the Indicator by using the *Continuum of Terms in Appendix B*. This continuum is not exhaustive, so other appropriate words can be used.
3. Once you have completed the analysis, write a conclusion sentence (or two), which identifies the degree to which the school aligns to the indicator. See the examples in Indicators 1 and 2.
4. Following the conclusion sentence and based on your discussion and analysis, write sentences or bullets to complete your paragraph that justify or support your conclusion. Your evidence in these sentences comes from your data and your discussions regarding those examples. This information forms the details that justify or support your conclusion.

#### **Indicator 1**

*Teachers' instructional practices are continuously examined to ensure consistency with the school's mission, core values, beliefs, and learning expectations.*

#### **To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about how *teachers' instructional practices are examined to ensure consistency* with the school's mission, core values, beliefs, and learning expectations?

#### **Example of a conclusion sentence**

Teachers consistently examine their instructional practices to ensure consistency with the school's core values, beliefs, and learning expectations.

## **Indicator 2**

*Teachers' instructional practices support the achievement of the school's learning expectations by:*

- *personalizing instruction*
- *engaging students in cross-disciplinary learning*
- *engaging students as active and self-directed learners*
- *emphasizing inquiry, problem solving, and higher order thinking*
- *applying knowledge and skills to authentic tasks*
- *emphasizing communication skills*
- *engaging students in cooperative learning*
- *providing feedback*
- *engaging students in self-assessment and reflection*
- *integrating technology.*

### **To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about how teachers *personalize instruction*; how teachers *engage students in cross-disciplinary learning*; how teachers regularly engage students *as active participants and self-directed learners*; how teachers regularly emphasize *inquiry, problem-solving, and higher order thinking*; how teachers regularly ask students to *apply knowledge and skills to authentic tasks*; how teachers regularly emphasize *communication skills*; how teachers regularly engage students in *cooperative learning*; how teachers regularly provide *feedback*; how teachers regularly ask students to *self-assess and reflect about their learning*; and how *teachers integrate technology into teaching and learning*?

### **Example of a conclusion sentence**

Most teachers' instructional practices support the achievement of the school's learning expectations by consciously emphasizing inquiry, problem solving, and higher order thinking, engaging students as active and self-directed learners; emphasizing communication skills; engaging students in cooperative learning; and integrating available technology. However, cross-disciplinary learning and personalization of instruction is seldom formally used, while the use of authentic tasks and engaging students in self-assessment and reflection, and providing feedback as an instructional practice is sporadic.

## **Indicator 3**

*Teachers adjust their instructional practices to meet the needs of each student by:*

- *using formative assessment, especially during instructional time*
- *strategically differentiating*
- *purposefully organizing group learning activities*
- *providing additional support and alternative strategies within the regular classroom.*

### **To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about teacher use of *formative assessment during instructional time*; *strategic differentiation* of instruction by teachers intended to meet individual student needs; the *purposeful organization of group learning activities* by teachers; and the provision of *additional support* and *the use of alternative strategies* by teachers within the regular classroom?

#### **Indicator 4**

*Teachers, individually and collaboratively, improve their instructional practices by:*

- *using student achievement data from a variety of formative and summative assessments*
- *examining student work*
- *performing and analyzing student observations*
- *using feedback from a variety of sources, including students, other teachers, supervisors, and parents*
- *examining current research*
- *engaging in professional discourse focused on instructional practice.*

#### **To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about how teachers individually and/or collaboratively *use student achievement data from a variety of formative and summative assessments* to improve their instructional practices; the frequency and effectiveness of how teachers individually and/or collaboratively *examine of student work* to improve their instructional practices; how teachers individually and/or collaboratively *perform and analyze student observations* to improve their instructional practices; how *teachers use feedback* from *students, other teachers, supervisors, and parents* for the purpose of improving instructional practices; how teachers individually and collaboratively *use current research* to improve instructional strategies; and how teachers *engage in professional discourse focused on instructional practices*?

#### **Indicator 5**

*Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.*

#### **To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about how teachers are *reflective practitioners; maintain expertise in their content area and in content-specific instructional practices*?

# RATING GUIDE

## Instruction

A rating of **NOT YET MEETING THE STANDARD** is appropriate if any of the following exist:

- Instructional practices on the whole are not consistent with the school's mission, core values, beliefs, and 21<sup>st</sup> century learning expectations
- Instructional strategies do not personalize instruction; engage students in cross-disciplinary learning; engage students as active and self-directed learners; emphasize inquiry, problem-solving, and higher order thinking; provide opportunities for the authentic application of knowledge and skills; engage students in self-assessment and reflection; and integrate technology
- The school's level of adherence to Indicator 5 in Standard 7, Community Resources for Learning, does not sufficiently support instructional practices

A rating of **LIMITED** is appropriate if teachers at least, minimally: employ instructional strategies that are consistent with the school's mission, core values, beliefs, and learning expectations; employ instructional strategies that personalize instruction, engage students in cross-disciplinary learning, engage students as active and self-directed learners, emphasize inquiry, problem-solving, and higher order thinking, provide opportunities for the authentic application of knowledge and skills, engage students in self-assessment and reflection, and integrate technology; and maintain expertise in their content area and in content-specific instructional practices; but do not yet:

- Use formative assessment, especially during instructional time
- Strategically differentiate
- Purposefully organize group learning activities
- Provide additional support and alternative strategies within the regular classroom

A rating of **ACCEPTABLE** is appropriate if teachers on the whole: employ instructional strategies that are aligned with the school's mission, core values, beliefs, and learning expectations; employ instructional strategies that, engage students in cross-disciplinary learning, engage students as active and self-directed learners, emphasize inquiry, problem-solving, and higher order thinking, apply knowledge and skills to authentic tasks, emphasize communication skills, engage students in self-assessment and reflection, integrate technology; and:

- Maintain expertise in their content area and in content-specific instructional practices
- Use formative assessment, especially during instructional time, strategically differentiate, purposefully organize group learning activities, and provide additional support and alternative strategies within the regular classroom

A rating of **EXEMPLARY** is appropriate when the descriptors in the **ACCEPTABLE** rating are met on a consistent level and:

- Teachers, individually and collaboratively, improve their instructional practices by: using student achievement data from a variety of formative and summative assessments; examining student work; using feedback from a variety of sources, including students, other teachers, supervisors, and parents; examining current research; and engaging in professional discourse focused on instructional practice

**4**

**Assessment**

*Assessment informs students and stakeholders of progress and growth toward meeting the school's 21<sup>st</sup> century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.*

1. The professional staff continuously employ a formal process to assess whole-school and individual student progress in achieving the school's learning expectations.
2. The school's professional staff communicate:
  - individual student progress in achieving the school's learning expectations to students and their families
  - the school's progress in achieving the school's learning expectations to the school community and stakeholders.
3. Professional staff collect, disaggregate, and analyze data to identify and respond to inequities in student achievement.
4. Prior to each unit of study, teachers communicate to students the school's applicable learning expectations and related unit-specific learning goals to be assessed.
5. Teachers employ a range of assessment strategies, including formative and summative assessments.
6. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.
7. Teachers provide specific and timely feedback to ensure students revise and improve their work.
8. Teachers use their knowledge of individual students and content to pose problems and ask questions during assessment activities to determine student understanding and learning.
9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.
10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
  - student work
  - common grade-level assessments
  - individual and school-wide progress in achieving the school's learning expectations
  - standardized assessments
  - data from sending and receiving schools
  - parent/guardian input
  - other survey data.
11. Grading and/or reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

## ***Collecting and Thinking about Data Related to the Standard on Assessment***

Below are some types of evidence that can be collected to demonstrate alignment to the Standard. If student work is used, please use the sample cover sheet in Appendix A. This may be edited by the school.

- ✓ Any survey data
- ✓ The results of any opinion surveys administered to parents, students, and teachers with regard to this Standard.
- ✓ State reports
- ✓ Any sample reports provided to an individual student and family identifying progress made in achieving the learning expectations (4.2)
- ✓ Sample report(s) provided to the community and stakeholders identifying the school's progress in achieving the school's learning expectations (4.2)
- ✓ Any items or descriptions of the process the faculty uses to collect, disaggregate, and analyze data to respond to inequities in student achievement (4.3)
- ✓ Examples of disaggregated data that has been used to examine inequities in student achievement (4.3)
- ✓ Examples of actions taken to address inequities in student achievement based on examined data (4.3)
- ✓ Examples which demonstrates that teachers communicate applicable learning expectations and unit specific learning goals when introducing units of study (4.4)
- ✓ Examples from a variety of courses of both formative and summative assessments used by teachers (4.5)
- ✓ Evidence of the frequency with which both formative and summative assessments are employed by teachers in each department/curriculum content area (4.5)
- ✓ Examples of the time and types of regularly scheduled activities during which teachers formally collaborate on the creation, analysis, and revisions of formative, summative, and common assessments (4.6)
- ✓ Evidence of revisions made to formative, summative, and common assessments based on collaborative discussions (4.6)
- ✓ Examples of the types of specific, timely, and corrective feedback teachers use which provide students with opportunities to revise/improve their work (4.7)
- ✓ Examples of improved student work resulting from teacher feedback (4.7)
- ✓ Examples of how teachers' use their knowledge of students and content to pose problems and questions and use this information to determine student understanding and learning (4.8)
- ✓ Examples of teachers' regular use of formative assessments and how the formative assessment has been used to adapt their instructional practices (4.9)
- ✓ Examples of how teachers and administrators, individually and collaboratively, examine student work, common assessments, individual and school-wide achievement results of learning expectations, standardized assessments, data from sending or receiving schools, parent/guardian input, as well as other survey data for the purpose of revising curriculum and improving instructional practice (4.10)
- ✓ Examples of changes in curriculum based on the examination of student work, common course and/or grade-level assessments, individual student and school progress in achieving the learning expectations, standardized assessments, data from sending and receiving schools, parent/guardian input, and any other survey data (4.10)
- ✓ Examples of changes in instructional practices based on the examination of student work, common course and/or common grade-level assessments, individual student and school progress in achieving the learning expectations, standardized assessments, data from sending and receiving schools, parent/guardian input and any other survey data (4.10)
- ✓ Examples of the time teachers and administrators have spent collaborating on the examination of student learning for the purpose of revising curriculum and instructional practices (4.10)
- ✓ The school's grading and reporting practices (4.11)
- ✓ Examples of how the school's grading and reporting practices are reviewed to ensure alignment with the school's core values and beliefs about learning (4.11)
- ✓ Examples of actions taken to align the school's grading and reporting practices with the school's core values and beliefs about learning (4.11)

## *Prompts for Analyzing Evidence and Drawing Conclusions*

1. Complete each analysis using the prompt provided.
2. Determine the extent or degree to which the school aligns to the Indicator by using the *Continuum of Terms in Appendix B*. This continuum is not exhaustive, so other appropriate words can be used.
3. Once you have completed the analysis, write a conclusion sentence (or two), which identifies the degree to which the school aligns to the indicator. See the examples in *Indicators 1 and 2*.
4. Following the conclusion sentence and based on your discussion and analysis, write sentences or bullets to complete your paragraph that justify or support your conclusion. Your evidence in these sentences comes from your data and your discussions regarding those examples. This information forms the details that justify or support your conclusion.

### **Indicator 1**

*The professional staff continuously employs a formal process to assess whole-school and individual student progress in achieving the school's learning expectations.*

#### **To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how the school continuously employs a formal process to assess individual student progress and whole-school progress in achieving all of the school's learning expectations..

#### **Example of a conclusion sentence**

The school has begun to employ a formal process, by using the rubrics created for some of the learning expectations in a very limited way on some individual assignments in some subject areas. However, as of yet there is no fully implemented formal process to assess individual student progress as well as whole-school achievement of the school's learning expectations.

### **Indicator 2**

*The school's professional staff communicate:*

- *individual student progress in achieving the school's learning expectations to students and their families*
- *the school's progress in achieving the school's learning expectations to the school community and stakeholders.*

#### **To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how individual achievement reports are issued to students and families and whole school progress in achieving the expectations to the school community and stakeholders.

#### **Example of a conclusion sentence**

Because the school has yet to develop and implement a formal process to assess students' progress in achieving the school's learning expectations, it has also not yet developed a process to report individual achievement to students and families and whole-school achievement to the school community and stakeholders.

### **Indicator 3**

*Professional staff collect, disaggregate, and analyze data to identify and respond to inequities in student achievement.*

#### **To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how professional staff *collect, disaggregate, and analyze data* and how it is used to *identify and respond to inequities in student achievement*.

### **Indicator 4**

*Prior to each unit of study, teachers communicate to students the school's applicable learning expectations and related unit-specific learning goals to be assessed.*

#### **To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how teachers *communicate the applicable learning expectations and related unit-specific learning goals* to be assessed prior to each unit of study.

### **Indicator 5**

*Teachers employ a range of assessment strategies, including formative and summative assessments.*

#### **To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how teachers regularly and purposefully, *employ a range and variety of formative and summative assessments*.

### **Indicator 6**

*Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.*

#### **To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how teachers regularly and formally collaborate of *on the creation, analysis, and revision of formative and summative assessments, including common assessments*.

### **Indicator 7**

*Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.*

#### **To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how teachers regularly *provide specific, timely, and corrective feedback* to ensure students have sufficient opportunities to *revise and improve their work*.

### **Indicator 8**

*Teachers use their knowledge of individual students and content to pose problems and ask questions during assessment activities to determine student understanding and learning.*

#### **To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about teachers *regularly use their knowledge of individual students and content to pose problems and ask questions during assessment activities* to determine student understanding and learning.

### **Indicator 9**

*Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.*

#### **To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how teachers *regularly use formative assessments* to inform and adapt their instructional practices for the purpose of improving student learning.

### **Indicator 10**

*Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practices, including all of the following:*

- *student work*
- *common course and common grade-level assessments*
- *individual and school-wide progress in achieving the school's learning expectations*
- *standardized assessments*
- *data from sending and receiving schools*
- *parent/guardian input*
- *other survey data.*

#### **To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how teachers and administrators *individually and collaboratively examine student work, common course and grade level assessments, individual and school-wide progress in achieving the school's learning expectations, standardized assessments, data from sending and, receiving schools, parent/guardian input, and any survey data from current students and alumni* for the purpose of revising curriculum and instructional practices.

### **Indicator 11**

*Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.*

#### **To complete the analysis, use the following prompt:**

Using the data, determine what the evidence shows about the *alignment of the grading practices with the school's core values and beliefs about learning* and the *regularity* of the review.

# RATING GUIDE

## Assessment

A rating of **NOT YET MEETING THE STANDARD** is appropriate if any of the following exist:

- The school does not have a formal process to assess whole-school and individual student progress in achieving the school's learning expectations
- Teachers do not regularly provide specific, timely, and corrective feedback to ensure students revise and improve their work
- Teachers do not regularly use formative assessments to adapt instruction and improve student learning

A rating of **LIMITED** is appropriate if the school has a formal process to assess whole-school and individual student progress in achieving the school's learning expectations; teachers regularly provide specific, timely, and corrective feedback to ensure students revise and improve their work; and teachers regularly use formative assessments, but does not yet regularly:

- Communicate to students the school's applicable 21<sup>st</sup> century learning expectations and related unit-specific learning goals to be assessed prior to each unit of study
- Use formative assessments to inform and adapt their instruction for the purpose of improving student learning
- Review and revise grading and reporting practices to ensure alignment with the school's core values and beliefs about learning

A rating of **ACCEPTABLE** is appropriate if the school has a formal process to assess whole-school and individual student progress in achieving the school's learning expectations, and teachers regularly provide: specific, timely, and corrective feedback to ensure students revise and improve their work, formative assessments to inform and adapt their instruction for the purpose of improving student learning, communication to students, prior to each unit of study, the school's applicable learning expectations and related unit-specific learning goals to be assessed, and:

- Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning
- Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement
- Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including most of the following:
  - student work
  - common grade-level assessments
  - individual and school-wide progress in achieving the school's 21<sup>st</sup> century learning expectations
  - standardized assessments
  - data from sending and receiving schools
  - parent/guardian input
  - other survey data

- The school's professional staff communicates:
  - individual student progress in achieving the school's learning expectations to students and their families
  - the school's progress in achieving the school's learning expectations to the school community

A rating of **EXEMPLARY** is appropriate if all the descriptors in the **ACCEPTABLE** rating are met and:

- Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments
- In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments

P I L O T

# 5

## Culture and Leadership

*The school culture is equitable and inclusive, and it embodies the school's foundational mission, core values, beliefs, and expectations about student learning. The culture is characterized by reflective, collaborative, and constructive dialogue about researched-based practices that support high expectations for teaching and learning. The leadership of the school fosters mutual respect and a safe, positive culture by promoting citizenship, learning, and shared leadership by engaging all members of the school community in efforts to improve teaching and learning.*

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
2. The school is equitable, inclusive, and fosters heterogeneity by using student grouping practices that reflect an understanding of the unique learning and social needs of all students and demonstrate an awareness of the diversity of the population of the school.
3. In order to improve student learning through professional development, the principal and professional staff:
  - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
  - use resources outside of the school to maintain current with best practices
  - dedicate formal time to implement professional development
  - have a planned orientation program for certified and support staff
  - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.
4. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.
5. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.
6. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's mission, core values, beliefs, and learning expectations.
7. All members of the school community feel welcome at the school and are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.
8. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.
9. The work, contributions, and achievements of all students and school personnel are regularly acknowledged and celebrated and appropriately displayed throughout the school.
10. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's learning expectations.
11. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

## ***Collecting and Thinking about Data Related to the Standard on Culture and Leadership***

Below are some types of evidence that can be collected to demonstrate alignment to the Standard. If student work is used, please use the sample cover sheet in Appendix A. This may be edited by the school. All data can be uploaded to the portal or the information can be linked.

- ✓ Any survey data
- ✓ Student, parent, and teacher handbooks (5.1)
- ✓ Discipline and attendance policies (5.1)
- ✓ Comparative annual data on disciplinary actions, incidences of vandalism, etc. (5.1)
- ✓ Examples of any specific programs, school initiatives or activities that are related to improving school culture and climate (5.1)
- ✓ Examples of any specific programs, school initiatives or activities that are related to that foster students' sense of pride and ownership in their school (5.1)
- ✓ Examples of how the school fosters student responsibility for learning (5.1)
- ✓ Examples of how the school promotes high expectations for all students (5.1)
- ✓ Results from any school survey or other assessments related to school climate (5.1)
- ✓ Examples of courses/classes that are heterogeneously grouped in each core curriculum area and/or elective areas (5.2)
- ✓ Examples of how the school fosters heterogeneity to reflect the unique learning and social needs of all students (5.2)
- ✓ Examples of how the school ensures that students have equitable access to all classes (and levels) and that the school is an inclusive learning environment (5.2)
- ✓ Examples of how the school demonstrates and awareness of the diversity of the population of the school through instruction, activities, materials, recognition/celebration of differences, or other avenues (5.2)
- ✓ Examples (with dates, length of sessions, and participants involved) of the formal sessions or ongoing activities where the principal and professional staff have engaged in professional discourse for reflection, inquiry and analysis of teaching and learning (5.3)
- ✓ Examples of the resources outside the school employed by faculty to maintain currency with best practices (workshops, seminars, programs) (5.3)
- ✓ Information about programs/formal time including the number of participants, number of hours, and a brief description of the program allotted over the past two years to professional development for all faculty (5.3)
- ✓ Information about the time allotted for the planned orientation program for staff including the number of participants, and type of the program
- ✓ Examples of the application of the skills, practices or ideas gained and their impact on improving curriculum, instruction, and assessment (5.3)
- ✓ Information about the school's supervision and evaluation process (5.4)
- ✓ Resources (seminars, courses, workshops, programs) attended by administrators who supervise and evaluate teachers (5.4)
- ✓ The school's daily schedule (5.5)
- ✓ Examples of how the school's schedule supports instruction, professional collaboration, and student learning needs (5.5)
- ✓ Examples of time available for faculty to meet to collaborate (e.g., PLC groups, early release, late start days)

- ✓ Examples of how the principal has involved other building leaders in instructional improvement based on the school's mission, core values, beliefs, and learning expectations (5.6)
- ✓ Examples of how each group; teachers, staff, students and parents, are afforded meaningful roles within the decision-making processes of the school. (5.7)
- ✓ Examples where teachers have initiated and led school improvements and have exercised leadership to effect change and improve the school (5.8)
- ✓ Examples of how the work, contributions, and achievements of all students and school personnel are regularly acknowledged, celebrated, and displayed. (5.9)
- ✓ Examples that demonstrate collaborative, reflective, and constructive interactions in which the principal, superintendent and school board have worked together towards achieving the school's learning expectations (5.10)
- ✓ The principal's job description (5.11)
- ✓ Examples that demonstrate how the school board and superintendent have or have not given the principal sufficient decision-making authority to lead the school (5.11)

### ***Prompts for Analyzing Evidence and Drawing Conclusions***

1. Complete each analysis using the prompt provided.
2. Determine the extent or degree to which the school aligns to the Indicator by using the *Continuum of Terms in Appendix B*. This continuum is not exhaustive, so other appropriate words can be used.
3. Once you have completed the analysis, write a conclusion sentence (or two), which identifies the degree to which the school aligns to the indicator. See the examples in Indicators 1 and 2.
4. Following the conclusion sentence and based on your discussion and analysis, write sentences or bullets to complete your paragraph that justify or support your conclusion. Your evidence in these sentences comes from your data and your discussions regarding those examples. This information forms the details that justify or support your conclusion.

#### **Indicator 1**

*The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.*

#### **To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about the school community's efforts to *consciously and continuously build a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.*

#### **Example of a conclusion sentence**

The school community's deliberate efforts have consciously and continuously built a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations.

## **Indicator 2**

*The school is equitable, inclusive, and fosters heterogeneity by using student grouping practices that reflect an understanding of the unique learning and social needs of all students and demonstrate an awareness of the diversity of the population of the school.*

### **To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how the school *is equitable, inclusive and ensures that it fosters heterogeneity by using student grouping practices that reflect an understanding of the unique learning and social needs of all students and demonstrate an awareness of the diversity of the population of the school.*

### **Example of a conclusion sentence**

The school is mostly equitable and inclusive, and minimally fosters heterogeneity by using student grouping practices that reflect an understanding of the unique learning and social needs of all students and demonstrate an awareness of the diversity of the population of the school.

## **Indicator 3**

*In order to improve student learning through professional development, the principal and professional staff:*

- *engage in professional discourse for reflection, inquiry, and analysis of teaching and learning*
- *use resources outside of the school to maintain currency with best practices*
- *dedicate formal time to implement professional development*
- *have a planned orientation program for certified and support staff*
- *apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.*

### **To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how student learning is improved through *professional development*, including how the principal and professional staff *engage in professional discourse for reflection, inquiry, and analysis of teaching and learning; use resources outside of the school to maintain currency with best practices; dedicate formal time to implement professional development; have a planned orientation program for certified and support staff; and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.*

## **Indicator 4**

*School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.*

### **To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how *school leaders use research-based supervision and evaluation processes to improve student learning.*

**Indicator 5**

*The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.*

**To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how the school's organization of time *supports research-based instruction, professional collaboration among teachers, and the learning needs of all students learning.*

**Indicator 6**

*The principal, working with other building leaders, provides instructional leadership that is rooted in the school's mission, core values, beliefs, and learning expectations.*

**To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how the principal *works with other building leaders* to provide *instructional leadership that is rooted in the school's core values and beliefs about learning.*

**Indicator 7**

*All members of the school community are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.*

**To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how *teachers, staff, students, and parents are involved with meaningful and defined roles in decision-making* that promote responsibility and ownership..

**Indicator 8**

*Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.*

**To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how *teachers exercise initiative and leadership* in order to *improve the school and to increase students' engagement in learning.*

**Indicator 9**

*The work, contributions, and achievements of all students and school personnel are regularly acknowledged and celebrated and appropriately displayed throughout the school.*

**To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how the *work, contributions, and achievements of all students and school personnel are regularly acknowledged and celebrated and appropriately displayed throughout the school.*

**Indicator 10**

*The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's learning expectations.*

**To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how *the school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's learning expectations.*

**Indicator 11**

*The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.*

**To complete the analysis, use the following prompt:**

Using the data, determine what the evidence/data shows about how *the school board and superintendent provide the principal with sufficient decision-making authority to lead the school.*

DRAFT

# RATING GUIDE

## Culture and Leadership

A rating of **NOT YET MEETING THE STANDARD** is appropriate if any of the following exist:

- The school is not equitable and inclusive
- The principal, working with other building leaders, does not provide instructional leadership that is rooted in the school's core values, beliefs, and learning expectations
- The school is not safe

A rating of **LIMITED** is appropriate if the school is working towards becoming inclusive and equitable and ensures access to challenging academic experiences for many students; the principal marginally provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations; and the school is safe, but:

- The school board and superintendent do not provide the principal with the sufficient decision-making authority to lead the school

A rating of **ACCEPTABLE** is appropriate if the school is equitable and inclusive and ensures access to challenging academic experiences for all students; the principal, working with other building leaders, provides instructional leadership that is rooted in the school's mission, core values, beliefs, and learning expectations; the school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all; and:

- The school board and superintendent provide the principal with the sufficient decision-making authority to lead the school
- The organization of time supports research-based instruction, professional collaboration among teachers, and the learning and social needs of all students
- The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations
- In order to improve student learning through professional development, the principal and professional staff:
  - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
  - use resources outside of the school to maintain currency with best practices
  - dedicate formal time to implement professional development
  - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment
- The work, contributions, and achievement of all students and school personnel are regularly acknowledged and celebrated and appropriately displayed throughout the school

A rating of **EXEMPLARY** is appropriate if all the descriptors in the **ACCEPTABLE** rating are met and:

- The school is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations
- School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning
- Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership
- Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning

Pilot

# 6

## Student Services and Support

***Student learning and well-being are dependent upon appropriate sufficient support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's mission, core values, and beliefs. Student services and support enable each student to achieve the school's 21<sup>st</sup> century learning expectations.***

1. The school staff, in collaboration with families and community agencies, provide coordinated and directive intervention strategies to support all students. This includes academic, social, emotional and physical needs to ensure that all students have an equal opportunity to achieve the school's learning expectations.
2. The physical areas provided for student support services are appropriate for the particular service and ensure privacy and confidentiality.
3. The school maintains all student, administrative, and personnel records in a confidential and secure manner consistent with federal, state, and local laws or regulations.
4. Support services staff use technology to deliver an effective range of coordinated services for each student.
5. School counseling services have an adequate number of certified/licensed personnel and support staff who:
  - deliver a written, developmental program
  - engage in individual and group meetings with students
  - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
  - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's learning expectations.
6. The school's health services have an adequate number of certified/licensed personnel and support staff who:
  - provide preventative health services and direct intervention services
  - use an appropriate referral process
  - conduct ongoing student health assessments
  - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's learning expectations.
7. Library media services are integrated into curriculum and instructional practices and have an adequate number of personnel and support staff who:
  - are actively engaged in the implementation of the school's curriculum
  - provide a wide range of materials, technologies, and other information services in support of the school's curriculum
  - are responsive to students' interests and needs in order to support independent learning
  - conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's learning expectations.

8. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:
- collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's learning expectations
  - provide inclusive learning opportunities for all students
  - perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's learning expectations.

PILOT

## ***Collecting and Thinking about Data Related to the Standard on Student Services and Support***

Below are some types of evidence that can be collected to demonstrate alignment to the Standard. If student work is used, please use the sample cover sheet in Appendix A. This may be edited by the school. All data can be uploaded to the portal or the information can be linked.

- ✓ Any survey data
- ✓ A list of student support services which enable each student, including at-risk and identified students, to achieve the school's learning expectations (6.1)
- ✓ Examples of the coordination among and between these services, staff, and families (6.1)
- ✓ Information about the sequential steps in the processes developed to provide intervention strategies for all students including identified and at-risk students (6.1)
- ✓ Information about how academic, physical, social, and emotional needs of students are supported and met so that they are able to achieve the schools learning expectations (6.1)
- ✓ Information about all student support services physical areas and the appropriateness of those areas as related to the service (6.1 and 6.2)
- ✓ Information about where records are stored and evidence of security (6.3)
- ✓ Examples of technology resources used by counseling services personnel, health services personnel, library/media services personnel, and special education service personnel to deliver an effective range of coordinated services (6.4)
- ✓ Information about all certified/licensed counseling personnel and support staff with a job description of the roles and responsibilities of each individual's position (6.5)
- ✓ The written developmental counseling program (6.5)
- ✓ Examples of the amount of time counseling personnel meet with students in individual and group sessions (6.5)
- ✓ The local area mental health and social service agencies with which the school has a partnership/direct affiliation and a representative examples of the types of collaborative outreach and referrals made by counselors (6.5)
- ✓ Examples of the types of assessment data, including feedback from the school community, counseling personnel use to improve services and ensure that each student achieves the school's learning expectations (6.5)
- ✓ Information about the changes made based on the data and feedback received to improve counseling services (6.5)
- ✓ Information about the certified/licensed health services personnel with a job description of the roles and responsibilities of each individual's position (6.6)
- ✓ Examples of all on-going, preventative, and direct intervention services provided by health services (6.6)
- ✓ Information about the health services referral process (6.6)
- ✓ Information about the agencies to which students may be referred for additional services (6.6)
- ✓ Examples of the types of assessment data, including feedback from the school community, health services personnel use to improve services and ensure that each student achieves the school's learning expectations (6.6)
- ✓ Information about changes made based on the data and feedback received to improve health services (6.6)
- ✓ Information about the certified/licensed library/media services personnel and support staff including a brief description of the roles and responsibilities of each individual (6.7)

- ✓ Examples of how library/media services personnel are actively engaged in the implementation of the curriculum (6.7)
- ✓ Information about the inventory of print materials, non-print materials, computer hardware and software, and other resources that support the school's curriculum (6.7)
- ✓ Information about the operating hours of the facility, including before, during, and after school (6.6)
- ✓ The services available that support independent learning and demonstrate students' needs and interests are being met (6.7)
- ✓ Examples of the types of assessment data, including feedback from the school community, library/media services personnel use to improve services and ensure that each student achieves the school's learning expectations (6.7)
- ✓ Information about the changes made based on the data and feedback received to improve library/media services (6.7)
- ✓ Information about school certified/licensed personnel and support staff who provide services for identified students, including special education, 504, and English language learners including a job description of the roles and responsibilities of each (6.8)
- ✓ Examples of ways in which all teachers, counselors, targeted services, and other support services personnel, collaborate in order to achieve the school's learning expectations (6.8)
- ✓ Examples of inclusive learning opportunities for all students (6.8)
- ✓ Information about the types of assessment data used, including feedback from the school community, to improve support services for identified students and ensure that each student achieves the school's learning expectations (6.8)
- ✓ Information about changes made based on the data and feedback received to improve support services (6.8)

### ***Prompts for Analyzing Evidence and Drawing Conclusions***

1. ***Complete each analysis using the prompt provided.***
2. ***Determine the extent or degree to which the school aligns to the Indicator by using the Continuum of Terms in Appendix B. This continuum is not exhaustive, so other appropriate words can be used.***
3. ***Once you have completed the analysis, write a conclusion sentence (or two), which identifies the degree to which the school aligns to the indicator. See the examples in Indicators 1 and 2.***
4. ***Following the conclusion sentence and based on your discussion and analysis, write sentences or bullets to complete your paragraph that justify or support your conclusion. Your evidence in these sentences comes from your data and your discussions regarding those examples. This information forms the details that justify or support your conclusion.***

### **Indicator 1**

*The school staff, in collaboration with families and community agencies, provides coordinated and directive intervention strategies to support all students. This includes academic, social, emotional, and physical needs to ensure that all students have an equal opportunity to achieve the school's learning expectations.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about the how the school staff *collaborates with families and community agencies to provide coordinated and directive* intervention strategies *that support each student’s academic, social, emotional, and physical needs to achieve the school’s learning expectations*, and provides information to families, especially those most in need, about support services?

**Example of a conclusion sentence**

The school staff, in collaboration with families and community agencies, regularly and consistently provides coordinated and directive intervention strategies to support all student needs, including academic, social, emotional, and physical needs, to ensure that all students have an equal opportunity to achieve the school’s learning expectations.

**Indicator 2**

*The physical areas provided for student support services are appropriate for the particular service and ensure privacy and confidentiality.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about the how the school provides *specific areas that are appropriate for particular services* and those *areas ensure privacy and confidentiality* as applicable?

**Indicator 3**

*The school maintains all student, administrative, and personnel records in a confidential and secure manner consistent with federal, state, and local laws or regulations.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about the how the school maintains all *student, administrative, and personnel records for student support services* in a *confidential and secure manner* consistent with federal, state, and local laws or regulations?

**Indicator 4**

*Support services staff use technology to deliver an effective range of coordinated services for each student.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about the extent to which counseling, health services, library/media services, and identified student support services personnel *use technology* to deliver an *effective range of coordinated services* for each student?

**Indicator 5**

*School counseling services have adequate, certified/licensed personnel and support staff who:*

- *deliver a written, developmental program*
- *engage in individual and group meetings with all students*
- *deliver collaborative outreach and referral to community and area mental health agencies and social service providers*
- *use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school’s learning expectations.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about the *adequacy of the number of certified/licensed school counseling personnel and support staff* available to deliver a range of programs and service; the existence of a *written, developmental counseling program* and how counseling personnel regularly and effectively deliver this program; how student counseling services regularly and adequately *engage in individual and group meetings with all students*; how counselors *collaboratively deliver outreach and referrals to the community and area mental health providers*; and the effectiveness of counseling services personnel in *using relevant assessment data in an ongoing manner* to improve services and ensure each student achieves the school's learning expectations?

**Example of a conclusion sentence**

School counseling services have an adequate number of certified/licensed personnel who effectively deliver a written and developmental counseling program, are sometimes engaged in providing both individual and group meetings with all students, occasionally deliver collaborative outreach and referrals to community and area mental health agencies and social service providers, but do not use relevant assessment data in an ongoing manner to improve services.

**Indicator 6**

*The school's health services have an adequate number of certified/licensed personnel and support staff who:*

- *provide preventative health services and direct intervention services*
- *use an appropriate referral process*
- *conduct ongoing student health assessments*
- *use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's learning expectations.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about the *adequacy of the number of certified/licensed school health services personnel* available to deliver a range of programs and service; how health services personnel provide *adequate preventative and direct* intervention services; how health services personnel use *appropriate referral processes*; how health services personnel *conduct ongoing student health assessments*; and how health services personnel *use assessment data in an ongoing manner, including feedback from the school community*, to improve services?

**Indicator 7**

*Library media services are integrated into curriculum and instructional practices and have an adequate number of personnel and support staff who:*

- *are actively engaged in the implementation of the school's curriculum*
- *provide a wide range of materials, technologies, and other information services in support of the school's curriculum*
- *are responsive to students' interests and needs in order to support independent learning*
- *conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's learning expectations.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about the adequacy of *the number of certified/licensed library/media services personnel and support staff* to ensure those services are *appropriately integrated* into the school's curriculum and instructional practices; how library/media services personnel are *actively engaged in the implementation of the school's curriculum*; how library/media services provide a *wide range of print and non-print materials, computer hardware and software, and other resources* which *fully support the school's curriculum*; the *availability of the facility for student and teachers use throughout the entire school day, as well as before and after school hours*; the adequacy of library/media service personnel responses to *meeting students' interests and needs to support independent learning*; and how library/media services personnel *use assessment data in an ongoing manner, including relevant feedback from the school community* to improve the services?

**Indicator 8**

*Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:*

- *collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's learning expectations*
- *provide inclusive learning opportunities for all students*
- *perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's learning expectations.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about the adequacy of *the number of certified/licensed personnel and support staff* to provide a full range of services for identified students; how support services personnel who work with identified students regularly and effectively *collaborate with all teachers, counselors, targeted services, and other support staff* in order for students to achieve the school's learning expectations; the adequacy of support services personnel who work with identified students to provide *appropriate inclusive services for all identified students*; and how support services personnel who work with identified students *use relevant assessment data in an ongoing manner, including feedback from the school community, to improve services?*

## **RATING GUIDE**

### **Student Services and Support**

A rating of **NOT YET MEETING THE STANDARD** is appropriate if any of the following exist:

- The school lacks timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's learning expectations
- School counseling personnel (student to counselor ratio should not exceed 300:1), health/nursing personnel, library media personnel (school should have a minimum of one full-time certified library media specialist for a school over 400 enrollment), or special support services personnel are insufficient to enhance and support the school's mission, core values, and beliefs and to enable each student to achieve the school's learning expectations

A rating of **LIMITED** is appropriate if the school has timely, coordinated, and directive intervention strategies for all students, provides adequate counseling, health, and library media services personnel, but:

- Do not provide adequate information to families, especially those most in need, about available student support services
- Do not provide a comprehensive range of counseling services to students
- Do not provide a range of comprehensive health services to students
- Do not provide a wide range of library media materials, technologies, and other information services in support of the school's curriculum

A rating of **ACCEPTABLE** is appropriate if the school has timely, coordinated, and directive intervention strategies for all students; provides adequate counseling, health, and library media services personnel; fully informs families, especially those most in need, about available student support services; provides a comprehensive range of counseling services to students; provides a full range of comprehensive health services to students; provides a wide range of materials, technologies, and other information services in support of the school's curriculum; and provides all of the following:

- Counseling personnel deliver a written, developmental program; engage in individual and group meetings with all students; deliver collaborative outreach and referral to community and mental health agencies and social service providers
- Health personnel provide preventative health services and direct intervention services, use an appropriate referral process, and conduct ongoing student health assessments
- Library media services are integrated into the curriculum and library media personnel are actively engaged in the implementation of the school's curriculum, and are responsive to students' interests and needs in order to support independent learning

A rating of **EXEMPLARY** is appropriate if all the descriptors in the **ACCEPTABLE** rating are met and:

- Support services staff use technology to deliver an effective range of coordinated services for each student
- Counseling services, health services, and library media services use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's learning expectations

**7****School Finance and Community Relations**

*The achievement of the school's mission, core values, and beliefs about 21st century learning expectations requires active community, governing board, and parent/guardian advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.*

1. The community and the district's governing body provide dependable funding for:
  - a wide range of school programs and services
  - sufficient professional and support staff
  - ongoing professional development and curriculum revision
  - a full range of technology support
  - sufficient equipment
  - sufficient instructional materials and supplies.
2. The community, through the district school board, sets and implements district and school policy to ensure a learning environment that supports high levels of learning for all.
3. The school community develops, plans, and funds programs to:
  - ensure the maintenance and repair of the building and school plant
  - properly maintain, catalogue, and replace equipment
  - keep the school clean on a daily basis.
4. The community funds and the school implements a long-range plan that addresses:
  - programs and services
  - enrollment changes and staffing needs
  - facility needs
  - technology
  - capital improvements.
5. Faculty and building administrators are actively involved in the development and implementation of the budget.
6. The school site and plant support the delivery of high quality school programs and services.
7. The school maintains documentation that the physical plant and facilities meet all applicable federal, state, and local laws and are in compliance with local fire, health, and safety regulations.
8. The area, menus, and equipment for food services ensure that the well-being of the students is a priority and is in compliance with federal, state, and local laws and regulations.
9. Appropriate school transportation procedures are in place to ensure the safety of the students and in compliance with all federal, state, and local laws and regulations.

10. The professional staff actively engage parents/guardians and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.
11. The school develops productive parent/guardian, community, business, and higher education partnerships that encourage mutual cooperation and good citizenship and support student learning.

PILOT

## ***Collecting and Thinking about Data Related to the Standard on School Finance and Community Relations***

Below are some types of evidence that can be collected to demonstrate alignment to the Standard. If student work is used, please use the sample cover sheet in Appendix A. This may be edited by the school. All data can be uploaded to the portal or the information can be linked.

- ✓ Any survey data
- ✓ The program of studies and all co-curricular activities
- ✓ The school's approved budget for the school year in which the school is being evaluated (7.1)
- ✓ Budgeted amounts for the last two years for: (a) professional development, (b) curriculum revision, (c) technology support, (d) equipment, and (e) instructional materials and supplies (7.1)
- ✓ Any inadequacies noted by departments/teams related to instructional materials and supplies and technology support which negatively impact students' achievement of the learning expectations (7.1)
- ✓ Any inadequacies, including any multi-year trends, in the funding of services to students (7.1)
- ✓ Any inadequacies, including multi-year trends, in the funding of school programs (7.1)
- ✓ Examples of how the community, through the district school board, sets and implements district and school policy to ensure a learning environment that supports high levels of learning for all
- ✓ Examples of policies that illustrate how the school board sets and implements district policy to ensure a learning environment that supports high levels of learning for all students (7.2)
- ✓ Examples of school board meeting agendas where discussions of promoting high levels of learning for all were discussed (7.2)
- ✓ Information about the processes for the maintenance, cataloging, and replacement of equipment (7.3)
- ✓ Information about custodial staffing and cleaning procedures (7.3)
- ✓ Information about and the schedule for regular maintenance and repair of the building and school plant (7.3)
- ✓ The long-range plans for:
  - programs and services
  - anticipated enrollment changes and staffing needs
  - facility needs
  - technology
  - capital improvements (7.4)
- ✓ Information about amount budgeted over the last two years to support:
  - long-range plan for programs and services
  - anticipated enrollment changes and staffing needs
  - facility needs
  - technology
  - capital improvements (7.4)
- ✓ Information about how faculty, department area leaders, and building administrators are involved in the development and implementation of the budget (7.5)

- ✓ Information of any positive or negative impact of the facility on teaching and learning or the delivery of services or programs (7.6)
- ✓ Documents or other information that demonstrate school compliance with all applicable federal and state laws and with local fire, health, and safety regulations (7.7)
- ✓ Examples of how the area, menus, and equipment for food services ensure that
  - the well-being of the students is a priority
  - the program is in compliance with federal, state, and local laws and regulations (7.8)
- ✓ Information about how appropriate school transportation procedures are in place to:
  - ensure the safety of the students
  - be in compliance with all federal, state, and local laws and regulations (7.9)
- ✓ Examples of the ways that the school's professional staff engages parents and successfully engaged families in each student's education (7.10)
- ✓ Examples of procedures or processes in place to support or direct professional staff in contacting families that are/were less connected to the school (7.10)
- ✓ Examples of the school's parent, community, business, and higher education partnerships, including corresponding numbers of student participants/beneficiaries of each partnership (7.11)

### ***Prompts for Analyzing Evidence and Drawing Conclusions***

1. Complete each analysis using the prompt provided.
2. Determine the extent or degree to which the school aligns to the Indicator by using the Continuum of Terms in Appendix B. This continuum is not exhaustive, so other appropriate words can be used.
3. Once you have completed the analysis, write a conclusion sentence (or two), which identifies the degree to which the school aligns to the indicator. See the examples in Indicators 1 and 2.
4. Following the conclusion sentence and based on your discussion and analysis, write sentences or bullets to complete your paragraph that justify or support your conclusion. Your evidence in these sentences comes from your data and your discussions regarding those examples. This information forms the details that justify or support your conclusion.

#### **Indicator 1**

*The community and the district's governing body provide dependable funding for:*

- *a wide range of school programs and services*
- *sufficient professional and support staff*
- *ongoing professional development and curriculum revision*
- *a full range of technology support*
- *sufficient equipment*
- *sufficient instructional materials and supplies.*

#### **To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about *the adequacy and dependability* of funding from the community and district's governing body to provide a *wide* range of school programs and services; *the adequacy and dependability* of funding from the community and district's governing body to provide *sufficient* professional and support staff; *the adequacy and dependability* of funding from the community and district's governing body to provide *ongoing* professional development and curriculum revision; *the adequacy and dependability* of funding

from the community and district's governing body to provide a *full range* of technology support; *the adequacy and dependability* of funding from the community and district's governing body to provide *sufficient* equipment; and *the adequacy and dependability* of funding from the community and district's governing body to provide *sufficient* instructional materials and supplies?

**Example of a conclusion sentence**

The community and the district's governing body provides dependable funding for sufficient professional staff in most curricular areas, some support staff, most school programs, necessary services and sufficient equipment, curriculum revision, instructional supplies, and materials. However, dependable funding is not provided for a full range of technology, technology support, or ongoing professional development.

**Indicator 2**

*The community, through the district school board, sets and implements district and school policy to ensure a learning environment that supports high levels of learning for all.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about basis for which the *community, through the school board, sets and implements district and school policy* and how those policies *ensure a learning environment that supports high levels of learning for all.*

**Indicator 3**

*The school develops, plans, and funds programs to:*

- *ensure the maintenance and repair of the building and school plant*
- *properly maintain, catalogue, and replace equipment*
- *keep the school clean on a daily basis.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about how the school develops, plans, and funds programs that ensure the *maintenance and repair of the building and school plant*; ensure the school *maintains, catalogues, and replaces equipment*; and ensures *the school is kept clean on a daily basis*?

**Example of a conclusion sentence**

The school develops, plans, and provides funding for programs to ensure maintenance and repair for the majority of the building and school plant; properly maintains, catalogues, and replaces equipment; and keeps the school clean on a daily basis.

**Indicator 4**

*The community funds and the school implements a long-range plan that addresses:*

- *programs and services*
- *enrollment changes and staffing needs*
- *facility needs*
- *technology*
- *capital improvements.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about how the community funds and the school implements a long-range plan that addresses programs and services; how the community funds and the school implements a long-range plan that addresses enrollment changes and staffing needs; how the community funds and the school implements a long-range plan that addresses facility needs; how the community funds and the school implements a long-range plan that addresses technology; and how the community funds and the school implements a long-range plan that addresses capital improvements?

**Indicator 5**

*Faculty and building administrators are actively involved in the development and implementation of the budget.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about the active involvement of the faculty and building administrators in both the development and implementation of the budget?

**Indicator 6**

*The school site and plant support the delivery of high quality school programs and services.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about how the school site and plant support the delivery of high quality school programs and services?

**Indicator 7**

*The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about how the school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with all laws and regulations?

**Indicator 8**

*The area, menus, and equipment for food services ensure that the well-being of the students is a priority and is in compliance with federal, state, and local laws and regulations.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about how the school ensures the well-being of students is a priority by how the school maintains the area for food services, develops menus, repairs and maintains food services equipment, and ensures food services is in compliance with all laws and regulations?

**Indicator 9**

*Appropriate school transportation procedures are in place to ensure the safety of the students and in compliance with all federal, state, and local laws and regulations.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about how the school *ensures the safety of students* through school *transportation procedures*, including pick-up and drop off at the school, and *is in compliance* with all laws and regulations?

**Indicator 10**

*All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected to the school.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about how all professional staff *actively engage parents and families as partners* in each student's education and *reach out to families that are less connected* to the school?

**Indicator 11**

*The school develops productive parent, community, business, and higher education partnerships that support student learning.*

**To complete the analysis, use the following prompt:**

Using the data, what does the evidence/data show about the school develops *productive parent, community, business, and higher education partnerships* that support student learning?

## **RATING GUIDE**

### **School Finance and Community Relations**

A rating of **NOT YET MEETING THE STANDARD** is appropriate if any of the following exist:

- The physical plant and facilities do not meet all applicable federal and state laws
- The physical plant is not in compliance with local fire, health, and safety regulations
- The school site and plant do not minimally support the delivery of high quality school programs and services or the school's level of adherence to the Instruction Standard/Indicator 2 (instructional practices to support achievement of the learning expectations) and Curriculum Standard/Indicator 6 (staffing, materials, and resources are sufficient to fully implement the curriculum) is significantly compromised by site and plant shortcomings
- The community and the district's governing body do not provide dependable funding for:
  - a wide range of school programs and services
  - sufficient professional and support staff to meet the learning needs of individual students
  - on-going professional development and curriculum revision
  - sufficient technology support
  - sufficient equipment
  - sufficient instructional materials and supplies

A rating of **LIMITED** is appropriate if the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety inspections but only minimally supports the delivery of high quality school programs and services, or the community and the district's governing body provides minimally adequate revenue, but:

- Professional staff do not minimally engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school
- The school does not develop productive parent, community, business, and higher education partnerships that support student learning
- The school does not develop, plan, and fund programs:
  - to ensure the maintenance and repair of the building and school plant
  - to properly maintain, catalogue, and replace equipment
  - to keep the school clean on a daily basis
- The community does not fund and the school has not implemented a long-range plan that addresses:
  - programs and services
  - enrollment changes and staffing needs
  - facility needs
  - technology
  - capital improvements

A rating of **ACCEPTABLE** is appropriate if all the descriptors in the **LIMITED** rating are met and:

- The community and the district's governing body provide dependable funding for a wide range of school programs and services, sufficient professional and support staff, on-going professional development and curriculum revision, a full range of technology support, sufficient equipment, and sufficient instructional materials and supplies
- The school develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant; to properly maintain, catalogue, and replace equipment; and to keep the school clean on a daily basis

- The community funds and the school implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements
- Faculty and building administrators are actively involved in the development and implementation of the budget
- The school site and plant support the delivery of high quality school programs and services
- Food services ensure the well-being of students and are in compliance with all federal, state, and local laws and regulations
- School transportation procedures ensure the safety of students and are in compliance with all federal, state, and local laws and regulations
- All professional staff engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school

A rating of **EXEMPLARY** is appropriate if all the descriptors in the **ACCEPTABLE** rating are met and:

- All professional staff actively engage in outreach to parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school
- The school actively develops productive parent, community, business, and higher education partnerships that support student learning

## GLOSSARY OF TERMS

### **Accreditation portal**

The web-based portal used to house the school's self-assessment and evidence. The portal is also used for follow-up information.

### **Alignment to the Standards**

The school reviews evidence for each Standard and rates its alignment in accordance with the rating guides.

### **Collaborative conference**

This is an opportunity for the school to meet with a member of the CPS professional staff and a Commissioner to discuss the school self-assessment and the improvement plan. The conference includes classroom visits, meetings with stakeholders and a review of the materials prepared by the school.

### **Commission on Public Schools (CPS)**

Comprised of educators including central office administrators, building administrators, and teachers who are representative of member schools from all six New England states. There are also three public members. Commissioners determine policy and make decisions regarding Accreditation of member institutions.

Committee on Public Secondary Schools (CPSS) - Twenty-six members

Committee on Public Elementary and Middle Schools (CPEMS) - Seven members

Committee on Technical and Career Institutions (CTCI) - Nine members

### **Crosswalks**

Two different crosswalks link the NEASC Standards to the Common Core and individual state mandates. The crosswalks are located at [www.neasc.org](http://www.neasc.org).

### **Evidence**

Any information that supports the school's conclusions for its self-assessment. Evidence can be in any format and uploaded to the portal.

### **School self-assessment**

The school's reflection of its alignment to the Standards for Accreditation and resulting areas of focus.

### **School self-assessment committee**

A group of representative stakeholders who will determine alignment to the Standards for Accreditation. The self-assessment committee will determine the school's rating for alignment to each Standard.

### **School improvement plan (SIP)**

A plan created by the school based on the findings of needs from the self-assessment.

### **Summary report**

A report prepared by the school prior to the Accreditation visit that demonstrates improvement based on the NEASC School Improvement Plan.

### **Team accreditation visit**

A group of educators who visit the school to provide the school with commendations and recommendations for a revised school improvement plan. The number of days and team members will vary in accordance with the needs of the school.

**Appendix A**

PILOT

## Sample Cover Sheet for Student Work

<b>Teacher</b>
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<b>Course/Level</b>
---------------------

<b>Grade/Team</b>
-------------------

<b>Type of Assignment</b>
<input type="checkbox"/> Homework
<input type="checkbox"/> Group work
<input type="checkbox"/> Paper
<input type="checkbox"/> Quiz/Test
<input type="checkbox"/> Reflection
<input type="checkbox"/> Portfolio
<input type="checkbox"/> Project
<input type="checkbox"/> Exhibition
<input type="checkbox"/> Other (please specify)

<b>Explanation of Assignment</b>
----------------------------------

**Date of Assignment:**

***List the learner outcomes\* or school-wide expectations and/or any relevant course expectations***



\* A clear statement of what a student is expected to know and be able to do as a result of curriculum and instruction

**Appendix B**

PILOT

## Sample Continuum of Terms for Writing Conclusion Statements

**ALWAYS**

all

across the school

pervasive

often

the vast majority

most

by design

collectively

extensively

frequently

in some areas

consciously

deliberately

formally

informally

not by design

occasionally

sometimes

scattered

sporadically

infrequently

rarely

**NEVER**