

STANDARD 1: The district develops or adopts a curriculum that is rigorous and aligned with state standards.				
INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
1.1a The district's curriculum is aligned with Colorado Model Content Standards and assessment frameworks.	Central office interviews Teacher interviews Meeting observations Walkthroughs	<p>The district develops and articulates criteria for a curriculum that is relevant, engaging, and equitable.</p> <p>The district curriculum is based on and fully aligned with state content standards and assessment frameworks.</p> <p>The district is in the process of developing or identifying the essential knowledge and skills students are expected to learn in state-assessed content areas.</p> <p>The adopted curriculum is age and developmentally appropriate.</p> <p>The adopted curriculum does not clearly identify connections within or between content areas.</p> <p>The district has procedures for addressing curriculum issues (e.g. curriculum development, alignment and revision, vertical and horizontal articulation, key transition points, controversial issues), but they are infrequently used and/or are not well-publicized.</p>	2	<p>The district has begun a comprehensive update and revision of curricula with reading, writing, math and science now completed. In addition to the Colorado Model Content Standards, Colorado grade-level expectations and CSAP assessment frameworks are used as the basis for these updates and to identify essential benchmark concepts and skills. National standards for science and math are also referenced, as are Colorado Basic Literacy Act (CBLA) skills for early literacy.</p> <p>Although the curricula are based on state and national expectations, many teachers have expressed concern that the curriculum expectations are "too hard" for many of Adams 14 students, as well as, the concern that there are too many essential targets.</p> <p>The district has a detailed schedule, spanning multiple years, for continuing its curriculum revision along with the development of related curriculum documents.</p> <p>Grade Level Essential Targets (GLETs) for reading, writing, math, and science have been identified.</p>

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				<p>These targets are prioritized as Red - "must teach", Blue - "try to teach", and Black - "teach if have time".</p> <p>At this time, the curriculum frameworks and related documents do not explicitly identify interdisciplinary connections between core content areas, nor is there integration of technology and information literacy standards with other content areas.</p> <p>The district continues its refinement of the Curriculum Frameworks and Monthly Instructional Calendars at scheduled meetings, based on feedback from building representatives. Those teachers who participate in this process understand the purposes, rationale and use of these tools but others feel they do not have a voice and have less understanding and sometimes less buy-in.</p> <p>The district's Language Arts frameworks have not incorporated Colorado's English Language Development (ELD) standards or English Language Acquisition (ELA) Continuum into the frameworks. Additionally, there is no specific or seperate ELD or ESL curriculum framework. As one teacher described the situation,</p>

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				<p>“When I ask what I should teach everyone tells me that anything I teach them (ELL students) is fine because they need everything.”</p>
<p>1.1b Leadership implements a standards-based system throughout the district.</p>	<p>Central office interviews Teacher interviews Meeting observations Walkthroughs Parent interviews Student interviews Report cards</p>	<p>District leaders provide limited support for promoting, monitoring and evaluating standards-based practices in the schools.</p> <p>Some grade level learning expectations (knowledge and skills) are based on the content of programs and/or instructional materials.</p> <p>The district has begun the process of aligning the written (intended), taught, and tested curriculum. OR The district has aligned the written (intended), taught, and tested curriculum in some content areas.</p> <p>Curriculum standards for content areas are available to teachers but are seldom communicated to students and/or parents.</p> <p>Some curriculum standards and expectations have been written in language students and parents can understand.</p> <p>The district encourages schools to communicate to students what the learning expectations are and how they will be assessed, but does not take an active part in implementing or monitoring that process.</p> <p>Some evaluation and reporting is based on student learning.</p>	<p>2</p>	<p>As new curriculum frameworks and related documents are developed, principals are oriented in their use. District personnel also provide this orientation to each school's staff in the fall.</p> <p>Regular walkthroughs are conducted, using a district Observation Checklist. "Look fors" primarily focus on whether instruction is on pace with the district framework and if learning objectives and essential targets are posted in language understood by students. In some classrooms, the postings are used to bring meaning and focus to the day's learning.</p> <p>Use of rubrics or scoring guides is generally limited to writing. Proficiency level descriptors for all content areas have not been developed by the district. There is not a bank of exemplars, anchor papers or scoring guides available for teachers that demonstrate proficiency levels.</p> <p>There is limited emphasis by the district on monitoring whether instruction is at grade-level.</p>

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				<p>While many teachers are aware of the Curriculum Frameworks, Scope and Sequences and Monthly Instructional Calendars, planning and instruction is still often based on textbooks and other instructional programs.</p> <p>The district understands the need to align the written, taught and tested curriculum. At this time, while discussions about this are being held, limited formal development and implementation are being realized.</p> <p>Most teachers and paraprofessionals do not use Colorado ELD Standards or the ELA Continuum to guide instruction for ELL students nor do they know they exist. Those who do know about them say they are of little help to guide instruction. They express a preference for an ESL curriculum framework, with systematic, structured language instruction.</p> <p>Grading and reporting are based on traditional practices, with very limited profiling of student learning aligned against essential learning targets. The elementary report card portrays learning targets and</p>

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				<p>reports academic and affective progress separately. Attendance, effort, participation and other affective factors are incorporated into academic grades at the secondary level.</p> <p>Discussions with parents regarding standards and learning expectations are limited.</p>
<p>1.1c The curriculum provides all students with access to a rigorous academic program.</p>	<p>Central office interviews Teacher interviews Meeting observations Walkthroughs Student interviews</p>	<p>The district implements and monitors a system in which all students can access a rigorous academic program.</p> <p>The district provides pre-kindergarten and/or early childhood opportunities for students.</p> <p>Pre-kindergarten and/or early childhood programs communicate the intent to provide a developmentally appropriate program, but in practice the curriculum is eclectic and teacher-determined.</p> <p>The district curriculum is challenging and elicits higher order thinking and problem-solving skills from some students.</p> <p>The curriculum does not maintain expectations for high academic performance from all students.</p> <p>Grade level education technology proficiencies and information literacy standards are not identified in the adopted curriculum.</p>	<p>2</p>	<p>There is limited evaluation of how well all students in Adams 14 are accessing and learning the curricula in core content areas, other than through analysis of CSAP and MAP data.</p> <p>Teachers report making modifications to the core content curriculum expectations because they feel many of their students cannot handle the learning expectations.</p> <p>Some efforts are being made to provide interventions to increase students' ability to be successful with the curricula's learning expectations. Often these interventions are program or material-driven, rather than directly related to learning the expected essential concepts and skills in the curricula.</p> <p>The core content curricula includes</p>

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		<p>The curriculum provides some opportunities for students to apply skills, knowledge, and processes that will help prepare them to be self-sufficient and productive citizens.</p> <p>The district's graduation requirements identify the number of hours or credits needed in core content areas, but the requirements do not always closely correlate to what students need for post-secondary work or educational pursuits.</p>		<p>pre-kindergarten benchmark knowledge and skills. Although it is expected that preschools follow these curricular documents, involvement of preschool staff appears to have come only after the development of Pre-K learning objectives and essential targets. There is a perception that alignment of the Pre-K expectations is not always consistent with other early childhood expectations. Programs used to deliver Pre-K curricula include "High Scope" and "Results Matter".</p> <p>Higher-level thinking skills, as exemplified by Bloom's Taxonomy, are not generally explicitly cited in the curricula. This may relate to the fact that few students perform at the "advanced" level on the CSAP which often requires higher-order thinking and problem-solving.</p> <p>It was not apparent that Educational Technology and Information Literacy (ET/IL) Standards for each grade level are integrated into each core curriculum. A document identifying grade-level expectations for ET/IL standards was not available.</p> <p>Select teachers are participating in the Global Learning program which</p>

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				<p>promotes use of integrated technology for student learning. Teachers not involved in the program do not always understand how to use the newly purchased technology equipment, such as Smart Boards and LCD projectors.</p> <p>There are several pathways high school students can follow to fulfill graduation requirements, such as Online Academy, Lester Arnold Alternative High School, and career pathways at Adams City High School. The high school is in the process of offering the International Baccalaureate Program for grades 9-12. Select students at the secondary level are participating in the AVID program to support their college-track pursuits. While these programs provide various avenues for students to earn their diploma, the district's drop-out rate is high and its graduation rate is low. These factors raise the question of how well high school requirements or expectations are actually motivating and preparing students for post-secondary work or educational endeavors.</p>
<p>1.1d The district routinely and systematically reviews and revises the curriculum for all content areas.</p>	<p>Central office interviews Teacher interviews Meeting observations Walkthroughs</p>	<p>The district conducts a regular cycle of content area review and curriculum revision. The process is publicized and the district provides resources for a quality process and product.</p>	<p>2</p>	<p>The district has a comprehensive rigorous researched- based plan for the development and revision of its curricula. In addition to curriculum revisions, the plan includes</p>

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		<p>The district has partially developed and/or implemented a process to eliminate unintentional curricular gaps or overlaps in the curriculum.</p> <p>The review and revision of the district curriculum sometimes involves members of the teaching staff.</p> <p>Some instructional materials for district-wide adoption are selected to support curriculum delivery. Most adopted materials are adequate for instruction of the adopted curriculum standards.</p>		<p>components for a needs assessment, program review, piloting and selection of instructional materials, assessment alignment, and development of rubrics and exemplars.</p> <p>Implementation of this plan is in progress with many of the components at beginning stages (e.g. assessment alignment, development of rubrics, exemplars, and research updates).</p> <p>Sometimes, changes in the curricular documents are made without adequate and clear communication regarding new expectations or developing staff members' understanding regarding their implementation. Teacher understanding of the rationale underlying expected practices and their grounding in research is often lacking. This then creates distrust and unwillingness to implement new initiatives.</p> <p>While teachers have the opportunity to participate in curriculum revisions, it is on a voluntary basis. Participation varies because of the work is done after school or during the school day, with substitutes provided for participating teachers.</p>

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				<p>Gaps and overlaps in knowledge and skills are evident in the math curriculum. This appears to be due to disconnects among the selected math programs, the curriculum frameworks and the monthly instructional calendars. Many elementary teachers report frustration with these disconnects and express a need for changes in the calendar sequence and additional materials.</p> <p>There is also a gap between the elementary and middle school math programs. This creates disconnects in how students are taught to process and problem-solve in mathematics, as well as increases the potential for gaps in students acquiring and applying a common mathematical vocabulary.</p> <p>At the present time, three different editions of the McGraw Reading Program are being used across the district. A new reading adoption is in the final stages, with plans for implementation of the new program to begin in the fall of 2008.</p> <p>As new core instructional programs/materials are selected, suggestions gathered from teachers through a needs</p>

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				<p>assessment and study of research-based practices are considered as a part of the selection criteria. However, the level of participation in these surveys appears to vary.</p> <p>The district's Language Arts frameworks have not been modified to account for a different scope and sequence of Spanish skills instruction. These frameworks, along with the calendars and pacing guides have not been modified to take into account the stages of language acquisition nor the additional time ELL students require to master essential standards.</p>
<p>1.1e The district analyzes the essential knowledge and skills required by content area and grade level and helps the instructional staff understand the implications for instruction.</p>	<p>Central office interviews Teacher interviews Meeting observations Walkthroughs Student interviews Data sets</p>	<p>Essential knowledge and skills are identified for all content areas using clear criteria.</p> <p>The process of analyzing essential knowledge and skills to determine the required levels of cognition, content, processes, products, skills, etc., has begun for some core content areas.</p> <p>Some essential knowledge and skills are sequenced or paced so that students can master them in the instructional time available.</p>	<p>2</p>	<p>Grade Level Essential Targets have been identified Pre-K through grade 12 for reading, writing, and math. Colorado's Grade Level Expectations and Assessment Frameworks are used to determine the essential targets, as well as the CBLA grade-level skills.</p> <p>Learning objectives for science are determined by the Foss Kits. Essential targets for the other content areas will be identified as each area comes up on the Instructional Program Cycle.</p> <p>Monthly curriculum instructional calendars along with a scope and</p>

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				<p>sequence outline the pacing and re-teaching of the curriculum content. Implementation of instructional pacing expected by the district varies from school to school and teacher to teacher. There appears to be some amount of independent re-ordering of knowledge or skill sequences, and the pacing is slowed down and/or minimally adhered to across the district.</p>
<p>1.1f The district monitors implementation of the curriculum.</p>	<p>Central office interviews Teacher interviews Meeting observations Walkthroughs</p>	<p>The district ensures that all curriculum standards are distributed and readily available.</p> <p>The district assists school administrators in monitoring curriculum implementation.</p> <p>The district expresses a general expectation that instruction will focus on curriculum standards, but has not articulated any specific requirements or guidelines.</p> <p>The district provides some support to classroom educators to help them implement standards.</p> <p>The district provides some support to special and compensatory (e.g. special education, ELL, paraprofessionals), to help them implement the curriculum.</p> <p>The district encourages but does not actively or consistently support the instructional collaboration and alignment between regular</p>	<p>2</p>	<p>Curriculum documents for reading, writing, math, and science have been distributed and most staff are aware of them. These documents are also available electronically. Few teachers are aware of any other recent curriculum documents, especially for social studies.</p> <p>The district Student Achievement Resource Team (StART) and building principals conduct regular walkthroughs in each building. The focuses are primarily on whether instruction is aligned with the monthly instructional calendars and whether essential targets and learning objectives are posted. Use of various instructional approaches, such as multiple grouping patterns, are also "looked for". District ELA personnel are also conducting instructional walkthroughs.</p>

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		<p>educators and special/compensatory educators.</p>		<p>Teachers have mixed perceptions about the value of the walkthroughs and often feel they are being "checked on". Impact on teacher practice is viewed as limited.</p> <p>Many teachers understand they are to teach the standards and that the use of data is necessary, but they have had minimal training in developing curriculum maps and standards-based lesson plans. Adopted program and materials appear to be used more than the curriculum frameworks to guide instructional planning and delivery.</p> <p>It appears that there has been minimal professional development to build understanding of the effective use of standards-based practices or the rationale for delivering a guaranteed and viable curriculum to all students.</p> <p>Specialists and special service providers receive the same information as all staff. Special education and bi-lingual (ELA) teachers meet with grade-level teams in their building. ELA paraprofessionals currently have limited opportunities for updating their knowledge and skills.</p> <p>Composition, purposes and</p>

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				<p>practices of collaborative teams vary from building to building. There is a district expectation that certain designated planning time be used for grade-level and content area meetings each week. Vertical collaboration is limited.</p> <p>There are various documents throughout the district that teachers are using as the district's English Language Acquisition Plan These various plans are dated from 2001/02 to 2006. Currently a revised plan is going through a review and vetting process. There was varied use and fidelity to implementation of any of these plans evident from classroom to classroom and school to school.</p> <p>Fidelity to the use of the core content curriculum frameworks and related documents and the implementation of standards-based practices range from minimal to moderate across the district. Program evaluation, monitoring of program fidelity, or accountability (consequences) for use of time, language, materials, strategies, etc. is limited.</p> <p>There is much variation in program offerings to ELL students. Time, content, and materials vary by</p>

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				school, program design, and teacher skills.
1.1g The district promotes and supports articulation of curriculum across schools and grade levels.	Central office interviews Teacher interviews Meeting observations Walkthroughs	<p>The district occasionally initiates curriculum-related discussions among schools, across grade levels and content areas (vertical articulation) but the effort is not sustained.</p> <p>The district occasionally initiates curriculum-related discussions among schools at each grade level (horizontal articulation) but the effort is not sustained.</p> <p>The district occasionally facilitates and/or monitors discussions within and between schools to address key curriculum transition points.</p>	2	<p>Time for grade-level and content area collaboration is scheduled into the instructional day for most staff. There are expectations that this time is used as intended. Some schools use a protocol and provide a written summary of these meetings to the principal. Often the meetings are used for data analysis. Common instructional planning varies by teams and from school to school.</p> <p>Discussions among schools, especially for key transitions, are informal and dependent upon each school and its feeders. The focus of these discussions is generally on what students need to know at the subsequent level and transition logistics.</p> <p>Representatives from various grade levels participate in the district-level curriculum review process.</p>

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<p>2.1a Assessments of student learning are aligned with state content standards and assessment frameworks.</p>	<p>Administration interviews District staff interviews Parent interviews Teacher interviews Student interviews Comprehensive school improvement plan/accreditation Curriculum Guides/Maps/Lesson plans Data analysis reports District web page Other student achievement data Portfolio Scoring guides/rubrics State assessment results Classroom observations Meeting observations</p>	<p>Assessments are aligned with Colorado Model Content Standards and assessment frameworks.</p> <p>Assessment tasks are rigorous, requiring students to use inquiry, problem-solving, and critical thinking skills at a proficient level.</p> <p>Tests and assessments are designed to provide information on achievement gaps in mastery of required learning based on standards.</p>	<p>3</p>	<p>The district uses a variety of assessments to collect both formative and summative data.</p> <p>To obtain summative data, the district currently uses the Colorado Student Assessment Program (CSAP), Measures of Academic Progress (MAP), and Basic Early Assessment of Reading (BEAR) for Colorado Reading First (CRF) schools. The Colorado English Language Assessment (CELA) is used to measure English language proficiency.</p> <p>District-created common assessments in CSAP-tested content areas are used for collecting formative student performance data. Assessments connected to the Colorado Basic Literacy Act (CBLA) including the Developmental Reading Assessment (DRA) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS and IDELS) are used to collect formative data and to monitor monitor in literacy at the elementary level. Unit tests in core content areas are also used to monitor progress.</p> <p>Writing assessments are administered and scored three times a year using CSAP released</p>

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				<p>prompts.</p> <p>There is no district policy on what language students should be tested on the CSAP.</p>
<p>2.1b The district creates a system of assessment that meets multiple purposes and is coherent, comprehensive, and manageable.</p>	<p>Administration interviews District staff interviews Parent interviews Teacher interviews Student interviews Comprehensive school improvement plan/accreditation Curriculum Guides/Maps/Lesson plans Data analysis reports District web page Other student achievement data Portfolio Scoring guides/rubrics State assessment results Classroom observations Meeting observations</p>	<p>District leadership plans and coordinates district-wide assessment.</p> <p>District leadership has begun the process of identifying and communicating the specific purpose (e.g. diagnostic, formative, summative, placement, common) of some required assessments.</p> <p>District leadership has begun the process of reviewing required system-wide testing to ensure that it is as manageable as possible. The review includes at least one of the following: purposes, frequency, timing, or the intended use of results.</p>	<p>2</p>	<p>A district testing calendar is published for the purpose of identifying testing windows available for CSAP, MAPs, CELA, DIBELS, and BEAR testing.</p> <p>The district establishes "Assessment Days" for the purpose of administering beginning of the year assessments for grades K-8. The district also creates a monthly "District Overview" that identifies the testing dates for the administration of common assessments. Data from the staff is being collected by way of Zoomerang surveys at the end of each common assessment window to help determine the strengths and limitations of the assessments.</p>
<p>2.1c The district facilitates a collaborative approach in the design and selection of high quality assessments.</p>	<p>Administration interviews District staff interviews Parent interviews Teacher interviews</p>	<p>The district is in the process of identifying the knowledge and skills needed by teachers and administrators for "assessment literacy."</p> <p>The district occasionally, but inconsistently,</p>	<p>2</p>	<p>While there are pockets in the district where teachers are consistently using data to inform instruction, it does not appear that this is a pervasive practice in all</p>

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	<p>Student interviews Comprehensive school improvement plan/accreditation Curriculum Guides/Maps/Lesson plans Data analysis reports District web page Other student achievement data Portfolio Scoring guides/rubrics State assessment results Classroom observations Meeting observations</p>	<p>includes involvement by school staff members in the selection and/or review of district-required assessments.</p> <p>The district reviews some assessments to make sure that they require valid, unbiased, and reliable demonstrations of what students should know and be able to do.</p> <p>The district collects information on the effectiveness (reliability, level of engagement for students, capacity to enhance performance, response to varying student learning needs) of some assessments.</p>		<p>schools.</p> <p>The use of common assessment data at the secondary level is inconsistent across the district. Several teachers report that the assessments are not aligned to what is being taught and consequently the data from the assessments are not useful. The significance of this data then is downplayed in importance and teachers do not realize the role that student performance data should play in planning and instruction.</p> <p>Staff members are asked to respond to Zoomerang surveys after each administration of the common assessments in order for the district to establish a means for teachers to communicate and give feedback regarding these assessments. Data is being collected this year in order to make adjustments. However, few teachers appear to be responding to the survey.</p> <p>The StART team is in the beginning stages of working with each principal and school in addressing the use of the data that is gleaned from the formative assessments based on the Grade-Level Essential Targets.</p>

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				<p>The newly developed Balanced Scorecard is a method to gather data regarding the goals of the StART team and that data is now being used by the team to self evaluate their progress toward meeting goals in four areas (customer service, internal processes, learning and growth and financial management).</p>
<p>2.1d The district ensures that performance and proficiency standards are clearly defined, communicated, and evident in schools and classrooms.</p>	<p>Administration interviews District staff interviews Parent interviews Teacher interviews Student interviews Comprehensive school improvement plan/accreditation Curriculum Guides/Maps/Lesson plans Data analysis reports District web page Other student achievement data Portfolio Scoring guides/rubrics State assessment results Classroom observations Meeting observations</p>	<p>The district is in the process of developing or examining the proficiency expectations for essential skills. Some reference is made to descriptions of proficiency that are external to the system.</p> <p>The district supports and encourages the use of rubrics in schools.</p> <p>The district facilitates the acquisition, analysis, and use of some grade level exemplars and examples of student work.</p> <p>The district neither coordinates nor monitors schools' communication of classroom standards and proficiency levels to students and the community.</p>	<p>2</p>	<p>Grade-Level Essential Targets (GLETs) have been identified in some content areas. These grade-level expectations are based on the Colorado Model Content Standards and Assessment Frameworks. Proficiency descriptors or examples to help teachers understand and communicate grade-level expectations were not evident.</p> <p>The use of rubrics and scoring guides is encouraged by the district; however, scoring guides are not posted with displays of work in schools. The quality of posted work varies from level to level with some of the highest quality examples displayed at the elementary levels.</p> <p>Students report that the use of rubrics is limited to writing where they are used for measuring</p>

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				<p>proficiency on short constructed response tasks as well as extended constructed response tasks. These rubrics appear to be closely aligned to the CSAP rubrics for grades 3-10. At grades 1 and 2 rubrics are written in "kid-friendly" language and are based upon Six-Trait Writing expectations. Some teachers use writing rubrics from Write Source.</p> <p>Constructed response sections of the common assessments include scoring guides for teachers.</p> <p>With the exception of writing, examples of high quality grade-level work do not appear to be used across the district. Some schools have developed exemplars for their own use.</p> <p>It does not appear that the district coordinates or monitors the communication regarding classroom standards and proficiency levels to parents or the community. Schools are responsible for this communication.</p>
<p>2.1e The district ensures training in data analysis for decision-making as well as timely access to assessment data in a useful format to schools and</p>	<p>Administration interviews District staff interviews Parent interviews Teacher interviews</p>	<p>Some staff members who work with data are trained in its analysis and use for decision-making.</p> <p>The district is sometimes involved in the</p>	<p>2</p>	<p>It is a district expectation that each principal hold weekly data meetings within the building. Building principals work with district leadership throughout the year in</p>

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<p>departments.</p>	<p>Student interviews Comprehensive school improvement plan/accreditation Curriculum Guides/Maps/Lesson plans Data analysis reports District web page Other student achievement data Portfolio Scoring guides/rubrics State assessment results Classroom observations Meeting observations</p>	<p>process of helping staff members participate in professional development that increases their capacity to create and deliver data-driven instruction or use data for other types of decision-making.</p> <p>The district uses available resources to make assessment and other data available in a timely fashion and useful format.</p>		<p>looking at data through bi-weekly principal meetings. In addition, members of the START team are available to participate in the weekly meetings at the schools as needed. While these efforts are occurring, some teachers still report that they have limited understanding of data-driven instruction and do not have the skills to know what to do with performance data once they have it and how to use it to inform instruction.</p> <p>At the beginning of each school year, the district offers an opportunity for building staffs to look at their CSAP data. Staffs are encouraged to look for trends within their data and district personnel are available to help with the interpretation of the data.</p> <p>Alpine Achievement, the Test Analysis and Tracking program(TAAT) and the DIBELS website are used to warehouse student achievement data. All three of these are reported to be teacher friendly and easily accessible. In addition, district personnel will run data reports for principals and help interpret the</p>

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<p>2.1f The district ensures that analyzed data are used to improve classroom, school, and district performance.</p>	<p>Administration interviews District staff interviews Parent interviews Teacher interviews Student interviews Comprehensive school improvement plan/accreditation Curriculum Guides/Maps/Lesson plans Data analysis reports District web page Other student achievement data Portfolio Scoring guides/rubrics State assessment results Classroom observations Meeting observations</p>	<p>The district supports the increased understanding and use of formative assessment to monitor the progress of students and student groups on essential learning and knowledge.</p> <p>The district encourages schools to disaggregate and analyze assessment data to identify patterns of growth and achievement gaps, but does not participate in the process.</p> <p>The district disaggregates and analyzes the results of some district level data to identify gaps in achievement at the district level.</p> <p>Staff members collect and review student achievement data, but the district does not ensure that decisions are made based on the data analysis.</p>	<p>2</p>	<p>Despite the opportunity to participate in Zoomerang surveys after the administration of the common assessments, many teachers feel there is no real opportunity to discuss issues regarding the assessments. The district common assessments are scored using Scantron scoring and the results are returned to teachers in a timely fashion.</p> <p>The analysis of data varies from building to building. Much of the success of weekly data meetings is directly related to the skills and understanding by the facilitators of the meeting. Members of the district StART team participate in this process when asked. Some teachers report that they highly value this time, while others report it is a waste of time.</p> <p>Data regarding the the ELA programs suggests that:</p> <ul style="list-style-type: none"> - ELL students are making incremental improvements in achievement, as are English Only (EO) students. - Achievement gaps between ELL and EO students have not decreased. - Reclassification of students to fluent English proficiency does not appear consistent or systematic.

STANDARD 2: The district creates a body of evidence using multiple assessment and evaluation strategies to inform instruction, monitor practice, promote proficient student work, and meet accountability requirements.

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				<p>Where reclassification does occur, the rates are extremely low, even after 6 years in the district.</p> <ul style="list-style-type: none"> - Inappropriate data comparisons are used to provide a false sense of program efficacy. As an example, students reclassified as English Proficient (FEP) are compared with all EO (non-ELL) students in terms of percent reaching proficient on the CSAP. This appears to be a biased comparison, as students who are reclassified FEP by definition, have attained high levels of academic performance. - Use of the “appeals version” of the AYP data allows the district to ignore progress of ELL students during their first 3 years in the district. As there is no consistent benchmark assessment of students in grades 1-3, there is little indication of progress in literacy and language during the most important, formative years for young students. - There is no systematic collection of Spanish achievement data to monitor student learning during the early years of instruction. - There is no consistent use of, nor monitoring of literacy and language progress through benchmark and progress monitoring assessments. CELA scores are rarely used for instructional purposes.

STANDARD 2: The district creates a body of evidence using multiple assessment and evaluation strategies to inform instruction, monitor practice, promote proficient student work, and meet accountability requirements.

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				<p>- Decisions about when to transition students from Spanish reading to English reading are often made on inadequate objective performance data.</p> <p>Data on what works for ELL students in Adams 14 schools is not collected.</p>

STANDARD 3: The district's standards-based instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>3.1a The district emphasizes the importance of highly effective, responsive, rigorous, and standards-based instruction.</p>	<p>Administration interviews District staff interviews Teacher interviews Student interviews Curriculum Guides/Maps/Lesson plans Portfolio Scoring guides/rubrics State assessment results Classroom observations Meeting observations Use of instructional time</p>	<p>The district does not monitor whether all students have access to high quality instruction.</p> <p>The district creates a calendar that identifies the use of instructional time throughout the year with some input from schools.</p> <p>High quality instruction in all classrooms is not perceived to be an emphasis of district efforts.</p> <p>The district inconsistently promotes a sense of accountability for student learning across the system.</p>	<p>1</p>	<p>While the StART team is participating in walkthroughs in each building, the focus is to determine if the GLET is posted, what grouping pattern is being used and if students are engaged in the learning, not on identifying specific instructional practices. The feedback given to teachers is reported to be observational only and not to be used to help them plan or deliver effective instructional practices.</p> <p>Standards are posted, but some teachers report that they do that only to "stay off the radar" of the district. The emphasis on the expected learning for the day or the GLET in kid-friendly language is not pervasive throughout the district.</p> <p>While there are examples of excellent teaching around the district where high expectations and differentiation for students are present, there are also a number instances of less than proficient teaching practices, lack of rigor and low expectations for student performance.</p> <p>In some schools, behavior expectations are not consistently applied and enforced. It appears as though rigor diminishes as students</p>

STANDARD 3: The district's standards-based instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				<p>move up through the system.</p> <p>Differentiated instructional strategies were occasionally evident in classrooms, with more instances observed at the elementary levels.</p> <p>The use of sheltered English strategies appears to vary across the district and was not evident in many classrooms. Student engagement also appeared to vary across the district with many of the differences observed related to amount of teacher talk, time-on-task and active learning opportunities.</p> <p>The integration of higher-order thinking skills during lessons appears more often as teachers read textbook scripts using teacher guides rather than as a natural extension of teaching that promotes student thinking.</p> <p>The primary responsibility for instruction appears to be in the hands of the individual buildings with little district support. The use of coaching expertise varies from building to building and there is limited training for those educators in their roles.</p>

STANDARD 3: The district's standards-based instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>3.1b The district helps instructional staff members implement standards using research-informed instructional practices.</p>	<p>Administration interviews District staff interviews Teacher interviews Student interviews Curriculum Guides/Maps/Lesson plans Portfolio Scoring guides/rubrics State assessment results Classroom observations Meeting observations Use of instructional time</p>	<p>The district is exploring ways to help teachers select instructional strategies based on data analysis.</p> <p>The district shares some research-based instructional strategies with instructional staff and monitors some of the implementation during instruction.</p> <p>The district sometimes supports schools in implementing instructional practices that allow high expectations to be met by students.</p> <p>The district has begun the process of identifying essential elements of standards-based units and/or lesson plans.</p> <p>The district articulates expectations that students should be motivated and engaged in ways that improve both attendance and performance, but provides limited information or support to schools on how to do so.</p> <p>The district encourages instruction that helps students learn the skills and knowledge that they need now and in the future such the ability to deal with abstractions, self-discipline, organization, and the ability to work as a member of a team. Such instruction is available to some students.</p>	<p>2</p>	<p>Instructional strategies appear to be determined most often by the program which is used or because of site-specific focuses on identified instructional strategies. For example, Colorado Reading First (CRF) schools use specific instructional strategies to move students from intensive to strategic to benchmark levels of performance.</p> <p>The district's Classroom Walkthrough Checklist specifically identifies a section that includes "Evidence of Instructional Strategies". However, it is not evident that the district monitors choice of instructional strategies or their implementation. In some buildings, the use of "sheltering" strategies is monitored by the ELA coach, but this practice varies from building to building.</p> <p>The district's research-based ELA model is not followed. Rather, there is a "hodge-podge" of program designs, determined by principals, based on staff and resources, as well as philosophy. Some schools have scant ESL time while others have scant Spanish literacy instruction.</p> <p>Staff qualifications in delivering</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				<p>effective instruction are often brought into question. Lack of skills in teaching reading in Spanish and/or English, as well as variation in proficiency in the language of instruction are cited as concerns.</p> <p>The district is in the preliminary stages of identifying those practices necessary for implementing standards-based units and lesson plans. The development of lesson maps has begun at the elementary level with individual schools working individually or sometimes partnering with other schools to create them.</p> <p>The district provides a Sheltered Instruction Observation Protocol (SIOP) lesson plan format for teacher use. However, it does not appear that it is a requirement for teachers to use this document when planning.</p> <p>The district highly supports instruction in the arts. Schools have various culturally related posters and artwork on display created by students and teachers.</p> <p>The district supports the concept of 21st Century learning through the participation in a grant where 28 teachers participate in the Global</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				<p>Learners program. This grant provides professional development in the area of technology integration and use; and provides Smart Boards, laptops and access to additional technology for all participants.</p> <p>The district provides support for all teachers in the integration of technology in their classrooms.</p>
<p>3.1c The district supports school administrators and instructional coaches to effectively support, supervise, and/or evaluate instructional practices.</p>	<p>Administration interviews District staff interviews Teacher interviews Student interviews Curriculum Guides/Maps/Lesson plans Portfolio Scoring guides/rubrics State assessment results Classroom observations Meeting observations Use of instructional time</p>	<p>The district ensures that instruction is observed frequently by school administrators.</p> <p>Teachers receive feedback on their instructional practices primarily from their principals.</p> <p>The district expects schools to provide opportunities for instructional staff to work collaboratively on improving teaching performance, but does not typically provide resources for that purpose.</p>	<p>2</p>	<p>The district expects the evaluation process to be followed and building administrators to frequently monitor instruction in each classroom.</p> <p>Most teachers report that the feedback from their principals is helpful and informs their own professional practice.</p> <p>This year the district is requiring building principals to hold weekly data meetings. The opportunity for staff to work collaboratively on both analyzing data and improving teaching performance is available. In addition, common grade-level planning time exists in buildings with additional configurations for content collaboration and vertical articulation. District resources to support the development of teacher skills in using researched-based instructional strategies appears to</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				<p>be limited.</p> <p>Collaboration among schools appears to be limited. After-school content area meetings are held with voluntary participation.</p>
<p>3.1d The district promotes the use of instructional strategies that meet the varied needs of students.</p>	<p>Central office interviews Teacher interviews Meeting observations Walkthroughs Student interviews</p>	<p>The district provides staff members the professional development training they need to provide culturally responsive instruction.</p> <p>The district provides limited opportunities and resources for teachers to collaborate to meet student needs and to close achievement gaps across subpopulations.</p> <p>District staff members provide little or no support for the implementation and coordination of services that remove barriers to learning for at-risk students.</p> <p>The district does not actively monitor or ensure that appropriate accommodations for different learning styles and individual differences are used in classrooms.</p> <p>The district ensures that teachers are trained in the use of strategies to work effectively with English language learners.</p> <p>The district articulates the need to provide differentiated approaches to enrichment for advanced students.</p> <p>The district seldom coordinates the work of its departments (e.g. special education, G/T,</p>	<p>2</p>	<p>Staff are required to have training in SIOP strategies to support English Language Learners. The district provides two formats for SIOP instructional planning, but their use is not widely evident. Coaching support is provided to new teachers during their first three years of service by an ELA coach. Little accountability is evident to ensure that SIOP strategies are intentionally being used in all classrooms.</p> <p>There appears to be little understanding throughout the district that the SIOP strategies are applicable in supporting the learning of children of poverty. Some training in Ruby Payne occurred in the past, but most current staff have not had this training.</p> <p>There are few enrichment opportunities for proficient and advanced students. One elementary and one middle school offer the International</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
		<p>student services, ELL) to ensure effective instruction for each student in every classroom.</p>		<p>Baccalaureate (IB) Program. Efforts for Adams City Middle School and Adams City High School to offer the IB program are underway. Many teachers cannot explain what the IB program entails. Selected secondary students participate in the AVID program as a support for college-track goal-setting.</p> <p>Differentiated instruction is limited, with re-grouping of students used as the predominant strategy. Some classrooms use manipulatives to help students in math. Intentional instruction planning to meet a variety of learning styles appears to be limited.</p> <p>While there are opportunities for teachers to collaborate, there is limited formal focus on strategies to intentionally target and close achievement gaps across subpopulations through the analysis of disaggregated data, such as:</p> <ul style="list-style-type: none"> -evaluating the number of transitions to English and how long students are in the ELA program before transitioning; -evaluating how well the needs of advanced, low socio-economic, and ELL students are being met; -profiling proficiency levels by

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				<p>essential targets; and -using these results to design instructional plans and delivery.</p> <p>While the district has constructed a comprehensive flow chart to use for planning lessons that are aligned with the content standards, reference to this document or its use is not evident.</p> <p>Under the present organizational structure, the English Language Acquisition (ELA) department is within the Department of Student Learning. All other instructional programs are housed within the Student Achievement Resource Team. This results in little coordination or collaboration a regarding common or effective instructional strategies between district-level ELA and Instruction personnel.</p> <p>Principals and school staff receive mixed messages from the district about program design, use of Spanish, when to transition, appropriate ELD and reading materials, and assessments.</p> <p>There does not appear to be enough ESL instruction. There is a lack of additional time for ELL students to learn English and a lack</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				<p>of focus on academic English. Specific, direct instruction in Spanish and English literacy appears to be left up to chance.</p> <p>The district has initiated the Response to Intervention (Rtl) Model. Most staff know of the three tiers of instruction/ intervention through the Pyramid of Intervention model. Teachers mentioned that all students should have first instruction in the classroom, then proceed to various levels of support for intervention. Each building manages its Rtl process differently. Understanding and implementation of the process varies from building to building.</p> <p>It appears there is wide-spread and extensive use of accommodations for CSAP administration. There appears to be limited monitoring or evaluation of these practices in regard to the Colorado Department of Education's expectation that, while accommodations should be legitimately used for identified students, they should be used judiciously.</p>
3.1e The district assists schools with implementation of appropriate and effective interventions for students who	Central office interviews Teacher interviews Meeting observations	The district ensures that schools have adequate data necessary in a timely fashion to determine the needs of students who are not yet meeting proficiency expectations.	2	The district has extensive electronic capacity to profile achievement data. Primary data sources include CSAP, MAP, and DIBELS, and

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>have not yet met learning goals.</p>	<p>Walkthroughs CSAP data Data analysis reports</p>	<p>The district ensures to some degree that schools address the needs of students who are performing at less than proficient levels.</p> <p>The district articulates the need to provide differentiated approaches to intervention for struggling students.</p> <p>The district provides limited or no support to address the needs of students whose work is proficient but who are either not performing to ability or are not making a year's growth for a year's instruction.</p> <p>The district has begun developing criteria for the selection of research-based strategies, models, and programs for intervention.</p> <p>The district has no system to monitor intervention strategies and programs for their effectiveness and purpose.</p>		<p>IDELS. Benchmark MAP and DIBELS/IDELS data are readily available after administration. The degree to which schools and teachers access and use this data varies from building to building. Progress monitoring is being done, but many teachers are not sure what to do with the data, nor are the data commonly and intentionally used to make instructional decisions.</p> <p>Goals for achievement growth are evident in school and district improvement plans. However, the annual degree of expected growth does not reflect a trajectory to move students to grade-level proficiency. The need for accelerating student learning in order to realize more than a year's growth in a year's time for many of the district's students is not apparent.</p> <p>There has been an intentional effort to get common assessments scored quickly, with results available to teachers within twenty-four to forty-eight hours. Grade-level and content teams are holding data talks to analyze information from the common assessments. Some exemplary models of this were observed.</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				<p>A variety of intervention programs are being used throughout the district. Lindamood-Bell, SOAR to Success, CRF Strategies, Language!, and Read 180 are some examples. Each school chooses their own interventions.</p> <p>There appear to be limited formal processes for the selection of interventions and monitoring of their implementation, other than coaching support for Lindamood-Bell and Read 180. The district is striving to develop a systematic approach to meeting the needs of at-risk students, but processes and procedures are not yet systemic.</p> <p>Although 78% of the district's ELL students are eligible for Title I services, there is no coordination of services. The program managers are working in different departments of the district, limiting the coordination and coherence of Title I services for ELL students.</p> <p>Development of students' English skills is not systematic and lags behind their movement throughout the system. As this lag in development continues, systematic interventions for these students are not evident. There is confusion between ESL and reading</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				<p>intervention materials. Some staff use English language development materials (e.g., Avenues) for English reading and some use reading interventions (e.g., Lindamood- Bell) for ESL.</p> <p>District personnel and many principals are accessing research findings to guide their decisions. Understanding of those findings by many teachers is not prevalent. Across the district there is limited understanding regarding the integration of standards-based practices into all classrooms in order to implement an effective teaching and learning cycle.</p>

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

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>4.1a Leadership promotes a safe, orderly, and equitable learning environment throughout the district.</p>	<p>District staff interviews Parent interviews Staff interviews Student interviews Copies of survey results, test scores, student work and other data District web page Emergency procedures Local board policy, procedures and minutes Meeting agendas and minutes School accountability report School climate survey After school observations Walkthroughs Meeting observations Classroom observations Administration interviews</p>	<p>District leadership provides limited support to school leadership in the implementation of policies to provide safe, healthy, orderly and equitable learning environments.</p> <p>Some learning environment data are collected at the district level.</p> <p>The physical condition of the schools / district generally provides students with a safe learning environment.</p>	<p>2</p>	<p>It does not appear that all students have the same opportunity to engage in high-levels of learning throughout the district.</p> <p>Bullying at the secondary level is a concern by some parents and community members.</p> <p>Trust and morale are topics of concern within the district.</p> <p>Safety procedures are inconsistently implemented throughout the district, especially in regard to access to buildings and visitor procedures.</p> <p>Most stakeholders can recall participating in a learning environment survey, but are unsure how the survey information is used.</p> <p>Within budget constraints, the district strives to maintain the physical conditions of the schools and the district's assets such as vehicles and equipment. Safety concerns are quickly addressed whenever possible.</p> <p>Clutter and unused equipment in schools or on grounds may detract from the learning environment for some students and could be a safety issue for others.</p>

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

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				<p>The district is continuing to improve existing facilities and is building a new high school with funds secured by the 2006 bond election.</p>
<p>4.1b Leadership fosters the belief that all children can learn at high levels and motivates staff to produce continuous improvement in student learning.</p>	<p>District staff interviews Parent interviews Staff interviews Student interviews Copies of survey results, test scores, student work and other data District web page Local board policy, procedures and minutes Meeting agendas and minutes School accountability report School climate survey After school observations Walkthroughs Meeting observations Classroom observations Administration interviews</p>	<p>District leadership articulates a commitment to a culture of high academic expectations for all students, but does not consistently demonstrate that commitment.</p> <p>District leadership makes efforts to share the district's vision of student learning with the public.</p> <p>District leadership provides some opportunities for teachers and administrators to share innovations that have resulted in higher student achievement and closing of achievement/learning gaps.</p>	<p>2</p>	<p>While there is a stated commitment to high expectations, it is not well-defined nor fully implemented.</p> <p>While district personnel communicate high academic expectations for all students, there are inequities in expectations and in addressing varying needs of students. This includes students with disabilities, economically disadvantaged, English Language Learners, and gifted and talented. For the year 2006-07, graduation rates range across gender and ethnicity: Hispanic male 28.1%, Hispanic female 42.9%, White male 53.2%, White female 58.4%.</p> <p>Numerous programs have been started in an effort to address barriers to higher performance without input from all parties involved or monitoring to determine whether intended impact is being realized.</p> <p>Research-based practices for enhancing student achievement do not drive all district-level decisions.</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				<p>There is a perception that the school board does not understand their role in fostering student achievement. An example might be aligning budget allocations to the District Improvement Plan rather a flat percentage across-the-board allocation or when needed in reducing budgets. Another example would be setting student achievement targets, goals or policies versus attempting to manage district operations.</p> <p>What students academically need to know and be able to do by each grade level is not clearly understood throughout the district. There is not agreement on what proficient, exemplary work looks like at each grade level or content area. High expectations have not been defined consistently across the district.</p> <p>Some students are able to articulate knowledge of academic standards and expectations.</p> <p>Some leaders provide adequate follow through to foster and reinforce the belief that all students can learn at high levels. While there are some classrooms that motivate students to high levels of</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				<p>achievement, not all teachers have the same level of expectations for all students.</p> <p>Through principal meetings, the district offers time to share some innovations. However, within schools there is limited awareness of best practices that are occurring within the school and elsewhere in the district.</p>
<p>4.1c The district demonstrates a commitment to equity and an appreciation for diversity.</p>	<p>District staff interviews Parent interviews Staff interviews Student interviews Copies of survey results, test scores, student work and other data District web page Local board policy, procedures and minutes Meeting agendas and minutes School accountability report School climate survey After school observations Walkthroughs Meeting observations Classroom observations Administration</p>	<p>The district demonstrates a commitment to and an appreciation of diversity.</p> <p>The district articulates its support for the development and implementation of programs that increase awareness of the value of different cultures with some follow-up or implementation.</p> <p>The district implements policies and procedures for minimizing the impact of socioeconomic factors on learning.</p> <p>The district has a process to encourage groups to participate in the activities of the school district.</p> <p>District leadership provides support for schools' efforts to establish positive relationships among members of the student body.</p>	<p>2</p>	<p>The district's focus in regard to the achievement gap has been on Hispanic and English Language Learners. Little evidence has been found indicating there are intentional conversations regarding the impact of poverty. Data does not suggest that achievement gaps are notably narrowing.</p> <p>Programs that increase awareness of the value of diversity are implemented at the school level. Thus practices vary from school to school.</p> <p>Staff hired after 2005 are required to participate in SIOP training for three years.</p> <p>Professional development focused on poverty as a barrier to learning has not been offered recently.</p>

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

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
	interviews			
<p>4.1d District and school leadership share responsibility for ensuring implementation of high academic and behavioral expectations for all students.</p>	<p>District staff interviews Parent interviews Staff interviews Student interviews Copies of survey results, test scores, student work and other data District web page Local board policy, procedures and minutes Meeting agendas and minutes School accountability report After school observations Walkthroughs Meeting observations Classroom observations Administration interviews</p>	<p>District leadership sets inconsistent or unclear academic expectations for students.</p> <p>There are some standards for behavior developed by district and school staff members. Behavior standards are communicated to students but are not always equitably applied.</p> <p>The district encourages schools communicate behavioral expectations to students and their families.</p>	2	<p>While there is a stated commitment to high expectations, it is not well defined, articulated, nor pervasive throughout the district.</p> <p>A belief that all children can learn and be successful is not pervasive throughout the district. Thus daily actions may not always challenge students to achieve their full academic potential.</p> <p>Some students could identify an adult within the school who motivates them to achieve their academic best.</p> <p>PBS is viewed as a district effort and implemented in varying degrees at the schools.</p>
<p>4.1e Achievement is highly valued and publicly celebrated.</p>	<p>District staff interviews Parent interviews Staff interviews Student interviews District web page Local board policy, procedures and</p>	<p>District leadership sometimes recognizes the efforts of educators whose work results in raising student achievement and narrowing or closing learning gaps.</p>	2	<p>While district personnel articulate a value for high student achievement, there is not a sense of urgency to address and impact gaps in achievement.</p> <p>Staff may be recognized at board</p>

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

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
	<p>minutes Meeting agendas and minutes School accountability report After school observations Walkthroughs Meeting observations Classroom observations Administration interviews</p>	<p>District leadership sometimes acknowledges and celebrates the achievement of individual students or student groups.</p> <p>District staff members sometimes recognize students for academic success and may involve or include families and community members.</p>		<p>meetings and in the monthly electronic newsletter. However, within the district, there is little awareness of this recognition.</p> <p>Where the transitional bilingual program is effective, the district does not hold up the school(s) as positive examples.</p> <p>Individual schools celebrate student academic success through formal and informal recognition. Board meetings recognize student achievement. The community awareness of the district's recognition is limited.</p> <p>An incentive award plan (performance pay) for all staff based on the improvement of CSAP scores is in place. Many staff members are not aware of the plan.</p> <p>There are art displays at the district level with some student academic work displays at individual school sites. An art exhibit will be held at Commerce City Hall.</p> <p>While student academic work is visible in individual schools, evaluation rubrics or scoring guides that can show performance expectations are rare, as are exemplars of student work.</p>

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

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>4.1f The district fosters the work of all district staff as part of a learning community dedicated to raising student achievement.</p>	<p>District staff interviews Parent interviews Staff interviews Student interviews Copies of survey results, test scores, student work and other data District web page Local board policy, procedures and minutes Meeting agendas and minutes School accountability report After school observations Walkthroughs Meeting observations Classroom observations</p>	<p>The intention of leadership is to positively impact the learning culture of the system; however, results are inconsistent or unclear.</p> <p>Some departments, programs, and schools have developed and incorporated norms and expectations regarding collaboration.</p> <p>District leadership expresses commitment to continuous improvement, but is not perceived as modeling collaborative problem-solving on a regular basis.</p> <p>District leadership seldom reflect on how or how well its actions promote trust, willingness to change and innovate, and positive, professional relationships in the district.</p> <p>The district promotes collaboration within and among the schools if circumstances or specific tasks seem to require it.</p> <p>The district encourages the appropriate development of a learning community approach at the school or classroom level on a limited basis.</p>	<p>2</p>	<p>There is limited evidence of routine communication practices from central administration to staff.</p> <p>The district publishes and electronically posts various reports such as the annual report. The reports are intended to share district information with the community and staff. Stakeholders have a limited understanding of district's decisions and actions. This leads to wondering "why" and a sense of mistrust.</p> <p>In an effort to share the district's vision, the board meetings and school activities are recorded and aired on the cable access channel.</p> <p>The StART team is a new administrative structure focused on encouraging improved practices of the learning community. The work of the team is developing.</p> <p>There is not regular time set aside for staff collaboration between schools.</p>

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

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>5.1a The district employs multiple methods and processes for communicating with parents, employees, and the community.</p>	<p>District staff interviews Parent interviews Staff interviews Student interviews Copies of survey results, test scores, student work and other data District web page Local board policy, procedures and minutes Meeting agendas and minutes School accountability report After school observations Walkthroughs Meeting observations Classroom observations</p>	<p>The district implements a public relations plan that employs multiple channels of communication to reach families and the community.</p> <p>The district provides some translators and translations for its verbal and written communications.</p> <p>The district accepts feedback on how its communications meet the informational needs of the community, but it is not done on a regular basis.</p> <p>District leadership promotes productive working relationships among the local school board, schools, the community, and the district office, but does not have a proactive or systematic plan for doing so.</p> <p>Administrative staff members usually receive information in a timely fashion.</p> <p>Licensed staff members usually receive information in a timely fashion.</p> <p>Classified staff members usually receive information in a timely fashion.</p>	<p>2</p>	<p>In an effort to communicate with families and the community, the district uses an "All-Call" phone system, district printed material, cable access broadcasting, website and local newspapers.</p> <p>A policy is in place that all distributed printed material be in English and Spanish. Some district generated material is not always translated.</p> <p>Public input is sought through involvement of parents in activities such as District Accountability Committee (DAC) and informational meetings. The attendees are not always representative of the district's demographics.</p> <p>There is little evidence that district-wide communication has been evaluated as to how well it is meeting the communication needs of the community.</p> <p>Outside of the past bond initiative, community members and most staff are not aware of any district action to promote positive and productive working relationships with constituent groups in the community.</p> <p>Daily operational information to</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				<p>administrators, licensed and classified staff such as testing schedules, CSAP results, free and reduced school lunch information, appear to be timely. However, critical communication such as new staffing plans or changes in staffing levels or the impact of the new high school's opening on existing programs, may be late or left to rumors.</p> <p>There seems to be a lack of a clear procedural strategy for handling concerns from staff and the community through a chain of command protocol. An example would be a concerned parent contacting district-level staff or even a board member without speaking with building level staff first.</p>
<p>5.1b The district disseminates a variety of information to all families on a regular basis.</p>	<p>District staff interviews Parent interviews Staff interviews Student interviews District web page Local board policy, procedures and minutes Meeting agendas and minutes School accountability report After school observations</p>	<p>The district recommends that learning expectations for grade levels and content areas are communicated to all families, but does not ensure that all schools accomplish that goal.</p> <p>The district provides adequate information (i.e. dates, purposes, results) to families about state and district-level testing and assessment.</p> <p>The district provides information to families concerning their child's or children's achievement and progress beyond what is in</p>	<p>2</p>	<p>Important information for families is located on the district web-site. While computers are available through the migrant program to access the information, not all families are aware of opportunities or have the ability to access or use the technology.</p> <p>The district hosts a CSAP Fair for all parents. Over one hundred individuals are usually in attendance.</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
	<p>Walkthroughs Meeting observations Classroom observations</p>	<p>the school report card.</p> <p>The district provides information to all families regarding the services available to support them and their children as well as information to help them access those services.</p> <p>The district welcomes parent involvement at the district level (e.g. district accountability committee, review of instructional materials, focus groups, volunteering).</p>		<p>The district expects that two parent-teacher conferences are held each year. Additionally, a progress report is sent out between conferences. Information about state and district-level assessments is shared at these conferences.</p> <p>Parents receive student achievement data primarily from the individual schools. Additional information beyond the report card varies from school to school.</p> <p>Three main activities, Fall Festival, CSAP Kickoff and a Fashion Show for parents are coordinated at the district level. The Fall Festival offers half day workshops for the parents such as gang awareness and immigration law. CSAP Kickoff shares testing tips with parents while the Safe to Tell Fashion Show is a bully prevention program, and provides clothing to the student models. The district generally depends on the schools to encourage other types of parent involvement.</p> <p>The Community Resource Guide is available for all families. From parenting classes to dental care, most areas of needed support are provided in this document.</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>5.1c Leadership seeks partnerships within and beyond the district.</p>	<p>District staff interviews Parent interviews Staff interviews Student interviews District web page Local board policy, procedures and minutes Meeting agendas and minutes School accountability report After school observations Walkthroughs Meeting observations Classroom observations Administration interviews District budgets</p>	<p>District leadership partners with groups that support education efforts (e.g. Junior Achievement, community clubs, library programs, tutors, sports clubs, donations).</p> <p>District leadership provides guidance, support, resources, and facilitation for parent education opportunities.</p>	<p>3</p>	<p>Many of the larger employers such as SunCor and United Parcel Services have partnered with the district either through the Foundation or specific projects. Specific school partnership occur with local businesses. The district lists a significant number of existing community, government and business partners.</p> <p>The district has numerous opportunities for parent education. Some examples are English classes, citizenship, GED in English and Spanish, high school diploma, and parenting classes.</p>
<p>5.1d The district provides guidance and support to schools for working with parents and the community.</p>	<p>District staff interviews Parent interviews Staff interviews Student interviews District web page Local board policy, procedures and minutes Meeting agendas and minutes School accountability report After school</p>	<p>The district provides and/or publicizes to all parents a variety of opportunities for students who require additional assistance beyond the school day.</p> <p>The district shares information with schools on ways to engage parents and members of the community to support student learning.</p>	<p>2</p>	<p>Through grants and fees, before and after-school programs are offered throughout the district including a Saturday School at one site. Transportation is supplied so all students can participate.</p> <p>The district encourages the engagement of parents as well provides schools a district framework for improving family/school linkage. The framework does not cite successful</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
	observations Walkthroughs Meeting observations Classroom observations Administration interviews			models nor is it specific in suggestions. Parent involvement varies throughout the district's schools.
5.1e The district ensures that student records are current, complete, and used appropriately.	District staff interviews Parent interviews Staff interviews Student interviews Copies of survey results, test scores, student work and other data District web page Local board policy, procedures and minutes Meeting agendas and minutes Walkthroughs Classroom observations Administration interviews	<p>The district implements procedures to ensure that schools systematically review student records to make sure they are current, shared appropriately, and required confidentiality is maintained.</p> <p>The district uses an efficient process to share or transfer student records appropriately across schools and between districts.</p> <p>The district provides assistance to schools in obtaining, student records for efficient and accurate diagnostic and placement purposes.</p>	3	<p>Student records are well maintained, include appropriate information and handling follows state law and district policies.</p> <p>The district has an appropriate system in place to record, monitor and disseminate pertinent student data. Technology support for maintaining the system is evident.</p> <p>Schools report little difficulty obtaining records from within the district.</p>

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

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>6.1a The district collaboratively creates and monitors the effectiveness of a comprehensive plan for the professional growth of all staff members.</p>	<p>Central office interviews Classified interviews Teacher interviews District professional development opportunities Meeting agendas and minutes Classroom observations</p>	<p>District leadership identifies some professional development needs within the system, but the needs and professional development activities are not consistently related.</p> <p>District leadership is willing to accept input on professional development, but does not use a systematic approach for acquiring the input.</p> <p>Professional development addresses the needs of some staff members.</p> <p>Professional development addresses some, but not all of the following: leadership, instructional capacity, and organizational effectiveness.</p> <p>District leadership provides limited assistance to schools in the implementation and evaluation of professional development offerings.</p> <p>Evaluation of professional development is based primarily on teachers' perceptions of usefulness rather than on student assessment data.</p>	<p>2</p>	<p>There are no long-range, comprehensive plans for professional development at the district or individual school level. A variety of different topics are included in the district professional development days and there appears to be little follow-up or connection from one topic to another.</p> <p>District staff determine much of the content for professional development based on district initiatives such as curriculum and administration of CSAP. Principals are responsible for determining part of the content for professional development days and some principals are beginning to ask staff for input regarding their needs.</p> <p>There is no systematic approach at the district or schools to acquire input that would result in a plan for long-term, continuous support of the professional growth needs of all staff. A list of needs for professional development were recently identified with principals and the StART team.</p> <p>Staff report the district used to offer a variety of professional development classes and opportunities, but many were</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				<p>eliminated due to budget constraints.</p> <p>Staff report that professional development appears to focus mainly on raising test scores. Sessions include how to practice for the test, what accommodations to give, and general test-taking information rather than strategies to improve instruction or using curriculum and assessment information to plan instruction.</p> <p>Staff from central administration do conduct some professional development in the schools particularly when the topic is district-generated or their services are requested. Teachers report the effectiveness of professional development varies with little impact on improving their instructional practices.</p> <p>Feedback is seldom requested regarding professional development offerings.</p>
<p>6.1b The district determines professional development priorities based on a variety of data.</p>	<p>Central office interviews Teacher interviews CSAP data</p>	<p>The professional development needs of staff are based on the analysis of a single source of student achievement data.</p> <p>Professional development for administrators is inconsistently aligned with the district's improvement plan and/or administrators'</p>	<p>2</p>	<p>CSAP data appears to be the driving force for identification of professional development needs of district staff.</p> <p>The district does not have a current district-wide improvement plan.</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
		<p>professional growth priorities.</p>		<p>Professional development for administrators is not aligned with such a improvement plan.</p> <p>Although there is movement toward Professional Learning Community (PLC) framework with leaders, much of the professional development for administrators centers around managerial issues such as hiring practices, administration of CSAP, administering the personnel evaluation process, and working with staff and parents. If the professional development meets an administrator's professional growth priorities it appears that this is more by coincidence than by design since there is no identified long-range professional development plan for administrators.</p>
<p>6.1c The district ensures the quality and effectiveness of all professional development activities.</p>	<p>Central office interviews Classified interviews Teacher interviews District professional development opportunities Meeting agendas and minutes Professional Development Plan/Activities Professional</p>	<p>District professional development has a limited emphasis on sustained and continuous professional growth.</p> <p>Professional development does not consistently focus on enhanced professional practice or is not tightly aligned with academic expectations and student learning goals.</p> <p>Some professional development opportunities are offered to members of the staff (e.g. members of a leadership team) to enhance leadership abilities.</p>	<p>2</p>	<p>Sustained and continuous growth is the goal of the three-year SIOP training required of all teachers new to the district. However, follow-up practices to reinforce SIOP strategies vary in the district. Pervasive use of SIOP strategies in classroom instruction was not observed.</p> <p>Most professional development offerings appear to be one-time opportunities conducted in a short</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
	<p>development policies and procedures at district and school level</p>	<p>Follow-up to professional development is inconsistent or limited.</p> <p>The district provides limited support for professional development that includes time for reflection, discussion or support for synthesis of new learning.</p> <p>District leadership supports participation in professional organizations related to some staff members' work responsibilities.</p>		<p>period of time with little to no follow-up. Topics are addressed at an information level with little to no opportunity for development of deep understandings or implementation of concepts or practices learned.</p> <p>Much of the current district-generated professional development focuses on the format, administration, and accommodations for CSAP and the content of curriculum documents. Teachers report that many opportunities are offered but with limited time to understand and practice and therefore are not regarded as useful. It was reported that some of the sessions appeared to be disorganized and unstructured so the time spent is not considered efficient or effective.</p> <p>All administrators attended a one or two-day training session on professional learning communities and many are in the beginning stages of implementing the concepts of PLCs. A varied understanding of the purpose and function of professional learning communities exists.</p> <p>The district supports a "grow your own" program for aspiring</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				<p>administrators.</p> <p>ELA coaches participate in monthly training designed to continually update their content knowledge and expertise. However, there is minimal, if any, training provided on the development of coaching skills.</p> <p>Although personnel in each building have the title of "coach," the roles and responsibilities vary from building to building. Many who have the title of coach do not function in the role of helping to build instructional skills of teachers and providing continuous, job-embedded professional development.</p> <p>ELA coaches vary in their work with schools and students. Most coaches see themselves as spending too much time with paper, files and tests. Some rarely get to coach teachers. Others, based on principal decision, may provide direct services to students.</p> <p>The building principal has primary responsibility for the design and implementation of school-level professional development including any follow-up and support in their school. Follow-up, time for reflection and opportunities to</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				<p>deepen understandings for new learning varies from building to building.</p>
<p>6.1d The district implements and maintains a comprehensive induction program for new teachers and administrators.</p>	<p>Teacher interviews</p>	<p>There is no set structure or specific criteria to identify skills to be addressed by mentors.</p> <p>The district has no established criteria to determine qualifications of mentors.</p> <p>There is no formal process for identifying and assigning mentors.</p> <p>Master teachers are informally used as mentors where they are available. Use is inconsistent across the district.</p> <p>Instructional supervisors and/or coaches provide feedback to new teachers related to their performance.</p>	<p>1</p>	<p>New teachers are not assigned a formal mentor. Colleagues in their school informally help them by supporting them as needed.</p> <p>Principals are assigned a mentor by the district. They meet regularly and communicate frequently. Assistant principals receive informal support from the principal or other assistant principals in their building.</p> <p>All new teachers participate in 8 days of SIOP training during their first year and continue training for the next two years by developing lesson plans and reading articles. An ELA coach works with each new teacher for three years. The level and depth of support varies from building to building.</p> <p>In addition to the evaluation process, feedback to new teachers is provided through the SIOP observation protocol and walkthroughs conducted by the principal, district ELA personnel and StART team.</p>
<p>6.2a The district provides a clearly defined personnel</p>	<p>Central office interviews</p>	<p>District leadership has adopted policies and procedures regarding the evaluation of all</p>	<p>3</p>	<p>The district evaluation committee reviewed and revised the licensed</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
evaluation process.	Classified interviews Teacher interviews Documentation of development, review, revision of evaluation process Evaluation forms and identified process Meeting agendas and minutes	<p>personnel that meet state requirements.</p> <p>The district evaluation committee participates in development, review and any necessary revision of evaluation process and procedures.</p> <p>The evaluation of licensed personnel is focused on the Colorado Professional Teacher and Administrator Standards, the student learning goals of the school improvement plan, and the individual growth needs of staff members.</p> <p>District leadership implements procedures to ensure that principals evaluate teachers on how well their instructional strategies and learning activities are aligned with school, district and state standards, and assessment expectations for student learning.</p>		<p>evaluation process and is piloting the new instruments this year. Principals are trained on how to use the document, timelines and processes.</p> <p>The evaluation form for teachers is closely aligned with identified best practices.</p> <p>Principals evaluate staff and submit the evaluations to the Chief Academic Officer who reviews all of the evaluation documents.</p>
6.2b All professional employees have professional growth plans linked to the district's evaluation process.	Central office interviews Classified interviews Teacher interviews Individual growth plans	<p>Some professional growth plans reflect the findings of professional evaluations.</p> <p>Professional growth priorities address student achievement, but they do not reflect consideration of disaggregated student achievement data.</p> <p>Progress on professional growth priorities is evaluated at the end of evaluation cycles (summative evaluation), but is not monitored throughout the cycles (formative evaluation).</p>	2	<p>Professional growth plans are developed following outlined criteria provided by the district. One required goal relates to district/school student achievement and one goal is chosen by the teacher.</p> <p>Use of disaggregated data is not one of the criteria addressed in growth plans, although some principals request teachers to formulate a student achievement</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				<p>goal related to their school improvement plan and the data evident in the plan.</p> <p>Evaluation of professional growth goals varies from building to building. Some staff report discussing their growth goals with the principal throughout the year while others report never discussing their progress on their professional growth goals with anyone.</p>
<p>6.2c The district effectively uses employee evaluation and the professional growth plans to improve staff performance.</p>	<p>Central office interviews Classified interviews Teacher interviews Evaluation forms and identified process Individual growth plans</p>	<p>Professional growth plans of licensed staff identified through the evaluation process are collaboratively developed.</p> <p>The professional growth plans of all licensed personnel, including district and building level leaders, foster purposeful reflection on and refinement of practice.</p> <p>The evaluation process is viewed as part of individual staff growth, but is not always valued as a route to high staff performance.</p> <p>District leadership establishes expectations for principals regarding implementation of the district's licensed personnel evaluation process, but does not always ensure the effectiveness of implementation of the process.</p> <p>Student achievement is considered informally, but is not a formal indicator on district</p>	<p>2</p>	<p>Teachers, classified staff and principals report collaboratively developing professional growth plans. Sometimes the collaboration involves developing the goals with a supervisor and other times individuals develop the goals and then talk to their supervisor about them.</p> <p>Individual growth plans do not necessarily foster reflection on the refinement of practices. Some goals are to raise student achievement by some percentage but do not include an instructional practice component. Personal goals do not have to relate to improving instructional practices.</p> <p>The evaluation process is viewed as a vehicle for improving practice</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
		evaluation measures.		<p>by some employees.</p> <p>Evaluation issues are frequently discussed during principal meetings in order to develop consistency in implementing the process. Training in the process occurs annually.</p>
<p>6.2d The evaluation process is used to provide opportunities for improvement to teachers and administrators needing remediation.</p>	<p>Central office interviews Teacher interviews Evaluation process documents</p>	<p>District leadership collaborates with identified teachers and school administrators to develop remediation plans that are an integral part of the evaluation process and focused on improving performance.</p> <p>Leadership provides some formative feedback to teachers and administrators needing remediation.</p> <p>Identified teachers and school administrators are provided with some follow up and support, but not to a level that will ensure improved practice and/or student achievement.</p>	<p>2</p>	<p>Principals and teachers meet with their supervisors to develop remediation plans for identified staff members.</p> <p>Supervisors are encouraged to observe and provide regular and meaningful feedback regarding expected implementation of the remediation plan.</p> <p>The amount and quality of follow up and support for professional development, fiscal resources and materials to improve instructional practices varies from supervisor to supervisor.</p>

STANDARD 7: The district provides focus and support for improved student achievement, high quality teaching, organizational direction, high performance expectations, a learning culture, and leadership capacity.

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>7.1a Leadership collaboratively develops and sustains shared beliefs, values, and goals focused on improving student achievement.</p>	<p>Administration interviews Central office interviews District staff interviews Principal interview Teacher interviews District web page</p>	<p>District leadership inconsistently communicates the district's priorities and goals to staff members.</p> <p>Leadership reinforces the district's priorities and goals, but does not always use them to guide decisions.</p> <p>Leadership does not consistently use the district's priorities and goals as foundations to support schools in the design or selection of instructional programs.</p> <p>District leadership provides some updates to staff members on progress toward accomplishing district priorities and goals.</p>	<p>2</p>	<p>The five goals identified by the board of education appear to have remained unchanged for several years. These goals are general in nature without specific targets, strategies or implementation plans.</p> <p>The StART team and principals collaborate to identify goals and professional practices for improving student learning.</p> <p>Monthly meetings between the StART team and principals provide opportunities to review school accreditation plans. The StART team uses a data-based Balanced Scorecard to record progress with district initiatives.</p> <p>Principals and school staff receive mixed messages from the district regarding ELA program design, implementation, use of Spanish, when to transition, appropriate ELD and reading materials, and assessments.</p>
<p>7.1b Leadership decisions are collaborative, focused on student academic performance, and data-driven.</p>	<p>Administration interviews Central office interviews Principal interview Staff interviews Teacher interviews Comprehensive school</p>	<p>District leadership sometimes engages staff members and /or students in conversations about student academic performance.</p> <p>District leadership analyzes state assessment data and sometimes uses the results of that analysis to support schools in making academic decisions.</p>	<p>2</p>	<p>The StART team is beginning to foster data-driven problem solving and decision making.</p> <p>The StART team meets monthly with the elementary principal group in order to further district initiatives and address principal generated</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
	<p>improvement plan/accreditation Copies of survey results, test scores, student work and other data Data analysis reports Other student achievement data Records of analysis of assessment data</p>	<p>District leadership communicates intent and is committed to improving student achievement.</p> <p>District leadership does not foster and/or model positive and productive data-driven problem solving.</p>		<p>issues. While all schools have a significant ELL population, ELL personnel do not regularly participate in these meetings.</p> <p>Most principals participate in weekly data talks with teachers to track student progress and ensure students are receiving appropriate interventions.</p> <p>There is evidence of only limited development of data analysis used to support schools in making academic decisions.</p>
<p>7.1c Leadership ensures that all staff members have appropriate access to standards-related materials, data resources, and the training necessary to use them.</p>	<p>Central office interviews Principal interview Teacher interviews Comprehensive school improvement plan/accreditation Curriculum Guides/Maps/Lesson plans District professional development opportunities Meeting agendas and minutes</p>	<p>District leadership provides district and school staff members with access to Colorado's standards documents, but provides limited training on to how to use the documents effectively.</p> <p>District leadership occasionally shares standards-based information from internal and/or external professional sources with the local board of education, accountability committees and staff members.</p> <p>District leadership expects each school to establish a leadership team, but does not fully support or monitor schools' efforts to do so.</p>	<p>2</p>	<p>Principals promote the use of Grade Level Essential Targets (GLETs) and associated pacing guides and curriculum maps.</p> <p>The elementary principal group is in the preliminary phase of implementing a professional learning community (PLC) with work focused on district initiatives created by the StART team.</p>
<p>7.1d Leadership disaggregates data for use in identifying the</p>	<p>Central office interviews</p>	<p>District leadership disaggregates and sometimes analyzes data comparing</p>	<p>2</p>	<p>While data is disaggregated for the entire school population, subgroup</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>needs of a diverse population, communicates the information to staff members, and systematically incorporates the data into improvement planning.</p>	<p>District staff interviews Accountability committee agendas Data analysis reports Other student achievement data Records of analysis of assessment data</p>	<p>academic achievement of population subgroups but does not consistently use the results of data analysis to inform decision-making.</p> <p>Information on data disaggregated by subgroups is informally shared with the local board of education and/or accountability committees.</p> <p>District leadership shares performance gap data, but has just created or is just beginning to implement district-wide strategies for improving programs.</p> <p>District leadership identifies district-wide student performance gaps, but provides limited support to schools in their efforts to close these gaps.</p>		<p>results are not generally a focus of analysis and data results appear to be infrequently used to inform decisions.</p> <p>There is little evidence of systematic analysis and sharing of subgroup data with district stakeholders. It is not evident that the district engages in strategic planning to address performance gaps in the schools.</p>
<p>7.1e Leadership plans and allocates resources, monitors progress, provides organizational infrastructure, and removes barriers to continuous improvement.</p>	<p>Administration interviews Central office interviews Principal interview Teacher interviews Comprehensive school improvement plan/accreditation District budgets Classroom observations Hallway observations</p>	<p>Management of resources is typically equitable and aligned with focus on student learning, but inconsistently matches goals and strategic priorities.</p> <p>District leadership provides staffing and fiscal resources without adequate attention to providing research-based interventions and services.</p> <p>District leadership monitors the instructional programs, organizational practices and physical facilities of the schools, and sometimes supports school leadership to</p>	<p>2</p>	<p>It does not appear that there attempts to align fiscal resources to match student learning goals and strategic priorities.</p> <p>There appears to be inadequate attention to the impact of change as new initiatives are developed or implemented. Careful regard for the capacity of schools to implement policies or deal with unintended consequences appears to be lacking.</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
		<p>make necessary modifications to support student performance.</p> <p>District leadership implements policies, procedures and initiatives without careful consideration of probable impacts or the capacity of schools to follow them.</p>		<p>The district's physical facilities may be deteriorating due to inadequate monies to support effective maintenance programs. As a result, care for facilities appears to be reactive when problems occur. Although a facilities audit has not been performed in some time, one is planned for the near future.</p> <p>A district-wide strategic plan is not in place.</p> <p>A district-wide structure to improve or implement instructional strategies or models is not evident.</p>
<p>7.1f The district ensures accountability for effective programs, support systems, initiatives, and teaching practices.</p>	<p>Administration interviews Central office interviews Teacher interviews Professional staff data</p>	<p>District leadership fosters an ethic of professional accountability for student learning across all levels of the organization.</p> <p>The effectiveness of support programs and organizational functions (e.g. counseling, security, transportation, health services, technology, student services, and nutrition) are considered and occasionally adjusted, but these considerations rely mostly on anecdotal information.</p> <p>Monitoring and evaluation of district initiatives for student achievement are infrequent and typically are responsive to anecdotal information. Subjective decisions are made related to adjustment, continuation or abandonment of the initiatives.</p>	<p>2</p>	<p>StART and ELA personnel do not typically work together to promote student learning.</p> <p>The department responsible for the ELA program does not appear to share accountability for student learning. The department responsible for curriculum, instruction, and assessment has little influence on the language instruction of ELL students.</p> <p>There is a lack of district-level guidance and specificity on important program ELA program components including:</p> <ul style="list-style-type: none"> - How to implement the ELA program model - Appropriate hiring and best use of

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
		<p>District leadership provides intermittent and ad hoc feedback regarding the efficacy of programs, curricula or attainment of goals to staff members.</p> <p>District leadership corrects most personnel non-performance discrepancies over time, but without a sense of urgency.</p>		<p>staff</p> <ul style="list-style-type: none"> - Time allocations for instruction in English and in Spanish by grade level - ESL curriculum scope and sequence - Transitioning between Spanish and English literacy - Grade-level expectations for academic performance, in Spanish and/or English - Grade-level expectations for growth in the four CELA indicators - Expectations for teacher skills and knowledge in teaching Spanish and/or English <p>While every new program contains an evaluative component, existing programs are typically not evaluated for effectiveness.</p> <p>Little emphasis seems to be placed on sustainability of grant programs once funding expires.</p> <p>The district monitors programs and initiatives but changes based on evaluative data are not evident.</p> <p>The StART team has taken some preliminary actions to provide feedback to schools and monitor fidelity to district improvement initiatives.</p>

STANDARD 7: The district provides focus and support for improved student achievement, high quality teaching, organizational direction, high performance expectations, a learning culture, and leadership capacity.

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				<p>A high level of non-retention of probationary teachers is evident. There appears to be a history of moving non-probationary personnel with performance concerns to different positions.</p> <p>Schools determine how they will use their ELA paraprofessionals. Some schools use them without training, as translators/ Spanish language supports while others divide their time among all teachers and needy students, regardless of students' English proficiency levels. In other schools, ELA paraprofessionals are used as ESL teachers. Training is sporadic and usually determined by individual schools. Planning time is not equitable and most paraprofessionals have no time to plan with their cooperating teachers and are not included in data teams nor staff development.</p>
<p>7.2a The district fosters systems of shared responsibility including development of leadership skills throughout the organization.</p>	<p>Administration interviews Principal interview Teacher interviews Staff interviews Professional Development Plan/Activities School improvement plan</p>	<p>Principals and teachers may be asked to provide informal input for the development of a common purpose and actions for improving student achievement, but they are not typically part of the final decision-making process.</p> <p>District leaders provide some support for distributed leadership throughout the system.</p>	<p>2</p>	<p>There is evidence of a lack of teacher involvement in the decision-making process at the district level.</p> <p>It appears that individual principal actions may not always be aligned with district initiatives and these actions may not always be readily apparent to district leadership.</p>

STANDARD 7: The district provides focus and support for improved student achievement, high quality teaching, organizational direction, high performance expectations, a learning culture, and leadership capacity.

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
	Walkthroughs			
7.2b All administrators have professional growth plans focused on the development of effective leadership skills.	Central office interviews Principal interview Professional Development Plan/Activities Professional development policies and procedures at district and school level	<p>District leadership provides support and resources for professional growth opportunities for district and school leaders.</p> <p>Each district and school administrator has professional improvement priorities, but not all focus on leadership skills designed to promote student achievement.</p> <p>Each district and school administrator determines professional growth priorities with some guidance from the district.</p> <p>The individual professional growth priorities of district and school administrators are inconsistently implemented or reviewed for possible modification.</p>	2	<p>There is some consistency to professional growth opportunities for principals (e.g Haberman protocol, one day training on PLCs).</p> <p>Much of the collaborative effort with focused professional development occurs in ad hoc bi-monthly meetings of the elementary principal group.</p> <p>The administrative evaluation tool does not provide emphasis on professional development.</p>

STANDARD 8: The organization of the district, the budgeting process, and allocation of resources align with structures and systems that enhance attainment of high levels of student achievement.

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>8.1a The district budget development process is aligned with the intent to improve student achievement.</p>	<p>Administration interviews Central office interviews Staff interviews Budgetary procedures District budgets Local board policy, procedures and minutes School budget/allocations</p>	<p>A portion of the district budget is based on perceived priorities; however, priorities are not determined through a formal data analysis process.</p> <p>The focus of budget development is sustaining current programs and practices.</p> <p>Some priorities are under-funded.</p> <p>Budget allocations are based on student count and do not reflect the focus or intent to address gap issues.</p> <p>The district adequately funds and staffs some support and operational services that contribute to school and instructional effectiveness.</p>	<p>1</p>	<p>Without a strategic plan, formulation of a district budget with focused allocation of resources will be significantly hampered.</p> <p>Staffing allocations are based on student ratios with no significant accommodations for addressing learning gaps or meeting identified student learning needs.</p> <p>Priorities for district funding are not determined by an inclusive process involving multiple stakeholders.</p> <p>The BOE appears to make budget decisions based on sustaining existing programs rather than identifying strategic needs or allocating monies to support increased student learning.</p>
<p>8.1b District leadership analyzes funding and other resource requests to ensure the requests are tied to improvement plans.</p>	<p>Central office interviews District budgets School accountability report School budget/allocations</p>	<p>Funds are allocated that can be used to implement aspects of the district improvement plan, but these are not consistently intentional.</p> <p>Some budget decisions are aligned with the action components of the district and school improvement plans, but they may not be intentional or informed by data.</p> <p>Funds are sometimes expended in accordance with the district and school improvement plans and requirements for grants.</p>	<p>2</p>	<p>The use of district resources is not aligned with an overarching district strategic plan. There is no evidence of budgetary adjustments which are based on meeting changing student needs.</p> <p>Discussion has taken place regarding District Accountability Committee participation in budget review. This activity has not yet been initiated.</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
		<p>Expenditures may not be regularly monitored or adjusted to meet changing student needs.</p> <p>District and school accountability committees are rarely involved in providing input into budget development and review processes.</p>		
<p>8.1c The district allocates staffing based on the learning needs of all students.</p>	<p>Central office interviews District staff interviews District budgets</p>	<p>The district expresses a commitment to hiring members of ethnic groups equitably.</p> <p>Staffing allocations are made with minimal consideration of student needs.</p> <p>District staff members provide support to schools, but the assignment is not made with a focus on the needs of students at all schools.</p> <p>There are minimal attempts to match highly skilled staff with the students having the greatest needs.</p> <p>District leadership does not have strategies or practices for assigning highly effective staff to serve students with the greatest needs.</p>	<p>1</p>	<p>Hiring practices in the recent past have included recruiting teachers from Mexico. This has been viewed with mixed results by principals.</p> <p>Staffing allocations are based on student ratios. Requests for funding based on student needs are treated on a case-by-case basis.</p> <p>The degree of support to schools offered by district personnel is perceived as inconsistent. Generally, support provided from the StART team is highly regarded by most principals.</p> <p>No procedures are in place to match highly-skilled staff with students having the greatest needs.</p>
<p>8.1d Leadership provides fiscal resources for professional growth and development of licensed staff based on identified needs.</p>	<p>Central office interviews District staff interviews District budgets Professional Development</p>	<p>The district budget reflects a commitment to improving teaching and organizational efficiency through substantial and focused training to build the competencies of all staff.</p> <p>The district allocates minimal fiscal resources</p>	<p>1</p>	<p>The district budget does not reflect substantial or focused financial support for training to build the competencies of all staff.</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
	Plan/Activities	<p>to schools for support of professional growth.</p> <p>Professional development resources are not appropriately and/or equitably allocated among all school and staff members.</p>		
8.2a District leadership implements operational procedures for budget planning and distribution of funds.	Administration interviews District staff interviews Principal interview Staff interviews Budgetary procedures Comprehensive school improvement plan/accreditation District budgets District mission statement School budget/allocations School improvement plan School mission statement	<p>District leadership has established procedures for distribution of funds based primarily on student count.</p> <p>District leadership does not always ensure that the expenditure of school discretionary funds follows operational procedures or that expenditures match identified student needs.</p> <p>The district provides limited compensatory resources to schools in identified areas of need, student achievement or school improvement.</p>	2	<p>For the most part, the process of distribution of funds from the district to the schools is based on pupil count. There is a strong emphasis on equal resources to each school rather than strategic resource deployment.</p> <p>Additional resources can be obtained by school leaders through informal channels with district leadership. Some school-level personnel are aware of these channels and others are not.</p>
8.2b The district provides a clearly defined process to provide equitable and consistent use of fiscal resources.	Administration interviews Principal interview Budgetary procedures District budgets District mission statement District policy	<p>District leadership provides some support to schools in obtaining resources from external sources to augment school allocations to support school improvement goals.</p> <p>District leadership provides limited budget guidance and follow-up support to schools.</p>	2	<p>Copies of a descriptive, comprehensive budget document are printed and are available through the Office of Finance.</p> <p>Knowledge of the process of planning the district budget is done at the district cabinet level with</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
	<p>School budget/allocations School improvement plan</p>	<p>Staff and community members do not have knowledge or understanding of the budgeting procedure.</p> <p>The district budget is published, easily accessible by stakeholders and regularly discussed / reviewed at local board of education meetings.</p> <p>District leadership provides schools with funding allocations in a timely manner.</p>		<p>over-sight and input by the board of education. There does not appear to be broad awareness of this process at the teacher level.</p> <p>Beyond basic district allocations, most additional resources that schools obtain are through grant funding.</p> <p>The district has developed an educational foundation, but funding from this source to directly target school improvement goals has not occurred.</p> <p>Schools are provided a template from the district office, based on the District Improvement Plan, which is to be used for developing School Improvement Plans.</p>
<p>8.2c State and federal program resources are allocated and integrated to address student needs identified by the schools and/or district.</p>	<p>Administration interviews Principal interview Staff interviews Budgetary procedures District budgets District mission statement School budget/allocations School improvement plan School mission statement</p>	<p>Categorical funds are allocated to support identified student needs.</p> <p>Advisory committees have occasional input into categorical program allocations.</p> <p>The expenditure of categorical funds may be monitored, but program strategies are not always revised based on the evaluation of specific student needs.</p> <p>Revenue from various sources is not always integrated to maximize student achievement.</p>	<p>2</p>	<p>Grant revenues are received and expended according to the requirements of the various grants. Comprehensive school-wide planning and use of grant funding has not occurred.</p> <p>There is no consistent process nor expectations for parent and community input into the plan for distributions of funds for categorical programs. Some schools use building accountability committees to inform parents of program</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				<p>decisions that have been made at the district and school administrative levels. Budget plans and expenditures are presented as information items only and not open for discussions or revision.</p> <p>Expenditures are monitored to meet the guidelines for general accounting requirements of the grants and to according to district policy. Funds are not analyzed to link results to expenditures.</p>

STANDARD 9: The district develops, implements, and evaluates a comprehensive improvement plan that communicates a clear purpose, direction and action plan focused on student achievement.

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>9.1a The district uses a collaborative process to develop the vision, mission and goals that guide decision-making for improvement.</p>	<p>Administration interviews Principal interview Staff interviews District budgets District mission statement District policy School budget/allocations School improvement plan School mission statement School accountability report</p>	<p>No effort is made to establish a collaborative process to define the district's vision, mission and goals.</p> <p>Participants in the planning process review data with limited analysis for goal-setting and planning.</p> <p>Drafts of the vision and mission statements are not presented to the general public.</p>	<p>1</p>	<p>The district mission was developed by the board of education and the superintendent approximately eight years ago. The district goals were then developed, using a similar process, four years ago. A goal in the area of community involvement was added by the board in the 2006-07 school year. The process used did not involve community or district personnel.</p> <p>The district-level staff members who write the district's improvement plan have knowledge in data analysis, goal setting and planning. There is not a process for obtaining input for the plan from stakeholders.</p> <p>While the current mission and vision statements are available on the district web-site and official documentation, no public discussion as to the current relevance of the statements has occurred.</p>
<p>9.1b The district improvement planning processes involve collecting, managing and analyzing a variety of data and relevant information.</p>	<p>Administration interviews Principal interview Staff interviews Data analysis reports District mission statement District policy</p>	<p>There is a limited process for collecting data needed for comprehensive district improvement planning.</p> <p>A limited range of data (e.g. achievement, demographic, perception) is collected and managed (e.g., recorded, saved, displayed, monitored) as part of the process of district</p>	<p>2</p>	<p>The district collects data from various sources, such as DIBELS, MAP, CSAP, and district-developed common assessments. The analysis of this data is reflected in the district's improvement plan.</p> <p>The district has up-to-date</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
	<p>School improvement plan School mission statement Written goals</p>	<p>improvement planning.</p> <p>Aggregated and disaggregated student achievement data are sometimes used to identify and prioritize needs, but they are not used in a consistent and deliberate manner.</p> <p>State standards and related documents (e.g. assessment frameworks) are sometime included in the "information" used as part of district improvement planning.</p> <p>Current and relevant educational research is not included in the district improvement planning process.</p>		<p>technological tools to store, retrieve and manage assessment data. This data is readily available to staff at the district and school level for planning purposes.</p> <p>The district has the technological capacity and personnel expertise to fully analyze district and school level data. The analysis of data to prioritize needs at the building levels is not fully developed nor is such analysis completely transferred into specific, concrete actions.</p> <p>There appears to be limited reflection of current professional research as a prerequisite to planning.</p>
<p>9.1c District goals for improvement are clear, strategic and focused on closing achievement gaps and improving student learning.</p>	<p>Administration interviews District staff interviews Principal interview Staff interviews District mission statement District policy School accountability report School budget/allocations School improvement plan School mission</p>	<p>The goals for student learning and organizational effectiveness are insufficiently specific to promote substantive improvement.</p> <p>Goals addressing learning gaps are vague and lack precise methods of measurement.</p> <p>District leadership has not identified a manageable and attainable number of student learning goals as priorities for the district improvement plan.</p>	<p>1</p>	<p>The goals identified in the district plan are based on the analysis of district and school data. The goals provide general focuses, but lack strategic focus on specific subgroups with strategies to reduce achievement gaps.</p> <p>The district plan uses a SMART goal format, but the strategies listed are general, rather than specific.</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
	statement			
9.1d The district improvement plan includes specific action steps.	Administration interviews District staff interviews Principal interview District mission statement District policy School improvement plan	<p>Action steps in the district improvement plan are specifically designed to lead to accomplishing the goals in the district improvement plan.</p> <p>Action steps in the district improvement plan reflect consideration of some factors that impact change.</p> <p>The district improvement plan does not include time-specific targets.</p> <p>The district improvement plan identifies specific resources (in type and/or amount) needed to carry out action steps.</p> <p>The district improvement plan specifically designates responsibility for implementing action steps by team, position or name.</p>	2	<p>The current district improvement plan is eighteen months old and does not reflect current district-level data.</p> <p>The action plans in the improvement plan are directly linked to the goals.</p> <p>The goals in the improvement plan address needs noted through the analysis of achievement data. The goals are focused on those needs, but do not reflect a systematic implementation process to ensure actions are fully and successfully implemented.</p>
9.1e The district improvement plan includes methods for evaluating the effectiveness of its implementation.	Administration interviews Principal interview Staff interviews District mission statement District policy School improvement plan	<p>The district improvement plan contains some progress benchmarks that include indicators to measure progress toward achievement of the goals.</p> <p>District leadership monitors the effectiveness of district improvement plan implementation, but the process is not systematic or is limited.</p> <p>District leadership collects some data in areas targeted by the district improvement plan, but</p>	3	<p>The district improvement plan identifies SMART goals. The time requirements are mostly general in nature (i.e., end of school year). The plan also identifies specific resources, as available through grants, to carry out action steps. The plan also identifies by job-title those who are responsible to ensure the actions of the plan are delivered.</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
		<p>does not thoroughly analyze them to evaluate the degree to which the goals are being met.</p> <p>Interim reports on the progress of the district improvement plan are routinely made to the district accountability committee and the local board of education.</p>		<p>The StART team meets regularly throughout the year with school-level administrators to discuss progress of school improvement plans. No mid-year changes in the district's plan occur as a result of these discussions.</p> <p>There are initial efforts to regularly report district progress to the board and the District Accountability Committee. Detailed discussion of interim progress on the action plans has not occurred.</p>
<p>9.1f The district improvement plan is implemented as developed.</p>	<p>Administration interviews Principal interview Staff interviews Budgetary procedures District budgets District mission statement District policy School budget/allocations School improvement plan School mission statement Written goals</p>	<p>District leadership provides limited direction and support for the implementation of the district improvement plan.</p> <p>Many district-level staff members do not have sufficient awareness of the district improvement plan to be involved in its implementation.</p> <p>Most school leaders do not have sufficient awareness of the district improvement plan to be involved in its implementation.</p> <p>District leadership seldom monitors the implementation of the district improvement plan.</p>	<p>1</p>	<p>The StART team meets with school-level administrators on a regular basis to discuss progress on the action steps in school's plans. No interim goal or resource adjustments occur after the plans are implemented. It appears the intent is to make adjustments based on new data at the beginning of the each school year.</p> <p>There appears to be no awareness of the district's improvement plan outside of the StART team.</p> <p>School leaders are provided a template as to the components necessary in school improvement plans, but they have little or no awareness of the components of</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
				the district's plan. It appears that the district improvement plan is not directly monitored. The focus of monitoring appears to be on the work done at the school level.
9.1g The district demonstrates commitment to continuous improvement.	Administration interviews District staff interviews Principal interview Staff interviews Budgetary procedures District mission statement District policy District professional development opportunities Professional Development Plan/Activities School accountability report School budget/allocations School calendar School improvement plan School mission statement	The district communicates a commitment to continuous improvement. The district improvement plan is not revised or rewritten when new areas for improvement are identified. No processes are in place to sustain continuity of the district improvement plan by orienting new personnel to the content and demands of the district improvement plan.	1	All district communication efforts for improvement are general in nature. The focus is on a general goal of improving scores on district and state assessments. The district improvement plan is a static document. There is no process for making interim changes to the plan as more up-to-date information during the school year is identified. The plan is re-written annually, although it has not been modified for the 2007-2008 school year. There is no process identified to orient new staff members to the district improvement plan. Any discussion about improvement efforts, specifically linked to plans, occurs at the building level. Even these discussions occur only rarely in some schools.
9.2a The district provides guidance and support to schools to develop high quality school-level improvement plans.	Administration interviews District staff interviews Principal interview	District leadership provides some resources (e.g. a template, data, research, and a process) to schools to help them develop school improvement plans.	2	Assistance for guiding or developing school improvement practices using research does not appear to be provided to schools

STANDARD 9: The district develops, implements, and evaluates a comprehensive improvement plan that communicates a clear purpose, direction and action plan focused on student achievement.

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
	<p>Teacher interviews District professional development opportunities School accountability report School calendar School improvement plan</p>	<p>District guidelines for school improvement goals have a limited focus on either general student achievement or on closing specific achievement gaps between subgroups.</p> <p>District leadership reviews school improvement plans and provides some feedback on their quality. Some school improvement plans are aligned to the district improvement plan.</p> <p>District guidelines for school improvement plans encourage, but do not require, interim benchmarks.</p> <p>District leadership monitors the implementation and impact of the school improvement plans and provides feedback to school leadership on findings and suggested modifications.</p> <p>District leadership sometimes provides school improvement reports to the local board of education. Accomplishments may be noted on an informal basis.</p>		<p>from the district.</p> <p>The StART team meets with members of the school level administrative team on a regular basis. School level administrators are unaware of the specifics of the district's improvement plan. School administrators use the template provided by the district office to develop their individual improvement plans.</p> <p>The district provides information regarding individual students, subgroups, classroom and school improvement on district and assessments to each school.</p> <p>Most of the benchmarks in the school improvement plans are stated as year-end goals.</p> <p>Most school level administrators indicate that the regular visits and discussions with members of the StART team are productive and focused on the schools' efforts.</p> <p>Reporting to the board of education regarding school improvement results is mostly focused on achievement gains or losses as indicated by state assessments.</p>