

SECTION 2 - DETAIL REPORT

BOULDER VALLEY RE 2

STANDARD 1: The district develops and the school implements a curriculum that is rigorous, intentional, and aligned to state and local standards.				
INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
1.1a There is evidence that the curriculum is aligned with the Colorado Model Content Standards and assessment frameworks.	Administration interviews Central office interviews Teacher interviews Professional Development Plan/Activities Curriculum Guides/Maps/Lesson plans	<p>The adopted curriculum is directly based on and fully aligned with Colorado's standards documents and assessment frameworks. It defines what students should know and be able to do in all content areas.</p> <p>The content and sequence of the adopted curriculum defines and promotes proficient performance in essential knowledge and skills.</p> <p>The adopted curriculum is sometimes age and developmentally appropriate.</p> <p>Connections within or between content areas of the adopted curriculum are limited.</p>	2	<p>During the past two years the Division of Learning Services led the following departments through a curriculum review/revision: language arts, mathematics, science, social studies, world language, visual arts, physical education, health and ELL.</p> <p>Many individuals state that the planned revision of core curriculum on a more frequent basis will enable them to provide valuable feedback and improve the curriculum.</p> <p>The district has a clear process that involves teachers in creating curriculum aligned with standards.</p> <p>Teachers in schools with high percentages of students on free and reduced lunch report that they must adapt much of the curriculum to meet student needs.</p> <p>Some connections within and between content areas are explicit in the curriculum. Teachers are expected to design instruction that makes content connections for students. Often language arts is integrated with social studies and</p>

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				science. The implementation of curriculum integration varies from school to school.
1.1b The district initiates and facilitates discussion within schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12).	Administration interviews Central office interviews Teacher interviews	<p>The district initiates discussion at the school level, by grade level across content areas to address state and local standards, but the effort is not consistently implemented. (horizontal articulation)</p> <p>The district initiates discussion at the school level, throughout grade levels within content areas to address state and local curriculum standards, but the effort is not consistently implemented. (vertical articulation)</p>	2	Although the district facilitates the writing and presentation of curriculum to schools using both vertical and horizontal articulation, further discussions and observations of actual implementation are left primarily to building principals. Because of this, implementation is not always consistent from school to school.
1.1c The district initiates and facilitates discussions among schools in the district in order to eliminate unnecessary overlaps and close gaps (P-12).	Administration interviews Central office interviews Teacher interviews	The district (in consultation with schools) develops, communicates, and implements a systematic process, based on state and local standards, to eliminate unintentional curricular gaps or overlaps.	3	The district is in the process of identifying Essential Learnings in all core content areas. This will allow teachers to ensure that students master the most important concepts in each content area.
1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).	Administration interviews Central office interviews Teacher interviews	The district systematically facilitates and monitors discussions within and between schools to identify key curriculum transition points. The process is fully developed, communicated, and implemented.	3	Curriculum is revised more frequently than it was previously.
1.1e There is a systematic process in place for monitoring,	Administration interviews	The local board of education has written policies and district leadership has	3	Many schools are involved in curriculum mapping that enables

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evaluating, and reviewing the curriculum.	Central office interviews Teacher interviews	<p>implemented procedures to address curriculum issues (e.g., curriculum development, alignment, and revision; vertical and horizontal articulation; key transition points).</p> <p>Schools are involved in the implementation of the district's policies and processes to monitor, evaluate and review the curriculum.</p>		teachers to scrutinize the curriculum and make suggestions for revisions.
1.1f The curriculum provides access to a rigorous academic program for all students.	Administration interviews Central office interviews Teacher interviews	<p>A challenging curriculum that provides a rigorous academic program is available to all students.</p> <p>Some of the curriculum elicits higher order thinking and problem-solving skills from students at age and developmentally appropriate levels.</p> <p>The curriculum accommodates the learning needs of some students.</p> <p>The curriculum standards and expectations in content areas are occasionally identified and communicated to students.</p>	2	<p>A rigorous curriculum exists in all core content areas as well as in world languages, art, music and physical education.</p> <p>There is also a curriculum for English Language Development.</p> <p>The language arts curriculum offers extended learning suggestions for each Essential Learning Requirement.</p> <p>While the curriculum clearly meets the needs of average and gifted learners, teachers at schools with high percentages of students on free and reduced lunches or large numbers of second language learners report that they must modify the curriculum and use alternative materials to meet their students' needs.</p> <p>Implementation of curriculum varies</p>

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				<p>from school to school.</p> <p>Although standards are posted in many classrooms, most students who were interviewed seemed unaware of how these standards were related to their current assignment.</p>
<p>1.1g There is evidence that educational technology and information literacy are integrated into the curricula.</p>	<p>Administration interviews Central office interviews Teacher interviews Curriculum Guides/Maps/Lesson plans</p>	<p>Educational technology proficiencies and information literacy standards are identified in the curricula.</p> <p>There is some collaboration among educators to include educational technology and information literacy in lesson plans.</p>	<p>2</p>	<p>While educational technology and information literacy are taught in schools, the format for delivery and the emphasis placed on these topics varies from school to school.</p>

STANDARD 2: The district and schools use multiple evaluation and assessment strategies to continuously inform and modify instruction to meet student needs and support proficient student work.

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>2.1a Assessments of student learning are frequent, rigorous, and aligned with state content standards and assessment frameworks.</p>	<p>Administration interviews Central office interviews Teacher interviews District strategic priorities plan Principal interviews</p>	<p>Most assessments are aligned with Colorado's Model Content Standards and Assessment Frameworks.</p> <p>Assessments are limited in use or may not consistently ensure continuous student learning.</p> <p>District assessment tasks are rigorous by requiring students to use inquiry, problem-solving, and higher-order critical thinking skills at a proficient level.</p>	<p>2</p>	<p>In the primary grades formative literacy assessments are consistently administered.</p> <p>The assessments that are used consistently across the district are summative rather than formative.</p> <p>Although rigorous district assessments exist at many levels in most content areas, the district does not require that schools administer the assessments or submit the data. District assessments are used in a variety of ways across the district and not used in some schools.</p> <p>Some schools modify the assessments. Other schools articulate vertically and horizontally within the school to identify instructional implications; however, this is not done in a systematic way across the district.</p> <p>Some teachers develop their own assessments or employ assessments that do not always align with content standards.</p> <p>Formative literacy tests K-3 are administered and reported two to three times per year.</p>

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<p>2.1b The district facilitates teacher collaboration in the design of authentic assessment tasks aligned with standards and core content subject matter.</p>	<p>Administration interviews Central office interviews Teacher interviews Professional Development Plan/Activities Principal interviews</p>	<p>The district sometimes facilitates a process for teachers to collaborate in the design of appropriate assessment tasks.</p> <p>Assessment tasks are designed for most core content areas.</p> <p>Assessment tasks in all core content areas require valid and reliable demonstrations of what students should know and be able to do.</p> <p>The collaborative design of assessment tasks is ongoing and regularly reviewed.</p>	<p>3</p>	<p>District assessments in many core content areas have been developed by collaborative groups of teachers. These assessments require reliable and valid demonstrations of student learning.</p> <p>Other assessments used in schools are not always developed collaboratively or designed to elicit valid or reliable measures of student learning.</p> <p>The district provides technical assistance to schools that ask for help in writing assessments. Currently, few schools take advantage of this services.</p>
<p>2.1c Tests and assessments are used to identify achievement gaps.</p>	<p>Administration interviews Central office interviews Teacher interviews District strategic priorities plan</p>	<p>The district sometimes analyzes the results of assessments to identify achievement or curricular gaps and instructional implications.</p> <p>The district uses some assessment data to modify curricular, instructional and assessment practices.</p>	<p>2</p>	<p>The district analyzes CSAP data in a variety of ways and shares the information with schools through the district data warehouse. Literacy assessments required for K-3 students on individualized literacy plans are also administered and reported.</p> <p>The Colorado English Language Assessment placement is administered to all new second language learners. The Colorado English Language Assessment progress assessment is administered yearly. The results of both assessments are used to</p>

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				<p>determine program placement.</p> <p>Although some other assessments are analyzed for individual schools, the district-wide core content area assessments are not administered consistently across the district; therefore, the results do not impact classroom practices systemically.</p>
<p>2.1d Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.</p>	<p>Administration interviews Central office interviews Teacher interviews District strategic priorities plan</p>	<p>The district has a process for teachers and instructional staff to receive feedback on some assessments.</p>	<p>2</p>	<p>Although the capacity exists for the district to provide feedback on multiple assessments, only the CSAP, K-3 literacy assessments for students on ILP's and the CELA are required. Schools use only a few of the district core content assessments and various other instruments; therefore, there are limited common assessment results that can be used to impact instruction within and among schools.</p>
<p>2.1e The district ensures that performance and proficiency standards are clearly defined, communicated and evident in schools and classrooms.</p>	<p>Administration interviews Central office interviews Teacher interviews</p>	<p>Performance standards are sufficiently rigorous and consistent to ensure proficient performance of all students.</p> <p>The district does not regularly implement a process to ensure performance standards are being utilized across the district.</p>	<p>2</p>	<p>Although performance standards are clearly defined and communicated by the district, the monitoring of implementation is left to each principal. This leads to varying degrees of implementation across the district.</p>

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

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<p>3.1a Instructional strategies and learning activities are aligned with the district, school, and state content standards and assessment expectations for student learning.</p>	<p>Central office interviews Principal interviews Accountability committee member interview Teacher interviews Classroom observations</p>	<p>Selection of instructional strategies is sometimes informed by analysis of the results of continuous assessment.</p> <p>Selection of instructional strategies is informed by standards and the district curricula.</p> <p>Instructional strategies are sometimes informed by research and accepted best practices.</p>	<p>2</p>	<p>The gathering and use of continuous assessment data to inform instruction is informal and not a consistent practice among teachers at all levels. Most teachers report using the required ILP literacy assessment data for summative rather than formative purposes.</p> <p>Observations of classroom instruction in several buildings revealed implementation on a continuum of best practices. Many teachers use exceptional instructional strategies while some teachers have students completing worksheets.</p> <p>Some teachers do not adjust teaching strategies to meet the changing needs of their student population.</p>
<p>3.1b All licensed staff demonstrate the content knowledge and skills necessary to challenge and motivate students to high levels of learning.</p>	<p>Central office interviews Principal interviews Principal interview Accountability committee member interview</p>	<p>The district leadership intentionally recruits and retains a diverse staff of highly qualified personnel licensed to teach in their assigned areas and/or grade levels.</p> <p>All licensed staff participate in professional development, but the professional development does not always update their content knowledge or professional practices.</p> <p>The district implements a process to assess the content knowledge and skills of all</p>	<p>2</p>	<p>Staff members choose most of the professional development opportunities in which they participate. Few professional development opportunities include ongoing, job-embedded support to ensure implementation of research-based instruction.</p>

STANDARD 3: The district's 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
		applicants.		

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

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<p>4.1a There is leadership support for a safe, orderly and equitable learning environment (e.g., culture audits/school opinion surveys).</p>	<p>Central office interviews Board of Education interviews Teacher interviews Parent interviews District policy District strategic priorities plan Hallway observations</p>	<p>The district leadership provides limited support to school leadership in the implementation of policies to provide safe, healthy, orderly and equitable learning environments.</p> <p>Learning environment data are not collected on a regular basis or the data are not analyzed for use in district-wide planning and decision-making.</p> <p>The physical condition of the schools generally provides students with a safe, healthy, orderly learning environment, but the condition of the structures could be improved.</p>	<p>2</p>	<p>While the district supports schools regarding safe, healthy, orderly, and equitable learning environments, it was observed and reported that the security within many schools needs to be improved.</p> <p>Learning environment data is collected on a regular basis; however, its use in decision-making is dependent on the individual school leadership.</p> <p>Some of the older schools within the district need structural improvements. Many of these problems will be addressed through the bond measure passed last fall.</p>
<p>4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.</p>	<p>Central office interviews District mission statement Principal interviews</p>	<p>District leadership consistently and comprehensively supports high academic achievement.</p> <p>District leaders and staff members consistently support, facilitate and encourage parents, business leaders and other community members to share in the district's vision of student learning.</p> <p>District leadership provides limited opportunities for schools and teachers to share innovations that have resulted in higher student achievement.</p> <p>District leadership establishes and sustains a</p>	<p>3</p>	<p>District staff members and teachers report that there are very few chances for teachers to share innovative ideas with people in the district other than those within their individual schools.</p>

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		focus on continuous improvement in student learning.		
4.1c Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.	Central office interviews Teacher interviews District strategic planning District web page Specialists interviews	<p>The district has a communications plan, but it is not fully implemented.</p> <p>Communications about the district and its schools are regularly distributed to homes, businesses and community groups using multiple communication strategies and contexts.</p> <p>District staff members provide and support the use of a variety of technological resources (e.g., voice mail, web page, dial-up capability, cable access channels) and facilitate interactive communication with stakeholders.</p>	3	The district has participated in an audit of the communications department, and is now in the middle of the implementation of the plan. Full implementation will take place in the near future.
4.1d There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).	Central office interviews Teacher interviews Parent interviews Annual report	<p>The local board of education and district staff members regularly and equitably recognize and celebrate the accomplishments of students for proficient or higher academic achievement, including formal and informal recognition.</p> <p>District staff members support and provide opportunities for student performance exhibitions and showcases of student work for recognition of achievement.</p>	3	

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>4.1e The district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.</p>	<p>Central office interviews Teacher interviews Parent interviews</p>	<p>The district facilitates and provides resources to schools for the development and implementation of programs that will increase awareness of the value of different cultures.</p> <p>The local board of education has adopted research-based policies addressing a commitment to equity and an appreciation of diversity.</p> <p>The district has policies and procedures for minimizing the impact of socioeconomic factors on learning.</p>	<p>3</p>	<p>Equity training is available for all staff members, but is not required.</p> <p>The board of education has adopted policies regarding equity and diversity. In some schools no one is overseeing whether or not these procedures are being incorporated into the curriculum within classrooms.</p>
<p>4.1f The district ensures that school leadership holds teachers accountable for high expectations for all students academically and behaviorally.</p>	<p>Principal interviews Teacher interviews Parent interviews Student interviews Central office interviews</p>	<p>The district and school leadership inconsistently sets high academic expectations for students.</p> <p>The district and school leadership inconsistently sets high behavioral expectations for students.</p> <p>Standards for behavior are developed by the district and school staff members and communicated to students but not always equitably applied.</p>	<p>2</p>	<p>Although behavioral standards are set by the district, students, teachers, and administrators report inconsistent handling of discipline issues within schools and the district.</p>

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

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>5.1a Families and the community are active partners in the educational process and work together with the district staff to promote programs and services for all students.</p>	<p>Teacher interviews Parent interviews Principal interviews Central office interviews</p>	<p>District staff members seek the assistance of representatives of all stakeholders in the efforts of the district and schools to remove barriers to learning for all students.</p> <p>District staff supports school staffs in the development, implementation and evaluation of programs / strategies that promote interaction between teachers and families impacting student learning.</p> <p>District and school staff members collaborate with family/community partners to provide programs, services and resources that create, implement, maximize and sustain learning opportunities for all students.</p> <p>The district collaborates with families and the community to examine student data to inform decision-making and resource allocation.</p> <p>The district supports the efforts of schools to establish interactive, meaningful and regular communication between families and the schools.</p> <p>The local board of education initiates and sustains an interactive communication system among the district office, schools, families and community members.</p>	<p>3</p>	<p>Some Latino parents do not feel fully involved as partners.</p>
<p>5.1b Structures are in place to ensure that all students have access to all of the curriculum.</p>	<p>Administration interviews Coach interview</p>	<p>The district provides limited support in the implementation, evaluation and modification of programs and extended learning opportunities</p>	<p>3</p>	<p>The district provides programs and often the professional development to go with them. Professional</p>

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	<p>District staff interviews District professional development opportunities</p>	<p>or programs with emphasis on those students with greatest needs.</p> <p>District staff members promote and support student learning by coordinating targeted and effective support services that remove barriers to learning for identified at-risk students.</p> <p>District staff members provide support for the implementation and coordination of school-wide guidance programs that provide support services to meet the intellectual, social, career and developmental needs of students.</p> <p>District and school staff members collaborate to ensure that a variety of technology (e.g., distance learning, virtual high school, computer assisted learning) is available to all students to access the common academic core.</p> <p>The local board of education adopts policy and district leadership implements procedures that require schools to provide all students with equal access to a common academic core.</p> <p>The district staff reviews and monitors the implementation of school programs funded from federal and state grants to ensure that guidelines/regulations are met and programs effectively support student learning.</p>		<p>development, however, is usually voluntary, and as a result, not all staff members avail themselves of the learning opportunities. Therefore, not all staff members have the same level of knowledge to successfully implement new program(s). Although non-grant programs are introduced and implemented, they sometimes are not evaluated, have little over-sight, or support.</p> <p>By adding services to ELL impacted schools, the district is trying to remove barriers for at-risk students. The alternative and technical high schools also provide services for at-risk students.</p> <p>The bond money will be used to update district technology, which will benefit students at all levels.</p> <p>More counselors in elementary schools will be added next year.</p> <p>All ELL and special education programs provide an equal access to the common academic core.</p> <p>Programs funded by federal and state dollars have strict evaluation guidelines that the district must adhere to in order to receive these monies.</p>

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<p>5.1c The district provides organizational structures and supports instructional practices to reduce barriers to learning.</p>	<p>Central office interviews Professional Development Plan/Activities Coach interview Literacy coach interviews Principal interview Teacher interviews</p>	<p>Instructional materials and resources that promote active learning are available. However, staff members have not always received appropriate training or the materials and resources are not used.</p> <p>The district has developed and implemented procedures to refer students for external support services (e.g., health or social services). The procedures are clearly communicated to staff members and families.</p> <p>The district has established procedures to identify students who experience learning problems, but specific support programs are not always implemented.</p> <p>The district supports schools to ensure that all teachers participate in professional development focused on the impact of cultural differences on learning.</p> <p>The district provides limited support for school-level efforts to use differentiated instructional strategies to meet student needs.</p> <p>The local board of education allocates sufficient financial resources for reducing barriers to learning and ensures that these resources are used effectively.</p>	<p>2</p>	<p>Some teachers report that they have material resources; others wish for more. However, human resources are not always available. In some schools teachers express a need for more native language tutors; however, given that these people must have a college degree and are not paid more than paras, keeping them is problematic.</p> <p>At the beginning of each school year, all teachers receive information about referring students to health and social services.</p> <p>Special education has state requirements for identifying and placing students, but district regulations are not in place to identify and place all students with learning problems.</p> <p>The district implemented a training program on equity which makes staff members more aware of how race, gender, poverty, and other issues might affect learning.</p> <p>According to some administrators and teachers, the inequality of differentiated instruction is one of the biggest concerns in instruction. Coaches have provided some assistance to teachers, but there are not enough of them to cover</p>

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				<p>everyone, especially when they are used for duties other than professional development.</p> <p>The school board allocated resources to schools that are impacted by stratification. Although it is difficult to judge what is sufficient, they have earmarked significant funds to reduce these barriers to learning.</p>
<p>5.1d The district ensures that students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.</p>	<p>Central office interviews Counselor interviews District staff interviews Principal interview Teacher interviews</p>	<p>Limited opportunities are provided for students to receive additional assistance beyond initial classroom instruction.</p> <p>The district does not hold every school accountable for teachers to collaborate to meet student needs and to close achievement gaps across subpopulations.</p> <p>Support programs are evaluated, but seldom modified or expanded to meet the needs of students.</p> <p>There is limited collaboration among support programs and services to eliminate gaps and overlaps in delivery of services supporting student achievement.</p>	<p>2</p>	<p>The district provides an array of services for students needing additional assistance. They provide more resources to schools not meeting AYP in order for them to enhance instruction for struggling students.</p> <p>Some teachers report that they have little time to collaborate with one another to find ways to close the achievement gap. The master schedules do not allow for much collaboration time in some schools.</p> <p>Because of grant requirements, most support programs (e.g., Title I, etc.) must be evaluated. However, not all support programs have this oversight.</p> <p>The ELL teachers do not always communicate with regular classroom teachers, nor do special</p>

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				education teachers always communicate with ELL teachers. Again, time prohibits some of these conversations that would help to eliminate the achievement gap.
5.1e The district maintains an accurate record system that provides timely information pertinent to the students' academic and educational development.	Principal interviews District strategic planning Central office interviews	<p>The local board of education adopts policy and district staff members implement procedures for the maintenance, control and monitoring of an accurate student record system.</p> <p>The district provides sufficient resources (e.g., technology, personnel, funding) to support an accurate student record system and efficient data management practices at the district, school and classroom levels.</p>	3	

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

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.</p>	<p>Administration interviews Central office interviews Coach interview Teacher interviews Principal interview Principal interviews</p>	<p>The district's professional development plan provides support for the professional growth needs of all staff on a yearly basis. There is not a long-term professional growth plan in place.</p> <p>The district provides support to ensure that professional development opportunities are expanded to include formal and informal experiences (e.g., internships, aspiring principal networks, curriculum resource teachers) for teacher leaders to participate in leadership responsibilities.</p> <p>The district provides some encouragement to leaders and administrators to learn and grow.</p>	<p>2</p>	<p>The district designs professional development guidelines for elementary, middle, and high school. The overall emphasis for this year focuses on the implementation of the Tools of Inquiry for Equitable Schools (TIES) model in all schools. The training is designed for the school-based team members who in turn train their designated staffs. The district's plans for long-term professional growth do not extend beyond the 2006-2007 school year.</p> <p>The district's support for yearly professional growth needs are developed from the individual school improvement plans for the 2006-2007 school year. A three-year plan of suggested trainings are available for new elementary and secondary teachers.</p> <p>The district expects building leadership, administrators, and teachers to take advantage of the provided professional development offerings. There are limited professional development trainings required for staff, although building leadership recommends specific offerings for teachers.</p> <p>The district provides the opportunity for administrators to collaborate</p>

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				through the District Leadership Team (DLT) forum. This training may not be adequate support for principals leading buildings with achievement gaps.
6.1b The district has an intentional plan for building instructional capacity through ongoing professional development.	Central office interviews Coach interview Principal interview Teacher interviews Professional Development Plan/Activities District strategic planning Principal interviews	<p>The local board of education adopts and district leadership implements a formal process, based on student performance data and school input, to identify instructional and professional development needs for all staff members.</p> <p>District professional development planning considers both the needs of staff members and the district-wide focus for improvement, but there is no balance in addressing both sets of needs.</p> <p>The district provides assistance to schools in the analysis and interpretation of research and data to determine the short and long-term professional development needs of all staff members; however, some administrators are not aware or do not seek the assistance.</p> <p>The district has informally identified a pool of professional staff members with content area expertise who are available to facilitate or present needed professional development.</p>	2	<p>TIES provides a formal process in establishing school improvement goals, although a break down frequently exists with accountability for follow-through and implementation.</p> <p>When designing the professional development plan in the district, teacher and student needs as reported in the school improvement plans are considered. Checkpoints to monitor effectiveness are not evident and the needs of diverse learners are not sufficiently addressed.</p> <p>The district's professional development planning includes offerings in advanced academic services, equity, literacy, mathematics, special education, social studies, and world languages. It is not evident that these offerings always provide for ongoing activities and follow-up opportunities. Specific professional development, focusing on closing the achievement gap and training in how to shift instructional strategies</p>

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				<p>to meet the diverse learning needs, is limited and not mandatory.</p> <p>Many professional staff members serve as mentors, coaches, and provide specific professional development, but they have not been identified as part of a resource pool.</p>
<p>6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.</p>	<p>Administration interviews Central office interviews Coach interview District staff interviews Literacy coach interviews Professional development policies and procedures at district and school level</p>	<p>The professional development needs of staff have been based on limited analysis of student achievement data or identified only through the evaluation process.</p> <p>The professional development program for administrators is sometimes collaboratively designed or inconsistently aligned with the district's improvement plan.</p>	<p>2</p>	<p>The district provides professional opportunities based on CSAP data analysis; however, this information is not always used to inform instruction for the struggling students.</p> <p>The district provides five professional development sessions for the District Leadership Team (DLT). After, the administrators meet in small group sessions for further discussions. This professional development may not address the pressing issues of buildings needing to close the achievement gap, transform instruction, and shift teaching strategies to meet the needs of diverse learners.</p>
<p>6.1d The priorities set for the district and school professional development activities directly connect to goals for student learning.</p>	<p>Central office interviews Coach interview Principal interview Teacher interviews</p>	<p>A formal process, including a review of the district and school improvement plans of the district, is used to determine priorities for district professional development.</p>	<p>2</p>	<p>The district does not initiate professional development at individual schools. The district does provide schools showing an achievement gap additional</p>

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

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
	<p>District professional development opportunities</p>	<p>Professional development is traditional and is either not focused on enhanced professional practice or is not tightly aligned with academic expectations and student learning goals.</p> <p>District staff members offer limited support in communicating and connecting professional development, teacher needs and student learning needs.</p> <p>District leadership provides limited assistance to schools in the implementation and evaluation of professional development offerings.</p>		<p>resources; however, these schools can be over-resourced and still in need of specific embedded professional development targeted toward their students' diverse learning needs.</p> <p>It is not always evident that there is a purposeful professional development focus provided by the district for schools experiencing a learning gap. TIES offers an organized system for developing goals and the vision for student achievement and educational equity, but accountability with the follow through and implementation is not always in place.</p> <p>Building leadership may not be aware of the support that the district will and can provide.</p> <p>The district provides assistance in the development of the school improvement plan through TIES, although direct professional development support to schools having an achievement gap is limited to what is provided for all schools. Schools needing targeted support with ELL and special education achievement gaps may need additional professional development beyond what is presently available.</p>

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

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
6.1e Professional development is ongoing and job-embedded.	Central office interviews Coach interview Literacy coach interviews Principal interview Principal interviews	<p>District professional development has a limited emphasis on sustained and continuous growth.</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>Follow-up to professional development is inconsistent.</p> <p>The district encourages the use of nontraditional avenues to provide professional development, but does not provide support.</p>	2	District professional development does not always provide time for reflection, practice, and feedback. Some district professional development offerings are limited in scope and follow-up and are not relevant to all participants.
6.2a The district provides a clearly defined evaluation process.	Central office interviews Principal interview District strategic planning Teacher interviews	<p>The local board of education has adopted and implemented policy and procedures regarding the evaluation of all 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>The local board of education adopts policy</p>	3	

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
		<p>and 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>6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of licensed staff, based on identified needs.</p>	<p>Central office interviews Coach interview Principal interview Teacher interviews</p>	<p>The district determines annual costs of obtaining outside professional development assistance, but does not make long-term projections.</p> <p>The district allocates fiscal resources to support professional growth, using state professional development allocations and other funding sources, (local, state, federal, private), and provides assistance to schools in the maximization of the use of their professional development resources.</p> <p>The local board of education adopts policy and district leadership implements procedures to ensure the appropriate and equitable allocation of the professional development resources of the district and schools.</p>	<p>3</p>	
<p>6.2c The district effectively uses the employee evaluation and the individual professional growth plan to improve staff performance.</p>	<p>Central office interviews Coach interview Literacy coach interviews Principal interview</p>	<p>Individual growth plans and the evaluation of licensed employees do not always tightly correlate with the instructional needs of students and the professional needs of individual staff members.</p>	<p>3</p>	

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

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
	<p>Teacher interviews Classroom observations</p>	<p>Individual growth plans of licensed staff identified through the evaluation process are collaboratively developed.</p> <p>Individual growth plans foster reflection but do not impact practice.</p> <p>Evaluation is viewed as an important part of individual staff growth, and the process is valued by all staff members as a route to high staff performance.</p> <p>The superintendent / designee regularly collaborates with principals to ensure that the district's licensed personnel evaluation process is implemented effectively at the school level.</p>		
<p>6.2d Leadership provides and implements a process of personnel evaluation, which meets or exceeds standards set in statute and regulation.</p>	<p>Central office interviews Principal interview Teacher interviews Literacy coach interviews</p>	<p>The district licensed personnel evaluation process meets all requirements of state statute and regulation and is fully implemented by administrators.</p> <p>District and school administrators implement a licensed personnel evaluation system that requires multiple observations, providing opportunities for coaching and feedback to improve effective teaching practices and to improve student achievement.</p> <p>District leadership fully supports administrators in the development of personnel evaluation skills by providing technical assistance in the implementation of</p>	<p>2</p>	<p>The district licensed personal evaluation process meets all requirements, although some staff members have not received formal evaluation during the past five years.</p> <p>Human Resources reports that include detailed evaluation dates of licensed staff are available on the Boulder Valley School District web site.</p>

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

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
		the district's personnel evaluation system.		
6.2e Leadership uses the evaluation process to provide teachers and administrators identified as needing follow-up and support the needed opportunities to change behavior and instructional practices.	Central office interviews Coach interview Literacy coach interviews Principal interview Teacher interviews	<p>District leadership collaborates with identified teachers and school administrators to develop individual growth plans that are an integral part of the evaluation process and focused on improving performance.</p> <p>District and/or school leadership provides regular meaningful feedback to identified teachers and administrators as an integral part of the evaluation process to challenge teacher thinking and to change behavior.</p> <p>The district provides identified teachers and school administrators with follow-up and support (e.g., professional development, fiscal resources, materials) to ensure that the evaluation process results in improved instructional practice and student achievement.</p>	3	

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

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>7.1a Leadership has developed and sustained a shared mission and vision.</p>	<p>Administration interviews Central office interviews Accountability committee member interview Principal interview District strategic priorities document District annual report</p>	<p>District leadership collaborates with representatives of the community to develop the district's vision and mission.</p> <p>District leadership communicates the vision and mission of the district to all stakeholders of the school communities.</p> <p>District leadership continuously reinforces and supports the mission and vision of the district, and uses them to guide decision-making.</p> <p>District leadership focuses the staff on implementing the mission and vision by using them as a foundation to support schools in the design of instructional programs.</p> <p>District leadership provides updates to stakeholders on the progress toward accomplishing the mission and vision.</p>	<p>3</p>	
<p>7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.</p>	<p>Principal interviews Central office interviews</p>	<p>District leadership regularly engages principals, staff members and students in conversations focused on student academic performance.</p> <p>District leadership, in collaboration with the leadership of the schools, regularly analyzes student performance data and information from other sources, and uses the results of that analysis to support the schools in making informed programmatic and academic decisions.</p>	<p>3</p>	

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

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>7.1c There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.</p>	<p>Principal interviews Evaluation process documents Central office interviews</p>	<p>Each district and school administrator has an individual growth plan, but not all of the plans have a focus on leadership skills designed to promote student achievement.</p> <p>The individual growth plan of each district and school administrator is designed and implemented in collaboration with the evaluator and addresses professional needs based on goals identified in the school and district improvement plans.</p> <p>The individual growth plans of district and school administrators are not always fully implemented or reviewed for possible modification.</p>	<p>2</p>	<p>The administrator evaluation document does not include a growth plan section. Principals report that they informally discuss goals with their directors.</p>
<p>7.1d There is evidence that the district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.</p>	<p>Data analysis reports Central office interviews Principal interviews District strategic priorities plan School improvement plans</p>	<p>District leadership disaggregates and analyzes data comparing academic achievement of population subgroups (e.g., by income level, ethnicity, gender, exceptional children) in order to inform decision-making to meet the needs of the district's diverse population.</p> <p>Information on data disaggregated by subgroups is formally presented to the local board of education and accountability committees.</p> <p>Analysis of disaggregated data is an integral</p>	<p>3</p>	

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

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
		<p>part of the district's improvement planning process and is used to identify district-wide goals and needs.</p> <p>District leadership identifies district-wide student performance gaps and provides support to schools in their efforts to close these gaps.</p>		
<p>7.1e Leadership ensures all instructional staff has access to standards related materials, and the training necessary to use standards and data resources relating to the district goals for improvement.</p>	<p>Principal interviews Curriculum Guides Central office interviews Accountability committee member interview</p>	<p>District leadership ensures that district and school staff members have access to and are trained in the use of Colorado's standards documents, other standards-related materials and data resources.</p> <p>District leadership shares standards related information from internal and external professional sources (e.g., educational cooperatives, Colorado Department of Education, national resources) with the local board of education, accountability committees and staff members.</p> <p>District leadership facilitates and supports the establishment of a leadership team in every school in order to build internal training capacity on Colorado's standards-based model and to increase student achievement.</p>	<p>3</p>	
<p>7.1f Leadership plans and allocates resources, monitors progress, provides organizational</p>	<p>Central office interviews Administration</p>	<p>Allocation of resources (e.g., fiscal, human, physical, time) by district leadership is equitable; consistent with the visions,</p>	<p>2</p>	<p>The district takes a "hands-off" approach to directing and monitoring programs and practices</p>

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

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>infrastructure and removes barriers in order to sustain continuous school improvement.</p>	<p>interviews Principal interviews Budgetary procedures District budget allocations Board of Education interviews</p>	<p>missions, and strategic priorities of the district and schools, and focused on student learning.</p> <p>District allocation of fiscal resources is sufficient to support the learning goals of the schools and distribution of funds is equitable. Financial technical assistance is provided to schools.</p> <p>District leadership monitors the instructional programs, organizational practices and physical facilities of the schools, but does not direct school leadership to make necessary modifications to support student performance.</p>		<p>at the building level.</p>
<p>7.1g The district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.</p>	<p>Central office interviews Principal interviews Board of Education interviews Board of Education policies and regulations District budget allocations District facilities plan</p>	<p>The local board of education establishes policies and district leadership implements procedures that provide for and maintain a supportive, safe, healthy, orderly and equitable learning / working environment for both students and staff members.</p> <p>District leadership systematically provides maintenance for school facilities that ensures a physical environment that optimizes conditions for learning.</p> <p>District leadership ensures that funds are allocated to provide quality facilities and equipment at the schools to support a safe and effective learning environment.</p> <p>The local facility planning committee regularly meets to analyze data, prioritize district facility</p>	<p>3</p>	

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

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
		needs and reports to the local board of education.		
7.1h There is evidence that the district and schools have effective accountability committees that have an intentional focus on student academic performance.	Accountability committee agendas Accountability committee member interview School improvement plans Board of Education policies and regulations Data analysis reports Board of Education interviews Administration interviews Central office interviews	<p>The local board of education and district leadership establishes a district accountability committee consistent with state statute/regulations with an intentional focus on student achievement.</p> <p>The district has policies and procedures to ensure that effective and functioning school accountability committees are established with an intentional focus on improvement and student achievement.</p> <p>Full alignment exists between the district and school accountability goals and improvement plans including ongoing communication between the two groups.</p> <p>District accountability committee processes, actions, and procedures are distributed to staff and committee members. Opportunities for understanding or feedback are provided when appropriate.</p>	3	

STANDARD 8: The organization of the district and schools maximizes use of time, all available space and other resources to maximize teaching and learning to support high student and staff performance.

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>8.1a The district allocates instructional and non-instructional and other licensed support staff based upon the learning needs of all students.</p>	<p>Central office interviews District budgets Principal interviews District policy</p>	<p>Staffing allocations to schools are based on school needs, requests and analysis of student performance data. All staffing allocations to schools are designed to address specific student needs in each school.</p> <p>District staff members are assigned to provide effective support to all schools to meet the needs of students.</p>	<p>3</p>	
<p>8.2a The district provides a clearly defined process to provide equitable and consistent use of fiscal resources.</p>	<p>District budgets Budgetary procedures District policy Board of Education policies and regulations Board of Education minutes Accountability committee agendas / minutes Accountability committee member interview Board of Education interviews Central office interviews Principal interviews</p>	<p>The local board of education has adopted a clearly defined budget policy and district leadership has implemented budgetary procedures to allocate funds to meet the identified needs of students.</p> <p>District leadership supports schools in obtaining resources from external sources (e.g., grants, instructional materials) to augment school allocations to support school improvement goals.</p> <p>District leadership provides budget guidance and follow-up support to schools and makes suggestions to ensure that the allocation of funds meets the identified needs of students.</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>3</p>	

STANDARD 8: The organization of the district and schools maximizes use of time, all available space and other resources to maximize teaching and learning to support high student and staff performance.

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>8.2b The district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.</p>	<p>Central office interviews Principal interviews Budgetary procedures District budgets Board of Education policies and regulations</p>	<p>The local board of education has adopted a policy and district leadership has implemented operational procedures for budget planning and distribution of funds.</p> <p>District leadership ensures that expenditures of school discretionary funds relate directly to identified student needs and follow established operational procedures.</p> <p>The district provides adequate resources for schools in identified areas of need, student achievement or school improvement.</p>	<p>3</p>	
<p>8.2c District and school leadership and the school board analyze funding and other resource requests to ensure the requests are tied to the schools' improvement plans.</p>	<p>Central office interviews Budgetary procedures Principal interviews Accountability committee member interview Board of Education interviews District budget allocations Accountability committee agendas / minutes</p>	<p>Budget decisions are data-informed, intentional, and aligned with the action components of the district and school improvement plans.</p> <p>Funds are expended in accordance with the district and school improvement plans and requirements of grants.</p> <p>Expenditures are monitored regularly and adjusted as necessary to meet changing student needs.</p> <p>District and school accountability committees are actively involved in providing input into budget development and review processes.</p>	<p>3</p>	

STANDARD 8: The organization of the district and schools maximizes use of time, all available space and other resources to maximize teaching and learning to support high student and staff performance.

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>8.2d State and federal program resources are allocated and integrated to address student needs identified by the school/district.</p>	<p>Budgetary procedures Accountability committee member interview District budgets School improvement plans Administration interviews Central office interviews</p>	<p>All categorical funds are allocated to support identified student needs.</p> <p>Advisory committees have input into categorical program allocations within program guidelines.</p> <p>The expenditure of categorical funds is monitored and analyzed frequently. Program strategies are revised based on the evaluation of specific student needs.</p> <p>Revenue from multiple sources is consistently integrated to maximize student achievement.</p>	<p>3</p>	

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

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>9.1a There is evidence that a collaborative process was used to develop the vision, mission and goals that engage the district community as a community of learners.</p>	<p>Central office interviews Administration interviews District annual report Mission / vision statements Board of Education minutes Surveys</p>	<p>Representatives of stakeholder groups reflecting the diversity of the district's learning communities collaborate to draft and finalize the district's vision, mission and goal statements.</p> <p>Drafts of the vision and mission statements were presented to the general public at open meetings, and public comment was encouraged prior to final adoption.</p>	<p>3</p>	
<p>9.2a There is evidence the district and school planning processes involve collecting, managing and analyzing data.</p>	<p>Central office interviews Principal interviews District annual report School improvement plans Board of Education minutes Accountability committee member interview Surveys School report card Data analysis reports</p>	<p>There is a systematic process for collecting, managing and analyzing data that enables the district to determine areas of strength and limitation, and processes to inform decision-making at the district and school levels.</p> <p>District profile data reflect the district's overall performance, are disaggregated and analyzed by schools and by appropriate subgroups (e.g., gender, race/ethnic group, economic level).</p> <p>The sets of data collected in each area of the profile are integrated and analyzed using a systems approach, and the analysis includes comparison to similar and high-performing districts.</p> <p>A data management system is in place that allows ready access to the district's longitudinal profile data for revision and analysis over time.</p>	<p>3</p>	<p>The district will also analyze data that schools request.</p> <p>The district primarily analyzes CSAP data.</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>9.2b The district and schools use data for school improvement planning.</p>	<p>Central office interviews Principal interviews District strategic priorities document Data analysis reports Accountability committee member interview Accountability committee agendas / minutes Surveys</p>	<p>The collected data are used to identify and prioritize areas of need for the district and school improvement plans. Aggregated and disaggregated student achievement data are a significant part of the data used to identify and prioritize needs.</p> <p>The analysis of the data contained in the district and school profiles guide the district improvement planning process and is reflected in the objectives of the plan.</p>	<p>3</p>	
<p>9.3a District and school plans are collaboratively developed and reflect learning research and current local, state, and national expectations for student learning.</p>	<p>Comprehensive school improvement plan/ accreditation District strategic planning Central office interviews District strategic priorities document Curriculum Guides Accountability committee member interview Principal interviews School improvement plans Accountability committee agendas / minutes</p>	<p>The district and school improvement planning teams conduct a review of the latest educational research that has implications for student learning and reports the findings to the local board of education and accountability committees.</p> <p>District and school leadership consider district and state standards as they work with the district and school improvement planning teams to determine the goals and objectives of the plans.</p>	<p>3</p>	

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

INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
<p>9.3b The district and schools analyze their students' unique learning needs.</p>	<p>Central office interviews Principal interviews Student assessment data School improvement plans District strategic priorities document Surveys Accountability committee member interview Data analysis reports</p>	<p>The district and school improvement planning teams review the results of surveys of stakeholder perceptions on the strengths and limitations of the district and schools in meeting the unique learning needs of students.</p> <p>Limited student performance data are collected to verify strengths and limitations.</p> <p>District and school leadership analyze student performance data to identify students with special learning needs that are not being met and to identify achievement gaps within the student population as a whole as well as on a school-by-school basis.</p>	<p>2</p>	<p>While various student performance data are collected at individual schools, CSAP appears to be the only assessment used across grade levels and schools.</p>
<p>9.3c The desired results for student learning are defined.</p>	<p>Central office interviews Administration interviews Principal interviews Accountability committee member interview District strategic priorities document School improvement plans</p>	<p>The desired results for student learning are clearly stated, but not accompanied by benchmarks.</p> <p>The desired results for student learning reflect meaningful and challenging learning goals and are aligned with the shared vision of the district and schools.</p> <p>District leadership has identified a manageable number of student learning goals as priorities for the district improvement plan and those goals are aligned with the goals of the improvement plans of the schools.</p> <p>District and school staff members share a sense of responsibility for achieving the goals</p>	<p>2</p>	<p>The district has not been proactive in terms of monitoring student learning on an ongoing basis throughout the school year.</p> <p>The accountability for achieving goals for student learning rests with individual principals and teachers.</p>

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
		of the plans.		
9.4a Perceived strengths and limitations of the district and school-level instructional and organizational effectiveness are identified using the collected data.	Central office interviews Principal interviews Accountability committee member interview District strategic priorities document School improvement plans Surveys School report card	Data are analyzed to verify perceived strengths and limitations in the organizational and instructional domains of the district and schools to validate the goals of their plans.	3	
9.4b The district goals for building and strengthening the capacity of the instructional and organizational effectiveness are defined.	Central office interviews Administration interviews Principal interviews Accountability committee member interview District strategic priorities document School improvement plans	District improvement goals are stated in clear, concise and measurable terms. District staff members assist school leadership as needed to set clear, concise and measurable goals focused on building the capacity for instructional and organizational effectiveness of the schools.	3	Currently, the district has limited follow-up for results regarding the meeting of district goals. The Tools of Inquiry for Equitable Schools (TIES) process is being instituted as a means of developing school improvement goals.
9.5a The action components for the district and school improvement plans are aligned.	Central office interviews Administration interviews	The action components of the district and school improvement plans include an intentional focus on closing achievement gaps among subpopulations.	2	Actions that schools initiate for school improvement are not proactively monitored by the district.

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
	Principal interviews Accountability committee member interview District strategic priorities document School improvement plans	The goals, objectives and activities of the school improvement plans are all in alignment with the action components of the district improvement plan. Action components in the district improvement plan may be grounded in research, but are not always sufficient to achieve the objectives and may not directly support school needs.		
9.5b The district improvement plan identifies the resources, timelines, and people responsible for carrying out each activity.	Central office interviews Administration interviews Principal interviews Accountability committee member interview District strategic priorities document School improvement plans	The timelines established for the action components in the district improvement plan are not always identified. Limited resources are provided for the activities in the district improvement plan and funding sources are not always integrated. The district improvement plan identifies those responsible for implementation of the action components, but the responsibility is not shared among staff members.	2	Principals and coordinators report that timelines for implementing initiatives are not provided by district leadership and therefore implementation is delayed or does not happen at all sites.
9.5c The means for evaluating the effectiveness of the district accountability/improvement plan are established.	Specialists interviews Central office interviews Administration interviews Principal interviews Accountability committee member	District leadership conducts few implementation and impact checks to monitor the effectiveness of the activities of the district improvement plan. As part of the district implementation and impact check process, the local board of education adopts policy and district leadership	2	School personnel report that the message from the district is often, "If you need something, let us know." This is a result of a long standing site-based approach to management. Although there are processes in

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
	interview District strategic priorities document School improvement plans	implements procedures requiring school accountability committees to publicly report to, and discuss with the board, the progress of the schools toward attaining the goals of their improvement plans.		place for reviewing school improvement plans, implementation and impact checks of the district improvement plan do not appear to be a consistent practice. Schools report that progress toward meeting school improvement goals is reported four times a year through a written, narrative format that is given to district leadership.
9.5d The district and school improvement plans are aligned in the mission, desired results for student learning and analysis of instructional and organizational effectiveness.	Central office interviews Administration interviews Principal interviews Accountability committee member interview District strategic priorities document School improvement plans Surveys Accountability committee agendas / minutes	The district improvement plan supports the desired results for student learning and for instructional and organizational effectiveness as reflected in the district's vision and mission. District leadership collaborates with school improvement planning teams during plan development and provides technical assistance as necessary to assist the schools in that task.	3	The TIES process is in its first year and holds promise for more focused alignment of district priorities and school improvement plans.
9.6a The district and school improvement plans are implemented as developed.	Central office interviews Administration interviews Principal interviews Accountability	District leadership provides limited direction and support for the implementation of the district and school improvement plans. Most district staff members are aware of the district improvement plan, but not all are	2	Schools report that the actual support from the district for the implementation of the goals from their individual school improvement plans is minimal.

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
	committee member interview District strategic priorities document School improvement plans	involved in implementation of the plan as developed.		
9.6b The district evaluates the degree to which it achieves the goals and objectives for student learning set by the district and school improvement plans.	Central office interviews Administration interviews Principal interviews Accountability committee member interview District strategic priorities document School improvement plans	<p>District leadership collects and analyzes data in the areas targeted by the district improvement plan and compares levels of student performance at regular intervals to evaluate the degree to which the goals of the plan are achieved.</p> <p>The local board of education adopts policy and district leadership implements procedures establishing a format and schedule for checking implementation and impact of the school improvement plans.</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>	3	The data analyzed is primarily CSAP.
9.6c The district evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.	Central office interviews Administration interviews Principal interviews Accountability committee member	District leadership may collect and analyze data in the areas targeted by the district improvement plan, but does not always compare levels of student performance at regular intervals to evaluate the degree to which the expected impact on classroom practice in the schools is achieved.	2	CSAP appears to be the only data used at the district level to determine progress toward the targeted achievement goals of the district. Therefore, data is only collected one time per year.

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INDICATORS	EVIDENCE	FINDINGS	PERF. LEVEL	CLARIFYING COMMENTS
	interview District strategic priorities document School improvement plans			
9.6d There is evidence of attempts to sustain the commitment to continuous improvement.	Central office interviews Administration interviews Principal interviews Accountability committee member interview District strategic priorities document School improvement plans	<p>District leadership conducts a review of the progress of the district and/or schools in achieving the goals of the school and district improvement plans. Feedback is not always collected from stakeholders or used to make modifications to the plans.</p> <p>District leadership regularly provides school improvement reports to the local board of education and to stakeholders. Accomplishments are formally recognized and celebrated.</p> <p>New areas for needed improvement may be identified, but objectives are not always specified.</p>	2	There does not appear to be a process to modify or implement new objectives within the district's plan for improvement.