PREFACE

This publication is one of a number of tools available to help schools forge a path leading to success. This tool is a companion document to the *District Level Performance Descriptors for Kentucky's Standards and Indicators for School Improvement.* Together, these two documents allow schools and districts to identify opportunities for improvement and provide guidance for maximizing those opportunities through planning and the development of the comprehensive school and district improvement plans.

To order copies of the *School* or *District Level Performance Descriptors for Kentucky's Standards and Indicators for School Improvement,* visit the Kentucky Department of Education Online Bookstore at ***http://www.education.ky.gov/KDE/HomePageRepository/Publications/ KDE+Bookstore.htm*** or call (502) 564-3421.

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ACADEMIC PERFORMANCE STANDARD 1 – CURRICULUM

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

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
1.1 CURRICULUM **1.1a** **There is evidence that the curriculum is aligned with the *Academic Expectations, Core Content for Assessment, Transformations* and the *Program of Studies.*** <u>**Examples of Supporting Evidence**</u>**:** • Local curriculum documents/units of study/lesson plans • Curriculum maps • Staff member, student and parent/family member interviews • School council policies • School council meeting agenda and minutes • Skills standards documents • Professional resource materials	**Meets criteria for a rating of "3" on this indicator plus:** • The school has consciously established a curriculum that exceeds state standards (e.g., A.P. and college level courses in the high school)	**• The implemented curriculum is directly based on and fully aligned with current Kentucky standards documents and defines what students should know and be able to do in all content areas.**	• The implemented curriculum is partially aligned with current Kentucky's standards documents.	• The implemented curriculum has little or no alignment with current Kentucky standards documents.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
1.1b **The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12).** **Examples of Supporting Evidence:** • Local and state curriculum documents • Documentation of professional development days/release time • School and district curriculum committee meeting minutes • School council policies • School council meeting agenda and minutes • School and district staff member interviews	**Meets criteria for a rating of "3" on this indicator plus:** • District leadership systematically monitors the curriculum of each school to ensure it remains properly articulated between grade levels within each school and between schools.	• **District leadership systematically initiates and facilitates discussions among school staffs to ensure each school's curriculum is properly sequenced between grade levels within each school and between schools.**	• District leadership occasionally initiates or facilitates discussions among school staffs to ensure each school's curriculum is properly sequenced between grade levels within each school and between schools.	• District leadership rarely or never initiates or facilitates discussions among school staffs to ensure each school's curriculum is properly sequenced between grade levels within each school and between schools.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
1.1c **The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.** **Examples of Supporting Evidence:** • Curriculum documents and curriculum map • School and district curriculum meeting minutes • Documentation of professional days/ release time • School council policies and meeting minutes • School and district staff member interviews	**Meets criteria for a rating of "3" on this indicator plus:** • District leadership systematically monitors the curriculum of each school to identify gaps or overlaps in curriculum as they occur within and between schools so they can be addressed immediately.	**• District leadership systematically initiates and facilitates discussions among school staffs to eliminate gaps or overlaps in the curriculum within each school and between schools.**	• District leadership occasionally initiates or facilitates discussions among school staffs to eliminate gaps or overlaps in the curriculum within each school and between schools.	• District leadership rarely or never initiates or facilitates discussions among school staffs to eliminate gaps or overlaps in the curriculum within each school and between schools.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
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).** **Examples of Supporting Evidence:** • School council policies and meeting minutes • Individual Learning Plan • Curriculum documents • School and district staff member interviews • Meeting minutes • Guidance materials	**Meets criteria for a rating of "3" on this indicator plus:** • The school provides sufficient resources (e.g., stipends, substitutes, materials, transportation) to ensure successful transition planning for all students at all levels.	**• School leadership systematically and routinely facilitates staff discussions and reviews of key curriculum transition points (e.g., from primary to elementary, elementary to middle and middle to high school) to ensure they are understood and are being implemented in a consistent manner by all relevant staff.**	• The school occasionally facilitates discussion within and between schools to address key curriculum transition points, but the process is not systematic.	• The school does not facilitate discussion within or between schools to identify key curriculum transition points.

Indicator	Ratings of Performance			
	4	**3**	**2**	**1**
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
1.1e **The school curriculum provides specific links to continuing education, life and career options.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Units of study/lesson plans • Work-based learning programs • Articulation agreements • Availability of local resources • Field trips, field experiences, community mentoring programs • Perception survey results • Staff member, family member, student and community member interviews • Allocation of resources • Individual Learning Plans • Successful transition data • Media materials • Advisor/advisee agenda • Guidance materials	**Meets criteria for a rating of "3" on this indicator plus:** • The curriculum intentionally integrates and expands learning opportunities for application of job skills, knowledge, processes and life skills (e.g., budgeting, problem solving, consensus building) that prepare all students to be self-sufficient and productive citizens.	**• The curriculum provides specific, on-going, embedded links between academic content and the requirements for being a self-sufficient, contributing member of society.**	• The curriculum provides some connections between academic content and the requirements for being a self-sufficient, contributing member of society.	• The curriculum provides limited connections to post-secondary education, career options and life skills.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
1.1f **There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.** **Examples of Supporting Evidence:** • School council/local school board policies and meeting minutes • Comprehensive school improvement plan • Data analysis summaries/reports • School and district curriculum committee meeting minutes • School and district staff member and parent school council member interviews	**Meets criteria for a rating of "3" on this indicator plus:** • The school leadership systematically uses multiple indicators of student performance (e.g., local and state standards, student performance on classroom and state assessments, student academic needs defined by other sources) to modify and improve the curriculum	**• The school council has adopted a policy and school leadership implements procedures to monitor, evaluate, review and modify the implementation of the curriculum regularly to enable student success.**	• The school council has a curriculum policy and school leadership has procedures to address curriculum issues, but they are not always fully implemented.	• The school council does not have a curriculum policy, or school leadership does not have a systematic process for overseeing the curriculum.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
1.1g **The curriculum provides access to a common academic core for all students.** **Examples of Supporting Evidence:** • Curriculum documents • Units of study/lesson plans • Individual student schedules • Student handbook • Individual education plans/504 plans • Student and family member interviews • Individual Learning Plans • Master school schedule • Course syllabi • School council curriculum policy	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership intentionally modifies the schedule to incorporate non-traditional resources so all students can participate in Kentucky's Academic Expectations, Program of Studies and Core Content for Assessment. • Heterogeneity is celebrated within curriculum, with provision made for superior performers.	**• The school schedule ensures all students can easily participate in Kentucky's Academic Expectations, Program of Studies and Core Content for Assessment.** **• Curriculum is of a uniform high quality between classes, with teachers accommodating individual needs in developmentally appropriate settings.**	• The school schedule ensures most students can easily participate in Kentucky's Academic Expectations, Program of Studies and Core Content for Assessment. • Curriculum is of a uniform high quality in some subject areas but not others.	• The school schedule allows few students the opportunity to fully participate in Kentucky's Academic Expectations, Program of Studies and Core Content for Assessment. • Different curriculum is offered to different students based on their perceived ability

ACADEMIC PERFORMANCE STANDARD 2 – CLASSROOM EVALUATION/ASSESSMENT

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

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1 EVALUATION/ASSESSMENT **2.1a** **Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky's core content.** **Examples of Supporting Evidence:** • Units of study, lesson plans • School council policy • Samples of classroom assessments • Samples of student work products • Student and staff member interviews • Walkthrough observations • *Kentucky's Core Content for Assessment*	**Meets criteria for a rating of "3" on this indicator plus:** • All assessments are aligned with Kentucky's Core Content for Assessment and a number of these assessments are also interdisciplinary and multi-modal. • School leadership implements a systematic, school-wide classroom assessment program to ensure continuous student progress. • Teacher-designed assessment tasks are standards based, rigorous, authentic and integrated across content areas.	• **All assessments are aligned with Kentucky's Program of Studies/ Core Content for Assessment.** • **Classroom assessments are frequent and are consistently used to ensure continuous student progress.** • **Teacher-designed assessment tasks are intentionally standards based, rigorous and authentic, requiring students to use inquiry, problem-solving and higher-order critical thinking skills at a proficient level.**	• Most assessments are aligned with Kentucky's Core Content for Assessment. • Classroom assessments are infrequent or only occasionally used to ensure continuous student progress. • Teacher-designed assessment tasks are not always rigorous and/or authentic. The assessments do not always elicit proficient student work.	• Assessments are not aligned with Kentucky's Core Content for Assessment. • Classroom assessments are infrequent or not used to ensure continuous student progress. • Teacher-designed assessments are neither rigorous nor authentic.

Indicator	Ratings of Performance			
	4	3	2	1
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
2.1b **Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.** **Examples of Supporting Evidence:** • Samples of assessments • Kentucky's *Core Content for Assessment* • Staff member interviews • Lesson plans • Professional resource materials	**Meets criteria for a rating of "3" on this indicator plus:** • School leaders participate with their staff in the collaborative design of assessment tasks • Teachers periodically draw upon outside expertise to evaluate and enhance the quality of their assessment tasks.	**• Teachers intentionally and regularly collaborate to design appropriate authentic assessment tasks (e.g., exhibits, videos, story boards).** **• All assessment tasks require valid and appropriate demonstrations of what students should know and be able to do.**	• Teachers sometimes collaborate to design authentic assessment tasks. • Some assessment tasks require valid and appropriate demonstrations of what students should know and be able to do.	• Teachers rarely collaborate to design authentic assessment tasks. • Assessment tasks do not require valid and appropriate demonstrations of what student should know and be able to do.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
2.1c **Students can articulate the academic expectations in each class and know what is required to be proficient.** **Examples of Supporting Evidence:** • Student, staff member and parent/ family member interviews • Rubrics • Student work with rubrics and identified performance expectations identified in common skill areas • Student journals/learning logs • Classroom displays • Walkthrough observations • Student Performance Level Descriptions • Perception survey results • Student questionnaire data	Meets criteria for a rating of "3" on this indicator plus: • Students regularly reflect upon and formally evaluate their own performances. Students share their self-evaluations with teachers and peers.	**• Students can articulate what they should know and be able to do to be proficient in each content area. Students can describe the characteristics of quality work.**	• Some students can articulate what they should know and be able to do to be proficient in each content area.	• Few students can articulate what they should know and be able to do to be proficient.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1d **Test scores are used to identify curriculum gaps.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Student Performance Level Descriptions • Classroom evaluation data • Protocols for analyzing student work • Appropriate committee meeting minutes • Career and technical education profile • Kentucky Performance Report disaggregated data	**Meets criteria for a rating of "3" on this indicator plus:** • The school council, school staff members and other stakeholders routinely use multiple sources of assessment data to monitor the impact of curricular, instructional and assessment modifications on all students and sub-groups in a continuous cycle of reflection and change.	**• The school council and school staff members continually disaggregate and analyze the results of multiple assessments (e.g., KCCT, CTB, ACT, Explore, PLAN, classroom) to determine if the curriculum is completely aligned with state learning objectives and is being effectively taught.**	• The school council and school staff annually evaluate CATS data to determine if the curriculum is aligned with state learning objectives and is being taught.	• School council does not analyze test data.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1e **Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.** <u>**Examples of Supporting Evidence:**</u> • Comprehensive school improvement plan • Open-response questions, culminating events/performance tasks/projects, teacher developed tests with accompanying scoring guides • Documentation of professional development days/release time • Units of study/lesson plans and the accompanying assessment tasks • Staff member and student interviews • Student questionnaire data	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership systematically trains staff to design multiple classroom assessments that can accurately determine students' learning is aligned with the school curriculum. • Students and staff analyze multiple assessment data to modify instruction to ensure student learning reaches the proficient level across all content levels. • Students receive meaningful, ongoing feedback from a variety of sources (e.g., staff members, family members, peers) on their performances and use the feedback to continuously strengthen future performances.	• **Multiple classroom assessments are intentionally designed to determine if students are learning what they need to know and be able to do as required by the school curriculum.** • **Instruction is regularly modified based on multiple assessment data to ensure student learning reaches the proficient level.** • **Students receive meaningful feedback from teachers and are encouraged to use the feedback to continuously strengthen future performances.**	• Multiple classroom assessments are not always properly designed to accurately measure what students are expected to know and be able to do as required by the school curriculum. • Instruction is sometimes modified based on multiple assessment data to ensure student learning reaches the proficient level. • Students do not always receive meaningful feedback that enables them to improve future performances.	• Multiple classroom assessments seldom are designed to accurately measure what students are expected to know and be able to do as required by the school curriculum. • Instruction is seldom or never modified based on multiple assessment data to ensure student learning reaches the proficient level. • Students receive no meaningful feedback on their performances.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1f **Performance standards are clearly communicated, evident in classrooms and observable in student work.** **Examples of Supporting Evidence:** • Example of assessment tasks with rubrics and student work. • Student performance models • Teacher and student interviews • Rubrics posted in classrooms • Student Performance Level Descriptions	**Meets criteria for a rating of "3" on this indicator plus:** • Teachers and school staff explain and discuss performance standards and performance level descriptions with parents and other stakeholders • Models of actual student performances and teacher-developed examples are shared across content areas and grade levels. • Teachers, students and other instructional staff members collaborate to design classroom assessment tasks across content areas that allow students to demonstrate mastery as described in performance standards and the performance level descriptions.	**• Teachers communicate performance standards and performance level descriptions with students prior to assignments/ assessments.** **• Performance standards for student work are prominently displayed in classrooms, featured in lessons, or otherwise available for student reference (e.g., models of actual student performances and teacher-developed examples).** **• Assessment tasks allow students to demonstrate mastery as described in performance standards and the performance level descriptions.**	• Teachers sometimes communicate performance standards and performance level descriptions with students prior to assignments/ assessments. • Performance standards for student work are displayed in most classrooms, featured in many lessons, or generally otherwise available. • Most classroom assessment tasks allow students to demonstrate mastery as described in performance standards and the performance level descriptions.	• Teachers rarely communicate performance standards and performance level descriptions with students prior to assignments/ assessments. • Performance standards for student work are rarely communicated. • Classroom assessment tasks rarely allow students to demonstrate mastery as described in performance standards and the performance level descriptions.

Indicator	Ratings of Performance			
	4	3	2	1
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
2.1g **Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership.** **Examples of Supporting Evidence:** • Local board of education policies • Testing schedules • Examples of communications about the state assessment • Staff member, student and parent/ family member interviews • Signed Administration Code documents • Individual education plans/504 Plan/ Program Services Plans • School Report Card	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership routinely meets with district leadership after annual testing to evaluate training and procedures, identify areas needing improvement, and develop improved training and operational practices.	**• School leadership coordinates with district leadership to implement operational procedures of the state's assessment and accountability system.**	• There was limited coordination between school and district leadership in the implementation of the state's assessment and accountability system.	• School leadership did not coordinate with district leadership in implementing the state's assessment and accountability system.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1h **Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.** **Examples of Supporting Evidence:** • Staff member and student interviews • Samples of classroom assessments • Student working folders/portfolios • Results of analysis of student work • Student Performance Level Descriptions • Documentation of professional development days/release time	**Meets criteria for a rating of "3" on this indicator plus:** • Teachers and students regularly analyze student work using performance level descriptions, and the results of this analysis are used to inform curricular and instructional decisions. • Students complete culminating performances as a demonstration of their growth over time.	**• Student work is regularly analyzed by teachers using performance level descriptions, and the results of this analysis are consistently used to inform instruction and to identify changes needed in the curriculum.** **• Teachers use student products and/or portfolios in all content areas as a way to measure student growth over time.**	• Student work is occasionally analyzed, but the results of this analysis do not consistently impact curriculum and instruction. • Most teachers use student products and/or portfolios as a way to measure student growth over time.	• Student work is rarely analyzed to inform instruction or improve curriculum. • Student products and/or portfolios are rarely used to measure student growth over time.

ACADEMIC PERFORMANCE STANDARD 3 - INSTRUCTION

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

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1 INSTRUCTION **3.1a** **There is evidence that effective and varied instructional strategies are used in all classrooms.** <u>**Examples of Supporting Evidence:**</u> • Comprehensive school improvement plan • Lesson plans/units of study • Student work • Student questionnaire data • Perception data • Staff member and student interviews • School council policies • Walkthrough observations • Student journals/learning logs	Meets criteria for a rating of "3" on this indicator plus: • The school council commits time (e.g., participates in training, classroom observations and research review) to study effective and varied instructional practices to inform their policy. • Teachers intentionally adapt their instructional strategies based on data about their students' individual learning needs. • Teachers use action research methods to monitor their practice, determine its effectiveness and modify as needed.	• **The school council has adopted instructional practices policy and school leadership implements procedures to ensure effective and varied instructional practices in the classroom.** • **Teachers use a variety of instructional strategies (e.g., culturally responsive, cooperative learning, multiple intelligences, learning styles, brain research, essential questions, higher-order thinking, problem solving, and etc.).** • **Teachers use instructional practices that are determined by research to be effective.**	• The school council has adopted an instructional practices policy, but the policy is either inadequate or not fully implemented. • Many teachers use a variety of instructional strategies. • Many teachers use instructional practices that are determined by research to be effective.	• The school council does not have an instructional practices policy. • Few teachers vary their instructional strategies. • Many instructional practices are not supported by research to be effective.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1b **Instructional strategies and learning activities are aligned with the district, school and state learning goals, and assessment expectations for student learning.** **Examples of Supporting Evidence:** • Lesson plans/units of study • Course syllabi • Staff member and student interviews • Walkthrough observations	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership monitors instructional activities to ensure they are always aligned with state, district and school learning goals. • Learning activities require students to complete tasks similar to those on national assessments (e.g., SAT, PSAT, AP).	**• Instructional strategies and learning activities are intentionally aligned with state, district and school learning goals.** **• Teachers routinely engage students in learning activities similar to those on the state assessment and ACT (e.g., open response questions, experiences with various types of reading, converting data to graphs).**	• Instructional strategies and learning activities are not always intentionally aligned with state, district and school learning goals. • Most learning activities are similar to those on the state assessment.	• Instructional strategies and learning activities are in most cases not intentionally aligned with state, district and school learning goals. • Learning activities rarely require students to complete tasks similar to those on the state assessment.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1c **Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.** <u>**Examples of Supporting Evidence**</u>**:** - Lesson plans/units of study - Classroom observations - Student work - Staff member and student interviews - Perception survey results - Student journals/learning logs	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership and faculty cooperatively monitor the effectiveness of instructional strategies and activities according to jointly developed rubrics and standards. • Instructional strategies, activities and content intentionally elicit student products that allow student choice.	• **School leadership monitors classroom instruction on an ongoing basis to ensure that teachers plan and modify instruction to meet the needs of a diverse student population.** • **Instructional strategies, activities and content are responsive to various learning needs and learning styles of students.**	• School leadership monitors classroom instruction, but does not always provide feedback to teachers that would assist them in their efforts to modify instruction to meet the needs of a diverse student population. • Instructional strategies and activities may be responsive to the learning needs and learning styles of some students.	• School leadership does not effectively monitor classroom instruction. • Instructional strategies and activities are not adapted to student learning needs or styles.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1d **Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.** **Examples of Supporting Evidence:** • Walkthrough observations • Local Educator Assignment Data report • Master schedule • List of teacher certifications • Individual growth plans • Units of study/lesson plans with examples of classroom assessments • Student and staff member interviews • Student work • Kentucky Performance Report	**Meets criteria for a rating of "3" on this indicator plus:** • Twenty percent of teachers have National Board Certification or other forms of professional recognition in their designated fields. • Many teachers exhibit cross-disciplinary fluency, motivating students to link knowledge between related fields and disciplines.	• **All teachers are highly qualified.** • **School staff embraces instructional practices that incorporate the kind of content knowledge necessary to challenge and motivate students to attain high levels of learning.**	• Most teachers are teaching in areas in which they are certified and highly qualified. • The instructional practices embraced by most school staff incorporate the kind of content knowledge necessary to challenge and motivate students to attain high levels of learning.	• Few teachers are teaching in areas in which they are certified and highly qualified. • The instructional practices embraced by school staff rarely incorporate the kind of content knowledge necessary to challenge and motivate students to attain high levels of learning.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1e **There is evidence that teachers incorporate the use of technology in their classrooms.** **Examples of Supporting Evidence:** • Lesson plans/units of study • Perception survey results • Student and staff member interviews • Walkthrough observations • District Technology plan • School council policy • Samples of student work and products	**Meets criteria for a rating of "3" on this** • Principals evaluate the effective use of technology for instructional purposes during classroom observations and walkthroughs. Feedback and support are provided to teachers to assist them in modifying their instructional technology practices. • School council regularly and publicly recognizes the outstanding use of technology in the classroom. • Technology is regularly used to expand classroom learning activities (e.g., cable television, Web Quest, international electronic pen pals, virtual tools.)	• **Teachers appropriately use technology as an integral part of instruction in all content areas (e.g., research, product development, data organization).** • **The school council has established policy and school leadership has implemented procedures that define the effective use of technology in instruction.** • **School staff supports students in the use of technology to extend their learning and create products for various purposes, audiences and situations.**	• Teachers use technology as part of instruction, but the technology is not seamlessly integrated into instruction across content areas. • The school council as a technology policy, but it either does not address the instructional impact of technology, or is not implemented. • Many school staff support students in the use of technology to extend their learning and create products for various purposes, audiences and situations.	• Teachers rarely use technology for instructional purposes. • The school council does not have a technology policy. • Few school staff support students in the use of technology to extend their learning and create products for various purposes, audiences and situations.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1f **Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.** **Examples of Supporting Evidence:** • Textbooks/instructional resources purchasing plan/curriculum documents • Perception survey results • Student and staff member interviews • Walkthrough observations • Media center inventory • School budget/allocations	Meets criteria for a rating of "3" on this indicator plus: • Community stakeholders form ongoing partnerships with the school to provide instructional resources to supplement the existing resources to enhance learning in the classrooms.	• **A sufficient variety of current instructional resources supports instruction and learning in all content areas.**	• A limited variety of current instructional resources supports instruction and learning in most classrooms.	• The textbook is the primary instructional resource used in most classrooms.

Indicator	Ratings of Performance			
	4	**3**	**2**	**1**
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
3.1g **Teachers examine and discuss student work collaboratively and use this information to inform their practice.** **Examples of Supporting Evidence:** • Meeting minutes • Staff member interviews • Perception survey results • Lesson plans/units of study with feedback • Summaries of analysis of student work	**Meets criteria for a rating of "3" on this indicator plus:** • Teachers and administrators collaboratively use the analysis of student work to look for deficiency patterns across demographic groups, grade levels and content areas. • Teachers and administrators use the results of student work analysis to initiate school-wide instructional improvements and revisions.	**• Teachers regularly and collaboratively analyze student work in all content areas to identify deficiencies in instruction that result in performance discrepancies for individuals and groups of students.** **• Teachers use the results of student work analysis to collaboratively redesign instruction to improve student learning.**	• Teachers meet occasionally to analyze student work. • Many teachers collaboratively use the results of student work analysis to redesign instruction to improve student learning.	• Teachers rarely meet to analyze student work. • Teachers rarely redesign their instruction to improve student learning based on the results of student work analysis.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1h **There is evidence that homework is frequent and monitored and tied to instructional practice.** **Examples of Supporting Evidence:** • School council policies and meeting minutes • Lesson plans/units of study • Perception survey results • Staff member, student and parent/family member interviews • Walkthrough observations • Student homework with teacher feedback	**Meets criteria for a rating of "3" on this indicator plus:** • Students and teachers conference on the purpose of homework and the relationship between homework and class work. Students view homework as an extension of their learning and offer suggestions to teachers on different types of homework that would extend and deepen their knowledge and skills. • Teachers collaborate to design homework, within and across content areas and grade levels, which is part of their curriculum mapping and unit design process. • Instructional follow-up, teacher feedback and opportunities for student self- and peer-evaluations, focusing on content and performance standards, are provided for all homework assignments.	• **Students can articulate the purpose of homework and the relationship between class work and homework and view homework as essential to their learning.** • **Homework in all classrooms is monitored, frequent and intentionally extends student learning and provides opportunities for authentic application.** • **Instructional follow-up and specific, timely teacher feedback, focusing on content and performance standards, are provided to individual students for all homework assignments.**	• Students can sometimes articulate the purpose of homework (e.g., practice on previously introduced content and skills, preparation for new learning, elaboration and the relationship between homework and class work, but the purpose and relationship are not always clear). • Homework in most classrooms is monitored and frequent, extends student learning and connects to real world experiences. • Instructional follow-up or specific teacher feedback is generally provided for homework assignments for individual students.	• Few students can articulate the relationship between class work and homework • Homework rarely extends student learning • Instructional follow-up for homework is rarely provided.

LEARNING ENVIRONMENT STANDARD 4 – SCHOOL CULTURE

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

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1 SCHOOL CULTURE **4.1a** **There is leadership support for a safe, orderly, and equitable learning environment (e.g., culture audits/school opinion surveys).** **Examples of Supporting Evidence:** • School/district safety plan • Student/parent/staff handbooks • Emergency drill plans • School climate/culture audits • School accident/student health reports • Discipline infraction records • Attendance records • Student, parent, school staff and district staff interviews • Facility inspection reports • Health department inspection reports • Fire marshall reports • Student discipline reports • Comprehensive school improvement plan • School council policies and meeting minutes • Facility work orders • Walkthrough observations • Staff extra-duty schedule • Safe schools data reports	**Meets criteria for a rating of "3" on this indicator plus:** • Community members (e.g., architects, facility experts, emergency support personnel) provide proactive assistance, guidance and support to schools in an effort to ensure a safe, healthy, orderly and equitable learning environment. • School leadership collaborates with community representatives to design policy and identify procedures that ensure a safe, healthy,orderly and equitable learning environment. • School leadership collaborates with community, family and student representatives to establish and support policies and operational procedures to minimize disruptions to instruction. • Students and staff members collaborate to research and adopt an effective program of school-wide student behavior that emphasizes self-discipline and responsibility. • District and school leadership regularly conduct joint walkthroughs of the school to collectongoing data concerning the learning environment and establish a feedback loop on safety, health, order and equity issues.	• **The physical structures and condition of the school provide all students and staff members with a safe, healthy, orderly and equitable learning environment.** • **The school council has, and school leadership implements, a comprehensive school safety plan which includes a policy on discipline and classroom management techniques and the responsibilities of the student, parent, teacher, counselor and principal.** • **School leadership effectively implements operational procedures to minimize disruptions to instruction.** • **Behavior standards are well defined, and clearly communicated to students, parents and teachers, and consistently enforced.** • **Learning environment data are regularly collected through various means (e.g., culture/climate surveys, opinion surveys) and analyzed for use in planning and decision-making to provide a safe, healthy, orderly and equitable learning environment.**	• The physical structures of the school generally provide students and staff with a safe, healthy, orderly and equitable learning environment, but areas of the physical structure need improvements. • The school council has a comprehensive school safety plan which includes a policy on discipline and classroom management techniques to provide a safe, healthy, orderly and equitable learning environment, but either the plan is inadequate or school leadership does not fully implement procedures congruent with the plan. • School leadership has inadequate operational procedures to minimize disruptions, or the procedures are not always enforced. • Behavior standards are well defined, but not clearly communicated to students or consistently enforced. • Learning environment data are not collected on a regular basis, or the data are not analyzed for use in planning and decision-making.	• The physical structures of the school do not provide a safe, healthy, orderly and equitable learning environment. • The school council does not have a comprehensive school safety plan that ensures a safe, orderly, and equitable environment. • School leadership does not have operational procedures to minimize disruptions. • Behavior standards are not well defined • Learning environment data are not collected.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
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.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Faculty meeting agenda • School mission, belief and vision statements • Documentation of professional development days/released time • Student, staff member, parent/family member and community member interviews • Perception survey results • School calendar showing motivational and celebratory events • Classroom observations • Individual education plans/504 plans • Lesson plans • Classroom assessmentsC	Meets criteria for a rating of "3" on this • School leadership supports learning during extracurricular and co-curricular activities .• School leadership establishes collaborative partnerships with family members, business leaders and other community members to design, initiate and sustain authentic learning experiences in support of student learning. • School leadership establishes a learning community and safe environment in which teachers can openly share successes and failures and constructively analyze and criticize practices and procedures. • School leadership fosters teacher leaders who show their peers how to succeed with traditionally under-achieving students, persistently growing instructional capacity within the staff and reinforcing the belief that all children can learn.	**• School leadership demonstrates a commitment to high academic expectations for all students.** **• School leaders and staff members facilitate ongoing learning experiences intended to encourage family members, business leaders and other community members to share in the belief that all children can learn.** **• School leadership provides opportunities for teachers to regularly share their innovations (e.g., novel instructional strategies, effective resources, technology integration) that have resulted in higher achievement for traditionally under-achieving students.** **• School leadership enables faculty to observe and interact with teachers who are successful with traditionally under-achieving students.**	• School leadership claims a commitment to high academic expectations for all students, but does not demonstrate that commitment in practice. • School leaders and staff members make limited efforts to foster among other stakeholders the belief that all children can learn. • School leadership provides limited opportunities for teachers to share innovations that have resulted in higher student achievement • School leadership enables selected faculty to observe and interact with teachers who are successful with traditionally under-achieving students.	• School leadership does not have a commitment to high academic expectations for all students. • School leaders do not foster among other stakeholders the belief that all children can learn. • School leadership does not encourage teachers do not share success stories. • School leadership rarely encourages faculty to interact with successful role models.

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Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
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.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Faculty meeting agenda • School mission, belief and vision statements • Documentation of professional development days/released time • Student, staff member, parent/family member and community member interviews • Perception survey results • School calendar showing motivational and celebratory events • Classroom observations • Individual education plans/504 plans • Lesson plans • Classroom assessmentsC	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership implements a systematic process to ensure continuous school-wide improvement and higher student achievement.	• **School leadership sustains a school-wide focus on continuous improvement in student learning**	• School leadership generally emphasizes continuous improvement in student learning, but does not do so regularly or consistently.	• School leadership does not have a focus on continuous improvement in student learning.

Indicator	Ratings of Performance			
	4	**3**	**2**	**1**
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
4.1c **Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.** **Examples of Supporting Evidence:** • Lesson plans • Walkthrough observations • Student, parent and staff interviews • School discipline plan/classroom management plan • Student and parent handbooks • Posted behavior standards • Posted academic standards and rubrics • Perception survey results • School council policy • Individual growth plans • Team/department/committee meeting agenda/minutes • Master schedule/use of instructional time • Student work • Library/media center usage • Extra-curricular and co-curricular program schedule • Kentucky Performance Report • Safe schools data reports	**Meets criteria for a rating of "3" on this indicator plus:** • Students and staff members collaborate to establish, sustain and demonstrate in practice school-wide high academic expectations that are applicable to all. • Peer adjudication and community justice systems are effective partners with school leadership and staff in the equitable application of behavior standards.	**• Teachers set high academic expectations for all students, challenge the students to set high expectations for themselves, and provide the structure and support to ensure student success.** **• Teachers model respect, build rapport, and uniformly support the school's behavioral expectations.**	• Teachers set high academic expectations for some students, but not all. • Teachers usually model respect, build rapport, and enforce the school's behavioral expectations.	• Teachers do not set high academic expectations for students. • Teachers rarely model respect, build rapport, or enforce the school's behavioral expectations equitably.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1d **Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Staff interviews • School council/committee/faculty meeting agenda/minutes • Walkthrough observations • Employee handbooks • Organizational charts • Work schedules • Job descriptions • Staff development agenda	**Meets criteria for a rating of "3" on this indicator plus:** • Formal systems encourage certified and non-certified staff members to collaborate when making decisions in their areas of responsibility that effect the teaching and learning environment.	• Certified and non-certified staff members routinely collaborate when making decisions in their areas of responsibility that effect the teaching and learning environment.	• Certified and non-certified staff members occasionally collaborate when making decisions in their areas of responsibility that effect the teaching and learning environment.	• Certified and non-certified staff members rarely or never collaborate when making decisions in their areas of responsibility that effect the teaching and learning environment.

Indicator	Ratings of Performance			
	4	3	2	1
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
4.1e **Teachers recognize and accept their professional role in student success and failure.** **Examples of Supporting Evidence:** • Staff member, student and parent/ family member interviews • School council policies • Professional resources • Samples of student evaluations of teachers • Kentucky Performance Reports and trend data • Documentation of professional development days/release time • Lesson plans/units of study	**Meets criteria for a rating of "3" on this indicator plus:** • Teachers provide students with opportunities to evaluate their instructional performance and use the feedback to improve their classroom practice. • Teachers use student feedback and other data to objectively evaluate and improve their instruction and other interactions with students.	**• Teachers recognize and acknowledge their responsibility for student success.** **• Teachers demonstrate in a variety of ways the belief that their instruction is a primary instrument for student achievement.**	• Teachers recognize their influence on student success, but emphasize the impact of other factors as well. • Most teachers demonstrate in a variety of ways the belief that their instruction is a primary instrument for student achievement.	• Teachers believe their influence over student learning is limited by factors outside the school or classroom. • Teacher behavior rarely reflects the belief that their instruction is a primary instrument for student achievement.

Indicator	Ratings of Performance			
	4	3	2	1
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
4.1f **The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.** **Examples of Supporting Evidence:** • Master schedule • Class rosters • Enrollment data • School council policies and meeting minutes • Parent, student and staff member interviews • Student schedules • Daily schedules • Lesson plans • Records of teacher certification/ experience • Student/teacher ratio • Class offerings/course descriptions • Kentucky Performance Report	**Meets criteria for a rating of "3" on this indicator plus:** • School council policy requires ongoing analysis and re-assignment of students based upon student progress and staff strengths. School council policy incorporates community resources to bolster the school's capacity to enhance student learning. • Students self-monitor their progress toward learning goals and collaborate with staff members to adjust flexible groupings. • Assignment of students to particular teachers is continually reviewed to ensure they are in classes taught by teachers who are best able to meet their unique learning needs.	**• School council has a policy and school leadership implements procedures regarding the assignment of students to classes and programs within the school to maximize opportunities for all students to have access to the staff's instructional strengths.** **• Student groupings are created based on instructional needs and provide for flexible grouping with continuous assessment and adjustment that allows the strengths of staff to be matched with the needs of students.** **• School leadership intentionally assigns students to teachers whose expertise best matches their unique learning needs.**	• School council has a policy and school leadership implements procedures regarding the assignment of students to classes and programs, but either the policy is inadequate or it is not implemented to maximize opportunities for all students to have access to the staff's instructional strengths. • Student groupings are sometimes created based on instructional needs. There is some flexibility for grouping based on assessment of student performance with little regard to teacher strengths. • School leadership only assigns students to teachers whose expertise best matches their unique learning needs when legally required to do so.	• School council does not have a policy regarding the assignment of students to classes and programs. • Student groupings are not based on instructional needs and there is no attempt to regroup when necessary. • School leadership schedules without regard to student need or teacher ability.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1g **Teachers communicate regularly with families about individual student's progress (e.g., engage through conversation).** **Examples of Supporting Evidence:** • Report cards and/or progress report forms • School/teacher Web pages • Phone/email registers of family contacts • School council policies and meeting minutes • Notes from parent conferences • Student, parent/family member and teacher interviews • Interactive automated voice mail system • Record of home visits	**Meets criteria for a rating of "3" on this** • The school provides avenues beyond routine progress reports to allow families to obtain current information on the progress of their students. • Teachers involve students (e.g., student-led conferences, journals) in reporting student progress to families.	**• Student progress reports (e.g., paper or electronic copy, e-mail) are sent home regularly and include specific, written explanations of student performance beyond computer-generated statements and, if appropriate, progress on the goals of individual education plans.** **• Teachers regularly contact families personally (e.g., home visits, phone calls, e-mail) to discuss their children's academic performance and behavior**	• Student progress reports are sent home, but do not include explanations of student performance beyond computer-generated statements and, if appropriate, progress on the goals of individual education plans. • Some teachers contact families to discuss student progress, but most teachers contact families only concerning discipline problems.	• Student progress is communicated to parents only through student report cards, or the report cards include no explanation of student performance. • Teachers do not contact families to discuss student progress.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
4.1h **There is evidence that the teachers and staff care about students and inspire their best efforts.** **Examples of Supporting Evidence:** • Staff members, students, parents/ family member and community member interviews • Perception survey results • Walkthrough observations • Master schedule • Student handbook • School newsletter • Family Resource/Youth Services Center/counseling programs • Kentucky Performance Report student questionnaire data • Recognition program documentation • Student work displays • Web pages • Newspapers • Yearbooks	**Meets criteria for a rating of "3" on this indicator plus:** • School staff and community members collaborate to provide a support structure (e.g., mentors, safe places, after school programs) that ensures a nurturing learning environment for all students. • Staff members nurture students by extending appropriate student/staff interactions into areas of student interest beyond the classroom and/or school. • Staff and community members use innovative strategies (e.g., classroom Web pages, letters to the editor, marquees) to provide appropriate praise and positive reinforcement, motivating students to high levels of achievement in areas within and beyond the classroom and/or school.	• **Staff members have established a nurturing learning environment (e.g., school-within-school concept, team structure, advisor-advisee program) for all students.** • **Students and staff frequently interact for the purpose of inspiring students' best efforts regarding academic performance, attendance and behavior.** • **Staff members use appropriate praise and positive reinforcement to motivate students to high levels of achievement.**	• The learning environment of the school may be nurturing, but the staff members do not establish this culture for all students. • Students and staff frequently interact, but the focus is not always on inspiring the students' best efforts in academic performance, attendance and behavior. • Some student accomplishments are recognized, and reinforced, but praise is often inappropriate or inequitably applied.	• A nurturing learning environment does not exist in the school. • Students and staff interact primarily around discipline and compliance issues. • Student accomplishments are not recognized.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1i **Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.** **Examples of Supporting Evidence:** • School communications plan • Staff member, parent/family member and community member interviews • Samples of written correspondence • School meeting/program agenda • School council meeting minutes • School Web page • Civic group programs/meeting agenda • Perception survey results • Newspaper clippings • Bulletin boards, exhibits and displays • Brochures/pamphlets	**Meets criteria for a rating of "3" on this indicator plus:** • Representatives of all stakeholder role groups from the school community collaborate to develop the school's systematic communications plan.	• **The school publishes and implements a systematic communications plan that guides written, face-to-face and electronic communication with stakeholders**	• The school has a communications plan, but it is not publicized and/or is partially implemented.	• The school does not have a communications plan.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1j **There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Displays of student work/exhibitions • Staff members, student, parent/family member and other stakeholder interviews • Media documentation • School/classroom Web pages • Videos of student performances • School council meeting agenda and minutes • Perception survey results • Student recognition program documentation • Trophy cases • Yearbooks	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership provides opportunities for the accomplishments of students to be recognized at local, state and national levels. • School staff collaborates with stakeholders to publicize student academic achievement and to provide additional sources of recognition (e.g., scholarships).	**• School staff regularly and equitably recognizes and celebrates the academic accomplishments of students in all content areas, including formal and informal recognition.** **• Student academic achievement is publicly shared with community and business partners.**	• School staff informally recognizes some students for academic success. • Student success may be shared with families, but seldom shared with community and business partners.	• School staff does not recognize student academic success. • Student success is not shared

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
4.1k **The school/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.** **Examples of Supporting Evidence:** • Student, staff member, parent/family member and community member interviews • School council policies and meeting minutes • Multicultural/diverse instructional resources • Comprehensive school improvement plan • Walkthrough observations • Lesson/unit plans • Family Resource/Youth Services Center plans • School guidance plans/records • Perception survey results • Suspension/expulsion/attendance records	**Meets criteria for a rating of "3" on this indicator plus:** • Multicultural activities, themes and contributions from diverse cultures are integrated throughout the year and focus on the cultures represented in the school and community. • The school functions as a learning community that negates the impact of physical, cultural, and socio-economic factors on learning by meeting them as challenges, rather than recognizing them as barriers. • School leadership recruits and provides financial incentives to retain teachers who are either already National Board certified or who agree to immediately seek such certification. The local board of education and district leadership assists school leadership in this effort.	• **Cultural responsiveness is reflected in instructional strategies and practices, and they are seamlessly integrated into all school programs and activities.** • **School staff establishes and sustain a culture that alleviates the impact of physical, cultural and socioeconomic factors on learning.** • **School leadership intentionally recruits and retains a diverse staff of highly qualified personnel certified to teacher in their assigned areas and/or grade levels.**	• Culturally responsive instructional practices are occasionally reflected in classrooms, school programs and activities. • School staff attempts to establish but does not sustain a culture that alleviates the impact of physical, cultural, or socio-economic factors on learning. • School leadership recruits personnel certified to teach in their assigned areas and/or grade levels, but recruitment is not intentionally focused on hiring and retaining a diverse and highly qualified professional staff.	• Culturally responsive instructional practices are rare. • School staff members do not address physical, cultural, or socio-economic barriers to learning. • School leadership does not recruit personnel who are certified to teach in their assigned areas or grade levels.

LEARNING ENVIRONMENT STANDARD 5 – STUDENT, FAMILY AND COMMUNITY SUPPORT

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

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
5.1 STUDENT, FAMILY, COMMUNITY SUPPORT PROGRAMS/SERVICES **5.1a** **Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.** <u>**Examples of Supporting Evidence:**</u> • Staff member, parent/family member and student interviews • School visitors register • Walkthrough observations • Perception survey results • School council policies • Parent/community member workshop schedule • Volunteer schedule • Examples of school-to-home communications	**Meets criteria for a rating of "3" on this indicator plus:** • The school council analyzes patterns of committee participation as a planning tool to maximize active and effective parent, community and minority involvement in committee work. • District and school staff systematically analyze outreach efforts and patterns of involvement to ensure that parents and community members can and do speak up for students to meet their academic goals • Family, school and community stakeholders collaborate to create programs and strategies that ensure mutually supportive relationships among teachers, families and the community at large.	• **If the school has committees, the school council has a policy and school leadership implements procedures to proactively and successfully recruit parents, community members and minority representatives to serve on school council committees.** • **School staff ensures every student has a parent or another adult who can effectively intercede as needed to support the student's continuous academic progress.** • **Programs and strategies that create mutually supportive relationships between teachers and families are developed, implemented and evaluated for effectiveness (e.g., training for parents, open house, curriculum fair, portfolio night, scrimmage night, home visitation).**	• The school council has adopted a committee policy, but the policy is either inadequate or is not fully implemented • School staff encourages but does not ensure every student has a parent or another adult who can effectively intercede as needed to support the student's continuous academic progress. • Programs are developed that create mutually supportive relationships between teachers and families, but the programs are not always implemented.	• The school council does not have a required committee policy. • The school does not encourage parents or other adults to intercede on behalf of individual students, or the school does not know if all students have a parent or another adult who can speak up for them regarding academic goals and learning needs. • Few or no programs are developed that create mutually supportive relationships between teachers and families.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
5.1 STUDENT, FAMILY, COMMUNITY SUPPORT PROGRAMS/SERVICES **5.1a** **Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.** <u>**Examples of Supporting Evidence:**</u> • Staff member, parent/family member and student interviews • School visitors register • Walkthrough observations • Perception survey results • School council policies • Parent/community member workshop schedule • Volunteer schedule • Examples of school-to-home communications	**Meets criteria for a rating of "3" on this indicator plus:** • School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints, and the council reviews summary data on those complaints to identify needed improvements. • School staff engages community members, families, and other partners to collaboratively ensure all students come to school ready to learn. • School staff partners with district staff and community agencies provide extraordinary services for students in difficult circumstances to maintain their connection with the school.	• **School staff gives parents clear, complete information on the procedures for resolving concerns, filing complaints, and making suggestions.** • **School staff works with parents or other adults to ensure all students come to school ready to learn (e.g., well-rested, fed, clean, clothed, positive attitude, properly supplied).** • **School staff, in collaboration with district staff and community agencies has established lines of communication to maintain contact with students whose life circumstances have affected their attendance at school.**	• The school has procedures to resolve issues or complaints, but these procedures are unclear to parents or the procedures are not always followed. • School staff encourages parents or other adults to ensure all students come to school ready to learn, but does not respond when this does not occur. • School staff tracks student attendance and movement in accordance with law.	• The school lacks formal procedures for resolving concerns, complaints, and making suggestions. School staff does not work with parents or other adults to ensure all students are ready to learn. • School staff does not properly monitor student attendance.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
5.1b **Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Services Centers, Extended School Services).** **Examples of Supporting Evidence:** • Family Resource/Youth Services Center grant proposal • Family Resource/Youth Services Center advisory council/subcommittee meeting minutes • Student, school staff member, community member and Family Resource/Youth Services Center staff member interviews • Extended School Services program overview • Title I program plan • School guidance plans • Perception survey results • Student individual education plans/ behavior management plans	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership regularly validates the entrance and exit criteria by systematically gathering and analyzing data on the academic and behavioral performance of students served by each intervention program to identify the academic, behavioral and personal profile of students who demonstrate the most lasting benefit from it over time. • The Extended School Services program regularly uses the students' classroom teachers to creatively provide additional instructional services that enable all students to keep up with the entire curriculum. • The Family Resource/Youth Service Center staff collaborates with school and community partners to design, implement and evaluate proactive programs that alleviate barriers to student learning.	**• School staff ensures students enter and exit support programs as needed based on specific and clearly defined criteria.** **• The Extended School Services program provides prompt, highly targeted instructional assistance to all students who fall behind in their mastery of the curriculum to ensure they maintain continuous progress throughout the school year.** **• The Family Resource/Youth Service Center staff provides assistance, either directly or through community agencies, to children and/or their families when their life circumstances or personal well being present obstacles to learning that cannot be be effectively addressed in the classroom.**	• The school has specific and clearly defined criteria for entering and exiting support programs, but the criteria are not uniformly applied. • The Extended School Services program provides instructional assistance to students, but some students are not empowered to keep up with the entire curriculum because services are not always prompt, targeted, or available to all who need it. • The Family Resource/Youth Service Center staff uses some resources to maximize student learning by mitigating the impact of difficult life circumstances on learning.	• The school does not have specific and clearly defined entrance and exit criteria for all support programs. • The Extended School Services program enables students to receive more instructional services, but those services do not empower students to keep up with the entire curriculum. • The Family Resource/Youth Service Center staff relies primarily on its own resources to provide services to students.

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Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
5.1b **Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Services Centers, Extended School Services).** **Examples of Supporting Evidence:** • Family Resource/Youth Services Center grant proposal • Family Resource/Youth Services Center advisory council/subcommittee meeting minutes • Student, school staff member, community member and Family Resource/Youth Services Center staff member interviews • Extended School Services program overview • Title I program plan • School guidance plans • Perception survey results • Student individual education plans/ behavior management plans	**Meets criteria for a rating of "3" on this indicator plus:** • School staff routinely analyzes and modify Title I activities in a cycle of continuous improvement to ensure they enable students to benefit from the entire curriculum and maintain progress beyond proficiency. • School counselors partner with the total school staff and community to develop a network of support (e.g., a school-wide student assistance program that includes peer counseling and adult advocate components) that facilitates student access to the entire curriculum	**• Title I activities are closely aligned with and provide direct support for the core curriculum, and are used to ensure students for whom these funds are targeted can maintain continuous progress toward proficiency throughout the school year in a regular classroom setting.** **• School counselors implement a school-wide guidance program designed to meet all students' intellectual, social, physical and developmental needs to ensure they can successfully participate in the entire curriculum.**	• Title I activities are not closely coordinated with the school's instructional program, or they interfere with the ability of the targeted students to fully participate in the entire curriculum. • School counselors focus more on administrative issues than on a school-wide guidance program in support of student learning.	• The Title I program is isolated from the rest of the school's instructional program. • School counselors focus primarily on testing, labeling and processing students, providing little formative guidance.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
5.1c **The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.** **Examples of Supporting Evidence:** • Records of/procedures for referrals to health and social services • Textbook/instructional resources purchasing plans • Staff, student and community member interviews • School council meeting agenda/minutes • Perception survey results • Individual education plans • School/district budgets • Technology plans • Comprehensive school improvement plan • Comprehensive district improvement plan • Transportation records for Extended School Services • Family Resource/Youth Services Center program documentation • Software Technology, Incorporated reports • Individual Learning Plans	Meets criteria for a rating of "3" on this indicator plus: • School leadership ensures family and students are trained to be active partners in mitigating special learning needs and behavioral problems. • School leadership collaborates with health and social services professionals and families to establish procedures and train staff regarding students with special learning needs and behavioral problems. • School leadership and staff have developed and implemented an integrated, collaborative process that quickly identifies students who enter school with a history of family mobility; provides immediate assessment of their academic status and personal needs; and provides tutorial and other services until their level of academic achievement and social integration allow them to successfully continue their educational program.	• **School leadership ensures all school staff are regularly trained to identify students with special learning needs or behavioral problems that should be addressed immediately by a health, psychological or social service professional.** • **School leadership has established and implements clear procedures for how and when to make referrals of such students to the school guidance office, school nurse, school psychologist or school leadership. The procedures are clearly communicated to students, staff members and families.** • **Students who enter the school with a history of family mobility are immediately evaluated by the school counselor, staff of the Family Resource/Youth Services Center, and the director of the Extended School Services program to determine what services are required and arrange for their prompt deployment to ensure these students can successfully continue their educational program with minimal interruption.**	• School leadership inadequately or sporadically provides training for staff to identify students with special learning needs or behavioral problems, or all staff are not trained. • School leadership does not ensure everyone always follows student referral procedures, or the procedures are inadequate, or the procedures are not clearly communicated to all stakeholders. • School leadership provides some extra support to transferring students; however, this support is not swift, comprehensive or extensive enough to enable all students to continue their learning seamlessly.	• School leadership does not ensure staff are trained to identify students with special learning needs or behavioral problems. • School leadership has not established student referral procedures. • School leadership extends no extra effort to mitigate the impact of mobility on transferring students

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Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
5.1c **The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.** **Examples of Supporting Evidence:** • Records of/procedures for referrals to health and social services • Textbook/instructional resources purchasing plans • Staff, student and community member interviews • School council meeting agenda/minutes • Perception survey results • Individual education plans • School/district budgets • Technology plans • Comprehensive school improvement plan • Comprehensive district improvement plan • Transportation records for Extended School Services • Family Resource/Youth Services Center program documentation • Software Technology, Incorporated reports • Individual Learning Plans	Meets criteria for a rating of "3" on this indicator plus: • School leadership regularly identifies and trains a cadre of adults within and outside the school who can serve as advocates for children whose learning is disrupted or impaired by debilitating life circumstances.	**• School leadership provides an adult advocate or advocacy services from within or outside the school to give academic, social and moral support to students living in an environment of family discord, violence and abuse; or whose parents lack the ability to help with their children's learning, to mitigate the negative impact of their life circumstances on their learning.**	• School leadership has procedures to identify and appropriately respond to the unique needs of children whose life circumstances diminish their ability to succeed academically, but those efforts are uncoordinated so that the needs of some children and some problems are unmet.	• School leadership is generally unaware of student home situations, or does not act to mitigate problems students have at home.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
5.1d **Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.** **Examples of Supporting Evidence:** • Extended School Services program overview/referrals/documentation • Extended School Services assessment data • Schedule for co-curricular programs • List of co-curricular offerings • Staff, parent, student and community member interviews • Observations of support programs • School budget • Support program/services documentation • Transportation plan • School council policies and meeting minutes • Individual education plans/504 plans • Master schedule	Meets criteria for a rating of "3" on this indicator plus: • The school collaborates with district and community resources to develop an active program to prevent the alienation and disengagement of students. • School leadership routinely monitors student support programs for their impact on student learning and ensures existing programs evolve to maximize student participation and learning. • School leadership monitors and fosters co-curricular activities that directly support classroom instruction and student learning.	• The school has an active program for re-engaging students who are alienated or estranged from the school. • The school provides assistance to support learning beyond the classroom for all students (e.g., Saturday school, accelerated curricula, university partnerships, technological resources, homework support, community mentors, peer tutors). • The school provides co-curricular opportunities that are ample, varied, and intentionally support classroom instruction.	• The school has a program for students who are alienated or estranged from the school, but the program does not effectively re-engage the students in a way that improves academic and social progress. • Programs to support learning beyond the classroom are available, but their nature, timing, or focus makes them suitable to only a few of students. • The school has few co-curricular activities that intentionally support classroom instruction, or they reach few students.	• The school does not have a program to re-engage students who are alienated or estranged from the school. • School leadership provides limited support for learning beyond the classroom. • The school's co-curricular activities have no discernible connection to classroom instruction.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
5.1e **The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.** **Examples of Supporting Evidence:** • Staff, parent/family member and student interviews • Transcripts • Individual Learning Plans • Student academic records • Technology plan • Policies and procedures on access to student records • Immigration and naturalization service forms • Student grade reports • Software Technology, Incorporated records • Cumulative folders system/policies • Kentucky Early Learning Profile or other primary level progress reports • Student working folders/portfolios	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership significantly exceeds board policy in the maintenance, security and quality of the school student record system. • School leadership invests in state-of-the-art technology to support the school's student record management system. • District leadership systematically reviews the accumulation of data in student records to ensure that the information is pertinent to the student's academic and educational development.	**• The school leadership implements district procedures for the maintenance, security and quality of the school student record system.** **• A school record system of students' academic and educational development is maintained using appropriate technology to support records management at the school, classroom and student level.** **• Individual Learning Plans and multiple sources of information are reflected in student academic records. All information is relevant, up-to-date and effectively used for academic development.**	• The school leadership inconsistently implements some district procedures for the maintenance, security and quality of the school student record system. • The school record system of students' academic and educational development seldom involves the use of technology. • Individual Learning Plans are reflected in student academic records, but other information is limited.	• The school leadership inconsistently implements many district procedures for the maintenance, security and quality of the school student record system. • School leadership does not maintain a profile of student academic and educational development. • Student records contain only personal information and classroom grades. Records are not always up-to-date or accurate.

LEARNING ENVIRONMENT STANDARD 6 – PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION

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

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.1 PROFESSIONAL DEVELOPMENT **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.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Implementation and Impact Checks • List of professional development offerings • Staff member interviews • Needs assessment data • Individual growth plans	**Meets criteria for a rating of "3" on this indicator plus:** • Teachers and administrators collaborate in a school-wide professional development program, including coaching and mentoring, that updates their content knowledge and professional practice to challenge and motivate students to high levels of learning. • School leadership systematically identifies and cultivates potential leaders in all stakeholder groups and provides creative professional development to those aspiring to be leaders. • The school includes classified staff in all appropriate school-wide professional development.	• **All teachers participate in sustained classroom-focused professional development that updates their content knowledge and professional practice to challenge and motivate students to high levels of learning.** • **Professional development op-portunities are offered that enhance the leadership skills (e.g. collaboration, problem-solving, consensus building) for all staff members and other appropriate stakeholders.** • **The school provides appropriate professional development for all classified staff.**	• Teachers participate in the required hours of professional development, but the professional development does not always update their content knowledge or professional practice. • Professional development opportunities support the enhancement of some staff members' leadership skills (e.g., administrators only). • The school provides professional development for some classified staff.	• All teachers do not participate in professional development that updates their content knowledge or professional practice. • Professional development does not support leadership development. • The school does not provide professional development for classified staff.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
6.1b **The school has an intentional plan for building instructional capacity through on-going professional development.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Implementation and Impact Checks • List of professional development offerings • Perception survey results • Staff member interviews • School council policies • School council meeting agenda and minutes • District policy • Individual growth plans • Professional development committee meeting agenda/minutes	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership collaborates with staff to maintain continuity and differentiate professional development for new staff that has not had the same professional development that others in the school have received.	• **School leadership collaborates with staff to develop and implement a multi-year plan which includes job-embedded professional development and builds on previous development and training experiences, to achieve and maintain a high level of competence in the instructional staff**	• School leadership collaborates with staff to develop and implement a plan to build competence in the instructional staff through professional development, but activities in the plan are not all job-embedded, multi-year or build on previous professional development and training experiences.	• School leadership does not develop and implement a plan to build competence in the instructional staff through multi-year, job-embedded professional development

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.1c **Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Professional development committee meeting agenda and minutes • Individual growth plans • Staff member interviews • Self-assessment data • Needs assessment data • Kentucky Performance Report	**Meets criteria for a rating of "3" on this indicator plus:** • Administrators and teachers consistently monitor and evaluate professional learning activities and can articulate the effect on student achievement and teacher practice systematically throughout the school.	• **Professional development priorities are aligned with the school's learning goals for students, the Individual Professional Growth Plans, and professional evaluations.**	• Professional development priorities are not intentionally aligned to the school's learning goals for students, Individual Professional Growth Plans or professional evaluations of staff members.	• Professional development priorities are not aligned with the school's learning goals for students, Individual Professional Growth Plans and professional evaluations of staff members.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.1d **Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • List of professional development offerings • Perception survey results • Walkthrough observations • Staff member interviews • Needs assessment data • Kentucky Performance Report	**Meets criteria for a rating of "3" on this indicator plus:** • Schools collaborate to form a district-wide professional learning community that provides high quality professional development, collegial support and job-embedded coaching to ensure teacher efficacy and enhanced professional practice that is observable in the classroom.	• **There is full connection between the professional development activities identified in the Comprehensive School Improvement Plan, the school's learning goals for students, and school and district staff development priorities.**	• There is some connection between the professional development activities identified in the Comprehensive School Improvement Plan, the school's learning goals for students, and school and district development priorities.	• There is considerable lack of connection between the professional development activities identified in the Comprehensive School Improvement Plan, the school's learning goals for students, and school and district staff development priorities.

Indicator	Ratings of Performance			
	4	3	2	1
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
6.1e **Professional development is on-going and job-embedded.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • List of professional development offerings • Staff member interviews • School calendar • Master schedule • Individual growth plans	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership has created culture in which professional growth is an individual and collective expectation in which all staff members hold each other to high expectations of self-improvement and growth.	• **Professional development emphasizes a process for continuous growth through job-embedded opportunities.**	• Professional development is ongoing, but there is either limited emphasis on continuous growth or the professional development is not job-embedded.	• Professional development has no emphasis on continuous growth.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.1f **Professional development planning shows a direct connection to an analysis of student achievement data.** <u>**Examples of Supporting Evidence**</u>**:** • Comprehensive school improvement plan • Student data analysis summaries/reports • List of professional development offerings • Staff member interviews • Kentucky Performance Report • Student performance level descriptions	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership and staff analyze historical data on student achievement to identify persistent instructional capacity needs that should be addressed in present and future professional development. • School leadership and staff analyze the impact professional development has on the behavior of specific groups of staff and the academic achievement of specific student populations. • School leadership and staff purposely consult multiple authoritative sources about professional development opportunities that may address the needs of specific student and staff subpopulations and the impact they have had upon professional practice and student achievement in other schools before allocating resources for them.	• **School leadership and staff regularly use student achievement data from multiple sources to determine the need for a proposed professional development activity before approving it.** • **School leadership and staff purposefully analyze the impact of past and current professional development on staff behavior and student achievement to plan future professional development experiences.** • **School leadership and staff validate the documented effectiveness of proposed professional development on student achievement before allocating resources for it.**	• School leadership occasionally uses student achievement data from multiple sources, or relies on data from a single source, to determine the need for a proposed professional development activity before approving it. • School leadership sometimes analyzes the impact of past and current professional development on staff behavior and student achievement to plan future professional development experiences. • School leadership examines the documented effectiveness of some proposed professional development on student achievement before allocating resources for it.	• School leadership seldom uses student achievement data to make professional development decisions. • School leadership rarely analyzes the impact of past and current professional development on staff behavior and student achievement, or they do not use this information to plan future professional development experiences. • School leadership does not examine the effectiveness of proposed professional development, or they rely upon advertisement, anecdote and hearsay to make their decisions.

Indicator	Ratings of Performance			
	4	3	2	1
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
6.2 PROFESSIONAL GROWTH AND EVALUATION **6.2a The school/district provides a clearly defined evaluation process.** **Examples of Supporting Evidence:** • Local board of education policy, procedures and meeting minutes • Evaluation process documents • Documentation of development, review and revision of evaluation process • Staff member interviews • District evaluation committee roster • Record of Kentucky Department of Education approval of district evaluation process	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership seeks and acts upon feedback on the extent to which staff understands the personnel evaluation plan	**• School leadership ensures all school staff members understand the personnel evaluation plan in a timely manner.**	• School leadership lacks documentation to prove they explained the district personnel evaluation plan in a timely manner.	• School leadership did not explain the district personnel evaluation in a timely manner.

Indicator	Ratings of Performance			
	4 _Exemplary level of development and implementation_	3 _Fully functioning and operational level of development and implementation_	2 _Limited development or partial implementation_	1 _Little or no development and implementation_
6.2b **Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • School council policies • School council meeting agenda and minutes • School budgets • Staff member interviews • Individual growth plans	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership regularly seeks outside resources to expand professional development opportunities in line with the comprehensive school improvement plan or identified professional development needs.	• **School leadership expends all professional development funds as directed by the comprehensive school improvement plan and identified professional development needs.**	• School leadership expends some professional development resources on activities that are not directed by the comprehensive school improvement plan or are not an identified professional development need, or some professional development funds were not used	• School leadership expends professional development resources on activities that are not directed by the Comprehensive School Improvement Plan, or are not an identified professional development need, or do not intentionally link professional development expenditures with identified needs.

Indicator	Ratings of Performance			
	4	3	2	1
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
6.2c **The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Individual growth plans • Evaluation forms • Certified staff member interviews • District evaluation process documentation • Local board of education policies • Local board of education meeting minutes • Lesson plans/units of study • Teacher portfolios • Kentucky Performance Report	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership connects personnel evaluation, individual growth plans, and plans for whole school improvement into a seamless whole. • School leadership projects a vision of overall staff growth in which each member plays a part. Structures are in place in which staff with particular development needs can provide mutual support and encouragement. • School leadership systematically seeks and acts on staff feedback on the process of professional evaluation and individual growth planning.	**• School leadership uses the personnel evaluation process and the development of individual growth plans to improve the proficiency of the whole school staff to meet current and future students' needs.** **• Individual growth plans are collaboratively developed, based on personnel evaluation data, and focused on impacting professional practice.** **• Individual growth plans flow from meaningful self-reflection and on-going dialogue with school leadership incorporating both individual and school goals.**	• School leadership sometimes uses the personnel evaluation process and the development of individual growth plans to improve the proficiency of the whole school staff. • Most individual growth plans are collaboratively developed, based on personnel evaluation data, or focused impacting professional practice. • Individual growth plans do not always flow from meaningful self-reflection or involve dialogue with school leadership, or take into account individual and school goals.	• School leadership conducts personnel evaluations in isolation, but they do not improve the proficiency of the whole school staff. • Most staff members write their individual growth plans in isolation. • School leadership does not provide meaningful input into individual growth plans.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.2d **Leadership provides and implements a process of personnel evaluation which meets or exceeds standards set in statute and regulation.** **Examples of Supporting Evidence:** • Personnel evaluation process/forms • Documentation of the district's implementation of the personnel evaluation system • State statute/regulation • Staff member interviews • Teacher portfolios • Individual growth plans	**Meets criteria for a rating of "3" on this indicator plus:** • School administrators implement a personnel evaluation system that requires multiple observations of staff, providing opportunities for coaching and feedback to improve effective teaching practices and improve student achievement.	**• Personnel evaluations are fairly and consistently administered in accordance with the requirements of state statute and regulation.**	• Personnel evaluations meet the requirements of state statute and regulation, but they are not always fairly or consistently administered.	• Not all personnel evaluations meet the requirements of state statute and regulation.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.2e **The school/district improvement plan identifies specific instructional leadership needs, has strategies to address them, and uses the Effective Instructional Leadership Act requirements as a resource to accomplish these goals.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Individual growth plans • District and school budgets • District Effective Instructional Leadership Act records	**Meets criteria for a rating of "3" on this indicator plus:** • The Comprehensive School Improvement Plan incorporates goals, objectives and activities congruent with new and innovative approaches to improve instructional leadership.	• **The Comprehensive School Improvement Plan identifies specific instructional leadership needs and has clear strategies to address them in accordance with the Effective Instructional Leadership Act.**	• The Comprehensive School Improvement Plan identifies some instructional leadership needs and has some strategies to address them.	• The Comprehensive School Improvement Plan does not address instructional leadership needs.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
6.2f **Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • List of professional development offerings • Teacher and administrator interviews • Samples of teacher evaluations • Individual growth plans	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership shares with staff a global picture of school instructional needs and overall staff growth objectives and shows how measuring overall staff improvement at specific intervals contributes toward meeting school-wide goals. • School leadership enhances on-going professional growth through such supportive practices as mentoring, modeling, coaching, public recognition and celebration.	**• School leadership follows the certified personnel evaluation plan to document staff progess in the implementation of their growth plan and to provide meaningful feedback at timely internals.** **• School leadership supports the implementation of the growth plans with encouragement, timely guidance, and professional devel-opment to help employees make the desired changes in behavior and instructional practice identi-fied during their evaluations.**	• School leadership monitors individual progress following certified personnel evaluation, but they do so unsystematically or fail to document progress in measurable ways, or they don't provide timely feedback to foster growth. • School leadership provides limited support to help employees make desired changes in behavior and instructional practice identified in their certified personnel evaluations.	• School leadership treats certified personnel evaluations as isolated events with no discernible follow-up. • School leadership rarely provides support for continued growth after certified personnel evaluations.

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EFFICIENCY STANDARD 7 – LEADERSHIP

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

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1 LEADERSHIP **7.1a** **Leadership has developed and sustained a shared vision.** **Examples of Supporting Evidence:** • Displays of the vision, mission and belief statements • School council meeting agenda and minutes • Comprehensive school improvement plan • Implementation and Impact Checks • Meeting announcements, agenda and minutes • Teacher/student/parent handbooks. • Staff member, student, parent/family member and community member interviews • Brochures/pamphlets • Web sites • Press releases	**Meets criteria for a rating of "3" on this indicator plus:** • The school vision is widely known and is often referenced by people outside the official school family. • School leadership facilitates regular meetings with school and community stakeholders to revisit the district vision and reevaluate its appropriateness in expressing where the school sees itself now and in the future.	• **School leadership develops a shared vision for the school using a public process involving school and community stakeholders.** • **School leadership sustains the school vision through various means (e.g., using it as a guide in decision making, displaying it in conspicuous places within and outside school facilities, publishing it in various school media, and referencing it in school and public gatherings).**	• School leadership develops a vision, but does not use a public process involving school and community stakeholders. • School leadership efforts to sustain the school vision are sporadic and unintentional.	• School leadership has not developed a vision for the school. • School leadership makes little or no effort to communicate the school vision.

Indicator	Ratings of Performance			
	4	**3**	**2**	**1**
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
7.1b **Leadership decisions are focused on student academic performance and are data-driven and collaborative.** **Examples of Supporting Evidence**: • Data analysis documentation • School council meeting agenda and minutes • Meeting agenda and minutes • Perception survey results • Kentucky Performance Report	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership continually monitors individual student academic performance data and regularly shares that with all school staff to inform them about areas of concern. Relevant school staff and community members convene to review the data and develop consensus on how to address the identified concerns.	**• School leadership, in collaboration with the school council and other staff members, regularly and continuously analyzes student performance data and information from other sources and uses the results of that analysis to inform programmatic and academic decisions.**	• School leadership decisions are not always guided by student academic performance data or made collaboratively.	• School leadership seldom or never uses academic data to inform decisions.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1c **There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.** **Examples of Supporting Evidence:** • Individual growth plans of administrators • Documentation of development, review and revision of administrator individual growth plans • Needs assessment data • Leadership self-assessments • Administrator interviews • Comprehensive school improvement plan • Perception survey results • List of professional development offerings • Professional portfolios • State approved standards	Meets criteria for a rating of "3" on this indicator plus: • Administrators' growth plans include a focus on nurturing leadership skills for district, community, and professional roles outside the school.	**• Each administrator's growth plan focuses on enhancing leadership skills required to effectively perform their varied roles and to promote student achievement in their school.**	• Most administrators' growth plans have components that enhance the leadership skills required for their specific roles.	• Administrators' growth plans seldom address the enhancement of leadership skills.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1d **There is evidence that the school/ district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.** **Examples of Supporting Evidence:** • Data analysis summaries/reports • Staff meeting agenda and minutes • School council/subcommittee meeting agenda and minutes • Comprehensive school improvement plan • Staff member and school council member interviews • Kentucky Performance Report	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership compares the academic achievement of population subgroups of the school with the academic achievement of comparable population subgroups in similar and high performing schools to inform decision-making to meet the needs of the school's diverse population. • Relevant school staff and community members are convened to review the data and develop consensus on how to address the identified concerns. • School leadership requires all instructional staff to regularly make appropriate, timely adjustments in their instruction or curricular materials based on disaggregated student performance data.	• **School leadership team and instructional staff regularly disaggregate student performance data to compare the academic achievement of student subpopulations and to identify significant differences in academic performance.** • **School leadership regularly shares disaggregated student performance data with school staff.** • **School leadership uses disaggregated data to indentify changes needed to reduce achievement differences and incorporates these data in the school's comprehensive improvement plan.**	• School leadership team sometimes disaggregates student performance data to compare the academic achievement of student subpopulations and to identify significant differences in academic performance. • School leadership sometimes shares disaggregated student performance data with school staff. • School leadership sometimes uses disaggregated data to indentify changes needed to reduce achievement differences or doesn't always incorporate these data in the school's comprehensive improvement plan.	• School leadership team seldom or never disaggregates student performance data to compare the academic achievement of student subpopulations and to identify significant differences in academic performance. • School leadership seldom shares disaggregated student performance data with school staff. • School leadership rarely uses disaggregated data to indentify changes needed to reduce achievement differences and or rarely incorporates these data in the school's comprehensive improvement plan.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1e **Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curricular and data resources relating to the learning goals for Kentucky public schools.** **Examples of Supporting Evidence:** • Documentation of professional development days/release time • Staff member interviews • Units of study/lesson plans • Comprehensive school improvement plan • Professional curriculum resources • Curriculum map • School budget	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership invests in an extensive library of instructional materials and strongly encourages staff to use external resources such as Kentucky Educational Television, national education organizations, computer networks and forums. • School leadership systematically measures the effectiveness of the training the staff receives, and encourages the most proficient staff to be coaches and curricular leaders in the school, district and professional organizations.	• **School leadership ensures that staff members possess or have access to Kentucky's current curriculum documents, other curriculum-related materials and data resources relating to Kentucky's learning goals.** • **School leadership systematically ensures all staff members are sufficiently trained to use school and district curricular and data resources.**	• School leadership does not ensure that all staff members possess or have access to Kentucky's current curriculum documents. • School leadership does not ensure that all staff members are sufficiently trained to use school and district curricular and data resources.	• School leadership does not provide staff members with access to Kentucky's current curriculum documents. • School leadership makes little or no effort to ensure the staff is trained to use school and district curricular resources.

Indicator	Ratings of Performance			
	4	**3**	**2**	**1**
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
7.1f **Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.** **Examples of Supporting Evidence:** • Staff and master schedules • Staff meeting agenda and minutes • Walkthrough observations • Staff member and student interviews • School council policy • Staff/student handbooks • Extended School Services schedule	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership collaborates with district, school staff, and outside partners to ensure the efficient use of time. School leadership creatively uses technological and other tools to maximize staff productivity. • School leadership finds innovative ways to make significant blocks of time available during the day, week and year for staff to work individually and collegially on curricular and instructional matters without diminishing the time required for quality instruction	**• School leadership implements practices and procedures (e.g., plans, agendas, minutes, action items) that ensure the efficient use of staff time (e.g., faculty and committee meetings, planning time, etc.) and keep a focus on curricular and instructional issues.** **• School leadership allocates specific blocks of time (daily, weekly, or yearly as appropriate) to enable staff to work individually and collegially on curricular and instructional matters.**	• School leadership does not consistently implement established practices and procedures that promote the efficient use of staff time or keep a focus on curricular and instructional issues. • School leadership allocates specific blocks of time (daily, weekly, or yearly as appropriate) to enable staff to work individually and collegially on curricular and instructional matters, but the time is not protected from preemption or interruption.	• School leadership does not ensure that staff time is used efficiently or primarily for curricular and instructional purposes. • School leadership allocates very limited, often unproductive time, for staff to work individually and collegially on curricular and instructional matters.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1g **Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • School council meeting agenda and minutes • School/district budgets • Staff member, parent school council member and student interviews • Building inspection records • Maintenance reports • Work orders • Safe schools report • Vision statement • Mission statement • Perception survey results	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership partners with staff, peers, consultants and superiors in a circle of "critical friends" from inside and outside the school that bolster the processes that sustain continuous improvement.	**• School leadership plans, allocates resources, monitors progress, provides infrastructure and removes barriers with the primary focus on sustaining continuous school improvement.**	• School leadership plans, allocates resources, monitors progress, provides infrastructure and removes barriers as discreet events, not in a unified effort toward continuous improvement.	• School leadership maintains school functions without an intentional focus on continuous improvement.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1h **The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.** **Examples of Supporting Evidence:** • School council policies and procedures • School council meeting agenda and minutes • Building inspection reports • Maintenance reports • Staff member, school council member, parent/family member and student interviews • School budgets • Facility plan • Equipment inspection reports • School report card • District report card • Perception survey results	**Meets criteria for a rating of "3" on this indicator plus:** • School council and school leadership systematically monitor, evaluate and modify policies and procedures to ensure they are current and effective. • School leadership collaborates with district leadership and community stakeholders to obtain additional funding to provide extraordinary facilities and equipment to enhance the learning environment. • School leadership collaborates with community agencies (police, fire, social services, et al.) to create policies and practice procedures that guarantee the physical well being of students and staff.	**• School council establishes policies and school leadership implements procedures that maintain a supportive, healthy, orderly and equitable environment for learning and working for both students and staff members.** **• School leadership creates organizational structures and procedures to monitor and maintain facilities and equipment to support a safe and effective learning environment.** **• School council has a safety plan and school leadership implements procedures to guide how school personnel respond to events or behaviors that could threaten the physical well being of students**	• School council establishes policies, but school leadership does not consistently implement all the required procedures. • School leadership creates organizational structures and procedures, but they do not always result in properly maintained equipment and facilities. • School council has a safety plan, but school leadership does not consistently implement all the required procedures.	• School council has not created policies to maintain a supportive, healthy, orderly and equitable environment for learning and working for both students and staff members. • School leadership has not created organizational structures and procedures to ensure equipment and facilities are properly maintained. • School council has not created a school safety plan.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1i **Leadership provides a process for the development and the implementation of council policy based on anticipated needs.** **Examples of Supporting Evidence:** • School council policies and by-laws • School council meeting agenda and minutes • School council member, school staff member, district staff member and parent/family member interviews • Perception survey results	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership has procedures to guide the school council in development and implementation of policies beyond those required by statute to enhance teaching and learning. • School leadership uses a well-defined, collaborative process that includes all stakeholders to systematically revise and review council policies based on analysis of needs.	**• School leadership ensures all required policies and by-laws are in place, and school leadership implements the policies.** **• School council policies are regularly reviewed and revised as necessary to address anticipated needs and to correct ineffective practice.**	• The school council has adopted all policies required by statute, but not all policies are fully implemented. • School council policies are regularly reviewed but are rarely revised in terms of anticipated needs.	• The school council has not adopted all policies required by statute. • School council policies are occasionally reviewed but seldom revised to address anticipated needs.

Indicator	Ratings of Performance			
	4	3	2	1
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
7.1j **There is evidence that the School Based Decision Making council has an intentional focus on student academic performance.** **Examples of Supporting Evidence:** • School council policies • School council meeting agenda and minutes • Comprehensive school improvement plan • Implementation and Impact Checks • Vision, mission and belief statements • Data analysis summaries/reports • Staff member and parent school council member interviews	Meets criteria for a rating of "3" on this indicator plus: • The school council has adopted and implements strict policies and procedures for the conduct of their meetings to ensure that matters that directly impact student academic performance have priority. • The school council systematically seeks district, state and other external resources in a continual quest to enhance their ability to create and implement effective school improvement plans for building and strengthening the school's instructional and organizational capacity.	**• The school council's policy, program and resource discussions and decisions demonstrate an intentional focus primarily on matters that impact student academic performance in the school.** **• The school council and school leadership engage district leadership in meaningful discussions about the goals for building and strengthening the school's instructional the school's instructional and organizational capacity.**	• The school council's policy, program and resource discussions are occasionally influenced by interests other than concern about student academic performance. • The school council submits its plans for school improvement to the superintendent and school board for review.	• The school council's policy, program and resource discussions and decisions frequently are based on interests other than concerns about student academic performance. • The school council did not submit its plans for school improvement to the superintendent and school board for review.

Indicator	Ratings of Performance			
	4	**3**	**2**	**1**
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
7.1k **There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.** **Examples of Supporting Evidence:** • Staff member, student and parent/family member interviews • School council meeting agenda/minutes/policies • Perception survey results • Faculty meeting agenda/minutes • Resource materials/professional librar • Building inspection reports • Leadership self-assessments • Documentation of professional development days/release time	**Meets criteria for a rating of "3" on this indicator plus:** • The principal is a leader in the district, broader community and professional organizations in promoting high academic achievement for all students. • The principal is a leader in the district, broader community and professional organizations in creating positive school cultures for all students and staff. • The principal creatively, routinely and systematically seeks the advice of outside experts to identify ways to make more efficient use of existing human and physical resources.	• **The principal regularly engages the school community in conversation about what is required for all students to attain proficiency or higher in all content areas irrespective of their life circumstances, motivation or previous academic disappointments.** • **The principal creates and sustains a school culture that values every child, holds high expectations for the learning success of every child, views parents as essential partners in the education process, motivates staff to perform at their highest potential, and aggressively solicits the participation of the whole community in the schooling enterprise.** • **The principal's management style optimizes the use of both human and physical resources, equitably distributes responsibility and accountability among all staff, discourages waste and inefficiency, and readily uses the experience and expertise of staff and community leaders to help resolve problems to maximize student academic achievement.**	• The principal only engages staff in conversation about the requirements for student academic achievement, or the principal does not communicate all the requirements for student achievement or doesn't emphasize high achievement for all students. • The principal succeeds in creating and sustaining some aspects of a positive school culture, but not all. • The principal efficiently and effectively uses most human and physical resources to maximize student academic achievement.	• The principal is not primarily engaged in promoting high academic achievement for all students. • The principal is passive or reactive rather than a proactive agent in creating or sustaining a positive school culture. • Due to lack of effective principal oversight, many human and physical resources are not used efficiently and effectively.

EFFICIENCY STANDARD 8 – ORGANIZATIONAL STRUCTURE AND RESOURCES

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

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.1 ORGANIZATION OF THE SCHOOL **8.1a** **There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.** <u>**Examples of Supporting Evidence**</u>**:** • Comprehensive school improvement plan • School council policies and procedures • School council/committee meeting agenda/minutes • Master schedule • School budgets (5 year history) • Staff member, school council member and community member interviews • Lesson plans/units of study • Curriculum documents • Schedules of events • Equipment inventory	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership includes district, business, social service and community agency representatives in organizational components to incorporate their expertise in discussions about resource allocation. • Resource management policies and procedures are routinely validated against the practices of high-performing and efficient organizations. • School leadership systematically establishes partnerships with external entities (e.g., local or national) focused on a specific need of the school.	• **School leadership has developed clear lines of communication and well-defined areas of responsibility (e.g., administration, leadership teams, committees, departments, etc.) that facilitates an efficient and effective allocation of all resources.** • **School leadership has developed and implemented policies and procedures to regularly evaluate and prioritize the use of all human, fiscal and physical resources to sustain continuous improvement.** • **School leadership and staff augment internal resources with community resources (e.g., using local artists to teach special skills, libraries, museums, surplus materials from local businesses and industries, etc.).**	• School leadership has developed lines of communication and areas of responsibility, but some ambiguity and miscommunication exist that impede the efficient and effective allocation of all resources. • School leadership has some policies and procedures to evaluate resource use, but this is not systematic or sustained over time. • Some school staff seeks and uses external resources, but school leadership does not promote this practice across the school.	• Lines of communication are unclear and responsibilities are not adequately defined. • School leadership has few or no policies and procedures to evaluate and prioritize the use of resources. • School leadership rarely encourages the use of external resources.

Indicator	Ratings of Performance			
	4	3	2	1
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
8.1b **The master class schedule reflects all students have access to all of the curriculum.** **Examples of Supporting Evidence:** • Master schedule • Individual student schedules • Perception survey results • Student course requests • Individual education plans • Individual Learning Plans • School council policies and meeting agenda/minutes • Staff member, student and parent/ family member interviews • Kentucky's *Academic Expectations*, *Program of Studies* and *Core Content for Assessment*.	**Meets criteria for a rating of "3" on this indicator plus:** • The master schedule provides opportunities for students to access course offerings beyond the school curriculum (e.g., external partnerships, such as those with colleges and universities to offer courses for credit/dual credit).	**• The master schedule provides sufficient course offerings so that all students have access to the entire curriculum.**	• The master schedule provides sufficient course offerings so that most students have access to the entire curriculum.	• The master schedule provides access to the entire curriculum for some students.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.1c **The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.** **Examples of Supporting Evidence:** • School council staffing policy • Local Educator Assignment Data forms • Perception survey results • Master schedule • Staff member, school council member and student interviews • Teacher certification documentation • Building map/classroom assignments • Instructional assistants schedule • Lesson plans/units of study • Committee meeting agenda/minutes • Kentucky Performance Report	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership continually monitors student achievement in real time and adjusts staffing and student assignments to better meet student needs.	• **The school council adopts policy and school leadership implements procedures to ensure that instructional and non-instructional staff talents are intentionally matched to students' unique learning needs as identified by performance data.**	• The school council adopts policy, but school leadership has not implemented procedures that fully and effectively ensure that instructional and non-instructional staff talents are intentionally matched to students' unique learning and academic needs as identified by performance data.	• The school council has not adopted policy regarding staff time or student assignment.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.1d **There is evidence that the staff makes efficient use of instructional time to maximize student learning.** **Examples of Supporting Evidence:** • School council policies and meeting agenda/minutes • Committee meeting agenda/minutes • Master schedule • Teacher schedules • Staff member and student interviews • Walkthrough observations • Schedule of special events • Field trip records • Lesson plans/units of study • Curriculum maps • Professional library/resources	**Meets criteria for a rating of "3" on this indicator plus:** • School council frequently evaluates the effectiveness of the adopted policy and modifies it as necessary. • Programs that occur outside the classroom during instructional time reinforce specific learning goals of students, extend classroom instruction and occur at appropriate points in the curriculum.	**• The school council has adopted policy and the school leadership has implemented procedures to ensure classroom management and organizational practices maximize the use of instructional time.** **• Teachers and staff efficiently prepare their classrooms and students for instruction, handle discipline, conduct transitions, and minimize distractions in order to efficiently and effectively use all the time available for student learning.**	• The school council has adopted policy, but the school leadership has not fully and consistently implemented procedures to ensure classroom management and organizational practices maximize the use of instructional time. • Most teachers and staff efficiently prepare their classrooms and students for instruction, handle discipline, conduct transitions, and minimize distractions.	• The school council has not adopted policy regarding the use of instructional time. • Few teachers and staff efficiently use class time to address instructional needs.

Indicator	Ratings of Performance			
	4	3	2	1
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
8.1e **Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).** **Examples of Supporting Evidence:** • Master schedule • Staff member interviews • Comprehensive school improvement plan • Lesson plans/units of study • School/district shared online folders/ Web pages • Professional library/resources • Meeting agenda/minutes/observations	**Meets criteria for a rating of "3" on this indicator plus:** • Staff members from multiple schools collaborate to implement a district-wide, research-informed evaluation of school-level team planning and recommend adjustments as necessary to achieve the goals and objectives of the comprehensive school improvement plan.	**• School leadership provides appropriate and sufficient time for staff to work in teams (vertically and horizontally across content areas and grade configurations) to plan how to integrate the goals, objectives and strategies of the comprehensive school improvement plan into such things as their instruction, lesson plans, learning activities and materials, classroom management and assessments.**	• School leadership provides opportunity for staff to work in teams to plan how to integrate the goals, objectives and strategies of the Comprehensive School Improvement Plan; however, leadership does not ensure all staff use this planning time as intended.	• School leadership provides neither appropriate nor sufficient time for staff to plan how to integrate the goals, objectives and strategies of the Comprehensive School Improvement Plan.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.1f **The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Extended school services programs and procedures • Documentation of peer tutors, cooperative learning groups • Kentucky Early Learning Profile • Examples of student learning inventories • Master schedule • Walkthrough observations • Mission and belief statements • Staff member and student interviews • School council policy	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership creatively expands instructional time outside traditional temporal boundaries. • Creative scheduling and technological resources are combined to enhance instructional time to meet students' developmental needs and learning styles.	• **School leadership uses a master class schedule that provides optimal time for quality instruction in each content area (e.g., expanded time for science labs, arts or music).** • **The master schedule accommodates differences in the amount of time and support required for all students to effectively master different types of content.**	• The master class schedule provides optimal time for quality instruction in some content areas but not others. • The master schedule accommodates differences in the amount of time required for some students to effectively master different types of content.	• The master schedule was created without intentional focus on quality instruction. • The master schedule is inflexible.

Indicator	Ratings of Performance			
	4	3	2	1
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
8.2 RESOURCE ALLOCATION AND INTEGRATION **8.2a** **The school/district provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources.** **Examples of Supporting Evidence:** • School budgets • School council policies • Budgetary procedure manuals • School council meeting agenda and minutes • School council budget committee meeting agenda and minutes • School financial reports • District and school staff member, parent/family member, parent school council member and student interviews	**Meets criteria for a rating of "3" on this** • Representatives of multiple stakeholder groups are meaningfully involved in budget development.	• **The school council has adopted a clearly defined budget process and leadership implements budgetary procedures to equitably and consistently allocate funds to meet identified needs.**	• The school council budget process does not ensure equitable distribution of funds; or leadership does not consistently implement some budgetary procedures; or funds are not always distributed equitably.	• The school's budget process is undefined, or school leadership does not follow the council budget process.

Indicator	Ratings of Performance			
	4	3	2	1
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
8.2b **The school/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.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • School budgets • Vision and mission statements • School council budget policy • School procedures manual • School financial reports • School council meeting agenda and minutes • Needs assessments data • District and school staff member, parent school council member and other stakeholder interviews	**Meets criteria for a rating of "3" on this indicator plus:** • The school council implements a comprehensive, research-informed needs assessment process for budget planning, including input from multiple stakeholders.	**• The school council approved budget is based upon relevant data and other assessments of need, and it conforms to the requirements of all discretionary funds.**	• The school council approved budget is not entirely based upon relevant data, other assessments of need, or it fails to conform to the requirements of all discretionary funds.	• The school budget decisions are capricious or lack a sufficient basis in data or assessment of need.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 ***Fully functioning and operational level of development and implementation***	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
8.2c **School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Comprehensive district improvement plan • Local board of education policies • District procedures manuals • School council policies • School financial management procedures • School budgets • Documentation of grant awards • School council meeting agenda and minutes • District staff member, school staff member and school council member interviews	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership systematically examines the impact of resource allocations on student performance, adjusting resource allocation as needed.	**• School leadership has a systematic process to evaluate all requests for financial or other resources to ensure they are tied to specific elements of the school improvement plan and based on identified priority needs.**	• School leadership evaluate most requests for financial or other resources, but approval of the request is not always tied to specific elements of the school improvement plan or based on identified priority needs.	• Requests for resources are not usually evaluated for conformance with the school improvement plan or identified priority needs.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.2d **State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, Family Resource/Youth Services Centers, Extended School Services) to address student needs identified by the school/district.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • School budgets (5 year history) • Categorical program financial reports (5 year history) • School council meeting agenda and minutes • District and school staff member interviews	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership engages representatives of all stakeholder groups in a collaborative, long-term planning, application and grant writing effort to ensure that expenditures of revenue from multiple sources are leveraged to maximize the impact on student achievement. • Categorical funds are expended to encourage research-informed and innovative program strategies to be implemented in the classroom to improve student learning.	• **School leadership ensures all available state and federal program funds are creatively integrated into a mutually reinforcing set of activities designed to maximize their impact on student achievement.** • **The expenditure of categorical funds is monitored and analyzed frequently. Program strategies are revised based on the evaluation of their impact on student learning.**	• School leadership integrates some state and federal program funds into a mutually reinforcing set of activities designed to improve student achievement. • The expenditure of categorical funds may be monitored, but program strategies are not always revised based on the evaluation of their impact on student learning.	• School leadership allows state and federal program funds to be used independently. • The expenditure of categorical funds is not monitored.

EFFICIENCY STANDARD 9 – COMPREHENSIVE AND EFFECTIVE PLANNING

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

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.1 DEFINING THE SCHOOL'S VISION, MISSION, BELIEFS **9.1a** **There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.** **Examples of Supporting Evidence:** • Executive summary of the comprehensive school improvement plan • Mission and belief statements • School council/subcommittee meeting agenda and minutes • School improvement planning team meeting agenda and minutes • Staff member, community member, parent/family member and school improvement planning team member interviews • Perception survey results	Meets criteria for a rating of "3" on this indicator plus: • During the development of the school's vision, beliefs, mission and goals, representatives of all stakeholder groups conferred with and obtained input from their constituent organizations.	• **School leadership collaborated with representatives of all stakeholder groups to develop the school's vision, mission, beliefs, and goals as the guideposts for a community of learners.**	• School leadership collaborated with school staff to develop the school's vision, mission, beliefs, and goals as the guideposts for a community of learners.	• School leadership did not collaborate to develop the school's vision, mission, beliefs and goals.

Indicator	Ratings of Performance			
	4	**3**	**2**	**1**
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
9.2 DEVELOPMENT OF THE PROFILE **9.2a** **There is evidence the school/district planning process involves collecting, managing and analyzing data.** <u>**Examples of Supporting Evidence**</u>**:** • Comprehensive school improvement plan • Implementation and Impact Checks • School council/subcommittee meeting agenda and minutes • School improvement planning team meeting agenda and minutes • School and district staff member, community member, parent/family member and school improvement planning team member interviews • Student work • Perception survey results • School profile • School report card • Data analysis summaries/reports • Software Technology, Incorporated reports • Needs assessment data • Kentucky Performance Report	**Meets criteria for a rating of "3" on this indicator plus:** • The school maintains a state-of-the-art data management system that enables ongoing data analysis from varied sources.	• **School leadership collaborates with staff to collect, manage and analyze data from multiple sources, including classroom assessments and student work, on which the content of the comprehensive school improvement plan is based.**	• School leadership collects, manages, and analyzes limited amounts of data as part of the school planning process.	• School leadership collects, manages, and analyzes little or no data as part of the school planning process.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.2b **The school/district uses data for school improvement planning.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Written and graphical data analyses • School improvement planning team meeting agenda and minutes • Staff member, community member, parent/family member and school improvement planning team member interviews • Kentucky Performance Report • Comprehensive Test of Basic Skills reports • Needs assessment data • Perception survey results • School profile	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership uses student data to develop a profile of the school over time, showing trends and shifts that help the school anticipate future needs.	• **School leadership relies on student data to identify needs and develop the goals, priorities and action steps for the comprehensive school improvement plan.**	• School leadership relies on student data to identify needs and develop some but not all of the goals, priorities and action steps for the comprehensive school improvement plan.	• School leadership does not rely on student data to identify needs and develop some but not all of the goals, priorities and action steps for the comprehensive school improvement plan.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.3 DEFINING DESIRED RESULTS FOR STUDENT LEARNING **9.3a** **School and district plans reflect learning research, current local, state and national expectations for student learning and are reviewed by the planning team.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Standards-based curriculum documents • School improvement planning team meeting agenda and minutes • Staff member, community member, parent/family member and school improvement planning team member interviews • School council/subcommittee meeting agenda and minutes • Professional library/resources • Research findings • Scholastic audit/review reports	**Meets criteria for a rating of "3" on this indicator plus:** • Staff conducts action research within their school to generate new knowledge that guides school improvement planning and improvement in other schools. • The school improvement planning team looks to international student performance in setting goals for student learning.	• The school improvement planning team incorporates quality, current, relevant educational research into the school improvement plan. • **The school improvement planning team includes specific current local, state and national student learning goals in the school improvement plan.**	• The school improvement planning team reviews educational research, but it has limited practical impact on the school improvement plan. • The school improvement planning team includes required student learning goals in the school improvement plan.	• The school improvement planning does not review educational research. • The school improvement planning team includes few or no current local, state and national student learning goals in the school improvement plan.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.3b **The school/district analyzes their students' unique learning needs.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Perception survey results • Needs assessment data • School improvement planning team meeting agenda and minutes • Staff member, community member, parent/family member and school improvement planning team member interviews • Documentation of data analysis • Kentucky Performance Report • Comprehensive Test of Basic Skills reports	**Meets criteria for a rating of "3" on this indicator plus:** • Instructional staff analyzes student data daily to intervene on behalf of individual students with unmet learning needs.	**• School leadership facilitates frequent analysis of disaggregated data to allow timely intervention on behalf of individual students with unmet learning needs.**	• The school council annually reviews disaggregated CATS data.	• The school council does not annually review CATS data.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.3c **The desired results for student learning are defined.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Student performance level descriptions • School improvement planning team meeting agenda and minutes • Staff member, school council member, community member, parent/family member and school improvement planning team member interviews • School council/subcommittee meeting agenda and minutes	**Meets criteria for a rating of "3" on this indicator plus:** • The desired results for student learning are quantified with reasonable and achievable short and long-term goals that are frequently reviewed.	• **The desired results for student learning are clearly and concisely stated, reflect meaningful and challenging learning goals, defined in manageable, measurable terms and accompanied by benchmarks.**	• The desired results for student learning are clearly stated, but do not reflect meaningful and challenging learning goals, are not defined in measurable terms or are not accompanied by benchmarks.	• The desired results for student learning are not stated.

Indicator	Ratings of Performance			
	4	**3**	**2**	**1**
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
9.4 ANALYZING INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS **9.4a** **Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • School improvement planning team meeting agenda and minutes • Staff member, school council member, community member, parent/family member and school improvement planning team member interviews • Needs assessment data • Data analysis summaries/reports • School council/subcommittee meeting agenda and minutes • Kentucky Performance Report	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership uses multiple sources and types of data to track the school's instructional and organizational effectiveness over time, showing trends and shifts that affect the school's ability to meet future needs.	• **School leadership collaborates with stakeholder groups to collect and analyze sufficient data to determine existing strengths and limitations in the instructional and organizational effectiveness of the school.**	• School leadership collects and analyzes limited amounts of data to determine the perceived strengths and limitations of the instructional and organizational effectiveness of the school.	• School leadership does not analyze data to determine the perceived strengths and limitations of the instructional and organizational effectiveness of the school.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.4b **The school/district goals for building and strengthening the capacity of the school/ district instructional and organizational effectiveness are defined.** **Examples of Supporting Evidence:** • Action components of the comprehensive school improvement plan • School improvement planning team meeting agenda and minutes • Staff member, school council member, parent/family member, school improvement team member and community member interviews • School council meeting agenda and minutes	**Meets criteria for a rating of "3" on this indicator plus:** • School improvement goals are visionary, validated against educational research and balanced between the school's instructional and organizational activities.	• **School improvement goals are stated in clear, concise and measurable terms and are focused on building the school's capacity for instructional and organizational effectiveness.**	• School improvement goals are generally stated in clear, concise and measurable terms and are focused on building the school's capacity for instructional and organizational effectiveness.	• School improvement goals are not stated in clear, concise or measurable terms.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.5 DEVELOPMENT OF THE IMPROVEMENT PLAN **9.5a** **The action steps for school improvement are aligned with the school improvement goals and objectives.** <u>**Examples of Supporting Evidence:**</u> • Action components of the comprehensive school improvement plan • School improvement planning team meeting agenda and minutes • Staff member, school improvement planning team member and school council member interviews • School council meeting agenda and minutes	**Meets criteria for a rating of "3" on this indicator plus:** • The goals, objectives and activities of the comprehensive school improvement plan are seamlessly integrated into the practice of the school resulting in a culture of high achievement for all students.	• **The action steps in the comprehensive school improvement plan are aligned to the plan's objectives and the goals for school improvement.**	• Many action steps in the comprehensive school improvement plan are aligned to the plan's objectives or the goals for school improvement.	• Few action steps in the comprehensive school improvement plan are aligned to the plan's objectives or the goals for school improvement.

Indicator	Ratings of Performance			
	4	**3**	**2**	**1**
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
9.5b **The plan identifies the resources, timelines, and persons responsible for carrying out each activity.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • School council meeting agenda and minutes • School improvement planning team meeting agenda and minutes • School council member, staff member and school improvement planning team member interviews	**Meets criteria for a rating of "3" on this indicator plus:** • The school improvement plan looks to non-traditional revenue sources (grants, businesses, charities, etc.) to ensure successful implementation. • Action components of the school improvement plan include creative means of expanding or reallocating time to speed implementation. • The school improvement plan includes most staff member in a meaningful role in implementing the action components of the school improvement plan.	**• The school improvement plan identifies adequate resources for each action component.** **• Action components of the school improvement plan include realistic timelines designed to have maximum impact on student performance.** **• The school improvement plan identifies those persons responsible for implementing the action components, and these responsibilities are equitably shared among several staff members.**	• The school improvement plan identifies inadequate resources for each action component. • Action components of the school improvement plan include unrealistic timelines or timelines which needlessly delay impact on student performance. • The school improvement plan identifies role groups or a single person as responsible for implementing the action components.	• The school improvement plan does not identify resources for each action component. • Action components of the school improvement plan lack timelines or have unrealistic timelines. • The school improvement plan does not identify the persons responsible for implementing the action components.

Indicator	Ratings of Performance			
	4	3	2	1
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
9.5c **The means for evaluating the effectiveness of the improvement plan are established.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Implementation and Impact Checks • School improvement planning team meeting agenda and minutes • School council meeting agenda and minutes • Staff member, school council member and school improvement planning team member interviews	**Meets criteria for a rating of "3" on this indicator plus:** . • School leadership has created a "real time" process of data collection to provide current information on implementation and impact of every action component for appropriate modifications to ensure continual progress in meeting the goals of the comprehensive school improvement plan.	• **School leadership has a systematic strategy grounded in research to evaluate the effectiveness of the comprehensive improvement plan.**	• The school's comprehensive improvement plan includes a method for evaluating the plan's effectiveness, but it is not adequate to determine effectiveness.	• The school's comprehensive improvement plan does not include a method for evaluating the plan's effectiveness.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.5d **The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Staff member, school council member and school improvement planning team member interviews • Perception survey results • School profile • Needs assessment data • Mission and belief statements • School council meeting agenda and minutes • School improvement planning team meeting agenda and minutes	**Meets criteria for a rating of "3" on this indicator plus:** • The activities in the comprehensive school improvement plan are systematically reviewed for a continuous and appropriate connection with the school's mission and beliefs for student learning. • The activities in the comprehensive school improvement plan have been demonstrated to yield predictable results with the target populations and are supported by research data.	• **The activities in the comprehensive school improvement plan are aligned with the school's mission and beliefs for student learning.** • **The activities in the comprehensive school improvement plan use strategies that have been demonstrated to yield predictable results for student learning**	• Some activities in the comprehensive school improvement plan are aligned with the school's mission and beliefs for student learning. • Some activities in the comprehensive school improvement plan have limited probability of yielding the desired results for student learning.	• The activities in the comprehensive school improvement plan are not aligned with the school's mission and beliefs for student learning. • Activities in the comprehensive school improvement plan are not likely to have a significant impact on student learning.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
9.6 IMPLEMENTATION AND DOCUMENTATION **9.6a** **The plan is implemented as developed.** **<u>Examples of Supporting Evidence:</u>** • Comprehensive school improvement plan • Implementation and Impact Checks • Staff member, school improvement planning team member and other stakeholder interviews • School council meeting agenda and minutes • School improvement planning team meeting agenda and minutes	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership models a collaborative approach to the implementation of the comprehensive school improvement plan. • Stakeholders know the goals of the comprehensive school improvement plan and are involved in implementing the plan as developed.	**• School leadership implements the comprehensive school improvement plan as written.** **• Staff members know the goals of the comprehensive school improvement plan and implement the plan as developed.**	• School leadership provides limited direction and support for the implementation of the comprehensive school improvement plan. • Most staff members are aware of the comprehensive school improvement plan, but not all are involved in implementation of the plan as developed.	• School leadership does not implement the comprehensive school improvement plan as written. • Staff members do not have sufficient awareness of the comprehensive school improvement plan to be involved in its implementation.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.6b **The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.** **<u>Examples of Supporting Evidence</u>:** • Comprehensive school improvement plan • Implementation and Impact Checks and summaries of data collected • Staff member, school council member and school improvement planning team member interviews • School council/subcommittee meeting agenda and minutes • School improvement planning team meeting agenda and minutes • Kentucky Performance Report • Perception survey results	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership validates the analysis of data against educational research and compares levels of student performance to those in similar and high-performing schools.	• **School leadership collects and analyzes data and compares student performance levels at frequent intervals to evaluate the degree to which the goals of the comprehensive school improvement plan are achieved.**	• School leadership may collect and analyze data but does not always compare student performance levels at frequent intervals to evaluate the degree to which the goals of the comprehensive school improvement plan are achieved.	• School leadership does not analyze data to evaluate the degree to which the goals of the comprehensive school improvement plan are achieved.

Indicator	Ratings of Performance			
	4	3	2	1
	Exemplary level of development and implementation	*Fully functioning and operational level of development and implementation*	*Limited development or partial implementation*	*Little or no development and implementation*
9.6c **The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Implementation and Impact Checks and summaries of data collected • Staff member, school improvement planning team member, and school council member interviews • School council meeting agenda and minutes • School improvement planning team agenda and minutes • Kentucky Performance Report • Perception survey results • Software Technology, Incorporated reports	Meets criteria for a rating of "3" on this indicator plus: • School leadership makes comparisons to schools with similar demographics to assess the differential impact the comprehensive school improvement plan is having on classroom practices and student performance compared to schools with different instructional practices.	**• School leadership compares changes of student performance over time and monitors classroom practices at regular intervals throughout the year to evaluate the impact the comprehensive school improvement plan has had on classroom practice and student performance.**	• School leadership sometimes analyzes student performance data over time or examines classroom practices to evaluate the impact of the comprehensive school improvement plan.	• School leadership rarely or never analyzes student performance data over time or examines classroom practices to evaluate the impact of the comprehensive school improvement plan.

Indicator	Ratings of Performance			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
9.6d **There is evidence of attempts to sustain the commitment to continuous improvement.** **Examples of Supporting Evidence:** • Comprehensive school improvement plan • Implementation and Impact Checks • Staff member, school improvement planning team member, parent/family member, and community member interviews • School council meeting agenda and minutes • School improvement planning team agenda and minutes • Perception survey results • Samples of communications to staff and stakeholders • Media releases • Identified new objectives for improvement • Needs assessment data	**Meets criteria for a rating of "3" on this indicator plus:** • School leadership models continuous improvement for other school leaders and advocates continuous improvement among peers and professional groups.	**• School leadership sustains the commitment to continuous improvement among all stakeholder groups by challenging the status quo, celebrating improvement, and holding staff accountable to the school's goals for improvement.**	• School leadership sustains the commitment to continuous improvement among some stakeholder groups, but does not always challenge the status quo, celebrate improvement, and hold staff accountable to the school's goals for improvement.	• School leadership makes little or no effort to sustain the commitment to continuous improvement.

KERA Goals For Kentucky Schools

1. Schools shall expect a high level of achievement from all students.

2. Schools shall develop their students' ability to:

> a. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
> b. Apply core concepts and principals from mathematics, the sciences, the arts, the humanities, social studies and practical living studies to situations they will encounter throughout their lives
> c. Become a self-sufficient individual;
> d. Become responsible members of a family, work group or community including demonstrating effectiveness in community service;
> e. Think and solve problems in school situations and in a variety of situations they will encounter in life; and
> f. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

3. Schools shall increase their students' rate of school attendance.

4. Schools shall reduce their students' dropout and retention rates.

5. Schools shall reduce physical and mental health barriers to learning.

6. Schools shall be measured on the proportion of students who make a successful transition to work, postsecondary education and the military.

Kentucky's Learning Goals And Academic Expectations
The centerpiece of Kentucky's education reform effort is its vision of what students should know and be able to do as a result of their school experience. Every aspect of the reform movement is designed to promote student attainment of these goals and to measure our progress in helping them to do so.
Assumption underlying KERA
All students are capable of learning.
The expectations for students are set forth as the six learning goals of KERA. These goals led to the development of the academic expectations that characterize student achievement of the goals.
All Kentucky students are expected to achieve the goals and academic expectations.
1. Students are able to use basic communication and mathematics skills for
purposes and situations they will encounter throughout their lives.
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
1.2 Students make sense of the variety of materials they read.
1.3 Students make sense of the various things they observe.
1.4 Students make sense of the various messages to which they listen.
1.5-1.9 Students use mathematical ideas and procedures to communicate, reason, and solve problems.
1.10 Students organize information through development and use of classification rules and systems.
1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
1.13 Students make sense of ideas and communicate ideas with the visual arts.
1.14 Students make sense of ideas and communicate ideas with music.
1.15 Students make sense of and communicate ideas with movement.
1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.
Science
2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.
2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.
2.3 Students identify and analyze systems and the ways their components work together or affect each other.
2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.
2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance.
2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.
Mathematics
2.7 Students understand number concepts and use numbers appropriately and accurately.
2.8 Students understand various mathematical procedures and use them appropriately and accurately.
2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.
2.10 Students understand measurement concepts and use measurements appropriately and accurately.
2.11 Students understand mathematical change concepts and use them appropriately and accurately.

2.13 Students understand and appropriately use statistics and probability.

Social Studies

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

2.21 (Incorporated into 2.16)

Arts and Humanities

2.22 Students create works of art and make presentations to convey a point of view.

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

2.27 Students recognize and understand the similarities and differences among languages.

2.28 Students understand and communicate in a second language.

Practical Living

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

2.34 Students perform physical movement skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

Vocational Studies

2.36 Students use strategies for choosing and preparing for a career.

2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.

2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

3. Students shall develop their abilities to become self-sufficient individuals.*

3.1 Students demonstrate positive growth in self-concept through appropriate tasks or projects.

3.2 Students demonstrate the ability to maintain a healthy lifestyle.

3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.

3.4 Students demonstrate the ability to be resourceful and creative.

3.5 Students demonstrate self-control and self-discipline.

3.6 Students demonstrate the ability to make decisions based on ethical values.

3.7 Students demonstrate the ability to learn on one's own.

4. Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.*

4.1 Students effectively use interpersonal skills.

4.2 Students use productive team membership skills.

4.3 Students individually demonstrate consistent, responsive, and caring behavior.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and worldview.

4.6 Students demonstrate an open mind to alternative perspectives.

Goals 3 and 4 are included in Kentucky statute as learning goals, but they are not included in the state's academic assessment program.

5. Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.

5.3 Students organize information to develop or change their understanding of a concept.

5.4 Students use a decision-making process to make informed decisions among options.

5.5 Students use problem-solving processes to develop solutions to relatively complex problems.

6. Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

6.1 Students connect knowledge and experiences from different subject areas.

6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.

6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills and experience

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SCHOLASTIC AUDIT GLOSSARY

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

Academic expectations – Learning goals that characterize student achievement.

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

Achievement gap – A substantive performance difference on each of the tested areas by grade level of the Commonwealth Accountability Testing System (CATS) between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced lunch and those who are not eligible for free and reduced lunch (KRS 158.649).

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

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

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

Age appropriate – Suitable in relation to developmental level.

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

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

Articulation – A clear and effective written or oral statement.

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

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

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

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

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

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

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

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

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

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

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

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

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

Career Portfolio – A representative sampling of past experiences.

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

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

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

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

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

Common Academic Core – The course of study recommended for all students.

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

Comprehensive district improvement plan – A comprehensive district improvement plan organized around priority needs that include financial resources, professional development, equity, and technology to improve the academic environment.

Comprehensive school improvement plan – A comprehensive school improvement plan organized around priority needs that include financial resources, professional development, equity, and technology to improve the academic environment.

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

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

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

Course syllabi – A summary outline of curriculum.

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

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

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

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

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

Curriculum alignment – Refers to the process of interpreting learning standards (*Kentucky Program of Studies*, *Kentucky Core Content for Assessment),* then developing learning objectives that are directly targeted to those standards.

Curriculum framework – The listing of outcomes (Learning Goals, Academic Expectations, Core Content for Assessment, and Program of Studies) by grade level that guides the development of the curriculum and the selection in placement of instructional materials. It also includes the performance standards associated with the content standards (Student Performance Descriptors). (National Research Council).

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

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

Demonstrators – Expansions of the *Academic Expectations* that further define what students should be able to do as found in *Transformations*.

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

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

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

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

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

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

District improvement planning team – See Improvement Planning Team.

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

District level articulations – See Articulation.

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

District profile – See Profile.

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

Efficacy – Ability to produce the necessary or desired results.

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

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

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

Essential knowledge – The fundamental skills required for all students.

Essential questions – Important ideas necessary to consider.

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

Exemplary – Worthy of imitation; commendable.

Family Resource and Youth Services Centers – Centers established to provide programs and make referrals to service agencies to assist students and families in need.

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

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

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

High performance – Schools demonstrating substantial gains.

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

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

IEP – Individual Education Program for children with special needs.

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

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

Inclusion – It is both a philosophy and a practice where all students are considered and treated as members of the school community.

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

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

Individual growth plan – A professional growth plan developed by the evaluatee with the assistance of the evaluator to be aligned with specific goals and objectives of the school improvement and professional development plan (KRS 156.101).

Individual Learning Plan (ILP) – A curricular plan that emphasizes academic and career development for students. A tool which helps students set learning goals based on academic and career interests.

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

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

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

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

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

Kentucky Educational Television (KET) – A medium that educates and offers Kentuckians a wide range of local arts, cultural, documentary, public affairs productions, adult education programs, college credit telecourses, instructional programs, professional development seminars, and KET distance learning.

Kentucky's Learning Goals – KRS 158.6451 Schools shall develop their student's ability to:
1. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
2. Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;
3. Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, honesty, human worth, justice, knowledge, respect, responsibility, and self-discipline;
4. Become responsible members of a family, work group, or community, including demonstrating effectiveness in community service;
5. Think and solve problems in school situations and in a variety of situations they will encounter in life; and
6. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

Kentucky Performance Report (KPR) – A report that offers detailed information about school performance (academic and non-academic) on the Kentucky Core Content Tests, Writing Portfolios, Norm-Referenced Tests and other components of the Commonwealth Accountability Testing System (CATS).

Kentucky Virtual Leadership Network (KVLN) – The goal of the network is to provide Kentucky superintendents and principals access to quality professional development with a focus on whole systems improvement and creating a high-performance learning environment through technology integration.

KERA Goals –

1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.
2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.
3. Students shall develop their abilities to become self-sufficient individuals.
4. Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.
5. Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.
6. Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter field with what they have previously learned and build on past learning experiences to acquire new information through various media.

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

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

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

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

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

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

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

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

Modeling – A teaching strategy in which the teacher demonstrates to student/s how to do a task, with the expectation that the student will copy the model. Modeling often involves talking about how to work through a task or "thinking aloud".

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

Multicultural education – (1) Interdisciplinary, cross-curricular education that prepares students to live, learn, and work together to achieve common goals in a culturally diverse world. It does this by (a) enabling all students to be aware of and affirmed in their own cultural roots; (b) allowing all students to understand and accept cultural diversity; (c) fostering appreciation, respect, and understanding for persons of different cultural backgrounds; and (d) preparing students to live fruitful lives in an increasingly global society with decreasing borders.

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

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

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

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

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

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

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

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

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

Performance assessment – see Authentic Assessment.

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

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

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

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

Proficient – Work that reflects high level understanding of standards, both content and performance.

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

Program of Studies – A curriculum framework that incorporates core content for assessment.

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

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

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

Reliability – The accuracy and repeatability of a measurement.

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

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

Reviewing – The critical evaluation of material.

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

School based decision making council (SBDM) – A council is typically composed of two parents, three teachers, and an administrator. Councils adopt policies relating to instructional materials, personnel, curriculum, extracurricular programs, and other aspects of school management. Exceptions are: successful schools that request a wavier, districts that have only one school, district-wide operated schools such as vocational and alternative, and special education schools.

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

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

School improvement planning team – See Improvement Planning Team.

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

School profile – See Profile.

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

SEEK – "Support Education Excellence in Kentucky" is the name for the state formula used by the governor and legislature in funding Kentucky's schools. This school aid formula is generally based on per pupil allocations on Average Daily Attendance (ADA). It is through the SEEK formula that schools and districts receive funding for personnel salaries, instructional materials, and other items necessary to provide schooling at the local level.

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

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

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

Skills – The acquired abilities to perform a particular task.

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

Software Technology, Incorporated (STI) – A records management software for educators. This software offers a complete array of features to maintain and process school records: attendance, scheduling, discipline, grade reporting, textbook management, and more.

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

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

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

Standard(s) – Content standards: A description of what students need to know and be able to do.
Performance standards: A description of how well students need to perform on various skills and knowledge to be considered proficient.

Standards-based curriculum documents – KERA charged the Kentucky Department of Education to develop guidelines to assist schools/districts in addressing that mandate to achieve reform. The following documents are the products that were created as a result of the mandate:

Program of Studies
Transformations
Core Content for Assessment
Implementation Manual
Student Performance Level Descriptors
Learning goals/academic expectations

State standards – This term refers to Kentucky's Learning Goals and *Academic Expectations*, designed around national standards.

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

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

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

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

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

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

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

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

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

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

Title I – Federal law and dollars for special help for disadvantaged children, from the federal law Improving America's Schools Act.

Transformations: Kentucky's Curriculum Framework, Volume I & II – This framework provides direction in the development of the local curriculum and should serve as a major basis for staff development and the development of instructional units and performance assessments.

Transition – The passage from one stage to another.

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

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

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

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

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

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

ACRONYMS

AR – Accelerated Reader

AP – Advanced Placement

AYP – Adequate Yearly Progress

CATS – Commonwealth Accountability Testing System

CDIP – Comprehensive district improvement plan

CSIP – Comprehensive school improvement plan

CTBS – Comprehensive Test of Basic Skills

EILA – Effective Instructional Leadership Act

ESL Class – English as a Second Language Class

ESS – Extended School Services

FRYSC – Family Resource/Youth Services Center

GED – General Equivalency Diploma

IB – International Baccalaurate

IDEA – Individuals with Disabilities Act

IEP – Individual education plans for children with special needs

IGP – Individual Growth Plan

ILP – Individual Learning Plan

ISLLC – Interstate School Leaders Licensure Consortium

ISS – In-school Suspension

KDE –Kentucky Department of Education

KELP – Kentucky Early Learning Profile

KERA – Kentucky Education Reform Act of 1990

KETS – Kentucky Educational Technology System

KPR – Kenucky Performance Report

KTLN – Kentucky TeleLinking Network

LEAD – Local Educator Assignment Data

NAEP – National Assessment of Educational Progress

NCLB – No Child Left Behind

PD – Professional Development

PSAT – Preliminary Scholastic Achievement Test

RFP – Request for Proposal

SAT – Scholastic Achievement Test

SBDM – School based decision making

SEEK – Support Education Excellence in Kentucky

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