



**Tri-State
Consortium**

**Weston Public Schools
TRI-STATE VISIT 2018**

**Writing Across the Disciplines
March 27-29, 2018**

Table of Contents

District Visit Personnel and Information 2

Executive Summary 5

Essential Questions 7

Commendations & Recommendations 15

Appendix I 23



Tri-State Consortium

Weston Public Schools TRI-STATE VISIT 2018

Writing Across the Disciplines March 27-29, 2018

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Executive Summary

“The mission of the Weston Public Schools, as a caring and supportive community partnership, is to empower each student to achieve success and contribute to our global society by developing and cultivating character, knowledge and creativity through a dynamic learning experience that challenges each student to continually pursue personal excellence.”

~ District Mission, Weston Public Schools

The Weston Public School District invited a visiting team representing Tri-State Consortium member districts to study its current approach to the teaching of writing, K-12, on March 27-29, 2018. Weston is a long standing and valued member of the Tri-State Consortium. Our mission statement describes *“... a dynamic learning organization of public school districts that values systems thinking as the foundation for continuous improvement. The Consortium assists its member districts in using quantitative and qualitative data to enhance student performance and to build a rigorous framework for planning, assessment, and systemic change. Collaborating as colleagues and critical friends, Consortium members apply the standards of the Tri-State model to benchmark member district’s progress in advancing teaching and learning.”* As the Consortium enters its third decade, our core beliefs remain focused on authentic and interdisciplinary teaching and learning, and purposeful assessment practices that are directly linked to optimal student performance.

The Weston Public School district’s energies are centered on providing meaningful learning experiences for all students. As critical friends, the Tri-State visiting team intends to confirm, affirm, and recommend, using an assessment rubric that is linked to eight indicators/standards that serve to motivate a high-performing district to reach even higher for its students. We ask questions to clarify our understanding about instructional practices, and to find data in the physical and anecdotal evidence presented that affirm the assumptions that surfaced over our three days in the district.

On the opening day of our visit, Schools Superintendent Dr. William McKersie; Assistant Superintendent Dr. Kenneth Craw; Curriculum Instructional Leaders Andrea Noble, Alex Bluestein, and Christine Cincotta, collaborated in a detailed presentation of the district's decision-making processes about writing instruction over the last four years. Individual packets of information were in place for the team, and we were immediately captured by welcome letters from students! Dr. McKersie described an engaging anecdote that doubled as a case in point about the importance of writing and speaking for a specific purpose, to an intended audience, with the goal of creating global citizens in our broader community and referenced the anniversary of the Parkland, Florida school incident. A leader by example, the superintendent also writes for purpose, as evidenced by the poem he wrote to the students. It should be noted that on his welcoming page, where he discusses excellence and compassion, he communicates his reflections over his 18-month tenure thus far through a series of essays describing the effort to understand "The Weston Way." It makes sense, then, that the district has identified global citizenship through promoting a healthy learning environment, a strong academic program, increasing digital learning by gauging progress, and leveraging resources for learning.

Assistant Superintendent Craw continued the presentation and included a series of speakers organized to outline the Assessment Framework Data Pyramid; the enrollment projections; demographics relating to percentages of students with exceptionality including those with IEPs, those with 504 Plans, and the gifted and talented; teacher demographics; and building-based scheduling initiatives to support student writing, such as the double block in grade 6. The Tri-State team was impressed with the details about the constructs in place regarding the increased focus on volume and stamina with the learning progressions that included both process writing and on-demand writing in various genres. Additional talking points included the current state of the recent creation of the Writing Center at Weston High School and macro data about the 8th- and 10th-grade writing portfolios and their requirements. The visiting team also was impressed with the cogent organization of the materials, the depth of knowledge, and broad array of work led by the writing curriculum committee team, including significant passion

and enthusiasm from the CILs. It is clear all are proud of their students and their progress in the tradition of the Weston Way.

During the visit, the team was warmly welcomed by teachers, administrators, students, and parents in each of Weston’s schools. The pride of these constituents for the Weston Public Schools was evident. In addition, the members of the Board of Education Curriculum Committee articulated support for strong teaching and learning throughout the district.

Prior to the visit team’s arrival, the Weston District Writing Committee developed three essential questions related to writing across the disciplines that were designed to guide our thinking. In response, using the Consultancy Protocol, the team explored these questions during a “fishbowl” conversation on the final morning of the visit. The report that follows is intended to support the district through a response to each of the three essential questions as the district continues into the next phase of implementation.

Response to Essential Questions

Essential Question #1:

To what degree does our writing curriculum, instruction, and assessment establish common language and expectations for performance both vertically and horizontally?

This first essential question is broad, focused, and complex. To best answer the question, the visit team examined the confluence of recent history both within the district and within the state standards and assessments. The AIM (Academic Innovation and Measurement) initiative implemented in Weston several years prior was aimed at moving beyond sole examination of standardized test scores, which were mostly the CMT and CAPT and the former SAT. We commend the continued commitment of the district to look beyond the excellent standardized test scores that Weston students attain, particularly now that standardized tests have moved increasingly away from assessing writing.

Internal measures on quantitative and qualitative data have become more important. In Weston, in addition to multiple assessments implemented as part of the rich teaching and learning in classrooms across the district, the district has developed multiple major district benchmark assessments: Cornerstone writing tasks currently implemented in grades 2 and 5; grade 8 and grade 10 portfolios focused on purpose, critical thinking, and audience; Document-Based Questions in secondary social studies courses.

Supporting those major district benchmark assessments has been considerable curricular revision linked to writing, including in English and social studies classes at the secondary level. Curriculum instructional leaders have led teachers through elements of backwards design to appreciate that strong student performance on assessments is truly possible only through strong curriculum and instruction leading toward those assessments. Thus, additional benchmarks at the K-6 level have been based on the progressions promoted by the Teachers College Reading & Writing Project, with district-based curricular units and assessments linked to the professionally-published units. The reconceptualized K-6 writing curriculum has increased volume and stamina in writing narrative, informational, and opinion/persuasive pieces, and has led recently to enhanced attention on grammar conventions.

At the secondary level, the Weston High School Writing Center, with its assigned teachers lauded by students, parents, and teachers alike, has supported the growth of student writers via an individualized approach linked, in part, to student performance on benchmark assessments such as the portfolio completed in grade 8.

Given the varied nature of these rich assessments, the team suggests increased contextual narration. While there is a vision that has been shared with the buildings around global citizenship, a next step might be to develop a belief statement around writing that includes process, the nature of assignments, frequency and quantity, student voice and the role of mechanics and conventions. The Tri-State team suggests that all members of the system would

benefit from understanding the district's core beliefs about writing that span K-12; while the specifics of these elements certainly may vary based upon a particular level of the K-12 system, certain essentials are less likely to vary. For example, while the particulars of revision in the writing process certainly look different in the grade 12 context than they do in the kindergarten context, the belief that *students should revise their work deeply* may be fundamental across the system.

In addition to clarifying core beliefs and values around writing for the K-12 staff, clarification for parents would also be beneficial. Certain aspects of good teaching and learning around writing may be different from what parents remember from their education; further, what they hear and see at home from their children may be partial, and not reflect the full context of student growth over time. Parents' understanding of the language students hear in their classrooms related to writing will increase the likelihood that the parents will use that language in the home context as well, facilitating shared expectations for student learning.

In its curriculum revision process, both formally and informally, the district has developed exemplars of student writing. Continued development and sharing of such exemplars both at grade levels and across grade levels will facilitate all constituents' understanding of what curricular goals look like in actual student work. Students themselves can appreciate their growth over time in relation to these exemplars, and the district can continue to benchmark its growth as well.

Via significant time and resources, and facilitated by the Curriculum Instructional Leaders, Weston's teachers extensively collaborate with one another, especially with others teaching in the same building. In addition, efforts have been made to facilitate vertical conversations across schools, such as with middle school teachers participating in scoring the high school students' writing portfolios. Given the district's recent initiatives in developing the teaching and learning of writing at each grade band, additional efforts for vertical articulation across schools would be natural; steps could include informal conversations, structured learning walks, for example.

The team commends the district for its commitment to curricular revisions and a revision cycle. Writing is indeed a creative and recursive process, and curriculum writing is no exception. It would be timely for the district to review and evaluate its writing curriculum K-12 based on the changes made over the past five years. What to take out can generate as fruitful a discussion as what to put in, so that what the district truly values is prioritized. Currently, a perception exists that the grades K-6 model of teaching and learning writing is qualitatively different from the grades 7-12 model. A discussion of the extent to which this is - and should be - true may be helpful, and might lead to another helpful discussion regarding how best, within the middle school context, to bridge the grades K-6 model to the grades 7-12 model. These conversations can lead to additional professional discussions about the best instruction and assessment to lead Weston students toward continued great heights as writers.

Essential Question #2:

To what extent does our current approach to teaching writing use data/evidence to inform instruction and support a range of student needs?

The second essential question focuses on how to collect, distribute, and use data to drive decisions and promote student growth. Given that there are many and varied opportunities for students to write in Weston, an abundance of data has been gathered both at the micro level and at the macro level. The evidence suggests a concerted effort to use student performance on many assessments to inform future instruction.

Data, both quantitative and qualitative, can be used to help the district build upon its current successes toward a K-12 writing narrative. As part of the curriculum revision cycle, examinations of data are natural in benchmarking the strengths and need areas of groups of students, and in indicating potential resultant curricular shifts. Less formally, yet just as important, is the continued development of teachers' and administrators' facility with using data on a regular basis to inform instructional decisions. Because of the complexity of analyzing

any given piece of writing - to say nothing about the complexity of analyzing and comparing multiple pieces of writing - efforts in helping teachers and administrators identify *what matters in writing in Weston* will be rewarded as they are sustained over time.

Fortunately, the quantity of writing produced by Weston students has already begun with a rigorous collection and analysis of student work, including the regular reports to the Board of Education on the results of the Cornerstone assessments in grades 2 and 5 and the writing portfolios in grades 8 and 10. As collection and analysis of data from these assessments, and others, continues, the district can hone protocols for posing and answering additional nuanced questions, such as those related to student subgroup performance over time. Additional protocols for collecting data through student and parent focus groups might also be considered; the Tri-State team was impressed with the voices of students and parents interviewed, and invites further examination of those voices by the district, in part to illuminate the district's understanding of ways in which to continue to facilitate the education of all constituents in relation to Weston's writing vision. Since significant student metacognition is intricately connected to the district's approach to cultivating strong student writers, qualitative data can be extracted from metacognitive outcomes to provide additional evidence toward answering key questions related to the district's writing initiatives.

Teachers and administrators can continue to be powerful forces in identifying important questions to be answered through data; as the data pool related to student writing is broadened and deepened, teachers and administrators will benefit from additional opportunities to increase their knowledge of what questions are most worth answering through data, and how to analyze the data to answer those questions. The district's supervision and evaluation plan may be one vehicle through which teachers and administrators can utilize their increased knowledge linked to student writing performance.

Because the district has placed increased emphasis on differentiating writing curriculum, instruction, and assessment based on varied student writing needs, the district is poised to

expand its disaggregation of data to study trends related to student subgroups. In relation to specific interventions employed for student writers, as well as to structural changes such as required Writing Center attendance for certain students, disaggregated data can allow trained teachers and administrators to assess programmatic impact and plan future short-term and long-term changes.

As the district naturally broadens its focus on writing to be a focus on literacy that includes reading as well as writing, the identification of key data to be collected and analyzed can be naturally broadened as well. In particular, the district may wish to pay attention to how assessments measure reading and writing both separately and in tandem, and the implications the results may have for continued horizontal and vertical alignment.

Essential Question #3:

To what extent do students apply writing instruction across disciplines?

The Tri-State team's primary focus was writing in English language arts and in social studies. However, it is clear that Weston students have opportunity to write in other subject areas, and that Weston teachers value writing in their classrooms. Given the enthusiasm of Weston students and teachers for writing, the district is encouraged to build on its current strengths by expanding analysis of how writing is accomplished in all subject areas, K-12.

In particular, for teachers of subjects other than English language arts and social studies, additional professional development related to writing would be necessary, and welcome. By providing such professional development, the district could be poised to expand its narration of the writing life of a Weston student in potent ways. Global citizenship, a key concept of Weston Public Schools, will require writing in myriad future contexts for Weston's current students.

In some classroom contexts, students may be writing primarily to make meaning; in other classroom contexts, they may be writing primarily for transfer of content and/or skills. These

goals are not necessarily incompatible, particularly given the wide range of rich courses of study offered in the Weston Public Schools. Continued collaboration, both horizontally and vertically, can leverage the significant growth of writing in English language arts and social studies toward powerful growth in other disciplines as well. Collaborative opportunities are limitless, with existing materials at the ready, including Weston’s newly developed curricula, assessment rubrics, portfolio samples, and exemplars.

Questions and Comments for the District

- Parents expressed a strong desire to learn more about the district’s writing program. How might the district go about educating parents about the district’s approach and providing more information about that approach to parents?
- The visit team benefitted enormously from the opportunity to meet in focus groups with students and teachers to discuss the writing approaches used in classrooms. We think the district would reap huge benefits by organizing similar focus groups. Some people suggested that graduates’ voices be sought, as well. This is an idea worth discussion.
- We think the staff would learn a great deal about writing by collaboratively looking and student writing and using a protocol (such as Looking at Student Writing) to frame the discussions.
- In almost all school districts, as in Weston, there is a disconnection between what the district claims to value and what it assesses. We suggest that it would be helpful to have discussions with the faculty about what is valued, and to structure assessments around what the district considers important. We furthermore recommend that the CILs be deeply engaged in defining what is valued and how to assess it.
- One more point about assessment – how will the district know the impact of its efforts in writing? We recommend that the district engage teachers and administrators in a

discussion about the sorts of data and evidence that could be helpful in answering this question.

- Our sense is that all teachers of writing, K-12, can agree on a small set of principles around which writing curriculum and instruction can be structured, principles such as drafting, conferring and revising. Reaching this sort of agreement can result in greater consistency throughout the writing curriculum, K-12, and also result in better alignment, K-12.
- What do the 8th and 10th grade portfolios tell the district about writing? Careful analysis of the portfolios can yield a rich story.

Conclusion

Students in Weston are indeed living “writerly lives”. William Shakespeare may have written that the “eyes are the window to one’s soul,” but it hardly needs to be pointed out that first he had to take plume to parchment. Therefore, perhaps it would be better to say that writing is the window to the soul, as writing is a truly a reflective process. In living a writerly life, one can become awakened and stay continually “awake” as asserted by the late educational philosopher Maxine Greene. The Tri-State team commends the district for developing a through line for this awakening as teachers and administrators continue to strengthen and refine an already strong program. We look forward to the good work they will continue to do.

Finally, the visit team sends special thanks to June Curiano whose attention to our creature comforts was consistent and thoughtful. Thanks, too, to the staff for their gracious hospitality and intellectual engagement over the three days of the visit, and for supporting the increasingly important beneficially mutual relationship of critical friends.

Commendations and Recommendations

1 Performance-Based Assessment

Commendations

- Teachers at all levels and all subjects engage students in a variety of assessments that require the transfer of acquired skills and knowledge. Examples include regular on-demand post-assessments in writing, the 2nd- and 5th-grade cornerstone assessments, the 8th- and 10th-grade writing portfolios, and a variety of Document-Based Question responses in social studies.
- There is evidence of a concerted effort to include student performance on many assessments to inform future instruction. For example, K-5 teachers use both pre- and post-data from writing assessments, including with students, and the 8th- and 10th-grade writing portfolios are used to identify students in need of additional writing support.
- Common diagnostic writing rubrics have been used to create a common language across content areas and grade levels, and have guided the creation of other assessment-specific rubrics sharing common criteria and language.

Recommendations

- Continue to analyze, and where necessary revise, the various writing rubrics used in the district to strengthen vertical alignment of language.
- Consider clarifying the roles and responsibilities of leaders and teachers in collecting, analyzing, and using the data collected from the various performance-based assessments used in the district.
- Consider building from language arts and social studies to identify core writing skills (e.g., structures of writing, conventions for writing) transferable across additional disciplines, and to embed use of such skills in additional subject-specific rubrics.

2 Metacognition

Commendations

- Across the district, teachers have grown in their awareness of the link between students' understanding of their learning and their subsequent performance growth. In K-2 writing, for example, students frequently use revision strips to add to or re-write specific parts of their writing based upon new learning.
- Students at all levels are encouraged to reflect on their own learning and to set goals for their future writing. One example is in grade 9 social studies, where the DBQ structure is employed for students to utilize early pieces of writing to strengthen their midterm exam performance.
- The district describes and expects social studies teachers to play a purposeful role as teachers of writing, not just assigners of writing; this clarification has enhanced student understanding of writing as an important metacognitive process across disciplines.

Recommendations

- Continue to examine the balance among elements of writing in the K-6 grades, including the relative importance of the conventions of good writing, and the extent to which students can reflect upon their skills and growth in this area.
- Consider additional ways that metacognition in the writing portfolio process in grades 8 and 10 can encourage students to reflect on the feedback received to inform their growth moving forward.
- Consider collecting data from student metacognitive reflections to guide decisions related to curriculum development and to identifying the appropriate intervention models for writing support.

3 Student Performance Data

Commendations

- The district is committed to a clear benchmarking criterion-referenced data collection method for K-5 student performance linked to on-demand writing prompts scored with common rubrics following a vertical progression.
- All levels within the K-12 system collect student performance data. Major examples include: at the K-5 level, student progress towards writing standards culled from student progress reports; at the 6-8 level, writing data collected from grade 8 portfolio scoring; and, at the 9-12 level, writing data collected from grade 10 writing portfolio scoring, PSAT results, and SAT results.
- The district has developed and implemented methods for reviewing student performance data and developing goals linked to the data. For example, data from 8th-grade portfolios are used to create writing goals for incoming grade 9 students.

Recommendations

- Consider incorporating additional opportunities for teachers to calibrate qualitative data through a process of reviewing authentic student writing samples, and scoring the samples using common, clearly defined rubrics.
- Continue to engage grades 6-12 teachers (by grade level and within departments) in establishing a common process for collecting and analyzing benchmark writing data in order to make informed curricular and instructional decisions.
- Consider enhancing the collection of student writing data to track a student's progress in writing over time; longitudinal data collection would assist in the analysis of students' progress.

4 Curriculum and Instruction

Commendations

- Based on curricular revisions, teachers at all levels provide varied and numerous opportunities for students to write across all disciplines.
- In grades K-6 classrooms, curricular changes engage students in writing across many genres and have increased the volume of writing across time. Teachers across all classrooms are implementing common units of study and the components of writing workshop. Common resources, structures, and tools such as anchor charts, conferences/small groups, and mini-lessons support student learning.
- In grades 7-12 classrooms, English language arts and social studies teachers guide students through significant writing tasks in every course, including inquiry-based research. Certain key aspects of the writing workshop model that meet the needs of their students, such as conferring and mini-lessons, are evident.
- At the middle and high school levels, a wide range of teachers are involved in calibration processes and scoring student writing portfolios; conversations have led to curricular and instructional changes linked to improving student writing.

Recommendations

- Continue to review and refine strategies to promote curriculum supporting K-12 opportunities for students to write with purpose, through a collaborative process, and for authentic audiences to build critical thinkers and problem-solvers.
- Continue to build opportunities for K-12 teachers to meet collaboratively to analyze a range of student results to plan for purposeful decision-making for instruction and curricular revision.
- Consider clarifying writing opportunities and principles for students in subject areas outside of English language arts and social studies.

5 Professional Learning

Commendations

- Significant and ongoing professional learning has occurred, particularly for K-5 teachers, based upon the Teachers' College Writing Workshop model.
- Teams of teachers, specifically K-5, have participated in embedded collaborative reflection on the writing initiative directly linked to their professional development and consultations with Teachers College personnel.
- The district's supervision and evaluation plan allows teachers to articulate and meet professional learning needs in a wide range of differentiated ways.
- Curriculum Instructional Leaders have developed and implemented professional learning within an environment of reflective practice for teachers to consider what professional learning will best benefit them in future implementation in the classroom. This professional learning has included instructional coaching embedded within classroom contexts.

Recommendations

- Consider additional shared professional development in writing for teachers across the K-12 spectrum, perhaps linked to developed common language around writing K-12, and perhaps informed by student outcomes as demonstrated by the 8th- and 10th-grade writing portfolios.
- Consider specific professional development support for the high school teachers working in the writing center, for example around effective small-group conferencing to optimize accessibility of writing support.
- Consider professional development in writing for secondary teachers outside of English language arts and social studies; for example, a continued focus on elements of effective writing instruction in all disciplines: drafting, conferencing, and revision.

6 Equitable Support

Commendations

- The district is committed to providing professional development opportunities to continually modify instruction and assessment methods in order to build capacity for teachers to deliver the elementary writing workshop model with fidelity. For example, common planning time for all teachers to share and calibrate student assessment data and progress is commended.
- K-5 teachers have enthusiastically embraced curricular revisions linked to the Teachers College writing units with enthusiasm. Students' scores on on-demand post-assessments, other written work, and teachers' qualitative observations consistently reflect improvements in the writing areas of structure, development, and conventions as well as in student enthusiasm, self-reflection, and mastery of skills.
- K-5 teachers use common language around writing and consistency with writing practices and resources to best support their community of writers while they also grow their own teaching practices to promote high-level writing. Teachers at various grade levels refer to anchor charts used in the previous grades, and include common mentor texts, graphic organizers, rubrics, and modified materials to meet a variety of learning needs.

Recommendations

- Continue to concentrate on a process of clarifying the writing vision K-12 to strengthen equitable implementation across all schools.
- Consider revising and refining additional support systems in place to assist struggling writers, both general education and special education.
- Consider hosting additional workshops to help parents understand the district's writing vision approach and to introduce common language and materials used in the classroom that can also be utilized at home to build the home-school connection.

7 Shared Vision

Commendations

- Over the last four years, the district has developed a purposeful, research-based commitment to enhancing the breadth of depth of writing K-12, including a grades K-6 initiative linked to the Teachers College writing program.
- At the grades 7-12 level, there are benchmark student writing portfolios in grades 8 and 10 that document the district's convictions about the strength of a shared vision across classrooms.
- The Weston High School Writing Center is additional evidence of the district's shared vision of improving discipline-specific writing, particularly in English and social studies.
- Educators in the district are highly motivated to improve student writing within the district, and enthusiastically support opportunities to build their understanding of the district's vision and its implications for classroom implementation.

Recommendations

- Consider additional narrative voice from district and building administrators in articulating the district's K-12 vision for writing and its building-specific contours.
- Consider providing additional horizontal and vertical opportunities for professional development specifically linked to implementation of the district's K-12 vision for writing.
- Consider opportunities to expand knowledge of the district's vision to teacher, student, and parent groups who may not yet fully understand the vision and its implementation.

8 Parents and Community

Commendations

- The district has provided significant funding to initiate the development of a writing curriculum. Professional development resources are purposeful and intended to establish stronger common language and expectations.
- To provide additional writing support for students in grades 9-12, the district has implemented and sustained funding for the Weston High School Writing Center.
- The district has supported the role of Curriculum Instructional Leaders (CILs) at all levels, K-12, to ensure implementation of writing in each English language arts and social studies classroom, and to move toward vertical alignment across grades and schools.

Recommendations

- Consider opportunities, both in writing and in person, to continue educating parents as the district's writing curriculum, K-12, moves forward
- Consider supporting release time for teachers to collaborate on developing guidelines for informally sharing student work consistently with parents, including what, when, and how to share.
- Continue to develop horizontal consistency amongst grade-level teachers regarding formal parent communication (e.g., newsletters, websites, etc.) linked to student writing.

Appendix I: Evaluation Scores

Performance-based Assessment

Student Performance – Indicator # 1

Educators utilize performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge. These assessments demonstrate the degree to which students integrate knowledge, skills, and higher-level thinking both within and across disciplines. Student work is evaluated based on common criteria, and results are analyzed and used over time to inform curriculum and instruction.

Approach	Implementation	Results
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
<p>There is a foundational process to use performance-based assessments that enable students to demonstrate, transfer and apply knowledge, skills and higher level thinking within and across disciplines. Student work is evaluated based on common criteria.</p> <ul style="list-style-type: none"> • Evidence of a foundational process to create and use performance-based assessments. • Evidence that the foundational process enables students to demonstrate, transfer and apply knowledge, skills and higher level thinking. • Evidence that the foundational process includes evaluation of student work based on common criteria. 	<p>Individual educators use performance-based assessments that enable students to demonstrate, transfer and apply knowledge, skills, and higher level thinking within and across disciplines. Some educators evaluate student work based on common criteria.</p> <ul style="list-style-type: none"> • Evidence that individual educators use performance-based assessments that meet established design criteria. • Evidence that these assessments enable students to demonstrate, transfer and apply knowledge, skills and higher level thinking within and across disciplines. • Evidence that individual educators evaluate student work based on common criteria. 	<p>Some improvement in student learning is related (in part) to the use of performance assessments that are evaluated based on common criteria.</p> <ul style="list-style-type: none"> • Evidence of improved student learning linked (in part) to the use of performance-based assessments. • Evidence of improved student learning linked (in part) to evaluation based on common criteria.

Performance-based Assessment

Student Performance – Indicator # 1 (continued)

Approach	Implementation	Results
<p>There is a systematic process for the use of performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. Student work is evaluated based on common criteria.</p> <ul style="list-style-type: none"> • Evidence that a common understanding of performance-based assessments exists within the district. • Evidence of a systematic process to use performance-based assessments that enable students to demonstrate, transfer and apply knowledge, skills and higher level thinking both within and across disciplines. • Evidence of a systematic plan to evaluate student work using common criteria. 	<p>Many educators use a variety of performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. Many educators evaluate student work based on common criteria.</p> <ul style="list-style-type: none"> • Evidence that up to half (50 %) of educators are using performance-based assessments that enable students to transfer and apply knowledge, skills, and higher level thinking within and across disciplines. 	<p>Measurable improvement in student learning related (in part) to the use of performance assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines.</p> <ul style="list-style-type: none"> • Evidence of measurable improvement in student learning linked (in part) to the use of performance-based assessments. • Evidence of measurable student improvement linked to the analysis of performance-based assessment results, using common criteria
<p>There is a systemic process for the use of performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. Student work is evaluated on common based on common criteria and results are analyzed and used over time to inform curriculum and instruction decisions.</p> <ul style="list-style-type: none"> • Evidence of a systemic process to use performance-based assessments that enable students to demonstrate, transfer and apply knowledge, skills and higher level thinking within and across disciplines. • Evidence that student work is evaluated based on common criteria. • Evidence of a plan to analyze results over time to inform curriculum and instruction decisions. 	<p>Most educators use performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. Most educators use common criteria to evaluate student work, and analyze results to inform curriculum and instruction decisions.</p> <ul style="list-style-type: none"> • Evidence that up to 75% of educators use performance-based assessments that enable students to demonstrate the capacity to transfer and apply knowledge, skills and higher level thinking within an across disciplines. • Evidence that this information is used to inform decisions about curriculum and instruction. 	<p>Significant improvement in student learning is sustained over time and related (in part) to the use of performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills, and higher level thinking within and across disciplines.</p> <ul style="list-style-type: none"> • Evidence of significant improvement in student learning linked (in part) to the use of performance-based assessments. • Evidence of significant improvement in student learning linked in part to the capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. • Evidence that significant improvement in student learning is sustained over time.

Performance-based Assessment

Student Performance – Indicator # 1 *(continued)*

Approach	Implementation	Results
<p>There is a systemic, district-wide process for the use of performance-based assessments to enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. Student work is evaluated based on common criteria and results are analyzed and used over time to inform curriculum and instruction. The process is reviewed and revised periodically based on current research and district analysis of performance-based assessments.</p> <ul style="list-style-type: none"> • Evidence of a systemic, district-wide process to use performance-based assessments. • Evidence that the process is reviewed and refined periodically, based on current research and district analysis of performance-based assessments. 	<p>All educators systematically use performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills, and higher level thinking within and across disciplines. All educators evaluate student work based on common criteria, and analyze student results to inform curriculum and instruction decisions.</p> <ul style="list-style-type: none"> • Evidence that all educators are using performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. • Evidence that all educators evaluate that student work based on common criteria. • Evidence that all educators analyze student results to inform curriculum and instruction decisions. 	<p>Significant improvement in student learning sustained over time is related to the use of performance-based assessments that enable students to demonstrate their capacity of transfer and apply knowledge, skills and higher level thinking. Improved student performance is attributable to the use of common criteria and analysis of results, and supported by local, regional and national measures of excellence.</p> <ul style="list-style-type: none"> • Evidence of improved student learning linked to the use of performance assessments. • Evidence of how that improvement is measured using local, regional and national measures of excellence. • Evidence that the improvement is sustained over time.

Student Metacognition in the Learning Process

Student Performance – Indicator #2

Educators design and implement a learning environment that enables students to engage in metacognition continuously and systematically. As a result, students build the capacity over time to assess, reflect upon and make choices that advance their own learning.

Approach	Implementation	Results
<p>There is no process evident.</p>	<p>There is no evidence of implementation.</p>	<p>There is no evidence of results.</p>
<p>There is a foundational process to design a learning environment that enables students to engage in metacognition.</p> <ul style="list-style-type: none"> • <i>Evidence of a foundational process to design a learning environment that enables students to engage in metacognition.</i> 	<p>Individual educators design and intentionally implement a learning environment that enables students to engage in metacognition.</p> <ul style="list-style-type: none"> • <i>Evidence that individual educators design and implement a learning environment that enables students to engage in metacognition.</i> • <i>Evidence that individual educators provide some opportunities for students to make choices about their learning.</i> 	<p>Some improvement in student performance is attributable (in part) to the design and implementation of a learning environment that enables students to engage in metacognition.</p> <ul style="list-style-type: none"> • <i>Evidence of improved learning and student performance linked (in part) to a learning environment that enables students to engage in metacognition.</i>
<p>There is a systematic process to design a learning environment that enables students to engage in metacognition continuously and systematically. This process includes student reflection, choice and self-assessment.</p> <ul style="list-style-type: none"> • <i>Evidence that a common understanding of metacognition exists within the district.</i> • <i>Evidence of a systematic process that enables students to engage in metacognition.</i> • <i>Evidence that the process includes student reflection, choice, and self-assessment</i> 	<p>Many educators design and implement a learning environment that enables students to engage in metacognition systematically. Many educators provide opportunities for student reflection, choice, and self-assessment.</p> <ul style="list-style-type: none"> • <i>Evidence that up to half (50%) of educators design and implement a learning environment that enables students to engage in metacognition continuously and systematically.</i> • <i>Evidence that up to half (50%) of educators provide opportunities for student reflection, choice, and self-assessment.</i> • <i>Evidence that up to half (50%) of educators inform instruction based upon students' reflections, self-assessment and choice.</i> 	<p>Measurable improvement in student performance is attributable (in part) to the design and implementation of a learning environment that enables students to engage in metacognition systematically.</p> <ul style="list-style-type: none"> • <i>Evidence of measurable improvement in student learning and performance linked (in part) to a learning environment that enables students to engage in metacognition continuously and systematically.</i> • <i>Evidence of measurable improvement in student learning and performance linked (in part) to a learning environment that provides opportunities for reflection, choice, and self-assessment.</i>

Student Metacognition in the Learning Process

Student Performance – Indicator #2 *(continued)*

Approach	Implementation	Results
<p>There is a systemic process that enables students to engage in metacognition continuously and systematically. The learning environment is designed to enable students to build the capacity to assess and reflect upon their learning and make choices that advance their learning.</p> <ul style="list-style-type: none"> • Evidence of a systemic process that enables students to engage in metacognition continuously and systemically. • Evidence of a systemic process to design a learning environment that enables students to build the capacity to assess and reflect upon their learning and make choices that advance their learning. 	<p>Most educators design and implement a learning environment that enables students to engage in metacognition continuously and systematically. Educators enable students to build the capacity to assess, reflect upon their learning, and make choices that advance their learning</p> <ul style="list-style-type: none"> • Evidence that up to 75% of educators design and implement a learning environment that enables students to engage in metacognition continuously and systemically. • Evidence that up to 75% of educators enable students to build the capacity to assess and reflect upon their learning, and make choices that advance their learning. 	<p>Students' capacity to assess, reflect upon and make choices that advance their learning is attributable (in part) to the design and implementation of a learning environment that enables them to engage in metacognition continuously and systematically. Significant improvement in student performance is sustained over time.</p> <ul style="list-style-type: none"> • Evidence of significant improvement in student learning and performance resulting (in part) from continuous and systemic engagement in metacognition. • Evidence of significant improvement in student learning and performance linked (in part) to their capacity to assess, reflect upon and make choices that advance their learning. • Evidence of significant improvement in student learning and performance being sustained over time.
<p>There is a systemic, district-wide process that enables students to engage in metacognition continuously and systematically. The design of the learning environment enables students to build the capacity to assess, reflect upon and make choices that advance their learning. The process is reviewed and revised, periodically, based on current research and district analysis of student metacognition data.</p> <ul style="list-style-type: none"> • Evidence of a systemic, district-wide process that enables students to engage in metacognition continuously and systemically. • Evidence that the design of the learning environment enables teachers to make instructional choices based upon student metacognitive data. • Evidence that the process is reviewed and revised, periodically, based on current research and analysis of student metacognition data. 	<p>All educators design and implement a learning environment that enables students to engage in metacognition, continuously and systematically. All educators enable students to build the capacity to assess and reflect upon their learning, and make choices that advance their learning.</p> <ul style="list-style-type: none"> • Evidence that all educators design and implement a learning environment that enables students to engage in metacognition continuously and systemically. • Evidence that the learning environment enables students to build the capacity to assess, reflect upon and make choices that advance their learning. • Evidence that educators adjust instruction based upon the analysis of student metacognition data. 	<p>Significant improvement in student performance, sustained over time, is attributable to the design and implementation of a learning environment that enables them to engage in metacognition continuously and systematically. Students build the capacity to assess, reflect upon and make choices that advance their learning.</p> <ul style="list-style-type: none"> • Evidence of significant improvement in student learning and performance resulting from continuous and systemic engagement in metacognition. • Evidence of significant improvement in student learning and performance resulting from the capacity to assess and reflect upon their learning, and make choices that advance their learning. • Evidence of how that improvement is measured against local and national measures of excellence.

Student Performance Data
Student Performance - Indicator #3

Norm-referenced and criterion-referenced tests provide data on student knowledge and higher level thinking. The district has in place a system for collecting, analyzing and disseminating student performance data to teachers and administrators. Teachers and administrators use these data collaboratively to make informed decisions on improving student performance.

Approach	Implementation	Results
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
<p>There is a foundational process for using norm-referenced and criterion-referenced test data to analyze student knowledge and higher level thinking. The data are disseminated to administrators and teachers.</p> <ul style="list-style-type: none"> Evidence of a foundational process to analyze norm-referenced and criterion-referenced test data. Evidence that the data are used to analyze student knowledge and higher level thinking. Evidence that the data are disseminated to administrators and teachers. 	<p>Individual educators analyze data from norm-referenced and criterion-referenced tests to make informed decisions on improving student performance and higher level thinking.</p> <ul style="list-style-type: none"> Evidence that individual educators analyze student performance data from norm-referenced and criterion-referenced tests. Evidence that the individual educators use data to analyze student knowledge and higher level thinking and to inform curricular and instructional decisions. 	<p>Some improvement in student knowledge and higher level thinking is related (in part) to the analysis of data from norm-referenced and criterion-referenced tests.</p> <ul style="list-style-type: none"> Evidence of improved student learning and higher level thinking related (in part) to the analysis of student performance data from norm-referenced and criterion-referenced tests.
<p>There is a systematic process for using norm-referenced and criterion-referenced test data to analyze student performance over time. The data are used to measure, monitor, and improve student knowledge and higher level thinking. The data are disseminated to administrators and teachers.</p> <ul style="list-style-type: none"> Evidence that norm-referenced and criterion-referenced test data are analyzed systematically over time. Evidence that the data are disseminated to administrators and teachers and used to measure, monitor, and improve student knowledge and higher level thinking. 	<p>Many educators collaborate, over time, to analyze data from norm-referenced and criterion-referenced tests to make informed decisions about curriculum, instruction, student knowledge and higher level thinking.</p> <ul style="list-style-type: none"> Evidence that up to half (50%) of educators collaborate to analyze student performance data over time. Evidence that up to half (50%) of educators use data from norm-referenced and criterion-referenced tests to analyze student knowledge and higher level thinking. Evidence that up to half (50%) of educators use data to inform curricular and instructional decisions. 	<p>Measurable improvement in student learning is related (in part) to the analysis of data from norm-referenced and criterion-referenced tests. The analysis is linked to decisions about curriculum, instruction, student knowledge and higher level thinking</p> <ul style="list-style-type: none"> Evidence that measurable improvement in student knowledge and higher level thinking are related (in part) to the analysis of norm-referenced and criterion-referenced tests over time. Evidence that the test data are used to make curricular and instructional decisions on improving student performance.

Student Performance Data		
Student Performance—Indicator #3 (<i>continued</i>)		
Approach	Implementation	Results
<p>There is a systemic process for using norm-referenced and criterion-referenced test data to monitor student performance over time and to disaggregate data from norm-referenced and criterion-referenced tests. The data are used to improve the learning environment, student knowledge, and higher level thinking. The data are disseminated, systemically, to administrators and teachers.</p> <ul style="list-style-type: none"> • Evidence of a systemic process to analyze student performance data from norm-referenced and criterion-referenced tests. • Evidence that test data are disaggregated and analyzed over time. • Evidence that the data analysis is linked to the learning environment, student knowledge, and higher level thinking. • Evidence of a systemic process to disseminate data to administrators and teachers. 	<p>Most educators collaborate to disaggregate and analyze data from norm-referenced and criterion-referenced tests over time as part of a sustained effort to make informed decisions about curriculum, instruction, student knowledge and higher level thinking.</p> <ul style="list-style-type: none"> • Evidence that up to 75% of educators collaborate to disaggregate and analyze norm-referenced and criterion-referenced test data over time. • Evidence that up to 75% of educators use data analysis in a sustained effort to make informed curricular and instructional decisions. 	<p>Significant improvement in student learning sustained over time is related (in part) to the use and analysis of student performance data from norm-referenced and criterion-referenced tests and other forms of assessment.</p> <ul style="list-style-type: none"> • Evidence of significant improvement in student learning related (in part) to the analysis of tests and student performance data over time. • Evidence that improvement is measured using multiple forms of assessment data. • Evidence that the improvement in student learning is sustained over time.
<p>There is a systemic, district-wide process that integrates and monitors student performance data from multiple assessments over time. The disseminated data are used to improve the learning environment, student learning, and higher level thinking through formal cycles of review and revision based on current research.</p> <ul style="list-style-type: none"> • Evidence of a systemic, district-wide process that integrates and monitors student performance data into the teaching and learning cycle. • Evidence of data analysis and disaggregation of student performance from multiple assessments over time. Evidence that the process is reviewed and refined based on current research. 	<p>All educators collaborate to disaggregate and analyze student performance data from multiple sources over time. All educators are involved in a sustained effort to make informed decisions about curriculum and instruction across grades and subject areas.</p> <ul style="list-style-type: none"> • Evidence that all educators collaborate to disaggregate and analyze student performance data over time. • Evidence that all educators use data from multiple sources to analyze student performance and to inform curriculum and instruction across grades and subject levels. • Evidence that the use of data is part of a sustained effort to improve curriculum, instruction, and student performance through formal cycles of evaluation. 	<p>Significant improvement in student learning is sustained over time and related to the use and analysis of student performance data. Student performance is benchmarked against local, regional, and national measures of performance.</p> <ul style="list-style-type: none"> • Evidence of significant improvement in student learning related to the sustained analysis of tests and performance data over time. • Evidence of how that improvement is measured using local, regional, and national benchmarks.

Curriculum and Instruction
Internal Support – Indicator # 4

Teachers and administrators collaborate and develop an articulated and aligned curriculum that ensures optimal student results. Assessment data from multiple sources are analyzed by teachers and administrators when making curricular and instructional decisions. In their planning, teachers purposefully select from a variety of teaching techniques and tools to help students improve and they differentiate curriculum and instruction to address all students’ learning needs.

Approach	Implementation	Results
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
<p>There is a foundational process for educators to collaborate in developing, articulating, and aligning curriculum and instruction, K-12. Educators analyze student assessment data from multiple sources and select from a variety of teaching materials and instructional strategies that ensure optimal student results.</p> <ul style="list-style-type: none"> • <i>Evidence of a foundational process for educators to collaborate to develop, articulate, and align curriculum and instruction, K-12.</i> • <i>Evidence of a foundational process to link data analysis to decisions about teaching materials and instructional strategies that ensure optimal student results.</i> • <i>Evidence of a foundational process of differentiating instruction to address the learning needs of all students.</i> 	<p>Individual educators collect and analyze student assessment data from multiple sources and collaborate to develop, articulate, and align curriculum and instruction, K-12. Data are used to select appropriate teaching materials and instructional strategies that support differentiation, and to make curricular and instructional decisions to ensure optimal student results.</p> <ul style="list-style-type: none"> • <i>Evidence that individual educators collect and analyze student assessment data from multiple sources.</i> • <i>Evidence that individual educators collaborate to develop, articulate, and align curriculum and instruction, K-12.</i> • <i>Evidence that individual educators differentiate curriculum and instruction to address the learning needs of all students.</i> • <i>Evidence that individual educators analyze data to select appropriate teaching materials and instructional strategies that ensure optimal student results.</i> 	<p>Some improvement in student learning is related (in part) to the link between educators’ collaboration and analysis of multiple forms of student assessment data to make curricular and instructional decisions, K-12.</p> <ul style="list-style-type: none"> • <i>Evidence of improved student learning related (in part) to educators’ analysis of multiple forms of student assessment data.</i> • <i>Evidence of improved student learning linked (in part) to curricular and instructional decisions that ensure optimal student results.</i>

Curriculum and Instruction

Internal Support – Indicator # 4 (*continued*)

Approach	Implementation	Results
<p>There is a systematic process used for educators to collaborate in developing, articulating, and aligning curriculum and instruction, K-12. Educators collaborate to collect and analyze multiple forms of data to ensure optimal student results and to make curricular and instructional decisions.</p> <ul style="list-style-type: none"> • Evidence that a common understanding of differentiated instruction exists within the district. • Evidence of a systematic process to collect and analyze student performance data from multiple sources. • Evidence of a systematic process to link student performance data to decisions about teaching materials and instructional strategies to ensure optimal student results. • Evidence of designated standards used to guide analysis of student assessment data. • Evidence of systematic differentiation of instruction to address the learning needs of all students. 	<p>Many educators systematically collect and analyze student assessment data from multiple sources and collaborate to develop, articulate, and align curriculum and instruction, K-12. Educators purposefully select teaching materials and instructional strategies that differentiate to ensure optimal student results.</p> <ul style="list-style-type: none"> • Evidence that up to half (50%) of educators collaborate to develop, articulate and align curriculum and instruction, K-12. • Evidence that up to half (50%) of educators collect and analyze student assessment data from multiple sources to make curricular and instructional decisions. • Evidence of designated standards used to guide the analysis of student assessment data. • Evidence that educators use the data to purposefully select teaching materials and instructional strategies that differentiate to ensure optimal student results. 	<p>Measurable improvement in student learning is related (in part) to the link between a clearly developed, articulated, and aligned curriculum and the systematic use of data analysis from multiple sources to ensure optimal student results.</p> <ul style="list-style-type: none"> • Evidence of measurable improvement in student learning related (in part) to educators' use of assessment data to make curricular and instructional decisions. • Evidence of designated standards used to guide the analysis of student assessment data, and to differentiate instruction that ensures optimal student results.

Curriculum and Instruction

Internal Support – Indicator # 4 (*continued*)

Approach	Implementation	Results
<p>There is a systemic process for educators to collaborate to develop, articulate, and align curriculum and instruction, K-12. This process is directly linked to the analysis of multiple forms of student assessment data when making curriculum and instruction decisions to ensure optimal student results.</p> <ul style="list-style-type: none"> • Evidence of a systemic process for educators to collaborate to develop, articulate and align curriculum and instruction, K-12. • Evidence that the systemic process is linked to curriculum and instruction decisions to ensure optimal student results. • Evidence of a cycle to review and refine designated standards to guide the analysis of student assessment data. • Evidence of systemic differentiation of instruction to address the learning needs of all students. 	<p>Most educators collaborate in the systemic analysis of student assessment data from multiple sources and to plan, develop, articulate, and align curriculum and instruction, K-12. Student performance data analysis is used to plan, implement, and review curriculum and instruction decisions and to select teaching materials and instructional strategies that ensure optimal student results.</p> <ul style="list-style-type: none"> • Evidence that up to 75% of educators collaborate in the systemic analysis of student assessment data from multiple sources. • Evidence that the collaboration extends across grade levels and content areas. • Evidence that up to 75% of educators use data to select appropriate teaching materials and instructional strategies to differentiate and ensure optimal student results. • Evidence that the designated standards used to guide analysis of student assessment data are reviewed. 	<p>Significant improvement in student learning is sustained over time and related (in part) to the link between the systemic, collaborative analysis of student assessment data and optimal student results.</p> <ul style="list-style-type: none"> • Evidence that significant improvement in student learning is linked (in part) to curriculum and instruction decisions that ensure optimal student results. • Evidence that significant improvement in student learning is sustained over time and is linked (in part) to the systemic analysis of multiple sources of assessment data.
<p>There is a systemic, district-wide process for educators to collaborate in the ongoing planning, development, articulation and alignment of curriculum and instruction, K-12. The systemic, district-wide analysis of student assessment data from multiple sources is directly linked to decisions about teaching materials and instructional strategies. The process is continually monitored and improved based on a formal cycle of review, shared experience, current research, new knowledge and feedback from multiple sources.</p> <ul style="list-style-type: none"> • Evidence of a systemic, district-wide process for educators to collaborate to plan, develop, articulate and align curriculum and instruction, K-12. 	<p>All educators collaborate with colleagues across grade and content levels in the systemic analysis of multiple forms of student assessment data. All educators use student performance data to purposefully plan and select appropriate teaching materials and instructional strategies that differentiate to ensure optimal student results</p> <ul style="list-style-type: none"> • Evidence that all educators collaborate across grade levels and content areas to collect, analyze, and review multiple forms of student assessment data. • Evidence that all educators plan and select teaching materials and instructional. 	<p>Significant improvement in student learning is sustained over time and consistent with local, national and international standards of excellence. Improved student achievement results are related to systemic, district-wide developed, articulated, and aligned curriculum, instruction, and data analysis from multiple sources.</p> <ul style="list-style-type: none"> • Evidence of significantly improved student learning related to a planned, developed, articulated and aligned curriculum that is systemic and district-wide, and ensures optimal student results. • Evidence that improved

Curriculum and Instruction

Internal Support – Indicator # 4 (*continued*)

Approach	Implementation	Results
<ul style="list-style-type: none">• Evidence that the process involves the systemic, district-wide analysis of multiple forms of student assessment data to make curricular and instructional decisions.• Evidence that the process is continually monitored and revised based on current research, shared experience, and feedback from multiple sources.• Evidence of systemic, district-wide differentiation of instruction to address the learning needs of all students.	<p>strategies based on systemic data analysis.</p> <ul style="list-style-type: none">• Evidence that all educators use data analysis and designated standards and benchmarks to make curriculum and instruction decisions and to ensure optimal student results.	<p>student learning is sustained over time.</p> <ul style="list-style-type: none">• Evidence that student improvement is consistent with local, national and international standards of excellence.

Professional Learning

Internal Support – Indicator # 5

The professional learning plan is based on current student and teacher needs linked to district goals. Professional learning is embedded, collaborative, and reflective. The district is attentive to providing the time and resources for this learning to take place. Professional learning is evaluated using a supervision and evaluation process that focuses on the efficacy of instruction and attendant growth in student learning.

Approach	Implementation	Results
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
<p>There is a foundational professional learning process that is based on current student and teacher needs related to district goals. This process is embedded, collaborative and reflective.</p> <ul style="list-style-type: none"> Evidence of a foundational professional learning process based on current student/teacher needs and linked to district goals. Evidence that the district provides time and resources to ensure embedded professional learning. Evidence that professional learning is designed to be collaborative and reflective. 	<p>Individual educators are involved in professional learning that is embedded, collaborative and reflective and based on teacher and student needs related to district goals.</p> <ul style="list-style-type: none"> Evidence that individual educators are participating in professional learning that is embedded, collaborative, reflective and linked to student and teacher needs and district goals. Evidence that educators have the time and resources to participate in district professional learning. Individual educators participate in professional learning that is focused on improved student learning. 	<p>Some improvement in student learning related (in part) to the link between professional learning and district goals.</p> <ul style="list-style-type: none"> Evidence of improved student learning is related (in part) to the link between professional learning and student needs.
<p>There is a systematic professional learning process that is based on student and teacher needs related to district goals. Professional learning is embedded, collaborative and reflective; it is systematically evaluated.</p> <ul style="list-style-type: none"> Evidence of a systematic process for professional learning that is linked to student/teacher needs and district goals. Evidence that professional learning is systematically evaluated and focused on improved student learning. Evidence that the supervision and evaluation process is linked to professional learning, student learning and district goals. 	<p>Many educators participate in professional learning that is embedded, collaborative, reflective and based on teacher and student needs related to district goals.</p> <ul style="list-style-type: none"> Evidence that up to 50% of educators regularly participate in professional learning that is embedded, collaborative and reflective. Evidence that up to 50% of educators are provided time to participate in professional learning that is focused on student/teacher needs and aligned with district goals. Evidence that up to 50% of educators align professional learning goals and instructional strategies with student learning. 	<p>Measurable improvement in student learning is related (in part) to district goals linked to professional learning that is embedded, collaborative and reflective.</p> <ul style="list-style-type: none"> Evidence of measurable improvement in student learning related (in part) to professional learning that is embedded, collaborative and reflective. Evidence of how improvement in student learning is measured.

Professional Learning
Internal Support – Indicator # 5 (*continued*)

Approach	Implementation	Results
<p>There is a systemic professional learning process that is based on student and teacher needs related to district goals. Sustained professional learning is embedded, collaborative and reflective. Professional learning is reviewed and revised over time and is linked to the district plan for supervision and evaluation.</p> <ul style="list-style-type: none"> • Evidence of a systemic professional learning process that is based on student/teacher needs related to district goals. • Evidence that the systemic process is periodically revisited and refined. • Evidence that the professional learning plan is directly linked to the district supervision and evaluation process. 	<p>Most educators participate in professional learning that is systemic and based on student/teacher needs related to district goals. Educators consistently link professional goals to student learning.</p> <ul style="list-style-type: none"> • Evidence that up to 75% of educators participate in systemic, on-going, scheduled professional learning that is embedded, collaborative and reflective. • Evidence that up to 75% of educators are provided time to participate in systemic professional learning that is focused on student/ teacher needs and aligned with district goals. • Evidence that up to 75% of educators align professional learning goals and instructional strategies to promote optimal student results. 	<p>Significant improvement in student learning related (in part) to educators’ participation in systemic professional learning that is embedded, collaborative, reflective and related to student needs. Student growth is directly linked to systematic, sustained professional learning.</p> <ul style="list-style-type: none"> • Evidence that significant improvement in student learning is sustained over time. • Examples of how significant improvement is measured using data from multiple sources.
<p>There is a systemic, district-wide professional learning process in place that is based on teacher/student needs related to district goals. Time and resources are provided to ensure that professional learning is embedded, collaborative and reflective. The plan is evaluated using a supervision and evaluation process that focuses on optimal student results. The professional learning plan is reviewed and revised based on current research and district analysis of professional learning.</p> <ul style="list-style-type: none"> • Evidence of a systemic, district-wide professional learning process related to district goals. • Evidence that the process is sustained over time. • Evidence that the revisions are based on current research and analysis of the district’s professional learning process. 	<p>All educators participate in professional learning that is systemic, district-wide, and based on student and teacher needs related to district goals. Educators consistently link professional goals to decisions about instructional strategies that promote optimal student learning.</p> <ul style="list-style-type: none"> • Evidence that all educators participate in ongoing scheduled professional learning that is embedded, collaborative and reflective. • Evidence that all educators are provided time to participate in professional learning that is focused on student and teacher needs and aligned with district goals. • Evidence that all educators align professional learning goals and instructional strategies to promote optimal student results. • Evidence that all educators analyze current research and practices to inform instructional decisions. 	<p>Significant improvement in student learning is related to educators’ participation in systemic, district-wide professional learning that is embedded, collaborative, reflective and related to student needs. Student learning is directly linked to professional learning.</p> <ul style="list-style-type: none"> • Evidence that significant improvement in student learning is sustained over time. • Examples of how significant improvement is measured using data from multiple sources. • Examples of how significant improvement is benchmarked against local and national best practices.

Equitable Support for Student Needs

Student Performance Indicator #6

Processes and practices are in place in the district that identify and meet students’ academic and non-academic needs. These processes and practices are informed by data gathered from a variety of sources and are aligned with student learning goals for students at all performance levels. Policies and practices that govern student access to all programs are non-discriminatory and set high expectations that challenge each student. All students have equitable access to all programs.

Approach	Implementation	Results
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
<p>There is a foundational process to identify students’ academic and non-academic needs through policies and practices informed by data from a variety of sources.</p> <ul style="list-style-type: none"> • Evidence of a foundational process to identify students’ academic and non-academic needs. • Evidence that processes and practices are informed by data analysis from a variety of sources and aligned with student learning goals. 	<p>Individual educators analyze data from a variety of sources to meet students’ academic and non-academic needs. Data analysis is used to align policies and practices with learning goals of students at all performance levels.</p> <ul style="list-style-type: none"> • Evidence that individual educators analyze data from a variety of sources to meet students’ academic and non-academic needs. • Evidence that the foundational processes and practices are informed by data analysis and aligned with student learning goals at all performance levels. 	<p>Some improvement in student performance is attributable (in part) to the alignment of policies and practices with student learning goals. Data from a variety of sources are analyzed and used to ensure students’ equitable access to all programs.</p> <ul style="list-style-type: none"> • Evidence that some improvement in student learning is attributable (in part) to the alignment of policies and practices with student learning goals. • Evidence that data from a variety of sources are analyzed and used to ensure equitable access to all programs.
<p>There is a systematic process that identifies students’ academic and non-academic needs. Data from a variety of sources are analyzed and aligned with student learning goals to ensure non-discriminatory, equitable access to all programs for students at all performance levels. High expectations challenge all students.</p> <ul style="list-style-type: none"> • Evidence that the systematic process sets high expectations that challenge students at all performance levels. • Evidence that the systematic process is non-discriminatory and ensures that students at all performance levels have equitable access to all programs. 	<p>Many educators analyze data from a variety of sources to meet students’ academic and non-academic needs. The data analysis is aligned with student learning goals, ensures equitable access to all programs. High expectations challenge students at all performance levels.</p> <ul style="list-style-type: none"> • Evidence that up to half (50%) of educators analyze data to identify and meet students’ academic and non-academic needs. • Evidence that up to half (50%) of educators analyze data from a variety of sources. • Evidence that data analysis is aligned with student learning goals and used to set high expectations that challenge each student. • Evidence that students at all performance levels have 	<p>Measurable improvement in student performance is attributable (in part) to the analysis of data aligned with student learning goals. The data are used to ensure equitable access to all programs and to set high expectations that challenge students at all performance levels.</p> <ul style="list-style-type: none"> • Evidence that measurable improvement in student learning is attributable (in part) to data analysis from a variety of sources. • Evidence that the systematic data analysis process is non-discriminatory, used to ensure equitable access to all programs, and sets high expectations that challenge students at all performance levels.

Equitable Support for Student Needs
Student Performance Indicator #6 (continued)

Approach	Implementation	Results
	<i>equitable access to all programs.</i>	
<p>There is a systemic process that identifies student academic and non-academic needs. Data from a variety of sources, aligned with student learning goals, are analyzed to ensure all students have non-discriminatory, equitable access to all programs. The systemic process includes setting high expectations that challenge students at all performance levels and is periodically reviewed and revised.</p> <ul style="list-style-type: none"> <i>Evidence that the systemic process is periodically reviewed and revised.</i> 	<p>Most educators analyze data to meet students' academic and non-academic needs at all performance levels. Data analyses are aligned with student learning goals to ensure equitable access to all programs and to challenge students to meet high expectations at all performance levels.</p> <ul style="list-style-type: none"> <i>Evidence that up to 75% of educators analyze data from a variety of sources to meet the academic and non-academic needs of students at all performance levels.</i> 	<p>Significant improvement in student performance is attributable (in part) to the analysis of data aligned with student goals, and is sustained over time. Data are analyzed to ensure equitable access to all programs for students at all performance levels.</p> <ul style="list-style-type: none"> <i>. Evidence of significant and sustained improvement in student learning linked (in part) to data analysis.</i> <i>Evidence of significant improvement in student learning linked (in part) to high expectations that challenge students at all performance levels.</i> <p><i>Evidence of significant improvement in student learning attributable (in part) to equitable access to all programs.</i></p>
<p>There is a systemic, district-wide process to analyze data from a variety of sources to meet students' academic and non-academic needs. This process is aligned with student learning goals to ensure equitable access to all programs for students at all performance levels. High expectations are set that challenge each student. The process is formally reviewed and revised based on current research.</p> <ul style="list-style-type: none"> <i>Evidence that the process is formally reviewed and revised based on current research.</i> 	<p>All educators analyze data from a variety of sources to meet students' academic and non-academic needs. The data and analyses are aligned with student learning goals and used to set high expectations that challenge students at all performance levels. Students at all performance levels have equitable access to all programs.</p> <ul style="list-style-type: none"> <i>Evidence that all educators systemically analyze student performance data from a variety of sources to ensure high expectations that challenge students at all performance levels.</i> 	<p>Significant improvement in student learning sustained over time is linked to the systematic analysis of data aligned with student learning goals and high expectations that challenge students at all performance levels. The data are used to ensure all students have equitable access to all programs.</p> <ul style="list-style-type: none"> <i>Evidence that significant improvement in student learning is sustained over time.</i> <i>Evidence of the link among equitable access, high expectations that challenge students, and significant improvement in student learning and performance.</i>

Shared Vision and Environment for Change

Internal Support – Indicator # 7

Shared vision and goals focused on student performance have been developed with the staff and community, are well articulated, clearly communicated, and consistently pursued throughout the district and school community. This vision expects, supports, and recognizes change and creativity. It values and encourages progressive innovation that leads toward higher student achievement. Data are utilized to support decisions for change. This includes a process to review work and learn from experimentation.

Approach	Implementation	Results
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
<p>There is a foundational process to build a shared vision with staff and community to establish goals focused on student performance. This process encourages progressive innovation that leads toward higher student achievement.</p> <ul style="list-style-type: none"> • Evidence of a foundational process to build a shared vision and establish goals focused on student performance. • Evidence of a foundational process to encourage progressive innovation. 	<p>Individual educators and community members collaborate to pursue a shared vision and goals that are focused on student performance. The vision expects, supports, and recognizes change, creativity and progressive innovation.</p> <ul style="list-style-type: none"> • Evidence that individual educators and community members collaborate to pursue a shared vision and goals that are focused on improved student performance. • Evidence that individual educators are engaged in progressive innovation that leads toward higher student achievement. 	<p>Some improvement in student performance is attributable (in part) to a shared vision and goals focused on student performance and to innovative programs and practices.</p> <ul style="list-style-type: none"> • Evidence of improved student learning related (in part) to a shared vision and goals focused on student performance and to innovative programs and practices.
<p>There is a systematic process to build a shared vision and goals with staff and community that are focused on student performance. The vision and goals are articulated, communicated and pursued throughout the district and school community. This process values and encourages change, creativity, and progressive innovation that lead toward higher student achievement.</p> <ul style="list-style-type: none"> • Evidence of a systematic process to build a shared vision and goals focused on student performance. • Evidence of a systematic process that ensures the vision and goals are articulated and communicated throughout the 	<p>Many educators and community members collaborate to support the systemic shared vision and goals that are focused on student performance. The vision expects, supports, and recognizes change, creativity and progressive innovation. Many educators value change, creativity, and progressive innovation that leads toward higher student achievement. Data are analyzed to support decisions for change.</p> <ul style="list-style-type: none"> • Evidence that up to half of (50%) the educators and community members support the systemic shared vision and goals. • Evidence that up to half (50%) 	<p>Measurable improvement in student learning is related (in part) to a shared vision and related goals and is suggested by data from multiple sources. Measurable improvement is a result (in part) of innovative programs and practices.</p> <ul style="list-style-type: none"> • Evidence of how measurable improvement in student learning related (in part) to a shared vision and related goals is measured. • Evidence of how measurable improvement in student learning related (in part) to innovative programs and practices is measured and tracked.

Shared Vision and Environment for Change

Internal Support – Indicator # 7 (*continued*)

Approach	Implementation	Results
<p><i>district and community.</i></p> <ul style="list-style-type: none"> <i>Evidence of a systematic process that encourages change, creativity and progressive innovation.</i> 	<p><i>Of the educators value change, creativity and progressive innovation.</i></p> <ul style="list-style-type: none"> <i>Evidence that change and innovation are linked to data analysis</i> 	
<p>There is a systemic process for building a shared vision and goals with staff and community. The vision and related goals are well articulated, communicated and pursued throughout the district and community. This process values change and creativity and encourages progressive innovation. Data are analyzed to support decisions for change. The process is periodically reviewed and revised based on current research.</p> <ul style="list-style-type: none"> <i>Evidence that data are analyzed to support decisions for change.</i> <i>Evidence that the process is periodically reviewed and revised based on current research.</i> 	<p>Most educators and community members collaborate to support the systemic shared vision and goals that are focused on student performance. The vision expects, supports, and recognizes change, creativity and progressive innovation. Many educators value change, creativity, and progressive innovation that leads toward higher student achievement. Data are analyzed to support decisions for change.</p> <ul style="list-style-type: none"> <i>Evidence that up to 75% of educators support the district vision and goals focused on student performance.</i> <i>Evidence that up to 75% of educators value change, creativity and progressive innovation.</i> 	<p>Significant improvement in student learning, sustained over time, is related to a shared vision and related goals and to innovative programs, practices, and analysis of student performance data.</p> <ul style="list-style-type: none"> <i>Evidence of significant improvement in student achievement related to a shared vision and goals and to innovative programs and practices.</i> <i>Evidence that significant improvement in student learning is sustained over time.</i>
<p>There is a systemic, district-wide process for building a shared vision with staff and community and establishing related goals that are well articulated, communicated, and consistently pursued throughout the district and school community. This systemic, district-wide process is formally reviewed and revised based on current research.</p> <ul style="list-style-type: none"> <i>Evidence of a systemic, district-wide process to build a shared vision and related goals.</i> <i>Evidence that the systemic, district-wide process is formally reviewed and revised based on current research.</i> 	<p>All educators and members of the community collaborate to support the systemic and district-wide vision and related goals focused on student performance. All educators are actively engaged in the development, testing, evaluating and sharing of new tools, techniques and instructional strategies focused on improving student achievement. Change and program innovations are expected, on-going and are derived from multiple assessments.</p> <ul style="list-style-type: none"> <i>Evidence that all educators understand and support the vision and goals.</i> <i>Evidence that all educators share a sense of responsibility for realizing the vision and goals.</i> <i>Evidence that all educators are engaged in programs focused on realizing the vision</i> 	<p>Significant improvement in student performance, sustained over time, is related to a shared vision and is benchmarked against local and national measures of excellence. Significant improvement in student achievement, sustained over time, is a result of innovative programs and practices.</p> <ul style="list-style-type: none"> <i>Evidence of significantly improved student learning sustained over time and related to the shared vision and goals and to innovative programs and practices.</i> <i>Evidence of how significant improvement is benchmarked against local and national measures of excellence.</i>

Shared Vision and Environment for Change
Internal Support – Indicator # 7 (*continued*)

Approach	Implementation	Results
	<p><i>and goals.</i></p> <ul style="list-style-type: none"> • <i>Evidence that all educators collaborate in developing, testing, evaluating and sharing new tools, techniques and strategies.</i> • <i>Evidence that the innovations are expected, ongoing and linked to the analysis of assessment data.</i> 	

Parent and Community Support
External Support – Indicator #8

The active involvement of parents and the community and ongoing communication among all constituent groups are encouraged and utilized to improve student learning. A wide range of community resources extends the classroom and enriches the educational experience of students. The budget development process supports the mission, vision and goals of the district and is aligned with efforts to improve student performance.

Approach	Implementation	Results
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
<p>There is a foundational process that encourages the active involvement of and communication with parents, community and educators. The budget process supports the district mission, vision and goals and is aligned with efforts to improve student performance.</p> <ul style="list-style-type: none"> • Evidence of a foundational process for active involvement and ongoing communication among constituent groups. • Evidence of a foundational budget process that supports the district mission, vision and goals and is aligned with efforts to improve student performance. 	<p>Individual educators are actively involved with parents and community members in conversations focused on improved teaching and learning. Opportunities for parents to communicate with educators are aligned with district efforts to improve student performance.</p> <ul style="list-style-type: none"> • Evidence that individual educators, parents, and community members have opportunities for ongoing communication focused on student learning. • Evidence that individual educators, parents and community members communicate to support programs focused on improved student performance. 	<p>The active involvement and two-way communication among educators, parents and community members are linked (in part) to some improvement in student learning.</p> <ul style="list-style-type: none"> • Evidence of improved student learning linked (in part) to communication between parents, community members and educators.
<p>There is a systematic process for the active involvement of parents and community members, and ongoing communication among parents, community members, and educators. The systematic process includes developing a budget that supports the district mission, vision and goals. A wide range of community resources extends the classroom experience and is aligned with efforts to improve student performance.</p> <ul style="list-style-type: none"> • Evidence of a systematic process that encourages two-way communication between parents/community and educators. • Evidence of a systematic 	<p>Many educators communicate with parents and community members to improve student learning. Parents and community members support the budget, the mission, vision and goals of the district and provide resources that extend the classroom experience.</p> <ul style="list-style-type: none"> • Evidence that up to half (50%) of parents, community members and educators are actively involved in ongoing communication to improve student learning. • Evidence that a wide range of community resources extends and enriches the classroom experience. • Evidence that the district 	<p>The active involvement of the parents and community members in the education process is recognized, along with programs supported by the district budget, as contributing (in part) to measurable improvement in student learning as assessed by classroom and district data from multiple sources.</p> <ul style="list-style-type: none"> • Evidence of measurable improvement in student learning linked (in part) to the active involvement of parents/community members. • Evidence of measurable improvement in student learning linked (in part) to programs supported by the district budget.

Parent and Community Support
External Support – Indicator #8 (*continued*)

Approach	Implementation	Results
<p><i>process for developing a budget that supports the district mission, vision, and goals.</i></p> <ul style="list-style-type: none"> <i>Evidence of community resources that extend and enrich the classroom experience.</i> 	<p><i>mission, vision and goals are aligned with educators' efforts to improve student performance.</i></p>	
<p>There is a systemic process to encourage the active involvement of and communication between parents and community members and educators. The budget development process supports the district mission, vision and goals and is aligned with efforts to improve student performance. A wide range of community resources extends and enriches the classroom experience and is aligned with efforts to improve student performance.</p> <ul style="list-style-type: none"> <i>Evidence of a systemic process that encourages the active involvement of parents and community members.</i> <i>Evidence that there is a systemic process at all grade levels and departments to maintain consistent, productive communication with parents.</i> <i>Evidence that the budget development process is aligned with efforts to improve student performance.</i> 	<p>Most parents and community members are actively involved in ongoing communication with educators to improve student learning. The budget development process supports the district mission, vision and goals and is aligned with efforts to improve student performance.</p> <ul style="list-style-type: none"> <i>Evidence that up to 75% of parents and community members have the opportunity to become involved in programs that are supported by the Board and are aligned with efforts to improve student performance.</i> <i>Evidence that up to 75% of parents and many community members consistently support the district mission, vision and goals.</i> 	<p>The active involvement of the parents and community members in the education process is recognized, along with programs supported by the district budget, as contributing (in part) to significant improvement in student learning sustained over time.</p> <ul style="list-style-type: none"> <i>Evidence that significant improvement in student learning is related (in part) to parent and community support and is sustained over time.</i>
<p>There is a systemic, district-wide process for the active involvement of and communication among parents, community members and educators. The budget development process is systemic and district-wide, is aligned with the district mission, vision, and goals, and is aligned with efforts to improve student achievement. A wide range of community resources extends and enriches the classroom experience. These processes are periodically reviewed and revised based on current research.</p> <ul style="list-style-type: none"> <i>Evidence of a systemic, district-wide process for active</i> 	<p>All parents and community members are afforded opportunities to be actively involved in ongoing communication with educators to improve student learning. Community resources provide enrichment that extends the classroom experience for all students. The budget development process supports the district mission, vision and goals and is aligned with efforts to improve student performance.</p> <ul style="list-style-type: none"> <i>Evidence that all parents and community members are afforded opportunities to be actively involved in ongoing communication with educators.</i> 	<p>The active involvement of parents and community members in ongoing two-way communication with educators is linked to significant improvement in student learning sustained over time. There is consistent community support for programs aligned with efforts to improve student performance and based on local and national measures of excellence.</p> <ul style="list-style-type: none"> <i>Evidence that significant improvement in student performance is benchmarked against local, regional, and national measures of excellence.</i>

Parent and Community Support
External Support – Indicator #8 *(continued)*

Approach	Implementation	Results
<p><i>involvement and two-way communication between parents/community members and educators.</i></p> <ul style="list-style-type: none"> • <i>Evidence that the budget development process is systemic, district-wide, and aligned with the district mission, vision and goals of improved student performance.</i> • <i>Evidence that these processes are periodically reviewed and revised</i> 	<ul style="list-style-type: none"> • <i>Evidence that all parents and community members are aware of the district mission, vision and goals and are afforded opportunities to inform and support these goals.</i> 	