IX. Technical Assistance Tools & Additional Resources

Needs Assessment Tool

Rhode Island Model Aligned Needs Assessment:

The attached needs assessment is designed as a model for use or adaptation by LEAs with schools identified for comprehensive support and improvement. It satisfies all criteria of the comprehensive needs assessment, including comprehensiveness, alignment to the Rhode Island Continuous School Improvement Framework and the Rhode Island statewide accountability system, valid and measurable indicators, and allows for prioritization. To make the best use of this needs assessment, LEAs should gather data that will inform judgements of performance and priority for each listed indicator, including triangulated judgements from different sources of school and LEA data, as appropriate, in addition to contextual data such as LEA, state, or national goals, averages, benchmarks etc.

For your reference, example data sources, when known, have been indicated in the “example data sources” column. You are encourage to add data sources to this column to track where individual data elements originated as you pull together additional data. It is likely that many data points will inform multiple indicators. Data should be copied in the forms of graphs, charts, tables, or individual data points in the space provided in the tool. This will help inform the root cause analysis, comprehensive school improvement planning, and application for school improvement funds.

To prepare school and CAB collaborative teams to use the data to inform their assessment of needs, LEAs should also make sure, prior to beginning the analysis of the data, all parties are familiar with the basic principles of educational metrics and the RI statewide accountability system. For your reference, any indicator that derives directly from the RI statewide accountability system will be noted as such in the accountability elements column.

For each Framework Domain several guiding questions have been provided for consideration of the collaborative team as they analyze the data for each indicator. Collaborative teams should first examine each indicator, make notes of their analysis, including additional questions, areas of agreement and disagreement, and avoid blame-seeking or problem solving at this stage. They should merely be engaging with “what the data can and cannot tell them about teaching and learning at the identified school. After data have been analyzed across all domains in every indicator, the collaborative team should return to each indicator in order to record their determinations (on a scale of 1-4) of the relative performance and the importance for the given indicator. They should include rationale in the notes section, describing why they arrived at each of these judgements. This will help inform the root cause analysis, comprehensive school improvement planning, and application for school improvement funds. Once the collaborative team has rated every indicator on these two scales, they are ready to identify (3-5) priority indicators and proceed to the root cause analyses for priority indicators.

Rhode Island Framework for Comprehensive School Improvement Domain: High Quality Materials and Instructional Transformation

Guiding questions for this domain:

* Are all students being assigned grade level work? How do we know?
* Are there agreed upon high leverage instructional strategies that are modeled, practiced, coached across the school?
* How do we know that supports offered to students are effective? What evidence do we have to suggest that they should be continued?
* Do the patterns we see in the data change by grade or course?
* Does our school schedule maximize student learning time?
* How are teachers assigned to students?

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| **Indicator** | **Accountability Elements** | **Example Data Sources** |
| Students achieve in mathematics overall*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | Achievement | SEA – Accountability Report Card |
| Data:Analysis: |
| Student subgroups achieve in mathematics*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | Achievement, Targeted Subgroups | SEA – Accountability Report Card |
| Data:Analysis: |
| Students grow in mathematics overall*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | Growth | SEA – Accountability Report Card |
| Data:Analysis: |
| Student subgroups grow in mathematics*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | Growth, Targeted Subgroups | SEA – Accountability Report Card |
| Data:Analysis: |
| Students achieve in English language arts overall*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | Achievement | SEA – Accountability Report Card |
| Data:Analysis: |
| Student subgroups achieve in English language arts*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | Achievement, Targeted Subgroups | SEA – Accountability Report Card |
| Data:Analysis: |
| Students grow in English language arts overall*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | Growth | SEA – Accountability Report Card |
| Data:Analysis: |
| Student subgroups grow in English language arts*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | Growth, Targeted Subgroups | SEA – Accountability Report Card |
| Data:Analysis: |
| *Students achieve in science overall**Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | *Achievement* | *SEA –* *Accountability Report Card* |
| Data:Analysis: |
| *Student subgroups achieve in science**Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | *Achievement, Targeted Subgroups* | *SEA – Accountability Report Card* |
| Data:Analysis: |
| English learners achieve timely proficiency in English Language Proficiency*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | English Language Proficiency | SEA – Accountability Report Card |
| Data:Analysis: |
| Students obtain diplomas overall (high)*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | Graduation | SEA – Accountability Report Card |
| Data:Analysis: |
| Student subgroups obtain diplomas (high)*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | Graduation | SEA – Accountability Report Card |
| Data:Analysis: |
| *Graduates earn a commissioner’s seal (high)**Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | *Graduation Proficiency* | *SEA –* *Accountability Report Card* |
| Data:Analysis: |
| Graduates earn college credit, approved CTE credential, and/or credit-qualifying AP score, *and by 2022 a seal of biliteracy and/or pathway endorsements* (high)*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | Diploma Plus | SEA – Accountability Report Card |
| Data:Analysis: |
| Students have access to diverse, well-rounded course offerings outside of the school day including extended-learning opportunities and after-school programming*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |
| Students have access to diverse, well-rounded course offerings within the school day included electives/specials |  |  |
| Data:Analysis: |
| Students have access to and participate in advanced coursework (mid/high)*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | Diploma Plus | SEA – TCS, ACN, Accountability Report CardLEA – Course enrollment data |
| Data:Analysis: |
| Students have access to and participate in high-level math classes (mid/high).*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | Achievement, Growth, Exceeding Expectations, Graduate Proficiency Diploma Plus | SEA – TCS, ACN, Accountability Report CardLEA – Course enrollment |
| Data:Analysis: |
| ELs receive WIDA level-appropriate language development instruction*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |
| ELs receive WIDA level-appropriate content instruction with language development supports*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | English Language Proficiency, Targeted Subgroups | SEA – TCS, Accountability Report Card, SurveyWorksLEA – Course enrollment, teacher eval |
| Data:Analysis: |
| There are no achievement gaps between recently exited (monitored) ELs and students who were never identified as ELs on common assessmentsOrELs are able to perform without language supports at levels commensurate with students who were never identified as ELs on common assessments*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |
| Students with IEPs receive appropriate hours of high quality instructional support in the least restrictive environment *Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | Targeted Subgroups | SEA – TCS, Special Education Census, Report Card, SurveyWorksLEA – IEP data, course enrollment, teacher eval |
| Data:Analysis: |
| Educators use evidence-based strategies to effectively differentiate instruction based on student need*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – Teacher evalLEA – Classroom observations, Lesson Plans, Teacher eval |
| Data:Analysis: |
| Educators use data to guide their instruction*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – Teacher evalLEA – Lesson Plans, Teacher eval, CPT protocols |
| Data:Analysis: |
| Educators use different kinds of assessments to evaluate students and differentiate their instruction to meet student needs*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | LEA – Classroom assessments, common assessments, CPT protocols |
| Data:Analysis: |
| Educators regularly receive support to modify and improve curriculum and content based on student performance to ensure it best fits student need*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | LEA – Curricular analysis, CPT protocols |
| Data:Analysis: |
| Educators have access to current and past classroom-based assessment results and regularly use this data to drive instruction and content development*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | LEA – LEA assessment data, CPT protocols |
| Data:Analysis: |
| Educators are implementing a high-quality ELA curriculum accessible to all students*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |
| Educators are implementing a high-quality math curriculum accessible to all students*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |
| Parents and local stakeholders are aware of curriculum quality and decisions regarding curriculum implementation.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | LEA – Curricular analysis |
| Data:Analysis: |
| An LEA-wide system for assessing student learning using multiple measures exists and is implemented at the school*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |

RI Framework for Comprehensive School Improvement Domain: Turnaround Leadership

Guiding questions for this domain:

* What routines and structures provide mechanisms for timely communication and support between the LEA and the school?
* Are teachers included as part of the leadership team in the school? What structures or flexibilities would be needed in order to include teachers in the leadership team?
* What decisions are made by the LEA? By the school?

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| **Indicator** | **Accountability Elements** | **Example Data Sources** |
| Administrators receive timely and meaningful feedback on their performance*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – Admin SurveyWorksLEA – Admin eval |
| Data:Analysis: |
| Principal is adequately supported and trained in multi-cultural competence*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |
| Administrators feel the LEA adequately supports them and the external demands on time are manageable*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – Admin SurveyWorks |
| Data:Analysis: |
| Teachers know and agree with the school’s mission and approach being taken to achieve it*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – Teacher SurveyWorks |
| Data:Analysis: |
| Principal leads reflection and revision of the school’s mission*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |
| Principals are given the necessary authority to use their school leadership team to regularly make decisions about mission, curriculum and instruction and school policy.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – Admin SurveyWorks |
| Data:Analysis: |
| School(s) maintain an active and effective school improvement team that meets regularly and oversees implementation all aspects of school improvement. *Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | LEA – School Improvement meeting minutes, schedules |
| Data:Analysis: |
| Principal routinely evaluates the effectiveness of the schools English Learner Program using valid and reliable data*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |
| Teachers feel that the school has a positive work environment in which the principal treats them fairly and creates environment of open communication.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – SurveyWorks |
| Data:Analysis: |

RI Framework for Comprehensive School Improvement Domain: Talent Development and Collaboration

Guiding questions for this domain:

* How is professional learning planned?
* What structures and supports are given so that common planning time is used well?
* Are there opportunities for conversations that build an understanding of vertical articulation within content domains?
* How is feedback provided to teachers? Is there a shared understanding of high leverage instructional practices?
* How are teachers hired in the school? What profile of applicant does the school need and how is that decided?
* How are teachers hired in the school? What profile of applicant does the school need and how is that decided?

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| **Indicator** | **Accountability Elements** | **Example Data Sources** |
| Teachers receive the high quality professional learning opportunities*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – SurveyWorks, Professional Learning AuditLEA – Teacher attendance at PD, PD Exit Tickets |
| Data:Analysis: |
| Teachers receive the right amount of professional development according to perceived need*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – SurveyWorksLEA – Teacher attendance at PD, PD Exit Tickets |
| Data:Analysis: |
| Teachers receive the right amount of professional development in referring students to health and social services*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |
| Teachers receive the right amount of professional development in classroom management*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – SurveyWorks |
| Data:Analysis: |
| Teachers collaborative planning time is regularly used to identify and improve quality curricular materials and for lesson planning and development*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |
| Teachers receive timely and meaningful feedback on their performance*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – SurveyWorks, Teacher eval |
| Data:Analysis: |
| Most professional development offerings align to teacher need*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – *ECN data*LEA – PD records |
| Data:Analysis: |
| The school schedule includes protected time for teachers to meet in collaborative data teams and they regularly discuss data.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | LEA – School schedules |
| Data:Analysis: |
| Principals have knowledge of and some control over the hiring and see it as transparent, timely, and fair, and that the LEA's orientation and support process is sufficient.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | LEA – Hiring policy |
| Data:Analysis: |
| Teachers are very involved in hiring decisions at the school.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | LEA – Hiring policy |
| Data:Analysis: |
| The LEA has an effective talent management process that supports improving schools*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | LEA – Hiring policy |
| Data:Analysis: |
| Open positions are identified early and posted in a timely manner (i.e., prior to the end of the current school year or shortly thereafter) to ensure access to the best recruits.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | LEA – Hiring policy, Vacancies |
| Data:Analysis: |
| The LEA has developed a comprehensive and expansive recruitment strategy that includes tapping into traditional and non-traditional pathways and internal and external candidates.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | LEA – Hiring policy, Vacancies |
| Data:Analysis: |
| Superintendents have the right to make involuntary transfers and exercise this right in the rare instances in which mutual consent placement cannot be accomplished.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | LEA – Hiring policy |
| Data:Analysis: |
| Hiring is criterion-based and evidence of instructional effectiveness and student achievement (when possible) is used in the process.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | LEA – Hiring policy |
| Data:Analysis: |
| Mutual Consent (agreement between school and the teacher being placed there) is accomplished prior to the placement of a teacher in a school whether this teacher is a new hire or transfer.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | LEA – Hiring policy |
| Data:Analysis: |
| Seniority is not used as the sole or primary criteria to determine hiring and/or placement.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | LEA – Hiring policy |
| Data:Analysis: |
| Teachers and administrators who came from outside the LEA (i.e. external candidates) are well-represented within the existing staff.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | LEA – Hiring policy |
| Data:Analysis: |
| The LEA has a clearly articulated incentive strategy to help support filling positions in hard-to-staff schools and subjects.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | LEA – Hiring policy |
| Data:Analysis: |
| The LEA implements a comprehensive orientation process for new employees that utilizes research-based protocols and reinforces LEA goals and expectations for quality instruction.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | LEA – Orientation policy |
| Data:Analysis: |
| The LEA implements a comprehensive induction process for new employees that utilizes research-based protocols and reinforces LEA goals and expectations for quality instruction.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – Induction training / support, LEA – Induction policy |
| Data:Analysis: |
| Principals regularly exercise their ability to dismiss poorly performing teachers prior to tenure decisions.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | LEA – dismissal records |
| Data:Analysis: |

RI Framework for Comprehensive School Improvement Domain: Climate and Cultural Shift

Questions for this domain:

* How do high expectations manifest themselves in daily interactions in the school?
* What do we do to engage parents/families that do not engage in school activities?

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| **Indicator** | **Accountability Elements** | **Example Data Sources** |
| Students have high attendance and few are chronically absent.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | Student Attendance | SEA – Report cardLEA – Attendance  |
| Data:Analysis: |
| Teachers have high attendance and few are chronically absent.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | Teacher Attendance | SEA – Report cardLEA – Teacher Attendance |
| Data:Analysis: |
| Schools have and students meet high academic expectations*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | Exceeds Expectations Math/ELA | SEA – Report card |
| Data:Analysis: |
| Parents see their child’s teacher as having high expectations for their child and more than half of the students feel that their school prepared them for a host of post high school opportunities.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – SurveyWorks |
| Data:Analysis: |
| Parents feel that their goals for their child(ren) and the school’s goals for their child(ren) are aligned.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – SurveyWorks  |
| Data:Analysis: |
| Parents receive frequent communications from teachers and the principal about their child(ren)’s academic performance and understand how their child is being assessed and how performance standards are determined.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – SurveyWorks  |
| Data:Analysis: |
| Most students report having a trusted adult at school they can come to with problems.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA - SurveyWorks |
| Data:Analysis: |
| Disciplinary actions are often implemented in a fair and/or judicious manner such that suspensions are limited in number and reserved for major infractions.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* | Suspension Rate | SEA – Report card, Disproportionality.LEA – Suspensions report |
| Data:Analysis: |
| The disproportionality for suspension of students with disabilities is below the risk ratio.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – Report card, OSCAS Office, Suspension DataLEA – Suspensions report |
| Data:Analysis: |
| The disproportionality for suspension of students identified as racial/ethnic minorities is below the risk ratio.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – OSCAS Office, Suspension Data  |
| Data:Analysis: |
| The disproportionality for suspension of students identified as English Learners is beyond the risk ratio.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |
| School improvement team regularly reviews and adjusts school policy on managing student discipline and behavioral issues to make them more effective.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – SurveyWorksLEA – Suspensions report, Discipline referrals |
| Data:Analysis: |
| Bullying is rarely a problem in the LEA and schools generally have an effective response when it is reported.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – SurveyWorksLEA – Discipline referrals |
| Data:Analysis: |
| Bullying is rarely a problem and teachers generally have an effective response when it is reported.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – SurveyWorks  |
| Data:Analysis: |
| Policies regarding the substance and nature of teacher-led advisory programs are often consistently implemented across schools in the LEA.  (mid/high)*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – SurveyWorksLEA – Student wellness surveys |
| Data:Analysis: |
| Members of the school community agree that the school is a safe place.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – SurveyWorks  |
| Data:Analysis: |
| Students have access to necessary counseling and programs to facilitate a safe, positive, and caring learning environment and feel that their teachers care about them personally, and talk to their teachers regarding issues including those relating to their family life, peer group, and academic needs.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA - SurveyWorks |
| Data:Analysis: |
| Parents and stakeholders are well-informed about curricular decisions.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – SurveyWorks  |
| Data:Analysis: |
| There are a variety of effective classes for parents including parenting workshops and classes focused on helping student achieve academically.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – SurveyWorks LEA –  |
| Data:Analysis: |
| The school has a welcoming culture and involves parents and community members in some decisions regarding school policy and practice.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – SurveyWorks LEA –  |
| Data:Analysis: |
| Teachers receive sufficient and quality support to work with families to involve them in instruction.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – SurveyWorks |
| Data:Analysis: |

RI Framework for Comprehensive School Improvement Domains: Shared Responsibility and Equity

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| **Indicator** | **Accountability Elements** | **Example Data Sources** |
| The school and LEA engages in community and parent outreach in languages parents, families and community members can understand.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |
| The school and LEA engages in community and parent outreach and creates effective results, and parents feel that the LEA is knowledgeable about and respectful of the community.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – SurveyWorks LEA – |
| Data:Analysis: |
| Quality opportunities exist for local businesses and community-based organizations to become involved in the school *Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – SurveyWorks LEA – CAB reports |
| Data:Analysis: |
| Students with IEPs who are no longer enrolled in secondary school have been employed or enrolled in post-secondary school within one year of leaving secondary school. (mid/high)*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – IEP data(?)LEA – Transition programming data |
| Data:Analysis: |
| Teachers have good working relationships and coordinate their work with staff working with English learners.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |
| Teachers have good working relationships and coordinate their work with staff working with learners with disabilities.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |
| There is a school-wide or LEA-wide language policy in place supporting English language learners.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |
| There is designated, full-time person at the LEA in charge of data analysis and use to facilitate school-based collaborative use of data and data-driven instruction.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |
| Principals and teachers generally report that the data they receive from the LEA is timely, and accurate, and useful for their daily instructional practice.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |
| Teachers have access to LEA/school-wide assessments and annual, benchmark, and state assessments and RTI resources, and information regarding their students’ IEPs, FRL and ELL status, this data is timely, and easily interpretable for use.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |
| Teachers have access to LEA/school-wide assessments and annual, benchmark, and state assessments and RTI resources, and information regarding their students’ IEPs, FRL and ELL status, this data is timely, and it is regularly used to drive instruction and content development.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – SurveyWorksLEA – Assessment use |
| Data:Analysis: |
| LEA has established the necessary infrastructure to effectively store, analyze, and/or disseminate student data including support staff for these purposes.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |
| The LEA’s policies, procedures, and practices are preventative of the over identification of students at risk for Special Education placement such that one group of students disaggregated by race exceeds the risk ratio for disproportionality but the rates of disproportionality are not growing.*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  | SEA – Risk ratio data, Special education census |
| Data:Analysis: |
| The LEA provides resources to directly support distributed leadership such that the schools have access to at least one of the following:* Stipends for teacher leaders
* External consultants to support professional development in teaming.
* Substitutes to release teachers from classrooms to participate in school policy decisions

*Weak Performance     1       2       3       4       Strong Performance  [ ] No Data**Unimportant               1       2       3       4       Important* |  |  |
| Data:Analysis: |