

STATE REVIEW PANEL

PROTOCOLS USED FOR ASSESSING DISTRICT PLANS FOR SCHOOL IMPROVEMENT (DPSI)

May 12, 2008

The following protocols will be used by the State Review Panel to assess the District Plans for School Improvement (DPSI), which are to be presented by the nine Commissioner's districts between March 31-April 30, 2008 for schools identified as Commonwealth Priority Schools (CPSs). The protocols are divided into four areas, or Assessment Topics, under which several indicators are listed.

Assessment Topic 1 – Quality of DPSI

- Indicator A:* Strategic, crosscutting issues have been identified through careful gathering and analysis of data for each CPS and for the District as a whole.
- Indicator B:* A number of strategic initiatives have been established by diagnosing accurately what has and has not worked in the past and what is most critical to change for effective intervention.
- Indicator C:* Outcomes and benchmarks provide a clear and trackable critical path to improved student learning.
- Indicator D:* The four levers for change have been carefully assessed and effectively used in the development of the DPSI:
- Standards-based teaching and learning (Essential Conditions 3 & 8)
 - Informing practice with data (Essential Conditions 4 & 5)
 - Time for teachers and students (Essential Conditions 6, 7, & 10)
 - Instructional leadership (Essential Conditions 1, 2, and 9)
- Indicator E:* Adequate strategies have been developed in response to available data on the learning needs of particular students.
- Indicator F:* Plans for individual CPS, taken together, communicate a coherent district approach for improving student performance.

Assessment Topic 2 – Quality of the Planning Process and Presentation

- Indicator A:* The presentation exhibited clarity and cohesiveness, which will be effective in communication with CPS staff and parents.

Indicator B: Collaboration and positive "chemistry" between district and school leaders is represented in the planning process and presentation.

Indicator C: The plan shows ample evidence of input from the teacher/classroom level.

Indicator D: The plan is convincingly supported by diverse groups including the union and the school committee.

Assessment Topic 3 – Quality of Instructional Leadership

Indicator A: The school principal has authority to select, retain, and assign staff.

Indicator B: The school principal has control over financial resources for school.

Indicator C: Effective processes for periodic evaluation of faculty performance are in place, tied in part to solid growth in student learning, and commitment to the school's culture, educational model, and improvement strategy.

Indicator D: District and school leadership cooperate in creating a clear and unified vision for change.

Indicator E: Instructional leadership has been effectively distributed within each CPS, including effective use of ELA/reading and math content coaches.

Indicator F: District and school leaders display experience in and focus on instructional issues.

Indicator G: The structure of leadership exemplifies organizational coherence with clear patterns of responsibility and communication.

Assessment Topic 4 – Quality of Systems in the District

Indicator A: The school is implementing an aligned, standards-based curriculum.

Indicator B: An aligned instruction places the locus of control with students at the center of rigorous learning (ESE learning walk priority).

Indicator C: The school has a system of interim assessments in ELA and math, aligned with the curriculum, and a method to provide detailed tracking and analysis of assessment results, which informs curriculum, instruction, and individual interventions.

- Indicator D:* The school schedule provides adequate instructional time - at least 90 minutes per day with individualized support in ELA and math for students not yet proficient.
- Indicator E:* The school provides quality programs for subgroups, especially SPED and LEP students.
- Indicator F:* Effective safety net support systems are available on a daily basis for students who need supplemental skill development.
- Indicator G:* Regular, frequent, department and/or grade-level faculty meeting time is provided in the work schedule, including opportunities for common planning, in general amounting to no less than one hour per week and no fewer than five days per year or the equivalent.
- Indicator H:* Professional development is organized to focus on instructional improvement goals and provides continuity of support for growth.
- Indicator I:* Adequate levels of community support exist to support provision of instructional materials, equipment, and facilities.