Washington State / Indistar

Indicator Report - School Indicators

Student & School Success Principle Indicators

Student and School Success Principle 1: Strong leadership - Team structure

ID01		A team structure for schools is officially incorporated into district policy. (36)
ID02		Teams that include family and community members are representative of the demographics of the student population. (3060)
ID03		All teams have written statements of purpose and by-laws for their operation. (37)
ID04		All teams operate with work plans for the year and specific work products to produce. (38)
ID05		All teams prepare agendas for their meetings. (39)
ID06		All teams maintain official minutes of their meetings. (40)
ID07		The principal maintains a file of the agendas, work products, and minutes of all teams. (41)
ID08	KEY	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)
ID09	KEY	The Leadership Team serves as a conduit of communication to the faculty and staff. (43)
ID10	KEY	The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (3061)
ID11	KEY	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)
ID12		Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)

Student and School Success Principle 1: Strong leadership - Principal's role

IE05		The principal participates actively with the school's teams. (56)
IE06	KEY	The principal keeps a focus on instructional improvement and student learning outcomes. (57)
IE07	KEY	The principal monitors curriculum and classroom instruction regularly. (58)
IE08		The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)
IE09	KEY	The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)
IE10		The principal celebrates individual, team, and school successes, especially related to student learning outcomes, and shares the celebration and outcomes with families and community members. (3062)
IE13		The principal offers frequent opportunities for staff and parents (families, community members and community organizations) to voice constructive critique of the school's progress and suggestions for improvement. (3063)
IE14		The principal provides timely, clear, constructive feedback to teachers. (1676)

Student and School Success Principle 2: Staff evaluation and professional development - Professional development

IF01   The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)

IF02   The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)

IF03   Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)

IF04   Professional development for teachers includes non-evaluative observations by peers related to indicators of effective teaching and classroom management. (3082)

IF05   Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)

IF06   Teachers are required to make individual professional development plans based on classroom observations. (70)

IF07   KEY   Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)

IF08   KEY   Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)

IF09   Teacher evaluation examines the same indicators used in professional development. (73)

IF10   The principal plans opportunities for teachers to share their strengths with other teachers. (74)

IF11   Professional development is aligned with identified needs based on staff evaluation and student performance. (2879)

IF12   The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (2880)

IF13   The school offers an induction program to support new teachers in their first years of teaching. (2881)

Student and School Success Principle 2: Staff evaluation and professional development - Staff Recruitment, Evaluation, Reward, and Replacement

IG01   The school operates with a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (2882)

IG02   The school provides non-monetary staff incentives for performance. (2883)

IG03   The school provides several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). (2884)

IG04   The school communicates clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (2885)

IG06   The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (1671)

IG07   The principal includes evaluation of student outcomes in teacher evaluation. (1672)

Student and School Success Principle 3: Expanded time for student learning and teacher collaboration - Expanded time for student learning and teacher collaboration

IVD02   KEY   The school provides opportunities for members of the school community to meet for purposes related to students' learning. (2887)

IVD03	KEY	The school creates and sustains partnerships to support extended learning. (3056)
IVD04	KEY	The school ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (3057)
IVD05	KEY	The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (3058)

Student and School Success Principle 4: Rigorous, aligned instruction - Engaging teachers in aligning instruction with standards and benchmarks

| IIA01 | KEY | Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88) |
| IIA02 | | Units of instruction include standards-based objectives and criteria for mastery. (89) |

Student and School Success Principle 4: Rigorous, aligned instruction - Engaging teachers in assessing and monitoring student mastery

IIB01		Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)
IIB02		Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)
IIB03		Unit pre-test and post-test results are reviewed by the Instructional Team. (93)
IIB04	KEY	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)
IIB05	KEY	All teachers re-teach based on post-test results. (95)

Student and School Success Principle 4: Rigorous, aligned instruction - Engaging teachers in differentiating and aligning learning activities

IIC01		Units of instruction include specific learning activities aligned to objectives. (96)
IIC02	KEY	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves. (97)
IIC03		Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (98)

Student and School Success Principle 4: Rigorous, aligned instruction - Expecting and monitoring sound instruction in a variety of modes - Preparation

IIIA01	KEY	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)
IIIA02		All teachers develop daily lesson plans based on aligned units of instruction. (3083)
IIIA05		All teachers maintain a record of each student's mastery of specific learning objectives. (114)
IIIA06		All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)
IIIA07	KEY	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)

Student and School Success Principle 4: Rigorous, aligned instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Introduction

IIIA08		All teachers review the previous lesson. (117)
IIIA09	KEY	All teachers clearly state the lesson's topic, theme, and learning objectives. (3084)
IIIA10		All teachers stimulate interest in the topics. (119)
IIIA11		All teachers activate prior knowledge recognizing that due to different cultural contexts of students, prior knowledge, interest and experiences of students will vary. (3064)
IIIA12		All teachers use modeling, demonstration, and graphics. (120)

Student and School Success Principle 4: Rigorous, aligned instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Presentation

IIIA13	KEY	All teachers explain directly and thoroughly. (122)
IIIA14		All teachers maintain connection and attention to students through eye contact, physical proximity, verbal cuing or other culturally appropriate behaviors. (3065)
IIIA15		All teachers speak with expression and use a variety of vocal tones. (124)
IIIA16	KEY	All teachers use prompting/cueing. (125)

Student and School Success Principle 4: Rigorous, aligned instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Summary and Confirmation of Learning

IIIA17	KEY	All teachers re-teach when necessary. (126)
IIIA18		All teachers review with drilling/class recitation to confirm basic proficiency of understanding/skill development (e.g., multiplication tables, word pronunciation, etc.). (3085)
IIIA19	KEY	All teachers review with questioning. (128)
IIIA20	KEY	All teachers summarize key concepts. (129)

Student and School Success Principle 4: Rigorous, aligned instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Student Interaction

IIIA21		All teachers re-teach following questioning. (130)
IIIA22		All teachers use open-ended questioning and encourage elaboration. (131)
IIIA24	KEY	All teachers encourage peer interaction. (133)
IIIA25	KEY	All teachers encourage students to paraphrase, summarize, and relate. (134)
IIIA26		All teachers encourage students to check their own comprehension. (135)
IIIA27		All teachers verbally praise students. (136)

Student and School Success Principle 4: Rigorous, aligned instruction - Expecting and monitoring sound instruction in a variety of modes - Student-Directed Small-Group and Independent Work

IIIA28		All teachers travel to all areas in which students are working. (137)
IIIA31	KEY	All teachers interact instructionally with students (explaining, checking, giving feedback). (140)
IIIA32	KEY	All teachers interact managerially with students (reinforcing rules, procedures). (141)
IIIA33	KEY	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)

Student and School Success Principle 4: Rigorous, aligned instruction - Expecting and monitoring sound instruction in a variety of modes - Computer-Based Instruction

| IIIA35 | | Students are engaged and on task. (144) |

IIIA38		All teachers have documentation of the computer program's alignment with standards-based objectives. (147)
IIIA40		All teachers assess student mastery in ways other than those provided by the computer program. (149)

Student and School Success Principle 4: Rigorous, aligned instruction - Expecting and monitoring sound homework practices and communication with parents - Computer-Based Instruction

IIIB01		All teachers maintain a file of communication with parents (families), using multiple methods of contact including phone calls, emails, letters home, home visits, etc. (3066)
IIIB02		All teachers regularly assign homework (an average of 4 days a week). (3086)
IIIB03		All teachers check, mark, and return homework. (152)
IIIB04		All teachers include comments on checked homework. (153)
IIIB06	KEY	All teachers systematically report to parents (families) the student's mastery of specific standards-based objectives (in plain language that allows for understanding). (3076)

Student and School Success Principle 5: Use of data for school improvement and instruction - Assessing student learning frequently with standards-based assessments

IID01		The school tests every student annually with the same standardized test in basic subject areas so that each student's year-to-year progress can be tracked. (99)
IID02		Teachers receive timely reports of results from standardized and objectives-based tests. (101)
IID03		The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (102)
IID04	KEY	Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction. (103)
IID05		Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)
IID06	KEY	The Leadership Team monitors school-level student learning data (disaggregated into appropriate subgroups). (3067)
IID07		The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level). (3068)
IID08	KEY	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)
IID09	KEY	Instructional Teams use student learning data to plan instruction. (107)
IID10	KEY	Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)
IID11		Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)

Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health - School and classroom culture

IIIC01	KEY	All school staff demonstrate an understanding of community cultures, customs, and values and model a respect for them. (3052)

IIIC02		All teachers acquire an understanding of each student's background and interests as a way to increase motivation to learn. (3053)
IIIC03		All teachers include social and emotional learning objectives in their instructional plans. (3054)
IIIC04	KEY	All teachers model, teach, and reinforce social and emotional competencies. (3055)
IIIC05		When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (156)
IIIC06		Transitions between instructional modes are brief and orderly. (157)
IIIC07		Students raise hands or otherwise signal before speaking. (159)
IIIC08	KEY	All teachers use a variety of instructional modes. (160)
IIIC09		All teachers maintain well-organized student learning materials in the classroom. (161)
IIIC10		All teachers display completed student work in the classroom. (162)
IIIC11		All teachers display classroom rules and procedures in the classroom. (163)
IIIC12		All teachers correct students who do not follow classroom rules and procedures. (164)
IIIC13	KEY	All teachers reinforce classroom rules and procedures by positively teaching them. (165)
IIIC14		All teachers engage all students (e.g., encourage silent students to participate). (167)
IIIC15		All teachers use a variety of strategies to motivate students that honor their cultures, interests, and strengths. (3087)

Student and School Success Principle 7: Family and community engagement - Goals and Roles

IVA01	KEY	Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations. (3069)
IVA02	KEY	The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students. (3077)
IVA03		The school's Parent (Family) Involvement Policy includes a vision statement about the importance of family-school partnership in a school community. (3070)
IVA04		The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3071)

Student and School Success Principle 7: Family and community engagement - Communication

IVA05	KEY	The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (3075)
IVA07		The school's website has a parent (family) section that includes information on home support for learning, announcements, parent activities/resources, and procedures on how families may post items. (3073)

Student and School Success Principle 7: Family and community engagement - Education

IVA08	KEY	Professional development programs for teachers include assistance in working effectively with parents (families and communities). (3074)
IVA09		The school provides parents (families) with practical guidance to maintain regular and supportive verbal interactions with their children. (3078)
IVA10		The school provides parents (families) with practical guidance to establish a quiet place for children's studying at home and consistent discipline for studying at home. (3079)

IVA11   The school provides parents (families) with practical guidance to encourage their children's regular reading habits at home. (3080)

IVA12   The school provides parents (families) with practical guidance to model and encourage respectful and responsible behaviors. (3081)

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