Virginia / Virginia Indistar

Indicator Report - School Indicators

Required Indicators - Priority Schools...assess all/plan all except K11 if full

Transformation Toolkit

Transformation Toolkit - Strand A: Establishing and Orienting the District Transformation Team

A3   The LEA provides LEA transformation team members with information on what the LEA can do to promote rapid improvement. (882)

Transformation Toolkit - Strand B: Moving Toward School Autonomy

B2   The LEA has reoriented its culture toward shared responsibility and accountability. (885)

B4   The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities. (887)

Transformation Toolkit - Strand C: Selecting a Principal and Recruiting Teachers

C1   KEY   The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a transformation leader. (890)

C6   KEY   The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (895)

C8   KEY   The LEA has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (897)

Transformation Toolkit - Strand D: Working with Stakeholders and Building Support for Transformation

D1   The LEA/School has assigned transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation. (898)

D3   KEY   The LEA/School has engaged parents and community in the transformation process. (901)

Transformation Toolkit - Strand E: Contracting with External Providers

E5   KEY   The LEA has negotiated contracts with providers, including goals, benchmarks, and plans to manage assets. (913)

E6   KEY   The LEA has planned for and initiated an ongoing cycle of continuous progress monitoring and adjustment. (914)

E7   The LEA is prepared to proactively deal with problems and drop strategies that do not work. (915)

Transformation Toolkit - Strand F: Establishing and Orienting the School Transformation Team

F2   KEY   The LEA provides the school transformation team members receive information on what the school can do to promote rapid improvement. (918)

Transformation Toolkit - Strand G: Leading Change (Especially for Principals)

G3   The principal collects and acts on data from a variety of sources and in a timely manner. (921)

Transformation Toolkit - Strand H: Evaluating, Rewarding, and Removing Staff - Evaluating Staff

H3   KEY   The principal includes evaluation of student outcomes in teacher evaluation. (927)

H7   The principal provides timely, clear, constructive feedback to teachers. (932)

Transformation Toolkit - Strand H: Evaluating, Rewarding, and Removing Staff - Rewarding Staff

H10   The LEA/School has created a system for making awards that is transparent and fair. (935)

Transformation Toolkit - Strand H: Evaluating, Rewarding, and Removing Staff - Removing Staff

H17   KEY   The LEA/School has established and communicated 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. (942)

Transformation Toolkit - Strand I: Providing Rigorous Staff Development

I4   KEY   The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (952)

I9   KEY   The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (959)

Transformation Toolkit - Strand J: Increasing Learning Time

J8   KEY   The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (969)

Transformation Toolkit - Strand K: Reforming Instruction

K9   KEY   All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (979)

REQUIRED for Targeted Interventions - Targeted Intervention Indicators

TA01   REQUIRED - The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931)

TA02   REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)

TA03   REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)

December 01, 2014