

# Virginia / Support for School Improvement (SSI)

## Indicator Report - School Indicators

### High School Improvement Indicators

#### High School Rapid Improvement - Team Structure

- HS1.01 The division and school teams regularly examine individual and collective student data (e.g., course grades and completion, overall grade point average, attendance rates, behavior referrals, suspensions, end-of-course exams, state exam results) to identify areas for improvement across all content areas and throughout the school. (2478)
- HS1.02 The division and school teams monitor rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system. (2479)
- HS1.03 The division and school teams implement, monitor, and analyze results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school. (2480)
- HS1.04 A team structure is officially incorporated into the school improvement plan and school governance policy. (2525)
- HS1.05 All teams have written statements of purpose and by-laws for their operation. (2526)
- HS1.06 All teams operate with work plans for the year and specific work products to produce. (2527)
- HS1.07 All teams prepare agendas for their meetings. (2528)
- HS1.08 All teams maintain official minutes of their meetings. (2529)
- HS1.09 The principal maintains a file of the agendas, work products, and minutes of all teams. (2530)
- HS1.10 The division and school teams meet regularly (twice a month or more for an hour each meeting). (2481)
- HS1.11 The division and school team serve as a conduit of communication to the faculty and staff. (2482)
- HS1.12 The division and school teams regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (2483)
- HS1.13 Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (2531)
- HS1.14 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. (2532)

#### High School Rapid Improvement - Principal's Role

- HS2.01 The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports. (2357)
- HS2.02 The principal keeps a focus on instructional improvement and student learning outcomes. (2533)
- HS2.03 The principal monitors curriculum and classroom instruction regularly. (2534)

- HS2.04 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (2535)
- HS2.05 The principal challenges and monitors unsound teaching practices and supports the correction of them. (2536)
- HS2.06 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (2537)
- HS2.07 The division and school teams review the principal's summary reports of classroom observations and take them into account in planning professional development. (2484)
- HS2.08 Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (2538)
- HS2.09 Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (2539)
- HS2.10 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (2540)
- HS2.11 Teachers are required to make individual professional development plans based on classroom observations. (2541)
- HS2.12 Professional development of individual teachers includes an emphasis on indicators of effective teaching. (2542)
- HS2.13 Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (2543)
- HS2.14 The principal plans opportunities for teachers to share their strengths with other teachers. (2544)

**High School Rapid Improvement - Opportunity to Learn - Content Mastery and Graduation**

- HS3.01 The school confirms that a student has mastered prerequisite content knowledge before allowing the student to take higher-level courses. (2358)
- HS3.02 All students demonstrating prerequisite content mastery are given access to higher-level courses. (2359)
- HS3.03 The curriculum and schedule provide pathways for all students to acquire missing content knowledge. (2360)
- HS3.04 The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation. (2361)
- HS3.05 The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs) to keep them on track for graduation. (2362)
- HS3.06 The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation. (2363)
- HS3.07 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (2545)
- HS3.08 All teachers re-teach based on post-test results. (2546)
- HS3.09 All teachers develop weekly lesson plans based on aligned units of instruction. (2547)
- HS3.10 All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (2548)
- HS3.11 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (2549)

### **High School Rapid Improvement - Opportunity to Learn - Extended Learning Opportunities**

- HS3.12 The school expects all students to participate in activities to develop skills outside of the classroom (e.g., service learning, athletics, enrichment, internships). (2372)
- HS3.13 The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships). (2373)
- HS3.14 The school provides all students with formal supports and a network of contacts with school personnel, community members, and workplace personnel to ensure the social capital necessary to make informed life decisions. (2374)

### **High School Rapid Improvement - Opportunity to Learn - Transitions**

- HS3.15 The school provides freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies). (2375)
- HS3.16 The school provides senior students with formal supports as they make the transition out of high school (e.g., college and career planning, job fairs). (2376)
- HS3.17 The school tracks the post-secondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community. (2377)

### **High School Rapid Improvement - Opportunity to Learn - Post-Secondary School Options**

- HS3.18 Guidance counselors provide all students with feedback and reports on their assessment results (academic, aptitude, interest) to facilitate student-driven decisions about their own work and college and career goals. (2364)
- HS3.19 The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness. (2365)
- HS3.20 The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness. (2366)
- HS3.21 The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, college visits, advising). (2367)
- HS3.22 All teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula. (2368)
- HS3.23 The school routinely provides all students with information and experience in a variety of career pathways. (2369)
- HS3.24 The school provides all students with access to relevant data to make decisions about their course of study as they progress toward their college and career goals. (2370)
- HS3.25 The school provides all students with information, guidance, and support to secure financial assistance and scholarships for college or other post-secondary education. (2371)

### **High School Rapid Improvement - Division Indicators**

- HS4.01 The division makes reference to guidance from What Works Clearinghouse (an online database housing scientific evidence of best practices in education) regarding how to assess what the best restructuring options are given its unique division and school context. (2485)
- HS4.02 The division provides collaboration between high schools and their respective feeder schools prior to a cohort's freshman year. (2486)
- HS4.03 The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (2487)
- HS4.04 The school board and superintendent present a unified vision for school improvement. (2550)

- HS4.05 The division works with the school to provide early and intensive intervention for students not making progress. (2488)
- HS4.06 The division examines existing school improvement strategies being implemented across the division and determines their value, expanding, modifying, and culling as evidence suggests. (2489)
- HS4.07 The division provides the technology, training, and support to facilitate the school's data management needs. (2490)
- HS4.08 The division provides a cohesive division curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (2491)
- HS4.09 The division is prepared for setbacks, resistance, and obstacles on the path to substantial improvement. (2492)
- HS4.10 Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (2551)
- HS4.11 Division policies and procedures clarify the scope of site-based decision making granted a school and are summarized in a letter of understanding. (2493)
- HS4.12 The division regularly reallocates resources to support school, staff, and instructional improvement. (2494)
- HS4.13 The division designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (2495)
- HS4.14 The division operates with division-level and school-level improvement teams. (2496)
- HS4.15 Division and school decision makers meet at least twice a month to discuss the school's progress and require the school to report and document its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (2497)
- HS4.16 The division includes community organizations in division and school improvement planning and maintains regular communication with them. (2498)
- HS4.17 The division ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning. (2499)
- HS4.18 The division includes parental organizations and municipal and civic leaders in the division and school improvement planning and maintains regular communication with them. (2500)
- HS4.19 All teams have written statements of purpose and by-laws for their operation. (2552)

**Eight Elements of High School Improvement - Rigorous Curriculum and Instruction**

- EE1.01 Rigorous content and instruction are aligned to local, state, and national standards. (2501)
- EE1.02 Research- and evidence-based instructional strategies are incorporated across all content areas for all students. (2502)
- EE1.03 College and career readiness skills are incorporated across all content areas. (2503)
- EE1.04 Instructional strategies and academic course offerings promote student curiosity, communication, interpersonal skills, creativity, and innovation. (2802)
- EE1.05 Instruction is informed by student data across all content areas and is differentiated to meet the needs of all students. (2803)

**Eight Elements of High School Improvement - Assessment and Accountability**

- EE2.01 Multiple assessment strategies, including formative assessment, are implemented across all content areas. (2504)

- EE2.02 Instructional staff members regularly analyze assessment data for instructional planning. (2505)
- EE2.03 An early warning system is used to identify students at risk for failure and dropping out; identified students are provided appropriate interventions. (2506)

**Eight Elements of High School Improvement - Teacher Quality and Professional Development**

- EE3.01 Teachers have the necessary content and pedagogical knowledge, as well as prerequisite training and pre-service experiences. (2507)
- EE3.02 Instructional staff members work collaboratively to meet student needs across all content areas and in all categorical programs. (2508)
- EE3.03 Professional development is job-embedded, ongoing throughout each school year, and aligned with school and division improvement initiatives. (2509)

**Eight Elements of High School Improvement - Student and Family Supports**

- EE4.01 Programs that engage and support family members are provided. (2510)
- EE4.02 Transition programs are in place that support students as they transition in and out of high school. (2511)
- EE4.03 A positive school climate which includes school safety and respect is fostered. (2512)
- EE4.04 Family-focused supports, wraparound services, and outreach that engage family members in programs and services are provided. (2801)

**Eight Elements of High School Improvement - Stakeholder Engagement**

- EE5.01 Multiple stakeholders are engaged in high school improvement strategies and initiatives. (2513)
- EE5.02 Partnerships with stakeholders are fostered to enhance teaching and learning opportunities. (2514)
- EE5.03 Multiple communication strategies are implemented that are culturally and linguistically appropriate and support engaged communication and conversations with all stakeholders. (2515)

**Eight Elements of High School Improvement - Leadership and Governance**

- EE6.01 A distributed leadership approach is in place to promote high school improvement. (2516)
- EE6.02 High school improvement strategies and initiatives are guided by an effective high school improvement team. (2517)
- EE6.03 School leaders possess the prerequisite knowledge of school change to support high school initiatives and improvement strategies. (2518)

**Eight Elements of High School Improvement - Organization and Structure**

- EE7.01 Organizational structures that foster collaboration among instructional staff are in place. (2519)
- EE7.02 Schoolwide structures that support effective classroom management across all content areas are implemented. (2520)
- EE7.03 Organizational structures to support innovative instruction and opportunities to learn through nontraditional settings are in place. (2521)
- EE7.04 Time management and scheduling approaches are implemented to enhance and/or extend learning time to better meet the needs of students. (2797)

**Eight Elements of High School Improvement - Resources and Sustainability**

- EE8.01 Appropriate time and necessary fiscal support are provided so that high school improvement strategies and initiatives can be implemented and sustained. (2522)

- EE8.02 Facilities and materials are continually assessed and upgraded to keep pace with evolving standards and technology. (2523)
- EE8.03 Teachers and principals continuously develop their knowledge and skills to incorporate high school improvement strategies and initiatives within their instructional leadership practices. (2524)
- EE8.04 Effective practices for high school improvement are identified, implemented, and sustained. (2804)

**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)

November 14, 2012