

5. BUILDING AND SUSTAINING ACCOUNTABILITY SYSTEMS

5.1 Student Performance	#	1	2	3	4	5
5.1a Disaggregated Data	5.1a[1]	The principal reviews data to comply with district, state, and federal mandates.	The principal reviews data to comply with district, state, and federal mandates and shares the data with teachers.	The principal and teachers review compliance data and share it with staff to make decisions about teaching and learning.	The principal and staff review compliance and other data and share it with parents and some community members to make decisions about teaching and learning.	The principal and teams of shareholders regularly review and share compliance and other data to determine if expected student results were achieved and what the next steps should be.
	5.1a[2]	The principal ensures student achievement data are collected by subgroup, general, and combined populations to comply with federal, state, and district mandates and ACSIP.	The principal ensures student achievement and other performance data are collected by subgroup, general, and combined populations to comply with federal, state, and district mandates	The principal ensures student achievement data of various configurations (e.g., formative, summative, qualitative, quantitative) and other student data (e.g., health, attendance) are collected and	The principal ensures a variety of student and adult data (e.g., instructional strengths, trend data of classroom performance, trend data of performance with special populations) are developed,	The principal ensures a variety of student and adult data are developed, collected, and continually analyzed to inform the implementation of a strategic plan, monitor progress toward

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			and ACSIP.	analyzed to inform the implementation of a strategic plan.	collected, and analyzed to inform the implementation of a strategic plan and monitor progress toward expected results.	expected results, and to determine the highest yielding strategies and necessary revisions to the strategic action plan.
5.1b Achievement gap targets and data	5.1b[1]	Limited or few targets are set to reduce gaps in student achievement. The targets comply with district, state, and federal mandates.	Some schoolwide targets are set to reduce gaps in student achievement. The targets comply with district, state, and federal mandates.	Schoolwide targets are set, especially for groups of students, to improve student achievement.	Schoolwide targets are set to reduce achievement gaps with both low-performing groups of students as well as for some individual students.	Achievement gaps are identified for individual students. Based on the data, targets are set for reducing achievement gaps for groups of students and individual students.
	5.1b[2]	The principal sets schoolwide targets to close gaps in student achievement in compliance with	The principal and some teachers set schoolwide targets to close gaps in student achievement in	The principal and some teachers set schoolwide targets to close gaps in student achievement in	The principal, teachers, and some staff, students, and parents set schoolwide	The principal and shareholders work together to set schoolwide targets to close gaps in student

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		district, state, and federal mandates.	compliance with district, state, and federal mandates.	response to results of the strategic plan.	targets to close gaps in student achievement in response to results of the strategic plan.	achievement in response to results of the strategic plan.
5.1c Instructional strategies	5.1c[1]	The principal has limited instructional involvement. Each teacher determines the instructional experiences for his/her students, which may or may not be aligned with standards and high yield instructional strategies.	The principal, district, and state often determine high yield strategies that are aligned with standards; however, each teacher determines the instructional experiences for his/her students that may or may not be aligned with standards and strategies.	The principal and teachers examine data to determine high yield instructional strategies aligned with standards to achieve learning targets. Instructional experiences are aligned with high yield instructional strategies, and the degree of implementation varies by teacher.	The principal and teachers examine data and scan successful instructional practices to determine high yield instructional strategies aligned with standards to achieve learning targets. Instructional experiences are aligned with high yield instructional strategies and are implemented school wide.	The principal and teachers examine data and scan successful instructional practices to determine high yield instructional strategies aligned with standards to achieve learning targets. Instructional experiences are tailored to meet individual student learning needs, which are understood and supported by parents and community.

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<p>5.1d Performance monitoring systems</p>	<p>5.1d[1]</p>	<p>The principal and individual teachers monitor student performance on annual and other district or state tests.</p>	<p>The principal, individual teachers, and some groups of teachers (e.g., grade level, content/subject teachers) monitor student performance on annual and other district or state tests.</p>	<p>The principal and teachers examine student performance on district, state, or school assessments (e.g., action research, student work review) in relation to one or more high yield instructional strategies or student-specific interventions.</p>	<p>Student and school performance is monitored through a multitude of formal and informal methods by the principal, teachers, and some staff based on strategic action plan, targets, strategies, interventions, resource allocations, and practices.</p>	<p>Student and school performance are monitored continually by shareholders in a variety of ways. Students are actively engaged in monitoring their own progress as well as the progress of the school along with other shareholders.</p>
<p>5.1e Public reporting</p>	<p>5.1e[1]</p>	<p>The principal annually reports on student achievement (e.g., NRT, CRT, state report card, ACSIP) to comply with district, state, or federal mandates.</p>	<p>The principal reports on student achievement (e.g., NRT, CRT, state report card, ACSIP) to comply with district, state, or federal mandates. Periodically, the</p>	<p>The principal and some teachers go beyond compliance reporting about student academic, social, and physical performance and explain the</p>	<p>The principal and staff often report and engage multiple shareholders in conversation about the relationship of student academic, social, and</p>	<p>The principal and a variety of shareholders regularly report and engage in conversation about student academic, social, and physical performance data</p>

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		Reporting on some student competitive activities (e.g., fine arts, athletic, academic competitions) occurs annually at a schoolwide parent event.	principal reports student performance in competitive activities at schoolwide events that may include parents and other shareholders.	meaning of disaggregated achievement data for meeting schoolwide targets in the strategic plan. Reporting progress on the strategic plan occurs periodically at schoolwide parent events or through printed media.	physical performance data to the strategic plan. Disaggregated data are accessible by the public and are fundamental to conversations with shareholder groups.	through a variety of communication mechanisms. Schoolwide student progress data are public and transparent and are fundamental to the ongoing community dialogue about progress toward meeting the targets of the strategic plan.
5.2 Adult Performance		1	2	3	4	5
5.2a Alignment of standards, curriculum, professional development, and assessments	5.2a[1]	There is little or no alignment of standards, curriculum, professional development, and assessments.	There is limited alignment of standards, curriculum, professional development, and assessments.	The principal and teachers begin schoolwide process to align standards, curriculum, assessments, and professional	The principal and staff refine and complete an initial alignment of standards, curriculum, assessments, and professional	Alignment is systemic. Change in any component--standards, curriculum, professional development, or

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				development.	development.	assessment-- changes other components.
5.2b Instructional capacity building determined by student learning data	5.2b[1]	The principal, or a teacher, usually identifies instructional gaps based on one or more student needs.	The principal and some teachers identify a few schoolwide instructional gaps in trying to meet student learning needs.	The principal and teachers identify schoolwide instructional gaps in meeting student learning needs by reviewing data (e.g., action research, observations, walk throughs, best practice research).	The principal and staff jointly collect and examine student performance data and teacher knowledge and skills data to determine the instructional gaps.	The principal, staff, and some shareholders continually examine the gap between student performance and instructional knowledge and skills.
	5.2b[2]	Sources that are external to the school (e.g., district, program requirement, service center, state) determine professional development experiences, which have little	The district and/or principal works cooperatively with individual teachers or groups of teachers to identify professional development	The principal and teachers jointly develop a variety of professional development experiences, which are aligned to the strategic plan and support student learning, to build the	The principal, teachers, and staff jointly develop schoolwide and individual professional development plans, which use a variety of professional	The principal, staff, and some shareholders examine effective instructional practices for appropriateness for the identified student learning needs. The instructional

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	5.2b[3]	<p>connection to the gaps between student achievement and instructional practice. Most teachers select their own professional development experiences that may or may not be aligned to school's strategic plan.</p>	<p>experiences, which may bridge the gaps between student achievement and instructional practice (e.g., specific knowledge or skill area, instructional materials, programs).</p>	<p>capacity of staff in the instructional gap areas (e.g., study groups, examining student work, training, coaching)</p>	<p>development experiences that are aligned to the strategic plan and support student learning, to build the capacity of staff in the instructional gap areas.</p>	<p>practices are shared and promoted formally and informally in the schoolwide and individual professional development plans. Learning for adults is continuous and is driven by student learning needs.</p>
		<p>The principal does little, or no, formal assessment to determine if the professional development practices were implemented or reduced the instructional gap.</p>	<p>The principal expects teachers to implement new practices, but there is little, or no, formal assessment of the implementation or effect of new practices on reducing the instructional gap.</p>	<p>The principal and teachers design formal ways to determine the effect of new practices on reducing the instructional gap.</p>	<p>The principal, teachers, and some staff work collaboratively to design formal and informal ways to determine the effect of new practices on reducing the instructional gap.</p>	<p>The principal, teachers, staff, and some shareholders are expected to implement instructional practices aligned with the strategic plan and to use multiple measures to determine the effectiveness of reducing the</p>

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						instructional gap.
5.2c Teaching practices result in students achieving standards	5.2c[1]	The principal observes teaching throughout the year to gather data for annual summative evaluations. Discussions often focus on immediate student or operational problems with no explicit connection to teaching practice and student learning.	The principal observes individual teaching a few times a year to gather data for annual summative evaluations. The principal may conduct additional classroom visits to observe the implementation of professional development or school initiatives. Discussions may focus on immediate student or operational problems and may explicitly address a teaching practice connected to a	The principal regularly observes teaching to gather data for annual summative evaluations and to observe the progress of teachers in the implementation of professional development or school initiatives. The principal and teachers periodically monitor progress toward achieving the strategic plan targets and consider adjusting instructional practices.	The principal continuously conducts visits to observe teaching to determine if effective practices are occurring in relation to student performance. Some teachers observe each other's teaching practices to learn how to increase student performance.	The principal and staff, as a school or in teams, regularly (e.g., weekly, every six weeks) examine teaching practices and student performance data to determine the best teaching practices to move individual and groups of students to the next level of achievement.

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	5.2c[2]	The principal and individual teachers focus on noninstructional areas (e.g., attendance, promptness, dress code, parent concern, discipline) when discussing accountability.	student learning. The principal and individual teachers focus on noninstructional areas when discussing accountability. Sometimes the principal will raise a student problem and explore possible solutions that include a change in teaching practices or assignments.	The principal and individual staff focus on both instructional and noninstructional areas when discussing accountability. The instructional discussions are usually related to the strategic plan targets or schoolwide instructional strategies. The concept of a learning community where everyone is expected to be a continuous learner about effectiveness of teaching practices is established as expectancy.	Schoolwide accountability focuses on teaching progress toward strategic plan targets, instructional strategies are studied regularly (e.g., quarterly, end of unit, end of course), and modifications are considered based on student learning data that is collected and examined. The adult teaching process, the learning environment, and student achievement are considered in relation to schoolwide strategies and the performance of	Accountability focuses on improvement of both student and adult learning. No matter how successful the school appears to be, the focus is always on moving beyond the current status and improving learning for all – students and adults. Teachers whose skills are in need of improvement receive intensive help from colleagues, the principal, and others who can contribute to the success of that teacher. All are accountable for learning.
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					individual students and groups of students.	
5.2d Reflective practice and continuous learning	5.2d[1]	The principal and individual teachers decide if, and when, they want to reflect or learn something.	The principal, individual teachers, some teams or <i>ad hoc</i> groups decide if, and when, they want to reflect or learn something.	The principal expects each staff person to reflect on experiences to learn new ways to increase their knowledge and skills to support student learning. Periodically, the staff collectively reflects on the successes and challenges in supporting increased student learning to increase their individual and collective learning.	The principal expects a schoolwide culture in which the staff will continue to improve their knowledge and skills. The collective staff must continue to learn together about how to improve the school and student success	A schoolwide culture exists where staff describes themselves and behave as reflective and continuous learners, both as individuals and as a member of the school staff. New ideas are viewed positively as opportunities to explore.
	5.2d[2]	The principal does not provide formal training in	The principal ensures staff members are	The principal ensures staff members are	The principal ensures many teachers and	The principal ensures staff use reflective practice

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		reflective practice.	trained in reflective practice.	trained in reflective practice, which regularly occurs as part of every professional development experience.	some staff regularly initiate reflective practice as a step in collective thinking about past and future work.	regularly as a step in thinking about past and future work. Reflection is evident in formal and informal teaching and learning experiences. Staff members teach others reflective practices and encourage and support all adults to be continuous learners.
5.2 Distribution and Allocation of Resources		1	2	3	4	5
5.3a Alignment of human resources to support student learning needs	5.3a[1]	The principal decides all teacher assignments under the supervision of the district office. The qualified	The principal decides all teacher assignments under the supervision of the district office. The qualified	The principal seeks input from teachers about alignment of teacher assignments to meet student learning needs	The principal and teachers collaboratively decide the alignment of teacher and staff assignments to student learning	The principal and staff collaboratively decide on the initial alignment of teacher and staff assignments to student

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		teachers and tenured teachers usually are assigned to the highest performing students.	teachers and tenured teachers usually are assigned to the highest performing students.	(e.g., students assigned to instructional teams for more than one year).	needs. The principal and teachers take responsibility for successful implementation of the assignments.	learning needs. Human resource learning supports (e.g., tutors, mentors) are equitably assigned to students needing the most support. Adult assignments to students are flexible and may change, as the student learning needs change. Everyone takes responsibility for successful implementation of the assignments.
5.3b Alignment of financial resources to support student learning needs	5.3b[1]	The principal develops and maintains control over allocation of financial resources under supervision of the	The principal develops and maintains control over allocation of financial resources with guidance from	The principal asks teachers to provide substantial input on how the school financial resources can be	The principal works with staff to determine how all school financial resources can be equitably	The principal and staff work with shareholders to determine an equitable allocation of all financial

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	5.3b[2]	<p>district office.</p> <p>External funding is rarely secured.</p>	<p>the district office. The principal may consult key teachers (e.g., grade level leaders, department heads) in gathering input about how resources should be allocated. The final decision remains with the principal.</p> <p>Individual teachers or groups of teachers may seek external funding for a special program.</p>	<p>better allocated to support student learning needs.</p> <p>Schoolwide efforts to secure additional funding begin to tap a few community resources or district resources to support student learning.</p>	<p>allocated to support student learning targets in the strategic plan. Decisions are made collaboratively.</p> <p>Staff systematically explore community and district resources to support student learning and cooperative and collaborative structures are put in place to sustain access to community resources.</p>	<p>resources, both district and community, to support student learning needs. The principal, staff, and shareholders advocate for equitable resource distribution from the district and state.</p> <p>The financial resource pool is public and both staff and shareholders accept responsibility for expansion of the pool of resources and seek external funds (e.g., local, state, regional, national, international) to support achieving</p>

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						the targets of the strategic plan.
5.3c Alignment of time management to support student learning needs	5.3c[1]	The principal creates and maintains the school instructional schedule, which rarely changes during the school year.	The principal creates and maintains the school instructional schedule, which changes occasionally based on input from teachers.	The principal and teachers create an initial instructional schedule and periodically discuss how to modify the schedule to better meet student learning needs (e.g., common grade-level planning, regrouping of students within the day or week).	The principal and staff jointly use data about student learning needs to develop an instructional schedule and make changes to the schedule throughout the year. The principal and teachers align the use of time beyond the regularly scheduled instructional day (e.g., after school experiences, tutoring) to the targets in the strategic plan.	The principal and staff view the use of time as a resource rather than a barrier to learning. Time is allocated to the areas of greatest student need based on the most recent data. As student progress changes, the instructional schedule may change for individual students or groups of students within or beyond the school day.