

Update on the Progress of the Texas High Performance Schools Consortium

*A report from the
Texas High Performance Schools Consortium
submitted to
Michael L. Williams
Commissioner of Education
Texas Education Agency*

December 2012

In accordance with SB 1557, the commissioner, with assistance of the school districts participating in the Consortium, shall submit reports to the governor and the legislature concerning the performance and progress of the Consortium.

Acknowledgements:

Members of the Texas High Performance Schools Consortium:

| Superintendent | District |
|-----------------------|----------------------------|
| Brandon Core | Anderson-Shiro CISD |
| Greg Smith* | Clear Creek ISD |
| Eddie Coulson* | College Station ISD |
| Jeff Turner** | Coppell ISD |
| Alfred Ray | Duncanville ISD |
| Nola Wellman* | Eanes ISD |
| G. Wayne Rotan | Glen Rose ISD |
| Nelson Coulter | Guthrie CSD |
| Steve Flores* | Harlingen CISD |
| Dawson Orr** | Highland Park ISD (ESC 10) |
| Dana Bedden | Irving ISD |
| James Cain | Klein ISD |
| Brad Lancaster | Lake Travis ISD |
| Michael McFarland* | Lancaster ISD |
| Stephen Waddell* | Lewisville ISD |
| James Ponce | McAllen ISD |
| J.D. Kennedy | McKinney ISD |
| Karen Rue* | Northwest ISD |
| Drew Watkins | Prosper ISD |
| Kay Waggoner | Richardson ISD |
| Kim Alexander* | Roscoe Collegiate ISD |
| Jesus Chavez | Round Rock ISD |
| Michael Gilbert | White Oak ISD |

* Steering Committee member

** Steering Committee co-chairs

Texas Education Agency

The work of the Texas High Performance Schools Consortium is being facilitated by the Texas Association of School Administrators (TASA) at the request of the Texas Education Agency.

Table of Contents

| | | |
|-------------------|---|----|
| I. | SB 1557 – Authorizing Legislation | 2 |
| II. | Commissioner’s Rule – Implementing Legislation | 3 |
| III. | Selection Process | 4 |
| IV. | Summary of Characteristics of Consortium Districts | 5 |
| V. | Consortium Progress | 7 |
| VI. | Vision, Mission, Beliefs | 7 |
| VII. | Working Groups | 9 |
| | Working Group 1: High Priority Learning Standards and the Digital Learning Environment | 9 |
| | Working Group 2: Assessment and Accountability | 10 |
| | Working Group 3: Waivers | 11 |
| | Working Group 4: Communications | 11 |
| | Working Group 5: Transition | 11 |
| | Working Group 6: Evaluation | 12 |
| VIII. | Implementation Matrix | 12 |
| IX. | Next Steps | 13 |
| X. | Evidence of Support | 13 |
| Appendices | | |
| Appendix A: | Highlights of Successful Strategies Currently Employed by Consortium Members | 14 |
| Appendix B: | Waiver Requests for the Texas High Performance Schools Consortium | 20 |
| Appendix C: | The New Vision for Public Education in Texas – Implementation Matrix | 23 |

I. SB 1557 – Authorizing Legislation

In 2011, the 82nd Legislature added §7.0561 to the Texas Education Code (TEC), establishing the Texas High Performance Schools Consortium (Consortium). This body of 23 high-performing school districts was created to inform the governor, legislature, and commissioner of education on methods for transforming Texas public schools by improving student learning through the implementation of four Consortium principles:

1. *Digital learning* – Engagement of students in digital learning, including, but not limited to, engagement through the use of electronic textbooks and instructional materials and courses offered through the Texas Virtual School Network;
2. *Learning standards* – Standards that a student must master to be successful in a competitive post-secondary environment;
3. *Multiple assessments* – Various methods of determining student progress capable of being used to inform students, parents, school districts, and open-enrollment charter schools, on an ongoing basis, concerning the extent to which learning is occurring and the actions Consortium participants are taking to improve learning; and
4. *Local control* – Ways in which reliance on local input and decision-making enable communities and parents to be involved in the important decisions regarding the education of their children.

Specifically, the statute requires that the commissioner create an application process for school districts and open-enrollment charter schools interested in serving in the Consortium. Statutory requirements specify that the commissioner select a range of districts to represent the diversity of Texas public schools in terms of district types, sizes, and student populations. Additionally, the statute limits the number of students who may participate in the Consortium to no more than five percent of the total Texas public school student population, or approximately 250,000 students. A description of the diversity of the districts selected to participate in the Consortium is provided in Appendix A of this report entitled “Summary of Characteristics of Consortium Districts.”

The statute permits school districts and charter schools seeking admittance into the Consortium to designate all or some of its campuses to participate in the Consortium. An analysis of participating campuses including a breakdown by type of campus is included in Section IV of this report entitled “Summary of Characteristics of Consortium Districts.”

As a part of its application, each district or open-enrollment charter school was required to submit a detailed plan to include:

1. A clear description of each assessed curricular goal included in the learning standards adopted;
2. A plan for acquiring resources to support teachers in improving student learning;
3. A description of any waiver of an applicable prohibition, requirement, or restriction for which the district or charter school would want to apply; and
4. Other provisions required by the commissioner’s rules.

Finally, the statute requires the commissioner to submit two reports detailing the progress and performance of the Consortium; the first by December 1, 2012 and the second by December 1, 2014.

II. Commissioner's Rule – Implementing Legislation

The Commissioner's rule—Texas Administrative Code (TAC) Chapter 102, Subchapter II §102.1201—sets forth procedures for school districts and eligible charter schools to apply for and participate in the Consortium in compliance with TEC §7.0561. The rule includes provisions relating to eligibility, application, criteria and methodology for selecting Consortium participants, notification, and financing. The rule was adopted and became effective May 6, 2012.

Eligibility. In order to be eligible to apply for participation in the Consortium, the Commissioner's rule requires that school districts and open-enrollment charter schools meet the following criteria:

1. A school district or its participating campus(es) must have received either national, statewide, or regional public acknowledgement, from an organization relying on expertise in the field of education, for district-wide or campus-wide excellence in academic performance or innovative practices in one of the areas described by the Consortium principles;
2. A school district and open-enrollment charter school must be in compliance with the TEA audit requirements determined under TAC §109.41. A school district and its participating campus(es) must not have been awarded the lowest performance rating as its most recent state academic accountability rating (i.e. it must have been rated either *Academically Acceptable*, *Recognized*, or *Exemplary* in the 2011-2012 state accountability system); and
3. An open-enrollment charter school must have been awarded an exemplary rating as its most recent state academic accountability rating as required by statute.

Application Review Criteria. Criteria used to review and evaluate applications by districts interested in serving in the Consortium include:

1. Strength of applicant's experience
2. Quality of the proposed plan
3. Quality of project management
4. Adequacy of resources committed to the project

In addition to the quality of the application, TEA, using the most recent PEIMS enrollment data, considered the extent to which the applicant's participation would contribute to the Consortium's ability to be representative of the following categories:

District Type – the Consortium should include at least one of each of the following types of districts:

- Urban;
- Suburban;
- Non-metropolitan; and,
- Rural

District Size – the Consortium should include at least one of each of the following sizes of districts:

- Large district ($\geq 10,000$ student population);
- Mid-size district (1,000 to 9,999 student population); and,
- Small district (≤ 999 student population)

Student Demographics – the Consortium should include an aggregate student population that mirrors the state student population in terms of:

- Ethnicity and race;
- Economically disadvantaged;
- English language learners;
- Students receiving special education services; and,
- Gifted and talented students

III. Selection Process

On April 27, 2012, the commissioner made available the Request for Proposal, including application guidelines and forms, to all school districts and eligible open-enrollment charter schools. By the date the applications were due, June 29, 2012, TEA had received 33 applications from school districts located across eight regions. Upon receipt of the applications, TEA commenced the Consortium application review process using a rubric developed to determine eligibility to measure the merits of each proposal broken down into specific criteria. Each of the rubric criteria was weighted based on priorities stipulated within the application guidelines. A minimum of three agency staff with expertise in digital learning, learning standards, assessments, and curriculum reviewed each application.

Final scores were averaged and applications placed in rank order. An analysis of the ranking revealed that, for applications ranked 19th through 23rd, the separation in numerical scores was less than one point between each application and the next ranked application. After reviewing the ranked applications to determine whether the top-scoring districts represented the diversity of the state’s public schools given the pool of applicants, the decision was made to select the top 23 applicants for admission into the Consortium. On September 19, 2012, the Commissioner of Education invited each of the following applicant districts to join the Consortium.

| Consortium Members |
|-----------------------|
| Anderson-Shiro CISD |
| Clear Creek ISD |
| College Station ISD |
| Coppell ISD |
| Duncanville ISD |
| Eanes ISD |
| Glen Rose ISD |
| Guthrie CSD |
| Harlingen CISD |
| Highland Park ISD |
| Irving ISD |
| Klein ISD |
| Lake Travis ISD |
| Lancaster ISD |
| Lewisville ISD |
| McAllen ISD |
| McKinney ISD |
| Northwest ISD |
| Prosper ISD |
| Richardson ISD |
| Roscoe Collegiate ISD |
| Round Rock ISD |
| White Oak ISD |

IV. Summary of Characteristics of Consortium Districts

The 23 districts selected to participate in the Consortium comprise a diverse group of districts ranging from one district that serves 105 students to one serving 51,920 students. The Consortium includes three small districts ranging from 105 to 725 students, seven mid-size districts ranging from 1,449 to 7,803 students, and 13 large districts ranging from 10,676 to 51,920 students. No large urban districts or open-enrollment charter schools applied for admittance to the Consortium.

| Consortium Member | County / Region | Total District Enrollment | District Size | District Type |
|---------------------|-----------------------|---------------------------|---------------|------------------|
| Anderson-Shiro CISD | Grimes (093) / 06 | 725 | Small | NON-METROPOLITAN |
| Clear Creek ISD | Galveston (084) / 04 | 39,209 | Large | SUBURBAN |
| College Station ISD | Brazos (021) / 06 | 10,805 | Large | SUBURBAN |
| Coppell ISD | Dallas (057) / 10 | 10,676 | Large | SUBURBAN |
| Duncanville ISD | Dallas (057) / 10 | 13,079 | Large | SUBURBAN |
| Eanes ISD | Travis (227) / 13 | 7,803 | Mid-size | SUBURBAN |
| Glen Rose ISD | Somerville (213) / 11 | 1,627 | Mid-size | NON-METROPOLITAN |
| Guthrie Common ISD | King (135) / 17 | 105 | Small | RURAL |
| Harlingen CISD | Cameron (031) / 01 | 18,605 | Large | SUBURBAN |
| Highland Park ISD | Dallas (057) / 10 | 6,804 | Mid-size | SUBURBAN |
| Irving ISD | Dallas (057) / 10 | 34,770 | Large | SUBURBAN |
| Klein ISD | Harris (101) / 04 | 46,002 | Large | SUBURBAN |
| Lake Travis ISD | Travis (227) / 13 | 7,412 | Mid-size | SUBURBAN |
| Lancaster ISD | Dallas (057) / 10 | 6,164 | Mid-size | SUBURBAN |
| Lewisville ISD | Denton (061) / 11 | 51,920 | Large | SUBURBAN |
| McAllen ISD | Hidalgo (108) / 01 | 25,252 | Large | NON-METROPOLITAN |
| McKinney ISD | Collin (043) / 10 | 24,733 | Large | NON-METROPOLITAN |
| Northwest ISD | Denton (061) / 11 | 16,626 | Large | SUBURBAN |
| Prosper ISD | Collin (043) / 10 | 4,847 | Mid-size | SUBURBAN |
| Richardson ISD | Dallas (057) / 10 | 37,044 | Large | SUBURBAN |
| Roscoe ISD | Nolan (177) / 14 | 367 | Small | RURAL |
| Round Rock ISD | Williamson (246) / 13 | 45,034 | Large | SUBURBAN |
| White Oak ISD | Gregg (092) / 07 | 1,449 | Mid-size | SUBURBAN |

With respect to most demographic features, the Consortium is fairly well aligned with the overall composition of the state's public schools. While there is a smaller percentage of Consortium students who are economically disadvantaged, at-risk, and Latino than the statewide student population, the Consortium is generally reflective of the larger statewide student population, particularly given the pool of districts that applied.

| Population | Econ % | LEP % | At Risk % | Gifted % | Sped % | American Indian / Alaska Native % | AA % | Latino % | White % | 2 or more races % | Native Hawaiian / Pacific % | Asian % |
|--|--------|-------|-----------|----------|--------|-----------------------------------|-------|----------|---------|-------------------|-----------------------------|---------|
| Consortium Student Demographic Breakdown | 35.9% | 11.6% | 32.7% | 10.2% | 8.4% | 0.5% | 12.4% | 33.8% | 45.0% | 2.2% | 0.1% | 7.4% |
| Statewide Student Demographic Breakdown | 60.3% | 16.8% | 45.4% | 7.6% | 8.8% | 0.4% | 12.8% | 50.8% | 30.6% | 1.7% | 0.1% | 3.5% |

Districts were given the option to include all or some of their campuses in their Consortium application. Seven districts are participating with their full complement of campuses, while 16 districts are participating with various feeder pattern configurations. Feeder patterns represented in the Consortium range from two to 51 campuses. The types of campuses participating include 157 elementary schools, 11 intermediate schools, 50 middle schools, 34 high schools, and five combination campuses.

| District | Number of campuses | Student Populations |
|--------------------------|--------------------|---------------------|
| Anderson-S hiro | 2 | 725 |
| Clear Creek | 7 | 6,540 |
| College S tation | 12 | 10,242 |
| Coppell | 14 | 10,674 |
| Dunca nville | 17 | 13,073 |
| Ea nes | 9 | 7,803 |
| Glen Rose | 4 | 1,627 |
| Guthrie Common | 1 | 105 |
| Harlingen | 2 | 702 |
| Highland Park | 7 | 6,804 |
| Irving | 3 | 2,983 |
| Klein | 3 | 6,008 |
| Lake T ravis | 2 | 3,111 |
| Lancaster | 10 | 6,519 |
| Lewisville | 51 | 41,325 |
| McAllen | 31 | 24,467 |
| McKinney | 28 | 23,972 |
| Northwest | 23 | 16,586 |
| Prosper | 6 | 4,847 |
| Richardson | 12 | 6,374 |
| Roscoe | 2 | 366 |
| Round Rock | 7 | 6,312 |
| White Oak | 4 | 1,447 |
| Consortium Totals | 257 | 202,612 |

The diversity of districts, campuses, and students participating in the Consortium increases the likelihood that proposals and recommendations developed by the Consortium will address the varied circumstances and issues facing all Texas schools, and consequently will result in solutions that are relevant and transferable among the many different districts across the state.

V. Consortium Progress

Highlights of Consortium Activities to Date

- Process and guidelines for applying for Consortium membership developed and published – April 27, 2012
- Commissioner Rule implementing SB 1557 effective date – May 6, 2012
- Selection of districts to participate in the Consortium announced – September 19, 2012
- TEA facilitation meeting with TASA – October 2, 2012
- TEA facilitation meeting with TASA – October 9, 2012
- Organizational meeting of Consortium with Commissioner Michael Williams and TEA staff to determine strategy for conducting work of the Consortium – October 23, 2012
- Consortium (superintendents and district teams) work session – October 23-24, 2012
- Assessment and Accountability work session – November 5, 2012
- Consortium superintendents work session – November 12, 2012
- TEA facilitation meeting with TASA – November 19, 2012
- Consortium (superintendents and district teams) work session – November 27, 2012

VI. Vision, Mission, Beliefs

The philosophical underpinnings for the work of the Consortium are articulated in the document *Creating a New Vision for Public Education in Texas* (TASA, 2008). Consortium schools have embraced the principles and premises stated in the document and believe the Consortium work will advance that vision. In addition to those principles and premises, we offer the following value statements to frame and guide our work.

We see:

Student-centered learning occurring in public schools that are empowered to innovate and create, using next-generation methods to assess and account for learning to their local communities, while assuring that the state's responsibility for quality and equity is met.

Future-ready students engaged and challenged in a digitally rich learning environment that results in students who are prepared for the life and work competencies essential to thriving in our global society.

A system that fosters accountability to our communities by appealing to the desire for autonomy, mastery, purpose, creativity and innovation.

It is our mission to:

Transform public schools by improving student learning through the development of innovative, next-generation learning standards, assessments and accountability systems;

Create a system in which innovation can thrive;

Determine and define high priority learning standards that result in life and work competencies essential to success in the 21st century; and

Create engaging student experiences around those standards in a digitally rich learning environment so that students learn deeply what is expected and can apply what they have learned to new situations.

Therefore, we believe:

1. That Senate Bill 1557 provides an unprecedented opportunity to create innovative, next-generation learning standards and assessment and accountability systems.
2. That “space” must be provided for new possibilities to emerge, because it is impossible to run alternative or parallel systems in conjunction with the current system.
3. That it is critical for the Consortium schools to be unified in purpose and commitment and that diversity of approach increases the possibilities and reflects the value that no single approach fits all.
4. That some formal structure is essential for the operation, design, planning, decision-making, and evaluation of Consortium work, with consensus being the primary means of maintaining direction and making decisions.
5. That development of frameworks will allow for adaptation and flexibility among Consortium schools.
6. That current and emerging digital resources should be embedded into the design regarding student learning, longitudinal evidence of student learning, communications, and sharing observations and insights, both within and outside the Consortium.
7. That involving local communities in the design of localized accountability systems and in the integration of local context into the curriculum, while reflecting high priority learning standards, is essential to community ownership and responsibility.
8. That openness and inclusiveness can enhance the initial designs and create a wider understanding and acceptance of the new systems that are developed, and the prior, continuing, and emerging work of other interested parties is important to the work of the Consortium.
9. That commitment and enthusiasm can generate momentum, but sustained commitment comes from our sense of purpose.
10. That this endeavor requires learning and leadership at all levels.

VII. Working Groups

The purpose of the Consortium, as stated in Section 7.056 (b) of the Texas Education Code, is to inform the governor, legislature, and commissioner concerning methods for transforming public schools in the state by improving student learning through the development of innovative, next-generation learning standards and assessment and accountability systems. To meet this legislative charge, the Consortium has established six working group teams and charged them with proposing transformational systems and processes related to:

1. High Priority Learning Standards and the Digital Learning Environment
2. Assessment and Accountability
3. Waivers
4. Communications
5. Transition
6. Evaluation

The purpose and scope of work for each working group has been determined, and the task of further defining and clarifying these systems and processes is underway.

Working Group 1: High Priority Learning Standards and the Digital Learning Environment

Statement of Purpose

High priority learning standards should encompass both challenging, meaningful content standards and 21st century skills. The Consortium will design a process for determining high priority learning standards (HPLS) that emphasize depth over breadth where the local community is accountable for empowering students to live, learn, and earn in a global, digital learning environment.

Scope of the Work

High priority learning standards will be:

1. Determined using a Consortium-developed set of common critical features.
2. Grounded in 21st century learning skills, including academically rigorous content, habits of thinking, habits of practice, and digital citizenship.
3. Informed by, but not limited to, the Texas Essential Knowledge and Skills (TEKS).
4. Informed by credible national and international standards/assessments (ACT, SAT, AP, IB, etc.).

High priority learning standards, as drafted and proposed by the Consortium, will be enhanced by districts and communities to reflect local values and interests.

Working Group 2: Assessment and Accountability

Statement of Purpose

The state is accountable to citizens and taxpayers for educational quality, and the state determines, improves, and communicates educational quality through a process of district responsibility. The local district is accountable to its students, parents, and community for student learning, and districts determine, improve, and communicate mastery of high priority learning standards using a variety of measures of student learning. The Consortium will propose an accountability system reflecting the state's role in educational quality and the local community's role in accountability for student learning.

Scope of the Work

A community-based assessment and accountability system (CBAAS) is an essential component of the transformed PK-12 education system needed for Texas children and families. Such a system restores balance to the state/local educational partnership by empowering students, parents, and educators to build a learning community that honors and supports the work of students, teachers, and parents.

Such a system recognizes the state's responsibility and role in promoting an educated citizenry capable of self-governance and economic sufficiency as expressed through the goal of college and career readiness. It recognizes the need for local communities, through their locally governed school districts, to have meaningful discretion in how those goals are achieved.

The CBAAS empowers local school districts to design their own internal systems of assessment and accountability that, while meeting general state standards, allow districts to innovate and customize curriculum and instruction to meet the unique needs and interests of their communities.

The purpose of establishing a community-based assessment and accountability system would be to engage the community in the education of its youth by establishing rigorous standards that meet the unique needs of that community. This locally designed accountability system would be more rigorous than the standards currently determined by the state and would eliminate an overreliance on standardized testing. Within a state designed framework of accreditation, performance indicators and reporting standards, local districts would be accountable to their communities for student learning. In the end, this would result in better public schools with more local responsibility and a renewed focus on the most important person—the student.

Three components of the assessment and accountability design work include:

1. Assurance of educational quality and equity through a state system of accreditation.
2. Accounting for student learning through a rigorous community-based accountability system that supports community and state standards.
3. Developing a system of assessment *for* learning and assessment *of* learning that incorporates the use of existing valid and reliable measures, and develops new measures and collections of evidence of student learning.

Working Group 3: Waivers

Statement of Purpose

The Consortium schools will require waivers that provide the freedom to innovate.

Learning from that innovation will inform policy makers on which laws need to be permanently changed for the state to improve student learning.

Scope of the Work

Specific waivers identified to date are included in a chart provided in Appendix B of this report, accompanied by the rationale for each waiver and recommended actions to be taken to implement each waiver.

Working Group 4: Communications

Statement of Purpose

The Consortium will effectively communicate its progress to all interested audiences including, but not limited to, the following: the Texas Education Agency, legislators, school districts, students, parents, community members, organizations, associations and the media. The Consortium's goal is to speak with one voice and to be transparent with both internal and external audiences.

Scope of the Work

A communications plan will be developed to ensure effective communication of the Consortium's work.

Working Group 5: Transition

Statement of Purpose

The Consortium will identify and resolve problems anticipated for students, staff and community related to the transition from the current accountability system to the transformed system.

Scope of the Work

The work will focus on mitigating barriers for students moving to and from Consortium schools; providing support for staff engaged in transformation; and identifying areas for communication to educate local communities in order to meet their needs and obtain their support.

Working Group 6: Evaluation

Statement of Purpose

To evaluate the ongoing work of the Consortium, external evaluator(s) will be selected to conduct an evaluation over a five-year period with baseline data, milestones and interim reporting.

Scope of the Work

The process for evaluation design includes:

1. Describing what will be evaluated.
2. Identifying research entities, including higher education and nationally recognized research organizations.
3. Developing a framework and timeline for evaluating the effectiveness of the Consortium, using the Visioning principles as set forth in the document *Creating a New Vision for Public Education in Texas* as the frame.
4. Working with research entities to design a system of evaluation to answer these major research questions:
 - How are Consortium schools progressing on the implementation matrix?
 - How are students performing academically on the high priority learning standards?
 - How are districts performing according to local community expectations?

VIII. Implementation Matrix

The *Implementation Matrix* illustrates progressive levels of alignment toward a new vision for the key concepts to be developed in response to the requirements of SB 1557. It will be used for initial assessment and as one of the tools for measuring progress of the Consortium work. Its companion document, the *Self-Analysis Survey*, and the Matrix work in tandem for this purpose. The survey results are aligned to the indicators in the *Implementation Matrix*. (See Appendix C.)

IX. Next Steps

The Consortium will continue its design and development of the work defined in Section VII of this report. An addendum will be submitted in early 2013.

The Consortium work will be implemented in phases over the next several years.

Phase I: 2012-13

The Consortium is engaged in design and development of the plan to address the four principles as directed in SB 1557.

Phase II: 2013-14 through 2014-15

During these initial academic years, the Consortium requests freedom from statewide assessment requirements and other requirements identified in Appendix B, other than those necessary to satisfy any federal requirements associated with NCLB. The Consortium requests the flexibility to use nationally accepted assessment(s) in lieu of the Texas assessments. During this phase, the Consortium will focus on the high priority learning standards and digitally rich learning environment necessary to accomplish the goals of SB 1557. Emphasis will be placed on the resources embedded in the Texas Virtual School Network and TEA's Project Share.

Phase III: 2015-16 through 2016-17

The Consortium expects to implement its designed and developed community-based assessment and accountability system, incorporating high priority learning standards in a digitally rich learning environment, in lieu of the current system.

X. Evidence of Support

This section contains evidence of support from research and education partners who are dedicating their ongoing support and resources to school transformation. These statements of support will be provided in the addendum submitted in early 2013.

Appendix A

Highlights of Successful Strategies Currently Employed by Consortium Members

A description of the diversity of the districts selected to participate in the Consortium is provided below.

Anderson-Shiro CISD

By using differentiated instruction and digital learning components, Anderson-Shiro CISD, a small and rural district, has embraced the principles of maximizing choice and matching learning opportunities with student learning styles. Through the Texas Virtual School Network (TxVSN), Anderson-Shiro students now have the opportunity to enroll in dual credit/Advanced Placement courses, and other courses not currently offered at the high school. Additionally, through differentiated instruction, various assessments, and digital learning efforts, the district is fostering opportunities for students to collaborate, create, and problem-solve. Anderson-Shiro has successfully engaged students by meeting their personalized needs through various modes of instruction and digital learning opportunities.

Clear Creek ISD

Clear Creek ISD, modeling the Consortium principle of local control, has brought together local stakeholders to evaluate and enhance district assessment policies for the district's first-ever Assessment Summit. Gathering feedback from local community leaders and parents, Clear Creek ISD has identified best practices in using assessments as tools for guiding instruction and evaluating student achievement. As a result, the district focuses on providing multiple options to demonstrate content mastery through a variety of multiple assessments, including performance tasks, writing to learn, portfolios, end-product, and project-based assessments.

College Station ISD

College Station ISD, another district leader in advancing digital learning for students, has implemented an anytime, on-demand learning support system known as Success 24/7. High school math and science teachers in selected courses record their lessons and place them on the Success 24/7 website at the end of the day. In addition to the lessons, teachers scour the web for complementary presentations of the same information from places such as Khan Academy and iTunes U and link them with the lesson. These multiple approaches to the lesson, handouts, and homework, are all in one place for each lesson. This approach helps students who need additional help or missed class due to illness or activity. Even students in temporary alternative educational placements get the instruction and support they need. As the library of lessons is populated this year, Success 24/7 will be instrumental in setting up flipped classroom options for students next school year who choose to enroll in flipped instruction sections of various math and science courses.

Coppell ISD

The mission of CISD declares the necessity for a learning experience focused on providing each learner an opportunity to fully realize his/her own personal success and to engage learners through innovative, visionary and engaging learning designs. The district has embraced the needed changes in pedagogy, full inclusion of technology in the learning process, and developed choice learning opportunities for the learners in our district. Learners explore their interests and passions through digitally rich classrooms that include a variety of tools and structures including flipped strategies, blended learning and fully virtual coursework.

Other opportunities include a project-based choice high school, the International Baccalaureate Academy, and a STEM elementary and high school academy. This work is driven by a strong moral imperative shared by stakeholders across the CISD community and a commitment to continue the process of transformation.

Duncanville ISD

Duncanville ISD, demonstrating the value of local control, has convened community stakeholders to develop Duncanville's Vision of the Learner. As a result, Duncanville has added three innovative new learning standards to the curriculum including leadership and character, learning technologies, and 21st century learning skills. Since the revision of their curriculum, Duncanville has actively integrated these three learning standards into the instructional methodology at each of their campuses. Duncanville characterizes this strategy as using TEKS curriculum standards for the bricks and the three new local learning standards as the mortar holding the bricks together.

Eanes ISD

Over the last few years, Eanes ISD has taken great strides to integrate the Consortium principle of digital learning into its strategic, district, and campus plans. Last year, the Westlake Initiative for Innovation (WIFI) program provided iPads for juniors and seniors and some underclassmen taking upper-level courses. The purpose of the pilot was to provide hands-on technology for students and teachers so that instruction was mobile and tailored to the fast-paced environment of high school students. Early results indicate improvement in student organizational and time-management skills, as well as increased collaboration on projects and assignments. Recently, Eanes ISD has initiated the Learning and Engaging through Access and Personalization (LEAP) program designed to phase-in the provision of iPads to all students across the district.

Glen Rose ISD

Glen Rose ISD is actively integrating technology into our 21st century learning community. In grades PK-5, iPads and other devices extend classroom instruction, while in grades 6-12, the district is instituting a 1:1 laptop program using the MacBook Air. In addition, GRISD pays six hours of dual credit tuition per semester for junior and senior students. Our goal is to empower each student to graduate with a minimum of 24 hours of college credit and/or technical certifications in high need industries. With quality programs to meet students' educational and developmental needs, GRISD's low student-teacher ratio (12:1) enables small group instruction and provides opportunities for customized learning. We have award winning athletic, band, and art programs, and our students have earned multiple Academic UIL Regional Championships. Teamwork is a key part of the Glen Rose school system, from the superintendent, to the school board, to the community at large.

Guthrie Common School District

Guthrie Common School District is a small, rural district that has created a distinctive role for itself in the virtual school environment. Guthrie serves not one but two populations of students—the 100 students that physically attended Guthrie, and the over 650 students who reside in other school districts but are served by Guthrie through its virtual learning opportunities. Guthrie Common serves approximately 20 percent of all Texas students statewide who took courses in the Texas Virtual School Network during the Spring of 2012, making it the single largest provider in the Texas Virtual School Network. Guthrie's Virtual School now meets all foreign language requirements for 12 other school districts that it collaborates with, as well as individual students who are enrolled throughout the state.

Harlingen CISD

Harlingen CISD has undertaken the challenging task of implementing a comprehensive school reform model known as an Early College High School (ECHS). Employing best practices in learning standards, the ECHS model combines project-based learning in a way that engages students in 21st century learning skills. This innovative school model is designed to provide students with opportunities to earn up to 60 college credit hours while in high school and to acquire content knowledge using real world data and technology tools students will encounter in college, career, and life. Harlingen CISD has adopted a “Bring Your Own Technology” program to promote learning at all times, in all locations, and to engage students with digital learning. Students have mobile accounts set up with Texas State Technical College to access grades, course schedules, assignments and college information—as well as to complete online lessons for dual credit.

Highland Park ISD

Highland Park is creating a robust assessment program designed to provide formative and summative assessments of students’ mastery of knowledge and skills in order to inform instructional decisions. Current district assessment practices provide opportunities to measure student learning on multiple levels and to triangulate data sources using a two-dimensional assessment model that allows teachers to evaluate students’ reasoning skills and application of knowledge. This assessment program will allow teachers to monitor how well they are teaching and, if necessary, determine how to adjust their instruction. At the same time, students will be able to monitor their learning and determine how to adjust their learning strategies. It is being constructed with both teaching and learning in mind.

Irving ISD

Irving ISD was one of the first 1:1 laptop programs in the nation and continues to be one of the longest running programs. Each Irving ISD high school student is provided a wireless laptop to use at school and at home. Irving has always been innovative in the design and use of technology for education with a focus on student-centered learning. The Jack E. Singley Academy was built around the concept of career opportunities for students and has six specialty areas of Engineering, Information Technology, Legal Studies, Health Science, Cinematic Art and Culinary/Hospitality. Ladybird Johnson Middle School is the largest net-zero school in the nation and produces as much energy as it consumes. The school was built around the concepts of energy conservation and the building itself is a learning lab for all students. The school has a combination of laptops and iPads for all the content area teachers who focus on project-based learning experiences. Irving was selected to design online courses for the Texas Virtual School Network and continues to expand the Irving Virtual School with local online courses. Irving ISD has been recognized with numerous state and national awards such as THEJournal’s Sylvia Chorp Award, Microsoft Center of Excellence, Center for Digital Learning, and the Texas CTO Council and CoSN Technology Team Award.

Klein ISD

Klein ISD’s Technology Baseline Initiative is an innovative district approach to digital learning. Klein ISD has placed a suite of technology tools in every Pre-K through Grade 12 core content classroom in the district over the past several years. The district assembled a steering committee made up of community members, teachers, students, and district and campus administrators to create a long range technology plan to provide students with individual technology devices with 24/7 access to instructional resources. This plan was supported by the community with the ultimate goal of having every secondary school operating as a 1-to-1 tablet PC school. Today, over 11,000 students at five campuses have tablet PCs issued to them. In the fall of 2013, an additional high school will be added that will bring the total to over 15,000 students.

Lake Travis ISD

Lake Travis ISD has transformed its curriculum by initiating “Institutes of Study,” an innovative approach in which students can elect a course path that best suits their talents and interests while preparing them for postsecondary success in a high-demand career field. Lake Travis ISD students can choose from among a list of courses of study including the Institute of Advanced Science and Medicine; the Institute of Math, Engineering, and Architecture; the Institute of Business, Finance, and Marketing; the Institute of Veterinary and Agricultural Science; the Institute of Fine Arts and Humanities; and the Institute of Technology and Communications. The district’s Project Lead the Way engineering program has been implemented at Lake Travis High School and aligned with a related program at the middle school, and has been recognized nationally.

Lancaster ISD

Lancaster ISD, a district leader in systemically addressing critical issues of marginal student achievement and teacher effectiveness and retention, has implemented a comprehensive reform strategy called System for Teacher and Student Advancement, or TAP. This system focuses on four components: instructional accountability, professional growth, performance-based compensation, and multiple pathways for instructional leadership. TAP has yielded significant, measurable improvement for students—particularly for students who were low achieving. The district has been recognized as a national model in the TAP network due to implementing the model with fidelity and for achieving a high level of student success.

Lewisville ISD

Lewisville ISD partnered with local community members to embark on a remarkable journey to design the future of education for their children. The process engaged teachers, parents, students, community members, business leaders, and district personnel. More than 5,000 people engaged in education summits, surveys, focus groups, a Strategic Design Team, action teams, an interactive social media Town Hall meeting, or multiple community committees. The resulting product included community-based core beliefs, mission, vision, goals, and objectives for LISD and a united commitment to transform education through its implementation. The Strategic Design serves as the foundation for all district decisions.

McAllen ISD

McAllen ISD has implemented an innovative teaching and learning framework that creates digital learning environments where learning is collaborative, interactive and customized. McAllen ISD’s TLC³ (Transforming Learning in the Classroom, Campus, and Community) Initiative leverages powerful new technologies and merges them with an advanced concept known as student-centered inquiry-based learning. TLC³ empowers students to live and learn in a continuously changing 21st century environment and enables them to effectively interact in a global marketplace. McAllen may be the largest district in the nation working to place the latest in mobile technology in the hands of all its students from high school seniors to kindergarteners. Additionally, McAllen has pioneered an International Baccalaureate (IB) program that ranks among the highest IB programs in the nation and has received national recognition for success with the IB learning standards.

McKinney ISD

McKinney ISD has exemplified the impact of a strong digital learning environment on student learning. Significant digital resources allow McKinney ISD to provide alternative course completion options for students who have life situations that call for a more flexible instructional day. Instruction is available in multiple formats including: traditional face-to-face courses, online coursework for original credit and credit

recovery, blended instruction, and distance learning. McKinney ISD has provided access to these course formats for all secondary students in all content areas, and extends the walls of the classroom through digital resources and a Bring Your Own Device policy. The District's mobile app provides critical student information to parents and has been referred to as one of the most comprehensive K–12 applications in the country. Pioneering science and math instruction recently led two McKinney schools to be included in a select group of only 18 schools in the nation to be named Intel Schools of Distinction.

Northwest ISD

Northwest ISD has served as a leader in the area of multiple assessments. The district is field testing the creation of student portfolios to highlight student products developed using project-based learning (PBL). These portfolios of authentic student work are being assessed against a 21st century skills rubric and the student portfolios are to be available electronically by housing them in Project Share at TEA. It is expected that the field testing of these electronic student portfolios will identify exemplar portfolios that can serve as models for future portfolio development in other districts.

Prosper ISD

Prosper ISD, a fast growth district, is preparing students for the 21st century by providing a state-of-the-art learning environment. Prosper ISD students and teachers are provided with access to digital technologies such as a learning management system with cloud-based storage, access to filtered and monitored blogs, discussion boards, assignments, calendars and a digital homework drop box. Access to this type of learning system encourages students to collaborate and continue learning beyond the confines of the typical school building. Prosper ISD has adopted a Bring Your Own Device program at the middle school level that allows students the ability to enhance their instruction and make real world connections.

Richardson ISD

Richardson ISD, with a legacy of community involvement and local control, has strategically engaged stakeholders in the development of its Vision 2020 for ensuring excellence in education. The District has embraced 21st Century learning strategies designed to engage students and families. Extensive professional development continues to assist teachers in mastering technology integration, school-wide enrichment, differentiated instruction, and project-based learning. These initiatives are supported district-wide by campus-based Professional Learning Communities. The Mission of RISD is to prepare all students for their global future.

Roscoe Collegiate ISD

Roscoe Collegiate ISD, a small and rural district, has converted its comprehensive high school into a nationally recognized Early College High School (ECHS) designed to implement innovative learning standards that provide students with opportunities to earn up to 60 college credit hours while in high school. The school has developed collaborative partnerships with both two-year and four-year institutions of higher education, as well as with business and industry. By creating a STEM Advisory Committee, the district has engaged the community in developing hands-on, real world experiential learning opportunities for students in multiple fields of science, technology, math and engineering. Additionally, the implementation of a STEM Research Center will provide students with educational opportunities connected with regional and state workforce needs.

Round Rock ISD

Round Rock ISD's distinctive approach to digital learning relies on Instructional Technology Specialists whom, in addition to providing technical expertise for the district's technology infrastructure also has provided instructional support to district teachers at all 49 campuses—allowing for constant digital integration. In addition to an array of digital learning technologies, Round Rock ISD students and teachers are provided access to Moodle, an online learning environment which allows for 24/7 teaching and learning through online assessments, discussion groups, and resource banks.

White Oak ISD

White Oak ISD has garnered a reputation for their emphasis on the integration of technology in an authentic manner. Teachers and students are encouraged to utilize the devices and tools they deem necessary to accomplish their learning and instructional goals. Through the integration of inquiry driven practices with PBL, Bring Your Own Device options, and an open network where staff and students find the freedom to store, create, and publish, a culture has been created that fosters innovation, risk taking, and transparency. White Oak ISD utilizes the tools to not only engage students but also educators; tools that bring our world and community into the classroom and the students into real world possibilities. The community and business members know they can be a part of the school system beyond a school board meeting or committee membership. The ability to personalize the learning as well as the learning space has become the cornerstone to the successes seen in WOISD.

Appendix B—Waiver Requests for the Texas High Performance Schools Consortium

Below is a list of waivers from state and federal law the Consortium is requesting, along with the rationale and necessary actions to implement each waiver. Additional waivers may be requested as the Consortium continues its work. Any conforming changes that are necessary as a result of these waivers being granted, relating to PBMAS/FIRST/AEIS, etc., should be applied as appropriate.

| # | WAIVERS REQUESTED | RATIONALE | NECESSARY ACTION |
|---|---|---|--|
| 1 | EMPOWER LOCAL ACCOUNTABILITY. Replace the state’s “test every year” STAAR and EOC assessments and ratings system with (1) assessment of high priority learning standards at certain grade levels, along with stratified random sampling, for state accountability and educational quality assurance purposes; (2) local choice both in summative assessment at other grade levels and in identifying other factors for local accountability; and (3) local choice in proficiency and formative assessment. Exempt Consortium schools from state accountability ratings. | The Consortium should assess high priority standards, such as the TEKS readiness standards, with STAAR used as a snapshot of where students are at the time of assessment. STAAR is not the best tool for being the sole indicator of school success. Consortium districts should work with parents and their community to determine on what else and how they will be held accountable. A sample of 25% of students in non-AYP grades and 100% of students in AYP grades, for example, could preserve instructional time while maintaining the integrity of measuring progress at each grade level and designated core subjects. | NCLB waiver request asking for maximum flexibility under federal law. Legislation to empower Consortium participants to be innovation districts, with flexibility in assessment and ratings. Require these districts to demonstrate success on a broader set of performance outcomes and multiple measures. |
| 2 | RESPOND TO STUDENT INTERESTS AND NEEDS. Scale back the breadth of the Texas Essential Knowledge and Skills and have the state instead test high priority learning standards. | The Consortium should identify high priority learning standards that are fewer in number yet allow for more depth in key areas. Local districts should supplement with standards that capitalize on student interest and unique needs, allowing students more freedom in designing their work and their academic plans. | Waiver request allowing consortium participants to transition to and be assessed on high priority learning standards. |
| 3 | IMPROVE EDUCATIONAL QUALITY REPORTING. Allow Consortium participants to design educational quality reporting systems that best meet the needs of their parents and communities. | The state’s one-size-fits-all approach does not work for effective communication in all situations. Locally designed accountability indicators can be more responsive to community needs, while also honoring established state standards. | Waiver request allowing consortium participants to waive reporting requirements related to STAAR/EOC assessments. |

| # | WAIVERS REQUESTED | RATIONALE | NECESSARY ACTION |
|---|--|---|--|
| 4 | ELIMINATE DOUBLE TESTING. Allow districts to waive EOC exams for students who demonstrate achievement on PSAT, SAT, ACT, AP, or IB exams or who complete dual credit, AP, or IB courses. | Students who can demonstrate proficiency in a subject should not have to be tested on an EOC. Institutions of higher education do not recognize student performance on EOCs as an indicator of college readiness. | Establish Commissioner's rule relating to alternative measures of student performance in accordance with TEC §39.025(a-1). |
| 5 | PROVIDE MEANINGFUL FLEXIBILITY IN GRADUATION PLANS. Allow students to have flexibility in graduation requirements by establishing multiple pathways to allow specializations in areas such as CTE, Humanities, Business/Industry, and STEM, as well as optional courses (as defined by the local school board) in visual and performing arts, languages other than English, and technology applications. | Allowing students to pursue their passions, rather than comply with rigid mandates, will help them discover interests for college and career. | Waiver request allowing additional courses to substitute in the 4x4. Legislation amending TEC §7.056 and TEC §28.025. |
| 6 | ALLOW FOR ONLINE AND BLENDED LEARNING OPPORTUNITIES. Allow Consortium participants to vary class time from subject to subject and to have flexibility in seat time. | Current law restricts online and blended learning opportunities. Allow flexibility in the school day, class time, and seat time to allow students to transcend fixed classroom time and location. Using mastery learning rather than seat time will help students move ahead more quickly. Some students need more time in some subjects than others. Blended learning, new learning standards in a digital learning environment, and development of 21st Century learning skills require flexibility in class structure and methodologies within a digital learning platform. | Waiver request to allow attendance accounting statutes and rules to accommodate variations in school year, school day and subject time. Waiver request for districts' non-TxVSN courses outside regular school hours and locations, and mastery of learning to be allowed and counted for funding purposes. Legislation to expand TxVSN and to allow mastery learning and on-line course completion to count for funding purposes. |

| # | WAIVERS REQUESTED | RATIONALE | NECESSARY ACTION |
|----|---|---|---|
| 7 | FLEXIBILITY IN SCHOOL CALENDAR. Allow Consortium districts to decide, with their parents, on school calendars that are appropriate for their own communities. | A calendar that starts earlier in August allows more learning time before the winter break and additional professional development earlier in the year. Local districts should be able to decide with parents the best calendar for a community. Additionally, the role of the teacher must change dramatically to be a designer of relevant, engaging work, a facilitator of learning, a relationship builder, and an inspirer. Professional development to encourage these behaviors throughout the school year is necessary. | Legislation amending TEC §7.056 or §25.0811. |
| 8 | STUDENT MOBILITY BETWEEN DISTRICTS. Allow flexibility in graduation requirements between Consortium and non-Consortium schools. | Non-Consortium districts would need to hold harmless in all academic matters those students transferring from Consortium districts. The reverse would hold true as well. | Legislation will be needed. |
| 9 | CONSORTIUM PARTICIPATION. Allow flexibility to apply waivers to additional campuses within the district already accepted into Consortium. | Districts within the Consortium need to be allowed the opportunity to add campuses within the district if so desired. | Legislation authorizing the Commissioner to add additional campuses and students to the Consortium. |
| 10 | AYP/NCLB EXEMPTION. NCLB waiver request asking for maximum flexibility under federal law. | Allow Consortium districts to be exempt from requirements associated with AYP and NCLB. | NCLB waiver request. |

Appendix C

The New Vision for Public Education in Texas Implementation Matrix


Article I: The New Digital Learning Environment

Statement of Principle

Digitization and miniaturization of information processing power are expanding exponentially and are changing the world, our lives, and our communities at an overwhelming speed. To be viable, schools must adapt to this new environment. We must embrace and seize technology's potential to capture the hearts and minds of this, the first digital generation, so that the work designed for them is more engaging and respects their superior talents with digital devices and connections.

| Premises | Level I: | Level II: | Level III: | Level IV: | <i>Preconditions for Success (Level IV System Requirements)</i> |
|--|---|--|---|--|--|
| <p>I.a The technologies that make this new digital world possible must be viewed as opportunities and tools that can help us in educating and socializing the young both in and outside of school.</p> | <p>Policies, practices, and/or procedures prohibit student or teacher digital communication and use of digital devices in learning contexts.</p> | <p>Policies, practices, and procedures inhibit student or teacher use of digital devices and digital communication in learning contexts.</p> | <p>Students have access to digital tools to support and extend their learning. Digital learning opportunities are an enhancement to classroom instruction. The district has policies, practices, and procedures that allow for and/or encourage student and teacher digital communication and the use of digital devices in learning contexts.</p> | <p>Students have access to and regularly use digital technologies as tools for learning as an integral part of in and out of school learning. Policies, practices, and/or procedures provide guidance, definition, and clarity regarding use of digital devices and digital communication for learning. These expectations are supported with the tools and training needed for successful and ethical use of digital technologies and media.</p> | <ul style="list-style-type: none"> • A robust network underlying the whole enterprise. • Reliable network services that provide what the students and teachers need to do their work. • An array of digital devices in the hands of students and teachers. • Powerful software that lets students create and communicate with these devices. • Solid curriculum content, in digital form. |
| <p>I.b The virtual social-network connected and tech-savvy generation will not tolerate the one-size-fits-all mass production structures that limit learning to particular times and places and conventions.</p> <p>I.c The potential of learning anywhere, anytime, “any path, any pace” must be embraced. Future learning will be a combination of learning at school, virtual learning, learning at home, and in the community.</p> | <p>Students cannot access course content or earn course credit through flexible learning pathways and online venues.</p> | <p>Students have limited access to flexible learning venues for course/content access. These are generally focused on credit “recovery” and/or found in “alternative” school settings and are not open to all students.</p> | <p>Students have access to opportunities for course/content access in a non-traditional technology-based setting. Systems and/or processes promote and provide some opportunities for flexible learning venues in various content areas and provide the technology and training needed to support students who choose to participate.</p> | <p>Students have equitable access to and regularly participate in multiple pathways and flextime, individualized learning venues both inside and outside of school. Systems and/or processes provide guidance and support to schools in offering multiple venues and pathways for learning and course/ content access across all content areas. Technologies, training, and supports are provided to ensure equal access for all students to these opportunities.</p> | <ul style="list-style-type: none"> • A network that enables students to access the information. and services they need from a variety of devices and places, including home and community. • A content /curriculum management system that stores and presents course materials posted by teachers, and projects created by students. |

Article I: The New Digital Learning Environment (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <i>Preconditions for Success (Level IV System Requirements)</i> |
|--|--|---|--|---|--|
| |  | | | | |
| I.d Schools must reach out to those who would educate at home or in small networks, and welcome their involvement in the school community. | Access to school activities and learning opportunities is prohibited for students who are schooled at home or in small social networks. | Students who are schooled at home or in small social networks have limited access to school involvement and/or learning opportunities. Policies and/or practices are in place to support access. | Students who are schooled at home or in small social networks have access to a variety of school involvement activities and learning opportunities. Policies, procedures, or structures encourage and support their engagement with the school community. | Regardless of the location of “schooling” or course/content access, students have access to multiple opportunities to participate in the school community. Policies, procedures, or structures promote and encourages significant access to school involvement and learning opportunities across curricular and co-curricular areas for students who are schooled at home or in small social networks. | <ul style="list-style-type: none"> • A Virtual Public Network that provides members of the school community, whose children are schooled elsewhere, secure access to school/learning opportunities determined by the district. • Communication to home-school/private/network school parents related to available school functions and learning opportunities. |
| <p>I.e Virtual learning should become the norm in every community to meet the needs of students who prefer such an environment.</p> <p>I.f The secondary school credit system should be expanded beyond school walls so that any place/anytime learning, including virtual learning, are equally valued and supported.</p> | Students access to online or virtual learning is prohibited or significantly limited . | Students have limited access to virtual/online learning opportunities. Policies, practices, and/or procedures allow virtual learning, but opportunities are limited in number and in student access. | Students have access to and may earn course credit through virtual/online learning. Policies, practices, and/or procedures promote and encourage virtual learning and course credit across multiple content areas and/or grade levels, and provide the curriculum, tools and training needed for access and success for students who choose to participate. | Students have access to course content and earn course credit through a variety of venues including virtual learning as an expected option for their course/credit accrual. Policies, practices, and/or procedures promote and encourage virtual learning across all content areas and most grade levels including virtual schools, virtual grade level promotion pathways, virtual high school graduation pathways. Tools, curriculum, communication, training, and other supports are provided for success and equal access for all students. | <ul style="list-style-type: none"> • Solid online curriculum content, in digital form, from respected authors. Available on the network to all students in all subjects, from school and from home. And qualifying for credit upon successful completion. • Videoconferencing systems that permit communication by voice, video, graphics, text, and whiteboard. • Multimedia libraries containing educational audio and video collections used in teaching and learning, all fully indexed and available on demand. |
| I.g We (families, schools, churches, youth organizations, etc.) cannot control access to information by the young and recognize that once existing boundaries no longer exist. | Students do not have access to digital content. Policies and/or practices prohibit access to digital content in school. | Students have limited access to digital content for learning. The use of digital content is largely teacher-directed and varies from classroom to classroom. | Students have some access to digital content for learning in selected courses and/or subjects. District policy/practices permit or encourage digital learning, but the district does not provide supports to teachers or students related to digital content. | Students regularly access information responsibly and ethically, including digital content, in order to acquire knowledge, master specified content standards, and explore/enhance learning in areas of personal interest. Teachers provide explicit instruction in appropriate and responsible use of digital content. Teachers and students are supported in ensuring responsible use of digital content. | <ul style="list-style-type: none"> • A network that enables students and teachers to access the information and services they need from a variety of sources and locations. The network provides entry to the school site from anywhere, so that students can study their academic materials whenever they need to. |



Article I: The New Digital Learning Environment (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <i>Preconditions for Success (Level IV System Requirements)</i> |
|--|--|---|--|---|--|
| | <i>Progressive Alignment Indicators for Realizing the New Vision</i> | | | <i>High Level Alignment Indicators</i> | |
| I.h Children and youth need role models and adult guidance and connections even more than in the pre-digital era, but the role of adults is different, becoming one that is more about facilitating understanding, raising questions, and designing engaging tasks that produce learning than lecturing and instructing. | Engagement in learning tasks and the supportive role of the teachers is not the norm in classrooms across the district. The traditional teacher role is prevalent in classrooms as the major instructional method (lecture, direct instruct, etc.). | Engaging student tasks are evident across the district but not available to all students nor required of all teachers. A redefined instructional role for teachers is encouraged . Training and monitoring of instruction do not reflect the redefined role expectations. | Teachers employ student engagement based instruction toward mastery of rigorous content. Teacher training and instructional monitoring are aligned to the expected instructional practices. The curriculum includes examples of engaging learning tasks that are available to students throughout the district and expected of all teachers, and includes supports for using digital media in learning tasks. | Throughout the organization, all teachers facilitate profound learning based on rigorous content. Students are engaged as learners in an increasing self-management or learning role toward mastery of rigorous content standards. Practices such as teacher training, instructional monitoring, and teacher evaluation tools are explicitly aligned to the expected instructional practices. The curriculum includes expectation for and examples of rigorous, engaging learning tasks including intra- and inter-disciplinary learning projects that are expected of all students in all grades, and leverages the power and potential of digital learning through explicit instruction in appropriate use of digital media. | <ul style="list-style-type: none"> • A professional development system that provides teachers with capacity building related to facilitating and mediating meaningful learning for all students, including professional development in creating engaging online curriculum projects tied to state standards. • Clear guidelines, expectations, and supports for student behavior and classroom management systems related to student self-management and collaborative learning. |
| I.i. School leaders, including board members, must work to bring the public into conversations that are needed not just to support these transformations but to help shape them and create ownership. | School leaders do not communicate with and engage the public in dialogue related to the digital learning environment. Policies, practices, or procedures guiding communication are lacking. | School leaders provide limited opportunities for community engagement. Policies or procedures related to the digital learning may exist, but the community has little or no voice in shaping the transformations needed. | School leaders provide opportunities for public engagement related to digital learning and transformation. Policies and/or guidelines are developed to direct, clarify digital learning transformations and include the expectation for public engagement in shaping decisions. | School leaders meaningfully engage the public in the shaping of policies related to the digital era transformations needed in the district. On-going community engagement , expertise and feedback is solicited and used in the development and improvement of programs, practices, and procedures that re-shape teaching and learning for the new digital era. | <ul style="list-style-type: none"> • A compelling, clear vision of the transformed school, developed by the entire school community. • Effective, accessible exemplars of this vision in action translated into teaching and learning practices (such as “a day in the life of a student”). |

Article II: The New Learning Standards

Statement of Principle

The new digital environment demands new learning standards for students so that they will have the values and the capabilities to live, learn, and earn in a free society surrounded by a world that is truly global, connected, and increasingly competitive in scope and character

| Premises | Level I: | Level II: | Level III: | Level IV: | <i>Preconditions for Success (Level IV System Requirements)</i> |
|---|--|---|--|--|--|
| |  | | |  | |
| <p>Ila. Standards should be clear, attainable, and high enough to provide for a system of student performance variance where all can experience success and challenge.</p> <p>Ilb. Learning should be specified to the “profound level,” that is, students are able to apply their learning to new situations, to synthesize, solve problems, create knowledge, and cultivate and utilize the full range of their capabilities.</p> | <p>Student learning is based solely on state curriculum standards, and instruction may be overly-focused on the “tested” standards. PK-12 learning standards have not been articulated or clarified.</p> | <p>Student learning is based on standards that incorporate but extend beyond the required state curriculum standards. PK-12 learning standards have been articulated in most content areas.</p> | <p>Student learning is based on standards that incorporate and extend beyond the state curriculum standards PK-12 learning standards have been articulated in all content areas, including increasing the cognitive demand of “low rigor” standards as needed.</p> | <p>Students learning is based on challenging, meaningful content standards that have been articulated, specified, and described PK-12. Learning standards in all content areas extend beyond the state curriculum including such things as:</p> <ul style="list-style-type: none"> • clarification/enhancement of the cognitive demand of the standards • supports for ensuring that students have access to the full content of the discipline • identification/clustering of “power” standards to ensure depth over breadth • communicating linkages across disciplines. | <ul style="list-style-type: none"> • A culture of high expectations for all students within systems of support for equal access to learning standards. • An online curriculum management system that provides access to the learning standards for students, teachers, district staff, parents, and the community. • A comprehensive professional development system that ensures all teachers and principals have a common understanding of the standards to be learned and the level of academic rigor expected in each standard. |
| <p>Ilc. Learning standards should embrace development of the whole person to build students’ capacity to shape their own destiny as individuals and as contributing members of society.</p> | <p>Learning standards do not encompass development of the whole person or 21st century skills (collaboration, creativity, problem-solving, judgment, negotiation, etc) and personal development (choice, social/ emotional skills, self-management, etc.).</p> | <p>Learning standards minimally encompass 21st century skills and whole person development and (collaboration, creativity, problem-solving, judgment, negotiation, etc) and personal development (choice, social/ emotional skills, self-management, etc.).</p> | <p>Learning standards encompass and clearly reflect whole person development and 21st century skills have (collaboration, self-management, creativity, problem-solving, judgment, negotiation, etc) and personal development (choice, social/emotional skills, self-management, etc.) and these standards are evident in curriculum documents and instructional practices.</p> | <p>Students competently use 21st century skills as they engage with challenging content learning standards. Learning standards reflect development of the whole person and encompass 21st century skills (collaboration, self-management, creativity, problem-solving, judgment, negotiation, etc) and personal development skills (choice, social/emotional skills, self-management, etc.). These standards are evident in curriculum documents and instructional practices including such things as grading/promotion/graduation policies, curriculum guides, district required assessments, project-based learning criteria, rigorous learning tasks across all disciplines.</p> | <ul style="list-style-type: none"> • A culture of high expectations for all students within systems of support for access to learning standards. • A curriculum management system that communicates and provides access to 21st century learning standards for students, teachers, district staff, parents, and the community. • A comprehensive professional development system that ensures all teachers and principals have a common understanding of the standards to be learned and the rationale for a broad-based curriculum that is responsive to student choice and 21st century skills. |

Article II: The New Learning Standards (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <i>Preconditions for Success (Level IV System Requirements)</i> |
|---|--|---|--|---|---|
| II.d. Standards should respect and value students' "multiple intelligences" and talents, and provide opportunities for all students to excel and experience success. | In most/all classrooms, students have one entry point or avenue for learning. Standards and instructional guidelines do not recognize the need for multiple entry points and a variety of opportunities for learning. | Students have limited opportunities to learn through multiple pathways/entry points. Standards and instructional guidelines may recognize the need for teachers to provide multiple ways for students to demonstrate mastery of expected standards. | Students have some opportunities to learn through multiple pathways/entry points . Learning standards and guidelines support/model multiple entry points to learning and students are provided a variety of opportunities to demonstrate mastery. | Students learn in multiple pathways and venues on a regular basis . Learning standards and instructional guidelines include tools/supports for multiple entry points to learning and mastery. Students are given the supports and scaffolds needed to achieve at high levels. | <ul style="list-style-type: none"> • The establishment of a culture that values student learning choices, styles, and needs. • Systems of support that provide students with choice, flexibility, and scaffolds. |
| II.e Standards should tap curiosity and imagination in the traditional academic core, aesthetic and skill areas in a way that lack of proficiency in any one area does not discourage students from recognizing and pursuing their special talents and learning in other areas. | Learning standards have not been articulated across all disciplines and/or students have limited or no access to non-core academic and enrichment areas until state assessments in core areas have been passed. | Students have some access to non-core academic and enrichment areas . Learning standards and guidelines include expectations for access to a broad-based curriculum for most, if not all, students. But, structures supporting student success and equal access to a broad-based curriculum are lacking. | Students have access to a variety of non-core academic and enrichment areas . Students are expected to experience a broad-based curriculum. There are processes and structures in place supporting student accessing a broad curriculum, a part of which may be based on student talent or interest. However, equal access to a broad-based curriculum across all schools for all students and student groups does not yet exist. | Students have full access to a broad-based curriculum and to challenge themselves, and make choices based upon high self-interest and in consideration of future trends/skill needs. Learning standards extend beyond basic content mastery and all students are supported in mastering a broad based multi-disciplinary curriculum, including opportunities for student interest and choice in content/courses. Structures and processes have been put into place to ensure that all students have equal access to a broad-based, high quality education. | <ul style="list-style-type: none"> • Shared expectation for broad-based learning including the academic core, aesthetic, and skills areas. • A curriculum management system that communicates and provides access to the entire set of expected learning standards for students, teachers, district staff, parents, and the community. • Instructional tools and practices that clarify and support student access to the full curriculum across all academic core, aesthetic and skill areas. |
| II.f New learning standards should reflect realities of the new digital era, where students are not just consumers of knowledge, but creators of knowledge. | Student learning standards do not reflect the impact of digital content and digital learning. Instruction does not recognize the role of students as both consumers and creators of content. | Learning standards minimally reflect digital era learning. Guidance and supports related to the role of students as creators of knowledge are lacking in such things as curricular tools, technology access, teacher training, etc. | Learning standards related to the new digital era recognize the impact of digital learning on access to and mastery of existing content-based learning standards. Some systems of support have been put into place including such things as increased access to technologies, curriculum revision and enhancement, and teacher training. | Learning standards related to the new digital era and fully embrace the impact of digital learning on existing content-based learning standards. Students are provided instruction in and are fully engaged in the skills needed to learn and succeed in the digital era. Teachers are provided the training needed to provide instruction that ensures students develop digital-era skills and that they maximize the power of digital media in mastering content-based learning standards. | <ul style="list-style-type: none"> • Shared expectation for access to digital-era learning standards for all students. • A professional development system that builds teacher capacity in digital-era learning standards. • Student and teacher access to the technologies needed to master digital-era learning standards. |

Article II: The New Learning Standards (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <i>Preconditions for Success (Level IV System Requirements)</i> |
|---|---|--|--|--|---|
| | | | | | |
| II.g Content standards should serve as frameworks that assist teachers and students in creating learning experiences that motivate student success. | Curriculum documents lack linkages between content standards and best practices in instructional planning and development of learning experiences/tasks. | Curriculum documents provide some linkages between content standards to expectations for meaningful, motivating learning experiences. | Curriculum documents have linkages between content standard and the development of challenging, motivating learning experiences through such things as curriculum documents and instructional guidelines. | Content standards have been linked, translated and clarified into curriculum tools to support teachers and students in creating challenging and motivating learning experiences/tasks. Curricular tools include supports as lesson exemplars, annotated models of student work, samples of rigorous tasks, opportunities for student choice, project/product rubrics, professional development, and professional collaboration related to the successful implementation. | <ul style="list-style-type: none"> • A professional development system that ensures common understanding of the content standards and supports teachers in the development and successful enactment of learning experiences for students. • A curriculum management system that provides access to the learning standards and curricular/instructional tools for students, teachers, district staff, parents, and the community. |
| II.h Standards should be flexible enough to provide for expansion and extension by local districts and their communities. | | | | State standards have been coalesced into a more manageable number of critical learning aims. The assessment system tests only the most significant standards, providing time for teachers to pursue other curricular aims such as district or school level standards. | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |
| II.i Guidance should be given to teachers' daily work so they can make the content standards clear and compelling to their students for each unit of focus. | Curriculum documents lack linkages between content standards and best practices in instructional planning and development of learning experiences/tasks. | Curriculum documents provide some linkages between content standards to expectations for meaningful, motivating learning experiences. | Curriculum documents have linkages between content standard and the development of challenging, motivating learning experiences through such things as curriculum documents and instructional guidelines. | Contents standards have been linked, translated and clarified into curriculum tools that support teachers and students in creating challenging and motivating learning experiences/tasks. Curricular tools include supports such as lesson exemplars, annotated models of student work, samples of rigorous tasks, opportunities for student choice, project/product rubrics, professional development and professional collaboration related to the successful implementation. | <ul style="list-style-type: none"> • District policies related to the establishment and implementation of learning standards, including the expectation for the development of supporting curriculum tools. • A curriculum management system that provides access to the learning standards and curricular/instructional tools for all teachers and instructional leaders. • A professional development system that ensures common understanding of the content standards and supports teachers in the development and enactment of learning experiences for students. |

Article II: The New Learning Standards (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <p align="center"><i>Preconditions for Success (Level IV System Requirements)</i></p> |
|--|--|--|--|--|---|
| <p>II.j Standards should be framed so they do not sacrifice the profound learning desired for easy and low-cost state assessment and accountability measures.</p> | | | | <p>Standards included on state tests include only the most important curricular aims and are framed at a level of breadth that provides for accurate annual assessment without narrowing curriculum or instruction in lieu of profound learning.</p> | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |
| <p>II.k When competent, caring teachers provide properly designed learning experiences in inspiring social environments, all students will engage and can meet or exceed a reasonable variance to the standards.</p> | <p>Classroom instruction tends to reflect isolated learning experiences focused on minimal mastery of content standards with limited engagement of students. The system lacks guidance or supports related to student engagement or access to learning.</p> | <p>Students have limited access to meaningful, engaging, challenging learning and it is often determined by aptitude or past success with few or no opportunities based upon choice or motivation. Instructional guidelines or expectation related to student engagement and learning opportunities may exist, but supports for instructional improvement and scaffold for student success are limited.</p> | <p>Students have limited access to meaningful, engaging, challenging learning and it is often determined by aptitude or past success with few or no opportunities based upon choice or motivation. Instructional guidelines or expectation related to student engagement and learning opportunities may exist, but supports for instructional improvement and scaffold for student success are limited.</p> | <p>All students have access in all content areas to rigorous curriculum. Meaningful, challenging learning opportunities are evident in all classrooms. Curriculum tools, instructional guidelines, and teacher supports (collaboration, professional development, models/exemplars, etc.) are provided to assist teachers in this work. Teachers provide supports and scaffolds to students to support access to meaningful and challenging curriculum (collaborative learning, digital media tools, engaging tasks, interventions, etc.). Monitoring/evaluation of learning are aligned to the type of teaching and learning expected.</p> | <ul style="list-style-type: none"> • Common understanding of instructional best practices within a clearly articulated philosophy of high expectations and student engagement. • A curriculum management system that provides access to the learning standards and curricular/instructional guidance for all teachers and instructional leaders. • A professional development system that provides teacher guidance and support in instructional best practices. |
| <p>II.l Standards should result in all students being committed and equipped to be competent lifetime learners, well-prepared for further formal education and to pursue multiple careers.</p> | <p>No or few students have access to learning beyond a narrow set of standards such as those on the state test. Classroom instruction across tends to reflect learning experiences focused on minimal mastery of a limited set of content standards.</p> | <p>Some students have access to and are expected to learn a set of curriculum standards that extend beyond the core academic areas and include some reference to lifetime learning, further formal education, or career-based skills.</p> | <p>Most students have access to learning standards that extend beyond basic content including challenging content standards, habits of practice/thinking/ study, and lifelong learning skills related to the expected curriculum and to interest/career curriculum.</p> | <p>All students are provided equal access to world-class, 21st century learning including challenging content standards, habits of practice/thinking/study, and lifelong learning skills related to the expected curriculum and to interest/career-based curriculum. To the extent possible, curriculum is tailored to meet the needs and interests of students. Teachers provide opportunities for students to develop competencies for further learning, career, and life. Instructional supports such as rigorous college-ready standards, relevant curriculum, and authentic student tasks are available to all teachers.</p> | <ul style="list-style-type: none"> • Systemic, shared expectation for academic rigor and college/ life/work ready learning for all students. • Instructional procedures, guidance, and supports related to scaffolding, differentiation and interventions for equitable access to academic rigor and college/life/work ready learning. • A professional development system that provides teacher guidance in instructional scaffolding, interventions and differentiation. |



Article III. Assessment for Learning

Statement of Principle

Appropriate and varied types of assessments are essential for informing students about their level of success in ways that affirm and stimulate their efforts and for informing their teachers so that more customized learning experiences may be provided in a timely way. Well-conceived and well-designed assessments should also be used to reveal to parents, the school, the district, and society at large the extent to which the desired learning is occurring and what schools are doing to continuously improve.

| Premises | Level I: | Level II: | Level III: | Level IV: | <i>Preconditions for Success (Level IV System Requirements)</i> |
|--|----------|-----------|------------|--|--|
| | | | | | |
| <p>III.a Assessments must be framed in a system development approach to meet the information needs of all users of assessment results. The system must be balanced and reflect at least three basic levels of assessment: the classroom level, with particular attention to the impact of the assessment on the learner; the program level, which allows evaluation of program effectiveness; and the institutional level, which appropriately informs policymakers.</p> | | | | <p>The assessment system clearly and fully incorporates the following five attributes: (1) assessment of only a modest number of high-import curricular aims; (2) provision of clear descriptions of each assessed curricular aim; (3) inclusion of enough items to measure every student's mastery of each assessed curricular aim; (4) creation and distribution of resources to support teachers' use of the formative-assessment process; and (5) assurance that a state's accountability test and other required tests are instructionally sensitive. The system balances the need for instructional assessment "for" learning with the accountability function of assessment "of" learning. Standardized tests and testing format do not define or narrow more authentic and performance-based classroom assessment.</p> | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |

Article III. Assessment for Learning (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <i>Preconditions for Success (Level IV System Requirements)</i> |
|--|---|--|---|---|--|
| <p>III.b Assessments used by teachers are the most critical for improving instruction and student learning, and to be effective must reflect certain characteristics, be interpreted properly in context, and reported clearly. Conducting good assessments is a part of the art and science of good teaching that results from teacher experiences and formal teacher professional development opportunities.</p> <p>III.e Assessment should not be limited to nor even rely substantially on standardized tests that are primarily multiple-choice paper/pencil or on similar online instruments that can be machine-scored.</p> | <p>State test results are used to ascertain and communicate student achievement results. Development and use of classroom assessments are left to the individual teacher and/or principal and are not supported through professional development or assessment models/guidance</p> | <p>Internal periodic assessments are used in conjunction with state test results to ascertain and communicate student learning. These internal assessments are, to a great extent, aligned in content and format with the state assessment system. Teachers and principals have formal training related to the use of the state test and district-required assessments.</p> | <p>Teachers and principals use assessments beyond the state test and/or district-developed paper and pencil tests to guide instruction and interventions for struggling learners. Teachers are supported in assessment design, development and use through professional development and collaborative planning. Required assessments (such as periodic benchmarking) are accompanied with training in the use of assessment results. Teachers are expected to analyze and use assessment results to improve/change their practice and to inform interventions for students who have not demonstrated mastery of the assessed learning standards.</p> | <p>Students are engaged in meaningful, authentic assessment of their learning as a matter of course. Teachers are supported through professional development related to developing and using learner-centered, authentic formative and summative assessments to inform instruction and meet the needs of all learners. Effective systems and supports have been instituted to facilitate high-quality, on-going assessment of student learning aligned to challenging content standards and 21st century skills. All required assessments (district, state, etc.) are accompanied with timely, effective, and supportive professional development for teachers and data tools for analysis and response. Teachers are provided the time needed to collaborate and to develop, analysis, and respond to assessment results. Digital technologies are used effectively to administer assessments, report results, and provide flexible and real-time access to tests, data, and reports as needed by teachers to accommodate learner-centered curriculum/course access and schedules.</p> | <ul style="list-style-type: none"> • An online assessment management system that provides access to the assessment data in a user-friendly, timely manner. • A professional development system that provides teacher guidance in assessment development and in the use of assessment results to inform instruction and meet the needs of students. |



Article III. Assessment for Learning (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <p align="center">Preconditions for Success <i>(Level IV System Requirements)</i></p> |
|---|--|--|--|---|--|
| <p>III.c Assessment should be used primarily for obtaining student feedback and informing the student and the teacher about the level of student conceptual understanding or skill development so that the teacher has accurate information to consider for designing additional or different learning experiences.</p> | <p>District-wide assessment use is limited primarily to the state testing system or other required external tests (such as early reading inventories) and is focused on summative rankings of schools, principals or teachers.</p> | <p>Students are engaged in periodic assessments which teachers and principals use to evaluate learning at the classroom and school level. The district has developed internal testing, scoring, and reporting systems that are used to inform teaching and learning practices prior to the end-of-year state assessment.</p> | <p>Students are provided some opportunities to review and understand their learning progress through the study of their own assessment results. Teachers are supported in the use of assessment results to inform their practice and provide interventions to struggling learners. The district has internal assessment and data systems in place to support teachers, principals, and students to use assessments for learning.</p> | <p>Students use feedback from assessments to self-monitor and understand their learning progress and to set goals for further learning. Classroom, school, district, state, and other required assessments are used to provide information to students, teachers, and principals to improve learning; results are also used by the district to improve curriculum tools and supports to schools. Digital technologies are used to ensure timely, facile, user-friendly, accessible data. The district provides supports to schools for “scoring” more authentic assessments tasks such as projects, written compositions, presentations, etc. including supports such as collaborative grading time, rubrics, criteria charts, digital scoring tools, etc.</p> | <ul style="list-style-type: none"> • Assessment policies and guidelines regarding assessment, including the expectation for on-going classroom assessment and the use of on-going feedback to advance learning and improve/inform instruction. • An online assessment management system that provides access to the assessment data in a user-friendly, timely manner that is usable by students, teachers, and instructional leaders. • A professional development system that provides teacher guidance in providing learner feedback and in the use of formative assessments inform instruction and meet the needs of students. |
| <p>III.d Assessment should be continuous and comprehensive, using multiple tools, rubrics, and processes, and incorporate teacher judgments about student work and performance as well as the judgment of others, when needed.</p> | <p>Development and use of classroom assessments are left to the individual teacher and/or principal. There is significant variation in the quality and form of assessments from classroom to classroom and school to school.</p> | <p>The district provides assessment tools and supports for periodic assessment, such as curriculum-based assessments linked to pacing guides. Assessments tend to be paper and pencil based, and, to a great extent, they reflect the requirements of the state assessment system. Teachers are expected to engage in on-going assessment.</p> | <p>Students are engaged in multiple forms of assessment that go beyond the paper and pencil, state assessment format type of testing. The district supports students and teachers in developing and using on-going assessments through such things as sample assessments linked to the expected standards/ curriculum, professional development, district-developed rubrics, criteria charts, etc.</p> | <p>In all content areas, classrooms and schools across the district, students are engaged in assessments that are on-going, comprehensive, and often designed as authentic, cognitively demanding tasks. Teachers and students are supported in the design, analysis and use of assessments through such things as exemplar tasks, rubrics, evaluation criteria, training, and tools for student self-management of learning, etc. Students have access to and use digital technologies to archive and document learning and work products (such as in the form of an electronic portfolio) and this archive is used to assist teachers in evaluating learning, planning for instruction, improving curriculum, meeting student individual learning needs, and communicating learning within/across instructional years</p> | <ul style="list-style-type: none"> • Assessment policies and guidelines regarding assessment, including the expectation for on-going classroom assessment and a broad definition of assessment beyond standardized, paper and pencil tests. • An online assessment management system that allows for archival and retrieval of comprehensive assessment data including “authentic” student work products/assessments. • A professional development system that provides teacher guidance in “authentic” assessment such as student work product/ project development and in the creation and use of project/product evaluation tools such as rubrics, criteria charts, etc. |



Article III. Assessment for Learning (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <p align="center"><i>Preconditions for Success (Level IV System Requirements)</i></p> |
|---|---|--|--|---|--|
| <p>III.f Standardized tests should be used primarily to identify hard-to-learn/ difficult-to-teach concepts to differentiate learning experiences and focus attention on the more system curricular issues involving student performance. Assessments that rely exclusively on quantifiable information remove from the teacher and school informed judgment prerogatives that are necessary to be timely and productive and deny the human aspect of the daily interactions teacher have with students and each other.</p> | | | | <p>Standardized tests assess only the most significant, high-import curricular aims and are framed at a level of breadth that provides for accurate annual assessment without narrowing curriculum or instruction in lieu of profound learning. Teachers are informed that while all of the curricular targets embodied in a set of state-approved content standards should be sought instructionally, only the most important curricular targets are reflected in the curricular outcomes measured in each year's annual accountability tests. The overall assessment system includes opportunities for collection and use of student performance data (beyond multiple choice tests) to enhance and inform test-based decisions about student learning.</p> | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |
| <p>III.g Assessment should reflect and encourage virtual learning and incorporate ways of recognizing its value and counting it as credit in meeting graduation requirements.</p> | <p>Virtual/online learning opportunities are limited to course/credit recovery or test-prep for state assessments.</p> | <p>Students have some access to online/virtual courses that goes beyond credit recovery or test prep. The number of courses is limited and/or courses are not readily available or appropriate for the majority of learners in the district.</p> | <p>Student access to online/virtual learning extends to content across the curriculum. The district uses virtual learning technologies to provide some opportunities for students to access content and curriculum and earn course/promotion credits for virtual/online learning.</p> | <p>All students have multiple opportunities to use virtual learning technologies for learning across content areas. The district provides virtual learning opportunities for students in all schools and at all levels of performance to access content and curriculum and earn course/promotion credits for virtual/online learning. Student access to virtual/online curriculum extends to courses/content across the curriculum including acceleration. There are opportunities for students to learn in a self-paced curriculum that allows for student choice in content and flexible time in learning and credit earning.</p> | <ul style="list-style-type: none"> • Solid online curriculum content, in digital form, from respected authors. Available on the network to all students in all subjects, from school and from home. And qualifying for credit upon successful completion. • Access to the technologies/ devices needed to participate fully in the opportunities. • A professional development system that provides teachers, principals, and counselors with guidance in facilitating virtual learning and in administering and using the results of online assessments in making instructional and educational decisions. |




Article III. Assessment for Learning (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <i>Preconditions for Success (Level IV System Requirements)</i> |
|---|---|---|--|--|--|
| <p>III.h Reports about student performances, generated as a result of assessment, should inform students, parents, school, and the greater community about how well students are doing.</p> | | | | <p>Reports about student performance include not only quantitative performance results, but also clear and accessible information about a student's current learning levels, improvement trends, and areas for growth. Reports include recommendations/plans for next steps in student learning.</p> | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |
| <p>III.i Sampling techniques involving all students groups should be employed periodically to evaluate programs and overall student progress. On occasion, community members or other teachers who have particular expertise may observe student performances and participate in protocols gauging the quality of student work products or examination.</p> | | | | <p>The assessment system uses statistically sound sampling techniques as one method for determining student performance and program effectiveness. Sampling techniques are employed at various levels of the organization (school level, district level, state level) in order to mediate the over-reliance on "all students" testing and reduce the number of instructional days lost to large scale, standardized test administration. Student performances and demonstrations of learning are also used as a part of the assessment system.</p> | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |
| <p>III.j The voice of students should be respected, and their feedback should be solicited regarding their learning and their response to the tasks they are assigned.</p> | <p>Students are not engaged in planning, analyzing, or improving their learning experiences.</p> | <p>Students have limited engagement with and/or feedback regarding their learning/learning tasks. Individual teachers or schools may solicit feedback/engage students in learning processes.</p> | <p>Students are engaged periodically for providing feedback about their own learning processes and learning tasks. It is the norm for teachers to engage students in understanding their own learning processes and in identifying ways to improve their learning. These efforts are support by the district.</p> | <p>Students are regularly and intentionally engaged in the planning, enactment, evaluation and improvement of their learning opportunities. The district has established guidelines and clear expectations for principals and teachers to meaningfully engage students in learning processes. District supports such as goal-setting, self-monitoring tools, and instructional feedback forms, are developed and used.</p> | <ul style="list-style-type: none"> • Instructional guidance and supports related to student engagement in learning and self-management of learning. • A professional development system that provides teachers, principals, and counselors with guidance in soliciting and facilitating student engagement in learning and in decision-making about their education. |



Article III. Assessment for Learning (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <i>Preconditions for Success (Level IV System Requirements)</i> |
|---|---|--|---|--|---|
| |  | | | | |
| III.k The voice of teachers should be respected, particularly what they have to say about student performance, curriculum development, and program evaluations. | Teachers have little or no involvement in curriculum and program decisions or in use of student performance data. | Teachers have limited/some involvement in curriculum and program decisions. All teachers are expected to use performance data to inform practice. | Teachers have periodic involvement opportunities for providing feedback the district's curriculum, the quality of instructional programs, and their impact on student performance. Feedback is solicited and used as part of district wide process to improve curriculum and programs. | Teachers are regularly and intentionally engaged in the planning, enactment, evaluation and improvement of curriculum and instructional programs. There are clear expectations for principals and teachers to meaningfully engage in decision-making. Supports and processes such as online feedback, collaborative planning/input, and stakeholder engagement groups are evident in all content areas, grade levels, and programs. | <ul style="list-style-type: none"> Guidelines and expectations regarding teacher empowerment and support related to student performance, program evaluation, and curriculum leadership/ development. A professional development system that provides clarity, support, and guidance for teachers in curriculum and instructional decision-making and leadership |
| III.l The voice of parents should be respected, and they should be involved in feedback processes regarding the response of their children to tasks assigned as well as parental desire to do work at home that extends the learning. | Parents have very little involvement in planning, analyzing, or improving their learning experiences. Parental engagement is limited to such formal structures as SBDM committee meetings, PTA meetings, and the like. | Parents have some/limited opportunities for feedback regarding their children's learning. Individual teachers or schools may solicit feedback/engage parents in learning processes, but this is not expected or supported in a meaningful way by the district. | Parents have periodic opportunities for providing feedback about their children's learning processes and learning tasks. It is the norm for principal and teachers to engage parents in identifying ways to improve learning. These efforts are encouraged by the district with some, but minimal tools and supports for parental engagement. | Parents are regularly and intentionally engaged in the planning, evaluation and improvement of their children's learning opportunities. The district has established guidelines and clear expectations for principals and teachers to meaningfully engage parents in learning processes. District supports such as communication tools, online feedback forms, school "release" time for parent meetings/ conferences, parent training academies, etc. | <ul style="list-style-type: none"> District guidelines and supports related to parental engagement in and improvement feedback related to their children's educational program. A parent communication and training system that provides supports and tools for parents in successful engagement in their children's education. |
| III.m Assessments for learning, when they are varied and comprehensive, can also furnish important information in context as one factor among many in personnel appraisal systems, in ascertaining the performance levels of campuses and departments, and in measuring the impact of accountability systems on inspiring continuous improvement. | Assessment results are not used as part of any of the district's appraisal systems. The staff appraisal systems are not connected to student learning. | Assessment results are used as part of the district's staff appraisal systems. Teacher, principal, and/or support staff appraisals contain some reference to accountability for student learning but are limited to the results on the state test passing standard. | Assessments for learning results that extend beyond the state testing system minimal passing standard are used as part of the district's staff appraisal systems. Teacher, principal, and/or support staff appraisals contain accountability for student learning across multiple measures, such as passing state exams, improvement over time, meeting in-district assessment targets, etc. | Student assessment results are used in concert with other measures as one factor in personnel appraisal systems. Results from challenging, authentic assessments for learning that extend beyond the state testing system's minimal passing standard are used as part of the district's staff appraisal systems. Teacher, principal, and/or support staff appraisals contain accountability for student learning that is measured by such things as meeting/exceeding passing standards, improvement over time, challenging learning tasks resulting in student work products, etc. | <ul style="list-style-type: none"> District policies and guidelines regarding the use of assessment results in performance appraisals and program evaluation and improvement. Professional development and communication systems that provide clarity and guidelines for the use of assessments in personnel and programmatic decision-making. |

Article IV. Accountability for Learning

Statement of Principle

Comprehensive accountability systems are essential to achieving minimal personal and organizational performance only. They are necessary for weeding out the incompetent and reconstituting unproductive schools, but such systems serve to create compliance and mediocrity at best. Excellence and sustained exceptional performance come from a commitment to shared values and a clear vision that encourages collaboration and teamwork. Creating organizations that foster commitment requires superior moral leadership and a responsible use of authority.

| Premises | Level I: | Level II: | Level III: | Level IV: | <i>Preconditions for Success (Level IV System Requirements)</i> |
|--|--|--|--|--|---|
| | | | | | |
| IV.a Accountability systems should be carefully designed on a theoretical base that honors what teachers and students actually do, that empowers and builds integrity, trust, and commitment to the values that define the school. | | | | Both internal (district) and external (state and federal) accountability systems are designed primarily in consideration of the learning needs of students and instructional supports for teachers. The accountability system is well understood by all stakeholders and it is seen as an integral part of the teaching and learning processes in the school and district. | <ul style="list-style-type: none"> For full implementation of this premise, state policy or other external mandate must be altered. |
| IV.b Assessment results and other examples of work products and performances should be used as the primary information source for understanding where students are and what they need. These can also be used for reporting to parents and the public. | Student work products and performances are not used as a primary source to measure learning. Students are engaged primarily in pencil and paper assessments as the norm across the district. The only or primary source for information regarding student performance is the state assessment system. | Student work products and performance to measure learning is limited and varies across campuses and classrooms. The district has supports (such as training/models) related to performance-based assessments, but does not require system wide use of these assessments for instructional decisions or communication. | Students across the district are regularly engaged in a variety of assessment types, including performance or project-based assessments. Curricular expectations clarify that students are assessed using multiple formats. Assessment supports are provided to teachers and students such as assessment models, rubrics, sample student work products, etc. However, these assessment results are not necessarily used for broadly evaluating learning or communicating performance. | Student work products and performance-based assessments reflecting mastery of rigorous content and incorporating 21 st century skills are evident in all classrooms across the district. These assessments, along with other student measures, are used as a primary information source for instructional decisions, for student goal-setting and self-management of learning, and for school and district leadership decisions. Assessment results are used to communicate student, campus, and district performance to parents and the public. The district has successfully developed and implemented the necessary systems and supports for using student work products and performances as key learning indicators. | <ul style="list-style-type: none"> Assessment guidelines regarding the use of student performances and work products as a means for measuring and reporting student performance, in addition to the required standardized test results. An online assessment management system that allows for archival and retrieval of comprehensive assessment data including “authentic” student work products/assessments. A grading system that provides teachers and parents with guidance in the use of “authentic” assessment such as student work product/ projects in determining grades and promotion/advancement decisions. |

Article IV. Accountability for Learning (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <p align="center"><i>Preconditions for Success (Level IV System Requirements)</i></p> |
|--|----------|-----------|------------|---|--|
| <p>IV.c Accountability systems that draw on assessment information external to the class, school, or district are important for internal confidence in large systems and external confidence in all districts. Descriptions of the contexts in which assessments are given should be a part of reports. All parties should have some say in what measures are used and the weights assigned to different measures.</p> | | | | <p>External (state and federal) accountability systems are designed primarily in consideration of the learning needs of students and instructional supports for teachers. The accountability system is well understood by all stakeholders and it is seen as an integral part of the teaching and learning processes in the school and district. Accountability reports are clear and accessible to parents and the community and communicate the context of the state assessment system and its role as part of an overall assessment plan in the district that extends beyond state minimal accountability.</p> | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |
| <p>IV.d Districts should be allowed to design their own internal systems of assessment for learning and accountability, as long as they meet certain specified state standards.</p> | | | | <p>The district's internal assessment/ accountability system has been developed based upon mastery of profound learning standards and using sound methods for assessment, testing, statistical data analysis, and in consideration of instructional best practices.</p> | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |
| <p>IV.e Those for whom the accountability mechanisms are to apply must have confidence and trust that they are fair and unbiased.</p> | | | | <p>Accountability mechanisms are understood by all stakeholders, are based upon sound assessment and accountability theory, are defensible to students, teachers, and principals, and focused on improvement and mastery rather than blame or labeling.</p> | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |
| <p>IV.f Sampling techniques (the full range of examinations, evaluation of student work products, and performance as well as teacher tests and standardized tests) should be used in lieu of testing every child every year.</p> | | | | <p>The assessment system uses statistically sound sampling techniques along with student work products and performances as methods for determining student learning as part of an overall assessment plan.</p> | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |



Article IV. Accountability for Learning (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <i>Preconditions for Success (Level IV System Requirements)</i> |
|---|---|--|---|--|---|
| IV.g Processes should be clearly defined so they can be controlled, measured, and improved. | | | | Assessment processes are viable, fair, clearly understood, and coherent from year to year to ensure clarity and stability. | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |
| IV.h End results are not the only results that matter, for some results are set as goals that, if achieved first, would enhance the end result. | Student learning, teacher action, and district decision-making are solely based on end results , such as state accountability test scores and ratings. | Teachers and principals may <i>set</i> interim goals for student learning in the form of interim numerical "targets." These goals tend to be based on summative test scores derived from state test or district benchmark data. | Teachers, students, and principals are encouraged and supported to establish interim goals. While teacher, school, and/or student based goal-setting and supports for goal attainment are not the norm, these practices are supported through professional development, collaborative planning, student goal-setting tools, student led conference, etc. | Students regularly set, monitor, and use learning goals to assist them in self-managing their learning processes. Teachers in all classrooms provide the instruction, time, and support to students for engaging in setting and using meaningful learning goals. Principals and district administrators provide teachers with the expectation, tools, and training needed to assist students in setting, monitoring, and meeting or exceeding meaningful, challenging learning goals. | <ul style="list-style-type: none"> • Instructional guidelines related to student goal-setting and self-management of learning. • A professional development system that provides teachers, principals, and parents with guidance in student goal-setting processes and self-management of learning processes. |
| IV.i An effective accountability system has multiple measures in place that provide for continuing employment, promotion, development, probation or termination of staff; and respects the perspective that most people want to do a good job and want others to do a good job as well. | | | | Both internal (district) and external (state and federal) accountability systems are designed primarily in consideration of the learning needs of students. Assessment results are also used as one part of an overall system of evaluation, promotion, development, probation and termination of staff, with a primary focus on personnel improvement and support. | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |



Article IV. Accountability for Learning (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <i>Preconditions for Success (Level IV System Requirements)</i> |
|---|--|---|---|--|---|
| | <i>Progressive Alignment Indicators for Realizing the New Vision</i> | | | <i>High Level Alignment Indicators</i> | |
| IV.j Standardized tests (including criterion-referenced tests) cannot measure with precision profound learning. | Student learning and campus/district performance are measured solely based upon standardized tests. | Student learning is measured largely upon the results of the state standardized tests. Some consideration is given to measures of growth/improvement and higher performance, etc., but still grounded in the state test. | Student learning and campus/district performance are sometimes evaluated using measures of profound learning beyond minimal passing on the state tests such as advanced course passing, college credit, and in-district assessments. However, the district has not established system-wide requirements for performance-based assessments or student created products. | Student learning and campus/district performance are systemically evaluated based upon a variety on measures of challenging/profound learning such as challenging projects/tasks, student created learning products, and attainment of college-ready learning (college credit hours, advanced courses, etc.). The district systematically assists teachers in this work through professional development on authentic/challenging assessment for learning and through the development of curricular tools and guidance. | <ul style="list-style-type: none"> • Assessment policies and guidelines regarding the use of student performances and work products as a means for measuring and reporting student performance. • A professional development system that provides teacher guidance in “authentic” assessment such as student work product/ project development and in the creation and use of project/product evaluation tools such as rubrics, criteria charts, etc. |
| IV.k Much for which schools need to be accountable will require subjective measures, and the decision about what and how to measure is admittedly one of the most subjective. | | | | | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |
| IV.l Accountability systems are guided by the fact that to attach any matter highly valued by students, teachers, school leaders, or schools/districts to any single measure such as a standardized test, corrupts the test and the integrity of what it measures as well as the accountability it was intended to provide. | | | | | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |

Article IV. Accountability for Learning (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <i>Preconditions for Success (Level IV System Requirements)</i> |
|---|----------|-----------|------------|-----------|--|
| IV.m Labels for schools and particularly those that use the lowest performing unit as the basis for a punitive label should be avoided. There is a distinction between identifying performance gaps and labeling. Identification of performance gaps enables schools to move forward in designing different instructional strategies or approaches to help students achieve the learning desired. | | | | | • For full implementation of this premise, state policy or other external mandate must be altered. |
| IV.n Complete transparency is a requisite for how all data is collected, analyzed, and reported, including the subjective, sometimes political manner in which state proficiency standards are set on state tests, if such tests are to be used. | | | | | • For full implementation of this premise, state policy or other external mandate must be altered. |
| IV.o A multi-year cycle for periodic district and campus performance reviews should be established, using highly trained visiting teams to analyze a predetermined set of student performance information. | | | | | • For full implementation of this premise, state policy or other external mandate must be altered. |



Article IV. Accountability for Learning (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <i>Preconditions for Success (Level IV System Requirements)</i> |
|---|---|--|--|--|--|
| <p>IV.p As single measurements, standardized norm-referenced tests, criterion-referenced state tests, aptitude tests, end-of-course exams, other oral and written examinations, student performance/projects/portfolios, regular teacher assessments, and grades each give a piece of the picture; and used in combination, can provide a more holistic view. However, if a high-stakes standardized test is given a preponderance of weight, it will become the assessment that really counts, others notwithstanding.</p> | <p>Student learning and campus/district performance are measured solely based upon standardized tests.</p> | <p>Student learning is measured largely upon the results of the state standardized tests. Some consideration is given to measures of growth/improvement and higher performance, etc., but still grounded in the state test.</p> | <p>Student learning and campus/district performance are sometimes evaluated using measures of profound learning beyond minimal passing on the state tests such as advanced course passing, college credit, and in-district assessments. However, the district has not established system-wide requirements for performance-based assessments or student created products.</p> | <p>Student learning is systematically measured and reported in a variety of ways, including traditional state/district required tests, along with other oral and written examinations, student performance/projects/portfolios, regular teacher assessments, etc. Teachers ensure that learning progress and instructional decisions are not based upon any single measure. The district has instituted policies, practices, and supports that require, guide, and support a more holistic view and evaluation of student learning. All practices and decisions related to measuring and evaluating student learning and its impact on school and district performance are based upon this broader perspective of student learning. The district (Board, Administration, Campus Staff) understands and communicates this broader view of student learning and the rationale for it.</p> | <ul style="list-style-type: none"> • Assessment policies and guidelines regarding the use of student performances and work products as a means for measuring and reporting student performance, in addition to the required standardized test results. • An online assessment management system that allows for archival and retrieval of comprehensive assessment data including "authentic" student work products/assessments. • A grading system that provides teachers and principals with guidance in the use of a variety of assessments in evaluating learning and in promotion/advancement decisions. |



Article IV. Accountability for Learning (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <p align="center"><i>Preconditions for Success (Level IV System Requirements)</i></p> |
|---|---|--|---|--|--|
| <p>IV.q Standardized tests to which high stakes are attached can become substitutes for the learning standards themselves and result in “teaching to the test” rather than teaching for attainment of the standard.</p> | <p>Students spend a significant and inordinate amount of time in preparation for the state test. The tested curriculum standards are the de-facto curriculum in most, if not all, core content classrooms across the district. Non-core area content learning is sacrificed to this focus on teaching to the test.</p> | <p>Students are expected to have access to the full state curriculum requirements, including but not limited to the tested standards. Test preparation and test format practice are a key component of the instructional program.</p> | <p>Students are engaged in mastery of challenging content that includes, but is not limited to the skills tested on the state standardized test. Teachers are expected to provide instruction in all areas of the curriculum. The district has provided curriculum tools (maps, guides, etc.) to ensure fidelity of implementation of the district curriculum.</p> | <p>Students are engaged in mastery of challenging content standards that incorporate, but are not limited to the state standardized “tested” standards, in content, context, or level of cognitive demand. Teachers ensure equal access to rigorous content through the design and enactment of challenging standards-based tasks, scaffolding techniques support high levels of engagement for a variety of learners, and provide appropriate cognitively demanding, supportive interventions for students who need more time and/or a different approach to the learning task. The district provides quality curriculum and instructional tools and supports to teachers to ensure that “teaching to the test” and the tested standards are not the de-facto curriculum in any classroom.</p> | <ul style="list-style-type: none"> • District policies related to the establishment and implementation of required learning standards, including the expectation for mastery of the full curriculum and the appropriate, but limited role, of standardized, high-stakes test results. • A curriculum management system that provides access to the learning standards for students, teachers, district staff, parents, and the community and that provides reporting and communication tools related to the full curriculum (incorporating, but not limited to, the state standardized test results). • A comprehensive professional development system that ensures all teachers and principals have a common understanding of the standards to be learned and the role of standardized test results in the overall education program. |
| <p>IV.r Consequences (sanctions) should be associated with a performance assessment only if the assessment uses a combination of measures including sample examinations and other student performances to ascertain the degree to which the learning level is outside the variance allowed.</p> | | | | | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |
| <p>IV.s Alternative assessments in combinations as indicated in other premises in this section should be considered.</p> | | | | | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |





Article V. Organizational Transformation

Statement of Principle

The digital revolution and its accompanying social transformations and expectations dictate a transformation of schools from their current bureaucratic form and structure that reflects the nineteenth and early twentieth century factory after which they were modeled, to schools that function as learning organizations. We believe that a learning organization can create the conditions and capacities most conducive for leaders, teachers, and students to perform at high levels and meet the expectations of new learning standards.

| Premises | Level I: | Level II: | Level III: | Level IV: | <i>Preconditions for Success (Level IV System Requirements)</i> |
|---|---|---|---|---|--|
| | | | | | |
| V.a Excellence emanates from a shared commitment to values and standards, high levels of engagement, and strong leadership at levels functioning within an accountability system that inspires. | Students learn and progress through the grades in an accountability system that is focused on adult adherence to and success in the state accountability ratings system . Excellence occurs in “pockets” on an individual teacher by teacher or school by school basis. | Student learning occurs and is measured by an accountability system that goes beyond the state accountability system minimal passing and incorporates other measures of achievement such as “commended” levels or improvement trends and while it may include other non-state test based measures, is still largely focused on mastery of the core academic curriculum without a clear or compelling purpose for and commitment to excellence. | District leaders have engaged district staff, parents, and community members in the articulation of the district’s purpose and values and have translated these into expectations for students and staff. Students are engaged in a learning path toward post-secondary experiences and future meaningful life opportunities . | District internal accountability systems and structures are based upon the power of shared co-accountability for excellence and while they result in high levels of performance on state/federal accountability systems, these systems are not the key driver of the instructional work in schools and classrooms. District leaders have engaged district staff, parents, and community members in the articulation of the district’s purpose and values and have translated these into a culture of excellence that inspires students, staff, and community to commit to and engage in the work of making this vision a reality for all students. Across all levels of the district and across all schools and classrooms, the adults in the system understand and have committed to the district’s purpose, values, and standards toward this common goal for all students. Students understand and are engaged in a learning path toward successful post-secondary experiences and future meaningful life opportunities . | <ul style="list-style-type: none"> • Establishment and support for a culture of co-accountability and engagement across all role groups in the school community. • District policies related to the establishment and implementation of an system of shared accountability that is based upon high expectations for all, high levels of engagement, and clear roles and responsibilities learning across all role groups. • A comprehensive professional development system that ensures all teachers, principals, and instructional support staff have a common understanding of their responsibilities related to student achievement and that assists them in building the skills needed to fulfill those roles. |
| V.b The teacher’s most important role is to be a designer of engaging experiences for students, supporting students in their work by incorporating more traditional roles as planner, presenter, instructor, and performer. | Student engagement in learning tasks and the designer support role of the teachers is not the norm in classrooms across the district. The traditional teacher role is the norm and flourishes in the classroom as the major instructional method (lecture, direct instruct, etc.). | Engaging student tasks are evident in some areas, but not available to all students nor expected of all teachers. Teachers may be encouraged to adopt the redefined instructional role, but is not the norm in classrooms. | Engaging and meaningful instruction within a redefined instructional role is evident in most classrooms . Teacher training and instructional monitoring are aligned to the expected instructional practices. Curriculum includes examples of engaging learning tasks that are available to students throughout the district and expected of all teachers, and includes supports for using digital media in learning tasks. | Engaging and meaningful instruction within a redefined instructional role is evident in all classrooms . Teachers are engaged in facilitating meaningful learning based on rigorous content. Students are engaged as self-managers of their learning. Practices such as teacher training, monitoring, and evaluation tools are explicitly aligned to the expected instructional practices. Students are active participants in their learning processes and as creators/presenters/facilitators of their own learning. | <ul style="list-style-type: none"> • A professional development system that provides teachers with capacity building related to facilitating and mediating meaningful learning for all students, including professional development in creating engaging online curriculum projects tied to state standards. • Clear guidelines, expectations, and supports for student behavior and classroom management systems related to student self-management and collaborative learning. |

Article V. Organizational Transformation (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <i>Preconditions for Success (Level IV System Requirements)</i> |
|--|---|--|--|---|---|
| |  <i>Progressive Alignment Indicators for Realizing the New Vision</i> | | |  <i>High Level Alignment Indicators</i> | |
| V.c The overall quality of the present teaching force is excellent, and most teachers are capable and willing to take on their new designer role if their sense of moral purpose for entering teaching is honored, and if they are provided relevant development opportunities and a climate and conditions that support them. | Teachers tend to be left on their own to “get on with the work” as they deem best or too-tightly controlled . Supports for improved or sustained teacher quality are largely the responsibility of the teacher or the principal on an individual basis. | Systems of support for teachers are sporadic or voluntary (such as sustained or improved teacher quality, such as professional development, mentoring, and collaboration). Teacher development reflects a “one size fits all” design and is based upon the traditional teacher as content giver role. | Systems of support for sustained or improved teacher quality are expected and implemented , such as professional development, collaboration, and mentoring. Professional development is to some extent tailored based upon teacher performance/ experience/interest or student achievement needs. | Teachers are respected as key decision makers in their professional growth and are meaningfully engaged in determining a learning pathway that is most likely to result in improved instructional skills and capacities for their role as instructional designer and learning facilitator. Teacher professional development opportunities reflect the same type of instruction and learning expected in the classrooms (flexible in time/access, high learner engagement, choice and autonomy when possible, and that leverage the power of digital media and online learning). | <ul style="list-style-type: none"> • Systems of support, engagement, and collaboration are in place to ensure successful, meaningful, and rewarding teaching experiences for all teachers, including differentiated supports as needed. • A professional development system that provides teachers with capacity building related to facilitating and mediating meaningful learning for all students. |
| V.d The attempt to incentivize teachers with material rewards for improving test scores is an insult to teachers and infers that improvements in learning can be measured with precision. Such pay schemes should not be mandated by the state but left to the discretion of local districts. | | | | | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |

Article V. Organizational Transformation (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | Preconditions for Success (Level IV System Requirements) |
|---|--|--|--|--|---|
| <p>V.e The costly loss of so many teachers from the profession in the first three to five years of employment is likely more a function of the social systems and conditions that dominate most schools than a lack of material rewards.</p> | <p>Novice and beginning teachers are not provided with the focused time, supports, and mentoring needed to experience success and kindle a desire to commit to the profession, which may result in an inordinately high attrition rate in the early years of employment. Teaching tends to be an isolated function with the same expectations and pressures applied to beginning and experienced teachers without supports.</p> | <p>Training is provided to novice and beginning teachers in important job function areas such as curriculum implementation and classroom management. While some differentiation for novice teacher induction and support is evident, on-going teacher collaboration and supports for successful teaching throughout the year and ensuing years are minimal. Teaching tends to be an isolated function without social support systems and collaboration.</p> | <p>Systemic supports are provided for novice and beginning teachers at both the school and district levels. These supports include professional development in key job function areas and the establishment of social support systems and the school and district level. Professional learning communities of teachers are used as a means for collaborative planning, professional Teaching occurs in a collaborative, socially supportive school environment.</p> | <p>Concerted, systemic supports for novice and beginning teachers are a core value of the district's theory of action for teaching and learning. The district uses on-going teacher feedback and student performance to create a professional development curriculum and set of campus-based and district wide supports to teachers that are focused on instructional excellence, collaborative teacher-to-teacher supports, and on-going mentoring. Supportive and fulfilling school cultures are evidenced by a sense of collaboration, respect, and high expectations for excellence. Novice and beginning year teachers are provided the additional focused supports, time, and tools needed to be a successful early years teacher. From school to school across the district, teachers communicate a sense of personal efficacy and commitment to the profession.</p> | <ul style="list-style-type: none"> • Systems of engagement, and collaboration are in place to ensure successful, meaningful, and rewarding teaching experiences for all teachers. • Systems of support for teacher efficacy are put into place in response to the unique needs of novice, experienced, master, and struggling teachers. • A professional development system that provides teachers with capacity building related to facilitating and mediating meaningful learning for all students. |
| <p>V.f Districts will have increasing difficulty in attracting experienced teachers to teach in poverty-stricken schools, and the overall teacher retention rate will decline even further if federal and state bureaucratic controls continue excessive focus on high stakes standardized tests.</p> | | | | | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |



Article V. Organizational Transformation (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <p align="center"><i>Preconditions for Success (Level IV System Requirements)</i></p> |
|---|---|---|--|---|--|
| <p>V.g Leadership development at all levels (teachers, included) must become a primary means of building needed capacities to function in required new roles.</p> | <p>Principal leadership training is <i>focused primarily on school operations</i> (staffing, budgeting, teacher evaluation, etc.) Professional development for teachers is focused primarily on meeting the expectations of the external accountability system with a clear line of authority separating the teacher role from the principal role.</p> | <p>Leadership development is a focus of the district at both the teacher and principal level. Principal training is <i>focused on both instructional leadership and school management</i>. Leadership opportunities are available to high-performing teachers. On-going professional development is provided for all teachers and principals, and time is devoted to meeting the expectations of the state and federal accountability systems.</p> | <p>Leadership development is an <i>on-going practice throughout the district at all levels. Teacher leaders and school leaders</i> participate collaboratively in focused instructional leadership development opportunities. A “tiered” professional development system provides differentiated learning opportunities for various role groups such as novice teachers/ principals. Teachers and principals have some leadership opportunities beyond the stated professional development plan.</p> | <p>Leadership development is a <i>purposeful, on-going, and explicit practice at throughout the district at all levels</i>. Professional development plans and practices are clearly focused primarily on instructional leadership for realizing the New Vision for <i>teachers, principals, and administrative staff</i>. The new role of instructional leadership has been clearly defined and drives the planning for and content of leadership development. The district has instituted leadership collaboration and mentoring practices that result in co-accountability for leading and learning throughout the system. Structures such as teacher leadership teams, master teacher/coach leaders, principal leadership groups, choice-based learning opportunities, etc.</p> | <ul style="list-style-type: none"> • Systems for shared leadership and collaboration are in place at all schools to support meaningful engagement in key decisions at the school and district levels. • A professional development system that provides teachers and principals with capacity building related to expected leadership roles. |
| <p>V.h Students are in charge of determining where their attention, effort, and commitment go, and their access to information gives them even more power; hence, they must be treated accordingly.</p> | <p>Students are instructed in a teacher-driven curriculum <i>little or no expectation for student engagement or choice</i>. Learning opportunities and curriculum expectations vary from classroom to classroom and school to school. Student learning is focused on compliance with teacher-focused instructional processes.</p> | <p>Students are instructed in a district level common curriculum (especially in the core academic areas) that is focused on mastery of required standards. Students <i>have few opportunities to provide input into their learning processes</i>. Student learning is characterized by teacher-driven instructional processes culminating in a single demonstration of learning such as a common unit test or semester exam.</p> | <p>Students are engaged in mastering a set of common learning standards established by the district and within flexible classroom structures designed to meet various instructional needs. In some classrooms, <i>students have opportunities for choice in learning</i> methods and venues and are given some flexibility in learning time. These opportunities for students to engage meaningfully in their learning process and make instructional choices are encouraged by the district, but are not required or well supported for all teachers and students.</p> | <p><i>Students act responsibly and effectively as co-managers of their learning</i> processes and outcomes. Teachers provide students with the knowledge, skills and habits of practice needed to understand the curriculum requirements/ options, the various ways in which the content may be accessed, the expectations for mastery, and the methods by which content mastery can be demonstrated. Principals and teachers ensure that the instructional and technical systems and processes in the classroom and school support students in successfully acting as co-managers of their learning processes and outcomes. Learning is characterized by high levels of student engagement in learner-focused instructional settings not limited to the classroom.</p> | <ul style="list-style-type: none"> • Instructional tools and supports related to student self-management of learning and meaningful engagement in their own educational planning and program. • A professional development system that provides teachers, principals, and counselors with guidance in soliciting and facilitating student engagement in learning and in decision-making about their education. |



Article V. Organizational Transformation (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <p align="center"><i>Preconditions for Success (Level IV System Requirements)</i></p> |
|--|---|--|---|--|---|
| <p>V.i The variation in student learning is as much a function of student effort as it is of ability, meaning that we must incorporate into the tasks we design and assign to students those qualities that will increase engagement.</p> <p>V.j Profound learning (owning the knowledge) as opposed to superficial learning (short-term memory) comes more from engagement and commitment than from various forms of compliance, coercion, sanctions, or rewards.</p> | <p>Students are expected to demonstrate appropriate learning behavior and attend to and engage in teacher-directed instruction. Student effort is compliance-driven based upon adherence to strict rules and consequences for behavior.</p> | <p>Engaging student tasks are evident across the district but not available to all students. In most classrooms, student behavior and engagement are compliance-driven based upon adherence to rules and consequences for behavior. Student choice and autonomy in learning opportunities are limited and may be offered as rewards for appropriate behavior rather than as a common practice available to all students.</p> | <p>Meaningful learning tasks and high levels of student effort and engagement are evident in most classrooms. Student engagement is supported with clear expectations and supports for student effort. The curriculum includes examples of engaging learning tasks that are available to students throughout the district and expected of all teachers. Students have some autonomy and choice in learning.</p> | <p>Across the district, students are engaged in meaningful learning tasks based on rigorous content, and they act as self- or co-managers of their own learning toward mastery of the content standards. Teachers provide purposeful instruction for students in their role as active participants in their learning processes and as creators/presenters/facilitators of their own learning. Teachers assist students in developing the social and personal skills needed to engage successfully with each other and with the learning tasks. District curriculum guidance is explicitly aligned to the expected learning standards and engagement practices expected of students. Principals support teachers in the enactment of effort-based instructional practices.</p> | <ul style="list-style-type: none"> • Instructional guidelines related to student effort and engagement in learning. • Systems of support and training for teachers and students related to the role of effort and engagement in meaningful, profound learning • A professional development system that provides teachers, principals, and counselors with guidance in soliciting and facilitating student engagement in learning and in decision-making about their education. • Communication and training for parents in understanding and supporting student effort and engagement as key functions of engagement in their children's educational success. |
| <p>V.k The use of too tightly monitored curriculum and a scripted approach to teaching to ensure coverage of the material for the test instead of broad understanding of connected content is a detriment to profound learning.</p> | <p>Students are instructed in a tightly controlled and rigidly monitored curriculum that is characterized by a focus on minimal mastery of tested skills in scripted "page by page" approach without recognition of the needs of individual students or the use of performance data to inform instruction.</p> | <p>Students are instructed in a district-required curriculum that is based upon a set of learning standards within tightly set pacing. Instructional monitored is focused on fidelity to "pacing" (such as a "weekly" walk through) rather than fidelity to learning and mastery. Little flexibility is provided to teachers to make adjustments for individual student needs.</p> | <p>Students are engaged in a curriculum that is driven by challenging standards within a loose pacing guide based on mastery within a broad time period (nine weeks, semester, etc.). Teachers provide instructional interventions and differentiated learning opportunities for students as needed based upon identified student needs toward mastery of rigorous content standards.</p> | <p>Students are engaged in a curriculum that is driven by challenging standards that is designed for multiple entry points around a variety of instructional venues. Students have choices for engaging with meaningful content including classroom-based instruction, technology-driven instruction, virtual/self-paced instruction, etc. Teachers provide flexible and differentiated learning opportunities for students as needed based upon student choice, learning preference, and/or identified student needs toward mastery of rigorous content standards.</p> | <ul style="list-style-type: none"> • District policies that clearly outline curricular requirements and autonomy, including differentiating between the "what" of learning (required learning standards) and the "how" of teaching (teacher by teacher and school by school decisions based upon best practices and research). • Clear guidance regarding flexibility in the pacing, access, and entry points to curriculum mastery. • Internal systems of co-accountability to ensure that at critical checkpoints, all students have had the opportunity to master or go beyond curricular requirements. |



Article V. Organizational Transformation (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <p align="center"><i>Preconditions for Success (Level IV System Requirements)</i></p> |
|---|--|---|--|--|--|
| <p>V.I The district is responsible for creating the conditions in which student commitment and engagement become central and for attracting principals and teachers who can learn to use appropriate frameworks, protocols, processes, assessments, and resources in different ways in a collaborative setting.</p> | <p>Students learn in isolated classrooms with limited engagement. The system allows isolated teaching and learning processes. Few supports are provided to support teachers in their work. Principals work in isolation to manage schools and lead teaching and learning. Recruitment, hiring, and placement of teachers and principals are central office functions separated from the work of schools and/or engagement of school leaders.</p> | <p>Students have some opportunities for engaging with each other in learning tasks and teachers are expected to facilitate student engagement. Some supports are developed to provide examples of engaging student tasks. Teachers work mostly in isolation but are expected to meet with teaching colleagues by grade level/dept. Principals have limited opportunity to work together and improve their management and instructional leadership skills. Recruitment, hiring, and placement of teachers and principals are often central office functions lacking engagement of school leaders.</p> | <p>Students have opportunities and are expected to engage with each other around challenging learning tasks. Some supports such as frameworks, protocols, assessments, etc. are provided to support teachers in their work. Teachers are expected to work together to improve practice, design meaningful learning tasks, and analyze student work. They are provided with time, tools, and training needed to collaborate effectively. Principals work together to improve school leadership. Teacher and principal recruitment and hiring efforts are focused on identifying teachers and principals most likely to work effectively in collaborate settings and are carried out at the school level by school leaders.</p> | <p>Students across the district are committed to learning at high levels and are engaged with each other, with teachers, and with technologies in meaningful learning experiences toward mastery of challenging content using 21st century skills. Teachers provide learning tasks and establish the conditions for learning to maximize student effort and engagement. The district provides high quality frameworks, protocols, processes, assessments, and resources to ensure that teachers have the tools, supports, and skills needed to maximize their instructional efforts. Leadership initiatives and practices are aimed toward creating these conditions in all classrooms at all schools. Teacher and principal recruitment and hiring efforts are directly aligned to finding, hiring, placing, and supporting teachers and principals who are most likely to work effectively in collaborate settings toward the achievement of the new vision for teaching and learning. These staffing functions and are carried out at the school level with high levels of engagement by school leaders and teachers.</p> | <ul style="list-style-type: none"> • Development of and on-going support for a system-wide culture of collaboration and engagement. • Systems of support and training for teachers and students related to the role of effort and engagement in meaningful, profound learning • Communication and recruitment practices that rely upon engagement of school leaders within a culture of collaboration and leadership. • Curriculum tools and professional development supports that assist teachers and principals in soliciting and facilitating student effort and engagement in learning. |



Article V. Organizational Transformation (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <p align="center"><i>Preconditions for Success (Level IV System Requirements)</i></p> |
|---|---|--|--|---|--|
| <p>V.m Operating and social systems exist in all organizations including schools. Transforming these systems is the only way to transform schools into the type of organization needed.</p> | <p>District operational and social systems such as policy development, Board leadership, personnel/hiring systems, budgeting, training, and resource distribution work in isolation and are not connected to the core work of teaching and learning. Teachers and principals work within compliance expectations from central office departments without clear guidance.</p> | <p>The policies, practices, and functions of the district's operational and social systems such as policy development, Board leadership, personnel/hiring systems, budgeting, training, and resource distribution are expected to support the core work of teaching and learning. Status quo practices or policies are barriers to successful, effective supports to schools in realizing the new vision. When expectations/ compliance directives come from central office, they are accompanied with clear guidance and supports.</p> | <p>The policies, practices, and functions of the district's operational and social systems such as policy development, Board leadership, personnel/hiring systems, budgeting, training effectively support the core work of teaching and learning as described in the new vision. When status quo practices or policies interfere with effective service to schools, they are revised or eliminated to remove barriers in support of realizing the new vision. When expectations/compliance directives come from central office, they are accompanied with clear guidance and supports.</p> | <p>Across all district systems throughout the organization, all processes, products, and services are directly aligned to and supportive of the new vision for teaching and learning. The policies, practices, and functions of the district's operational and social systems such as policy development, Board leadership, personnel/hiring systems, budgeting, training effectively support the core work of teaching and learning as described in the new vision. The district has proactively examined all policies and practices to remove barriers to quality services and supports to schools as they work toward realizing the new vision. Principals and teachers provide feedback for on-going improvement related to effective school services across the organization's operating and social systems. All district departments are co-accountable for compliance, service, and supports aligned to the district's vision with clear quality indicators and delineation of expectations and responsibilities.</p> | <ul style="list-style-type: none"> • Clear and compelling district vision for teaching and learning in the 21st century. • Systematic removal of barriers to enactment of the New Vision. |




Article VI. A More Invigorated State and Local Partnership

Statement of Principle

A more balanced, reinvigorated state/local partnership can generate the public involvement and community support needed to meet the demands of new learning standards essential to the success of the 21st century learner. The present state-dominated partnership is inherently incapable of creating the type of schools that can provide the learning experiences most needed by students in our schools today. New levels of trust and reciprocal arrangements, including a return of significant authority and responsibility to local communities, are the only hope.

| Premises | Level I: | Level II: | Level III: | Level IV: | <i>Preconditions for Success (Level IV System Requirements)</i> |
|--|----------|-----------|------------|-----------|--|
| | | | | | |
| VI.a The state's interest in great schools and communities can best be assured by a partnership that may specify the basic standards for graduation and general accountability measures but does not detail how standards are to be achieved nor the assessments needed to inform and guide instruction. | | | | | • For full implementation of this premise, state policy or other external mandate must be altered. |
| VI.b The dramatic increase in number of students, diversity, and poverty levels demand that the state/local partnership be shaped to respond to these needs with innovations not bound by bureaucratic rules of the present. | | | | | • For full implementation of this premise, state policy or other external mandate must be altered. |
| VI.c Schools reflect the problems of the society from which their students come; therefore, it is essential that community/school partnerships be developed and supported that coordinate social services to students and families. | | | | | • For full implementation of this premise, state policy or other external mandate must be altered. |

Article VI. A More Invigorated State and Local Partnership (continued)

| Premises | Level I: | Level II: | Level III: | Level IV: | <i>Preconditions for Success (Level IV System Requirements)</i> |
|--|--|-----------|------------|-----------|--|
| |  <i>Progressive Alignment Indicators for Realizing the New Vision</i> <i>High Level Alignment Indicators</i> | | | | |
| VI.d Educating our youth is a state responsibility but a local function. Attempts to run the schools from Austin and Washington will result in a further decline in the local sense of ownership and responsibility at the very time when local involvement is most needed. | | | | | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |
| VI.e The public education finance mechanisms must be adequate, equitable, and provide for local meaningful discretion and flexibility in the allocation of resources to support goals and priorities. Digital learning opportunities will require innovative revenue generation and accounting possibilities not yet invented. | | | | | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |
| VI.f A stronger sense of community ownership would prevail if conversations by school board members and other community leaders focused on substantive issues over which they had control rather than on state and federal compliance matters. | | | | | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |
| VI.g Regional education service centers are a vital resource and developing their capacities to provide technical assistance in collaborative ways can accelerate the transformation journey of schools and school districts, particularly in development of assessment tools for learning and training for school personnel. | | | | | <ul style="list-style-type: none"> • For full implementation of this premise, state policy or other external mandate must be altered. |