



## Proposed Accountabilities and Indicators Highly Effective Schools with Students On-Track for K-12 and Post-Secondary Success

All schools should be accountable for fostering the foundational conditions for high quality teaching and effective learning for all students.

Accountabilities encompass goals for the quality of the school-wide and classroom environment and for ensuring that all individual staff and students have the critical proficiencies necessary for success:

- Schools should be accountable for establishing a physically and emotionally safe, developmentally appropriate, healthy, mutually respectful, instructionally sound, and engaging environment across the school and in every classroom.
- Schools should be accountable for insuring that **all** individual staff and students have the necessary capacities and supports to productively contribute to that environment and personally succeed within it as teachers and learners.

## **Essential Accountabilities:**

1. **School-wide culture** with high expectations for achievement
2. **Well-managed classrooms** that foster learning to high standards with all **teachers proficient** in instructional practice and student engagement
3. **Student proficiency** in self-regulation, social interactions and persistence toward goals
4. **Effective intervention systems** to remove social, behavioral and academic barriers to student achievement and success

**Accountability 1: School-wide culture with high expectations for achievement consistently experienced by all community members**

*Potential Funding Streams: Title I - Part A — Improving Basic Programs Operated by Local Educational Agencies*

*SEC. 1117. School Support and Recognition for Support (5) School Support Teams - Development of School based teams*

*SEC. 1118. Parental Involvement (d) Shared responsibilities for high student academic achievement (e) Building Capacity for Involvement*

Descriptors	Potential Indicators [Collected/reported for whole school & disaggregated by sub-groups]	Potential Inputs/Activities
<p><b>Positive attributes experienced by students</b></p> <ul style="list-style-type: none"> <li>• High levels of physical and emotional safety and order</li> <li>• High academic goal orientation and support for achievement</li> <li>• Respectful, mutually trusting, and supportive relationships</li> <li>• Opportunities for well-rounded development, individual expression, and school engagement via participation in athletics, leadership activities, and the arts</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys measuring student perceptions related to: safety, connectedness, engagement, support, and positive environments for learning</li> <li>• Indicators of safety &amp; order such as : % of students suspended and/or expelled; school crime rates; behavioral referral rates; chronic absenteeism &amp; lateness</li> <li>• Indicators of involvement in enriched learning-related activities, % student involved in extra-curricular activities, summer learning and extended learning-time programs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Behavioral systems that promote safety and order and support the continuous strengthening of social-emotional skills</b> <ul style="list-style-type: none"> <li>○ Policies &amp; procedures to create a common understanding of expectations, consequences &amp; school-wide values.</li> <li>○ Staff members teaching situation-specific norms and procedures for activities (e.g. assemblies, concerts, field trips)</li> <li>○ Staff tracking behavioral incidents by time and place to identify and address patterns and to reduce the likelihood of predictable disruptive behaviors</li> </ul> </li> <li>• <b>Initiatives that promote mutually supportive relationships between students and adults, e.g. Advisory systems, adult and peer mentoring programs</b></li> <li>• <b>Access to a range of developmentally appropriate in-school and extracurricular programs in sports, arts, leadership and community service</b></li> </ul>

**Accountability 1 (cont.): School-wide culture with high expectations for achievement consistently experienced by all community members**

*Potential Funding Streams: Title I - Part A — Improving Basic Programs Operated by Local Educational Agencies*

*SEC. 1117. School Support and Recognition for Support (5) School Support Teams - Development of School based teams*

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<b>Descriptors</b>	<b>Potential Indicators</b> [Collected/reported for whole school & disaggregated by sub-groups]	<b>Potential Inputs/Activities</b>
<p><b>Positive attributes experienced by staff</b></p> <ul style="list-style-type: none"> <li>• High academic goal orientation and support for achievement</li> <li>• Positive and productive working environment for staff</li> <li>• A sense of teacher and administrator efficacy and accountability</li> <li>• Respectful, mutually trusting, and supportive adult-adult relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys measuring staff perceptions of safety, connectedness, engagement, support, and positive environments for teaching</li> <li>• Indicators of positive engagement, such as staff attendance &amp; retention</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Leadership practices that engage staff in school planning</b> <ul style="list-style-type: none"> <li>○ Leadership functions are distributed across staff</li> <li>○ Decision making processes are transparent and clearly communicated</li> </ul> </li> <li>• <b>Systems of mutual accountability between staff and leadership toward standards for high achievement for staff and students</b></li> <li>• <b>School vision that is clearly communicated to staff and integrated into all aspects of the school, e.g. lesson content, behavior systems, school-wide initiatives, family outreach, etc.</b></li> </ul>

**Accountability 1 (cont.): School-wide culture with high expectations for achievement consistently experienced by all community members**

*Potential Funding Streams: Title I - Part A — Improving Basic Programs Operated by Local Educational Agencies*

*SEC. 1117. School Support and Recognition for Support (5) School Support Teams - Development of School based teams*

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<p><b>Descriptors</b></p>	<p><b>Potential Indicators</b> [Collected/reported for whole school &amp; disaggregated by sub-groups]</p>	<p><b>Potential Inputs/Activities</b></p>
<p><b>Positive attributes experienced by families</b></p> <ul style="list-style-type: none"> <li>• High academic goal orientation and support for achievement</li> <li>• A sense of teacher and administrator efficacy and accountability</li> <li>• Welcoming environment for family partnerships</li> <li>• Respectful, mutually trusting, and supportive relationships</li> <li>• Communication and interactions that allow families to serve as their children’s first teacher, best coach and chief advocate</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys measuring family perceptions related to: safety, connectedness, engagement, support, and positive environments for teaching and learning</li> <li>• Indicators of family involvement in learning-related events such as parent teacher conferences, PTA, school activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Staff training in, and adoption of, strategies for effective outreach, communication and partnering with families:</b> <ul style="list-style-type: none"> <li>○ Appreciation for evidence-based role of family support for student learning</li> <li>○ Relevant knowledge about families and community</li> <li>○ Norms and procedures for positive family interactions, (e.g. curriculum night, family conferences, etc.)</li> <li>○ Removal of barriers to engagement, e.g. languages, scheduling flexibility, availability of childcare</li> </ul> </li> <li>• <b>Learning opportunities to assist families in becoming effective teachers/ coaches/ advocates for their children’s achievement and development related to:</b> <ul style="list-style-type: none"> <li>○ Academic content standards, curricula, data, instructional techniques, and assessments</li> <li>○ Behavioral expectations, policies/procedures, and consequences</li> <li>○ Social and emotion development, pro-social modeling, positive discipline practices etc</li> <li>○ Enhanced family skills, e.g. English language proficiency and literacy, technology</li> </ul> </li> <li>• <b>Systems for access to community resources</b> <ul style="list-style-type: none"> <li>○ Institutionalized role of ‘Family Advocate’, community mentorships, etc</li> <li>○ Connections to school and community based mental health and social service providers</li> </ul> </li> </ul>

**Accountability 2: All teachers proficient in instructional practice and student engagement to create well managed classrooms that foster teaching and learning to high standards.**

*Potential Funding Streams: Title II — Part A — Teacher and Principal Training and Recruiting*

*SEC. 2101. Purpose.*

*Title I - Part A — Improving Basic Programs Operated by Local Educational Agencies*

*SEC. 1114. Schoolwide Programs (b) Components of A Schoolwide Program (1) In General(C) Instruction by highly qualified teachers.*

Descriptors	Potential Indicators [Collected/reported for whole school & disaggregated by sub-groups]	Potential Inputs/Activities
<p><b>All teachers proficient in skills related to:</b></p> <ul style="list-style-type: none"> <li>• Emotional support and effective student engagement</li> <li>• Effective classroom management</li> <li>• Instructional support</li> <li>• Techniques to promote family partnership to support student learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Audit of pre-service training qualifications and ongoing professional development in relevant content areas</b></li> <li>• <b>Structured classroom observations using standardized measures</b> (e.g. Classroom Assessment Scoring System or CLASS)</li> <li>• <b>Indicators of positive engagement by classroom: e.g. behavioral referral rates; % of families attending school events</b> (teacher conferences, open school night); <b>attendance and lateness rates</b></li> <li>• <b>Survey measures to gauge student perceptions of classroom environment, engagement, and teacher support</b> (e.g. Student surveys created by the Developmental Study Center)</li> <li>• <b>Teacher-based growth measures of student proficiency</b> (e.g. test scores, social and emotional capacities)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-service training and ongoing professional development in:</b> <ul style="list-style-type: none"> <li>○ Child and adolescent development</li> <li>○ Classroom Organization and Management</li> <li>○ Social and emotional learning</li> <li>○ Differentiated Instruction</li> <li>○ Formative assessment</li> <li>○ Identification of youth who are at-risk of behavioral and/or academic problems (Early Warning Signs)</li> <li>○ De-escalation and conflict resolution</li> <li>○ Family engagement</li> </ul> </li> </ul>

**Accountability 3: Student proficiency in self-awareness, social interactions and persistence toward goals**

*Potential Funding Streams: Title I - Part A — Improving Basic Programs Operated by Local Educational Agencies*

*SEC. 1114. Schoolwide Programs (b) Components of A Schoolwide Program (1) In General (B) Schoolwide reform strategies*

<p><b>Descriptors</b></p>	<p><b>Potential Indicators</b> [Collected/reported for whole school &amp; disaggregated by sub-groups]</p>	<p><b>Potential Inputs/Activities</b></p>
<p><b>Development of all students’ capacities for:</b></p> <ul style="list-style-type: none"> <li>● <b>Emotional and behavioral self-awareness and self-regulation</b> to understand and manage their emotions and behaviors; leverage personal qualities and identify potential supports</li> <li>● <b>Recognition and appropriately respond to the feelings of others</b></li> <li>● <b>Responsible decision making and positive goal orientation</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Adult and student-reported measures of students’ social and academic development</b> (e.g. Social Skills Rating System--SSRS, Devereux Student Strengths Assessment--DESSA, Student surveys from the Developmental Studies Center)</li> <li>● <b>Student self-report measures of positive development and family, school, and community support</b> (e.g. Developmental Assets Profile).</li> <li>● <b>Indicators of negative and risky behaviors</b> (e.g. suspensions/expulsions, rates of observed or reported use of drugs or alcohol)</li> <li>● <b>Indicators of positive trajectories</b> (e.g. 3<sup>rd</sup> grade reading proficiency, on-time promotion and graduation rates, academic proficiency)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Implementation of evidence-based tools and strategies to promote the development of effective skills in problem-solving, self-awareness and self-regulation, social interactions and persistence toward goals for students , with the appropriate support of teachers and families:</b> <ul style="list-style-type: none"> <li>○ Social and Emotional Learning</li> <li>○ Emotional Literacy</li> <li>○ Bullying Prevention</li> <li>○ Anger Management</li> <li>○ Conflict Resolution</li> <li>○ Peer Mentoring</li> <li>○ Character Education</li> <li>○ Service Learning</li> </ul> </li> </ul>

**Accountability4: Effective intervention systems to remove social, behavioral & academic barriers to student achievement & success**

*Potential Funding Streams: Title I - Part A — Improving Basic Programs Operated by Local Educational Agencies*

*Sec. 1003 (G) School Improvement Grant funds*

Descriptors	Potential Indicators	Potential Inputs/Activities
<p><b>School-wide capacity- systems and resources to promote individual student’s success and address social and behavioral health barriers to effective teaching and learning:</b></p> <ul style="list-style-type: none"> <li>● Effective identification, triage, and care management for high need students</li> <li>● School and community based counseling, mental health and social services</li> <li>● Appropriate classroom-based strategies</li> <li>● Effective partnership with to families</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Audit of school systems &amp; resources:</b> <ul style="list-style-type: none"> <li>○ Protocols for identification and support for at risk students, including classroom support structures and coordination with families</li> <li>○ Access to care (e.g. range of service, ratio of slots to need for school and community based services)</li> </ul> </li> <li>● <b>Survey measures on the presence, accessibility, and effectiveness of school systems</b> (e.g. School Mental Health Capacity Instrument)</li> <li>● <b>Indicators of functioning for at-risk, treated student</b> (standardized measures of behavioral functioning, attendance, lateness, suspensions, academic records e.g. grades, standardized tests, on-time promotion and graduation rates)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Professional development for teachers, administrators and school support staff in:</b> <ul style="list-style-type: none"> <li>○ Crisis intervention, triage, and care management for high need students</li> <li>○ Identification of at-risk students (early warning signs)</li> <li>○ Strategies to support high-need students in the classroom</li> </ul> </li> <li>● <b>Resources to address student needs:</b> <ul style="list-style-type: none"> <li>○ School-based clinical counseling services</li> <li>○ Community-based mental health and social services</li> </ul> </li> <li>● <b>Development of school procedures and protocol for:</b> <ul style="list-style-type: none"> <li>○ Crisis management based on appropriate and proportional response</li> <li>○ Identification, triage, intervention, and care management for at-risk students</li> <li>○ Relationships with community-based mental health and social service providers (pathways to care, and collaboration between service providers)</li> </ul> </li> <li>● <b>Outreach and communication with families to involve them in the design and success of intervention strategies and support services,</b> e.g. consent, medical and family history, complementary home and family based strategies, family therapy</li> </ul>

**Accountability4 (cont.): Effective intervention systems to remove social, behavioral & academic barriers to student achievement & success**

*Potential Funding Streams: Title I - Part A — Improving Basic Programs Operated by Local Educational Agencies*

*Sec. 1003 (G) School Improvement Grant funds*

Descriptors	Potential Indicators	Potential Inputs/Activities
<p><b>School-wide capacity- systems and resources to promote individual student's success and address academic barriers to effective teaching and learning:</b></p> <ul style="list-style-type: none"> <li>• Effective identification and intervention plans for students struggling academically</li> <li>• School and community based services to promote academic achievement including, academic remediation, classroom strategies, and additional learning time</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Audit of school systems &amp; resources:</b> <ul style="list-style-type: none"> <li>○ Systems for identification and development of interventions for students struggling academically</li> <li>○ Access to interventive academic resources in school and community</li> <li>○ Classroom support structures and strategies</li> <li>○ Opportunities for additional learning time (extended day, summer learning)</li> </ul> </li> <li>• <b>Indicators of improved functioning for students struggling academically:</b> <ul style="list-style-type: none"> <li>○ School behavioral records (e.g. attendance, lateness, suspensions)</li> <li>○ School academic records (e.g. grades, standardized test scores, 3<sup>rd</sup> grade reading proficiency, on-time promotion and graduation rates)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Professional development for teachers, administrators and school support staff in strategies to support academically struggling students in the classroom:</b> e.g. assessment and monitoring protocols, differentiated instruction</li> <li>• <b>Development of school procedures and protocol to:</b> <ul style="list-style-type: none"> <li>○ Identify and develop intervention plans for students struggling academically</li> <li>○ Implement and monitor classroom-based strategies</li> </ul> </li> <li>• <b>Resources to provide academic remediation and additional learning time and in the following areas:</b> <ul style="list-style-type: none"> <li>○ Literacy and writing</li> <li>○ Math</li> <li>○ Organization and study skills</li> <li>○ Speech and processing,</li> <li>○ Other academic subject areas</li> </ul> </li> <li>• <b>Outreach and communication with families to involve them in the design and success of academic intervention strategies and support services</b> (e.g. academic expectations, setting supportive home conditions)</li> </ul>

## APPENDIX A

### Descriptors of Key Terms

#### Positive Attributes of Classrooms that Foster Teaching and Learning:

- **Emotional Support:**
  - High levels of positive communication, personal connection, and mutual respect
  - Regard for student perspectives and expression
  - Responsiveness to students' concerns
  - Encouragement of students' comfort and willingness to take risks in support of learning
- **Effective Classroom Management:**
  - Clear behavioral expectations
  - Anticipation and prevention of potential problems
  - Use of appropriate positive and negative consequences
  - Maximum time for productive learning
  - Opportunities for all students' active participation
- **Instructional Support:**
  - High level concept development
  - Rich use of language
  - Effective use of questioning and feedback
  - Promotion of students' conscious awareness and use of effective cognitive, social, emotional, and behavioral knowledge & skills
  - Active student engagement
  - Facilitation of opportunities for peer to peer learning

#### Teacher Proficiencies in Classrooms that Foster Teaching and Learning

- **Social emotional learning and positive youth development:**
  - Age-appropriate expectations for behavior and thinking; recognition of common risks and factors promoting resilience
- **Classroom organization:**
  - Physical space to promote smooth operations, maximize student participation, and enhance teacher awareness
  - Procedures and routines to optimize productivity
- **Age-appropriate behavior management:**
  - Strategies to anticipate and prevent negative behavior, efficiently de-escalate problems if they occur, reinforce students' positive habits, and shift the locus for responsible behavior to students
- **Student engagement:**
  - Instructional strategies that connect new lessons to prior knowledge and real-world experience
  - Use of a diverse range of learning formats, modalities, and materials
- **Instructional Efficacy:**
  - Establishment of clear learning objectives

- Lesson plans that align formats and modalities to objectives
- Use of formative assessment
- Timely and appropriate feedback
- **Family partnership to support student learning:**
  - Activities that promote families' capacities to support students as teachers/coaches/advocates
  - Active communications that allow families to serve as their children's first teacher, best coach and chief advocate
  - Responsiveness to family concerns
  - Suggestions for effective home-based practices to complement school goals
- **Identification of high need students:**
  - Behavioral and academic risk
  - Developmentally significant early warning signs of:
    - Depression, anxiety, psychosis and severe attention issues.
    - Emotional crises such as threat of self-injury or severe aggression toward others.
    - Victimization or perpetration of bullying behavior.

### **School-wide Systems and Capacities to Remove Social, Behavioral and Academic Barriers**

- **Systems and services to address social and behavioral barriers**
  - School-wide systems and skills for effective crisis intervention
  - Systems and skills for effective identification, triage, and care management for high need students
  - Access to care (e.g. School-based clinical counseling services, pathways to care and follow-up with community-based mental health and social service providers)
  - Establishment of appropriate classroom-based strategies
  - Effective partnership with to families to promote:
    - Full involvement in the development of intervention strategies
    - Consent for, and participation in, services
    - Coordination with home-based care
- **Systems and services to address academic barriers**
  - School-wide systems and skills to identify and develop intervention plans for students struggling academically
  - In-school, after-school, and community-based services to support academic remediation:
  - e.g. literacy, writing, math, organization and study skills, speech and processing, and other academic subject areas
  - Establishment of appropriate classroom-based strategies
  - Effective partnership with families to promote
    - Collaborative planning for intervention strategies
    - Complementary home-based practices

## APPENDIX B

### Text of Referenced Legislation

Included in this appendix is the full text of the following legislation:

#### **Title I - Part A — Improving Basic Programs Operated by Local Educational Agencies**

SEC.. 1003 School Improvement

SEC. 1114. Schoolwide Programs (b) Components of A Schoolwide Program (1) In General (B) Schoolwide reform strategies and (C) Instruction by highly qualified teachers.

SEC. 1117. School Support and Recognition for Support (a) System for Support (5) School Support Teams (B) Functions

SEC. 1118. Parental Involvement (d) Shared responsibilities for high student academic achievement and (e) Building Capacity for Involvement

**Title II — Preparing, Training, and Recruiting High Quality Teachers and Principals, Part A — Teacher and Principal Training and Recruiting** SEC. 2101. Purpose.

#### **Title I - Part A — Improving Basic Programs Operated by Local Educational Agencies**

##### **SEC. 1003. SCHOOL IMPROVEMENT.**

(g) ASSISTANCE FOR LOCAL SCHOOL IMPROVEMENT-

(1) PROGRAM AUTHORIZED- The Secretary shall award grants to States to enable the States to provide subgrants to local educational agencies for the purpose of providing assistance for school improvement consistent with section 1116.

(2) STATE ALLOTMENTS- Such grants shall be allotted among States, the Bureau of Indian Affairs, and the outlying areas, in proportion to the funds received by the States, the Bureau of Indian Affairs, and the outlying areas, respectively, for the fiscal year under parts A, C, and D of this title. The Secretary shall expeditiously allot a portion of such funds to States for the purpose of assisting local educational agencies and schools that were in school improvement status on the date preceding the date of enactment of the No Child Left Behind Act of 2001.

(3) REALLOCATIONS- If a State does not receive funds under this subsection, the Secretary shall reallocate such funds to other States in the same proportion funds are allocated under paragraph (2).

(4) STATE APPLICATIONS- Each State educational agency that desires to receive funds under this subsection shall submit an application to the Secretary at such time, and containing such information, as the Secretary shall reasonably require, except that such requirement shall be waived if a State educational agency submitted such information as part of its State plan under this part. Each State application shall describe how the State educational agency will allocate such funds in order to assist the State educational agency and local educational agencies in complying with school improvement, corrective action, and restructuring requirements of section 1116.

(5) LOCAL EDUCATIONAL AGENCY GRANTS- A grant to a local educational agency under this subsection shall be —

(A) of sufficient size and scope to support the activities required under sections 1116 and 1117, but not less than \$50,000 and not more than \$500,000 for each participating school;

(B) integrated with other funds awarded by the State under this Act; and

(C) renewable for two additional 1-year periods if schools are meeting the goals in their school improvement plans developed under section 1116.

(6) PRIORITY- The State, in awarding such grants, shall give priority to local educational agencies with the lowest-achieving schools that demonstrate —

(A) the greatest need for such funds; and

(B) the strongest commitment to ensuring that such funds are used to provide adequate resources to enable the lowest-achieving schools to meet the goals under school and local educational agency improvement, corrective action, and restructuring plans under section 1116.

(7) ALLOCATION- A State educational agency that receives a grant under this subsection shall allocate at least 95 percent of the grant funds directly to local educational agencies for schools identified for school improvement, corrective action, or restructuring to carry out activities under section 1116(b), or may, with the approval of the local educational agency, directly provide for these activities or arrange for their provision through other entities such as school support teams or educational service agencies.

(8) ADMINISTRATIVE COSTS- A State educational agency that receives a grant award under this subsection may reserve not more than 5 percent of such grant funds for administration, evaluation, and technical assistance expenses.

(9) LOCAL AWARDS- Each local educational agency that applies for assistance under this subsection shall describe how it will provide the lowest-achieving schools the resources necessary to meet goals under school and local educational agency improvement, corrective action, and restructuring plans under section 1116.

## **SEC. 1114. SCHOOLWIDE PROGRAMS.**

(b) COMPONENTS OF A SCHOOLWIDE PROGRAM-

1) IN GENERAL- A schoolwide program shall include the following components:

(A) A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

(B) Schoolwide reform strategies that —

(i) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);

(ii) use effective methods and instructional strategies that are based on scientifically based research that —

(I) strengthen the core academic program in the school;

(II) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and

(III) include strategies for meeting the educational needs of historically underserved populations;

(iii)(I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include —

(aa) counseling, pupil services, and mentoring services;

- (bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
  - (cc) the integration of vocational and technical education programs; and
  - (II) address how the school will determine if such needs have been met; and
  - (iv) are consistent with, and are designed to implement, the State and local improvement plans, if any.
- (C) Instruction by highly qualified teachers.

#### **SEC. 1117. SCHOOL SUPPORT AND RECOGNITION.**

##### **(a) SYSTEM FOR SUPPORT-**

##### **(5) SCHOOL SUPPORT TEAMS-**

(A) COMPOSITION- Each school support team established under this section shall be composed of persons knowledgeable about scientifically based research and practice on teaching and learning and about successful schoolwide projects, school reform, and improving educational opportunities for low-achieving students, including —

- (i) highly qualified or distinguished teachers and principals;
- (ii) pupil services personnel;
- (iii) parents;
- (iv) representatives of institutions of higher education;
- (v) representatives of regional educational laboratories or comprehensive regional technical assistance centers;
- (vi) representatives of outside consultant groups; or
- (vii) other individuals as the State educational agency, in consultation with the local educational agency, may determine appropriate.

(B) FUNCTIONS- Each school support team assigned to a school under this section shall —

- (i) review and analyze all facets of the school's operation, including the design and operation of the instructional program, and assist the school in developing recommendations for improving student performance in that school;
- (ii) collaborate with parents and school staff and the local educational agency serving the school in the design, implementation, and monitoring of a plan that, if fully implemented, can reasonably be expected to improve student performance and help the school meet its goals for improvement, including adequate yearly progress under section 1111(b)(2)(B);
- (iii) evaluate, at least semiannually, the effectiveness of school personnel assigned to the school, including identifying outstanding teachers and principals, and make findings and recommendations to the school, the local educational agency, and, where appropriate, the State educational agency; and
- (iv) make additional recommendations as the school implements the plan described in clause (ii) to the local educational agency and the State educational agency concerning additional assistance that is needed by the school or the school support team.

#### **SEC. 1118. PARENTAL INVOLVEMENT.**

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this

part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall —

- (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
- (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —
  - (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
  - (B) frequent reports to parents on their children's progress; and
  - (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

(e) BUILDING CAPACITY FOR INVOLVEMENT- To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —

- (1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- (3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- (7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

- (9) may train parents to enhance the involvement of other parents;
- (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- (11) may adopt and implement model approaches to improving parental involvement;
- (12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- (14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

## **Title II Preparing, Training, and Recruiting High Quality Teachers and Principals PART A Teacher and Principal Training and Recruiting**

### **SEC. 2101. PURPOSE.**

The purpose of this part is to provide grants to State educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to —

- (1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and
- (2) hold local educational agencies and schools accountable for improvements in student academic achievement.

## APPENDIX C

### Description of Measures

#### Student Surveys from the Developmental Study Center

The Developmental Study Center has been working with schools since the 1980s as the Child Development Project (CDP)—a research-based, multi-faceted school-change program focused on creating caring, supportive learning environments that foster students' sense of belonging and connection to school. As part of the work, they have developed and validated a range of student survey instruments to gauge students' perceptions of the classroom and school as a caring community and of students' development socially, emotionally, ethically, and academically. Information about the organization, the surveys, and published research are available at the organization's website.

<http://www.devstu.org/page/research-child-development-project>

#### Classroom Assessment Scoring System [CLASS] – Pianta, Le Paro & Hamre

CLASS is a classroom observation protocol that assesses teacher-student interactions in the classroom across three domains:

- ▶ Emotional Support
- ▶ Classroom Organization
- ▶ Instructional Support

The measure was developed through 10 years of work conducted by Robert Pianta and his colleagues in the NICHD Early Child Care Research Network, National Center for Early Development and Learning, and Center for Advanced Study of Teaching and Learning. Their research centered on measuring the components of classroom teacher-student interactions that are associated with students' social and academic development and resulted in a series of standardized observation measures. There are a number of published research papers documenting the reliability and validity of the standardized classroom observation systems and a growing body of research using the measure to look at the components of the classroom environment that contribute in various ways to students' social development and academic functioning and achievement. Information on the measure and its use and references to the body of related research are available from Brooke Publishing and Teachstone.

<http://www.brookespublishing.com/store/books/pianta-class/index.htm>

<http://www.teachstone.org/>

## **Classroom Organization and Management [COMP] – Evertson, Vanderbilt University**

COMP is a federally validated professional development program to help teachers create an effective learning environment in their classrooms. It was developed by and based on the research of Dr. Carolyn Evertson from Vanderbilt University. The program incorporates the findings of 12 studies in regular and special education resource settings, grades K-12, that span 15 years and involve over 4,000 hours of observation in 581 classrooms in 100 schools. Since 1989, the program has served over 60,000 teachers and administrators in 33 states and American territories. Findings from evaluation studies demonstrate that teachers who use COMP principles experience a decrease in student misbehavior while enjoying increases in student academic engagement, student achievement, and personal satisfaction in teaching. Training materials include rubrics and self-assessment tools.

<http://www.comp.org/>

## **Social Skills Rating System [SSRS] – Gresham & Elliott**

The Social Skills Rating System is a standardized and nationally-normed measure of a broad range of socially validated behaviors that affect teacher-student relationships, peer acceptance, and academic performance. Parallel forms allow for ratings from multiple perspectives – students, teachers, and parents – of social skills, problem behaviors and academic competence. Evaluation of social skills encompasses positive behaviors such as cooperation, empathy, assertion, self-control, and responsibility. Problem behaviors focus on factors that can interfere with the development of positive skills and effective school functioning such as aggressive acts and poor temper control, sadness and anxiety, or fidgeting and impulsivity. Information on the measure and studies of its reliability and validity and use are available from Pearson.

<http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAassrs&Mode=summary>

## **Devereux Student Strengths Assessment [DESSA] – LeBuffe, Shapiro & Naglieri**

The DESSA is a nationally-normed behavior rating scale designed to assess the social-emotional competencies of youth in grades K-8. The measure can be completed by parents/guardians, teachers or other staff working with youth in schools and other child-serving programs and agencies. It is strength-based and intended to measure those positive behaviors that are adaptive and protective for children's healthy development. The measure assesses eight social-emotional competencies: self-awareness, social awareness, self-management, goal-directed behavior, relationship skills, personal responsibility, decision making, and optimistic thinking.

Information on the scale and studies demonstrating its reliability and validity are available from Devereux, a non-profit behavioral health organization.

[http://www.devereux.org/site/PageServer?pagename=dessa\\_index](http://www.devereux.org/site/PageServer?pagename=dessa_index)

### **Search Institute – Developmental Assets Profile**

The Search Institute is an independent, non-profit, non-sectarian organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities. Through research on child and adolescent development, the Institute has developed a framework of developmental assets, those positive factors in individuals, families, schools, and communities that promote young people's healthy development. Out of this framework, the Institute has developed several survey instruments, including the Developmental Assets Profile, which inventories the presence of internal and external assets. Internal assets include commitment to learning, positive values, social competencies, and positive identity. External assets include support, empowerment, boundaries and expectations, and constructive use of time. Information on the institute's research and surveys is available at their website.

<http://www.search-institute.org>

### **School Mental Health Capacity Instrument – Feigenberg, Watts & Buckner**

This is a newly developed instrument to measure perceptions of key informants in the school community about the systems and skills that exist in the school to address mental health crises, intervention and prevention. The development and evidence of reliability and validity to date for the measure are documented an article published in *School Mental Health* by the developers, who are associated with Boston's Children Hospital/Harvard Medical School and the University of Pennsylvania Graduate School of Education.

Feigenberg, L.F., Watts, C.L. & Buckner, J.C. The school mental health capacity instrument: the development of an assessment and consultation tool. *School Mental Health*, (2010) 2:142-154.