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Guides - Non-Classroom (055)

Change Strategies; *Educational Assessment; *Educational Change; Elementary Secondary Education; *Evaluation Criteria; Program Implementation; Rural Schools; Scoring Rubrics; *Self Evaluation (Groups)

Systemic Educational Reform

The Utah, Colorado, Arizona, New Mexico-Rural Systemic Initiative (UCAN-RSI) supports standards-based reform in mathematics, technology, and science education for rural students in its states. This guide provides UCAN schools and communities with a set of measures that describe the location of a school/community on the developmental continuum of reform. The guide aims to give change agents an accurate view of where they are in relation to where they want to go. In a set of tables, each component of the educational infrastructure is described as it would appear at five stages of the reform continuum: traditional system, awareness and exploration, transition, emerging new infrastructure, and performance-based system. The following infrastructure components are described: curriculum standards and accountability, curriculum content and instructional methods, teacher quality and ongoing professional development, policymaking process, policy alignment, converging resources, resource reallocation, partnerships and public engagement, public and political support, student achievement data collection, and achievement data reporting. A brief guide for overall rating of school implementation of reform is presented, followed by two forms for generating summary profiles. (SV)
UCAN-RSI Leadership Team
Elizabeth A. Yost, Program Director
Dr. Vicente J. Llamas, Principal Investigator

May 2000
Version 5.0
A Dynamic Document

A Guide For Schools/Communities Involved In Reform
UCAN Measures Of Progress Toward Full Implementation:
RURAL SYSTEMIC INITIATIVE
A FOUR-STATE
UCAN
UTAH * COLORADO * ARIZONA * NEW MEXICO
UCAN MEASURES OF PROGRESS TOWARD FULL IMPLEMENTATION
A GUIDE FOR SCHOOLS/COMMUNITIES INVOLVED IN REFORM

This guide is designed as a set of measures that describe the school/community development toward a learning environment that supports powerful learning results for EVERY student. The set of measures given below are based on the educational "drivers" that form the basis for change in UCAN. The value of this guide is its capacity to give school leaders and those involved in the reform an accurate, insightful view of "current reality"—where you are now—relative to the gaps between where you are and where you want to be and in providing personal and collective action toward a vision of better practice. It is okay to be wherever you are now in your development toward the reform horizon—just as long as you are making a good faith effort to move forward. Use this as a self-guiding tool to move forward.
<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIENCE AND MATH</td>
<td>Standards and assessments are reviewed to determine alignment with local standards and content area gaps are filled. Content standards are reviewed and related assessment results are disaggregated and reported by gender and ethnicity.</td>
</tr>
<tr>
<td>NATIONAL AND OR STATE STANDARDS AND ASSESSMENTS</td>
<td>Teachers and students develop local content to assess student progress on standards and are aligned with these assessments. State and local assessments provide information on how well standards are met. Results are used to develop student achievement data to support decision making by policymakers.</td>
</tr>
<tr>
<td>CURRICULUM</td>
<td>Performance-based standards for all students are developed to provide learning goals and are aligned with assessments. Standards are established in math and science. Dual assessment systems are used (e.g., normed referenced and criterion referenced exams) to compare progress against national norms.</td>
</tr>
<tr>
<td>STUDENT PROMOTION</td>
<td>Student promotion is based on seat time and performance than demonstrated to state and local accountability systems. Data on the value of a new test are reviewed to assess student progress on standards. New tests are developed to assess student application of learning goals and are used (e.g., normed referenced and criterion referenced exams) to compare progress against national norms.</td>
</tr>
<tr>
<td>ASSESSMENT STRATEGIES</td>
<td>Assessments are reviewed and related to assess student progress on standards. Tests are used to compare students to each other rather than demonstrate a student's knowledge and can do. Assessments strategies are reviewed and related to assess student progress on standards.</td>
</tr>
<tr>
<td>EXPECTATIONS AND ALIGNED ASSESSMENTS</td>
<td>Scoring system is developed to support decision making by policymakers. Scores for all students are developed to provide learning goals and are aligned with assessments. Standards are established in math and science. Dual assessment systems are used (e.g., normed referenced and criterion referenced exams) to compare progress against national norms.</td>
</tr>
<tr>
<td>ACCOUNTABILITY</td>
<td>Accountability systems focus mainly on input and process regulation, and report results without consequences attached to performance. Accountability systems are developed to focus on continuous progress towards meeting standards for all students. Accountability systems are based on student achievement data to help ensure that all students meet standards. It also collects financial data as well as other information to support decision making by policymakers.</td>
</tr>
</tbody>
</table>
### INFRASTRUCTURE COMPONENT (I)

**Traditional Awareness & System Exploration**

Transition to emerging new system

- State/local curriculum
- NSF-supported and existing curriculum is mapped to standards; gaps are filled and state standards are being implemented in most classroom and in most grades.
- Curriculum & instruction is oriented towards providing minimal, basic skills goals and are unrelated to local culture and issues.
- Culture and language are honored and integrated in the curriculum and instruction are oriented towards providing minimal, basic skills goals and are unrelated to local culture and issues.
- Instruction is flexible enough to help all students according to their educational needs and goals and are unrelated to local culture and issues.
- Culturally relevant instructional materials, instructional techniques, and locally based issues are being considered or used as enhancements in the curriculum and instruction on student achievement.
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- Achievement is assessed by student needs.
- Instruction is developed to assess the achievement of each student.
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### Component (I) (Assessment)

- The school has a written curriculum for both math and science that is available to all teachers and used regularly in planning instruction and assessment. The following elements:
  - Aligned to the state frameworks, but not simply a restatement;
  - Scope-and-sequence of units/topics for each grade level or course, with major outcomes developmentally appropriate;
  - Development of major concepts that builds on prior grades and leads into higher grades;
  - Linkage to currently-used instructional materials (both adopted and other generally-available supplements);
  - Statement/description of instruction and assessment models consistent with state standards & local program philosophy;
  - Aligned to specific content of the state assessment (but not limited to it); suggestions for assessments that are unique to curriculum activities. Help materials.

<table>
<thead>
<tr>
<th>SYSTEM</th>
<th>PERFORMANCE-BASED</th>
<th>TRANSITION</th>
<th>EXPLORATION &amp; ADAPTATION</th>
<th>TRADITIONAL INFRASTRUCTURE</th>
</tr>
</thead>
</table>
The focus of PD is on teaching and learning that enables staff, teachers, and students to meet school technology is non-existent, and there is a lack of encouraging and utilizing the technology in classrooms. PD is designed to align with school technology, and instruction is linked to classroom instruction and the teaching process. Teacher training programs are implemented in the classroom, and instructional support is given to teachers who need additional training and content development.

School boards and districts provide single, unconnected training opportunities, such as a few days a year, and are limited to a few types of activities. These activities are designed to improve teachers' learning and classroom strategies and equity issues are available to all teachers. Ongoing training in diverse instructional strategies and equity issues are available to all teachers. Ongoing training in specific instructional strategies and equity issues are available to all teachers. Ongoing training in specific instructional strategies and equity issues are available to all teachers.

School data is continuously used to design PD plans. Staff development is evaluated for its effectiveness on student success and results are reported to parents and school goals. Student and teacher evaluations are constantly being used to gauge the effectiveness of technology use. Student and teacher evaluations are constantly being used to gauge the effectiveness of technology use.
### Policy (I)

<table>
<thead>
<tr>
<th>Component of Performance System</th>
<th>Traditional Infrastructure</th>
<th>Transition</th>
<th>Emerging New Infrastructure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policymakers are continually developing policies piecemeal and in isolation.</td>
<td>Policies are written in terms of school, district, and state standards and regulations.</td>
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<td>Policymakers assess the results of new policies; revisions in local policy are made as needed.</td>
<td>Support standards for system performance, but supporting a rigid performance system is problematic from the start. Policies are reflected in the standards-based system.</td>
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<td>Policymakers acknowledge the community is not related to the expectations of the community, and that the evaluation and revision of the objectives is an ongoing process.</td>
<td>Policies are related and policies are reviewed and revised to support standards for system performance, but supporting a rigid performance system is problematic from the start. Policies are reflected in the standards-based system.</td>
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<td>Policymakers begin to realize that letting standards is just the tip of the iceberg and develop a crisis-based support structure.</td>
<td>Local boards begin to explore the problem of a crisis-based support structure.</td>
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<tr>
<td>Policymakers review policies and make joint decisions with school boards and community leaders to drive a broad vision of education.</td>
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<td>Policymakers are expanding the accountability system and treating education as a system.</td>
<td>Policies respond on a crisis basis to educate districts and schools to implement a standards-based system.</td>
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*Revised from Version 2.0 of UCAN Measures and Version 2.0 of NASSMC & ECS System Matrices*
<table>
<thead>
<tr>
<th>INFRASTRUCTURE</th>
<th>PERFORMANCE ASSESSMENT</th>
<th>EMERGING NEW PERFORMANCE ASSESSMENT</th>
<th>TRANSITION</th>
<th>SYSTEM</th>
<th>EXPLORATION OF A SYSTEM</th>
<th>TRADITIONAL</th>
<th>INFRASTRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One size policy fits all</strong></td>
<td>Policies are aligned to the same student</td>
<td>New policies create a uniformity that inadvertently creates changes in many other aspects</td>
<td>Student performance is constantly analyzed, particularly by subgroups to ensure equity, as well as the vertical alignment of student achievement</td>
<td>Policies should know and be able to do and become the standards, etc.</td>
<td>Standards are developed and evaluated to identify what standards measure</td>
<td>Policies begin to reflect policies in tribal and public schools serving tribal students and expectations for vertical alignment success of native students</td>
<td>Policies are continually evaluated and reviewed to determine their contribution to a high performance system</td>
</tr>
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</table>

**State/local policy, when reviewed as a whole, may be contradictory and send mixed messages to educators and parents.** Leadership Teams initiate surveys and studies evaluating the impact of the new/revised policies and determine their contribution to a high performance system. Policies are continually evaluated and reviewed to determine their contribution to a high performance system.

There are contradictory policies and expectations in tribal and public schools serving tribal students and expectations for vertical alignment success of native students. Policies begin to reflect policies in tribal and public schools serving tribal students.

Leadership Teams initiate surveys and studies evaluating the impact of the new/revised policies and determine their contribution to a high performance system. Policies are continually evaluated and reviewed to determine their contribution to a high performance system.

**Tribal/school board policies in tribal and public schools serving tribal students are based on a richer data context than traditional board policies.** More advanced use of data includes taking place and are being based on a richer data context than traditional school policies. Policies changes are implemented and the process begins on a rigorous path. Policies reviews are based on data. Policies are reviewed to identify what students should know and be able to do and become the standards, etc. Policies are developed and evaluated to identify what standards measure.

Leadership Teams initiate surveys and studies evaluating the impact of the new/revised policies and determine their contribution to a high performance system. Policies are continually evaluated and reviewed to determine their contribution to a high performance system.
Funds are allocated by historical patterns rather than school review. Few districts can identify how their resources are spent. There is no coordinated effort to identify funding sources other than that provided by the state and tribes.

Fund accounting is used to track expenditures. No other accountability measures are in place. Policymakers realize the need to link expenditures to results but know that tracking mechanisms are not in place.

A study of available systems begins. Foundation and state grants are identified that support implementation of innovative reform strategies and projects. Various accountability plans are reviewed and data needs to effectively use them are identified. Districts begin to implement new financial software that allows them to track expenditures and relate them to student performance.

Support begins for staff development of grantsmanship. Grant opportunities are reviewed against school and district plans. Accountability plans are developed based on new school data. Schools begin to reallocate resources based on data and school needs.

Districts and schools know where resources are allocated and cost/benefit analyses are routinely conducted as they relate to student, teacher and school performance. State and other funding resources are being aligned with school reform plans and with clearly identified needs. Accountability plans are implemented. Programs that don't produce results are eliminated.

Links between resources and their use and effectiveness are routinely evaluated against school and district plans. School and district plans are constantly monitored relative to their use of resources, both internally and externally and their impact on student achievement. Accountability plans are reviewed regularly with each new data set.
The school has one or more key leaders and administrators with thorough understanding of standards-based education and who can articulate what a standards-based classroom and program look like. The Leadership Team is capable of advocating for program improvements, and is seen as such by administrators and fellow teachers. The Leadership Team uses its understanding of the local context and change process to identify strategic priorities on which to focus efforts. It cultivates leadership and action in others, making use of networks within and outside the school to share what is being learned across reform efforts and nearby schools on common issues. The system is capable of sharing lessons learned and supporting the local context and change process.

Leadership, Professional, and Community Support

- There is no mechanism for networks to share what is being learned across reform efforts and nearby schools on common issues.

- The system is capable of sharing lessons learned and supporting the local context and change process.

Networks of Knowledge

- There is no mechanism for networks to share what is being learned across reform efforts and nearby schools on common issues.

- The system is capable of sharing lessons learned and supporting the local context and change process.

Electronic Networks

- There is no mechanism for networks to share what is being learned across reform efforts and nearby schools on common issues.

- The system is capable of sharing lessons learned and supporting the local context and change process.

- Electronic Networks serve as a mechanism for networks to share what is being learned across reform efforts and nearby schools on common issues.

- There is no mechanism for networks to share what is being learned across reform efforts and nearby schools on common issues.

- The system is capable of sharing lessons learned and supporting the local context and change process.

Technology, such as web sites, chat rooms and listservs are used to connect schools and districts-and facilitate communication and professional support mechanisms, and continuous learning venues.
Broad Based Support: Leadership & Public Engagement (II)

Well-funded special interest groups demand and focus policymakers' attention on their issues. Interactions among stakeholder groups are formal and "pro forma." External communication occurs via public awareness campaigns.

Business involvement in education consists of "adopt-a-school" relationships.

Public opinion polls and focus groups identify public concerns on education. Stakeholders are beginning to feel comfortable working together. Community/tribal members want evidence that standards-based education increases student achievement and recognize that the education system is not meeting the needs of all students.

Business leaders want more involvement in education and the policymaking process to ensure high quality workforce.

Community wide task forces (Leadership Teams) are formed to recommend changes for districts and schools. Stakeholders are involved in the development and review of standards and other policies. Political and Tribal leaders understand the importance of education and include it in their political platform. The public is included in regular forum activities reviewing school progress in reform.

Business takes lead in hosting local meetings to spotlight key education issues. Teams are involved in maintaining the school vision through shared decision making on budget and school reform plans. Stakeholders clarify their roles and responsibilities and develop implementation plans supporting reform.

School, district, and board members and staff understand the value of listening to and acting on the public's concerns. Efforts are made to coordinate and align actions of those in support of standards-based education.

Business makes long term commitment to improving education by providing leadership and financial support to solve key education issues.

Through Leadership teams, the school and community are active partners in providing quality mathematics and science education for all students. Stakeholders are regularly involved in program-level planning and implementation of the school/district's improvement plan. Community leadership is proactive taking initiative to make things happen, and school personnel welcome their active involvement.

Regular public forums review school progress as a function of school wide planning and give feedback to school staff. Business and school/community partnerships link the instructional program to persons, resources, and activities in the community that enhance student learning opportunities.
Data collection is focused on what was done rather than what was accomplished. Data or other information on student performance are not gathered in a way that could guide school change and improvement. Program evaluations and assessments are conducted but rarely used for continuous improvement. Achievement and other data are not disaggregated by gender and ethnicity. Equity issues are not addressed.

Large-scale data collection efforts begin to be designed with end users in mind. Some teachers and administrators begin collecting data to problem solve and identify some areas needing reform. Policymakers begin to identify new sources of accountability results to judge progress in a standards-based system. Increasing pressure to use disaggregated data to promote equity and assess quality, content levels, and appropriateness of curriculum and assessments.
Student Achievement

InformatMn & Reporting

Only information required by the state is collected. Most information is produced and stored in printed forms and difficult for the public to access and use. The community is a passive recipient of information and data. Equity issues are either ignored or unknown by the public. No accountability systems are in place or based on existing data. Surveys and focus groups are used to find data and information that are most important to districts, schools, parents, and community members. Information gained by data systems is disseminated to the public through controlled channels. Data on student subgroups and other equity issues are explored as a means to increase student achievement. Different accountability systems are reviewed for use. Districts begin to find ways to join different data sets to create a complete picture of student achievement and school quality. Community/Tribal leaders, parents, and school board members are regularly updated on data system development and its use. Safe and secure methods for disseminating disaggregated data are explored in school and public forums. Accountability systems are designed to report usable data to districts, schools, and parents. Online or web-based information is designed by districts/schools to create report cards and make information available to any community member at any time. Public sessions are held to explain and explore the meaning of the data on school self-reporting mechanisms. Data are reported by subgroups to identify achievement gaps and strategies to close them. Student achievement data is discussed openly and publicly. School and community accountability teams are developed as a means of reporting data and reviewing school reform plans.

**UCAN RSI Reform Implementation Guide Matrix**

Revised from Version 2.0 of UCAN Measures... and Version 2.0 of NASSMC & ECS System Matrices

Version 5.0 May 2000
<table>
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<tr>
<th>Rating</th>
<th>Description</th>
</tr>
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</table>
| 5      | Acceptable implementation of UCAN strategies, with strong likelihood of sustained reform and continued progress.
| 4      | Evidence of initial implementation and developing capacity.                  |
| 3      | Positive program changes and capacity to continue improvement.              |
| 2      | Little or no indication of positive movement or capability/commitment to engage in meaningful reform activity. |
| 1      | Anything less than the previous rating.                                     |

GUIDE FOR OVERALL RATING OF SCHOOL IMPLEMENTATION

*Revised from Version 2.0 of UCAN Measures... and Version 2.0 of NASSMC & ECS System Matrices*
<table>
<thead>
<tr>
<th>School District</th>
<th>Status at beginning of UCAN involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 1</td>
<td>1</td>
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<tr>
<td>LEVEL 2</td>
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</tr>
<tr>
<td>LEVEL 3</td>
<td>3</td>
</tr>
<tr>
<td>LEVEL 4</td>
<td>4</td>
</tr>
<tr>
<td>LEVEL 5</td>
<td>5</td>
</tr>
</tbody>
</table>

**Comments**

- (I) Curriculum & Assessment (I): Standards, Assessment & Accountability
- (II) Policy (I): Policymaking Process
- (III) Resources (I): Resource Reallocation
- (IV) Broad Based Support: Leadership & Public Engagement (I): Coalitions, Partnerships & Networks
- (V) Student Achievement (I): Information & Use: Data-Driven Decision-making
- (V) Student Achievement (II): Information & Use: Reporting

**Totals**

- (TA) Student Achievement (I): Information & Use: Data-Driven Decision-making
- (TA) Student Achievement (II): Information & Use: Reporting
- (TA) Policy (I): Policymaking Process
- (TA) Resources (I): Resource Reallocation
- (TA) Broad Based Support: Leadership & Public Engagement (I): Coalitions, Partnerships & Networks
- (TA) Student Achievement (II): Information & Use: Reporting

**Version 5.0 May 2000**

UCAN RSI Action Implementation Guide Matrix

UCAN School Implementation Summary Profiles
**Current Status**

**LEVEL 1**

Plan for 2000-2001

<table>
<thead>
<tr>
<th>Level 5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

**Total**

(I) Student Achievement (II): Information & Use: Reporting

(I) Student Achievement (II): Information & Use: Data-Driven

II) Policy (I): Policy Alignment

III) Resources (I): Resource Reallocation

III) Resources (II): Convening Resources

IV) Broad Based Support: Leadership & Public Engagement (I): Coalitions, Partnerships & Network

IV) Broad Based Support: Leadership & Public Engagement (II): Public and Political Support

V) Student Achievement (I): Information & Use: Data-Driven

V) Student Achievement (II): Information & Use: Reporting

_32_ Revised from Version 2.0 of UCAN Measures... and Version 2.0 of NASSMC & ECS System Matrices

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