Blueprint for Educational Excellence + Comprehensive Accountability Framework

Report to the Board of Education

October 10, 2013

In the Spring of 2013, the Leadership and Learning Center was charged with producing a report that identified the best strategies in teaching, leadership, and governance and that further identified those areas where District 228 exhibited strengths and gaps from desired reality.

Ratings occur in 9 different areas and the results are contained in the Appendix A: Rubric. The next question for the Board governance team is how to respond to the report. Each leadership team has reviewed a copy of the report with the consultant, Dr. Lillian Hawkins. You can also see a Crosswalk between the Blueprint for Excellence and the Board's Five Year Goals within this packet.

A next step to consider is creating a framework for accountability, which outlines a shared understanding of direction, purpose, and criteria for a successful school district; and then further creating the system of resources, policies, leadership, and instructional excellence to operate effectively within the system.

The Comprehensive Accountability Frameworks has been a process that creates an empowered group of stakeholders and works to turn "words into actions". It moves through connecting (and/or developing) a mission or vision statement into strategic goals based upon data, and within the framework of Data Teams, Evaluation System, a Rigorous Curriculum, Professional Development, Communication Protocols, a Reward and Support Plan and underpins this with robust Improvement Planning. There is still some research and study to complete before making a commitment to such a process, particularly in light of the Comprehensive Planning process kicking off for facilities. But in order to establish a legacy of excellence, I believe that change and growth become easier when we clearly define where the journey is heading.

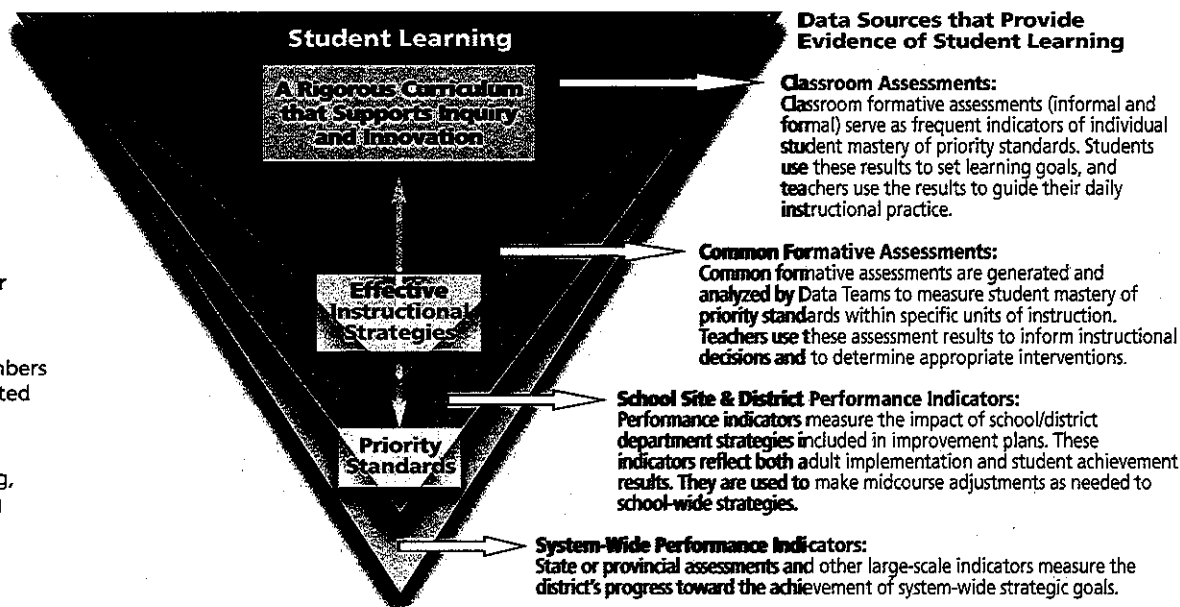### Shared Leadership and Reciprocal Accountabilityy

Words into Actions

Sample Vision Statement:
Establishing Purpose, Inspiring Pride,
Empowering Performance—
in Each Learner

Sample Strategic Goals:

► Improve academic achievement for
ALL students.

► Maintain and support a highly
qualified, diverse staff whose members
are student- centered and committed
to professional excellence.

► Maintain an innovative learning
environment that is safe, nurturing,
and supportive of quality teaching
and learning.

► Foster strong partnerships with
parents and the community

Student Learning

A Rigorous Curriculum that Supports Inquiry and Innovation

Effective Instructional Strategies

Priority Standards

**Data Sources that Provide
Evidence of Student Learning**

Classroom Assessments:
Classroom formative assessments (informal and
formal) serve as frequent indicators of individual
student mastery of priority standards. Students
use these results to set learning goals, and
teachers use the results to guide their daily
instructional practice.

Common Formative Assessments:
Common formative assessments are generated and
analyzed by Data Teams to measure student mastery of
priority standards within specific units of instruction.
Teachers use these assessment results to inform instructional
decisions and to determine appropriate interventions.

School Site & District Performance Indicators:
Performance indicators measure the impact of school/district
department strategies included in improvement plans. These
indicators reflect both adult implementation and student achievement
results. They are used to make midcourse adjustments as needed to
school-wide strategies.

System-Wide Performance Indicators:
State or provincial assessments and other large-scale indicators measure the
district's progress toward the achievement of system-wide strategic goals.

PRIMARY COMPONENTS INCLUDED IN THE FRAMEWORK

Improvement Plans	Data Teams	Evaluation System	Rigorous Curriculum	Professional Development	Communication Protocols	Reward and Support Plan
Robust school and district improvement templates and guidelines are provided in the framework. These guidelines are grounded in the categories from the Leadership and Learning Center's research-based Planning, Implementation and Monitoring™ Rubric.	Data Teams are collaborative teacher-based teams that are described in the Framework. They design and implement scaffolded units of instruction; they also generate and analyze common formative assessments aligned with these units of instruction in order to determine student mastery of standards.	Precise procedures for dynamic, multidimensional teaching and leadership evaluation systems are described in the Framework. These systems include performance continuums, professional growth plans, and coaching protocols.	The Framework describes the dimensions of a rigorous curriculum which is anchored on prioritized standards. The curriculum includes formal and informal assessments, suggests effective research-based strategies, develops units of study that follow logical learning progression, and embeds differentiated learning experiences.	The Framework provides guidance for deeply embedded professional development practices that include theoretical knowledge, modeling, practice, feedback, reteaching and coaching.	The Framework guides specifically outlined procedures for frequent and effective communication (internal and external) focused on school and district progress.	The Framework provides specific criteria and protocols for recognizing and guiding the effective implementation of strategies to ensure the achievement of goals.

APPENDIX A: Blueprint for Educational Excellence Rubric

District: Geneseo Community Unit School District 228		Evaluator: Lillian Hawkins	
Vision and Mission Score: 2	Common Core Implementation Score: 2	Systems Support Score: 2
Student Achievement Score: 4	Instructional Quality Score: 4	Policy and Governance Score: 2
Educational Equity Score: 3	Change Leadership Score: 4	Parent and Community Engagement Score: 3

Description: The Blueprint for Educational Excellence assesses nine essential elements of system level success and gives an objective assessment of the performance gap between the expectation of district objectives and the present reality and provides specific steps to close the gap, utilizing teaching and leadership strategies. The nine essential elements of system level success include:

- Vision and Mission
- Student Achievement
- Educational Equity
- Common Core Implementation
- Instructional Quality
- Change Leadership
- Systems Support
- Policy and Governance
- Parent and Community Engagement

A four-level scale is used to measure system performance that ranges from:

- Level 1 - Change Resistant: a system that is not yet ready to undertake the change process
- Level 2 - Change Ready: a system that has made some movement towards change and excellence in some areas
- Level 3 - Change Proficient: a system that has successfully established and is sustaining meaningful change
- Level 4 - Change Model: a system that is not only successful in establishing and sustaining meaningful change, but is also serving as a model for innovation, effective leadership, learning, teaching, governance, and community engagement.

Blueprint	Vision and Mission	Student Achievement	Educational Equity	Common Core Implementation	Instructional Quality	Change Leadership	Systems Support	Policy and Governance	Parent and Community Engagement
Blueprint Rating	Level 2	Level 4	Level 3	Level 2	Level 4	Level 4	Level 2	Level 2	Level 3
Blueprint Recommendations	"Gather stakeholders to review District philosophy and take ownership of a vision and mission statement for the District that is consistent on all documents and able to be recited by all stakeholders."	"Sustain commitment to system-wide professional learning and student achievement by staying current with educational research on instructional strategies. Continue to monitor academic progress and add data walls	"Continue to provide opportunities for all students to participate in academic and extracurricular learning and actively monitor demographic data to ensure sustainability of current implementation level. Professional learning opportunities targeted at student equity should be incorporated into the professional development plan."	"Leverage the knowledge and skills of teacher-leaders who have begun to apply their knowledge of the Common Core to daily instruction so that the entire system can benefit from their experience and expertise."	"Sustain current high-quality instructional practice and consider sharing successful techniques and practices with others outside the District through publication or presentations at national conferences."	"Use data to monitor the ongoing effectiveness of change leadership while growing teacher leadership within the system. Suggested reading might include 'The Reflective Leader: Implementing a Multidimensional Leadership Performance System' by Ray Smith, Julie Smith, Karen Brofft, and Nicole Law."	"Capture the best practices within the system by systematically identifying, documenting, and replicating these practices. There is also an opportunity to save resources and build long-term capacity by emphasizing greater levels of teacher-leadership and certification for continued professional development delivery within the system."	"More clearly delineate the roles of the governing Board and the Superintendent. The system will be better served by a simple directive from the Board to the Superintendent that, "the Superintendent shall establish, implement and monitor procedures in curriculum, instruction, assessment, and grading." ...Cultivate an environment in which the governing board is represented on all key committees within the District, i.e. vision and	"Build upon strong parent and communit relationships by inviting participation from stakeholder groups beyond parents and neighboring businesses in development and implementatio of vision and mission and to find ways to include and involve those stakeholders who do not have children in school."

Blueprint	Vision and Mission	Student Achievement	Educational Equity	Common Core Implementation	Instructional Quality	Change Leadership	Systems Support	Policy and Governance	Parent and Community Engagement
Blueprint Rating	Level 2	Level 4	Level 3	Level 2	Level 4	Level 4	Level 2	Level 2	Level 3
								mission, professional development, etc.	
2013-14 Outcomes Proposed (From "FOUNDATION FOR SUCCESS" Document)	Complete comprehensive Master Plan for Facilities.		Data report of credits earned and recommendations for improvement to college credit opportunities for HS students.	Complete Stage 2 and Stage 3 work in Atlas, plus collaboration with Professional Development Team to plan learning needs for 2014-15. Create Draft of K-12 Science Power Standards, objectives, assessments aligned to Next Generation Science Standards.	Foreign Language "best practices" and recommendations for improvement	Monitor impact of shared collaborative grade level time in K-5 schools.	Complete training for Leadership Teams on Protocols, elements of change, decision-making, goal setting for the year to transition new members.	Successfully bargain successor GEA-Board professional agreement.	Publish Stage of Atlas System curriculum prior to Parent Conferences. Monthly podcasts to support Distric Communicatic Plan

1.0 Executive Summary

1.1 Purpose: The *Blueprint for Educational Excellence* was commissioned by the **Geneseo Community Unit School District 228** in order to identify the best strategies in teaching, leadership, policy, and governance that will close the gap between the vision and mission of this system and the present realities in student achievement. The body of this report includes data for the entire system. The appendices to this report reflect survey results gathered during data collection. None of the findings in this report reveal the opinions of individual respondents to our interviews or surveys.

1.2 Methods: The Leadership and Learning Center used a multi-method approach to analyze the system's needs and recommend specific actions for improvements. We considered system documents, including board policies, vision, and mission statements. We analyzed student achievement data, including available results on student performance in literacy, math, and other subjects where available. We also used interviews with system-level leaders, principals, and teachers. Finally, we used the results of confidential and anonymous surveys from system stakeholders; including administrators, teachers, students, parents, and school board members. In formulating our recommendations, we also took a multi-method approach, incorporating quantitative and qualitative methods, as well as case studies, meta-analyses, and meta-analyses of meta-analyses. We did not rely on a single study or individual researcher to formulate our recommendations, but rather used the "preponderance of the evidence," considering the best evidence at the local, national, and international levels. A list of research resources on which we relied is located in Appendix D.

1.3 System Performance Analysis: In each part of this report, we considered the gap between district objectives and the present reality. We used a five-level scale for system performance that ranges from Level 0, a system in which no change can occur due to widespread deficiencies or inadequacies, to Level 4, a system that is not only successful in establishing and sustaining meaningful change, but is also serving as a national and international model for innovation, effective leadership, learning, teaching, governance, and community engagement.

2.0 Criteria and Methods

2.1   Criteria: An extensive body of multi-method research (see Appendix D) concludes that successful educational systems must excel in the following areas:

➢ Vision and Mission
➢ Student Achievement
➢ Educational Equity
➢ Common Core Implementation
➢ Instructional Quality
➢ Change Leadership
➢ Systems Support
➢ Policy and Governance
➢ Parent and Community Engagement

We analyze system performance in each of these areas and provide a blueprint for improvement.

2.2   Continuum of Performance Improvement:

To provide leaders and policy makers with the best possible guidance for continued improvement, we not only evaluate system performance, but also provide a clear continuum of logical next steps. The performance improvement continuum includes the following five levels:

- **Level 0:** No Change – a system that is not yet ready to undertake the change process.
- **Level 1:** Change Resistant – a system that has made very limited movement toward change.
- **Level 2:** Change Ready – a system that has made some movement toward change and may have achieved proficiency in some areas.
- **Level 3:** Change Proficient – a system that has successfully established and is sustaining meaningful change.
- **Level 4:** Change Model – a system that is not only successful in establishing and sustaining meaningful change, but is also serving as a model for innovation, effective leadership, learning, teaching, governance, and community engagement.

12.3 The Blueprint

Based upon the preceding analysis, we offer the following *Blueprint* for success for this educational system:

System-Level Indicator	Assessment	Blueprint for Action
Vision and Mission	Level 2. Our analysis has determined that the District is change ready in the area of Vision and Mission. Strong statements are in place that has led to some systemic change. Leaders understand and apply these documents, and there is some evidence that the mission and vision have improved student achievement and educational equity. There is evidence that some stakeholders embrace these principles or use them to guide decision making.	The next step in this process will be to gather key stakeholders – students, parents, teachers, administrators, and community leaders – to review the District philosophy and take ownership of a vision and mission statement for the District that is consistent on all documents and able to be recited by all stakeholders. Perhaps utilization of the Comprehensive Learning Framework, offered by The Leadership and Learning Center, could provide a structure for tying together all nine elements of excellence.
Student Achievement	Level 4. Based on data collected, we found that the District is a model for change in this area and for other districts across the country. Systems are in place to ensure continued gains in student achievement.	The next step in this process will be to sustain your commitment to system-wide professional learning and student achievement by staying current with educational research on instructional strategies. Continue to monitor academic progress and add data walls or a system for visually seeing where students are for student self-monitoring and for stakeholder accountability. Perhaps utilization of the book,

System-Level Indicator	Assessment	Blueprint for Action
		Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment by Larry Ainsworth, could provide some additional focus and connectivity for instruction targeted to achievement.
Educational Equity	Level 3. Evidence shows that the District is change proficient in this area. Policy and practice have created equitable learning opportunities for all students.	The next step in this process will be to continue to provide opportunities for all students to participate in academic and extracurricular learning and actively monitor demographic data to ensure sustainability of current implementation level. Professional learning opportunities targeted at student equity should be incorporated into the professional development plan. The Leadership and Learning Center's *Comprehensive Learning Framework* might provide some further insight and alignment for increasing equity.
Common Core Implementation	Level 2. Evidence shows that the District is change ready. The Common Core has been fully adopted and embraced, although teachers and leaders are still transitioning toward full implementation.	The next step in this process will be to leverage the knowledge and skills of teacher-leaders who have begun to apply their knowledge of the Common Core to daily instruction so that the entire system can benefit from their

System-Level Indicator	Assessment	Blueprint for Action
		experience and expertise. The Leadership and Learning Center provides some great resources for Common Core support, including the seminar, *Digging Deeper into the Common Core State Standards.*
Instructional Quality	Level 4. Based on data collected, we have found that the District is a model for change in instructional practice and curriculum design for other districts across the country. There are professional learning opportunities for all teachers, a guaranteed curriculum, and district-wide formative assessments ensure consistent and effective daily instructional and assessment practices.	The next step in this process will be to sustain current high-quality instructional practice and consider sharing successful techniques and practices with others outside the District through publication or presentations at national conferences. The Leadership and Learning Center's *Comprehensive Learning Framework* could provide continuity and alignment for raising the levels of the other elements of academic excellence.
Change Leadership	Level 4. Based on data collected, we have found that leaders in the District are role models in this area and have created ideal structures for communication and change leadership. Leaders communicate effectively with teachers and have successfully created a culture to support change resulting in student achievement gains.	The next step in this process will be to use data to monitor the ongoing effectiveness of change leadership while growing teacher leadership within the system. Suggested reading might include *The Reflective Leader: Implementing a Multidimensional Leadership Performance System* by Ray Smith, Julie Smith, Karen Brofft, and Nicole Law.

System-Level Indicator	Assessment	Blueprint for Action
Systems Support	Level 2. Evidence shows that the District is change ready. There is awareness at the District level that hiring decisions, professional development choices, and instructional technology can be used to support student achievement gains, but a coordinated decision making and implementation plan is emerging. System-level decision making is approaching alignment with the District's vision and mission, so staffing, professional development, and instructional technology are able to effectively support student achievement.	The next step in this process will be to capture the best practices within the system by systematically identifying, documenting, and replicating these practices. There is also an opportunity to save resources and build long-term capacity by emphasizing greater levels of teacher-leadership and certification for continued professional development delivery within the system. The *Comprehensive Learning Framework* from The Leadership and Learning Center could also provide alignment and continuity of district components.
Policy and Governance	Level 2. Evidence shows that the District is change ready. The governing body has made significant progress compared to previous years and there is evidence that the governing body members recognize the essential nature of their role in improving system-level performance. There are long-standing traditions and policies, however, that will require modification to allow the system to proceed to the next level of performance. Board	The next step in this process will be to more clearly delineate the roles of the governing Board and Superintendent. The system will be better served by a simple directive from the Board to the Superintendent that, "the Superintendent shall establish, implement, and monitor procedures for school administrators and classroom teachers to maintain effective procedures in curriculum, instruction, assessment, and grading." This will allow the Superintendent

System-Level Indicator	Assessment	Blueprint for Action
	members should routinely listen and respond to multiple points of view but ultimately make data-based decisions in the best interest of student learning.	and building-level leaders to focus on detailed practices. Cultivate an environment in which the governing board is represented on all key committees within the District, i.e. vision and mission, professional development, etc. The *Comprehensive Learning Framework* from The Leadership and Learning Center could provide structure for including board members in the District framework.
Parent and Community Engagement	Level 3. Evidence shows that the District is change proficient in this area. Parents and community members actively engage in issues related to student achievement and work to support the best interests of the educational system.	The next step in this process will be to build upon strong parent and community relationships by inviting participation from stakeholder groups beyond parents and neighboring businesses in development and implementation of vision and mission and to find ways to include and involve those stakeholders who do not have children in school. The Leadership and Learning Center's *Comprehensive Learning Framework* would pull together all of the separate elements into one cohesive framework.

Measuring Success

While many states and districts have established criteria to identify schools in need of turnaround, there is less clarity around how to track progress toward turnaround, knowing when a school has actually been turned around, and if that success has happened in the context of system improvement. The field should identify clear interim and long-term success metrics at the school, district, and state levels. Without expectations for success at both the school and system levels, resources may be withdrawn before gains are made or solidified.

DEFINING SUCCESS FOR SCHOOLS

Our interviews unearthed four themes around measuring school-level success:

- Determining *What* to Measure. Schools should track interim progress and ultimate outcomes related to both school environment (including school culture, connectivity, and teacher and leader engagement and effectiveness) and student performance (including student progress and student outcomes). Stakeholders emphasize that a turnaround is only successful if it achieves gains with the same student population.

  Examples of school environment metrics that demonstrate progress include lower rates of violence or suspension, increased student and faculty attendance, lower dropout rates, and higher retention of effective staff. Examples of student performance metrics that demonstrate progress include increases in student performance on formative assessments, improved standardized test results, and higher graduation rates.

  Interviewees also emphasized that results not only should be evaluated in absolute terms, but also should be benchmarked against past performance and expected performance using value-added measures. Exhibit 9 summarizes commonly referenced measures of school improvement.[12]

- Identifying *How* to Measure. A school undergoing turnaround needs timely access to information about student performance and turnaround implementation. "Annual achievement data comes out too late," says Eileen Reed, deputy executive director of the Region XIII Education Service Center at the Texas Education Agency. "We need to invest in early-warning systems to get data along the way to see if students are making progress. Are they advancing at a fast enough rate to catch up on their deficits? Are they on track to make graduation requirements?"

Timely feedback can be collected through classroom observation and through tools — often electronic — that provide interim assessments of whether students are mastering course content. Nontraditional methods are often used in turnarounds to re-engage students in learning and address long-standing deficits, so the field needs new cross-content measures that go beyond test scores to evaluate such areas as student work and performance, interactions between teachers and students, and improvements in critical thinking. Information about the progress of implementation can be collected through staff, parent, and student surveys and measures of observed behavior.

States and districts, meanwhile, need efficient assessment processes that enable comparisons and allow them to learn about what works in turning around schools. This is a challenge, as interviewees noted that known measures have variable levels of sophistication and are often inconsistently collected across schools, districts, and states.

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[12] Sources of these measures include scorecards from Chicago Public Schools and the Texas Education Agency, as well as discussions among "Driving Dramatic School Improvement" conference attendees.

Exhibit 9: Measures of School Improvement

I. School Environment

School Culture

- Student attendance rates
- Rates of serious misconduct and violence
- Assessments of follow-through on implementation plans by school administration and staff
- Infrastructure improvement (such as dollars invested and response time to maintenance problems)

School Connectivity

- Parent engagement and satisfaction metrics (such as participation in meetings)
- Partnerships (such as funding raised from philanthropy and community satisfaction survey metrics)

Teacher and School Leader Engagement and Effectiveness

- Teacher attendance and retention rates of effective staff
- Rates of participation in collaborative decision making and planning time
- Desire for and implementation of targeted professional development
- Focus on student learning based on content and time on task
- Value-added academic measures based on interim assessments of student progress
- Use of data to improve the quality of teaching
- Amount of principal's time spent on improving teaching and learning

II. Student Performance

Measures of Student Progress

- Rates of earning credits and grade-level advancement
- Absenteeism and dropout rates

Outcomes for Students

- Rates of students performing at grade level by subject area
- Rates of proficiency on state assessments
- Graduation and college-going rates

- Setting the Bar. How high to set the standard for whether a school has been turned around is an area of ongoing debate. Some people fear that if the bar is set too high, not enough schools will succeed and the entire turnaround movement will be viewed as a failure.[13] Others fear that an insufficiently ambitious definition will lead to efforts that are not aggressive enough to achieve meaningful results.[14]

There are a number of options for setting the bar. For some, making AYP is a good starting point. However, many actors spoke more ambitiously about goals for dramatic improvement, such as a 50 percent improvement in graduation rates or double-digit gains on state performance tests. As one of its goals, Mastery Charter Schools aims for at least 85 percent of graduates to enroll in

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[13] "Driving Dramatic School Improvement" conference discussion.
[14] Ibid.

higher education.[15] Many interviewees went so far as to say that even large gains were not enough — a school was not truly turned around until it had completely closed the achievement gap when compared with other schools in the state. Closing the gap used such measures as exit exams, standardized assessments, ACT/SAT scores, and graduation rates.

- Timeline to Success. In general, interviewees believed schools can be turned around in two to four years, with improvement in the school environment and culture occurring within two years and improvements in student performance starting by the second or third year. However, this timeline will vary and is expected to be longer in high schools.

  Practitioners urge patience in the first year or two of turnaround, as some performance indicators may actually decline once significant changes are enacted in a school. "We have seen a school look quantitatively worse before it improves," says Don Fraynd, turnaround officer at the Chicago Public Schools. "We have seen huge spikes in suspensions while discipline in the building was being reset. We aren't going to expect a jump in test scores in the first year." Some signs of progress may also look counterintuitive. For example, increased attendance and participation, which in the long term will improve student performance, may in the short term lead to a decline in average test scores, as students with poor attendance, who are often far behind their peers academically, begin to regularly attend school.

Beyond the importance of defining, tracking, and learning from measurable indicators, many experienced practitioners note that a successful turnaround can be palpably sensed upon entering the school. Practitioners note visible changes in students, who positively interact with their peers, are more fully engaged in classroom activities, and express optimism and pride in their conversations with teachers and other adults in the building. They describe hallways and lunchrooms that are peaceful and ordered. They see evidence of a positive culture and high expectations for students in posted goals and progress reports, in classroom-management systems, and in how teachers speak about their students.

DEFINING SUCCESS FOR SCHOOL SYSTEMS

We heard broad agreement around the importance of tracking success at the system level. Still, few states and districts have established specific goals. Emerging themes include:

- Setting Turnaround-Specific Goals for the System. Districts should set specific goals and affiliated measures of progress and success for students and schools, as described in the previous section. At the system level, districts and states need to set improvement goals for themselves, along with corresponding milestones and timelines across their portfolio of schools, and then compare results across schools and districts.

  The Massachusetts Department of Education is sending a clear message to its districts, for example. "Our idea about turnaround is that the district has ultimate responsibility to turn around its schools," says Karla Baehr, deputy commissioner for the Massachusetts Department of Elementary and Secondary Education. "For us, a district earns the label of its lowest-performing school — clearly sending the message that each district is only as strong as its weakest school."

- Tracking the Performance of All Schools, Not Just Turnaround Schools. Districts need to ensure that while some schools are being turned around, others do not themselves become turnaround candidates. Additionally, districts should be careful that interventions at turnaround schools, such as teacher replacement, do not adversely affect other schools in the system. Interviewees consistently stated that turnaround schools need to be managed within the context of overall district performance and that districts need to track performance across and between all schools.

- Evaluating the District's Performance in Supporting Turnaround Efforts. Districts and states need to evaluate themselves on their ability to lay the foundation for turnaround success with governance, financial, human resources, and leadership systems that enable schools to achieve sustained improvement. "Fixing individual schools is not going to fix the issue," says Cohen of Mass Insight Education. "We need to measure system performance and conditions."

[15] Mastery Charter Schools, "2008-2009 Mastery Charter School Overview."

While not a supporter of turnaround, Smarick argues that success at the systems level includes closing low-performing schools and providing high-performing alternatives to replace them.[16] Exhibit 10 provides an example of measures that one state department of education has used to evaluate district turnaround capacity.

- Finding and Sharing Best Practices. It is clear from stakeholder interviews that practitioners in the field do not feel they know enough about how to do turnaround work at scale. To compound the challenge, turnaround work requires new behaviors and capabilities.

These two challenges are fueling a strong imperative for finding and sharing effective practices, as well as comparing results of different interventions to identify what is and is not working and why. This should happen at the local level, at the state level, and across geographic boundaries.

Exhibit 10: Sample Measures of Success at the District Level

Criteria for a District to Exit Turnaround from the Massachusetts Department of Elementary and Secondary Education

 # 1: Improved Student Achievement

Evidence that student achievement has been on the rise for three years for students overall and for each subgroup of students:

- Increased student achievement as measured by state testing (such as average student growth, third-grade reading, eight grade mathematics, first-time 10th-grade proficiency rate)
- Higher graduation and higher-education-enrollment rates

 # 2: District Systems and Practices That Meet State Standards

Evidence that the district can continue to improve student achievement, because it has well-functioning and sustainable district systems and practices in the areas of:

- Curriculum and instruction
- Leadership and governance
- Human-resource development
- Financial and operational management
- Student support.

 # 3: School Conditions That Support Student Learning

Evidence that the district will continue to improve student achievement, because the conditions for school effectiveness are in place in schools and classrooms, with particularly strong evidence of:

- Effective leadership
- Effective instruction
- An aligned taught curriculum

Source: Massachusetts DESE District Standards and Indicators, http://www.doe.mass.edu/sda/review/district/

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[16] Smarick, Andy, "The Turnaround Fallacy," *EducationNext*.

School District Organization

School District Philosophy

The School District will strive to provide a safe and caring environment, with high expectations for academic achievement, implementing effective and efficient work systems.

CROSS REF: 2:10 (School District Governance), 3:10 (Goals and Objectives), 6:10
                  (Educational Philosophy and Objectives)

ADOPTED BY BOARD ACTION 09/03/1985
AMENDED BY BOARD ACTION 10/02/1990
AMENDED BY BOARD ACTION 03/03/1998
AMENDED BY BOARD ACTION 10/12/2006

DISTRICT STATEMENT OF OBJECTIVE

Realizing that the ultimate success of the educational program of the District, K-12, is measured in terms of the accomplishments of the individual student, it has the following objectives:

> To develop and foster students' self-discovery, self-awareness and self-discipline, enabling them to realize their worth as human beings and to formulate personal values and goals.

> To develop a positive attitude toward and practice of those disciplines which will produce healthy minds and bodies.

> To stimulate intellectual curiosity, and guide students in search of knowledge by familiarizing them with the resources of and challenges in the world around them.

> To develop in students a foundation for their future success in career and educational choices.

> To assist students in developing a capacity for aesthetic perception, creation and judgment.

> To help students learn to work effectively with other people, encouraging their sensitivity to the needs and values of others and a respect for individual, group and cultural differences.

ADOPTED BY BOARD ACTION 10/2/1990
AMENDED BY BOARD ACTION 3/3/1998
AMENDED BY BOARD ACTION 10/12/2006
AMENDED BY BOARD ACTION 12/12/2007

STATEMENT OF ACADEMIC TARGETS

K-5
The District understands that student literacy and numeracy is a vital foundation for overall student academic success. Therefore, the District establishes the following Academic Targets for K-5 students.

1. All students will read at grade level, as measured by District-approved assessments, before the end of the school year.
2. All students who are not reading at grade level at the end of the school year will have demonstrated at least one school year's improvement in their reading, as measured by progress monitoring.
3. All students who are not reading at grade level will have been supported through District-approved intervention systems.
4. All students will have memorized basic math facts and basic problem solving for all operations (Addition, Subtraction, Multiplication and Division) by the end of the 4th grade year at least at the 90% mastery level.
5. All students who have not mastered math facts and basic problem solving will have been supported through District-approved intervention systems.

6-12
The District's vision for maximizing student achievement can be summarized for secondary students in a single statement: *The overarching mission for students in grades 6-12 is to prepare all students for post-secondary education and successful placement in the workforce by increasing students' ability to demonstrate 21st Century School and Workplace skills and use of educational technology.* The two target areas listed below shall be reviewed annually for Board approval, but initially prepare a focus for our work as educators.

Prepare Middle School students for the EXPLORE test as our District's K-8 Culminating Academic Assessment.

Target – Before the end of School Year 2015, increase the number of 8th grade students who meet the EXPLORE benchmarks in the individual tests to 90% in English Composition, 75% in Math and Reading, 60% in Science Reasoning, and 50% of the students meeting all four EXPLORE benchmark scores.

Prepare students for the ACT as our District's Culminating Academic Assessment

Target – Before the end of School Year 2015, increase the number of graduating seniors who meet the ACT benchmarks in the individual tests to 85% in English Composition, 70% in Math and Reading, 50% in Science Reasoning, and 50% of the students meeting all four ACT benchmark scores.

ADOPTED BY BOARD ACTION 10/02/1990
AMENDED BY BOARD ACTION 03/03/1998
AMENDED BY BOARD ACTION 04/12/2007
AMENDED BY BOARD ACTION 12/12/2007
AMENDED BY BOARD ACTION 06/09/2011

AFFECTIVE GOALS FOR GENESEO CUSD 228

Realizing that the ultimate success of the educational program of the Geneseo CUSD #228 is measured in terms of the accomplishments of the individual student, the District seeks:

1) To foster students' self-discovery, self-awareness, and self-discipline, enabling them to realize their worth as human beings and to formulate personal sets of values and goals.

2) To stimulate intellectual curiosity, guiding students to learn how to seek further knowledge by familiarizing them with the resources and challenges of the world around them.

3) To provide fundamental career concepts and skills, developing in the students a foundation for further career training.

4) To help the students learn to deal effectively with other people, encouraging their sensitivity to the needs and values of others and a respect for individual and group differences.

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