

Triggers for Entrance and Exit Criteria
School and District Improvement Subcommittee
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Correlational Levels

Level I – These items are addressed in the Effective School Rubric and it is clear how they impact school improvement.

Level II – These items can be inferred in the Effective School Rubric; however, they are not specifically mentioned.

Level III – These items are not represented by any of the criteria in the Effective School Rubric.

Triggers Discussed:

Level I: Parental Involvement, Leadership, Formative Assessment, Culture, Climate, and Teacher Attrition

Level II: Tutoring/Night School, Feeder Pattern, Financial (Autonomy only), Student Attendance, and Teacher Attendance

Level III: Root Cause Analysis, Culturally Appropriate Curriculum

Thoughts:

Test based accountability undermines innovation (Reeves, 2016).

In an analysis involving 21 states school improvement plans, 3 variables were found most powerful: focus, prioritization, and monitoring progress (Reeves, 2016).

The focus needs to be on more than traditional statistical measures.

Utilize a combination of the Effective School Rubric and Instructional Audit Process complete with interviews of Principal, Leadership Team, Parent Leadership Team, Student Leadership Team, and other stakeholders.

Change the Instructional Audit Process to include the Effective Learning Environments Observational Tool (ELEOT).

Utilize the District Self- Assessment to monitor how the progress is going during the initial phase of improvement when the district holds the complete accountability for results.

Become a continuous learning system where support builds capacity for change.