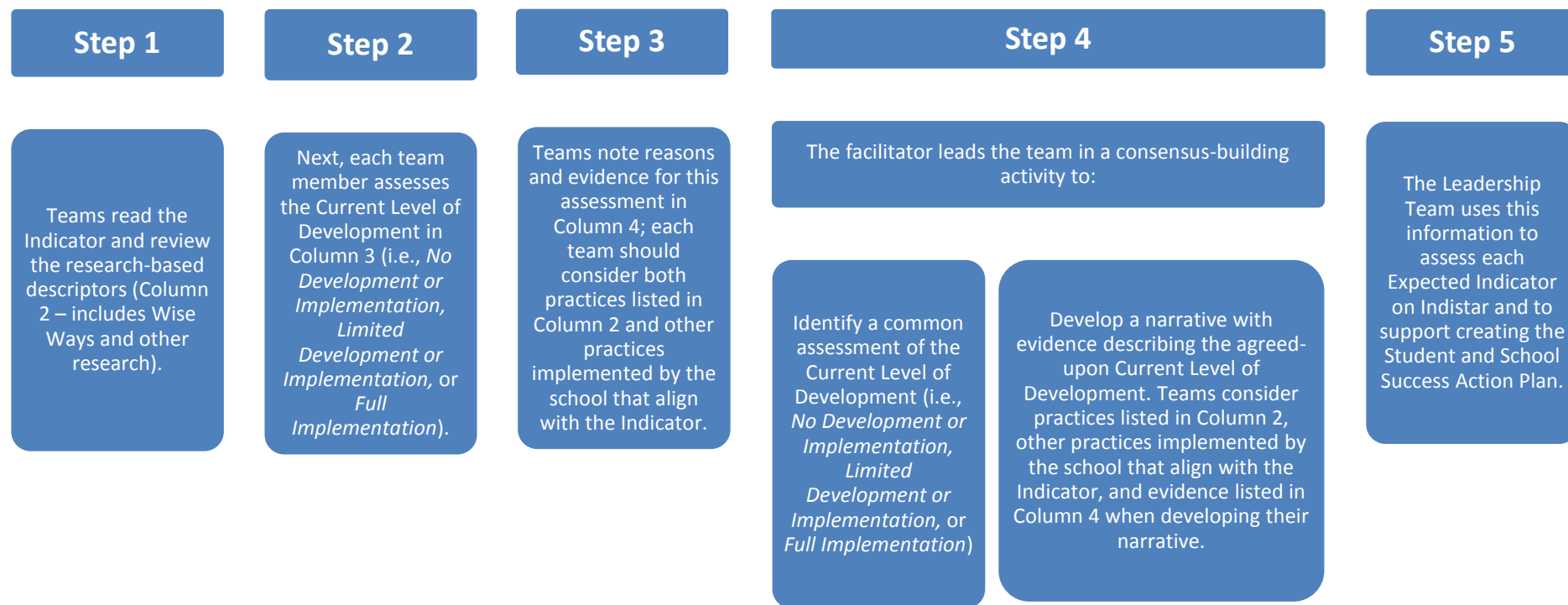# Appendix C. Current Level of Development (CLD) Guidance for SCHOOL-LEVEL EXPECTED INDICATORS

Directions: Leadership Team members and other stakeholders use the *Current Level of Development Review* to assess their school's progress with respect to each School-Level Expected Indicator (Column 1). These Expected Indicators align directly with the seven Student and School Success Principles, also known as "Turnaround Principles" in federal [ESEA Guidance](#).

Steps in the process:

Step 1	Step 2	Step 3	Step 4	Step 5
Teams read the Indicator and review the research-based descriptors (Column 2 – includes Wise Ways and other research).	Next, each team member assesses the Current Level of Development in Column 3 (i.e., *No Development or Implementation, Limited Development or Implementation,* or *Full Implementation*).	Teams note reasons and evidence for this assessment in Column 4; each team should consider both practices listed in Column 2 and other practices implemented by the school that align with the Indicator.	The facilitator leads the team in a consensus-building activity to: Identify a common assessment of the Current Level of Development (i.e., *No Development or Implementation, Limited Development or Implementation,* or *Full Implementation*) — Develop a narrative with evidence describing the agreed-upon Current Level of Development. Teams consider practices listed in Column 2, other practices implemented by the school that align with the Indicator, and evidence listed in Column 4 when developing their narrative.	The Leadership Team uses this information to assess each Expected Indicator on Indistar and to support creating the Student and School Success Action Plan.

Note: Column 2 includes *suggested* research-based best practices for each Expected Indicator; these are informed by the "Wise Ways" research documents found on the [Indistar](#)® tool and other research. Lists in Column 2 are **not intended to serve as a "menu"** that includes all possible research-based best practices for each Expected Indicator. Rather, school teams are encouraged to consider both the practices listed in Column 2 as well as evidence of other research-based practices when describing their current level of development. Moreover, **schools are NOT expected to implement** *each* **research-based practice listed in Column 2** for every Expected Indicator. Rather, teams consider the full range of research-based practices, as well as school- and district-level data, when assessing their school's current level of development and creating their plan on Indistar®.

Principle 1: Provide strong leadership.			
P1-IE06: The principal keeps a focus on instructional improvement and student learning outcomes.	The Principal (and other administrators): • Keep their focus on central objective of school: improved student learning. • Set climate of high expectations for achievement for all students. • Show importance of strengthening instruction aligned to standards, curriculum, and assessment. • Use data to guide decisions. • Lead the effort and are constantly vigilant toward targeted measurable goals. • Serve as instructional leaders who are highly visible across the school and in classrooms, monitor teaching closely, and model good teaching practice.	○ **No Development** ○ **Limited development** ○ **Full Implementation**	Notes:

Principle 2: Ensure that teachers are effective and able to improve instruction.			
P2-IF11: Professional development is aligned with identified needs based on staff evaluation and student performance.	Professional Development: • Aligns with the staff evaluation system. • Is guided by formative teacher evaluation data and formative and summative student assessment data. • Provides opportunity for teachers to be involved and deliver PD. • Is monitored to see extent of changes in instructional practice and to see if goals for professional learning are met. • Ensures regular, detailed feedback from instructional leaders to teachers to help them continually grow and improve their professional practice. • Is based on strategies supported by rigorous research. • Aligns with state and district standards, assessments, and goals. • Incorporates principles of adult learning into professional development activities. • Facilitates active learning and provides sustained implementation support.	○ **No Development** ○ **Limited development** ○ **Full Implementation**	Notes:

P2-IF12: School provides all staff high-quality, ongoing, job-embedded, differentiated professional development.	Professional learning increasing educator effectiveness and results for all students: • Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. • Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. • Requires prioritizing, monitoring, and coordinating resources for educator learning. • Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. • Integrates theories, research, and models of human learning to achieve its intended outcomes. • Applies research on change and sustains support for implementation of professional learning for long term change. • Aligns outcomes with educator performance and student curriculum standards.	○ **No Development** ○ **Limited development** ○ **Full Implementation**	**Notes:**
P2-IF14: The school sets goals for Professional Development and monitors the extent to which staff has changed practice	Professional development: • Is standards-based, results-driven, and job embedded. • Includes peer observation, mentoring, whole faculty or team/department study groups, shared analysis of student work, teacher self-assessment and goal-setting. • Is collaborative and differentiated. • Aligns with the staff evaluation system. • Is guided by formative teacher evaluation data and formative and summative student assessment data. • Provides opportunity for teachers to be involved and deliver PD. • Is monitored to see extent of changes in instructional practice. • Focuses on developing deeper understanding of community served by the school; subject-specific pedagogical knowledge, and leadership capacity. • Creates a professional development learning community that fosters a school culture of continuous learning. • Promotes a culture in which professional collaboration is valued and emphasized. • Ensures that school leaders act as instructional leaders, providing regular, detailed feedback to teachers to help them continually grow and improve their professional practice.	○ **No Development** ○ **Limited development** ○ **Full Implementation**	**Notes:**

Principle 3: Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.			
P3-IVD05: The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.	The Leadership Team and teachers: • Implemented strategies to extend learning time: ○ Transformed time structure during school day (block scheduling, reduced time spent in elective classes, guided study halls with additional teacher support, student advisories); ○ Extended school day (additional time spent in core classes, transition programs, credit recovery classes, community partnerships with internships); and/or ○ Extended or altered the school year (year-round school with increased learning time, summer programs, transition programs, and interim 3-week terms for credit recovery, extended learning). • Ensure that the students who need the most support are given more instructional opportunities. • Have buy-in for extended school days from parents, teachers, students, and the community and receives funds to support extended learning time. • Implement professional development to ensure that teachers use extra time effectively. • Create local partnerships with businesses, organizations, etc., to support the extended time initiative. • Monitor progress of the extended learning time initiative.	○ **No Development** ○ **Limited development** ○ **Full Implementation**	Notes:
P3-IVD06: The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning.	The Leadership Team: • Organized teachers into Instructional Teams (by whatever name) so that they can develop and review formative assessments and plan units of instruction with differentiated lessons. • Provides predictable blocks of time sufficient for instructional teams to meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade level or subject area for which the team is responsible. • Distributes leadership through a team structure. • Creates a culture in which teachers spend more time *together* pre-planning and working in teacher groups to interpret evidence about their impact on students. • Holds teams accountable for improving the teams' professional practice as a whole within a culture of candor.	○ **No Development** ○ **Limited development** ○ **Full Implementation**	Notes:

Principle 4: Strengthen the school's instructional program based on student needs and ensure that the instructional program is research-based, rigorous, and aligned with State academic content standards.			
P4-IIA01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	Instructional Teams: • Organize the curriculum into unit plans that guide instruction for all students and for each student; unit plans assure that students master standards-based objectives and also provide opportunities for enhanced learning. • Determine the concepts, principles, and skills that will be covered within the unit. • Identify the standards/benchmarks that apply to the grade level and unit topic. • Develop all objectives that clearly align to the selected standards/benchmarks. • Arrange the objectives in sequential order. • Determine the best objective descriptors. • Consider the most appropriate elements for mastery and constructs criteria for mastery. • Develop pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established. • Include special educators to increase capacity for developing effective structures and conditions to support system-wide continuous improvement of teaching and learning for all students with disabilities. • Include ELL educators to support development of curricula to address the linguistic needs of ELLs; members of instructional teams must be encouraged to collaborate across program and content areas to design and implement instruction that is aligned to both content and English language proficiency standards.	○ **No Development** ○ **Limited development** ○ **Full Implementation**	Notes:

| P4-IIIA07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. | • Learning activities (assignments given to each student) are targeted to that student's level of mastery, and align with the objectives included in the unit plan to provide a variety of ways for a student to achieve mastery as evidenced in both the successful completion of the learning activities and correct responses on the unit post-test.
• Instructional Team's unit plans:
  o Include a description of each leveled and differentiated learning activity, the standards-based objectives associated with it, and criteria for mastery;
  o Differentiate learning activities among various modes of instruction – whole-class instruction, independent work, small-group and center-based activities, and homework; and
  o Include activity instructions that provide the detail that enables any teacher to use the learning activity, and serve as a means of explaining the activity to students.
• When not teaching whole class, all teachers individualize instruction by drawing from the learning plan grids for the unit to create Student Learning Plans to guide each student's activities.
• All teachers make appropriate modifications in planning and implementing instruction based on variety of data for English language learners to allow for variations in time allocation, task assignments, and modes of teacher communication and student response.
• All teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners, including students with disabilities. | ○ **No Development**

○ **Limited development**

○ **Full Implementation** | **Notes:** |

| P4-IIA03: The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs. | The Leadership Team:
• Looks at school-level data, disaggregated by student groups and by grade and subject areas, to make decisions about improvements to the core instructional program. Student performance data are typically disaggregated by sub-groups.
• Periodically reviews data on student performance, curriculum, and actual instructional practice to make decisions about the core instructional program.
• Looks at data at three levels: at the school level to focus on areas that needed schoolwide improvement to meet adequate yearly progress, at the classroom level to focus on teachers' instructional strengths and weaknesses, and at the student level to focus on instructional needs of individual students.
• Collects and reviews data, and plans and implements strategies to change professional behavior or instructional practices in order to change outcomes for students.
• Monitors programs to ensure that all students have adequate opportunity to learn rigorous content in all academic subjects. | ○ **No Development**

○ **Limited development**

○ **Full Implementation** | **Notes:** |

Principle 5: Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data			
P5-IID08: Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.	Instructional Teams: • Use data to examine connections between the aligned curriculum, the taught curriculum, the most efficacious instructional strategies, and the mastery evidenced by the individual student. • Meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade levels or subject area for which the team is responsible. • Need time for two purposes: (a) meetings for maintaining communication and organization the work, operating with agendas, minutes and focus (45 min twice per month); and (b) curricular and instructional planning (block of 4-6 hours monthly). • Use student learning data to improve instruction by informing teachers of the need to change or improve teaching strategies to meet the needs of students with disabilities. • Use multiple assessments to measure English language learners' progress in achieving academic standards, and in attaining English proficiency.	○ **No Development** ○ **Limited development** ○ **Full Implementation**	Notes:
P5-IID12: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.	**DISTRICT:** To support teachers, leadership, and instructional teams, Districts: • Develop a data system or adopt an available data system that enables analysis of student outcomes at multiple levels. • Develop a district-wide plan for collecting, interpreting, and using data. • Dedicate time and develop structures for district schools and teachers to use data to alter instruction. • Train teachers and principals in how to interpret and use data to change instruction. • Use annual state testing performance data to evaluate the overall effectiveness of instructional services provided by the district. • Conduct deep analysis to determine areas in need of improvement. **SCHOOL:** The School Leadership and Instructional Teams: • Identify which students are at risk for difficulties with certain subjects, such as math or reading, and provide more intense instruction to students identified as at risk. • Employ efficient, easy-to-use progress monitoring measures to track the progress of students receiving intervention services toward critical academic outcomes.	○ **No Development** ○ **Limited development** ○ **Full Implementation**	Notes:

	• Use formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding. • Collect instructional data to alter strategies; this includes teacher evaluation, classroom observations and feedback, examining lesson plans, self-assessments, portfolio assessments, and review of student work samples. • Provide Performance-based student assessments to validate and monitor the growth of all students and the success of curriculum and instructional programs. • Ensure teacher study groups examine instructional practice data using a protocol (e.g., Debrief, Discuss the Focus Research Concept, Compare Research with Practice, Plan Collaboratively, and Make an Assignment). • Provide coaching support for collaborative use of instructional practice data.		

Principle 6: Establish a school environment that improves school safety and discipline and address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.			
P6-IIIC13: All teachers reinforce classroom rules and procedures by positively teaching them.	All teachers: • Accept responsibility for teaching their students, believe that students are capable of learning, re-teach if necessary, and alter materials as needed. • Allocate most of their available time to instruction, not non-academic activities, and learning activities are carefully aligned to standards. • Organize learning environments and use group management approaches to maximize time students spend engaged in lessons. • Move through the curriculum rapidly but in small steps that minimize student frustration and allow continuous progress. • Actively instruct, demonstrating skills, explaining concepts, conducting participatory activities, reviewing when necessary; teach their students rather than expecting them to learn mostly from curriculum materials; and emphasize concepts and understanding. • Provide opportunities for students to practice and apply learning, monitor each student's progress, and provide feedback and remedial instruction as needed, making sure students achieve mastery. • Maintain pleasant, friendly classrooms; seen as enthusiastic, supportive instructors. • Consistently reinforce classroom rules and procedures.	○ **No Development** ○ **Limited development** ○ **Full Implementation**	Notes:
P6-IIIC16: The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being).	The Leadership Team: • Focuses on a school vision for a learning environment that is emotionally safe and conducive to learning. • Promotes a positive school climate that is positive, caring, supportive, respectful of all learners, and includes norms, values, and high expectations for all students that support people feeling emotionally and physically safe. • Establishes rules and procedures with appropriate consequences for violations, as well as programs that teach self-discipline and responsibility to all students. • Ensures a physical environment that is welcoming and conducive to learning; a social environment that promotes communication and interaction; an affective environment that promotes a sense of belonging and self-esteem; and an academic environment that promotes learning and self-fulfillment.	○ **No Development** ○ **Limited development** ○ **Full Implementation**	Notes:

Principle 7: Provide ongoing mechanisms for family and community engagement.			
P7-IVA02: The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annual distributed and frequently communicated to teachers, school personnel, parents (families) and students.	The Leadership Team: • Promotes connections among teachers, staff, and students that form the web of a *community* of the school. • Promotes relationships among the people intimately attached to a school—students, their teachers, families of students, school's staff, and active volunteers. • Communicates the school community's purpose, what they value in the education of their children, and everyone's role in getting the job done. • Provides opportunities for members of the school community to communicate about these values, the expectations they have of one another, the roles they play, and the progress they are making, educating themselves and one another to perform their roles more competently; and associating with one another to strengthen their relationships and amplify the effects of their individual contributions to children's learning and personal development. • Ensures documents are available in the language of their students' families. • Provides opportunity for parents and teachers to develop new skills to bridge language, cultural, economic, and social barriers and to build trust between home and school.	○ **No Development** ○ **Limited development** ○ **Full Implementation**	Notes:
P7-IVA04: The school's Compact includes responsibilities (expectations) that communicate what parents (Families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).	The Leadership Team: • Helps parents fully engage in the learning lives of their children by building connection between the school and the home built upon a common purpose, communication, education, and association. • Communicates the school community's purpose, what they value in the education of their children, and everyone's role in getting the job done. • Provides opportunities for members of the school community to communicate about these values, the expectations they have of one another, the roles they play, and the progress they are making, educating themselves and one another to perform their roles more competently; and associating with one another to strengthen their relationships and amplify the effects of their individual contributions to children's learning and personal development.	○ **No Development** ○ **Limited development** ○ **Full Implementation**	Notes:

P7-IVA01: Parent (family) representatives advise the School Leadership Team on matters related to family-school relations.	The Leadership Team: • Shares leadership with parents in order to boost school improvement. • Engages a School Community Council that unites efforts of parents, teachers, and students to look at the connections between the school and the families it serves and to make recommendations for strengthening the School Improvement Plan's emphasis on family school connections. • Enlists the support and assistance of the parent organization and faculty to carry out activities of the School Community Council. • Nurtures parent leadership for a variety of purposes: deciding, organizing, engaging, educating, and advocating and connecting. • Uses a variety of mechanisms to engage parents in demographic decision-making: school councils and committees, parent or parent-teacher associations, school action teams for planning and research, including an action team for partnerships, and parent-school compacts or contracts.	○ **No Development** ○ **Limited development** ○ **Full Implementation**	Notes:
P7-IVA13: The LEA/School has engaged parents and community in the transformation process.	**DISTRICT:** To support leadership, teachers, parents, and communities, the District: • Ensures each school has a strong academic program at its core, with all other services complementing the central academic mission. • Asks each partnering organization to designate an employee at each school site to operate as a contract point between the school, organization, students, families, and community members, with the goal of creating sustainable and effective partnerships. • Develops joint financing of facilities and programs by school districts, the local government, and community agencies. **SCHOOL:** The School Leadership Team: • Ensures that all staff – administrators, teachers, and other staff – are willing to collaborate with outside organizations and are provided with training to do so effectively. • Involves parents, community members, school staff, and other stakeholders in planning for services to be offered at the school site. • Integrates in- and out-of-school learning with aligned standards.	○ **No Development** ○ **Limited development** ○ **Full Implementation**	Notes:

	• Incorporates the community into the curriculum as a resource for leaning, including service learning, place-based education, and other strategies. • Conducts quality evaluations regularly, including data collected from all stakeholders, to determine strengths and weaknesses of services and programs offered to create a continuous cycle of improvement.		