

## Crosswalks & Filters

As SEAs seek to consolidate efforts and avoid duplication of work for schools and districts, work on the same indicators may satisfy a variety of purposes. Also, districts and schools may benefit from seeing indicators organized within different categories and sections. Indistar's crosswalk and filter features can help a state model the integration of programs into one tool.

Indicator filters are a way of filtering out specific sets of indicators within the currently shown categories and sections. For a more complicated alignment of indicators, a state may choose to view some or all of the indicators, but in different categories and sections. This is called a crosswalk filter.

Reporting filters can also be added to help schools identify which indicators need to be assessed, planned, or implemented by certain time period. When states use this feature, the reporting filters are aligned with submission dates on the dashboard under Required Reports.

Filters will also be visible if a school, district, or coach chooses the Comprehensive Report or Improvement Report to view or print.

1. Select Indicators 2. List of Indicators to Assess 3. List of Indicators Assessed 4. Assess Indicator

**Filter(s)** Choose a filter to narrow your search. ☐ Key Indicators only

apply Crosswalk Filter ▼

apply Reporting Filter ▼ apply Indicator Filter ▼ remove filter

**Crosswalk Filter: Accreditation**

1. Select Indicators 2. List of Indicators to Assess 3. List of Indicators Assessed 4. Assess Indicator

**Filter(s)** Choose a filter to narrow your search. ☐ Key Indicators only

Accreditation ▼

apply Reporting Filter ▼ apply Indicator Filter ▼ remove filter

To view Indicators, choose a section below or [display all Indicators as list](#)

Category	Section	Subsection I	Subsection II	Assessed
Governance & Leadership	The school provides governance and leadership that promote student performance and school effectiveness.	Governance	Team Structure	10 of 11
	The school provides governance	Leadership	Principal's Role	7 of 7

**Benchmark: Report Period - 1st Semester**

1. Select Indicators 2. List of Indicators to Assess 3. List of Indicators Assessed 4. Assess Indicator

**Filter(s)** Choose a filter to narrow your search. ☐ Key Indicators only

apply Crosswalk Filter ▼

Report Period - 1st Semester ▼ apply Indicator Filter ▼ remove filter

To view Indicators, choose a section below or [display all Indicators as list](#)

Category	Section	Subsection I	Subsection II	Assessed
School Leadership and Decision Making	Establishing a team structure with specific duties and time for			9 of 10

Indicator Filter: **SPED Indicators**

1. Select Indicators
2. List of Indicators to Assess
3. List of Indicators Assessed
4. Assess Indicator

**Filter(s)** Choose a filter to narrow your search. ☐ Key Indicators only

apply Crosswalk Filter ▼

apply Reporting Filter ▼ SPED Indicators ▼ remove filter

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To view Indicators, choose a section below or [display all Indicators as list](#)

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Category	Section	Subsection I	Subsection II	Assessed
School Leadership and Decision Making	Establishing a team structure with specific duties and time for instructional planning			1 of 1
	Focusing the principal's role on building leadership capacity, achieving learning goals, and			1 of 1

**Indistar-XX Middleton Elementary School**

**Filter(s)** Choose a filter to narrow your search.

☐ Key Indicators only ☐ Show only the indicators included in the plan.

apply Crosswalk Filter ▼

apply Reporting Filter ▼ apply Indicator Filter ▼

[Refresh](#)

1 of 31

**Middleton Elementary School**

Comprehensive Plan Report

### Frequently Asked Question

1. Who will helps the state crosswalk and integrate all of these plans?

*CII and Regional Comprehensive Centers staff are always available to help SEAs make these decisions and integrations. Sometimes these crosswalks and filters are already in existence and can be modified to meet your state-specific needs and expectations.*

## Crosswalks & Filters Presentations

*Steve Underwood & Rosie Santana/Idaho*



Rosie Santana – Southwest Idaho Regional School Improvement Coordinator

Planning and Reporting	
Caldwell High School	
Indicator-Based Planning Tools ⓘ	
<a href="#">Ways to Improve School Effectiveness (WISE) - School Indicators</a>	Optional - This indicator feature can be a great next step after completing the FET tool. For those schools implementing the Transformation Model for SIG. The School Restructuring Plan is a requirement for all schools in School Improvement Year 4 and beyond.
<a href="#">Family Engagement Indicators</a>	
<a href="#">Transformation Toolkit</a>	
<a href="#">School Restructuring Plan</a>	
Other Planning Tools ⓘ	
<a href="#">Special Education Compliance Tool</a>	For districts working on a Special Education Plan
<a href="#">Family Engagement Tool</a>	Open link to complete the five step FET web-based process.
Forms to Complete ⓘ	
<a href="#">School Improvement Supplemental Plan</a>	For those required to submit a School Improvement Plan during the current planning cycle
<a href="#">Schoolwide Program Supplemental Documentation</a>	This section is only required to be completed by schools seeking approval to operate as a Title I Schoolwide Program.
<a href="#">Corrective Action Supplemental Plan</a>	The Corrective Action form is required for schools in School Improvement Year 3 and beyond.
SMART Goals	Enter SMART Goals (Optional)


## Dashboard

Idaho  
Main Menu

Resources and Reports  
Plan Your Meeting  
Coaching Comments  
Where are we now?  
Hints Help

Caldwell High School WISE-School Leadership Team RI  
Caldwell School District, ID

Set Up School	Tutorials	Started	Last Update
Step 1 - Register School <a href="#">please keep current</a>	<a href="#">VIDEO</a>	03/26/09	10/12/11
Step 2 - Provide School Information		10/12/11	10/12/11
- Provide School Assessment Scores		03/24/10	03/24/10
Step 3 - Form School Team <a href="#">please keep current</a>		05/04/09	09/21/11 15 (count)

Assess - Create - Monitor	Tutorials	Started	Last Update	Progress
Step 4 - Assess School Indicators 	<a href="#">VIDEO</a>	05/04/09	12/09/09	86 of 86
Step 5 - Create School Plan	<a href="#">VIDEO</a>	03/19/10	10/18/11	23 of 68
Step 6 - Monitor School Plan	<a href="#">VIDEO</a>	05/18/10	09/01/11	10 of 23

Coaches & Leaders	Name	Position	Phone	Email
District Liaison	Mr. Randy Schrader	Capacity Builder	208-455-3300	rschrader@caldwellschools.org

Caldwell High School [Hints](#) [Help](#)

Tab 1 – Select Indicators by Section – select your indicator to assess by section or choose to display all Indicators  
 Tab 2 – List of Indicators to Assess – choose indicator to assess  
 Tab 3 – List of Indicators Assessed – choose indicator to edit assessment information  
 Tab 4 – Assess Indicator – enter this tab only by selecting an indicator in tab 2 or 3

1. Select Indicators
2. List of Indicators to Assess
3. List of Indicators Assessed
4. Assess Indicator

**Filter(s)** [Choose a filter to narrow your search.](#)

To view Indicators, choose a section below or [display all Indicators as list](#)

Category	Section	Subsection I	Subsection II	Assessed
School Leadership and Decision Making	<a href="#">Establishing a team structure with specific duties and time for instructional planning</a>			11 of 11
	<a href="#">Focusing the principal's role on building leadership capacity,</a>			7 of 7

Caldwell High School

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[Hints](#) [Help](#)

CrossWalk Group: **Danielson's Framework for Teaching**

1. Select Indicators 2. List of Indicators to Assess 3. List of Indicators Assessed 4. Assess Indicator

**Filter(s)** Choose a filter to narrow your search.

Danielson's Framework for Teaching

apply Crosswalk Filter

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

To view Indicators, choose a section below or [display all indicators >>> list](#)

Category	Section	Subsection I	Subsection II	Assessed
School Leadership and Decision Making	Establishing a team structure with specific duties and time for instructional planning			11 of 11
	Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			7 of 7

Caldwell High School

Tab 1 – Select Indicators by Section – select your indicator to assess by section or choose to display all Indicators  
 Tab 2 – List of Indicators to Assess – choose indicator to assess  
 Tab 3 – List of Indicators Assessed – choose indicator to edit assessment information  
 Tab 4 – Assess Indicator – enter this tab only by selecting an indicator in tab 2 or 3

[Hints](#) [Help](#)

Crosswalk Filter: **Domain 2: The Classroom Environment**

Indicators: **All Indicators**

1. Select Indicators 2. List of Indicators to Assess 3. List of Indicators Assessed 4. Assess Indicator

Select indicator to update assessment (36)  
 Indicators excluded from the plan are shown in Red.

Code	Key	Indicator
ID10		The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)
ID13		Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)
IE07		The principal monitors curriculum and classroom instruction regularly. (58)
IE08		The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)
IE09		The principal challenges, supports and monitors the correction of unsound teaching practices. (60)
IF01		The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need

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Caldwell High School

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Tab 1 – Select Indicators by Section – select your indicator to assess by section or choose to display all Indicators  
Tab 2 – List of Indicators to Assess – choose indicator to assess  
Tab 3 – List of Indicators Assessed – choose indicator to edit assessment information  
Tab 4 – Assess Indicator – enter this tab only by selecting an indicator in tab 2 or 3

CrossWalk Group: 9 Characteristics of High Performing Schools

1. Select Indicators 2. List of Indicators to Assess 3. List of Indicators Assessed 4. Assess Indicator

Filter(s) Choose a filter to narrow your search.

9 Characteristics of High Performing Schools apply Crosswalk Filter

remove filter

To view Indicators, choose a section below

1. Clear & Shared Focus  
2. High Standards & Expectations for All Students  
3. Effective School Leadership  
4. High Levels of Collaboration & Communication  
5. Curriculum, Instruction & Assessments Aligned with State Standards  
6. Frequent Monitoring of Learning & Teaching  
7. Focused Professional Development  
8. Supportive Learning Environment  
9. High Levels of Family & Community Involvement

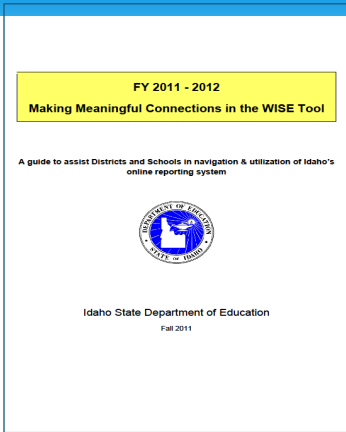
Category	Section	Subsection I	Subsection II	Assessed
School Leadership and Decision Making	Establishing a team structure with specific duties and time for instructional planning			11 of 11

Crosswalk Filter: 4. High Levels of Collaboration & Communication  
Indicators: All Indicators

1. Select Indicators 2. List of Indicators to Assess 3. List of Indicators Assessed 4. Assess Indicator

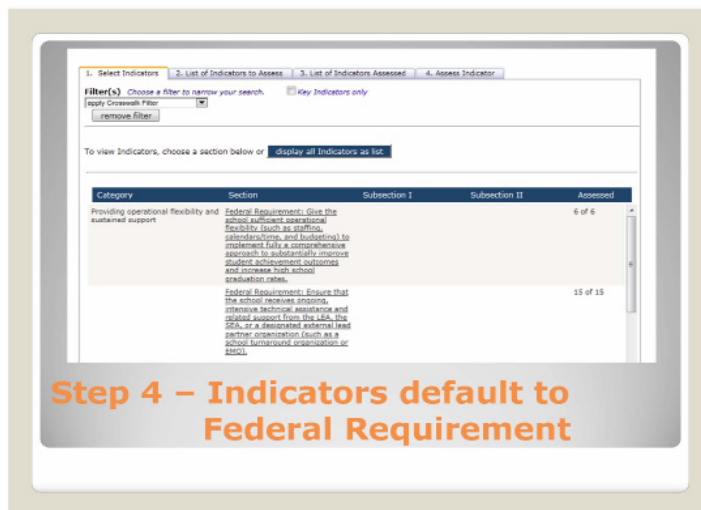
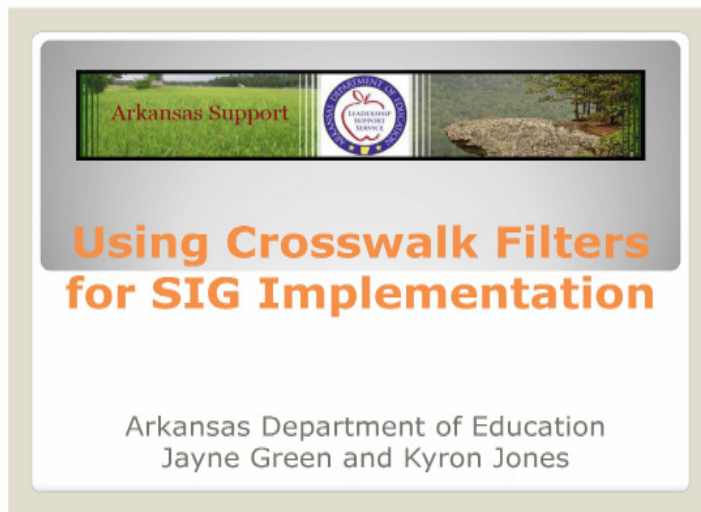
Select indicator to update assessment (39)  
Indicators excluded from the plan are shown in Red.

Code	Key	Indicator
ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (36)	
ID02	All teams have written statements of purpose and by-laws for their operation. (37)	
ID03	All teams operate with work plans for the year and specific work products to produce. (38)	
ID04	All teams prepare agendas for their meetings. (39)	
ID05	All teams maintain official minutes of their meetings. (40)	
ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (41)	
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)	
ID08	The Leadership Team serves as a conduit of communication to the faculty and staff. (43)	
ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)	
ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)	
ID13	Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year)	

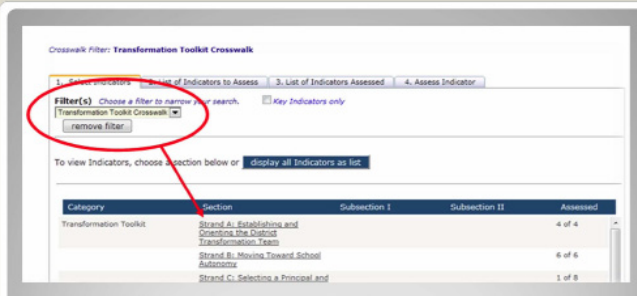


### Other Crosswalks

- Title I Schoolwide and School Improvement
- Response to Intervention







The screenshot shows the 'Transformation Toolkit Crosswalk' interface. At the top, there are four tabs: '1. Filter Indicators', '2. List of Indicators to Assess', '3. List of Indicators Assessed', and '4. Assess Indicator'. The '1. Filter Indicators' tab is active. Below the tabs, there is a 'Filter(s)' section with a dropdown menu showing 'Transformation Toolkit Crosswalk' and a 'remove filter' button. A red circle highlights the 'Filter(s)' section. Below the filter section, there is a table with columns: 'Category', 'Section', 'Subsection I', 'Subsection II', and 'Assessed'. The table shows the following data:

Category	Section	Subsection I	Subsection II	Assessed
Transformation Toolkit	Strand A: Establishing and Strengthening the District Transformation Team			4 of 4
	Strand B: Moving Toward School Subsection			6 of 6
	Strand C: Selecting a Principal and			1 of 8

Below the table, there is a button that says 'display all indicators as list'.

**Step 4 – Transformation Toolkit Crosswalk applied**

**Category- Transformation Toolkit**

**Section - Strand H: Evaluating, Rewarding and Removing Staff**

**Subsection – Rewarding Staff**

E01	The LEA/School has created a system for making awards that is transparent and fair. (1679)
E02	The LEA/School has worked with teachers and teachers' union at each stage of developing and implementing the system of awards. (1680)
E03	The LEA/School has implemented a communication plan for building stakeholder support, for the system of awards. (1681)
E04	The LEA/School has secured sufficient funding for long-term program sustainability, for the system of awards. (1682)
E05	The LEA/School has developed a system of providing performance-based incentives for staff using valid data on whether performance indicators have been met. (1683)

**Federal Requirement:** Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

