

COMPONENT 1 – DEVELOPMENT OF SYSTEMWIDE PROFILE AND COLLABORATIVE PROCESS

Indicator 1.1			
Collaboration / Professional Learning Community Development			
4	3	2	1
The collaboration process was used as evidenced by including at least <u>six</u> of the stakeholders below.	The collaboration process was used as evidenced by including at least <u>four</u> of the stakeholders below.	The collaboration process was used as evidenced by including at least <u>two</u> of the stakeholders below.	The collaboration process was used as evidenced by including at least <u>one</u> of the stakeholders below.
✓ Central Office : ✓ Special Education ✓ Vocational ✓ Technology ✓ Federal Programs/Grant Directors ✓ School Administrators ✓ Teachers ✓ Paraprofessionals ✓ Parents ✓ Community Members ✓ Student (High School) ✓ Other (Revisit after completing the work of all 6 components.)			
Rationale for Performance Level Decision:			
			Rating 4
<p>All criteria for the leadership team are satisfied, and there is evidence of strong collaboration. Requirements of Rubric 1.1 are met. Congratulations!</p>			

Indicator 1.2			
Data Collection and Data Organization			
4	3	2	1
There is evidence provided that data have been collected and organized regarding <u>all</u> of the following areas:	There is evidence provided that data have been collected and organized for at least <u>four</u> or more of the following areas:	There is evidence provided that limited data have been collected and organized regarding at least <u>two</u> of the following areas:	There is no evidence provided that data have been collected or organized regarding the critical elements of the system profile.
✓ Student characteristics ✓ Staff characteristics ✓ School characteristics ✓ Parent/guardian demographics ✓ Community characteristics ✓ Student performance ✓ Financial Data ✓ Perceptual Data ✓ Equity & Adequacy in resources, support & personnel to our schools ✓ Delivery of services to our schools			
Rationale for Performance Level Decision:			
			Rating 4
<p>A very comprehensive list of data sources are provided, the appendix was very helpful along with the Report Card data explanation. The narrative was very thorough and concise. This establishes a sound foundation for this process.</p>			

COMPONENT 2 – BELIEFS, MISSION AND SHARED VISION

Indicator 2.1			
Understands the attributes of High Performing School Systems’ Beliefs, Mission and Shared Vision			
4	3	2	1
Demonstrates an understanding of the purpose of beliefs, mission and shared vision of high performing school systems is evidenced by the inclusion of <u>all</u> of the attributes below:	Demonstrates an understanding of the purpose of beliefs, mission and shared vision of high performing school systems is evidenced by the inclusion of at least <u>four</u> of the attributes below:	Demonstrates an understanding of the purpose of beliefs, mission and shared vision of high performing school systems is evidenced by the inclusion of at least <u>two</u> of the attributes below:	Demonstrates an understanding of the purpose of beliefs, mission and shared vision of high performing school systems is evidenced by the inclusion of at least <u>one</u> of the attributes below:
✓ Utilizes research-based information and data to drive decisions. ✓ Holds high expectation for all students. ✓ Provides a clear purpose and direction. ✓ Aligns policies and procedures to maintain a focus on achieving the systems’ goals for student learning. ✓ Engages in adequate and appropriate internal and external communication. ✓ Fosters collaboration among staff and stakeholders.			
Rationale for Performance Level Decision:			
			Rating 4
<p>Hardeman County met all the criteria for Rubric 2.1. System needs to revisit and adjust as data changes. There is adequate evidence of research-based information and a data driven process is present. Congratulations!</p>			

Indicator 2.2			
The beliefs, mission and shared vision are achievement oriented			
4	3	2	1
The beliefs, mission and shared vision reflect our commitment to academic achievement for all students by the inclusion of <u>all</u> elements below.	The beliefs, mission and shared vision reflect our commitment to academic achievement for all students by the inclusion of at least <u>four</u> elements below.	The beliefs, mission and shared vision reflect our commitment to academic achievement for all students by the inclusion of at least <u>two</u> elements below.	The beliefs, mission and shared vision reflect our commitment to academic achievement for all students by the inclusion of at least <u>one</u> element below.
✓ Promoting an inclusive culture ✓ Promoting the use of data driven decision-making process ✓ Promoting the use of shared decision- making processes ✓ Meeting the individual needs of students by striving for a quality education for all students. ✓ Achieving proficiency and beyond for all students.			
Rationale for Performance Level Decision:			
			Rating 4
<p>The System’s process indicates an inclusive culture. It is highly data driven. There is a mission establishing a quality of education with high expectations for all students. The System is to be commended for this effort. This indicator was easy to read, score, and it reflects commitment to academic achievement.</p>			

COMPONENT 3 – ACADEMIC AND NON-ACADEMIC DATA ANALYSIS AND SYNTHESIS

Indicator 3.1			
Variety of Academic and Non-Academic Assessment Measures			
4	3	2	1
There is evidence provided that the data examined includes <u>all</u> of the following non-academic and academic assessment data:	There is evidence provided that the data examined includes <u>some</u> of the following non-academic and academic assessment data:	There is evidence provided that only <u>minimal</u> assessment data is utilized.	There is no evidence of assessment data used.
✓ TCAP ✓ Gateways ✓ Dropout rates ✓ Attendance rates ✓ Graduation rates ✓ Vocational MIS Report data ✓ Special Ed federal tables			
Rationale for Performance Level Decision:			
			Rating 4
<p>Hardeman County's extensive and thorough use of data went beyond the requirements of Rubric 3.1. The System did a good job of data review and examination.</p>			

Indicator 3.2			
Data Collection & Analysis			
4	3	2	1
A <u>thorough</u> data collection and consistent analysis are included with assessment methods described.	An <u>adequate</u> data collection and consistent analysis are included with assessment methods described.	A <u>limited</u> data collection is included with limited or no analysis.	No evidence is presented that the faculty conducted a data collection or analysis of the data.
Rationale for Performance Level Decision:			
			Rating 4
<p>The collection, analysis, and synthesis of data exceed requirements of Rubric 3.2. Hardeman County personnel did a very thorough and consistent job in this section.</p>			

COMPONENT 3 – ACADEMIC AND NON-ACADEMIC DATA ANALYSIS AND SYNTHESIS

Indicator 3.3 Report Card Data Disaggregation			
4	3	2	1
Data disaggregation* analyses are included which establish priorities for student performance with respect to <u>all</u> listed applicable areas:	Data disaggregation* analyses are included which establish priorities for student performance with respect to <u>the first four</u> listed applicable areas:	Data disaggregation* analyses are included which establish priorities for student performance with respect to a <u>minimum of three of the first four</u> applicable areas:	Data disaggregation analyses are not included.
✓ Race/ethnicity (5 areas) ✓ Economically disadvantaged ✓ Special education ✓ LEP Gender ✓ Proficiency levels ✓ Growth differences/Gaps between high, middle, and low achievers * In situations where disaggregation within a category is not possible, it should be noted in the plan.			
Rationale for Performance Level Decision:			
			Rating 3
<p>Hardeman County met the requirements of the criteria in Rubric 3.3. For the purpose of future planning, if data elements are addressed in the rubric and are not analyzed or synthesized (for example gender), indicate as to why not. This was a very inclusive indicator and well organized. The appendix was of great help. Good job!</p>			

Indicator 3.4 Narrative Synthesis of All Data			
4	3	2	1
A narrative synthesis of data/information is included that <u>specifically states</u> critical areas of strength and need based on the data/information presented.	A narrative synthesis of data/information is included that <u>implies</u> critical areas of strength and need based on the data/information presented.	A limited list of areas of strength and need is included.	There is no narrative synthesis of data/information provided.
Rationale for Performance Level Decision:			
			Rating 4
<p>The narrative specifically states critical areas of strength and need. This indicator is strongly data driven.</p>			

COMPONENT 3 – ACADEMIC AND NON-ACADEMIC DATA ANALYSIS AND SYNTHESIS

Indicator 3.5			
Prioritized List of Goal Targets			
4	3	2	1
The list of data driven prioritized goals matches data priorities and references the NCLB benchmarks.	The list of data driven prioritized goals matches the majority of data priorities.	Limited attempts have been made to prioritize goals matched to data.	There are no prioritized goals based on the data.
Rationale for Performance Level Decision:			
			Rating 4
<p>Hardeman County's data driven goals are prioritized and consistent with data sources and are strongly analyzed. Staff is to be congratulated!</p>			

COMPONENT 4 - CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

Indicator 4.1 Curriculum Process			
4	3	2	1
In analyzing our curriculum process, we included <u>all</u> of the following activities:	In analyzing our curriculum process, we included at least <u>five</u> of the following activities:	In analyzing our curriculum process, we included at least <u>three</u> of the following activities:	In analyzing our curriculum process, we included at least <u>one</u> of the following activities:
✓ Listed our current practices and practices of high-performing school systems ✓ Identified strengths			
✓ Listed evidence of current practices ✓ Identified challenges			
✓ Determined alignment of current practices to the principles and practices of high-performing school systems ✓ Completed an evaluation of the effectiveness of our current practices based on the data ✓ Identified steps to address the challenges			
Rationale for Performance Level Decision:			
			Rating 4
<p>The template presents a strong rationale for use of current curriculum processes. Hardeman County is to be commended for the development of this section. As you focus on continual improvement for future planning, consider these questions: How did you determine it is researched-based? How did you know it is a practice of a high-performing system? How do you know it is effective?</p>			

Indicator 4.2 Curriculum Practices			
4	3	2	1
In analyzing our curriculum practices, we included at least <u>seven</u> of the following activities:	In analyzing our curriculum practices, we included at least <u>five</u> of the following activities:	In analyzing our curriculum practices, we included at least <u>three</u> of the following activities:	In analyzing our curriculum practices, we included at least <u>one</u> of the following activities:
✓ System uses the Tennessee Department of Education state approved standards and provides training to staff in the use of the standards. ✓ Curriculum is prioritized and mapped.			
✓ System has established systemwide student achievement benchmarks. ✓ System has implemented a K-12 cohesive standards based model for literacy.			
✓ System has implemented a K-12 cohesive standards based model for mathematics. ✓ System has implemented formative assessment aligned with the system benchmarks.			
Support system is in place for enhancing the quality of curriculum and instruction.			
✓ Monitoring system is in place for enhancing the quality of curriculum and instruction.			
✓ Teaching and learning materials are correlated to the State standards and distributed to the instructional staff.			
✓ System communicates a shared vision of what students should know and be able to do at each grade level to stakeholders through a variety of media formats.			
Rationale for Performance Level Decision:			
			Rating 4
<p>Analysis of Curriculum Practices included seven or more activities from Rubric 4.2. Hardeman County is to be commended for their efforts. For future planing purposes, providing tangible evidence of effectiveness will enhance the plan.</p>			

COMPONENT 4 - CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

Indicator 4.3 Instructional Process			
4	3	2	1
In analyzing our instructional process, we included <u>all</u> of the following activities:	In analyzing our instructional process, we included at least <u>five</u> of the following activities:	In analyzing our instructional process, we included at least <u>three</u> of the following activities:	In analyzing our instructional process, we included at least <u>one</u> of the following activities:
<ul style="list-style-type: none"> ✓ Listed our current practices and practices of high-performing school systems ✓ Identified strengths ✓ Listed evidence of current practices ✓ Identified challenges ✓ Determined alignment of current practices to the principles ✓ Completed an evaluation of the effectiveness of our current practices based on the data ✓ Identified steps to address your challenges 			
Rationale for Performance Level Decision:			
			Rating 4
<p>Narrative and listing of process activities more than adequately provided evidence of comprehensive instructional processes. As you focus on continual improvement for future planning, consider these questions: How did you determine it is researched-based? How did you know it is a practice of a high-performing system? How do you know it is effective?</p>			

Indicator 4.4 Instructional Practices			
4	3	2	1
In analyzing our instructional practices, we included at least <u>six</u> of the following activities:	In analyzing our instructional practices, we included at least <u>four</u> of the following activities:	In analyzing our instructional practices, we included at least <u>two</u> of the following activities:	In analyzing our instructional practices, we included at least <u>one</u> of the following activities:
<ul style="list-style-type: none"> ✓ Classroom instruction is aligned with the standards based curriculum. ✓ Teaching process is data-driven ✓ Teachers incorporate a wide range of research based, student centered teaching strategies ✓ Students are actively engaged in high quality learning environments as supported by higher order thinking skills ✓ Students are provided with multiple opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction. ✓ Classroom instruction supports the learning of students with diverse cultural & language backgrounds & with different learning needs & learning styles. ✓ Classroom instruction is aligned with the assessments. ✓ Classroom organization and management techniques support the learning process 			
Rationale for Performance Level Decision:			
			Rating 4
<p>ThinkLink, Orchard and A Plus are supplemental programs that help guide, support and focus instructional practices. The system is to be commended for their commitment to the proper use of these instructional tools.</p>			

COMPONENT 4 - CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

Indicator 4.5			
Assessment Process			
4	3	2	1
In analyzing our assessment process, we included <u>all</u> of the following activities:	In analyzing our assessment process, we included at least <u>five</u> of the following activities:	In analyzing our assessment process, we included at least <u>three</u> of the following activities:	In analyzing our assessment process, we included at least <u>one</u> of the following activities:
✓ Listed our current practices and practices of high-performing school systems ✓ Identified strengths			
✓ Listed evidence of current practices ✓ Identified challenges			
✓ Determined alignment of current practices to the principles and practices of high-performing school systems ✓ Completed an evaluation of the effectiveness of our current practices based on the data ✓ Identified steps to address your challenges			
Rationale for Performance Level Decision:			
			Rating 4
<p>Assessment practices go above and beyond requirements of Rubric 4.5. This indicator is very complete and comprehensive, good job!</p>			

Indicator 4.6			
Assessment Practices			
4	3	2	1
In analyzing our assessment practices, we included at least <u>six</u> of the following activities:	In analyzing our assessment practices, we included at least <u>four</u> of the following activities:	In analyzing our assessment practices, we included at least <u>two</u> of the following activities:	In analyzing our assessment practices, we included at least <u>one</u> of the following activities:
✓ Uses student assessments that are aligned with the Tennessee Department of Education standards based curriculum ✓ Uses a variety of data points for decision making relative to student achievement			
✓ Ensures that the appropriate assessments are used to guide decisions relative to student achievement ✓ Uses a wide range of assessments, CRT, NRT, portfolio, curriculum based assessments, etc.			
✓ Assesses all categories of students ✓ Provides professional development in the appropriate use of assessment			
✓ Provides professional development in the appropriate use of assessment ✓ Provides support and technical assistance to schools in developing and using assessments ✓ Provides assessment information to communicate with students, parents and other appropriate stakeholders regarding student learning.			
Rationale for Performance Level Decision:			
			Rating 4
<p>The importance of proper assessment is evident in this section, very thorough and comprehensive. Assessment activities appear to stay focused on student achievement.</p>			

COMPONENT 4 - CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

Indicator 4.7 Organizational Process			
4	3	2	1
In analyzing our organizational process, we included <u>all</u> of the following activities:	In analyzing our organizational process, we included at least <u>five</u> of the following activities:	In analyzing our organizational process, we included at least <u>three</u> of the following activities:	In analyzing our organizational process, we included at least <u>one</u> of the following activities:
✓ Listed our current practices and practices of high-performing school systems ✓ Identified strengths			
✓ Listed evidence of current practices ✓ Identified challenges			
✓ Determined alignment of current practices to the principles ✓ Completed an evaluation of the effectiveness of our current practices based on the data ✓ Identified steps to address your challenges			
Rationale for Performance Level Decision:			
			Rating 4
<p>Hardeman County met all requirements in Rubric 4.7. The system's focus on site-based management, data driven decision making and a comprehensive approach to planning easily support all activities for this indicator, outstanding job.</p>			

Indicator 4.8 Organizational Practices			
4	3	2	1
In analyzing our organizational practices, we included at least <u>five</u> of the following activities:	In analyzing our organizational practices, we included at least <u>three</u> of the following activities:	In analyzing our organizational practices, we included at least <u>two</u> of the following activities:	In analyzing our organizational practices, we included at least <u>one</u> of the following activities:
✓ School system's beliefs, mission and shared vision define the purpose and direction for the school system and the schools.			
✓ Organizational processes increase the opportunity for success in teaching and learning at all schools ✓ School system provides continuous professional development for school leaders.			
✓ Organizational practices and processes promote the effective time-on-task for all students. ✓ School system is organized to be proactive in addressing issues that might impede teaching and learning ✓ School system is organized to support a diverse learning community through its programs and practices.			
Rationale for Performance Level Decision:			
			Rating 4
<p>Hardeman County's focus on site based management and the data driven decision making process ensures that organizational practices are in place to satisfy the requirements of Rubric 4.8, good job.</p>			

COMPONENT 5 - ACTION PLAN DEVELOPMENT

Indicator 5.1 Goals			
4	3	2	1
In developing our school system goals, we addressed <u>all</u> of the following. The school system goals are:	In developing our school system goals, we addressed at least <u>five</u> of the following. The school system goals are:	In developing our school system goals, we addressed at least <u>three</u> of the following. The school system goals are:	In developing our school system goals, we addressed at least <u>one</u> all of the following. The school system goals are:
✓ statements that are based on desired student performance with defined performance standard ✓ linked to a reasonable timeline ✓ measurable ✓ adequate to address No Child Left Behind (NCLB) requirements ✓ addressing needs identified by the data ✓ linked to the system's Five Year Plan ✓ representative of a comprehensive planning process			
Rationale for Performance Level Decision:			
			Rating 4
<p>Hardeman County's action plan is consistent with Components III and IV. Goals are attainable and measurable and thus meet the elements of the plan. Good job!</p>			

Indicator 5.2 Action Steps			
4	3	2	1
In developing our school system action steps, we addressed <u>all</u> of the following. The school system action steps:	In developing our school system action steps, we addressed at least <u>six</u> of the following. The school system action steps:	In developing our school system action steps, we addressed at least <u>three</u> of the following. The school system action steps:	In developing our school system action steps, we addressed at least <u>one</u> of the following. The school system action steps:
✓ are aligned to identified needs/stated goals ✓ are clearly linked to specific student behaviors ✓ include specific implementing and evaluating steps ✓ detail how frequently the action occurs ✓ define professional development activities for addressing identified diverse needs of instructional staff and administrators ✓ describe how the system will promote parent and community involvement ✓ state how technology is addressing varied needs of teachers, administrators and paraprofessionals ✓ provide for effective communication between and among school system personnel and all stakeholders.			
Rationale for Performance Level Decision:			
			Rating 4
<p>Hardeman County's action steps present a complete focus on the needs as identified in the plan, very good.</p>			

COMPONENT 5 - ACTION PLAN DEVELOPMENT

Indicator 5.3			
Action Steps Implementation			
4	3	2	1
In developing our school system implementation plan, we addressed <u>all</u> of the following. The school system implementation plan:	In developing our school system implementation plan, we addressed at least <u>three</u> of the following. The school system implementation plan:	In developing our school system implementation plan, we addressed at least <u>two</u> of the following. The school system implementation plan:	In developing our school system implementation plan, we addressed at least <u>one</u> of the following. The school system implementation plan:
✓ has varied timelines which give specific beginning and ending dates for each action timely and complete work scheduled for each action activities to successful completion* * Money and personnel time are included as resources		✓ lists projected costs/required resources required to address and support action ✓ identifies funding sources for each activity ✓ specifies well-defined evaluation strategies for	
Rationale for Performance Level Decision:			
			Rating
4			
<p>Complete information is given for each step, very thorough, good job again.</p> <p>A great deal of staff collaboration and hard work is evident! Congratulations!</p>			

COMPLIANCE MATRIX

Submitted
YES

TENNESSEE COMPREHENSIVE SYSTEMWIDE PLANNING PROCESS

Status: Approved, Approved with Stipulations, or Not Approved
APPROVED