

TCSPP 2007 Rating Sheet

Reviewers:

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 <u>all</u> Central Office stakeholders and at least <u>five</u> of the other stakeholders below.	The collaboration process was used as evidenced by including <u>all</u> Central Office stakeholders and at least <u>four</u> of the other stakeholders below.	The collaboration process was used as evidenced by including <u>all</u> Central Office stakeholders and at least <u>two</u> of the other stakeholders below.	The collaboration process was used as evidenced by including <u>all</u> Central Office stakeholders and at least <u>one</u> of the other stakeholders below.
<input type="checkbox"/> Central Office (all central office stakeholders are required): <input type="checkbox"/> Director of Schools <input type="checkbox"/> Special Education <input type="checkbox"/> Vocational <input type="checkbox"/> Technology <input type="checkbox"/> Federal Programs/Grant Directors <input type="checkbox"/> Elementary/Middle Supervisors <input type="checkbox"/> Secondary Supervisors <input type="checkbox"/> Others in Central Office <input type="checkbox"/> School Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Parents <input type="checkbox"/> Community Members <input type="checkbox"/> Student (High School) <input type="checkbox"/> Other (Revisit after completing the work of all 6 components.)			
Rationale for Performance Level Decision:			Rating
<p style="color: blue;">If Central Office staff title differs from rubric, indicate in parenthesis the position that it represents.</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.
<input type="checkbox"/> Student characteristics <input type="checkbox"/> Staff characteristics <input type="checkbox"/> School characteristics <input type="checkbox"/> Parent/guardian demographics <input type="checkbox"/> Community characteristics <input type="checkbox"/> Student performance <input type="checkbox"/> Financial Data <input type="checkbox"/> Perceptual Data <input type="checkbox"/> Equity & Adequacy in resources, support & personnel to our schools <input type="checkbox"/> Delivery of services to our schools			
Rationale for Performance Level Decision:			Rating
<p style="color: blue;">As you focus on continual improvement for future planning</p>			

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Reviewers:

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:
<input type="checkbox"/> Utilizes research-based information and data to drive decisions. <input type="checkbox"/> Holds high expectation for all students. <input type="checkbox"/> Provides a clear purpose and direction. <input type="checkbox"/> Aligns policies and procedures to maintain a focus on achieving the systems' goals for student learning.			
<input type="checkbox"/> Engages in adequate and appropriate internal and external communication. <input type="checkbox"/> Fosters collaboration among staff and stakeholders.			
Rationale for Performance Level Decision:			Rating
<p style="color: blue; margin-top: 0;">As you focus on continual improvement for the future</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.
<input type="checkbox"/> Promoting an inclusive culture <input type="checkbox"/> Promoting the use of data driven decision-making process <input type="checkbox"/> Promoting the use of shared decision-making processes <input type="checkbox"/> Meeting the individual needs of students by striving for a quality education for all students.			
<input type="checkbox"/> Achieving proficiency and beyond for all students.			
Rationale for Performance Level Decision:			Rating
<p style="color: blue; margin-top: 0;">As you focus on continual improvement for the future</p>			

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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.
<input type="checkbox"/> TCAP <input type="checkbox"/> Gateways <input type="checkbox"/> Dropout rates <input type="checkbox"/> Attendance rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Vocational MIS Report data <input type="checkbox"/> Special Ed federal tables			
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</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
<p>As you focus on continual improvement for future planning</p>			

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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.
<input type="checkbox"/> Race/ethnicity (5 areas) <input type="checkbox"/> Economically disadvantaged <input type="checkbox"/> Special education <input type="checkbox"/> LEP <input type="checkbox"/> Gender <input type="checkbox"/> Proficiency levels <input type="checkbox"/> 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
<p>As you focus on continual improvement for future planning</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 <u>limited</u> list of areas of strength and need is included.	There is no narrative synthesis of data/information provided.
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</p>			

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Reviewers:

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
<p>As you focus on continual improvement for future planning</p>			

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Reviewers:

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:
<input type="checkbox"/> Listed our current practices and practices of high-performing school systems <input type="checkbox"/> Identified strengths <input type="checkbox"/> Listed evidence of current practices <input type="checkbox"/> Identified challenges <input type="checkbox"/> Determined alignment of current practices to the principles <input type="checkbox"/> Completed an evaluation of the effectiveness of our current practices based on the data <input type="checkbox"/> Identified steps to address the challenges			
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</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:
<input type="checkbox"/> System uses the Tennessee Department of Education state approved standards and provides training to staff in the use of the standards. <input type="checkbox"/> Curriculum is prioritized and mapped. <input type="checkbox"/> System has established systemwide student achievement benchmarks. <input type="checkbox"/> System has implemented a K-12 cohesive standards based model for literacy. <input type="checkbox"/> System has implemented a K-12 cohesive standards based model for mathematics. <input type="checkbox"/> System has implemented formative assessment aligned with the system benchmarks. <input type="checkbox"/> Support system is in place for enhancing the quality of curriculum and instruction. <input type="checkbox"/> Monitoring system is in place for enhancing the quality of curriculum and instruction. <input type="checkbox"/> Teaching and learning materials are correlated to the State standards and distributed to the instructional staff. <input type="checkbox"/> 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
<p>As you focus on continual improvement for future planning</p>			

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Reviewers:

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:
<input type="checkbox"/> Listed our current practices and practices of high-performing school systems <input type="checkbox"/> Identified strengths			
<input type="checkbox"/> Listed evidence of current practices <input type="checkbox"/> Identified challenges			
<input type="checkbox"/> Determined alignment of current practices to the principles and practices of high-performing school systems <input type="checkbox"/> Completed an evaluation of the effectiveness of our current practices based on the data			
<input type="checkbox"/> Identified steps to address your challenges			
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</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:
<input type="checkbox"/> Classroom instruction is aligned with the standards based curriculum.			
<input type="checkbox"/> Teaching process is data-driven			
<input type="checkbox"/> Students are actively engaged in high quality learning environments as supported by higher order thinking skills			
<input type="checkbox"/> Teachers incorporate a wide range of research based, student centered teaching strategies			
<input type="checkbox"/> Classroom organization and management techniques support the learning process			
<input type="checkbox"/> Students are provided with multiple opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction.			
<input type="checkbox"/> Classroom instruction supports the learning of students with diverse cultural & language backgrounds & with different learning needs & learning styles.			
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</p>			

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Reviewers:

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:
<input type="checkbox"/> Listed our current practices and practices of high-performing school systems <input type="checkbox"/> Identified strengths			
<input type="checkbox"/> Listed evidence of current practices <input type="checkbox"/> Identified challenges			
<input type="checkbox"/> Determined alignment of current practices to the principles and practices of high-performing school systems <input type="checkbox"/> Completed an evaluation of the effectiveness of our current practices based on the data			
<input type="checkbox"/> Identified steps to address your challenges			
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</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:
<input type="checkbox"/> Uses student assessments that are aligned with the Tennessee Department of Education standards based curriculum <input type="checkbox"/> Ensures that the appropriate assessments are used to guide decisions relative to student achievement			
<input type="checkbox"/> Uses a variety of data points for decision making relative to student achievement <input type="checkbox"/> Assesses all categories of students			
<input type="checkbox"/> Uses a wide range of assessments, CRT, NRT, portfolio, curriculum based assessments, etc. <input type="checkbox"/> Provides professional development in the appropriate use of assessment			
<input type="checkbox"/> Provides support and technical assistance to schools in developing and using assessments <input type="checkbox"/> Provides assessment information to communicate with students, parents and other appropriate stakeholders regarding student learning.			
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</p>			

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Reviewers:

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:
<input type="checkbox"/> Listed our current practices and practices of high-performing school systems <input type="checkbox"/> Identified strengths			
<input type="checkbox"/> Listed evidence of current practices <input type="checkbox"/> Identified challenges			
<input type="checkbox"/> Determined alignment of current practices to the principles and practices of high-performing school systems <input type="checkbox"/> Completed an evaluation of the effectiveness of our current practices based on the data			
<input type="checkbox"/> Identified steps to address your challenges			
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</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:
<input type="checkbox"/> School system's beliefs, mission and shared vision define the purpose and direction for the school system and the schools.			
<input type="checkbox"/> Organizational processes increase the opportunity for success in teaching and learning at all schools <input type="checkbox"/> Organizational practices and processes promote the effective time-on-task for all students.			
<input type="checkbox"/> School system provides continuous professional development for school leaders.			
<input type="checkbox"/> School system is organized to be proactive in addressing issues that might impede teaching and learning <input type="checkbox"/> School system is organized to support a diverse learning community through its programs and practices.			
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</p>			

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Reviewers:

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:
<input type="checkbox"/> statements that are based on desired student performance with defined performance standard <input type="checkbox"/> linked to a reasonable timeline <input type="checkbox"/> measurable <input type="checkbox"/> adequate to address No Child Left Behind (NCLB) requirements <input type="checkbox"/> addressing needs identified by the data <input type="checkbox"/> linked to the system's Five Year Plan <input type="checkbox"/> representative of a comprehensive planning process			
Rationale for Performance Level Decision:			Rating
<p style="color: blue; font-weight: bold;">With a focus on continual improvement for the future, a comprehensive planning process should reflect collaboration, communication, and alignment among all components and data driven decision making.</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:
<input type="checkbox"/> are aligned to identified needs/stated goals <input type="checkbox"/> are clearly linked to specific student behaviors <input type="checkbox"/> include specific implementing and evaluating steps <input type="checkbox"/> detail how frequently the action occurs <input type="checkbox"/> define professional development activities for addressing identified diverse needs of instructional staff and administrators <input type="checkbox"/> describe how the system will promote parent and community involvement <input type="checkbox"/> state how technology is addressing varied needs of teachers, administrators and paraprofessionals <input type="checkbox"/> provide for effective communication between and among school system personnel and all stakeholders.			
Rationale for Performance Level Decision:			Rating
<p style="color: blue; font-weight: bold;">As you focus on continual improvement for future planning</p>			

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Reviewers:

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:
<p> <input type="checkbox"/> has varied timelines which give specific beginning and ending dates for each action <input type="checkbox"/> clearly identifies person who is responsible for timely and complete work scheduled for each action <input type="checkbox"/> lists projected costs/required resources required to address and support action activities to successful completion* <input type="checkbox"/> identifies funding sources for each activity <input type="checkbox"/> specifies well-defined evaluation strategies for each action relating to student achievement </p> <p>* Money and personnel time are included as resources</p>			
Rationale for Performance Level Decision:			Rating
<p style="color: blue; margin-top: 0;">As you focus on continual improvement for future planning</p>			

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Reviewers:

COMPONENT 6 – PROCESS EVALUATION, IMPLEMENTATION, AND MONITORING

Indicator 6.1 Evaluation of TCSPP			
4	3	2	1
The process includes <u>all</u> of the following:	The process includes at least <u>four</u> of the following:	The process includes at least <u>one</u> of the following:	There is no evidence of an evaluation of TCSPP.
<input type="checkbox"/> Evidence of a collaborative process <input type="checkbox"/> Evidence that our beliefs, shared vision and mission align with our action steps in Component 5 <input type="checkbox"/> Evidence that our goals align with our data <input type="checkbox"/> Evidence that our goals align with our analyses of the areas of curriculum, instruction, assessment and organization <input type="checkbox"/> A plan for communication with all stakeholders			
Rationale for Performance Level Decision:			Rating

Indicator 6.2 Process to Sustain TCSPP			
4	3	2	1
The process to sustain the TCSPP includes <u>all</u> of the following:	The process to sustain the TCSPP includes at least <u>four</u> of the following:	The process to sustain the TCSPP includes at least <u>one</u> :	There is no evidence of a process to sustain the TCSPP.
<input type="checkbox"/> The formative assessments that will be used with projected dates for administration <input type="checkbox"/> A process for gathering and analyzing data from formative assessments <input type="checkbox"/> A process for adjusting the plan <input type="checkbox"/> A plan for the annual review of summative data <input type="checkbox"/> A plan for celebrating successes <input type="checkbox"/> A plan for communicating with stakeholders			
Rationale for Performance Level Decision:			Rating

TCSPP 2007 Rating Sheet

Reviewers:

COMPLIANCE MATRIX

Submitted

DIRECTOR OF SCHOOLS

Assurances Submitted and Signed

TENNESSEE COMPREHENSIVE SYSTEMWIDE PLANNING PROCESS

Status: Approved, Approved with Stipulations, or Not Approved