

***Expanding Standards and Accountability to Encompass
a Student Support Component to Address Barriers and Enable Learning***

<http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/aide.pdf>

School-reform across the country is "standards-based" and accountability driven (with the dominant emphasis on improving academic performance as measured by achievement test scores). Given these realities, efforts to reform student support in ways that move it from its current marginalized status must delineate a set of standards and integrate them with instructional standards. And, to whatever degree is feasible, efforts must be made to expand the accountability framework so that it supports the ongoing development of comprehensive, multifaceted approaches to addressing barriers and promoting healthy development.

Standards

Establishing *standards* is another facet of ensuring high levels of attention and support for development of comprehensive, multifaceted approaches to address barriers to learning. To illustrate a starting point in developing such a set of standards, included here are:

- >a set of Guidelines for a Student Support Component
- >a set of standards with quality indicators taken from the Center document entitled: *Addressing What's Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component* – online at <http://smhp.psych.ucla.edu/pdfdocs/enabling/standards.pdf>
- >the Quality Student Support Criteria and Rubrics from the Hawai'i Department of Education's document entitled: *Standards Implementation Design System*

Once the standards are formulated, they must be thoroughly incorporated in every school's improvement plan. This is a necessary step toward making the policy commitment visible at every school, and it establishes the framework for ensuring relevant accountability. An example of an expanded framework for school accountability is provided.

Guidelines, Standards and Accountability for a Student Support Component

The following guidelines are based on a set of underlying principles for designing comprehensive, multifaceted, and cohesive approaches to student support (for specific rationale statements and references for each guideline, see <http://smhp.psych.ucla.edu/summit2002/guidelinessupportdoc.pdf>). Clearly, no school currently offers the nature and scope of what is embodied in the outline. In a real sense, the guidelines define a comprehensive vision for defining and implementing student support in schools. They also provide the basis for developing standards, quality indicators, and accountability measures.

GUIDELINES FOR A STUDENT SUPPORT COMPONENT*

1. Major Areas of Concern Related to Barriers to Student Learning

- 1.1 Addressing common educational and psychosocial problems (e.g., learning problems; language difficulties; attention problems; school adjustment and other life transition problems; attendance problems and dropouts; social, interpersonal, and familial problems; conduct and behavior problems; delinquency and gang-related problems; anxiety problems; affect and mood problems; sexual and/or physical abuse; neglect; substance abuse; psychological reactions to physical status and sexual activity; physical health problems)
- 1.2 Countering external stressors (e.g., reactions to objective or perceived stress/demands/crises/deficits at home, school, and in the neighborhood; inadequate basic resources such as food, clothing, and a sense of security; inadequate support systems; hostile and violent conditions)
- 1.3 Teaching, serving, and accommodating disorders/disabilities (e.g., Learning Disabilities; Attention Deficit Hyperactivity Disorder; School Phobia; Conduct Disorder; Depression; Suicidal or Homicidal Ideation and Behavior; Post Traumatic Stress Disorder; Anorexia and Bulimia; special education designated disorders such as Emotional Disturbance and Developmental Disabilities)

2. Timing and Nature of Problem-Oriented Interventions

- 2.1 Primary prevention
- 2.2 Intervening early after the onset of problems
- 2.3 Interventions for severe, pervasive, and/or chronic problems

3. General Domains for Intervention in Addressing Students' Needs and Problems

- 3.1 Ensuring academic success and also promoting healthy cognitive, social, emotional, and physical development and resilience (including promoting opportunities to enhance school performance and protective factors; fostering development of assets and general wellness; enhancing responsibility and integrity, self-efficacy, social and working relationships, self-evaluation and self-direction, personal safety and safe behavior, health maintenance, effective physical functioning, careers and life roles, creativity)
- 3.2 Addressing external and internal barriers to student learning and performance
- 3.3 Providing social/emotional support for students, families, and staff

(cont.)

*Adapted from: *Mental Health in Schools: Guidelines, Models, Resources, and Policy Considerations* a document developed by the Policy Leadership Cadre for Mental in Schools. Available from the Center for Mental Health in Schools at UCLA. Downloadable from the Center's website at: <http://smhp.psych.ucla.edu>

Guidelines for a Student Support Component (cont.)

4. *Specialize Student and Family Assistance (Individual and Group)*

- 4.1 Assessment for initial (first level) screening of problems, as well as for diagnosis and intervention planning (including a focus on needs and assets)
- 4.2 Referral, triage, and monitoring/management of care
- 4.3 Direct services and instruction (e.g., primary prevention programs, including enhancement of wellness through instruction, skills development, guidance counseling, advocacy, school-wide programs to foster safe and caring climates, and liaison connections between school and home; crisis intervention and assistance, including psychological and physical first-aid; prereferral interventions; accommodations to allow for differences and disabilities; transition and follow-up programs; short- and longer- term treatment, remediation, and rehabilitation)
- 4.4 Coordination, development, and leadership related to school-owned programs, services, resources, and systems – toward evolving a comprehensive, multifaceted, and integrated continuum of programs and services
- 4.5 Consultation, supervision, and inservice instruction with a transdisciplinary focus
- 4.6 Enhancing connections with and involvement of home and community resources (including but not limited to community agencies)

5. *Assuring Quality of Intervention*

- 5.1 Systems and interventions are monitored and improved as necessary
- 5.2 Programs and services constitute a comprehensive, multifaceted continuum
- 5.3 Interveners have appropriate knowledge and skills for their roles and functions and provide guidance for continuing professional development
- 5.4 School-owned programs and services are coordinated and integrated
- 5.5 School-owned programs and services are connected to home & community resources
- 5.6 Programs and services are integrated with instructional and governance/management components at schools
- 5.7 Program/services are available, accessible, and attractive
- 5.8 Empirically-supported interventions are used when applicable
- 5.9 Differences among students/families are appropriately accounted for (e.g., diversity, disability, developmental levels, motivational levels, strengths, weaknesses)
- 5.10 Legal considerations are appropriately accounted for (e.g., mandated services; mandated reporting and its consequences)
- 5.11 Ethical issues are appropriately accounted for (e.g., privacy & confidentiality; coercion)
- 5.12 Contexts for intervention are appropriate (e.g., office; clinic; classroom; home)

6. *Outcome Evaluation and Accountability*

- 6.1 Short-term outcome data
- 6.2 Long-term outcome data
- 6.3 Reporting to key stakeholders and using outcome data to enhance intervention quality

Standards with Quality Indicators to Guide Development of an Enabling or Learning Supports Component

Area: *Framing and Delineating Intervention Functions*

Standard 1. Establishment of an overall *unifying intervention framework* for a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching.

An Enabling or Learning Supports Component is fully integrated into the school’s comprehensive education plan. The Component is operationalized into a comprehensive, multifaceted, and cohesive intervention framework. One facet of this framework is the continuum delineating the scope of desired intervention. The other facet is a conceptualization that organizes the “content” arenas for addressing barriers to learning and teaching, with due appreciation for the role played by efforts to promote healthy development. Because of the importance of each of the content arenas, specific standards for each are delineated as an addendum after the following quality indicators are stated.

Quality Indicators for Standard 1:

- The school leadership team has detailed an *intervention* design for an Enabling or Learning Supports Component (i.e., a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching) and has delineated a plan for its full and ongoing development.
- Compensatory and special education mandates are fully addressed and embedded into the Component, as are all special initiatives and projects for addressing barriers to learning and teaching.
- The school plan for the Component is implemented in ways that build on what exists and that moves toward full development in phases and in keeping with established priorities.
- School stakeholders express understanding and support for the importance of fully developing the Component.
- The continuum of programs and services are organized into a set of *integrated systems*. The systems range from promoting healthy development, and preventing problems – through responding to problems soon after onset – to providing special assistance for severe and chronic problems. Such a continuum encompasses efforts to enable academic, social, emotional, and physical development and address learning, behavior, and emotional problems at every school and through connections with home and community resources.
- Rather than a fragmented, “laundry-list” of programs, services, and activities, the learning supports are organized into a concise content or “curriculum” framework that categorizes and captures the essence of the multifaceted ways schools need to address barriers to learning (see example in Exhibit 3).
- The continuum of interventions is combined with the content arenas to create the unifying umbrella framework for the Component (see example in Exhibit 4). The intervention matrix is used as a tool to guide ongoing development of the Component (e.g., mapping and analysis of resources, identifying gaps and redundancies).

- All interventions are embedded within the matrix framework and are designed to meet basic functions a school needs for addressing barriers to learning and promoting healthy development.
- Learning supports are applied in all instances where there is need and are implemented in systemic ways that ensure needs are assessed and addressed appropriately, with as little disruption as feasible of a student's normal involvement at school and with appropriate referrals and support for follow-through when necessary.
- There is an emphasis on practices and integrated systems that reduce the need for referral of individuals for specialized assistance, including “prereferral interventions and response to intervention strategies that emphasize enhancing the fit with instruction through personalization (i.e., matching a student’s motivation as well as capabilities).
- Programs and services (including assessment activity) are based on state of the art best practices for addressing barriers to learning and promoting positive development.
- Library, multimedia, and advanced technology resources are used as appropriate to facilitate intervention efforts. This includes the school’s computerized information management system, which should incorporate a broad range of data related to the Component’s work with students and families.

Standard 1 addendum: Specific Standards for the Content Arenas of an Enabling or Learning Supports Component

While the number and labels for designated content arenas may differ, as Standard 1 states: Schools need to deal with a conceptualization that organizes the “content” arenas for addressing barriers to learning and teaching, with due appreciation for the role played by efforts to promote healthy development. And, as the relevant quality indicator in Standard 1 indicates: Rather than a fragmented, “laundry-list” of programs, services, and activities, the learning supports need to be organized into a concise content or “curriculum” framework that categorizes and captures the essence of the multifaceted ways schools need to address barriers to learning. To illustrate standards for content arenas, the following uses the six arenas designated in Exhibits 3 and 4.

>Standard 1a. Continuous enhancement of regular classroom strategies to enable learning
(e.g., improving instruction for students with mild-moderate learning and behavior problems and re-engaging those who have become disengaged from learning at school)

Specific Quality Indicators for Standard 1a:

- Classroom teachers invite available supports into the classroom to enhance assistance for students (e.g., peer tutors, volunteers, aids trained to work with students-in-need; resource teachers and student support staff work in the classroom as part of the teaching team)
- Support is provided to teachers to redesign classroom approaches in ways that enhance teacher capability to prevent and handle problems and reduce need for out of class referrals (e.g. personalized instruction; special assistance as necessary; developing small group and independent learning options; reducing negative interactions and over-reliance on social control; expanding the range of curricular and instructional options and choices; systematic use of prereferral interventions)
- Teachers are provided with personalized professional development to enhance their capability to meet the needs of a wider range of individual differences (e.g., creating a Learning Community for teachers; ensuring opportunities to learn through co-teaching, team teaching, and mentoring; teaching intrinsic motivation concepts and their application to schooling)

- There is a variety of accessible curricular enrichment and adjunct programs to enhance students positive attitudes toward teachers and school (e.g., enrichment activities are available for all students and are not tied to reinforcement schedules)
- Classroom approaches are used to create and maintain a caring and supportive climate through a consistent emphasis on enhancing feelings of competence, self-determination, and relatedness to others at school and reducing threats to such feelings.

>**Standard 1b. Continuous enhancement of a programs and systems for a full range of transition supports** (e.g., assisting students and families as they negotiate school and grade changes, daily transitions, etc.)

Specific Quality Indicators for Standard 1b:

- School-wide and classroom welcoming and social support programs for newcomers are visible and in operation (e.g., welcoming signs, materials, and initial receptions; peer buddy and mentoring programs for students, families, staff, volunteers)
- There are daily transition programs for before school, breaks, lunch, afterschool (including moving from location to location)
- Articulation programs are implemented each year and encompass extended orientations and follow-up interventions for those who are having difficulty in the new setting (e.g., grade to grade – new classrooms, new teachers; elementary to middle school; middle to high school; in and out of special education programs)
- As needed, there are summer or intersession programs (e.g., catch-up, recreation, and enrichment programs)
- School-to-career/higher education transition interventions begin in elementary school and are integrated at every grade through graduation (e.g., counseling, pathway, and mentor programs)
- There is broad involvement of stakeholders in planning transition supports (e.g., students, staff, home, police, faith groups, recreation, business, higher education)
- Capacity building is provided for all stakeholders involved in enhancing transition programs and activities

>**Standard 1c. Continuous enhancement of programs and systems to increase and strengthen home and school connections**

Specific Quality Indicators for Standard 1c:

- Interventions are available to help address specific support and learning needs of family (e.g., support services for those in the home to assist in addressing basic survival needs and obligations to the children; adult education classes to enhance literacy, job skills, English as a second language, citizenship preparation)
- Mechanisms for communication and connecting school and home are regularly used, reach most homes, and are designed to enhance interchange, collaboration, and networking with primary caretakers (e.g., opportunities at school for family networking and mutual support, learning, recreation, enrichment, and for family members to receive special assistance and to volunteer to help; phone calls and/or e-mail from teacher and other staff with good news; frequent and balanced conferences – student-led when feasible; outreach to attract hard-to-reach families – including student dropouts)
- Homes are regularly involved in student decision making (e.g., families are encouraged and supported in enhancing capabilities for involvement in program planning and problem-solving)

- Regular programs are offered to encourage and enhance capabilities for home support of learning and development (e.g., family literacy; family homework projects; family field trips)
- Families are recruited regularly to play a role in strengthening school and community (e.g., volunteers to welcome and support new families and help in various capacities; families prepared for involvement in school governance)
- Capacity building is provided for all stakeholders involved in enhancing home involvement

>**Standard 1d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing school and personal crises** (including creating a caring and safe learning environment)

Specific Quality Indicators for Standard 1d:

- Immediate assistance is provided in emergencies so students can resume learning
- Follow up care is provided as necessary (e.g., brief and longer-term monitoring)
- A school-focused Crisis Team is in place and has a response plan
- Crisis prevention programs are in operation (e.g., bullying and harassment abatement programs).
- If there are high priority gaps in crisis prevention efforts, a work group is developing programs to fill the gaps.
- Staff, students, and families have been instructed with respect to response plans and recovery efforts
- Prevention programs are integrated into systems to promote healthy development and prevent problems)
- School staff work with community members and agency representatives to integrate planning for response and prevention
- Capacity building is provided for all stakeholders involved in enhancing crisis response and prevention

>**Standard 1e. Continuous enhancement of programs and systems to increase and strengthen community involvement and support** (e.g., outreach to develop greater community involvement and support, including enhanced use of volunteers)

Specific Quality Indicators for Standard 1e:

- Outreach programs are operating on a regular basis to recruit a wide range of community resources (e.g., public and private agencies; colleges and universities; local residents; artists and cultural institutions, businesses and professional organizations; service, volunteer, and faith-based organizations; community policy and decision makers)
- Outreach programs encompass strategies for screening, preparing, and maintaining community resource involvement (e.g., mechanisms to orient and welcome, enhance the volunteer pool, maintain current involvements, enhance a sense of community)

- Interventions are implemented on a daily basis to reach out to students and families who don't come to school regularly – including truants and dropouts
- School staff work with community members and agency representatives to connect and integrate school and community efforts to promote child and youth development and a sense of community
- Capacity building is provided for all stakeholders involved in enhancing community involvement and support (e.g., policies and mechanisms to enhance and sustain school-community involvement, staff/stakeholder development on the value of community involvement, “social marketing”)

>Standard 1f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed.

Specific Quality Indicators for Standard 1f:

- Extra support is providing as soon as a need is recognized and is provided in the least disruptive way (e.g., prereferral interventions in classrooms; problem solving conferences with parents; open access to school, district, and community support programs)
- Referral and support for follow-through for students and families with problems are provided in a timely manner and are based on response to extra support (e.g., response to intervention, identification/screening processes, assessment, referrals, and follow-up – school-based, school-linked)
- Access to direct interventions for health, mental health, and economic assistance is enhanced through integrated school-based, school-linked, and community-based programs and services
- Systems have been developed and in operation for care monitoring, management, information sharing, and follow-up assessment to coordinate individual interventions and check whether referrals and services are adequate and effective
- Mechanisms have been developed and in operation for *resource* coordination and integration to avoid duplication, fill gaps, garner economies of scale, and enhance effectiveness (e.g., braiding resources from school-based and linked interveners, feeder pattern/family of schools, community-based programs; linking with community providers to fill gaps)
- Mechanisms have been developed and in operation to enhance stakeholder awareness of programs and services
- Capacity building is provided for all stakeholders involved in enhancing student and family assistance systems, programs, and services

Area: Reworking Infrastructure

Standard 2. Establishment of an *integrated infrastructure* framework for a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching.

Developing and institutionalizing a comprehensive component for learning supports requires infrastructure mechanisms that are integrated with each other and are fully integrated into school improvement efforts. Along with a unified approach for providing learning supports, the need at a school is to rework infrastructure to support efforts to address barriers to learning in a cohesive manner and to integrate the work with efforts to promote healthy development and with instruction and with the management/governance mechanisms (see example in Exhibit 5). More specifically, infrastructure must be designed with respect to mechanisms for daily (1) governance, (2) leadership, (3) planning and implementation of specific organizational and program objectives, (4) coordination and integration for cohesion, (5) communication and information management, (6) capacity building, and (7) quality improvement and accountability.

Quality Indicators for Standard 2:

- The school leadership team has detailed an *infrastructure* design for an Enabling or Learning Supports Component and has delineated a plan for its full and ongoing development.
- There is a designated *administrative leader* for an Enabling or Learning Supports Component. This leader's job description delineates specific roles, functions, and accountabilities related to planning, capacity building, implementation, evaluation, and sustainability of the Component and is expected to allocate at least 50% of each day to pursuing functions relevant to the Component. This leader meets regularly with the school's governance and advisory bodies and staff to represent the Component's concerns in all planning and decision making.
- In addition to an administrative leader, a *broad-based leadership body* is in place to ensure overall development of the Component. This body consists of advocates who are responsible for ensuring the vision for the component is not lost and who provide input to administrators and other key stakeholders. Besides the administrative leader for the component, this body should include one or two other key school leaders, perhaps a key agency person or two, a few well-connected community "champions," and even someone with relevant expertise from a local institution of higher education. Such a group meets monthly (more often if major problems arise) to review progress, problem solve, and so forth.
- A resource-oriented team (e.g., a *Learning Supports Resource Team*) for the Component is functioning effectively as part of the school's infrastructure. The team is responsible for bringing together the administrative leader and staff leaders of major initiatives, projects, and programs addressing barriers to learning to focus on how all *resources* for learning supports are used at the school and to encourage increasingly cohesive and systemic intervention efforts. It also monitors and enhances the work of case-oriented teams such as Student Assistance Teams and IEP teams. The team is a mechanism to ensure appropriate *overall* use of what exists (including braiding together existing school and community resources). It also works to enhance the pool of resources. In addition, the team guides the Component's (a) capacity building agenda, (b) development, implementation, and evaluation, and (c) full integration with the instructional and governance/management components.
- Work groups are formed as needed to address specific concerns (e.g., mapping resources, planning for capacity building and social marketing, addressing problems related to case-oriented systems), develop new programs (e.g., welcoming and social support strategies for newcomers to the school), implement special initiatives (e.g., positive behavior support), and so forth. Such groups usually are facilitated by a member of the resource team who recruits a small group of others from the school and community who are willing and able to help. The group facilitator provides regular updates to the resource team on work group progress and brings back feedback from the Team. *Ad hoc* work groups take on tasks that can be done over

a relatively short time period, and the group disbands once the work is accomplished. *Standing* work groups focus on defined program areas and pursue current priorities for enhancing intervention in a given arena. For example, a standing work group might be established for any of the six content arenas of the Enabling Component.

- The Component is fully integrated into the school infrastructure. There are organizational and operational links within the various groups involved in planning, implementing, capacity building, evaluating, enhancing quality, and sustaining learning supports. There also are links connecting the Component with the instructional and governance/management components and with general mechanisms at the school for communication, information management, and problem solving with students, staff, families, and the community. Routine procedures are in place to ensure all activities are implemented in a manner that coordinates and integrates them with each other.
- The school's computerized information management system, email, website, voicemail and other advanced technology are used to facilitate effective and efficient communication of information and the functioning and integration of all infrastructure mechanisms.
- A multi-site learning supports resource mechanism for a "family" of schools (e.g., a *Learning Supports Resource Council*) brings together representatives from each participating school's resource *team* (see example in Exhibit 5). A family of schools are those in the same geographic or catchment area that have shared concerns and among whom some programs and personnel already are or can be shared in strategic ways. An especially important group of schools are those in a "feeder pattern" (elementary, middle, high school) where it is common for a school at each level to interact with students from the same families. The multi-site resource mechanism ensures cohesive and equitable deployment of resources, improves connections with neighborhood resources, and enhances the pooling of resources. It reduces individual school costs by minimizing redundancy and pursuing strategies to achieve economies of scale.

Area: *Enhancing Resource Use*

Standard 3. Appropriate Resource Use and Allocation for Developing, Maintaining, and Evolving the Component.

Appropriate use of resources is based on up-to-date gap and outcome analyses and established priorities for improving the Component. Resource allocation involves (re)deployment of available funds to achieve priorities. Cost-efficiencies are achieved through collaborations that, in common purpose, integrate systems and weave together learning support resources within the school, among families of schools, from centralized district assets, and from various community entities.

Quality Indicators for Standard 3:

- All resources used for student/learning supports are coalesced to create the budget for the Component.
- The total school budget is allocated equitably in keeping with the timetable for achieving the Component's standards.
- The resources allocated for learning supports are mapped and analyzed and the mapping and analysis are routinely updated and communicated to decision maker and other concerned stakeholders.
- Priorities are established for improving the Component.
- Each year, all school resources for learning supports are allocated and redeployed based on priorities and analyses of effectiveness and cost efficiencies.
- Allocations are regularly audited to ensure cost-effectiveness and efficiency.

- Collaborative arrangements for each family of schools are resulting in (a) braiding resources, (b) enhancing effective use of learning supports and (c) achieving economies of scale.
- Collaborative arrangements are in place with all appropriate community entities to (a) fill gaps in the Component, (b) enhance effective and efficient use of learning supports, and (c) achieve economies of scale.
- Centralized district assets are used to facilitate the school's and the family of schools' efforts to (a) braid resources, (b) enhance effective use of learning supports (c) achieve economies of scale, (d) fill gaps in the Component, and (e) develop appropriate collaborative arrangements with community entities.

Area: *Continuous Capacity Building*

Standard 4. Capacity Building for Developing, Maintaining, and Evolving the Component.

Capacity building involves enhancing ongoing system and stakeholder development and performance. The work requires allocation of resources to provide effective and efficient mechanisms and personnel to carry out a myriad of capacity building functions.

Quality Indicators for Standard 4:

- A comprehensive strategic plan has been developed for capacity building, based on gap analyses and designed to enhance a sense of community and shared ownership.
- Appropriate mechanisms are in place, with specified leadership and staffing for implementing the capacity building plan.
- All who are responsible for capacity building have an appropriate background of education and experience (or access such expertise), including a focus on systemic change, organizational development, and collaborative coaching; centralized district assets are used to provide them with ongoing professional development.
- Support is provided and procedures are implemented for connecting mechanisms into an integrated infrastructure.
- Support is provided and ongoing procedures are implemented for embedding all learning supports into the Component and developing integrated *systems* (not just coordinated/ integrated *services*).
- Support is provided and ongoing procedures are implemented for redefining and reframing Component leader and line staff roles and functions as appropriate and developing capability for new functions.
- Staff recruitment for the Component leads to hiring the most competent personnel available with respect to ensuring the Component is effectively developed, maintained, and evolved.
- The induction of new staff includes welcoming and providing orientation, transition supports, and job mentoring.
- Welcoming, orientation, transition supports, and “mentoring” are provided for all other newcomers (e.g., students, families, community connections) using technology-supported strategies and materials specifically developed for these purposes.
- Ongoing professional development is (a) provided for all personnel involved in any aspect of the Component and (b) is developed and implemented in ways that are consistent with the district's Professional Development Standards and the school's priorities for enhancing the Component's capabilities.

- A wide range of professional development strategies are used (e.g., mentoring, coaching, demonstrations, in situ modeling and support, special institutes, workshops, computerized programs, independent study, etc.).
- Time is scheduled for staff to do essential planning for enhancing the Component.
- Sufficient space, equipment, and supplies are allocated for the Component's work; these are regularly monitored and improvements are made as needed (e.g., facilities used by the component are clean and in good repair, conflicts in scheduling are minimal).
- The social environment is regularly monitored and improvements are made as needed (e.g., students and staff feel safe, respected, and positively connected to each other; conflicts are identified and resolved quickly through mechanisms designed to enhance positive connections; social control strategies are used with students only when other interventions have been ineffective; when social control is used, it is part of a sequence that includes interventions designed to re-engage students in classroom learning)
- Support staff are involved in capacity building for teacher's to improve classroom and school-wide approaches for dealing effectively with mild-to-moderate behavior, learning, and emotional problems.
- Support staff are involved in capacity building for paraprofessionals, aides, out of classroom school staff, and volunteers working in classrooms or with special school projects and services.
- Systematic outreach and social marketing are conducted to communicate and connect with a wide range of community resources (not just service providers).
- Systematic outreach and social marketing are conducted to communicate and connect with all families as stakeholders.
- Ongoing education and training is provided for key stakeholders from the community and from families involved with the Component.
- Centralized district assets are allocated in ways that directly aid capacity building and effective implementation of the Component at the school site and for the family of schools (e.g., feeder pattern).
- Extramural funds are being sought that can help with systemic Component development; special grants that might interfere with ongoing systemic development are not being pursued.

Area: Continuous Evaluation and Appropriate Accountability

Standard 5. Formative and Summative Evaluation and Accountability are Fully Integrated into All Planning and Implementation.

Formative evaluation provides essential data related to progress in improving processes and achieving benchmarks and outcomes. In the initial phase of Component development, formative evaluation focuses heavily on feedback and benchmarks related to specific developmental tasks, functioning of processes, and immediate outcomes. Formative evaluation is an ongoing process with an increasing focus on intermediate and then long-range outcomes. Summative data on intermediate outcomes are gathered as soon as the Component is operating as an integrated system. Summative data on long-range outcomes are gathered after the Component has operated as an integrated system for two years. Accountability indicators should fit the phase of Component development. This means the primary focus is on developmental benchmarks in the early phases. When the accountability focus is on student impact, the primary emphasis is on the direct enabling outcomes for students that each arena of the Component is designed to accomplish (as outlined below and discussed in the next section of this report). As these accountability indicators show solid impact, they can be correlated with academic progress to estimate their contribution to academic achievement.

Quality Indicators for Standard 5:

- Centralized district assets are allocated to support essential evaluative and accountability activity.
- Regular procedures are in place to review the progress with respect to the overall development of the Component and its specific arenas of intervention, as well as the assessing the fidelity of implementation and initial impact.
- Formative information is used to enhance progress in developing the Component.
- Procedures are in routine use for gathering and reviewing information on the need for specific types of learning supports and for establishing priorities for developing/ implementing appropriate interventions. Special attention is paid to the effectiveness of interventions for (a) identifying and addressing classroom and school-wide learning and behavior problems that are preventable, (b) responding as soon as a problem is manifested for those that are not prevented, and (c) re-engaging students in classroom learning who have become disengaged (including dropouts).
- Procedures are in routine use for gathering and reviewing data on how well the Component is meeting its objectives and goals; such data are used to inform decisions about capacity building, including infrastructure changes and personnel development.
- Accountability indicators are appropriate for the current phase of Component development.
- Primary accountability for Component outcomes focuses on the progress of students with respect to the direct enabling outcomes the Component is designed to accomplish (measures of effectiveness in addressing barriers, such as increased attendance, reduced tardies, reduced misbehavior, less bullying and sexual harassment, increased family involvement with child and schooling, fewer inappropriate referrals for specialized assistance, fewer inappropriate referrals for special education, fewer pregnancies, fewer suspensions, and dropouts).
- When the Component is well-established, accountability expands to include a focus on how well the direct enabling outcomes correlate with enhanced academic achievement.
- All data are disaggregated to clarify impact as related to critical subgroup differences (e.g., pervasiveness, severity, and chronicity of identified problems).
- All data are reviewed for making decisions about enhancement and renewal.

From Hawai`i's Department of Education document
Standards Implementation Design (SID) System

Excerpt on:

Quality Student Support (Criteria and Rubrics)

Available online at: <http://doe.k12.hi.us/standards/sid.pdf>

B. Quality Student Support

Criterion B1. Environment that Promotes High Expectations for Student Learning and Behavior

To what extent...

- does the school have a safe, healthy, nurturing environment that reflects the school's purpose?
- is the school environment (culture) characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?

Reflective Questions

- To what extent does the school have a learning environment that is safe, clean, and orderly and where respect and concern for others can be observed in the classroom and other parts of the campus?
- What process is in place to gather input from students and parents on school rules, policies, and guidelines as they relate to high expectations for student learning and behavior?
- What strategies has the school employed to ensure that the resources such as the facilities, the campus, and the general environment are regularly inspected, maintained, and improved to ensure that it is conducive to student learning?
- What criterion-based decision-making and problem-solving models does the school use to balance diversity and equity issues and result in what's best for students, the school, and the community?
- What strategies do the school and the professional staff use to promote a culture of caring, trusting, and respectful relationships between and among students, teachers, administration, staff, and all other stakeholders in the classroom and on the campus that supports students' achievement of the HCPS and the schoolwide learner outcomes?

- What formal system is in place to share and build staff expertise and collegiality, encourage innovation and risk-taking, and celebrating success?

Possible Areas to Analyze

(Evidence to determine the extent to which this criterion is met)

- School profile data
- School and class size data
- Adequate and qualified staffing
- Surveys: School Quality Survey; surveys of students, parents, teachers, other staff, community
- Referrals and disciplinary action data
- School and state rules, policies, and codes (e.g., Administrative Rule Chapter 19, BOE Policies) School's discipline plan
- School's safety plan
- School Self-Inspection Safety Checklist
- Attendance policies
- Standards-based co-curricular activities
- Guidance program
- Peer mediation/conflict resolution programs
- Student profile
- Town, parent, student meeting notes
- Data on accidents and injuries due to physical environment
- Repair and Maintenance (R & M) requests, status
- Enrollment in AP, Honors, Gifted/Talented, and remedial classes by ethnicity, or other special population groupings
- Extent to which the school's computer lab and library are used and for what purposes

The SID Criteria

<p>Criterion B2. Array Of Student Support Services</p> <p>To what extent...</p> <ul style="list-style-type: none"> • are students connected to a system of support services, activities, and opportunities at the school and within the community to help them achieve schoolwide learner outcomes through the curricular and co-curricular programs? • is there a system of support and array of support for students in and outside the school which includes: <ul style="list-style-type: none"> • personalized classroom climate and differentiated classroom practices, • prevention/early intervention, • family participation, • support for transition, • community outreach and support, and • specialized assistance and crisis/emergency support? <p>Reflective Questions</p> <ul style="list-style-type: none"> • What kinds of evidence are available to support the effectiveness of support services offered to students? What types of extended learning opportunities are in place for all students? • Can the school and staff identify the array of support services available to students within the school setting? • How are students made aware of the array of support services available to them? • What strategies are used to ensure that students feel connected to the school? • How are co-curricular activities at the school used to support the achievement of the Hawai'i Content and Performance Standards and the schoolwide learner outcomes? • What is the relationship of the support services and activities to classroom instruction? 	<ul style="list-style-type: none"> • What process/strategies are in place to ensure that students have opportunities to be connected to a mentor or other significant, caring adult? • How are student support services evaluated to assess their impact on classroom instruction and learning? • How do students know they are making progress toward the achievement of the schoolwide learner outcomes and the HCPS? • What support services are made available in the areas of health, career and guidance counseling, personal counseling, and academic assistance? • What prevention and intervention services, programs, or strategies are offered by the school to establish a proactive approach to support student learning? • What transition services and practices exist within the school to help students move from level to level, school to school, grade to grade, program to program, etc.? • How are parents involved in the school to promote children's achievement of the Hawai'i Content and Performance Standards and the schoolwide learner outcomes? • What processes are currently in place for intervention or referral for students needing additional assistance? • Is the entire staff aware of these services? • Is the school coordinating the system of support services for maximum results? Within the school? With outside agencies? With the community and parents? Is the community aware of the request for services and the services available? How are community support services, identified and obtained for students? • What exists within the school to provide for crises or emergency situations?
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Standards Implementation Design

Possible Areas to Analyze

(Evidence to determine the extent to which this criterion is met)

- School profile data
- School and class size data
- Adequate and qualified staffing
- Surveys, e.g., School Quality Survey, surveys of Students, parents, teachers, staff, community, service providers
- Referrals
- School's discipline plan
- School's safety plan
- Advisor/advisee programs
- Student profile
- Level and type of student involvement in school activities
- Array of Services Matrix
- Teacher feedback on student achievement
- Student/teacher conferences
- Guidance program and/or curriculum
- Career pathways
- School Support Group/Team
- Description (written or graphic) of the school's student support system
- Listing of parent involvement and training activities

Criterion B3. School-Based Services Review

To what extent...

- does the school do an annual review of the support services offered to students taking into account:
 - adequacy of the services offered,
 - number of students identified and serviced and type of service,
 - effectiveness of the service, and
 - number of students identified and not serviced and why?

Reflective Questions

- Is the protocol, process, or model which is used to identify students who need support services clear, fair, consistent and comprehensive, timely, and effective in identifying students and their needs? How would this model or process be described?

- How does the school ensure that the assessment and implementation strategies used match the needs of the child? What strategies are in place to conduct ongoing monitoring of student progress so adjustments are made to ensure that services are responsive to the child at any given time?
- Is there a system of support for teachers that will help them identify and provide the array of support for students with special needs? What are some of the structured opportunities that enable teachers to discuss individual students?
- Are all teachers aware of the process used to identify students and the procedures for follow-up?
- What strategies are in place to keep parents informed and actively involved in their child's education?

Possible Areas to Analyze

(Evidence to determine the extent to which this criterion is met)

- Complex Service Testing Review results
- School profile data
- CSSS assessment of student support services
- Individuals with Disabilities Act (IDEA) state monitoring reports
- Documents at school showing array of student support services available
- Documents and other evidence that show that teachers are aware of the referral process/procedures (e.g., Faculty handbook, memos, bulletins, etc.)
- Norm- and criterion- referenced test scores, class quizzes, student work
- Surveys, interviews
- Disciplinary and other referrals
- Student/teacher conferences

Rubric III.B: Quality Student Support

Rubric III.B1. Environment that Promotes High Expectations for Student Learning and Behavior

To what extent...

- does the school have a safe, healthy, nurturing environment that reflects the school's purpose (mission)?
- is the school environment (culture) characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?

Component	4	3	2	1
Physical Environment	The school is a safe, healthy, secure, clean, accessible, well-maintained, functional, and attractive place that reflects the school purpose and contributes to the student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. All state mandates, codes, and regulations are met, as reflected in the school's safety plan.	The school is a safe, healthy, secure, clean, accessible, well-maintained, functional, and attractive place that reflects the school purpose and contributes to the student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. All state mandates, codes, and regulations are met, as reflected in the school's safety plan.	The school is maintained in a safe, healthy, clean, and accessible place that contributes to the achievement of the Hawai'i Content and Performance Standards. Maintenance and safety requirements are met, as reflected on the school inspection report.	The school works at ensuring a safe and accessible place for staff and students. The main goal of maintenance is to pass the safety inspection.
Emotional Environment	The school community has created an inviting, nurturing, trusting, and caring atmosphere reflecting the school purpose. Everyone feels welcomed and has a sense of belonging in a climate that promotes academic, physical, emotional, and social growth. The facilitates student attainment of the Hawai'i Content and Performance Standards and schoolwide learner outcomes and success in the co-curricular programs and activities.	The school staff practices inviting and nurturing strategies to establish a caring atmosphere generally reflecting the school purpose. The staff promotes student growth and well-being, the development of self-esteem through the recognition of academic and personal achievement as reflected by the attainment of the Hawai'i Content and Performance Standards and schoolwide learner outcomes and success in co-curricular programs and activities.	The principal, individual teachers, grade levels, teams, or departments provide an atmosphere that promotes student growth. Student self-esteem is fostered on a limited basis through the recognition of academic success.	The principal is primarily responsible for creating a safe, secure campus which is conducive to the academic growth and physical well-being of students. However, some students feel unsafe at school at times.

Rubric III: Assessing Instructional and Organizational Effectiveness
Rubric IIIB1. Environment that Promotes High Expectations for Student Learning and Behavior

Component	4	3	2	1
Learning Environment	The school community has created a caring, nurturing, safe, well-managed, accessible, functional, attractive, self-monitoring learning environment. Students are interactively involved in challenging, integrated, student-centered learning experiences. Individual differences, special needs, and/or cultural diversity are respected and accommodated.	The school staff has created a caring, nurturing, safe, functional, accessible, and well-managed learning environment. Students are involved in challenging learning experiences. Provisions are made to accommodate individual differences, special needs, and/or cultural diversity.	The principal, individual teachers, and some grade levels, teams, or departments provide a safe, caring, accessible, and well-managed learning environment. Accommodations for students with special needs and/or cultural diversity are provided.	The principal and individual teachers are working on creating a safe, caring, and well-managed learning environment. Accommodations for students with special needs and/or cultural diversity are limited.
Standards of Conduct	The school community, including students, participates actively in development of behavioral standards. A clearly defined, written code of student conduct, including Chapter 19 requirements, is understood by all stakeholders and applied fairly and consistently. Students work toward self-monitoring and self-discipline. Systems the School leadership team meets at least quarterly, manages implementation of a proactive, preventative systems plan and conducts annual evaluations. Practices A behavior support system continuum and teaching procedures are in place for all students. Data Data measuring the effectiveness and efficiency of the behavior support continuum and teaching are utilized regularly for action planning.	The school community members are involved in development of behavioral standards. Students are aware of an abide by a written code of student conduct, including Chapter 19, that is fairly and consistently applied. Systems The school has a viable leadership team with a systems plan in place (schoolwide, classroom, non-classroom, and individual student systems). Proactive, preventative policies are established. Practices Procedures for teaching expected behaviors are implemented. Data A measurement system for tracking, monitoring, and evaluating schoolwide discipline systems is established and implemented.	The school leadership develops the school rules that are reviewed with students. The rules and sanctions are usually applied consistently. Chapter 19 is administered as mandated. Systems The school has a leadership team which agrees to a proactive, preventative purpose for schoolwide discipline. Practices Clearly stated rubrics of expected behaviors and rule violations for behavior/conduct are used. Data Evaluative questions and data measurement for schoolwide discipline are defined.	School rules and sanctions are imposed and often inconsistently applied. Chapter 19 is administered as mandated. Systems No school leadership team exists to address schoolwide discipline systematically. Practices Punitive practices to discipline exist. Data No data measurement system is in place to track and evaluate schoolwide discipline incidents.

Rubric III.B2: Array of Student Support Services

To what extent...

- *are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program that support the achievement of the standards and the schoolwide learner outcomes?*
- *is there a system of support and array of support for students in and outside the school which includes.- personalized classroom climate and differentiated classroom practices, prevention/early prevention, family participation, support for transition, community outreach and support and specialized assistance and crisis/emergency support?*

Component	4	3	2	1
Physical and Emotional Safety	Everyone in the school community is responsible for the physical and emotional safety of each other. Caring and support of others is the norm and a comprehensive school safety plan is in place.	The school staff is responsible for the physical and emotional safety of the students. The school has a comprehensive school safety program in place.	The school faculty is responsible for the physical and emotional safety of the students. School rules are enforced. Faculty is involved in developing a school safety program.	The principal is primarily responsible for the physical and emotional safety of students. School rules are in place.
Support System	A comprehensive system of support within the school community is networked with the military and other agencies to service students with identified needs. The system ensures that <i>all</i> students are connected to the school in meaningful ways through academic programs, a career and/or counseling programs, and health services programs. <ul style="list-style-type: none"> • Curriculum and instruction and support services are effectively address and focus on the whole child and the experiences within the home, school and community. 	Support services are coordinated within the school community and networks with the military and other agencies to service students with identified needs. Opportunities are available through the academic program, co-curricular activities, counseling, and/or health services for students to feel connected to and supported by the school. <ul style="list-style-type: none"> • Students can identify a school support group to which they belong (e.g., elementary homeroom team, adviser-advisee, career paths, core team). 	Support services are coordinated within the school community. Attempts are made to reach out and support students in a systematic way through counseling and health services. <ul style="list-style-type: none"> • Students have established meaningful relationships with more than one positive adult role model within the school. 	Support services are available at the school. Students and parents are responsible for students' attendance, participation in school-sponsored activities, and accessing support services. <ul style="list-style-type: none"> • The classroom conveys caring, respect, fairness, and a sense of belonging.
Role of Staff	All school staff are aware and systematically utilize all support services available to students on site and in the community.	Faculty are aware of and utilize support services available to students on site and in the community as needed.	Faculty are aware of and utilize support services available to students on site as needed.	Administrators and counselors are aware of support services available to students within the school.

Rubric III: Assessing Instructional and Organizational Effectiveness

Rubric IIIB2. Array of Student Support Services

Component	4	3	2	1
Staff Involvement	All school staff routinely initiate formal and informal discussions or procedures aimed at seeking support and solutions for students who need assistance in achieving the HCPS and schoolwide learner outcomes.	Teachers consult with colleagues and administrators and counselors for problem resolution. Teachers have identified students who excel and who have special needs and provide encouragement and support.	Teachers consult with colleagues to resolve problems in the classroom. Teachers have identified students who have special needs and provide support whenever possible.	Teachers resolve problems in the classroom to the best of their ability.
Guidance and Counseling	The approach to guidance and counseling is systematic, schoolwide, and comprehensive and includes the participation of all role groups. The approach focuses on students' personal and academic interests and goals and utilizes all resources available to the school. The guidance and counseling process provides support to students in the following areas: <ul style="list-style-type: none"> • Appropriate communication skills • Collaborative skills • Valuing of diverse abilities and cultural differences • Critical thinking skills • Responsibility for their own behavior and caring for others • Internal locus of control • Self-discipline • Goal setting • Motivation to achieve 	A systematic, comprehensive, schoolwide guidance and counseling program is in place to meet academic and social/emotional needs of students (e.g., scheduling, course selection, providing information on graduation and college entrance requirements). Counselors and teachers provide guidance on a regular basis for students.	The school's focus for guidance and counseling is primarily on academics and/or discipline. Counselors work with teachers to access selected students' needs and provide guidance on a regular basis.	In the absence of a formal system of identification of effective intervention, staff discussions of students at risk occur only on an anecdotal basis. Counselors provide guidance on an as-needed basis, for example, when a crisis occurs.
Resources	Students and their families can easily access appropriate social, psychological, and health services through a school-based coordinated network of school and community organizations. These organizations may be housed on campus and work together to problem-solve and share resources.	The school staff develops collaborative partnerships with community agencies. Services are provided to address preventative and crisis-oriented concerns on a regular basis.	The school staff develops relationships with outside agencies. Services are utilized to address problems.	The school staff is aware of outside agencies. Services are utilized as needed, for example, when a crisis occurs.

Rubric III: Assessing Instructional and Organizational Effectiveness

Rubric III B2. Array of Student Support Services

Component	4	3	2	1
Academic Expectations	<p>Classes at all levels are characterized by diverse student groups, and all students - whatever their abilities - are continually encouraged to meet the challenges of a thinking, meaning-centered curriculum. Teachers are knowledgeable about their students' needs and personalize approaches to maximize each student's achievement and ability to attain the Hawai'i Content and Performance Standards and schoolwide learner outcomes.</p>	<p>Classes at all levels are characterized by diverse student groups, and most students - whatever their abilities - are encouraged to meet the challenges of a thinking, meaning-centered curriculum. Teachers are knowledgeable about their students' needs and modify approaches to maximize the learning potential of most students to attain the Hawai'i Content and Performance Standards and schoolwide learner outcomes.</p>	<p>Classes tend to be grouped homogeneously. Teachers generally know the levels of their students and provide appropriate work at each level. Course requirements generally vary greatly according to "level" (e.g., college preparatory, general, basic).</p>	<p>The distribution of students in classes does not reflect the diversity of the school. Teachers accept less rigorous work from students who they perceive as being at "lower levels."</p>
Academic Support	<ul style="list-style-type: none"> • Students who need support or enrichment in achieving can rely on a network of integrated and fully articulated services, such as Chapters 36 and 53, Title I Program, after-school instruction, Gifted/Talented program, military partnerships, tutors and the ESLL program. • Curriculum and instruction strategies accommodate the learning styles and needs of all students. • All stakeholders are committed and demonstrate the principles of equity for all students. 	<ul style="list-style-type: none"> • Students who need support have a variety of options available. These include tutoring, remedial courses, and Chapters 36 and 53 accommodations. • A variety of instructional strategies are used to ensure that all students meet standards. • Trained, caring, and committed staff engage the child in the teaching and learning process. 	<ul style="list-style-type: none"> • Students who need support in meeting curricular requirements are encouraged to get tutoring and make use of available school or community library facilities and services. • The teacher uses a variety of instructional strategies to implement the curriculum. • The school develops clear expectations which are communicated to students and most parents. 	<ul style="list-style-type: none"> • Students who need support in meeting curricular requirements are encouraged to take courses that are less demanding or provided with less challenging work. Tutoring is provided only when students or families pursue it.

Rubric III: Assessing Instructional and Organizational Effectiveness Rubric

III.B: Quality Student Support

Rubric IIIB2. Array of Student Support Services

Component	4	3	2	1
Academic Support <i>Continued</i>	<ul style="list-style-type: none"> Trained, caring, and committed staff engage the child in the teaching and learning process. Clear expectations are shared with all students and parents. There is ongoing monitoring with timely feedback. Students self-access to monitor with own progress. Assessment data is used to modify instruction to support student learning. 	<ul style="list-style-type: none"> Clear expectations are shared with all students and parents. There is ongoing monitoring with timely feedback. Students self-access to monitor with own progress. Assessment data is used to modify instruction to support student learning. 	<ul style="list-style-type: none"> Teachers provide ongoing feedback at the end of each test and at the end of the quarter. 	<ul style="list-style-type: none"> The teacher uses the same classroom instructional strategies that appear to have been successful in getting the curriculum across to most students. Teachers provide feedback to students at the end of each grading period.
Climate for Learning	<ul style="list-style-type: none"> The school climate encourages all students to take risks and feel comfortable about seeking support. The school climate plays an important role in providing all students with a foundation from which to achieve the Hawai'i Content and Performance Standards and schoolwide learner outcomes. Most students and families feel safe and welcomed at the school. 	<ul style="list-style-type: none"> The school climate encourages students to take risks and feel comfortable about seeking support and has a positive influence on student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. Most students and families feel safe and welcomed at the school. 	<ul style="list-style-type: none"> The school climate has positive effects on achievement of the Hawai'i Content and Performance Standards for some students. Most students and families feel safe and welcomed at the school. 	<ul style="list-style-type: none"> Some teachers provide students with learning environments that promote achievement in their classrooms. The classroom teacher establishes class rules and is responsible for maintaining a safe classroom environment. The principal establishes and administers school rules.

Note: School plans, programs, and rules should address the federal, state, city, and county laws, standards, mandates and codes, BOE/DOE policies, regulations and other program requirements.

Expanded Framework for School Accountability

As with many other efforts to push reforms forward, policy makers want a quick and easy recipe to use. Most of the discussion around accountability is about making certain that program administrators and staff are held accountable. Little discussion wrestles with how to maximize the benefits (and minimize the negative effects) of accountability efforts. As a result, in too many instances the tail is wagging the dog, the dog is getting dizzy, and the public is not getting what it needs and wants.

School accountability is a good example of the problem. Policy makers want schools, teachers, and administrators (and students and their families) held accountable for higher academic achievement.

As measured by what?

As everyone involved in school reform knows, the only measure that really counts is achievement test scores. These tests drive school accountability, and what such tests measure has become the be-all and end-all of what school reformers attend to. This produces a growing disconnect between the realities of what it takes to improve academic performance and where many policy makers and school reformers are leading the public.

This disconnect is especially evident in schools serving what are now being referred to as “low wealth” families. Such families and those who work in schools serving them have a clear appreciation of many barriers to learning that must be addressed so that the students can benefit from the teacher’s efforts to teach. They stress that, in many schools, major academic improvements are unlikely until comprehensive and multifaceted programs/services to address these barriers are developed and pursued effectively.

At the same time, it is evident to anyone who looks that there is no direct accountability for whether these barriers are addressed. To the contrary, when achievement test scores do not reflect an immediate impact for the investment, efforts essential for addressing barriers to development and learning often are devalued and cut.

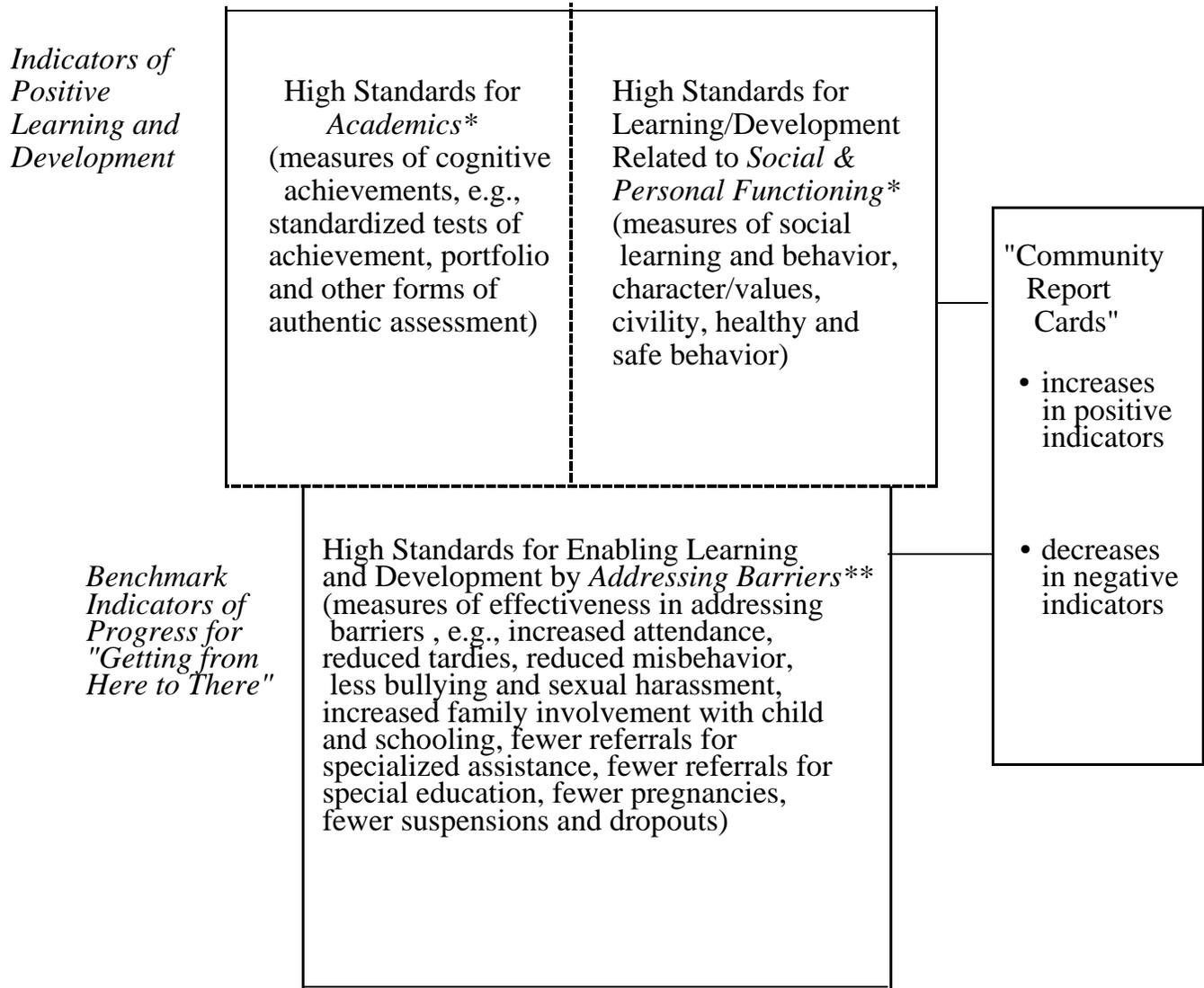
Thus, rather than building the type of comprehensive, multifaceted, and integrated approach that can produce improved academic performance, prevailing accountability measures are pressuring schools to maintain a narrow focus on strategies whose face validity suggests a direct route to improving instruction. The implicit underlying assumption of most of these teaching strategies is that students are motivationally ready and able each day to benefit from the teacher’s instructional efforts. The reality, of course, is that in too many schools the *majority* of youngsters are not motivationally ready and able and thus are not benefitting from the instructional improvements. For many students, the fact remains that there are a host of external interfering factors.

Logically, well designed, systematic efforts should be directed at addressing such factors. However, current accountability pressures override the logic and result in the marginalization of almost every initiative that is not seen as directly (and quickly) leading to academic gains.

Ironically, not only does the restricted emphasis on achievement measures work against the logic of what needs to be done, it works against gathering evidence on how essential and effective it is to address barriers to learning directly.

All this leads to an appreciation of the need for an expanded framework for school accountability. A framework that includes direct measures of achievement and much more. The figure on the following page highlights such an expanded framework.

Figure: Expanding the Framework for School Accountability



*Results of interventions for directly facilitating development and learning.

**Results of interventions for addressing barriers to learning and development.