

MONITORING REPORT: Policy OE-10 (Instructional Program)
***Formerly OE-11**

PHASE ONE: Interpretation and Monitoring Indicators

DATE: March 2018

Policy

The Superintendent will maintain a program of instruction that offers equitable, challenging, and relevant opportunities for all students to achieve at levels defined in the Board’s Results policies.

Interpretation

In general, we understand this policy expresses the Board’s expectation that – given limited resources available to meet the established goals for all students – the Superintendent will ensure the district’s instructional program is: (1) research-based; (2) data-driven; (3) aligned with state and national standards; (4) broad enough to encompass the learning and developmental needs of the whole child; (5) culturally responsive enough to eliminate race, ethnicity, gender, or socio-economic status as a predictor of achievement; (6) relevant to today’s society; and (7) supported by appropriate professional development for staff.

Monitoring Indicator(s)

Provided below for each component part of OE-11.

The Superintendent will:

- 1. Ensure that instructional programs are based on a comprehensive and objective review of best practices research.**

Interpretation

We understand this component requires us to provide our students with high-quality learning experiences that have been fully vetted using methods or techniques that have shown consistent and proven results. These results are often used as benchmarks.

Monitoring Indicator(s)

We will know we are in compliance with this component when:

- We compare our instructional program with the published best practices of Washington’s Office of the Superintendent of Public Instruction and find our program is at least 80% in alignment, allowing up to 20% of our program to represent creative local solutions designed to meet the unique needs of local students.

2. Base instruction on District academic standards that meet or exceed state and/or nationally-recognized model standards.

Interpretation

We understand this component requires us to ensure our teachers are using methods and strategies in their classrooms that are effective in helping students achieve or go beyond the high-quality learning goals that have been established to ensure they are competitive with their peers across Washington and the U.S.

Monitoring Indicator(s)

We will know we are in compliance with this component when:

- We can demonstrate that our teachers have met, or are making progress toward meeting, proficiency standards as outlined by the state-adopted Teacher/Principal Evaluation Program (TPEP) instructional framework.

3. Align curriculum with the standards.

Interpretation

We understand this component requires us to use means and materials to teach students that connect to and support the learning outcomes they are expected to achieve.

Monitoring Indicator(s)

We will know we are in compliance with this component when:

- We can provide evidence that all our teachers in each grade level and content area are using district-adopted materials that are aligned to state learning standards.

4. Effectively measure each student's progress toward achieving or exceeding the standards.

Interpretation

We understand this component requires us to monitor regularly how much improvement our students are making toward established learning goals. We understand the intent of this component is to ensure no student ever falls too far behind.

Monitoring Indicator(s)

We will know we are in compliance with this component when:

- We can provide evidence that we have used results from state-directed summative assessments (like SBA, WAKids, etc.) as well as locally-developed formative assessments to determine students' progress over time, and we can demonstrate that we have intervened with appropriate supports when such progress has not been sufficient.

5. Ensure that the instructional program includes opportunities for students to develop talents and interests in their specialized areas of interest.

Interpretation

We understand that this component requires us to provide a variety of educational opportunities and pathways for students, and that these learning experiences have been designed to broaden and/or develop their educational, social, and life-long learning goals.

Monitoring Indicator(s)

We will know we are in compliance with this component when:

- We can provide evidence of well-balanced educational program that includes multiple curricular and extracurricular electives programs representing a variety of pathways and interests, and we can demonstrate equitable student access to these programs.

- 6. Ensure that the instructional program accommodates the different learning styles of students and differentiates instruction to meet the needs of students of various backgrounds and abilities.**

Interpretation

We understand this component requires us to guarantee our staff understands that not all students learn the same way and, as a result, the instructional models they use reflect the need for addressing the different ways student learn, and the classroom instruction they employ demonstrates purposeful intent to individualize instruction based on the unique needs, interest, and culture of each student.

Monitoring Indicator(s)

We will know we are in compliance with this component when:

- Our end-of-year data snap for Criterion 3 of the Teacher/Principal Evaluation Program (TPEP), which is specific to differentiated instruction, shows our teachers have met, or are making progress toward meeting, a standard of proficiency in this area.

- 7. Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.**

Interpretation

We understand this component requires us to encourage our staff to be forward-thinking in their approach to adopting and/or creating fresh educational approaches that may be more effective for students. We understand it is also incumbent upon us to demonstrate the value of these new programs by conducting systemic reviews to determine “return on investment.”

Monitoring Indicator(s)

We will know we are in compliance with this component when:

- The specific academic improvement strategies developed by each school team as part of the School Improvement Plan process result in measurable student growth.

8. Regularly evaluate and modify all instructional programs as necessary to assure their continuing effectiveness.

Interpretation

We understand this component requires us to create a system of ongoing and consistent feedback regarding each aspect of our teaching and learning for making necessary adjustments to get maximum benefit.

Monitoring Indicator(s)

We will know we are in compliance with this component when:

- Our annual Teaching and Learning Department report on the district's instructional programs is accompanied by recommendations to maintain those programs that are showing results in terms of student growth and either discontinue or improve those programs that are not producing the desired results.

9. Appropriately review District adopted or District proposed instructional materials.

Interpretation

We understand this component requires us to (1) evaluate the variety of tools and materials we provide our teachers to help them deliver required curriculum to students; (2) ensure through our evaluation process that such materials are not only aligned to the standards but also culturally inclusive and free from bias; and (3) make adjustments in our tools and materials as needed based on the results of our evaluations.

Monitoring Indicator(s)

We will know we are in compliance with this component when:

- We provide a written plan for a K-12 curriculum adoption cycle, along with evidence that the plan is being implemented both in terms of (a) the established timeline and (b) the quality of the review process.

10. Adequately monitor and control student access to and utilization of electronically distributed information.

Interpretation

We understand this component requires us to be diligent in determining what students access on line and how they use what they access to enhance their learning.

Monitoring Indicator(s)

We will know we are in compliance with this component when:

- We provide evidence that we have (a) conducted an annual review our student technology use agreement; (b) given updated copies of the use agreement to students, staff, and parents; (c) delivered age-appropriate digital citizenship

lessons; and (d) assured each student has received instruction aligned to the new state technology standards.

11. Review school attendance boundaries periodically to assure reasonable balance in student enrollment.

Interpretation

We understand this component requires us to evaluate and adjust school populations regularly in an effort to meet such criteria as class and grade level limits, student program needs, socio-economic balance, racial diversity, and facility considerations. We also understand this component requires us to evaluate the district as a whole on a regular basis and adjust catchment areas needed.

Monitoring Indicator(s)

We will know we are in compliance with this component when:

- We provide an annual report showing our schools are relatively balanced with regard to socio-economic status, racial diversity, special programs, class size, and total population.