

Tool 49

Sample Final Report

The on-site school review provides a school with an in-depth analysis of areas strongly tied to increasing student learning and achievement. The review team extends its appreciation to Harrison School District and Harrison Middle School (pseudonyms) administrators, staff members, students, and parents for the opportunity to work together on this on-site school review, which took place January 13–16, 2009.

Section I: The Process

Effectiveness Indicators

The heart of the school review process is the Effectiveness Indicators. These research-based indicators provide the organizational structure for the review. In addition to being used for more than 5 years in on-site reviews of schools at all grade levels, these indicators have recently been re-validated and updated based on a synthesis of current research (see *The High-Performing School: Benchmarking the 10 Indicators of Effectiveness*, 2009, for this research).

The effectiveness indicators that Harrison Middle School (HMS) selected to be reviewed were:

- Effectiveness Indicator 1: Written Curriculum
- Effectiveness Indicator 2: Instructional Program
- Effectiveness Indicator 3: Student Assessment
- Effectiveness Indicator 4: School Leadership
- Effectiveness Indicator 5: Strategic Planning
- Effectiveness Indicator 7: Student Connectedness, Engagement, and Readiness
- Effectiveness Indicator 8: School Environment

Tools and Processes

The effectiveness indicators are used to compare current school performance to that which is found in effective schools. Each effectiveness indicator is broken down into components called “characteristics” and “traits.” To determine where on the effectiveness continuum a school is currently performing, the review team collects evidence from various sources, including surveys, documents, and observations conducted during the on-site review. The different sources yield information about different characteristics and traits of the effectiveness indicators. For example, each question on a survey is tied to a specific trait.

Document Review

Documents from which data were drawn include:

- School strategic plan
- State assessment data
- STAR mathematics data
- Read 180 data

- Accelerated Reader reports
- Textbooks and supplemental materials
- Discipline data and forms
- Student handbooks
- Newsletters
- Healthy Youth Survey

Student Work

Student work provides valuable insights into the school's instructional program. Teachers were asked to collect all student work from their classes for a 2-week period. As part of the on-site review, this work was analyzed to determine its level of cognitive demand and its rigor in relation to state standards. Work was received from 18 teachers in the following content areas/classes: language arts, science, social studies, mathematics, art, home economics, physical education, skills for adolescents, and computers.

The Visit

Central to the school review is the time the review team spends at the school site. At HMS, three team members spent 3 full days on-site and 1 additional day while writing the final report. The team has an extensive background in curriculum, instruction, pedagogy, and professional development, coupled with a deep knowledge of the effectiveness indicators and on-site review processes.

During the on-site portion of the review, the review team:

- Collected and analyzed surveys from:
 - Eleven (11) classified staff members
 - Thirteen (13) parents
 - Twenty-three (23) teachers/administrators
 - Two hundred ninety-nine (299) students
- Conducted structured interviews with:
 - Twenty-six (26) teachers, administrators, and classified staff members
 - Forty-three (43) students during classroom observations
 - The district superintendent
- Conducted 22 classroom observations, allowing a member of the review team to be present for at least one class taught by every teacher at HMS, including 10 full-period observations in language arts
- Met with 24 students in two focus groups
- Held three evening parent focus groups attended by 27 parents, including 6 parents whose primary language was Spanish

Section II: What We Found

The findings from our review are organized as follows:

Highlights From the Data: In this section, highlights from state assessments are displayed, and highlights from student work are discussed. The data packet that accompanies this report includes the detailed information from which the highlights were drawn.

Mapping of Effectiveness Indicators: Based on our analyses of assessment data, survey data, and student work, as well as information drawn from interviews, reviews of documents, and classroom observations, we determined the school's position on the effectiveness continuum for each trait. This process is referred to as "mapping" the effectiveness indicators. Examples, evidence, and comments help in understanding these placements.

Highlights of State Assessment Data

The detailed analysis of state assessment data from which these highlights are drawn is included as Section I of the data packet that accompanies this report. Below are highlights from the 2007–08 state assessment results:

- Both seventh- and eighth-grade students achieved below the state average in reading, writing, and mathematics.
- The percentage of eighth-grade students meeting standards in science was above the statewide average.
- HMS low-income students were meeting standards in all areas at lower rates than that of low-income students statewide.
- There was a wide gap between the percentage of HMS low-income students meeting standards and their HMS higher-income peers.
- Hispanic students were experiencing a persistent and widening achievement gap in mathematics and reading but had made gains in writing and science.

Highlights of Student Work Analysis

Prior to the visit, all teachers were asked to collect and score student work from every class for 2 weeks. Student work was received from 18 teachers. A total of 91 unique assignments were reviewed. A "unique assignment" is one that is given in one or more classes. Thus an identical assignment given in three classes counts as a single unique assignment. The detailed analysis of the student work from which the following highlights are drawn is included as Section II of the data packet that accompanies this report.

- Ninety-one (91) unique assignments were reviewed:
 - Forty-six (46) from grade 7
 - Thirty-two (32) from grade 8
 - Three (3) from combined grade levels
 - Ten (10) for which the grade level was not specified (reviewed as grade 7)
- The cognitive demand of each assignment was determined based on Bloom's Taxonomy. Of the 91 assignments, 5 were targeted to higher-level thinking skills, and 86 were targeted to lower-level thinking skills:
 - One (1) assignment was at the evaluation level.
 - Four (4) assignments were at the analysis level.
 - No assignment was at the synthesis level.

- Twenty-seven (27) assignments were at the application level.
- Fifteen (15) assignments were at the comprehension level.
- Forty-four (44) assignments were at the recall level.
- The rigor of each assignment was calculated based on the degree of academic challenge present in the assignment in relation to grade-level expectations:
 - Four (4) assignments were higher than the state standard/benchmark.
 - Thirty (30) assignments matched the state standard/benchmark.
 - Fifty-seven (57) assignments were below the state standard/benchmark.

Mapping of Effectiveness Indicators and Commentary

(Note: This sample includes only Effectiveness Indicator 4.)

The review team uses rubrics to assess the school's performance on each of the effectiveness indicators. Each indicator is broken down into the components most closely associated with increased student performance, which are referred to as "characteristics." Each characteristic is further broken down into "traits."

Based on effective schools research, the rubrics display a continuum of school effectiveness and describe each trait as it would appear at three different points along that continuum. The review team shades the box containing the trait description that most closely matches current practice at the school. A shaded box in the middle ("effective") column of the effectiveness continuum indicates that observed school practices are in line with practices found in schools in which nearly all students are meeting state standards. A shaded box in the left-hand ("low-performing") column indicates that the school's practices—many of which in the past might have been acceptable—will not result in the increases in student learning that would be necessary for nearly all students to reach standards. A shaded box in the right-hand ("high-performing") column indicates that the school's practices correspond to those found in schools that are the most effective learning environments.

To determine which box on the continuum would be shaded, we collected evidence of the school's performance from various sources. Every characteristic and trait is linked to specific sources of evidence that will yield information about it: questions asked in surveys, focus groups, and interviews; our review of student work; our analysis of documents; and observations conducted during the on-site review. We collected evidence by the following methods:

- Teacher interviews
- Guidance counselor interviews
- School administrator interviews
- District administrator interviews
- Student interviews
- Teacher surveys
- Classified staff surveys
- Parent surveys
- Student surveys
- Classified staff focus groups

- Parent/community focus group
- Student focus groups
- Classroom observations
- Analysis of student work
- Review of documents

Mapping of Effectiveness Indicator 4: School Leadership

School leadership exerts a powerful influence on student learning. Recognizing student learning as the foremost priority of the school and its teachers, school leaders ensure that a culture of high expectations nurtures student and teacher efficacy. School leaders maximize their influence by increasing leadership capacity schoolwide and widely distributing leadership responsibilities. Effective leaders model the characteristics they expect of staff members and students, including optimism, fairness, respect, collaboration, and an openness to constructive feedback. They are learners themselves who recognize and acknowledge staff expertise. They provide the foundation upon which school improvement is built, including the provision of adequate resources.

Table 1 presents the mapped (shaded) rubric for Effectiveness Indicator 4. The shaded boxes indicate our evaluation of the school’s performance on each trait.

Table 1: Mapped Rubric for Effectiveness Indicator 4: School Leadership

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
4A. School administrators provide leadership in strategic planning.	4A1. Development of strategic plan	The school lacks a current strategic plan, or the plan was developed without significant staff input.	The school has a current strategic plan that was developed with significant staff participation.	The school has a current strategic plan that was developed by school leadership and staff members and approved by district leadership or the school board.
	4A2. Focus of strategic plan	The school lacks a strategic plan, or the plan is not focused on student learning.	The school strategic plan is focused on student learning.	The school strategic plan is focused on student learning and includes disaggregated student achievement data and analysis supporting the goals and action plans.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
4A (continued)	4A3. Relationship of strategic plan to decision-making	School decisions are made without regard to the strategic plan.	The strategic plan guides school decision-making.	The strategic plan is the pivotal factor in school decision-making.
	4A4. Responsibility for strategic plan	School administrators do not take responsibility for implementing the strategic plan.	School administrators take personal responsibility for the strategic plan.	School administrators take personal responsibility for the strategic plan and lead its implementation.
4B. School administrators create a culture of high expectations for student and adult success and support those beliefs schoolwide.	4B1. Expectations for students	School administrators do not have high expectations for the success of all students.	School administrators have high expectations for the success of all students.	School administrators have high expectations for student success and consistently reinforce that belief in interactions with students, staff members, and parents.
	4B2. Expectations for staff members	School administrators do not have high expectations for the success of all staff members.	School administrators have high expectations for the success of all staff members.	School administrators have high expectations for the success of all staff members and consistently reinforce that message in interactions with staff members, students, parents, and the community.
4C. School administrators see student learning as the foremost priority for the school.	4C1. Priority assigned to student learning	School administrators do not see student learning as the highest priority in decision-making.	School administrators see student learning as the highest priority in all decision-making.	School administrators see student learning as the highest priority in all decision-making.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
4D. School administrators ensure that adequate resources are allocated to achieve school improvement goals.	4D1. Sufficiency of resources for school improvement	School administrators have not ensured that sufficient resources have been allocated to support school improvement goals.	School administrators ensure that sufficient resources are allocated to support school improvement goals.	School administrators ensure that sufficient resources are allocated to support school improvement goals.
4E. School leadership is distributed schoolwide.	4E1. Sharing of leadership	School leadership is restricted to those in administrative positions.	School leadership is shared among staff members based on knowledge, skills, and interests.	School leadership is widely shared among staff members based on knowledge, skills, and interests. There is formalized acknowledgment of staff members' leadership roles.
4F. School administrators recognize staff members' accomplishments, expertise, and leadership potential.	4F1. Recognition of staff accomplishments	Staff accomplishments receive little or no recognition.	School administrators informally recognize and acknowledge staff accomplishments.	School administrators formally and informally recognize staff members' individual and group accomplishments.
	4F2. Recognition and utilization of staff members' expertise	No processes exist to identify or utilize staff members' expertise.	School administrators identify and utilize internal staff members' expertise.	School administrators identify and utilize internal staff members' expertise and ensure that professional development is targeted to continue to build these internal resources.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
4F (continued)	4F3. Professional development for staff leadership	Staff members with an interest in leadership roles pursue that interest without school or district assistance.	Staff members are encouraged to seek professional development to build their leadership capacities.	A formal professional development program exists to identify and prepare staff members for shared leadership opportunities and to provide them with ongoing support.
4G. School administrators encourage and promote collaborative relationships.	4G1. Provision of opportunities to collaborate	Opportunities for staff members to communicate, plan, and work with one another are limited, informal, and self-organized or primarily occur outside of the school day.	School administrators ensure that there are ample organized opportunities for staff members to communicate, plan, and work with one another.	The school calendar provides specific and frequent opportunities for grade-level, content-area, and other team meetings. Contract hours provide paraprofessionals with the opportunity and responsibility to participate as appropriate.
	4G2. Focus of collaborative efforts	Collaborative efforts are not focused on student learning.	School administrators ensure that collaborative efforts are focused on student learning.	School administrators ensure that collaborative efforts are focused on student learning, and instructional teams document and communicate strategies and results.
4H. School administrators address existing and potential conflicts.	4H1. Efforts to resolve conflicts	School administrators do not or do not always address staff conflicts.	When conflicts arise, school administrators work toward resolution.	School administrators work toward resolution of conflicts, addressing both the immediate concerns and the underlying issues.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
4H (continued)	4H2. Anticipation of conflicts	School administrators do not always notice or acknowledge issues that have the potential to cause conflict.	School administrators anticipate where and when conflicts might arise and address issues before they rise to the level of a problem.	School administrators anticipate where and when conflicts, including workplace or community dissatisfaction, might arise and intervene to address both the problems and the underlying issues.
4I. School administrators are accessible and model optimism, integrity, fairness, and respect.	4I1. Accessibility of administrators to staff members	It is sometimes or usually difficult to meet with school administrators.	School administrators are accessible to staff members.	School administrators set aside time during each day to meet with staff members.
	4I2. Interactions with staff members, students, and community members	Some staff members, students, and community members do not think that interactions with school administrators are characterized by integrity and fairness.	Staff members, students, and community members believe that interactions with school administrators are characterized by integrity and fairness.	School administrators consistently display integrity and fairness in interactions with staff members, students, and the community and have built a culture of trust schoolwide.
	4I3. Attitudes about reaching goals	Some school administrators are not optimistic that agreed-upon goals can be reached, given the current conditions.	School administrators manifest optimism that staff members and students can and will reach agreed-upon goals.	School administrators ensure that agreed-upon goals are within reach and set a consistent tone of optimism and confidence that the goals can and will be met.
	4I4. Attitudes toward staff members, students, and the community	Staff members, students, and the community do not always feel valued and respected by school administrators.	Staff members, students, and the community feel valued and respected by school administrators.	Staff members, students, and the community feel welcome at the school and valued and respected by school administrators.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
4J. School administrators are adaptable and encourage innovation.	4J1. Knowledge of current educational research	School administrators do not keep current on educational research and instructional theory and practice.	School administrators keep current on educational research and instructional theory and practice.	School administrators keep current on educational research and instructional theory and practice, and they routinely share and discuss best practices with staff members.
	4J2. Adaptability to changing circumstances	School administrators resist responding to changing circumstances or respond slowly.	School administrators adapt to changing circumstances.	School administrators anticipate changing circumstances, adapt to meet changing needs, and provide leadership in implementing change efforts.
	4J3. Attitude toward new ideas	School administrators do not always encourage new and innovative ideas.	School administrators encourage new and innovative ideas from staff members.	School administrators encourage new and innovative ideas from staff members and all stakeholders.
4K. School administrators ensure that teachers receive constructive feedback through periodic observation, coaching, and lesson study.	4K1. Administrator observation and feedback	School administrators occasionally observe teachers informally and provide constructive feedback.	School administrators frequently observe every teacher informally and provide constructive feedback focused on student learning.	School administrators frequently observe every teacher and instructional paraprofessional informally and provide constructive feedback focused on student learning.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
4K (continued)	4K2. Support for peer observation, coaching, and lesson study	School administrators give informal support to peer observation, coaching, and lesson study but do not always provide sufficient release time.	Adequate release time is provided for all instructional staff members to participate in frequent, well-planned peer observation, coaching, and lesson study.	Adequate release time is built into the school calendar for all instructional staff members to participate in frequent, well-planned peer observation, coaching, and lesson study.
	4K3. Peer observation and feedback	Teachers observe and are observed by peers infrequently or not at all.	Each teacher frequently observes and is observed by peers and engages in a structured process of feedback.	Each teacher and instructional paraprofessional frequently observes and is observed by peers and engages in a structured process of feedback.
4L. School administrators provide formal staff evaluations.	4L1. Quality of staff evaluations	School administrators sometimes do not conduct staff evaluations on a timely basis or do not include all components of the evaluation as prescribed by state law and district policy.	School administrators conduct staff evaluations on a timely basis as prescribed by state law and district policy.	School administrators conduct staff evaluations on a timely basis as prescribed by state law and district policy. The evaluations address school improvement goals, professional development, and student learning.

Effectiveness Indicator 4: School Leadership—Evidence and Commentary

The review team found that school leaders had just begun to work with the staff on developing a strategic plan. There was, as yet, no written plan. A comprehensive District Improvement Plan has been written, which included goals for HMS. However, responses to our question “What are the schoolwide improvement goals?” varied widely. Some staff members thought the goals were about reading and literacy, some thought they were about science, and some thought they were about math. Many thought the goal was to be respectful, responsible, and safe, but no one came up with the HMS improvement goals contained in the district plan. It would benefit the staff members, students, and community to have a collaboratively developed school strategic plan that includes a comprehensive data analysis; agreed-upon, well-communicated, and measurable goals; and an implementation plan, including an ongoing evaluation plan. (See recommendation #1.)

There are clear and shared high expectations for student and adult success among teachers, administrators, and staff members of HMS. This belief translates into every interaction we observed both in and out of class. HMS is a positive environment in which teachers acknowledge their responsibility for student learning. At HMS, 100% of teachers and 90% of classified staff members surveyed agreed with the statement “School administrators believe all students can do well in school.” This was echoed by students, 72% of whom agreed with the statement “The principal believes I can do well in school.” Eighty-nine percent (89%) of parents agreed with the statement “School administrators believe that my child can do well in school.” In the comments section of the survey, one parent wrote, “We love the school’s administration team and their firm, loving approach with the students—refreshing and rare.” Another parent wrote:

As a parent, it is our responsibility to train our children to be good students and model citizens in our community. We are thankful to say that Harrison MS has been thus far very instrumental and a positive influence in helping us achieve this goal. I applaud the principal for his interest in the students, not just by word but by deed. The teachers and staff also need to be commended—for on a daily basis they build up our children. Our society today presents many challenges for many, especially our young people. I just want to take the opportunity now to thank the teachers, the staff, and administrators for doing their part in providing a positive educational experience for my children.

As can be seen from the placements on the effectiveness continuum in Table 1, HMS excels in many areas of leadership, and one of the ways this is demonstrated is through a consistent focus on student learning. This is evidenced by the comments of one staff member who said, “The principal is unconditionally supportive of students; he knows every student by name.” Eighty-five percent (85%) of teachers and 80% of classified staff members surveyed agreed with the statement “School administrators see student learning as the number-one priority for the school.”

Another area in which HMS leadership is highly effective is in ensuring that sufficient resources are allocated to instruction. It was common to hear teachers say, “The superintendent asks if there is anything I need in order to be an effective teacher, and then I get what I ask for.” Several teachers said that there is nothing that they need that they don’t have. Considering the economic constraints public education has faced over the last several years, this is strong evidence of an unusually high degree of district support for the HMS instructional program.

As indicated on surveys and in focus groups, teachers (100%), classified staff members (90%), and parents (84%) agreed that the principal has high expectations of staff members. In surveys, 85% of teachers and 100% of classified staff members also agreed with the statement “School administrators convey a sense of confidence in the knowledge and skills of our staff members.” Parents echoed this belief.

Conflict can derail improvement efforts. Seventy-five percent (75%) of certificated staff members and 80% of classified staff members agreed with the statement “School administrators work to resolve conflicts between staff members.” Eighty percent (80%) of teachers and 70% of classified staff members agreed with the statement “School administrators defuse negative situations before they get out of hand.”

Shared leadership is foundational to effective schools. In interviews and focus groups, teachers commented that the principal looked “for ways to involve staff members in leadership roles,” and that there were opportunities for both teachers and classified staff members to “take on leadership responsibilities.” Classified staff members commented that they wished there were a way for them to take on more leadership responsibility. Noninstructional classified staff members felt that there was untapped potential among them in areas from safety issues to helping disengaged students reconnect with the school.

Staff members acknowledged the efforts of the principal to be available when needed. In surveys, 85% of certificated staff reported that the principal was accessible to staff.

Collaborative efforts in school improvement require integrity and trust among staff members and administrators. At HMS, 95% of teachers and 90% of classified staff members surveyed indicated that they believed that the principal and superintendent “demonstrate integrity and fairness in their dealings with staff members.”

The area of administrative support for peer observation, coaching, and lesson study was perceived less favorably. Only 15% of teachers agreed with the statement “Adequate release time is provided for me to participate in frequent, well-planned peer observation, coaching, and lesson study.”

Section III: Conclusions and Recommendations

In this section, we identify the school’s strengths and offer our recommendations. The recommendations focus on actions that have the promise to result in the greatest gains in student learning and achievement or that will need to be in place before other improvement efforts can be successfully undertaken.

Prior to the on-site portion of the review, the review team analyzed student achievement data and other documents. Following the 3-day on-site portion of the review, the team sifted through the data, reviewed evidence from interviews and observations, and followed up on data collection in the preparation of this report.

The meticulous evidence-gathering and -corroboration processes give us confidence in the validity of both the findings we reported in the previous section and the conclusions and recommendations we will offer in this section. We have made three recommendations for implementation by HMS and one recommendation for implementation by the Harrison School District.

(Note: The strengths and recommendations are derived from the full report on HMS, in which Effectiveness Indicators 1–5 and 7–8 were reviewed.)

Strengths Identified at Harrison Middle School

- Mathematics, reading, and science scores have improved over the last 3 years.
- The faculty genuinely cares about the kids.
- Faculty members trust one another and trust the school and district administration.
- Staff members appreciate and respect the community, and the parents respect and support the school, the teachers, and the administration.
- Administrators, faculty, and staff clearly believe that all students can learn to high levels.
- Students at HMS believe that the teachers care about them both as students and as individuals.
- Classified staff members perform at high levels. They are part of the team in every way.
- Administrators at HMS are supported by staff members, and staff members believe that HMS administrators empower and support them.
- The school provides double-dosing in mathematics and language arts for struggling students.
- Students know how to access extra help from teachers when they need it and feel teachers go out of their way to help them.
- A variety of programs are available to assist students needing additional help with schoolwork.
- The school provides a “tutoring bus” that makes it possible for students who take the bus to school to take advantage of the early-release Friday session.

- The school offers extracurricular programs, particularly sports, that provide a positive venue for kids.
- The building is open for children from 7:00 a.m. to 7:00 p.m. every day.
- Building-wide interruptions during instructional time are very rare.
- The building is well-kept and reflects pride of ownership.

Recommendations for Harrison Middle School

1. Design and implement a school strategic plan that is focused on student learning and includes the following components:
 - Review and analysis of student achievement and demographic data
 - Research-driven process of identifying problems and solutions
 - Communication with stakeholders in the decision-making process
 - An action plan describing the specific steps to be taken toward attainment of plan goals
 - Progress monitoring and adjustments when appropriate
2. Develop a research-based, integrated English/language arts program that includes the following components:
 - Direct and systematic instruction in reading for every emerging reader and nonreader
 - Professional development for all English/language arts, reading, and writing teachers in explicit and systematic instruction in reading. This includes instruction in phonemic awareness, phonics, fluency, guided oral reading, independent silent reading, vocabulary, and comprehension.
 - A communication plan to ensure that data on the reading level of every student are conveyed to all teachers and that every teacher has received the professional development necessary to use that information to differentiate instruction
 - Continuation of the double-period daily instruction in reading for those students whose reading levels are lagging behind expected levels
 - Selection and implementation of research-based intervention and enrichment reading programs
 - A procedure for determining which students should enter the intervention programs and when they should exit the program
 - Training for staff in the intervention and enrichment programs, including the use of diagnostic assessments to ensure student reading levels are increasing at expected rates
3. Redesign the student discipline system with a laserlike focus on providing an environment that is conducive to student learning. Make sure that the following conditions are in place:
 - The school discipline and behavior management system supports teaching and learning schoolwide.
 - The school discipline and behavior management system ensures the safety of staff and students.
 - School leaders take responsibility for dealing with serious infractions, and they hold teachers responsible for handling routine classroom discipline problems.

- There are high expectations for appropriate student behavior.
- The school discipline system minimizes the loss of instructional time.
- Teachers and administrators consistently cooperate in reporting and follow-through on student misconduct.

Recommendation for Harrison School District

1. Develop a research-based, K–12 coordinated grade-level curriculum that will provide the instructional program necessary to ensure academic growth and success for all students. Make sure that the following components are in place:
 - There is a written curriculum for each subject.
 - There is vertical alignment between grade levels, and there is a logical skills and process flow.
 - The written curriculum includes guidelines for instructional pacing.
 - The written curriculum is aligned to textbooks and other instructional materials.
 - The written curriculum identifies shared formal and informal assessments.
 - The written curriculum identifies enrichment and intervention materials.
 - There is a process to ensure that the written curriculum is the taught and tested curriculum.

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