

Chapter 4E – District Standards and Indicators - Curriculum, Instruction, and Assessment

The school and district system of supports align with the District Standards and Indicators and provide the structure needed to develop the policies, practices, and procedures to successfully implement MTSS.

There is fidelity of implementation based on a process for monitoring and evaluating the components of the tiered system. These components include the core curriculum, universal behavior supports, interventions and the work of the specialists, data collection and analysis, progress-monitoring, outreach to families, and effective staffing of problem-solving teams. The district has an established documented process for the regular and timely review and revision of curricula that is guided by: 1) the three Universal Design for Learning (UDL) principles (multiple means of representation, multiple means of action and expressions, and multiple means of engagement), 2) valid research, 3) the analysis of MCAS results and other assessments and 4) input from professional staff. Responsibilities of specific persons and their roles are clearly defined and there is a system for formative feedback and decision-making related to the tiered system of support.

The district and each of its schools have leadership that ensures the curriculum, instruction, and assessments are aligned vertically (between grades) and horizontally (across classrooms at the same grade level and across sections of the same course) and there is continuous collection and timely dissemination of data. The leadership is highly effective at analyzing and using data to drive decision making including prioritizing goals, maximizing effectiveness in allocating human and financial resources, and to initiate, modify, or discontinue programs and services.

District Standard:

Curriculum and Instruction: The curricula and instructional practices in the district are developed and implemented to attain high levels of achievement for all students. They are aligned with components of the state curriculum frameworks and revised to promote higher levels of student achievement.

Assessment: District and school leadership use student assessment results, local benchmarks, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: policy development and implementation, instructional programs, assessment practices, procedures, and supervision.



Condition for School Effectiveness

*III. **Aligned curriculum:** The school's taught curricula are aligned to state curriculum frameworks and the MCAS performance level descriptions, and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.*

*IV. **Effective instruction:** Instructional practices are based on evidence from a body of high quality research and on high expectations for all students and include use of appropriate research-based reading and mathematics programs; the school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.*

*V. **Student assessment:** The school uses a balanced system of formative and benchmark assessments.*

*VIII. **Tiered instruction and adequate learning time:** The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.*

