Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

STANDARDS AND RUBRICS
FOR SCHOOL IMPROVEMENT
2005 REVISED EDITION

ACKNOWLEDGEMENTS

CONTENTS

KEY TO READING AND UNDERSTANDING

(NOTE: Words which appear in **bold-face** type within the text are defined in the Glossary.)

Standard a **goal** statement that identifies a desired performance; represents the essential knowledge, **skills**, behaviors, and attitudes that must be demonstrated in order to be successful with a particular performance

Rubric an established set of parameters used for evaluating performance **standards**; typically consists of a set of explicit **criteria (indicators)** that define the desired performance, a fixed measurement scale (e. g., a 4-point scale) and performance descriptions for each criterion (**indicator**) at each point on the scale

Indicator an observable measure that clearly articulates one of the elements of the desired performance standard; one criterion that makes up a performance standard

Performance Levels a fixed measurement scale with detailed descriptions for each point on the scale to aid in distinguishing and/or discriminating performances of different quality

Supporting Evidence **data** and other kinds of compelling documentation that can be collected and used to substantiate a specific rating on a rubric

Data Sources refers to from where or from whom **data** might be collected, including students, teachers, principals, central office administrators, parents, and other community members; the origin of the **data** or documentation used to substantiate a specific rating on a rubric

OPERATIONAL GUIDELINES

(NOTE: Words which appear in **bold-face** type within the text are defined in the Glossary.)

This instrument is intended to help schools at all levels of performance assess the strengths and limitations of their instructional practices and organizational conditions. It serves three primary functions:
1. as a blueprint to communicate the high expectations of the Superintendent of Public Instruction for all Arizona schools;
2. as an internal self-assessment tool to be used by the educational community at the local level; and
3. as an external assessment tool to be used by ADE Solutions Teams.

It may also be used in other appropriate external assessment activities. The instrument is *not* intended to be used for staff **evaluation**. Instead, the focus is on assessing the effectiveness of the school for the purpose of sustained improvement in academic achievement.

The *Standards and Rubrics for School Improvement* is anchored in scientifically **research-based** principles and **indicators** that consistently distinguish top-performing schools. The **indicators** are defined within the following four **standards**:

Standard 1:   School and District Leadership
Standard 2:   **Curriculum**, Instruction, and **Professional Development**
Standard 3:   Classroom and School Assessments
Standard 4:   **School Culture**, Climate, and **Communication**

INSTRUCTIONS FOR USE

When a school engages in the process of assessing the strengths and limitations of its educational program, it is imperative to begin with an open mind, making no assumptions. Think of the process as an evidence-based inquiry, not an evaluation or rating. The end product is not a score, but the identification of current strengths and limitations -- based upon evidence -- that will serve as the foundation for a solid school improvement plan.

In order to use this instrument effectively, there must be an orientation to its design. It is divided into four sections, one for each of the **standards**. Each section begins with a set of Guiding Questions. Time spent reflecting upon, discussing and answering these questions will lead participants to a deeper understanding of the **standard** and the related **indicators** they are about to examine. Immediately following the Guiding Questions are the **rubrics** for that **standard**. The **standard** is stated at the top of every page, and then it is further clarified by a series of **indicators**. To the right of each **indicator** statement are four performance levels (rubric score points) that describe the level of development and/or implementation using the following score points and descriptions:

3	Exceeds the Standard	(Exemplary level of development and/or implementation)
2	Meets the Standard	(Fully functioning and operational level of implementation)
1	Approaches the Standard	(Limited development and/or partial implementation)
0	Falls Far Below the Standard	(Little or no evidence of development or implementation)

1. For each **indicator**, read the Level 3 description — *Exceeds*.

2. Under the heading *Data Source/Evidence,* list all known data sources that are relevant to that particular **indicator**. Then describe the evidence that can justify and document one of the ratings: Exceeds, Meets, Approaches, or Falls Far Below.

   Example:

   DATA SOURCE: Arizona School Improvement Plan (ASIP)

   EVIDENCE: There are mid-year and yearly evaluations of progress in meeting our school's performance goals, and the data are used to revise our ASIP.

   Please refer to Addendum 2 for more examples of research-supported, concrete, and tangible pictures of what would be going on in a school if it were actively and effectively addressing a particular **standard**.

INSTRUCTIONS FOR USE (Continued)

3. If there is insufficient evidence to support an *Exceeds* rating as described in Level 3, read the descriptions for Levels 2, 1, and 0 to determine which of these levels most accurately describes the current situation at the school.

4. Select the rating for the **indicator** by shading or circling the appropriate box in the **rubric**.

5. A Scoring Summary Sheet is provided at the end of each of the four **standard** sections. This allows all ratings for a **standard** to be recorded in one location.
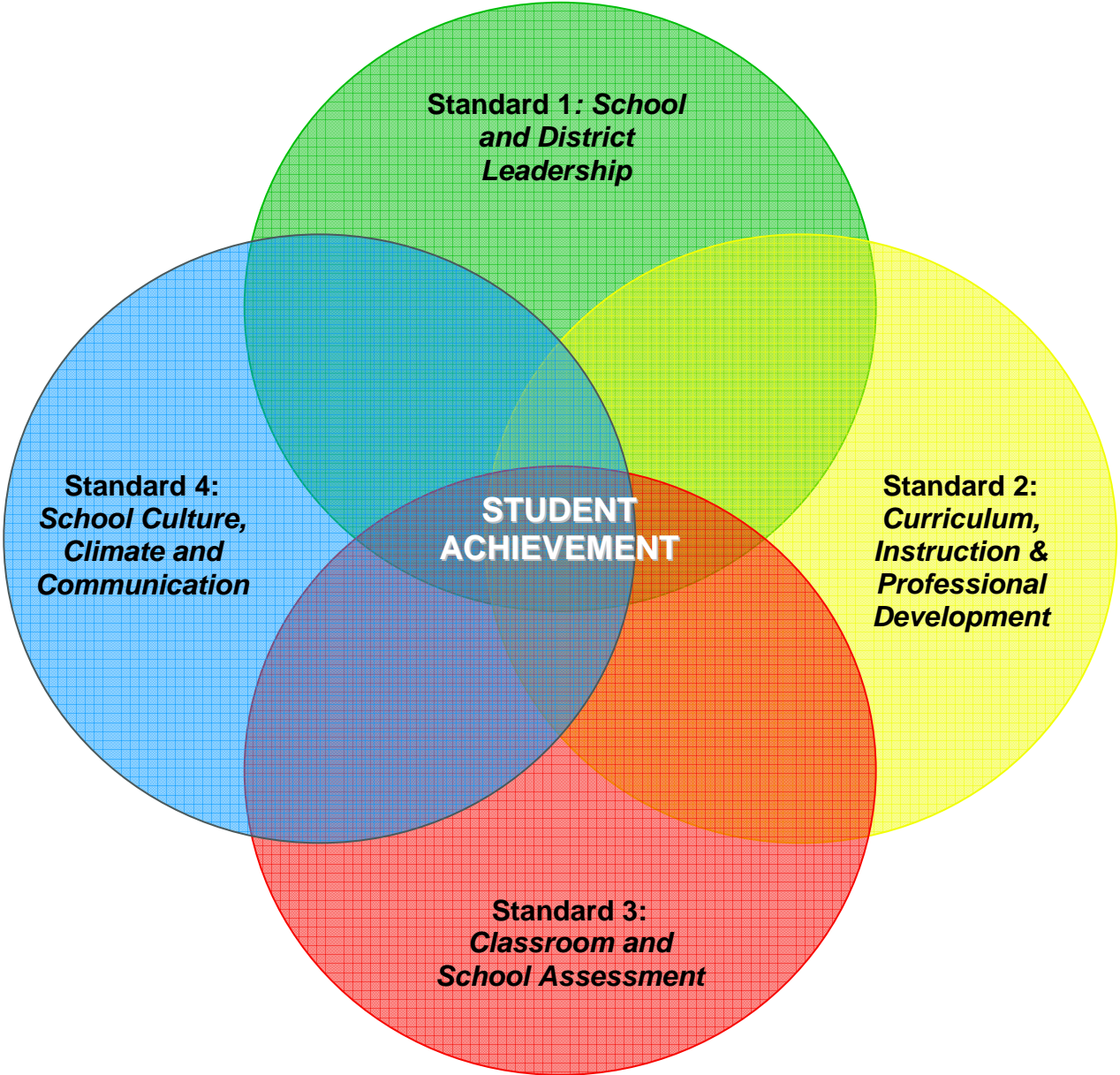
In order to produce valid and reliable results, involve as many members of the school community as possible. There are many ways to accomplish this. The following are suggestions to solicit input from the majority of stakeholders:

1. Begin by having the campus leadership team (e.g., principal, teacher leaders, district representatives, and other community **stakeholders**) carefully read and study the document. As a team, follow steps 1 - 5 (previously described). This process should require several meetings in order to reach consensus on the appropriate rating for each **indicator**. Consensus ratings should be based on **data** sources and collected evidence.

2. Next, one or two members of the leadership team lead a similar process with only one of the four **standards** and one quarter of the staff. The review/**evaluation** process is then conducted with all four **standards**.

3. The leadership team or an appointed subcommittee then reconciles the team's **evaluation** with the small groups' evaluations. Synthesized **evaluation results** are compiled and a final report is completed.

4. The final report is presented to the entire staff for their review and comments. Feedback is considered for possible revisions/edits.

The consensus document serves as the foundation for establishing a new school improvement plan, or for examining and revising an existing plan. This is an on-going, fluid document and process. As needs are identified and addressed, the *Standards and Rubrics for School Improvement* can be used periodically to gauge progress and lend momentum to continuous improvement.

For schools that are not required to have an Arizona School Improvement Plan, an Action Plan Template is included after Standard 4. The leadership team may find this a useful format to plan improvement activities after having used the *Standards and Rubrics for School Improvement.*

GRAPHIC OVERVIEW OF SYSTEMIC, SCHOOLWIDE IMPROVEMENT

Standard 1*: School and District Leadership*

Standard 2: *Curriculum, Instruction & Professional Development*

Standard 3: *Classroom and School Assessment*

Standard 4: *School Culture, Climate and Communication*

STUDENT ACHIEVEMENT

STANDARD 1 AT-A-GLANCE

Standard 1: SCHOOL AND DISTRICT LEADERSHIP
The district and school leadership focuses on improved student achievement.

Indicators

1.1	The district/charter holder commits administrative support and professional development to create a student-centered, teacher-led learning community.
1.2	District/charter holder leadership blends both expectations and support to ensure that systems (i.e., fiscal, curricular, instruction, effective practices, assessments) are aligned to goals that focus on student achievement.
1.3	Leadership (i.e., governing board, district administration, and principals) has led an inclusive process of developing a sustained and shared philosophy, vision and mission that promotes a culture of excellence.
1.4	Leadership is developed and involved at all stakeholder levels, with a strong emphasis on teacher leadership.
1.5	Leadership actively promotes ongoing, two-way communication among multiple stakeholder groups.
1.6	All administrators have growth plans focused on the development of effective leadership skills that include the elements of the *Standards and Rubrics for School Improvement*.
1.7	Leadership works to build coherency and alignment by "reculturing" around state and federal accountability systems.
1.8	District/school leadership systematically uses disaggregated data in planning for diverse student needs, and then communicates data analysis information to school staff.
1.9	Leadership ensures that all instructional staff receives appropriate curriculum and instructional materials and are provided with professional development/training necessary to effectively use curricular, instructional, and data resources relating to the Arizona Academic Standards.
1.10	Leadership ensures that time is allocated and protected to focus on curricular and instructional issues.
1.11	Leadership promotes and sustains continuous school improvement by allocating resources (e.g., fiscal, human, physical, time), monitoring progress and resource use, and providing organizational structure.
1.12	The school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance.
1.13	The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.

STANDARD 2 AT-A-GLANCE

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT
Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

Indicators

2.1	The school or district has developed an explicit, written curriculum that is aligned with Arizona Academic Standards.
2.2	A systematic process for monitoring, evaluating, and reviewing the curriculum is in place.
2.3	The curriculum expectations are communicated to all stakeholders.
2.4	A comprehensive curriculum and access to academic core standards are offered to all students.
2.5	The staff monitors and evaluates curriculum and instructional programs based on student results, and makes modifications as needed to ensure continuous school improvement.
2.6	Instructional planning links Arizona Academic Standards and aligns curriculum, instruction, practice, formative assessment, summative assessment, review/re-teaching and appropriate interventions to promote student achievement.
2.7	Instructional materials and resources are aligned to Arizona Academic Standards and performance objectives, and there is research-based evidence of their effectiveness.
2.8	Technology is integrated effectively into classroom instruction and is used as a teacher resource tool for instructional planning, instructional delivery, assessment, monitoring student progress, and communicating information.
2.9	Differentiated instruction (i.e., adjustment of concept, level of difficulty, strategy for instruction, amount of work, time allowed, product or performance that demonstrates learning) is used to meet the learning needs of all students.
2.10	A variety of scientifically research-based strategies and best or proven practices focused on increasing student achievement are used effectively in classroom.
2.11	The long-term professional growth of individual staff members is required and focuses directly on increasing student achievement.
2.12	Teachers and staff promote high expectations of students and recognize and accept their professional role in student success and failure.
2.13	Professional development is continuous and job-embedded.
2.14	The district/school provides a clearly defined evaluation process and focuses directly on increasing student achievement.
2.15	Teachers exhibit sufficient content knowledge to foster student learning.

STANDARD 3 AT-A-GLANCE

<u>**Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS**</u>
The district or school uses multiple standards-based assessments, strategies, and data to measure
and monitor student performance and to revise curriculum and instruction as needed.

Indicators

3.1	School leadership designs and implements an assessment system that supports the needs of all stakeholders (i.e., students, teachers, administrators, parents, governing board members, community members) when appropriate.
3.2	Multiple and varied assessments and evaluation strategies are used appropriately and effectively.
3.3	Teachers assess learning, formulate classroom benchmarks based on standards, and communicate the results to students and families with respect to students' abilities to meet Arizona Academic Standards.
3.4	School and classroom assessments are aligned to the Arizona Academic Standards and/or performance objectives.
3.5	Assessments are used to re-focus student learning on targets to enable them to meet/exceed standards.
3.6	Test scores are used to identify gaps in curriculum or between groups of students for instructional implications.
3.7	The district/school implements specific steps for monitoring and reporting student progress in learning the Arizona Academic Standards.
3.8	District/school leadership coordinates implementation of state-required assessment and accountability program.

STANDARD 4 AT-A-GLANCE

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION
*The school functions as an effective **learning community**, supports a climate conducive
to student achievement, and possesses an effective two-way **communication** system.*

Indicators

4.1	There is a shared philosophy of commitment, ownership, vision, mission and goals that promote a culture of excellence.
4.2	Facilities support a safe and orderly environment conducive to student learning.
4.3	There is policy, leadership, and staff support for an equitable code of discipline that supports students' understanding of rules, laws and expectations for responsible behavior that enables teaching and learning.
4.4	There is leadership, staff, student and community involvement in the development and implementation of safety plans that meet state requirements.
4.5	Teachers and staff build positive, nurturing relationships with students and work to improve student attendance, dropout rates, and graduation rates.
4.6	Student achievement is highly valued and publicly celebrated.
4.7	A healthy school culture promotes social skills, conflict management, and prevention programs so that students are prepared and ready to learn.
4.8	A culture of respect exists where relationships, trust, communication and collaboration are valued within the entire school community.
4.9	Change is accepted as a normal and positive process that leads to continuous district/school improvement.
4.10	All members of the school community are active partners in governance, and support and participate in school-wide improvement efforts.
4.11	Students are provided with a variety of learning opportunities within the normal school day; and may receive additional assistance beyond regular classroom instruction to support their academic learning.

GUIDING QUESTIONS FOR EXAMINING STANDARD 1

Time spent reflecting upon, discussing and answering these four questions will lead participants to a deeper understanding of the thirteen indicators they are about to examine under School and District Leadership.

SCHOOL AND DISTRICT LEADERSHIP
The district and school leadership focuses on improved student achievement.

1. **What is the specific evidence that our school and district leadership is committed to high student achievement?**

2. **How is our leadership inclusive of all members of the school community in developing a shared and sustained philosophy, vision, mission, and goals?**

3. **How does instructional decision making in our school and district utilize specific performance data and research?**

4. **How is our leadership creating the necessary structures and conditions that will ensure coherency and alignment in our instructional program?**

Standard 1: SCHOOL AND DISTRICT LEADERSHIP
The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OR PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 **Exceeds**	2 **Meets**	1 **Approaches**	0 **Falls Far Below**	
1.1 The district/charter holder commits administrative support and professional development to create a student-centered, teacher-led learning community.	A. Central and site leadership actively promote and provide supports through time and other **resources** to build and sustain a **learning community**.	A. Central and site leadership support the development of a **learning community**.	A. Central and site leadership understand the role of a **learning community**, but have yet to create systems to support its development.	A. Central and site leadership offer limited or no evidence that a **learning community** exist at the site.	
	B. Central and site leadership develops and promotes opportunities for training staff in the creation of structures that facilitates implementation of a **learning community**.	B. Central and site leadership develops a **framework** for staff to create and implement a **learning community**.	B. Central and site leadership provides little support in developing **framework**s to create and implement a **learning community**.	B. Central and site leadership indicates that no **framework** exists or is under development in creating a **learning community**.	
	C. Central and site leadership collaborates with staff to create varied, extensive and multiple opportunities for participation in a **learning community**. Input is highly valued and demonstrated through staff inclusion in the process and final products/**outcomes**.	C. Central and site leadership collaborates with staff to create varied opportunities for participation in a **learning community**. Input is valued as demonstrated through staff inclusion in the process and final products/**outcomes**.	C. Central and site leadership collaborates with staff to create minimal opportunities for participation in a **learning community**. Input is valued as demonstrated through staff inclusion in the process and some of the final products/**outcomes**.	C. Central and site leadership does not promote a **learning community** and/or one does not exist.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP
The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OR PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 **Exceeds**	**2** **Meets**	**1** **Approaches**	**0** **Falls Far Below**	
1.2 District/charter holder leadership blends both expectations and support to ensure that systems (i.e., fiscal, curricular, instruction, effective practices, assessments) are aligned to goals that focus on student achievement.	A. District/charter holder leadership actively and effectively works with the school site in aligning the external and internal systems with site **goals**. (i.e., *internal*: **needs assessment**, plans, student achievement **data**; and *external*: Solutions Teams Statement of Findings, NCA Accreditation, external evaluator review).	A. District/charter holder leadership actively works with the school site in aligning the external and internal systems with site **goals** (i.e., *internal*: **needs assessment**, plans, student achievement **data**; and *external*: Solutions Teams Statement of Findings, NCA Accreditation, external evaluator review).	A. District/charter holder leadership works with the school site in aligning some external and internal systems with site **goals**. (i.e., *internal*: **needs assessment**, plans, student achievement **data**; and *external*: Solutions Teams Statement of Findings, NCA Accreditation, external evaluator review).	A. District/charter holder leadership does not work with the school site in aligning the external and internal systems with site **goals**. (i.e., *internal*: **needs assessment**, plans, student achievement **data**; and *external*: Solutions Teams Statement of Findings, NCA Accreditation, external evaluator review).	
	B. District/charter holder leadership effectively promotes and provides an effective process for reflection and review of systems **alignment**.	B. District/charter holder leadership promotes and provides a process for reflection and review of systems **alignment**.	B. District/charter holder leadership provides a process for review of systems **alignment**.	B. District/charter holder leadership does not promote nor provide an effective process for reflection and review of systems **alignment**.	
	C. District/charter holder leadership has created a formal system of expectations and **accountability** with multiple and varied **indicators** to measure effectiveness.	C. District/charter holder leadership has created a system of expectations and **accountability** with **indicators** to measure effectiveness.	C. District/charter holder leadership has created an informal system of expectations and **accountability** with few **indicators** to measure effectiveness.	C. There is little or no evidence that the district/charter holder leadership has created any system of expectations and **accountability** to measure effectiveness.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP
The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OR PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 **Exceeds**	2 **Meets**	1 **Approaches**	0 **Falls Far Below**	
1.3 Leadership (i.e., governing board, district administration, and principals) has led an inclusive process of developing a sustained and shared philosophy, vision and mission that promotes a culture of excellence.	A. The leadership collaborates with the school and business community at large in the development and revision of the mission and belief statements that support the identified **vision**.	A. The leadership involves the **school community** in the development and revision of mission and belief statements that support the identified **vision**.	A. The leadership provides for limited input, mainly from the teaching staff, in the development of the mission and belief statements that support the identified **vision**.	A. The leadership does not show evidence of input in the development of the mission and belief statements that support the identified **vision**.	
	B. The leadership communicates the mission and belief statements to staff, students, families, and other **stakeholders** in multiple and varied ways.	B. The leadership communicates the mission and belief statements to all staff and students of the school in several ways.	B. The leadership communicates the mission and belief statements to staff of the school.	B. The leadership does not show evidence that the mission and belief statements have been communicated to staff.	
	C. The leadership focuses the staff and larger community on designing instructional programs that improve academic achievement and support the mission and belief statements.	C. The leadership focuses the staff on implementing the mission and belief statements in instructional programs for improving academic achievement.	C. The leadership occasionally refers to the mission and belief statements when addressing the planning of instructional programs.	C. The leadership does not show evidence that the mission and belief statements are considered when planning instructional programs.	
	D. The leadership focuses the staff and larger community to address diversity and target the needs of diverse students using researched, targeted, and differentiated strategies, programs and instructional materials.	D. The leadership focuses the staff and community to meet the needs of diverse students using researched and effective strategies, programs and instructional materials.	D. The leadership focuses the staff and community to somewhat address diversity and somewhat meet the needs of diverse students using appropriate strategies, programs and instructional materials.	D. The leadership focuses the staff and community to minimally address diversity. Little or no attention is given to address the needs of diverse students.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP
The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OR PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.3 Leadership (i.e., governing board, district administration, and principals) has led an inclusive process of developing a sustained and shared philosophy, vision and mission that promotes a culture of excellence.	E. The leadership focuses the staff and larger community to target, serve and exhaust all efforts to ensure responsibility for all students' teaching and learning.	E. The leadership focuses the staff and community to serve and ensure responsibility for all students' teaching and learning.	E. The leadership focuses the staff and community to somewhat meet and ensure responsibility for some students' teaching and learning.	E. The leadership focuses the staff and community to minimally ensure responsibility for all students' teaching and learning.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP
The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OR PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 **Exceeds**	**2** **Meets**	**1** **Approaches**	**0** **Falls Far Below**	
1.4 Leadership is developed and involved at all stakeholder levels, with a strong emphasis on teacher leadership.	A. Teachers serve in a variety of leadership capacities that significantly guide the school's instructional, programmatic, and fiscal operations.	A. Teachers serve in leadership capacities that guide the school's instructional, programmatic, and fiscal operations.	A. Teachers serve in leadership capacities that somewhat guide the school's instructional, programmatic, and/or fiscal operations.	A. There is little or no evidence that teachers serve in any type of leadership capacity that guides the school's instructional, programmatic, and/or fiscal operations.	
	B. Teachers clearly understand their leadership roles and responsibilities in the overall governance of the school. A specific or formal policy, procedure and/or planning document exists that outlines these roles/responsibilities.	B. Teachers understand their leadership roles and responsibilities in the overall governance of the school. A policy, procedure and/or planning document exists that outlines these roles/responsibilities.	B. Teachers have a limited understanding of their leadership roles and responsibilities in the overall governance of the school. A policy, procedure and/or planning document exists that outlines these roles/responsibilities	B. Teachers have little or no understanding of their leadership roles and responsibilities in the overall governance of the school. Roles and responsibilities are not defined.	
	C. There are multiple, effective, and formal structures in place for students, parents and community **stakeholders** to offer guidance in school operations.	C. There are effective structures in place for students, parents and community **stakeholders** to offer guidance in school operations.	C. Some structures are in place for students, parents and community **stakeholders** to offer guidance in school operations.	C. Little or no evidence exists that there are structures in place for students, parents and community **stakeholders** to offer guidance in school operations.	
	D. **Research-based** procedures concerning shared decision making are embedded and practiced consistently and effectively throughout the school.	D. **Research-based** procedures concerning shared decision making are embedded and practiced consistently throughout the school.	D. **Research-based** procedures concerning shared decision making are embedded and practiced throughout most of the school.	D. **Research-based** procedures concerning shared decision making are not practiced throughout the school.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP
The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OR PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.5 Leadership actively promotes ongoing, two-way communication among multiple stakeholder groups.	A. School and district leadership ensures all systems are in place for administrators, staff, parents, community **stakeholders** and students to actively engage and communicate with each other on a regular basis.	A. School and district leadership ensures most systems are in place for administrators, staff, parents, community **stakeholders** and students to engage and communicate with each other on a regular basis.	A. School and district leadership ensures some systems are in place for administrators, staff, parents, community **stakeholders** and students to engage and communicate with each other on a regular basis.	A. School and district leadership does not ensure systems are in place for administrators, staff, parents, community **stakeholders** and students to engage and communicate with each other on a regular basis.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP
The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 **Exceeds**	**2** **Meets**	**1** **Approaches**	**0** **Falls Far Below**	
1.6 All administrators have growth plans focused on the development of effective leadership skills that include the elements of the *Standards and Rubrics for School Improvement.*	A. The growth plans of all administrators focus on effective leadership **skills** designed to support student achievement. The growth plans are shared with appropriate stakeholders.	A. The growth plans of all administrators focus on effective leadership **skills** designed to support student achievement.	A. Administrators have growth plans, but plans only partially focus on leadership **skills** designed to promote student achievement.	A. Administrators' growth plans are not developed or are not focused on leadership **skills** designed to promote student achievement.	
	B. Growth plans are reviewed and revised by the district/charter administration biannually based on student achievement and consistently guide administrators in their selection of **professional development** activities.	B. Growth plans are reviewed and revised by the district/charter administration annually based on student achievement and consistently guide administrators in their selection of **professional development** activities.	B. Growth plans are reviewed, but limited attention is given to their relationship to improving student achievement, and/or they are not consistently used to guide administrators in their selection of **professional development** activities.	B. Growth plans are not regularly reviewed and revised, and/or are not used to guide administrators in their selection of **professional development** activities.	
	C. The administrative **evaluation** process is directly connected and aligned to the Arizona Administrator **Standards**.	C. The administrative **evaluation** process is somewhat connected to the Arizona Administrator **Standards**.	C. The administrative **evaluation** process shows little connection to the Arizona Administrator **Standards**.	C. The administrative **evaluation** process shows no connection to the Arizona Administrator **Standards**.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP
The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OR PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.7 Leadership works to build coherency and alignment by "reculturing" around state and federal accountability systems.	A. Leadership strategically and systematically aligns school programs and initiatives with state and federal **accountability** systems.	A. Leadership systematically aligns school programs and initiatives with state and federal **accountability** systems.	A. Leadership aligns most school programs and initiatives with state and federal **accountability** systems.	A. Leadership does not align school programs and initiatives with state and federal **accountability** systems.	
	B. Leadership promotes dialogue, shared norms and continuous opportunities to expand the knowledge base of all **stakeholders**.	B. Leadership promotes shared norms and opportunities to expand the knowledge base of all **stakeholders**.	B. Leadership supports opportunities to expand the knowledge base of all **stakeholders**.	B. Leadership does not support opportunities to expand the knowledge base of all **stakeholders**.	
	C. Leadership allocates time and **resources** for reflection and comparison on findings from internal and external reviews.	C. Leadership allocates time for reflection and comparison on findings from internal and external reviews.	C. Leadership allocates some time for reflection on findings from internal and external reviews.	C. Leadership does not allocate time for reflection on findings from internal and external reviews.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP
The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 **Exceeds**	**2** **Meets**	**1** **Approaches**	**0** **Falls Far Below**	
1.8 District/school leadership systematically uses disaggregated data in planning for diverse student needs, and then communicates data analysis information to school staff.	A. District/school leadership continuously analyzes available **data** comparing academic achievement with income level, race, and gender; information is shared with the community.	A. District/school leadership continuously analyzes available **data** comparing academic achievement with income level, race, and gender.	A. District/school leadership occasionally reviews **data** comparing academic achievement with income level, race, and gender.	A. District/school leadership does not analyze or review **data** comparing academic achievement with income level, race, and gender.	
	B. Analysis of disaggregated **data** for diverse populations is presented to school staff and **stakeholders**; **data** is used at both school and district levels in planning for improving student achievement.	B. Analysis of disaggregated **data** for diverse populations is presented to school staff; **data** is used at both school and district levels in planning for improving student achievement.	B. Analysis of disaggregated **data** is presented to staff infrequently and/or in a limited format.	B. Analysis of disaggregated **data** is not shared.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY
The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.9 Leadership ensures that all instructional staff receives appropriate curriculum and instructional materials and are provided with professional development/ training necessary to effectively use curricular, instructional, and data resources relating to the Arizona Academic Standards.	A. District/school leadership demonstrates extensive knowledge of the Arizona Academic **Standards** and the **standards**-based instructional process, and can provide extensive assistance and **resources** to staff in their use.	A. District/school leadership ensures that all teachers have access and are trained to implement the Arizona Academic **Standards** and the **standards**-based instructional process.	A. District/school leadership demonstrates knowledge of the Arizona Academic **Standards**, but does not have enough understanding of the **standards**-based instructional process to provide assistance and **resources** to staff. Staff members have limited access to the Arizona Academic **Standards** and related training.	A. District/school leadership is not informed about the Arizona Academic **Standards** and related curricular and **data resources,** and training is not provided to teachers.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY
The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.10 Leadership ensures that time is allocated and protected to focus on curricular and instructional issues.	A. Leadership monitors the use of time and gives teachers feedback on effective use of instructional time.	A. Leadership supports and assists staff to protect time as a valuable resource in providing quality instruction.	A. Leadership expects staff members to use time as an instructional resource, but time use is not monitored.	A. Leadership does not encourage staff to use time as an instructional resource.	
	B. Leadership encourages and assists all staff to use time to collaborate, research, plan, and reflect in order to enhance student learning.	B. Leadership encourages and assists staff to use time to collaborate and plan in order to support student learning.	B. Leadership encourages some staff members to collaborate and plan in order to support student learning.	B. Leadership does not encourage staff to use time to collaborate and plan.	
	C. Leadership and staff consistently focus on increasing the efficient use of instructional time to maximize student learning.	C. Staff makes efficient use of instructional time to maximize student learning.	C. Time is used efficiently in some classes and not in others, and there is little evidence that the use of time is an issue that is discussed among staff.	C. Instructional time is consistently used ineffectively.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY
The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.11 Leadership promotes and sustains continuous school improvement by allocating resources (e.g., fiscal, human, physical, time), monitoring progress and resource use, and providing organizational structure.	A. District/school leadership allocates and reallocates **resources** and finds additional **resources** as needed to support the mission, belief statements, and student learning in all areas.	A. District/school leadership allocates **resources** to support the mission, belief statements, and student learning.	A. District/school leadership allocates adequate **resources**, but allocation does not always support the mission, belief statements, and/or student learning.	A. District/school leadership does not allocate adequate **resources** to support the mission, belief statements, and/or student learning.	
	B. Leadership demonstrates managerial responsibility for budget monitoring and continuously seeks additional **resources** (e.g., grants) from outside sources.	B. Leadership demonstrates managerial responsibility for budget monitoring and occasionally seeks additional **resources** from outside sources.	B. Leadership demonstrates limited managerial responsibility for budget monitoring, and does not seek additional **resources** from outside sources.	B. Leadership does not show evidence of managerial responsibility for budget monitoring.	
	C. Leadership ensures that the building is appropriately and promptly maintained and provides a safe and equitable environment for both teachers and students.	C. Leadership works to ensure that the building is maintained and provides a safe and equitable environment for students.	C. Leadership monitors building maintenance but exercises only limited control.	C. Leadership shows limited awareness of building maintenance needs.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY
The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.12 The school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance.	A. There is an established, comprehensive budgeting process that addresses the use of fiscal **resources**, involves staff, and is communicated to relevant **stakeholders**.	A. There is an established budgeting process that involves staff for allocating and managing fiscal **resources**.	A. There is a budgeting process that addresses the use of fiscal **resources**, but staff is not involved.	A. There is little or no evidence of a comprehensive budgeting process that addresses the use of fiscal **resources**.	
	B. Appropriate **data** are included in the formalized process for budgeting decisions.	B. Appropriate **data** are consistently used in making budgeting decisions.	B. Appropriate **data** are sometimes used in making budgeting decisions, but their use is not ensured or consistent.	B. There is little evidence that appropriate **data** are considered in making budgeting decisions.	
	C. The district/school actively assists staff in acquiring **resources** from external sources (e.g., grants, instructional materials).	C. The district/school has an accessible process for supporting staff in acquiring **resources** from external sources (e.g., grants, instructional materials).	C. There is limited support for staff in acquiring **resources** from external sources (e.g., grants, instructional materials).	C. There is no process to support staff in acquiring **resources** from external sources (e.g., grants, instructional materials).	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY
The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 **Exceeds**	2 **Meets**	1 **Approaches**	0 **Falls Far Below**	
1.12 The school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance.	D. The district adheres to a timetable to ensure that schools are provided funding allocations in a timely manner.	D. The district provides schools with funding allocations in a timely manner.	D. The district provides schools with funding allocations in an inconsistent manner.	D. The district does not provide funds to the school in a timely manner.	
	E. Expenditures of discretionary funds support the mission of the school, relate directly to an identified school need, and are regularly monitored to ensure continued effectiveness.	E. Expenditures of discretionary funds support the mission of the school and relate directly to an identified school need.	E. Expenditures of discretionary funds inconsistently support the mission of the school and/or relate to an identified school need.	E. There is no process to ensure that expenditures of discretionary funds support the mission of the school and/or relate to an identified school need.	
	F. Categorical funding from state and federal program **resources** is allocated to support specific student needs, and its allocation is regularly monitored to ensure continued effectiveness.	F. Categorical funding from state and federal program **resources** is allocated to support specific student needs.	F. The match of categorical funding from state and federal program **resources** to specific student needs is inconsistent.	F. There is no formalized process for ensuring that categorical funding from state and federal program **resources** is allocated to best support specific student needs.	
	G. Expenditures from various sources are integrated, where possible, to maximize the effect on student achievement. Allocation is reviewed regularly.	G. Expenditures from various sources are integrated, where possible, in order to maximize the effect on student achievement.	G. Expenditures from various sources are inconsistently integrated.	G. There is no process in place to ensure that expenditures from various sources are integrated, where possible, to maximize the effect on student achievement.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY
The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.13 The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.	A. The school staff and all **stakeholders** recognize the principal as the instructional leader of the school and consistently seek his/her input on a variety of instructional issues.	A. The school staff recognizes the principal as the instructional leader of the school and seeks his/her input on instructional issues.	A. The principal wants to be an instructional leader, but the majority of staff does not seek his/her input on instructional issues.	A. The principal does not show evidence of instructional leadership and staff does not seek his/her input on instructional issues.	
	B. The principal engages students, staff, and other **stakeholders** in frequent conversations about student academic performance.	B. The principal leads staff in regular discussions about student academic performance.	B. The principal occasionally engages staff in discussions about student academic performance.	B. The principal rarely discusses student academic performance with staff.	
	C. Strategies to improve student academic performance are the focus of faculty meetings on a regular basis. Staff is encouraged to share research, instructional strategies, and learning experiences.	C. Strategies to improve student academic performance are often addressed at faculty meetings.	C. Strategies to improve student academic performance are mentioned at faculty meetings, but not in a focused, consistent manner.	C. Strategies to improve student academic performance are not addressed at faculty meetings.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY
The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.13 The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.	D. The principal regularly leads staff and other **stakeholders** in reviews of **curriculum** documents and assessment **results**. Implications for instructional planning are discussed.	D. The principal leads staff in **curriculum** review and discussion of assessment **results**.	D. The principal occasionally has staff review **curriculum** documents and assessment **results**.	D. The principal does not encourage staff to review **curriculum** documents and assessment **results**.	
	E. The principal is frequently a participant in classroom activities and provides input on the instructional strategies being used.	E. The principal is a frequent visitor in classrooms and provides input on the instructional strategies being used.	E. The principal visits the classrooms infrequently and/or offers little input about instructional strategies.	E. The principal visits the classrooms only for **evaluation** of professional staff.	
	F. The principal consistently provides a positive, supportive learning and working environment for both teachers and students.	F. The principal facilitates the creation of a positive learning environment for both teachers and students.	F. The principal attempts to create a positive learning environment for both teachers and students, but is not always successful.	F. The principal does not facilitate the creation of a positive learning environment for both teachers and students.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY
The district and school leadership focuses on improved student achievement.
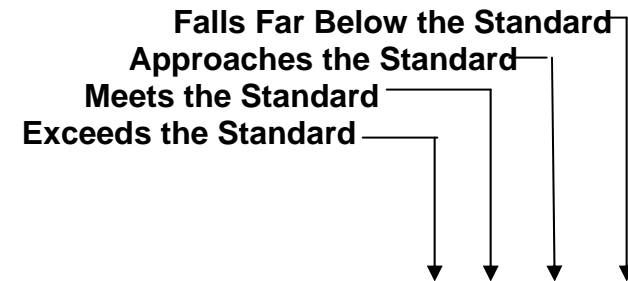
INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.13 The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.	G. The principal uses the teacher and staff **evaluation** processes to promote **professional development** and ensure both teacher quality and optimal educational opportunity for all students.	G. The principal consistently uses the teacher **evaluation** process to promote **professional development** and ensure teacher quality.	G. The principal is inconsistent in his/ her use of the teacher and staff **evaluation** process to promote **professional development** and increased student achievement.	G. The principal does not focus the teacher and/or staff evaluations on the promotion of **professional development** and student achievement.	
	H. The principal ensures that the instructional and organizational systems are regularly monitored and modified as needed to support student performance.	H. The principal ensures that the instructional and organizational systems are monitored and modified to support student performance.	H. The principal ensures that the instructional and organizational systems are monitored on an inconsistent basis.	H. The principal does not ensure that the instructional and organizational systems are monitored.	
	I. The principal ensures that intensive or strategic **intervention** programs for diverse learners are developed and include adequate, improved **curriculum**, instruction, and expanded time.	I. The principal ensures that intensive or strategic **intervention** programs for diverse learners are developed.	I. The principal ensures that **intervention** programs are developed to increase student achievement, but they are not differentiated and/or sufficiently intensive to be effective.	I. The principal does not ensure that efforts are made to develop targeted, differentiated **intervention** programs to increase instructional intensity.	

SCORING SUMMARY SHEET

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY
The district and school leadership focuses on improved student achievement.

Indicators

1.1	The district/charter holder commits administrative support and professional development to create a student- centered, teacher-led learning community.	③	②	①	⓪
1.2	District/charter holder leadership blends both expectations and support to ensure that systems (i.e., fiscal, curricular, instruction, effective practices, assessments) are aligned to goals that focus on student achievement.	③	②	①	⓪
1.3	Leadership (i.e., governing board, district administration, and principals) has led an inclusive process of developing a sustained and shared philosophy, vision and mission that promotes a culture of excellence.	③	②	①	⓪
1.4	Leadership is developed and involved at all stakeholder levels, with a strong emphasis on teacher leadership.	③	②	①	⓪
1.5	Leadership actively promotes ongoing, two-way communication among multiple stakeholder groups.	③	②	①	⓪
1.6	All administrators have growth plans focused on the development of effective leadership skills that include the elements of the *Standards and Rubrics for School Improvement*.	③	②	①	⓪
1.7	Leadership works to build coherency and alignment by "reculturing" around state and federal accountability systems.	③	②	①	⓪
1.8	District/school leadership systematically uses disaggregated data in planning for diverse student needs, and then communicates data analysis information to school staff.	③	②	①	⓪
1.9	Leadership ensures that all instructional staff receives appropriate curriculum and instructional materials and are provided with professional development/training necessary to effectively use curricular, instructional, and data resources relating to the Arizona Academic Standards.	③	②	①	⓪
1.10	Leadership ensures that time is allocated and protected to focus on curricular and instructional issues.	③	②	①	⓪
1.11	Leadership promotes and sustains continuous school improvement by allocating resources (e.g., fiscal, human, physical, time), monitoring progress and resource use, and providing organizational structure.	③	②	①	⓪
1.12	The school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance.	③	②	①	⓪
1.13	The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.	③	②	①	⓪

ANALYSIS OF RATINGS FOR STANDARD 1

Top 2-3 Strengths _____

Top 2-3 Limitations/Areas Needing Improvement _____

GUIDING QUESTIONS FOR EXAMINING STANDARD 2

Time spent reflecting upon, discussing and answering these four questions will lead participants to a deeper understanding of the fifteen indicators they are about to examine under Curriculum, Instruction, and Professional Development.

CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT
Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

1. **What is the specific evidence that our school and district have a written curriculum aligned with the Arizona Academic Standards and that there is a systematic process for monitoring, reviewing and evaluating the curriculum?**

2. **What is the overall quality of our instructional program in helping our students meet/exceed the State Standards?**

3. **What are the various professional development opportunities we offer our staff and how well are these opportunities targeted to their identified needs as well as being continuous and job-embedded?**

4. **How are the needs and performance of teachers evaluated relative to their effectiveness in producing student results?**

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT
Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.1 The school or district has developed an explicit, written curriculum that is aligned with Arizona Academic Standards.	A. The **Curriculum** and Instructional **Alignment** Declaration has been signed by all required parties (i.e., superintendent, principals, and governing board members) and submitted to ADE on time.	A. The **Curriculum** and Instructional **Alignment** Declaration has been signed by all required parties (i.e., superintendent, principals, and governing board members) and submitted to ADE on time.	A. The **Curriculum** and Instructional **Alignment** Declaration has been signed by some of the required parties and submitted to ADE.	A. The **Curriculum** and Instructional **Alignment** Declaration has not been signed or submitted to ADE.	
	B. Seven to nine content areas of the scope and sequence (including Language Arts, Science, and Mathematics) are aligned and coded using the Arizona Academic **Standards** coding system at the concept and performance objective levels.	B. Three to six of the nine content areas of the scope and sequence (including Language Arts, Science, and Mathematics) are aligned and coded using the Arizona Academic **Standards** coding system at the concept and performance objective levels.	B. The Reading, Writing, and Mathematics scope and sequence demonstrates some **alignment** to the Arizona Academic **Standards** concepts and performance objectives.	B. The Reading, Writing, and Mathematics scope and sequence demonstrates no **alignment** to the Arizona Academic **Standards** concepts and performance objectives.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.1 The school or district has developed an explicit, written curriculum that is aligned with Arizona Academic Standards.	C. Performance objectives in the scope and sequence have been broken down to include one clearly defined and measurable cognitive task each and a reporting system is in place.	C. Performance objectives in the scope and sequence have been broken down to include one clearly defined and measurable cognitive task each.	C. Performance objectives in the scope and sequence have been broken down to include one cognitive task each.	C. Performance objectives in the scope and sequence have not been broken down to include cognitive tasks.	
	D. All scope and sequence objectives are age and developmentally appropriate at each grade level.	D. Most scope and sequence objectives are age and developmentally appropriate at each grade level.	D. Some scope and sequence objectives are age and developmentally appropriate at each grade level.	D. Scope and sequence objectives are not age and developmentally appropriate at each grade level.	
	E. Scope and sequence demonstrates purposeful **spiraling** of content and **skills** throughout grade levels for seven to nine content areas (including Language Arts, Science, and Mathematics).	E. Scope and sequence demonstrates the **spiraling** of content and/or **skills** throughout each grade level for three to six content areas (including Language Arts, Science, and Mathematics).	E. Scope and sequence demonstrates some **spiraling** of content and/or **skills** in Reading, Writing, and Mathematics.	E. Scope and sequence does not demonstrate the **spiraling** of content or **skills**.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT
Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.2 A systematic process for monitoring, evaluating, and reviewing the curriculum is in place.	A. The school **curriculum** is monitored, evaluated, and revised annually based on multiple factors (e.g., local **curriculum**, state **standards**, national **standards**, student performance on state assessment, student academic needs defined from other sources).	A. The school **curriculum** is monitored, evaluated, and revised every two years based on several factors including student achievement on the Arizona Academic **Standards**.	A. The school **curriculum** is occasionally monitored and revised.	A. The school **curriculum** is not monitored or revised.	
2.3 The curriculum expectations are communicated to all stakeholders.	A. The school **curriculum** is communicated and disseminated to all staff, students, families, and major community representatives during the process of monitoring, evaluating, and review.	A. The school **curriculum** is communicated and disseminated to staff, students, families, and **stakeholders** during the process of monitoring, evaluating, and review.	A. The school **curriculum** is communicated and disseminated to instructional staff and students during the process of monitoring, evaluating, and review.	A. The school **curriculum** is not communicated or disseminated.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT
Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.4 A comprehensive curriculum and access to academic core standards are offered to all students.	A. The scope and sequence for grades K-3 Reading clearly defines and addresses all five components of Reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) reported by the National Reading Panel, 2000. **(Elementary schools only)**	A. The scope and sequence for grades K-3 Reading addresses all five components of Reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) reported by the National Reading Panel, 2000. **(Elementary schools only)**	A. The scope and sequence for grades K-3 Reading addresses some of the five components of Reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) reported by the National Reading Panel, 2000. **(Elementary schools only)**	A. The scope and sequence for grades K-3 Reading does not address the five components of Reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) reported by the National Reading Panel, 2000. **(Elementary schools only)**	
	B. The master schedule offers flexibility for all students to access any course/class. Information about all available classes is widely circulated and communicated to all students, families, and **stakeholders**.	B. The master schedule offers flexibility for all students to access any course/class.	B. The master schedule has flexibility; however, some students have limited access to some classes.	B. The master schedule establishes "tracks" for students that limit the available courses for many students.	
	C. Course offerings are sufficient for all students to have the opportunity to learn the Arizona Academic **Standards** concepts and performance objectives. A variety of academic supports are used as appropriate.	C. Course offerings are sufficient for all students to have the opportunity to learn the Arizona Academic **Standards** concepts and performance objectives.	C. Course offerings are sufficient for most students to have the opportunity to learn the Arizona Academic **Standards** concepts and performance objectives.	C. Course offerings are insufficient for significant numbers of students to have the opportunity to learn the Arizona Academic **Standards** concepts and performance objectives.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT
Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.5 The staff monitors and evaluates curriculum and instructional programs based on student results, and makes modifications as needed to ensure continuous school improvement.	A. The effectiveness of all programs is regularly monitored and evaluated, and modifications are made based upon **evaluation results**.	A. The effectiveness of all programs is regularly monitored and evaluated.	A. The effectiveness of all programs is inconsistently monitored and evaluated.	A. Programs are not monitored and evaluated.	
	B. Instruction and organizational systems are regularly monitored and modified as needed to support student performance using a wide variety of **data** gathered in the **evaluation** process.	B. Instruction and organizational systems are regularly monitored and modified as needed to support student performance.	B. Instruction and organizational systems are inconsistently monitored and modified as needed to support student performance.	B. Instruction and organizational systems are not regularly monitored or modified as needed to support student performance.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT
Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.6 Instructional planning links Arizona Academic Standards and aligns curriculum, instruction, practice, formative assessment, summative assessment, review/re-teaching and appropriate interventions to promote student achievement.	A. All instructional activities are aligned to instructional objectives and the Arizona Academic **Standards**.	A. Most instructional activities are aligned to instructional objectives and the Arizona Academic **Standards**.	A. Some instructional activities are aligned to instructional objectives and/or the Arizona Academic **Standards**.	A. Few, if any, instructional activities are aligned to instructional objectives or the Arizona Academic **Standards**.	
	B. All teachers consistently assign practice activities that are aligned with the concept and thinking level of the lesson objective(s).	B. Most teachers consistently assign practice activities that are aligned with the concept and thinking level of the lesson objective(s).	B. Some teachers assign practice activities that are aligned with the concept and thinking level of the lesson objective(s).	B. Few, if any, teachers assign practice activities that are aligned with the concept and thinking level of the lesson objective(s).	
	C. All teachers consistently use formative assessment **data** to determine correct level of difficulty for individual or group instruction.	C. Most teachers consistently use formative assessment **data** to determine correct level of difficulty for individual or group instruction.	C. Some teachers use formative assessment **data** to determine correct level of difficulty for individual or group instruction.	C. Few, if any, teachers use formative assessment **data** to determine correct level of difficulty for individual or group instruction.	
	D. All teachers consistently include review and re-teaching in instructional planning.	D. Most teachers consistently include review and re-teaching in instructional planning.	D. Some teachers include review and re-teaching in instructional planning	D. Few, if any, teachers include review and re-teaching in instructional planning.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT
Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.7 Instructional materials and resources are aligned to Arizona Academic Standards and performance objectives, and there is research-based evidence of their effectiveness.	A. All instructional materials are scientifically **research-based** and aligned with state **standards** and performance objectives.	A. Most instructional materials are scientifically **research-based** and aligned with state **standards** and performance objectives.	A. Some instructional materials are scientifically **research-based** and aligned with state **standards** and performance objectives.	A. Few, if any, instructional materials are scientifically **research-based** and aligned with state **standards** and performance objectives.	
	B. A balanced media center collection in a variety of formats supports and enriches the **curriculum**.	B. A balanced media center collection based on **curriculum** needs is available.	B. Limited instructional **resources** that are relevant, accurate, and current are provided in the media center.	B. Instructional **resources** to support the school's **curriculum** are not provided.	
	C. The media center provides a variety of materials that are current, developmentally appropriate, and meet the research and reading needs and interests of a diverse population.	C. The media center provides a variety of materials that are developmentally appropriate, current, and relevant to student needs.	C. The media center provides some print materials that are developmentally appropriate and meet some student needs.	C. There is no media center or library.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT
Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.8 Technology is integrated effectively into classroom instruction and is used as a teacher resource tool for instructional planning, instructional delivery, assessment, monitoring student progress, and communicating information.	A. Teachers consistently incorporate technology as an integral part of instruction.	A. Teachers consistently incorporate technology in instruction.	A. Teachers occasionally incorporate technology in instruction.	A. Teachers rarely incorporate technology in instruction.	
	B. All teachers use technology as a productivity tool for planning, instructional delivery, record keeping, and **communication**.	B. Most teachers use technology as a productivity tool for planning, instructional delivery, record keeping, and **communication**.	B. Some teachers use technology as a productivity tool for planning, instructional delivery, record keeping, and **communication**.	B. Few, if any, teachers use technology as a productivity tool for planning, instructional delivery, record keeping, and **communication**.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 **Exceeds**	**2** **Meets**	**1** **Approaches**	**0** **Falls Far Below**	
2.9 Differentiated instruction (i.e., adjustment of concept, level of difficulty, strategy for instruction, amount of work, time allowed, product or performance that demonstrates learning) is used to meet the learning needs of all students.	A. All teachers consistently use pre-assessment as a basis for differentiation of instruction in all content areas.	A. Most teachers use pre-assessment as a basis for differentiation of instruction in Reading, Writing, and Mathematics.	A. Some teachers occasionally use pre-assessment as a basis for differentiation of instruction.	A. Few, if any teachers use pre-assessment as a basis for differentiation of instruction.	
	B. Differentiation of instruction is observable in all classrooms.	B. Differentiation of instruction is observable in a majority of the classrooms.	B. Differentiation of instruction is observable in some classrooms.	B. Differentiation of instruction is observable in few, if any, classrooms.	
	C. Classroom observations indicate a well-planned blend of whole group, small group, and individual instruction.	C. Classroom observations indicate an adequate mix of whole group, small group, and individual instruction.	C. Classroom observations indicate occasional variation in grouping strategies.	C. Classroom observations indicate no variation in grouping strategies.	
	D. All teachers consistently perform error analyses of their students' **summative assessments** and use the **results** as a basis for re-teaching in all content areas.	D. Most teachers perform error analyses of their students' **summative assessments** and use the **results** as a basis for re-teaching in Reading, Writing, and Mathematics.	D. Some teachers occasionally perform error analyses of their students' **summative assessments** as a basis for re-teaching.	D. Few, if any, teachers perform error analyses of their students' **summative assessments** as a basis for re-teaching.	
	E. Targeted re-teaching of objectives is occurring in all content areas in all classrooms.	E. Targeted re-teaching of objectives is occurring in Reading, Writing, and Mathematics in a majority of classrooms.	E. Targeted re-teaching of objectives is occurring in some classrooms.	E. Targeted re-teaching of objectives is occurring in few, if any, classrooms.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT
Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.10 A variety of scientifically research-based strategies and best or proven practices focused on increasing student achievement are used effectively in classroom instruction.	A. Classroom observations indicate targeted use of a wide variety of scientifically **research-based** instructional strategies.	A. Classroom observations indicate consistent use of several scientifically **research-based** instructional strategies.	A. Classroom observations indicate inconsistent use of scientifically **research-based** instructional strategies.	A. Classroom observations indicate no evidence of scientifically **research-based** instructional strategies.	
	B. All students appear to be actively engaged in learning.	B. A majority of students appear to be actively engaged in learning.	B. Some students appear to be actively engaged in learning.	B. Few students appear to be actively engaged in learning.	
	C. All students have instructional opportunities to connect and apply their learning to real-life experiences.	C. All students have instructional opportunities to connect their learning to real-life experiences.	C. Some students have instructional opportunities to connect their learning to real-life experiences.	C. Students have few, if any, instructional opportunities to connect their learning to real-life experiences.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT
Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.11 The long-term professional growth of individual staff members is required and focuses directly on increasing student achievement.	A. The district/school has developed a long-term plan for continuous support of professional growth needs. The plan is evaluated for effectiveness and revised as needed.	A. The district/school has developed a long-term plan for continuous support of professional growth needs.	A. The district/school has developed a plan for professional growth needs, but support is limited.	A. The district/school has not developed a plan for professional growth needs.	
	B. The district/school regularly monitors and evaluates the **professional development** plan to provide evidence of its impact on teacher practice and student achievement.	B. The district/school regularly evaluates the **professional development** plan to provide evidence of its impact on teacher practice and student achievement.	B. The district/school occasionally evaluates the **professional development** plan to provide evidence of its impact on teacher practice and student achievement.	B. The district/school does not evaluate the **professional development** plan to provide evidence of its impact on teacher practice and student achievement.	
	C. **Professional development** plans correlate with both national **standards** and the Arizona Professional Teacher **Standards**.	C. **Professional development** plans correlate with the Arizona Professional Teacher **Standards**.	C. **Professional development** plans show some correlation with the Arizona Professional Teacher **Standards**.	C. **Professional development** plans show little or no correlation with the Arizona Professional Teacher **Standards**.	
	D. **Professional development** opportunities model scientifically **research-based** teaching strategies to support student learning. Classroom practice of the strategies is supported.	D. **Professional development** opportunities model scientifically **research-based** teaching strategies to support student learning.	D. **Professional development** opportunities promote scientifically **research-based** teaching strategies.	D. **Professional development** opportunities do not promote scientifically **research-based** strategies.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT
Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.12 Teachers and staff promote high expectations of students and recognize and accept their professional role in student success and failure.	A. All teachers consistently go beyond required **professional development** to enhance their teaching **skills** and as a **result** there is evidence of improved student achievement.	A. A majority of teachers consistently go beyond required **professional development** to enhance their teaching **skills** and as a **result** there is evidence of improved student achievement.	A. Some teachers go beyond required **professional development** to enhance their teaching **skills** and as a **result** there is some evidence of improved student achievement.	A. There is little evidence that teachers go beyond required **professional development** to enhance their teaching **skills** and there is no evidence of improved student achievement.	
	B. All teachers reflect on their classroom practices and student achievement in an effort to improve their effectiveness through regularly scheduled times for individual and group reflection.	B. All teachers reflect on their classroom practices and student achievement in an effort to improve their effectiveness.	B. Some teachers reflect on their classroom practices and student achievement in an effort to improve their effectiveness.	B. There is little evidence that teachers reflect on their classroom practices and student achievement in an effort to improve their effectiveness.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT
Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.13 Professional development is continuous and job-embedded.	A. All teachers participate in job-embedded **professional development** to update their content knowledge and professional practices that are scientifically **research-based**.	A. A majority of teachers participate in job-embedded **professional development** to update their content knowledge and professional practices that are scientifically **research-based**.	A. Some teachers participate in job-embedded **professional development** to update their content knowledge and professional practices that are scientifically **research-based**.	A. Teachers rarely participate in job-embedded **professional development** to update their content knowledge and professional practices that are scientifically **research-based**.	
	B. **Professional development** time is consistently provided (i.e., daily or weekly) for colleagues to collaborate in order to evaluate **resources**, analyze **data**, and study research.	B. **Professional development** time is regularly provided (i.e., bi-weekly) for colleagues to collaborate in order to review **resources** and study research.	B. **Professional development** opportunities are occasionally provided (i.e., once per month) to collaborate, but the focus is unclear.	B. **Professional development** time is not provided for collaboration.	
	C. Teachers who have expertise in content or pedagogy mentor other teachers on a regular basis.	C. Teachers who have expertise in content and pedagogy regularly share information, experiences and/or knowledge with other teachers.	C. Teachers who have expertise in content or pedagogy occasionally share information, experiences, and/or knowledge with other teachers.	C. Teachers who have expertise in content or pedagogy do not share information, experiences, and/or knowledge with other teachers.	

43

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT
Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.14 The district/school provides a clearly defined evaluation process and focuses directly on increasing student achievement.	A. There are comprehensive, written policies and procedures regarding the **evaluation** of all personnel. The policies and procedures are reviewed regularly for possible revisions.	A. There are written policies and procedures regarding the **evaluation** of all personnel	A. There are written policies regarding **evaluation** of personnel, but the procedures are not clearly defined.	A. There are no written policies regarding personnel **evaluation**, or they are incomplete or inappropriate.	
	B. The **evaluation** process is directly connected and aligned to the Arizona and National Administrator or Professional Teacher **Standards**.	B. The **evaluation** process is connected to the Arizona Professional Teacher **Standards**.	B. The **evaluation** process has some connection to the Arizona Professional Teacher **Standards**.	B. The **evaluation** process has little or no connection to the Arizona Professional Teacher **Standards**.	
	C. The **evaluation** process is directly connected to the **goals** for improving student learning. Specific areas for individual improvement are targeted.	C. The **evaluation** process is directly connected to the **goals** for improving student learning.	C. The **evaluation** process has some connections to the **goals** for student learning.	C. The **evaluation** process is not connected to the **goals** for student learning.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.
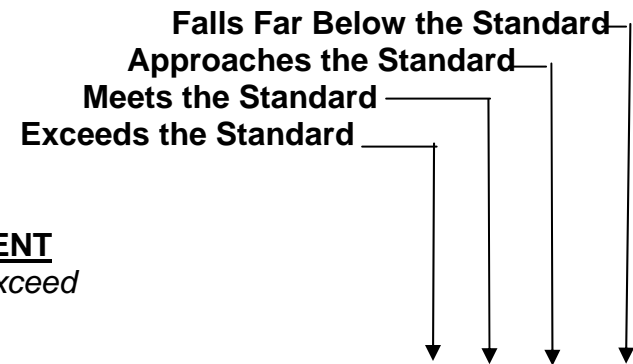
INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 **Exceeds**	**2** **Meets**	**1** **Approaches**	**0** **Falls Far Below**	
2.15 Teachers exhibit sufficient content knowledge to foster student learning.	A. All teachers are certified and are Highly Qualified to teach in their assigned areas and/or grade levels. In addition, there is documentation to demonstrate effective recruitment procedures for hiring Highly Qualified Teachers.	A. All teachers are Highly Qualified and/or certified to teach in their assigned areas and/or grade levels.	A. Some teachers are Highly Qualified and/or certified to teach in their assigned areas and/or grade levels.	A. Few, if any, teachers are Highly Qualified and/or certified to teach in their assigned areas and/or grade levels.	

SCORING SUMMARY SHEET

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

*Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic **Standards**.*

Indicators

2.1	The school or district has developed an explicit, written curriculum that is aligned with Arizona Academic Standards.	③	②	①	⓪
2.2	A systematic process for monitoring, evaluating, and reviewing the curriculum is in place.	③	②	①	⓪
2.3	The curriculum expectations are communicated to all stakeholders.	③	②	①	⓪
2.4	A comprehensive curriculum and access to academic core standards are offered to all students.	③	②	①	⓪
2.5	The staff monitors and evaluates curriculum and instructional programs based on student results, and makes modifications as needed to ensure continuous school improvement.	③	②	①	⓪
2.6	Instructional planning links Arizona Academic Standards and aligns curriculum, instruction, practice, formative assessment, summative assessment, review/re-teaching and appropriate interventions to promote student achievement.	③	②	①	⓪
2.7	Instructional materials and resources are aligned to Arizona Academic Standards and performance objectives, and there is research-based evidence of their effectiveness.	③	②	①	⓪
2.8	Technology is integrated effectively into classroom instruction and is used as a teacher resource tool for instructional planning, instructional delivery, assessment, monitoring student progress, and communicating information.	③	②	①	⓪
2.9	Differentiated instruction (i.e., adjustment of concept, level of difficulty, strategy for instruction, amount of work, time allowed, product or performance that demonstrates learning) is used to meet the learning needs of all students.	③	②	①	⓪
2.10	A variety of scientifically research-based strategies and best or proven practices focused on increasing student achievement are used effectively in classroom.	③	②	①	⓪
2.11	The long-term professional growth of individual staff members is required and focuses directly on increasing student achievement.	③	②	①	⓪
2.12	Teachers and staff promote high expectations of students and recognize and accept their professional role in student success and failure.	③	②	①	⓪
2.13	Professional development is continuous and job-embedded.	③	②	①	⓪
2.14	The district/school provides a clearly defined evaluation process and focuses directly on increasing student achievement.	③	②	①	⓪
2.15	Teachers exhibit sufficient content knowledge to foster student learning.	③	②	①	⓪

ANALYSIS OF RATINGS FOR STANDARD 2

Top 2-3 Strengths _____

Top 2-3 Limitations/Areas Needing Improvement _____

GUIDING QUESTIONS FOR EXAMINING STANDARD 3

Time spent reflecting upon, discussing and answering these four questions will lead participants to a deeper understanding of the eight indicators they are about to examine under Classroom and School Assessments.

CLASSROOM AND SCHOOL ASSESSMENTS
The district or school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

1. **What is the specific evidence that our school and district use multiple standards-based assessments, strategies and data to monitor and measure student performance and revise the curriculum and instruction as needed?**

2. **How does our school and district collect, disaggregate, and analyze both formative and summative achievement data to make informed decisions for all student populations?**

3. **How effectively are our school and district communicating to all stakeholders the specifics of our accountability plan based on state and federal requirements?**

4. **What specific assessments have our school and district selected and/or created that generate compelling evidence of student achievement over time?**

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS
The district or school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 **Exceeds**	2 **Meets**	1 **Approaches**	0 **Falls Far Below**	
3.1 School leadership designs and implements an assessment system that supports the needs of all stakeholders (i.e., students, teachers, administrators, parents, governing board members, community members) when appropriate.	A. An effective and functional system exists for the collection and dissemination of multiple assessment **results** at all levels.	A. A functional system exists for the collection and dissemination of assessment **results** at all levels.	A. A functional system exists for the collection and dissemination of assessment **results**.	A. There is little or no evidence that a functional system exists for the collection and dissemination of assessment **results**.	
	B. A variety of assessment **results** are disseminated in a timely, clear, understandable, and user-friendly manner to all **stakeholders** through a variety of methods and media.	B. A variety of assessment **results** are disseminated in a clear and understandable manner to all **stakeholders** through a variety of ways.	B. Assessment **results** are disseminated in an understandable manner to some **stakeholders**.	B. There is little or no evidence that assessment **results** are disseminated to **stakeholders**.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The district or school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.2 Multiple and varied assessments and evaluation strategies are used appropriately and effectively.	A. Teachers routinely collaborate to design **formative assessments** that are aligned to **standards**/performance objectives and retain a consistent depth of knowledge.	A. Teachers routinely collaborate to design **formative assessments** that are aligned to performance objectives.	A. Teachers occasionally collaborate to design **formative assessments**.	A. Teachers do not collaborate to design **formative assessments**.	
	B. **Evaluation** of student performance is based on multiple and varied sources of **summative assessment data** (e.g., local criterion-referenced tests, **performance assessment**, classroom summative assessments, final projects, AIMS/DPA and Terra Nova).	B. **Evaluation** of student performance is based on multiple sources of **summative assessment data** (e.g., local criterion-referenced tests, classroom summative assessments, AIMS/DPA and Terra Nova).	B. **Evaluation** of student performance is based on similar sources of **summative assessment data**.	B. **Evaluation** of student performance is based on a single source of **summative assessment data**.	
	C. A combination of **formative** and **summative** classroom assessments is used systematically to monitor student progress and guide instruction.	C. A combination of **formative** and **summative** classroom assessments is used to monitor student progress.	C. A combination of **formative** and **summative** classroom assessments is used.	C. A combination of **formative** and **summative** classroom assessments is not used.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS
The district or school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 **Exceeds**	2 **Meets**	1 **Approaches**	0 **Falls Far Below**	
3.3 Teachers assess learning, formulate classroom benchmarks based on standards, and communicate the results to students and families with respect to students' abilities to meet Arizona Academic Standards.	A. Teachers use multiple and varied measures of **formative** and **summative assessments** aligned to strands, concepts, performance objectives, and instruction.	A. Teachers use varied **formative** and **summative assessments** aligned to strands, concepts, performance objectives, and instruction.	A. Teachers use a single type of **summative assessment** aligned to concepts and performance objectives.	A. Teachers do not use **assessments** that are aligned to concepts and performance objectives.	
	B. Teachers maintain comprehensive records of student products and performances and use both to guide instructional decisions.	B. Teachers maintain adequate records of student work and performance and use both to guide instructional decisions.	B. Teachers maintain adequate records of student work or performance but do not use either to guide instructional decisions.	B. Teachers do not maintain adequate records of student work or performance to guide instructional decisions.	
	C. Teachers employ structured and focused pre- and post-assessments to guide instruction in content and delivery for a specific concept and/or performance objective.	C. Teachers employ pre- and post-assessments to guide instruction in content and delivery for a specific concept and/or performance objective.	C. Teachers sometimes employ pre-or post-assessments to guide instruction.	C. There is little or no evidence that teachers employ pre- or post-assessments to guide instruction.	
	D. Teachers use multiple ways to communicate **results** to students and families concerning students' abilities to meet Arizona Academic **Standards**.	D. Teachers communicate **results** to students and families concerning students' abilities to meet Arizona Academic **Standards**.	D. Teachers inconsistently communicate **results** to students and families concerning students' abilities to meet Arizona Academic **Standards**.	D. Teachers do not communicate **results** to students and families concerning students' abilities to meet Arizona Academic **Standards**.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The district or school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 **Exceeds**	2 **Meets**	1 **Approaches**	0 **Falls Far Below**	
3.4 School and classroom assessments are aligned to the Arizona Academic Standards and/or performance objectives.	A. **Summative assessments** and criterion-referenced tests are aligned in content and difficulty to the Arizona Academic **Standards** concepts and/or performance objectives in seven to nine content areas, including Language Arts, Science, and Mathematics.	A. **Summative assessments** and criterion-referenced tests are aligned in content and difficulty to the Arizona Academic **Standards** concepts and/or performance objectives in three to six content areas, including Language Arts, Science, and Mathematics.	A. **Summative assessments** and criterion-referenced tests are aligned in content and difficulty to the Arizona Academic **Standards** concepts and/or performance objectives in Reading, Writing, and Mathematics.	A. **Summative assessments** and local criterion-referenced tests are not aligned in content and difficulty to the Arizona Academic **Standards** concepts or performance objectives.	
	B. All **summative assessments** and criterion-referenced tests are coded using the Arizona Academic **Standards** coding system.	B. Many **summative assessments** and criterion-referenced tests are coded using the Arizona Academic **Standards** coding system.	B. Some **summative assessments** and criterion-referenced tests are coded using the Arizona Academic **Standards** coding system.	B. Summative assessments and criterion-referenced tests are not coded using the Arizona Academic **Standards** coding system.	
	C. A variety of **formative assessments** used are on-going, diagnostic to guide instruction, and measure growth over time. Samples of student work demonstrate mastery of **standards** over time.	C. **Formative assessments** used are on-going, diagnostic to guide instruction, and measure growth over time. Samples of student work demonstrate **proficiency** of **standards** over time.	C. **Formative assessments** used are diagnostic, and measure growth.	C. There is little or no evidence that **formative assessments** exist or are used.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The district or school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.4 School and classroom assessments are aligned to the Arizona Academic Standards and/or performance objectives.	D. All **summative assessments** include a rubric/scoring guide for constructed response, performance response, observation, or portfolio.	D. Most **summative assessments** include a rubric/scoring guide for constructed response, performance response, observation, or portfolio.	D. Some **summative assessments** include a rubric/scoring guide for constructed response, performance response, observation, or portfolio.	D. **Summative assessments** do not include a rubric/scoring guide for constructed response, performance response, observation, or portfolio.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS
The district or school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.5 Assessments are used to re-focus student learning on targets to enable them to meet/exceed standards.	A. Strategies for improving performance are identified and models of actual student performance (exemplars) are used to clarify the task and to distinguish levels of performance.	A. Models of actual student performance (exemplars) are consistently used to clarify the task and distinguish levels of performance.	A. Models of actual student performance (exemplars) are occasionally used to clarify the task, but the distinction between levels of performance is not clear.	A. Models of actual student performance (exemplars) are not used to clarify the task or to distinguish levels of performance.	
	B. **Rubrics**/scoring guides are developed by teachers and students collaboratively prior to the assignment or assessment and are posted or provided to students.	B. **Rubrics**/scoring guides are developed by teachers and shared with students prior to the assignment or assessment and are posted or provided to students.	B. **Rubrics**/scoring guides are developed and used by teachers but seldom shared with students prior to the assignment or assessment.	B **Rubrics**/scoring guides are not shared with students prior to the assignment or assessment.	
	C. The teacher engages students in a variety of self-assessment activities to identify areas for improvement and modify their performance.	C. The teacher engages students in self-assessment activities to identify areas for improvement.	C. The teacher promotes student self-assessment.	C. The teacher does not promote student self-assessment.	
	D. Students receive timely, meaningful feedback on their performances and use the feedback to strengthen their next performance.	D. Students receive timely, meaningful feedback on their performances.	D. Students receive limited feedback on their performances.	D. Students receive no meaningful feedback on their performances.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS
The district or school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.6 Test scores are used to identify gaps in curriculum or between groups of students for instructional implications.	A. Test **data** are consistently analyzed and used to modify **curriculum** and/or instructional practices.	A. Test **data** are periodically analyzed and used to modify **curriculum** and/or instructional practices.	A. Test **data** are analyzed, but analysis does not result in modifications to **curriculum** and/or instructional practices.	A. Test **data** are not analyzed.	
	B. The school staff and administrators consistently review test **data** disaggregated by student sub-groups to identify and address gaps in achievement.	B. The school staff periodically reviews test **data** disaggregated by student sub-groups to identify and address gaps in achievement.	B. The school staff occasionally reviews test **data** disaggregated by student sub-groups.	B. The school staff does not review disaggregated test **data**.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS
The district or school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 **Exceeds**	**2** **Meets**	**1** **Approaches**	**0** **Falls Far Below**	
3.7 The district/school implements specific steps for monitoring and reporting student progress in learning the Arizona Academic Standards.	A. The school outlines specific steps for monitoring, evaluating, and reporting student progress with timelines and **benchmarks**.	A. The school outlines specific steps for monitoring and evaluating student progress.	A. The school provides some guidelines for monitoring and evaluating student progress.	A. The school does not provide guidance for monitoring and evaluating student progress.	
	B. Student progress reports are sent home frequently and provide information regarding how well the student is achieving on the F.A.M.E. scale (Falls Far Below the Standard, Approaches the Standard, Meets the Standard, Exceeds the Standard) for each Arizona concept/performance objective.	B. Student progress reports are sent home regularly and provide information regarding how well the student is achieving on each Arizona concept/performance objective.	B. Student progress reports are sent home but provide little or no information regarding how well the student is achieving on Arizona concept/performance objectives.	B. Student progress reports are not sent home.	
	C. Diagnostic and criterion-referenced test **results** in non-AIMS grade levels are regularly reported to students, families, and **stakeholders**.	C. Diagnostic or criterion-referenced test **results** in non-AIMS grade levels are reported to students, families, and **stakeholders**.	C. Assessment **results** in non-AIMS grade levels are periodically reported to students, families, and **stakeholders**.	C. Assessment **results** in non-AIMS grade levels are not reported to students, families, or **stakeholders**.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS
The district or school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.8 District/school leadership coordinates implementation of state-required assessment and accountability program.	A. The district/school provides information to teachers, staff, students, families, and community members detailing the purposes and benefits of the assessment and accountability program.	A. The district/school provides information to teachers, staff, students, families, and community members detailing the purposes of assessment.	A. The district/school provides partial information about the assessment and **accountability** program.	A. The district/school does not provide details about the assessment and **accountability** program.	
	B. The district/school provides facilitated training to all instructional staff on assessment implementation (e.g., AIMS/DPA and Terra Nova).	B. The district/school provides training for teachers and administrators on assessment implementation (e.g., AIMS/DPA and Terra Nova).	B. The district/school provides training for administrators on assessment implementation.	B. The district/school does not provide training on assessment implementation.	
	C. The district/school shows evidence of operating according to clearly defined responsibilities, including ethics for district personnel, test coordinators, site administrators, teachers, and staff. Timelines and implementation reviews are evident.	C. The district/school shows evidence of clearly defined responsibilities, including ethics for district personnel, test coordinators, site administrators, teachers, and staff. Timelines and implementation reviews are evident.	C. The district/school has defined responsibilities including ethics for district personnel and shows some evidence of timelines and implementation reviews that are in place.	C. The district/school has no defined responsibilities and no evidence of timelines or implementation reviews	

SCORING SUMMARY SHEET
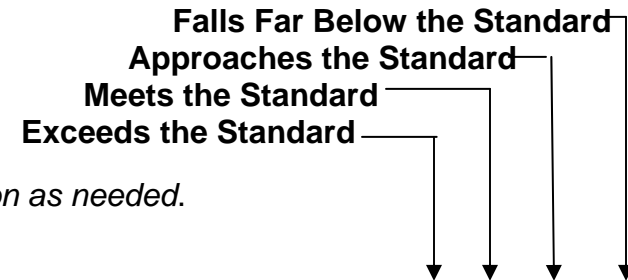
Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

*The school uses multiple **standards**-based assessments, strategies and **data**
to measure and monitor student performance and to revise curriculum and instruction as needed.*

Indicators

3.1	School leadership designs and implements an assessment system that supports the needs of all stakeholders (i.e., students, teachers, administrators, parents, governing board members, community members) when appropriate.	③	②	①	⓪
3.2	Multiple and varied assessments and evaluation strategies are used appropriately and effectively.	③	②	①	⓪
3.3	Teachers assess learning, formulate classroom benchmarks based on standards, and communicate the results to students and families with respect to students' abilities to meet Arizona Academic Standards.	③	②	①	⓪
3.4	School and classroom assessments are aligned to the Arizona Academic Standards and/or performance objectives.	③	②	①	⓪
3.5	Assessments are used to re-focus student learning on targets to enable them to meet/exceed standards.	③	②	①	⓪
3.6	Test scores are used to identify gaps in curriculum or between groups of students for instructional implications.	③	②	①	⓪
3.7	The district/school implements specific steps for monitoring and reporting student progress in learning the Arizona Academic Standards.	③	②	①	⓪
3.8	District/school leadership coordinates implementation of state-required assessment and accountability program.	③	②	①	⓪

ANALYSIS OF RATINGS FOR STANDARD 3

Top 1-2 Strengths _____

Top 1-2 Limitations/Areas Needing Improvement _____

GUIDING QUESTIONS FOR EXAMINING STANDARD 4

Time spent reflecting upon, discussing and answering these four questions will lead participants to a deeper understanding of the eleven indicators they are about to examine under School Culture, Climate, and Communication.

SCHOOL CULTURE, CLIMATE, AND COMMUNICATION
The school functions as an effective learning community, supports a climate conducive to achievement for all students, and possesses an effective two-way communication system.

1. **What is the specific evidence that our school and district function as an effective learning community supporting a climate conducive to achievement for all and possessing effective two-way communication?**

2. **What specific actions have our school and district taken to ensure a safe, equitable environment for students, their families, our faculty and staff?**

3. **How are respect, trust, open communication and collaboration being valued and modeled within our school and district?**

4. **What specific steps have been taken to establish and sustain a culture of excellence that promotes a sense of community, cooperation, and responsible action among all stakeholders?**

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 **Exceeds**	**2** **Meets**	**1** **Approaches**	**0** **Falls Far Below**	
4.1 There is a shared philosophy of commitment, ownership, vision, mission and goals that promote a culture of excellence.	A. The entire **school community** demonstrates a firm commitment that all students can learn, improve and succeed.	A. A majority of the **school community** demonstrates a commitment that all students can learn, improve and succeed.	A. Some members of the **school community** demonstrate a commitment that most students can learn, improve and succeed.	A. The **school community** does not demonstrate a firm belief that all students can learn, improve and succeed.	
	B. The **school community** actively and continuously affirms and effectively supports cultural diversity and respect for differences.	B. The **school community** affirms cultural diversity and respect for differences.	B. The **school community** inconsistently affirms cultural diversity and respect for differences.	B. The **school community** does not affirm cultural diversity and respect for differences.	
	C. The **school community** consistently embraces shared commitment and responsibility for student success.	C. The **school community** embraces shared commitment and responsibility for student success.	C. The **school community** occasionally embraces commitment and responsibility for student success.	C. There is little or no evidence that the **school community** embraces commitment and responsibility for student success.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.2 Facilities support a safe and orderly environment conducive to student learning.	A. Physical structures of the school provide an optimally safe, orderly, and equitable learning environment.	A. Physical structures of the school provide an adequately safe, orderly, and equitable learning environment.	A. Physical structures of the school provide a moderately safe, orderly, and equitable learning environment; however, minor improvements are needed.	A. Physical structures of the school do not specifically address safe, orderly, or equitable learning environments and major improvements are needed.	
	B. Operational policies and procedures to keep disruptions to a minimum have been thoroughly developed, disseminated to all **stakeholders** and consistently implemented.	B. Operational policies and procedures to keep disruptions to a minimum have been developed and consistently implemented.	B. Operational policies and procedures to keep disruptions to a minimum have been minimally developed and inconsistently implemented.	B. Operational policies and procedures to keep disruptions to a minimum have not been developed.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION
The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.3 There is policy, leadership, and staff support for an equitable code of discipline that supports students' understanding of rules, laws and expectations for responsible behavior that enables teaching and learning.	A. District/school safety policies and procedures are based on research and reviewed annually to ensure a positive climate.	A. District/school safety policies and procedures are based on research but have not been reviewed within the last 12 months.	A. District/school safety policies or procedures were developed without research considerations and have not been reviewed.	A. District/school safety policies or procedures do not exist.	
	B. Discipline policies are equitably and consistently enforced.	B. Some attempts are made to consistently enforce discipline policies.	B. Discipline policies are inconsistently enforced.	B. Discipline policies are not enforced.	
	C. Discipline policies, developed with student and parent involvement, are consistent with state and federal statutes and law enforcement is always contacted when required.	C. Discipline policies are consistent with state and federal statutes, and law enforcement is contacted when required.	C. Discipline policies are inconsistent with state and federal statutes, and law enforcement is sometimes contacted when required.	C. Discipline policies are not consistent with state and federal statutes, and law enforcement is not contacted when required.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION
The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.4 There is leadership, staff, student and community involvement in the development and implementation of safety plans that meet state requirements.	A. The school safety plan meets the recommended guidelines in the *Arizona School Emergency Response Plan, Minimum and Recommended Requirements* and is disseminated to appropriate **stakeholders**.	A. The school safety plan meets the minimum guidelines in the *Arizona School Emergency Response Plan, Minimum and Recommended Requirements*, and is disseminated to some **stakeholders**.	A. The school safety plan meets only some of the minimum guidelines in the *Arizona School Emergency Response Plan, Minimum and Recommended Requirements*.	A. The school safety plan meets few or no minimum guidelines in the *Arizona School Emergency Response Plan, Minimum and Recommended Requirements*.	
	B. Leadership actively solicits input and participation from staff, students and community members in the development and implementation of safety plans.	B. Leadership solicits input and participation from some staff, students and community members in the development and implementation of safety plans.	B. Leadership accepts input from some staff, students and community members in the development and implementation of some safety plans.	B. Leadership accepts little or no input in the development and implementation of safety plans.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION
The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFROMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.5 Teachers and staff build positive, nurturing relationships with students and work to improve student attendance, dropout rates, and graduation rates.	A. The school regularly and systematically monitors attendance, dropout, and graduation rates.	A. The school regularly monitors attendance, dropout, and graduation rates.	A. The school occasionally monitors attendance, dropout, and graduation rates.	A. The school rarely or never monitors attendance, dropout, and graduation rates.	
	B. The school has a plan in place and continues to meet its **goals** to improve student attendance, dropout, and graduation rates.	B. The school has a plan in place and there is progress toward meeting its **goals** to improve student attendance, dropout, and graduation rates.	B. The school has a minimal plan for improving student attendance, dropout, and graduation rates.	B. The school has no plan for improving student attendance, dropout, and graduation rates.	
	C. There is an extensive pool of adult mentors and advocates who meet with students regularly based on the academic and social needs of the students.	C. There is an adequate number of adult mentors or advocates who meet with students regularly.	C. Adult mentors or advocates are available to students on an irregular or inconsistent basis.	C. Adult mentors or advocates are not available to students.	
	D. The school regularly and systematically facilitates the early identification of students with problems or antisocial behavior, and provides them with support.	D. The school facilitates the early identification of students with problems or antisocial behavior, and provides them with support.	D. The school occasionally facilitates the early identification of students with problems or antisocial behavior.	D. The school rarely or never facilitates the early identification of students with problems or antisocial behavior.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION
The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.6 Student achievement is highly valued and publicly celebrated.	A. The school has mechanisms in place to acknowledge and honor academic successes, including formal and informal recognition.	A. The school has mechanisms in place to acknowledge and honor academic successes, including formal recognition.	A. The school recognition plan has been minimally developed to acknowledge and honor academic successes.	A. The school has not developed a recognition plan to acknowledge and honor academic successes.	
	B. The school has mechanisms in place to actively recognize a wide variety of positive student behaviors.	B. The school has mechanisms in place to recognize a limited number of positive student behaviors.	B. The school informally recognizes positive student behaviors.	B. The school does not have mechanisms in place to recognize positive student behaviors.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION
The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.7 A healthy school culture promotes social skills, conflict management, and prevention programs so that students are prepared and ready to learn.	A. The school has policies and funding in place to provide and maintain a prevention program. There is documented evidence of the program's effectiveness in redirecting conflict and high-risk behavior.	A. The school has a prevention program in place and adequate funding to maintain it. There is limited documented evidence of the program's success.	A. The school has a prevention program in place and some funding to maintain it.	A. The school has no prevention program in place.	
	B. The **school community** has **data** to demonstrate long-term success of their program for teaching a variety of interpersonal skills.	B. The **school community** has a program in place for teaching a variety of interpersonal skills, but lacks specific **data** to support the success of the program.	B. The **school community** has a program for teaching a limited number of interpersonal skills, but lacks any **evidence** to support the success of the program.	B. The **school community** has no program for teaching interpersonal skills.	
	C. All members of the **school community** support a school policy that consistently addresses all forms of verbal and nonverbal bullying by adults and students.	C. A majority of members of the **school community** support a school policy that consistently addresses all forms of verbal and nonverbal bullying by adults and students.	C. Some members of the **school community** support a school policy that consistently addresses all forms of verbal and nonverbal bullying by adults and students.	C. Few, if any, members of the **school community** support a school policy that consistently addresses all forms of verbal and nonverbal bullying by adults and students.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION
The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4. 8 A culture of respect exists where relationships, trust, communication and collaboration are valued within the entire school community.	A. A culture of collaboration exists among all **stakeholders** through organizations, organized events, and horizontal and vertical teaming and district connections.	A. A culture of collaboration exists among most **stakeholders** through organizations, organized events, and horizontal and vertical teaming and district connections.	A. A culture of collaboration exists among some **stakeholders** through organizations, organized events, and horizontal and vertical teaming and district connections.	A. There is little or no evidence that a culture of collaboration exists among **stakeholders**.	
	B. Systems exist to create dialogue about relevant issues among all **stakeholders**.	B. Systems exist to promote **communication** about relevant issues among **stakeholders**.	B. Systems exist to communicate relevant issues to **stakeholders**.	B. There is little or no evidence that systems exist to promote **communication** about relevant issues to or among **stakeholders**.	
	C. Effective and consistent norms are established and honored as all **stakeholders** work collaboratively, communicate openly and build trust to conduct their work.	C. Norms are established and honored as all **stakeholders** work collaboratively and communicate openly to conduct their work.	C. Minimal norms are established as **stakeholders** work collaboratively and communicate openly to conduct their work.	C. Few, if any, norms are established among **stakeholders**.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.9 Change is accepted as a normal and positive process that leads to continuous district/school improvement.	A. Leadership actively supports the change process and provides time for implementation of changes and reform efforts.	A. Leadership accepts the change process and allows some time for implementation of changes and reform efforts.	A. Leadership has limited understanding of the change process.	A. Leadership has little or no understanding of the change process.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.10 All members of the school community are active partners in governance, and support and participate in school-wide improvement efforts.	A. Programs that promote two-way contact between teachers and families regarding student learning are developed and implemented. Families are consistently involved in developing or coordinating these efforts.	A. Programs that promote contact between teachers and families regarding student learning are developed and implemented.	A. Programs that promote contact between teachers and families regarding student learning are developed but not always implemented.	A. Programs that promote contact between teachers and families regarding student learning do not exist.	
	B. The school provides programs for families to experience instructional and curricular programs in most subject areas.	B. The school provides programs for families to become aware of curricular programs on a limited basis.	B. The school primarily encourages families to attend extracurricular activities.	B. The school does not encourage family participation.	
	C. The school works with students, families, and the community to facilitate school transitions in a **systematic** and planned manner.	C. The school works with students and families to facilitate school transitions in a planned manner.	C. The school works with students in an irregular and unorganized manner to facilitate school transitions.	C. The school does not work with students or families to facilitate school transitions.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION
The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.
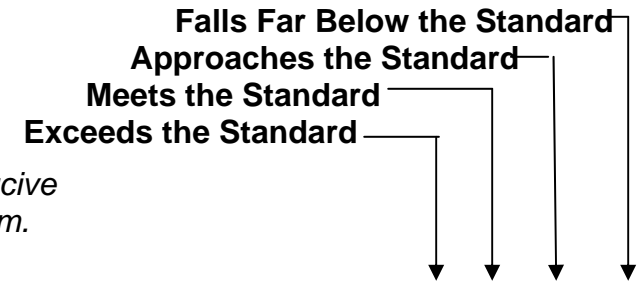
INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 **Exceeds**	2 **Meets**	1 **Approaches**	0 **Falls Far Below**	
4.11 Students are provided with a variety of learning opportunities within the normal school day; and may receive additional assistance beyond regular classroom instruction to support their academic learning.	A. All special needs/area teachers (e.g., Special Education, Gifted, ELL, Arts) collaborate with classroom teachers to promote student achievement.	A. Most special needs/area teachers collaborate with classroom teachers regarding student achievement.	A. Special needs/area teachers seldom collaborate with classroom teachers.	A. Special needs/area teachers do not collaborate with classroom teachers.	
	B. Supporting programs (e.g., Title I) are continuously assessed and refined to meet the needs of the students.	B. Supporting programs are assessed and refined to meet the needs of the students.	B. Supporting programs are assessed but seldom refined to meet the needs of the students.	B. Supporting programs are not assessed and refined to meet the needs of the students.	
	C. There is continuous and formalized collaboration among various programs (e.g., Title I, school guidance) to enhance the delivery of services that promote student achievement.	C. There is documented collaboration among various programs to enhance the delivery of services that promote student achievement.	C. There is documented collaboration among limited programs to enhance the delivery of services that promote student achievement.	C. There is little or no evidence of collaboration among programs to enhance the delivery of services that promote student achievement.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective **learning community**, supports a climate conducive to student achievement, and possesses an effective two-way **communication** system.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.11 Students are provided with a variety of learning opportunities within the normal school day; and may receive additional assistance beyond the regular classroom instruction to support their academic learning.	D. The district/school has written policies and processes that coordinate with community agencies to identify and refer students to health, counseling, and social services. These are clearly communicated to staff and families.	D. The district/school has written policies and processes to refer students for health, counseling, and social services. These are clearly communicated to staff and families.	D. The district/school has limited procedures to refer students for health, counseling, and social services, or the procedures are not clearly communicated.	D. The district/school has no process to refer students for health, counseling, and social services.	
	E. The school provides intensive **intervention** strategies before, during and after school for those students who are identified as *Falls Far Below or Approaches* in Reading, Mathematics, or Writing.	E. The school provides intensive **intervention** strategies before, during and after school for those students who are identified as *Falls Far Below* in Reading, Mathematics, or Writing.	E. The school provides an after-school tutoring program for students who are failing their courses.	E. The school does not provide **intervention** for students who need further academic help.	

70

SCORING SUMMARY SHEET

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

*The school functions as an effective **learning community**, supports a climate conducive*
*to student achievement, and possesses an effective two-way **communication** system.*

Falls Far Below the Standard
Approaches the Standard
Meets the Standard
Exceeds the Standard

Indicators

		Exceeds	Meets	Approaches	Falls Far Below
4.1	There is a shared philosophy of commitment, ownership, vision, mission and goals that promote a culture of excellence.	③	②	①	⓪
4.2	Facilities support a safe and orderly environment conducive to student learning.	③	②	①	⓪
4.3	There is policy, leadership, and staff support for an equitable code of discipline that supports students' understanding of rules, laws and expectations for responsible behavior that enables teaching and learning.	③	②	①	⓪
4.4	There is leadership, staff, student and community involvement in the development and implementation of safety plans that meet state requirements.	③	②	①	⓪
4.5	Teachers and staff build positive, nurturing relationships with students and work to improve student attendance, dropout rates, and graduation rates.	③	②	①	⓪
4.6	Student achievement is highly valued and publicly celebrated.	③	②	①	⓪
4.7	A healthy school culture promotes social skills, conflict management, and prevention programs so that students are prepared and ready to learn.	③	②	①	⓪
4.8	A culture of respect exists where relationships, trust, communication and collaboration are valued within the entire school community.	③	②	①	⓪
4.9	Change is accepted as a normal and positive process that leads to continuous district/school improvement.	③	②	①	⓪
4.10	All members of the school community are active partners in governance, and support and participate in school-wide improvement efforts.	③	②	①	⓪
4.11	Students are provided with a variety of learning opportunities within the normal school day; and may receive additional assistance beyond regular classroom instruction to support their academic learning.	③	②	①	⓪

ANALYSIS OF RATINGS FOR STANDARD 4

Top 2-3 Strengths _____

Top 2-3 Limitations/Areas Needing Improvement _____

ACTION PLAN TEMPLATE

STRATEGIES FOR ADDRESSING AREAS OF CONCERN IDENTIFIED THROUGH USING THE RUBRIC	DATES	RESPONSIBLE PERSON/PARTY	ANTICIPATED EXPENSE	ANTICIPATED FUNDING SOURCE
Standard 1: School and District Leadership • • • • •				
Standard 2: Curriculum, Instruction, and Professional Development • • • • •				

ACTION PLAN TEMPLATE

STRATEGIES FOR ADDRESSING AREAS OF CONCERN IDENTIFIED THROUGH USING THE RUBRIC	DATES	RESPONSIBLE PERSON/PARTY	ANTICIPATED EXPENSE	ANTICIPATED FUNDING SOURCE
Standard 3: Classroom and School Assessment • • • • •				
Standard 4: School Culture, Climate, and Communication • • • • •				

STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT
ADDENDUM 1: GLOSSARY

Accountability: The extent to which an individual, group, or institution is held responsible for actions or performance. The formative and summative evaluation conducted for the purpose of reporting to organizations with supervisory or funding responsibility.

Achievement Gap: The difference between the actual student achievement levels assessed and the desired student achievement levels, including comparisons between sub-populations and the general student population.

Action Plan: A plan that identifies how and when the school improvement plan will be implemented. It identifies the goals, support data, assessments, interventions, research, staff development, resources, timeline, and persons responsible for implementing the interventions and assessment contained in the school improvement plan.

Alignment (1): Refers to consistency of plans, processes, actions, information and decisions among district units to support district goals (i.e., state standards, district strategic plan, school improvement plans, classroom action plans with all corresponding measures is an example of alignment at the district level).

Alignment (2): The strong, direct link that connects standards, local curriculum, instructional materials, instructional methods and strategies, and formative and summative assessments.

Assessment System: A management system containing a set of assessments that is designed to collect and evaluate data about student performance. Each assessment must be aligned with at least one of the student performance goals in the improvement plan. The quality of assessments is described by using the terms "reliable," "valid," and "fair."

Baseline data: Information collected which establishes the starting point from which change can be measured.

Benchmark: A point of reference embedded within a goal from which measurements may be made. Often serves as a measure, which is supported by data and helps quantify and qualify the achievement of the goal.

Revised June 2006
Developed in Collaboration with the Ariziona Foundation for Resource Education. L. McBiles, 2004

1

Classroom management: The clear routines and procedures and behavioral expectations that support social and academic learnings in the classroom.

Communication: The open, frequent, and appropriate flow of information and shared knowledge among parents, students, teachers, administrators, and other stakeholders.

Comprehensive Assessment System: All of the means, taken collectively, to gather information about student performance. Data from these various sources are analyzed and become the basis for decisions about programs, practices, and allocation of resources.

Comprehensive Curriculum: A well-rounded academic program that includes the basic content areas; an organized plan of instruction that utilizes reading, language arts, writing, mathematics, science, social studies, the arts and comprehensive health content standards to deliver instruction within a content-rich context; a multi-discipline approach to promote cross-curricular connections. (Please see *Curriculum* definition below.)

Continuous Improvement Cycle: The on-going phase of implementation, evaluation, refinement and reporting back to stakeholders.

Criteria: Guidelines, rules, characteristics, or dimensions that are used to judge the quality of student performance. This information indicates what we value in student response, products, and/or performances.

Curriculum: An organized plan of instruction that engages students in learning the Standards, Concepts, and Performance Objectives identified at the state and local level. A curriculum often includes scope and sequence, curriculum maps, and instructional materials alignment documents.

Curriculum Alignment: The directness of the link among the Concepts and Performance Objectives of the Arizona Content Standards with the local curriculum, assessment, instruction, and reporting structures. The process of ensuring that a school's or district's "taught" curriculum is aligned with state academic standards.   Alignment can be measured in terms of:
- **Categorical Concurrence**: This criterion between standards and assessment is met if the same or consistent categories of content appear in both documents. (Webb, Horton, & O'Neal, 2002)
- **Depth of Knowledge Consistency:** This criterion between standards and assessment is met if what is elicited from students on the assessment is as demanding cognitively as what students are expected to know and do as stated in the Standards. (Webb, Horton, & O'Neal, 2002)
- **Level of Difficulty or Level of Sophistication:** The degree to which the performance objective or concept is measured cognitively. (Webb, Horton, & O'Neal, 2002)

Revised June 2006
Developed in Collaboration with the Ariziona Foundation for Resource Education. L. McBiles, 2004

2

Curriculum Articulation: The clear continuity of the curriculum within and across grade levels, departments, and programs.

Curriculum Map: A document that cites the concepts and performance objectives of the academic standards to be taught at each grade level. The map identifies resources to be used and assessments to be administered according to a specific timeline.

Data: The factual and numerical information used as a basis for reasoning, discussion, determining status, decision-making and analysis (i.e., student achievement data, financial indicators, teacher "walk-through" trend analysis, programmatic data).

Data-driven Decision-making: Refers to collecting, analyzing and interpreting data, making informed strategic decisions based on the results.

Differentiated Instruction: An approach to teaching in which instruction is tailored to meet the needs of individual students. Strategies which provide a variety of ways for individual students to take in new information, assimilate it, and demonstrate what they have learned; varying teaching strategy, method, process and/or student product.

Disaggregation: Analyzing student performance so there is specific knowledge about the performance of whole groups versus subgroups.

Equal Access: An educational principle holding that all students must be provided with the opportunity to master the most advanced curricula offered at each grade level.

Equity: The concern for fairness (i.e., educational practices are free from bias or favoritism).

Evaluation: In most educational settings, the process used to measure, compare, and judge the quality of student work, schools, or a specific educational program as well as the performance of teachers and administrators.

Evidence-based: There is compelling documentation/artifacts to support perceptions, measurable indicators, and performance indicators as needed through multiple and varied data sources.

Formative Assessments: Ongoing assessment (district, school and classroom level) used to modify and improve instruction while it is in progress. Examples: informal observation, quizzes, homework, worksheets, daily assignments, performance assessments, using scoring rubrics, activities.

Framework: An organized structure that assists us to see the relationships and interactions between and within a given set of related concepts.

Goal: The end toward which effort is directed, the result or outcome of the effort.

Indicator: A measure that describes performance related to standards and other aspects of educational systems. This information must have a common, agreed upon, consistent definition and a reference point or standard against which performance can be judged. It also must meet technical standards of quality, such as measuring what is intended to be measured (validity) and measuring consistently (reliability).

Intervention: Instruction provided in response to learner needs as determined through assessment. The response may involve remediation, reinforcement, enrichment, or support.

Learning Community: A student-centered, teacher-led, and administrator-supported school environment that promotes community stakeholders to take an active role in developing and sustaining. All learners are life-long learners and support innovations as new research is made available.

Multiple Measures: The use of a variety of evidence (e.g., standardized test results, classroom assessments, tasks and projects, grades, teacher evaluations, curriculum maps, student handbooks) to provide a comprehensive picture of a student's academic achievement and the overall performance of a school.

Needs Assessment: A systematic way of describing how things are working and an exploration of the ways they could work more effectively. This process helps identify the most pressing problems, targeting the use of limited resources in the most effective ways, and helping identify solutions.

Outcomes: The end impact, effect, product, or result.

Pacing Calendar: A guide that identifies the rate at which units and lessons are to be presented.

Performance Assessment: Testing methods that require students to write an answer or develop a product that demonstrates their knowledge or skills. It can take many different forms, including writing short answers, doing mathematical computations or problem solving, writing an extended essay, conducting an experiment, presenting an oral argument, or assembling a portfolio of representative work.

Professional Development: Ongoing and extensive opportunities for teachers, staff, and parents to learn in different ways in order to acquire and internalize research-based instructional practices to support student learning.

Proficiency: Having or demonstrating an expected degree of knowledge or skill in a particular area.

Research-based: Refers to programs, practices and strategies that have been shown to be effective through rigorous, systematic and objective research.

Research-based Assessment: Assessment follows item writing rules (Haladyna, 2001); assessment demonstrates validity and reliability.

Resources: Resources include all the human, financial, materials, supplies, and technological means of support for the school program and the school's program of improvement. Resources would also include the capacity a school has developed to promote continuous improvement efforts, improving the quality of teacher effectiveness, and the alignment of resources to the maximum level of use.

Resource Allocation: The monitoring and redirecting of resources (human and financial), including the coordination and integration of all federal, state, and local services and programs, to better meet student achievement goals.

Result: The end impact, effect, product or outcome.

Rubrics: A listing of specific criteria used to score constructed-response tasks in an assessment or assess strengths and/or weaknesses as a measure of school capacity for school improvement. A typical rubric contains a scoring scale, states all the different major traits or elements to be examined, and provides criteria for deciding what score to assign to responses or performances. Scales may be quantitative (e.g., a score from 1 to 6) or qualitative (e.g., "adequate performance" or "minimal competency") or a combination of the two.

Scaffolding: Support, guidance, or assistance provided to students prior to learning a new or complex task. A teacher uses this technique by engaging in appropriate instructional interactions designed to model, assist, or provide necessary information or background. Differentiation may be a part of scaffolding.

School Climate: A term that refers to issues associated with the emotional health of individuals and the organizational health within the school community.

School Community: The school community is comprised of all persons within the school and all persons in the attendance area of the school, as well as the geographical and physical environments.

School Culture: The intricate patterns of knowledge, beliefs, and values that serve as the basis for policy decisions, organizational practices, and human relationships in schools. Those patterns are often subtle and poorly understood yet exercise a profound influence on the lives of students, teachers, and other school personnel.

Revised June 2006
Developed in Collaboration with the Ariziona Foundation for Resource Education. L. McBiles, 2004

5

Scientifically-Based Research (SBR): Refers to programs, practices and strategies that have been shown to be effective through rigorous, systematic and objective research that is based on empirical and conclusive data.

Scope and Sequence: A plan that outlines what is taught and in what order, reflecting a hierarchy of skill development.

Shared Leadership: The leadership and organizational direction within a school/district is distributed and owned by various individuals according to interest and expertise.

Skills: Strategies and processes to apply knowledge.

Spiraling: Intentional repetition of content or skills, each time at a higher level of difficulty or complexity that is within different contexts and genres.

Stakeholder: Any person or designee from a community based organization, business or corporate sponsor, student, parent, teacher, administrator, university level educator that has a vested interest in the school community to meet or exceed requirements.

Standards: Essential knowledge and skills that should be taught and learned in school, including the most important enduring ideas, issues, dilemmas, principles, and concepts from the disciplines. Standards are what students should know and be able to do and understand.

Standards-Based System: Curriculum, instruction, materials, assessment, and reporting are all aimed at the same target -- helping students achieve the defined standards.

Strategy: A systematic plan of action to accomplish a desired goal.

Summative Assessments: Assessments used to judge the success of instruction at its completion. Examples: formal tests, final exams, final projects, term papers, etc. The information is often used in determining a grade, placement, or promotion.

Systematic: Refers to processes that are repeatable, logical and predictable, rather than anecdotal and episodic.

Systemic: Affecting or relating to an organization as a whole.

Vision: A vision statement is a clear description of the kind of system that will be needed to deliver the mission of the organization. A vision document describes in detail the components and characteristics of the schools that would be required to fulfill a specific mission.

Revised June 2006
Developed in Collaboration with the Ariziona Foundation for Resource Education. L. McBiles, 2004

6

For the rating process to go beyond personal perceptions, raters should determine what data sources they have that are relevant to a particular standard and its related indicators. Effective data sources yield multiple and varied forms of evidence that can justify and document a school's ratings. To support this process, the following was developed for each standard. These are not meant to be exhaustive. Rather, they are illustrative and offer the raters research-supported, concrete, and tangible pictures of some of the many things that would be going on in a school if it were actively and effectively addressing a particular standard. They provide examples of statements that describe what can be observed as evidence of the level and quality of implementation. They may also provide ideas for future directions a school may wish to take to improve its rating of a particular standard and related indicators.

Contribution from Arizona Foundation for Resource Education. L. McBiles, 2004

1

STANDARD ONE (School District Leadership)
Leadership & Governance

Data Sources	Examples of Evidence
- Membership of school improvement councils, planning teams, committees, etc. - School improvement plans - Action plans - Review process and evaluation plans - Written evaluation reports - Data-based needs assessments - Professional development plans - Coaching, peer mentoring, and supervisory systems - Written policies - Vision and mission statements - Use of federal, state, and local services and programs	- Our governance structure, including school improvement councils, planning teams, and committees, is representative of the diversity of the student population and involves all key stakeholders in shared leadership. - Our school improvement plan includes measurable performance and equity goals and an action plan that reflects our school's very visible vision and mission statement. - Our school improvement plan is reviewed annually and revised as necessary. - There are mid-year and yearly evaluations of progress in meeting our school's performance goals, and the data are used to revise our school improvement plan. - Observation of our School Improvement Council's conversations shows members using disaggregated data on student learning as the primary criteria for decision making. - School and district policies explicitly address equity and diversity in all programs and in access to resources. - A plan is in place for regular supportive supervision (including coaching and peer mentoring) to ensure that program initiatives are being implemented to the benefit of all students. - A process is in place that regularly monitors the equitable distribution of resources (human, time, material, and financial) to ensure effective implementation of our school improvement plan. - Criteria for performance evaluations of all staff are aligned with our school improvement plan. - All available federal, state, and local services and programs are coordinated to support the improvement plan.

Contribution from Arizona Foundation for Resource Education. L. McBiles, 2004

2

STANDARD ONE (Continued)
Data-Based Accountability & Evaluation

Data Sources	Examples of Evidence
- Vision and mission statement - Improvement goals - School improvement plans - Baseline data - Public forums (e.g., newsletters, press releases, parent letters, and community meetings) - Needs assessment - Disaggregated data: race/ethnicity, gender, socioeconomic status, limited English proficiency, disability status, migrant status, and other demographic variables as appropriate - Curriculum guide/framework in each content area - Professional development plan and evaluation criteria - Evaluation criteria for teacher performance - Evaluation criteria for administrator performance - Evaluation criteria for educational programs and curriculum - Data from the evaluations - Multiple assessments - Accommodations plan - Criteria for Adequate Yearly Progress (AYP)	- A vision and mission statement has been created through an inclusive process involving all stakeholders and is periodically reviewed. - School improvement goals are aligned to the vision and mission statement and to needs assessment outcomes. - Baseline achievement data is disaggregated by race/ethnicity, gender, socioeconomic status, limited English proficiency, disability status, migrant status, and other demographic variables to determine who is and is not succeeding and in what areas. - Assessment tools include formal and informal, classroom, school, district, and state measures. - English Language Learners and students with special needs participate in all assessments with appropriate accommodations. - Program and curricular effectiveness are evaluated regularly and used to inform decisions. - Our school improvement plan is based on data from a comprehensive needs assessment. - Our professional development program is aligned with our school improvement plan. - Our school has a system for performance evaluation of all staff, aligned with our school improvement plan. - Our school improvement goals incorporate criteria from the AYP. - Our school has a written document that defines the curriculum and includes a coding system that shows the alignment with state standards. - There are public forums on student achievement appropriate for different audiences.

Contribution from Arizona Foundation for Resource Education. L. McBiles, 2004

3

STANDARD TWO (Curriculum, Instruction and Professional Development)
Standards-Based Curriculum

Data Sources	Examples of Evidence
• Curriculum guides/maps • Lesson plans • Textbooks • Supplemental materials • Equipment/supplies • Trade books/leveled books • Records of curriculum planning meetings • Written guidelines and checklists for textbook adoption and instructional materials selection • Grade-level and cross-grade meetings • Academic and career counseling records	• All teachers can explain the scope and sequence of the curriculum within each grade level and across grade levels in each content area. • Curriculum material is appropriate and challenging for all students. • Our school curriculum document includes a coding system that shows its alignment with state standards. • Teachers' lesson plans include learning experiences that are aligned with state standards. • Teachers meet on an annual basis to ensure that there is clear curricular articulation and continuity within and across grade levels and programs, including Bilingual/English as a Second Language and Special Education programs. • The curriculum review process includes a check to ensure that the curriculum represents relevant historical and contemporary contributions and perspectives of the diversity of the people of the United States and the world. • Results from the analysis of student performance on multiple assessments are used in the annual curriculum review process. • When appropriate, teachers' lesson plans include learning experiences from within the community. • Written guidelines and a checklist are used prior to purchasing any curriculum materials to ensure that they are free of bias. • The curriculum includes multidisciplinary integrated thematic units that focus on everyday life applications. • The arts are taught both for their own sake as well as to support learning and deeper understanding in other subject areas.

Contribution from Arizona Foundation for Resource Education. L. McBiles, 2004

4

STANDARD TWO (Continued)
Standards-Based Instruction

Data Sources	Examples of Evidence
- Classroom observation of teachers' practice - Classroom observation tools - Teacher evaluation tools/protocols - Lesson plans - Learning resources – trade books, manipulatives, computers, software, and Internet access - Student interviews, surveys, focus groups, and study groups - Grade-level and cross-grade meetings - Departmental or cluster meetings	- Teachers' lesson plans explicitly include differentiated instruction that addresses the needs of all learners. - Teachers' lesson plans contain instructional strategies and learning experiences that address the targeted performance objectives. - Classroom observations show teachers using research-based instructional strategies that are developmentally appropriate and provide students with tasks that require them to use higher-order thinking strategies. - Classroom observations show that *all* students are actively engaged in the learning activities and tasks. - Classroom observations show that *all* students can work cooperatively with one another across sociocultural backgrounds and academic abilities. - It is evident during classroom observations that students have access to the resources necessary to complete their work. - Instructional collaboration and coordination is a topic on the agenda at grade-level and/or cross-grade meetings at least once a month. - Teachers' lesson plans explicitly integrate technology in teaching and learning activities, where appropriate. - The computer centers are staffed and open to students before, during, and after school. - Classroom observations show that students independently use technology for a variety of purposes. - Teachers use appropriate instructional equipment and supplies for students with learning or physical disabilities. - Students who have difficulty meeting standards are provided with individualized instructional support. - Students are able to explain what they are currently working on when asked.

STANDARD TWO (Continued)
Professional Development

Data Sources	Examples of Evidence
• Schoolwide professional development (PD) plans • Individual PD plans • Schedules of PD activities • Syllabi/outlines of PD activities • Participation records • Records of teacher credentials (degrees, content certification, continuing education credits, PD credits) • Teacher assignments • Evaluation tools that include feedback forms, questionnaires, tests of participant knowledge, valid and reliable classroom observation instrument(s) to provide data on implementation and practice, and assessment of student outcomes • Documentation of workshops, presentations, coaching, etc. done by in-school staff • Classroom observations using reliable and valid instruments	• Our school's PD plan is based on an analysis of student performance and program effectiveness, incorporates the most current research on content and methodologies, and is linked to our school's improvement goals. • All staff members have an individual PD plan that is designed to complement our school improvement plan and includes an assessment of that staff member's strengths and weaknesses. • Analysis of student performance guides the focus of our school's PD plan. • There is a PD planning team. • The PD team is provided with time and access to research. • The PD team employs a variety of tools (e.g., surveys, observations) to determine staff PD needs, monitor implementation, and adjust the PD plan as needed. • Documentation of all PD activities includes participants' reactions, knowledge and skills acquired, changes in classroom practices, and data on student outcomes. • The implementation of the PD plan is supported by school and district policies and regulations and through adequate funding of resources. • Our school schedule provides sufficient time to implement the PD plan. • Teachers' evaluations are aligned with both schoolwide and individual PD plans. • The principal regularly visits classrooms to give direct feedback to teachers regarding student learning and the teacher's identified PD goals. • Teachers serve as mentors to one another. • Staff can identify the in-school experts for specific content areas and particular skills.

STANDARD THREE (Classroom and School Assessment)
Standards-Based Assessment

Data Sources	Examples of Evidence
- Baseline data - Diagnostic instruments - Teacher-made assessments - Portfolios/projects and other performance-based assessments - District tests - Standardized tests - State assessments - Text-based tests (e.g., from textbook publishers) - Skills checklists for individual student performance - Rubrics - Accommodations for English Language Learners and Special Education students - Departmental exams - Retention rates - Guidelines for early screening - Guidelines for early and timely identification of under-performing students - Individual Education Plans (IEPs) - Curriculum maps - Lesson plans - State and district Adequate Yearly Progress reports (AYPs) - Scope and sequence of grade-level expectations - Grade-level and faculty meetings - Program evaluation	- Teachers regularly use multiple assessments. - Assessment tools are culturally and developmentally appropriate and free of bias. - Teachers review and record each student's progress in meeting the state standards. - Our school improvement team meets annually to review the results of student outcomes in relation to the standards and revises the curriculum where appropriate. - Written guidelines are used for the appropriate inclusion and implementation of accommodations for students in Special Education and for English Language Learners. - Written guidelines are used for the early identification of under-performing students and for providing any necessary support. - Teachers meet annually to select classroom assessments that are aligned with the state standards. - Grade-level and teacher meetings include discussions about student achievement data at the school, classroom, and individual level to inform school and classroom-based decisions. - Program effectiveness is evaluated regularly and used to inform decisions. - Teachers use diagnostic tools at regular intervals to adjust instruction to meet the needs of individual students and to monitor their progress.

Contribution from Arizona Foundation for Resource Education. L. McBiles, 2004

7

STANDARD FOUR (School Culture, Climate and Communication)
Culture & Climate

Data Sources	Examples of Evidence
• Written statements of philosophy, vision, norms, beliefs, and values, including posters, documents, and newsletters • Observations of interactions (behavior and language use) between and among administrators, teachers, students, staff, and parents • Lesson plans • Bilingual staff members • Meetings (e.g., grade-level teachers, bilingual teachers, all faculty, school improvement teams) • Translated materials (instructional and general communication) • Books in languages appropriate to student population • Images on bulletin boards or posters and in other public places • Work, instructional, and social groupings (adults and students) • Disaggregated data • School improvement plans • Perceptual data from surveys, questionnaires, and interviews • Study groups • Action research projects • Records of professional development provided • Classroom observations using a reliable and valid instrument	• Our school's vision, beliefs, and values are prominently displayed in public areas of our school and in every classroom. • Staff, students, parents, and other stakeholders can explain in their own words our school's vision and mission. • Parents and community members are seen in our school throughout the day working with students or helping with a variety of projects. • Adults and students can be observed supporting and encouraging respectful and collaborative behavior. • School administrators are seen throughout our school each day, engaging in dialogue with teachers, students, staff, parents, and community members. • Visitors are greeted and assisted when they enter our school. • Bulletin boards, wall space, and hallways display illustrations that are representative of different ethnic groups, races, gender, and ages, and include samples of children's work, regardless of ability. • Posters of upcoming parent education programs are prominently displayed in our school lobby. • Pictures and names of members of the Parent/Community Advisory Board are displayed in our school lobby. • Adults and students intervene when they observe inappropriate behavior, such as bullying, teasing, or harassment. • Surveys are periodically conducted to determine how different constituencies experience the norms, values, and beliefs of our school. • Bilingual and bicultural staff reflect the composition of the student population and provide support services to students and their families. • All classrooms have books and labels in appropriate languages. • Lesson plans incorporate students' experiences, including culture, family, and personal interests. • Key materials are translated into appropriate languages. • Each constituency participates in appropriate decision-making groups. • There is a system for monitoring achievement outcomes for under-performing groups and for intervening when needed. • The school's physical plant is well maintained; unsafe places are closely monitored.

STANDARD FOUR (Continued)
Organizational Structures

Data Sources	Examples of Evidence
• School schedule	• School schedules support teaching and learning goals.
• Classroom observations	• Programs and processes to ease transition points are in place.
• Orientation programs for students and parents	• Teacher planning time allows for collaboration and joint planning.
• Surveys/interviews with teachers, parents, and students	• Teacher assignments are based on student needs.
• Observation of student-teacher interactions throughout our school	• Budget allocations are aligned with school goals.
• Individual Education Plans (IEPs)	• Additional grants, awards, and outside resources are available.
• Course enrollments	• Support for novice teachers is available.
• Counselor contact records	• Classroom observations show Special Education students and English Language Learners successfully participating in regular classrooms activities.
• Post-secondary enrollment rates	• Enrollment in upper-level courses is representative of the student population.
• Common planning times	• All students have access to and use our school's available technology.
• Teacher assignments	• Analysis of counselor contact records shows that the student population is proportionately represented in the counselor's caseload.
• Budget	• Post-secondary enrollment rates are representative of the student population.
• Teacher credentials	• Teachers are certified to teach in their content areas and/or grade levels.

STANDARD FOUR (Continued)
Parental & Community Involvement

Data Sources	Examples of Evidence
- Composition of school improvement teams and other planning committees - Parent-teacher communication - Parent-teacher organizations - Home-school compacts - Attendance at school events - Attendance at parent education activities - Translated communications - Community advisory committee meetings - Parent education activities - Schedule of school building use - Lists of health and human service organizations	- Communication with families is frequent and conducted in culturally and linguistically appropriate ways. - Parents and children meet annually with their teachers to set and support individual learning goals and continue to communicate regularly throughout the year. - An active parent-teacher organization is involved in all aspects of our school community. - Families and key community leaders are substantively involved in the governance of and planning for our school. - Our school facilities are in frequent use after school, on the weekends, and during the summer by various community groups and organizations. - A community advisory committee works with our school to plan after-school, weekend, and summer activities for students. - Parent education activities occur at least once a month throughout our school year. - Parent participation activities show broad representation. - Comprehensive support services, including health and social services, are available to students and their families in a timely manner. These services are an intrinsic and fully-integrated component of our school's education program.

STANDARD FOUR (Continued)
Extended Learning Opportunities

Data Sources	Examples of Evidence
• Lists of after-school, extracurricular, and summer activities • Transportation schedules • Financial assistance opportunities • Master calendars or schedules of school building use • Registration/participation lists • Attendance • Evaluation reports	• Our school calendar, sent to parents each month and posted on our school's Web page, lists extracurricular activities that include academic support services, social and cultural enrichment activities, and recreational and sports opportunities. • A later bus and carpools are available for students who stay after school to participate in extracurricular activities. • A master calendar posted on our school's Web page and in our school lobby shows that our school building is in use after school, on weekends, and in the summer by community groups, parent groups, and student activities. • An annual evaluation of all extracurricular activities is conducted to determine equitable participation by gender, ethnicity/race, language, disability status, and socioeconomic status. • There is a process by which families can apply for financial assistance for activities that require fees or equipment. • Information about financial assistance (direct funds, waivers of fees, etc.) is included in any information on extracurricular activities that is given to families. • Participation in extracurricular activities is representative of the student population. • Summer enrichment programs and parent resources are provided for disadvantaged students.

Contribution from Arizona Foundation for Resource Education. L. McBiles, 2004

11

STANDARD FOUR (Continued)
External Support & Resources

Data Sources	Examples of Evidence
- Grants - Donations - Volunteers - Partnerships - Consultants - Training programs for volunteers - Interview protocols and criteria for prospective consultants	- An assets inventory is conducted to assess school and community resources. - Partnerships exist between our school and community-based businesses. - Community volunteers are active participants in our school improvement plan. - Periodic public relations releases inform the community of progress on our school improvement plan. - Potential grants are periodically reviewed for possible action. - Partnership with the district office facilitates timely access of information and support. - Consultants are hired whose skills match our school's needs. - Potential new programs are thoroughly researched before adoption. - Legal contracts delineate expectations for any service delivered by an outside agency. - Outside experts periodically conduct program evaluations.

The Arizona Department of Education does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. For questions or concerns regarding this statement, please contact (602) 542-3186.

Printed in Phoenix, Arizona, by the Arizona Department of Education