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Arizona State Board for Charter Schools
Arizona State University
Arizona Tribal Council
Grand Canyon University
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Maricopa Community Colleges
North Central Association – Commission on Accreditation and School Improvement
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Rodel Foundation of Arizona
University of Arizona
University of Phoenix
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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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>The district/charter holder commits administrative support and professional development to create a student-centered, teacher-led learning community.</td>
</tr>
<tr>
<td>1.2</td>
<td>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.</td>
</tr>
<tr>
<td>1.3</td>
<td>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.</td>
</tr>
<tr>
<td>1.4</td>
<td>Leadership is developed and involved at all stakeholder levels, with a strong emphasis on teacher leadership.</td>
</tr>
<tr>
<td>1.5</td>
<td>Leadership actively promotes ongoing, two-way communication among multiple stakeholder groups.</td>
</tr>
<tr>
<td>1.6</td>
<td>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.</td>
</tr>
<tr>
<td>1.7</td>
<td>Leadership works to build coherency and alignment by “reculturing” around state and federal accountability systems.</td>
</tr>
<tr>
<td>1.8</td>
<td>District/school leadership systematically uses disaggregated data in planning for diverse student needs, and then communicates data analysis information to school staff.</td>
</tr>
<tr>
<td>1.9</td>
<td>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.</td>
</tr>
<tr>
<td>1.10</td>
<td>Leadership ensures that time is allocated and protected to focus on curricular and instructional issues.</td>
</tr>
<tr>
<td>1.11</td>
<td>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.</td>
</tr>
<tr>
<td>1.12</td>
<td>The school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance.</td>
</tr>
<tr>
<td>1.13</td>
<td>The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.</td>
</tr>
</tbody>
</table>
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**

**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._

**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**

<table>
<thead>
<tr>
<th>4.1</th>
<th>There is a shared philosophy of commitment, ownership, vision, mission and goals that promote a culture of excellence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td>Facilities support a safe and orderly environment conducive to student learning.</td>
</tr>
<tr>
<td>4.3</td>
<td>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.</td>
</tr>
<tr>
<td>4.4</td>
<td>There is leadership, staff, student and community involvement in the development and implementation of safety plans that meet state requirements.</td>
</tr>
<tr>
<td>4.5</td>
<td>Teachers and staff build positive, nurturing relationships with students and work to improve student attendance, dropout rates, and graduation rates.</td>
</tr>
<tr>
<td>4.6</td>
<td>Student achievement is highly valued and publicly celebrated.</td>
</tr>
<tr>
<td>4.7</td>
<td>A healthy school culture promotes social skills, conflict management, and prevention programs so that students are prepared and ready to learn.</td>
</tr>
<tr>
<td>4.8</td>
<td>A culture of respect exists where relationships, trust, communication and collaboration are valued within the entire school community.</td>
</tr>
<tr>
<td>4.9</td>
<td>Change is accepted as a normal and positive process that leads to continuous district/school improvement.</td>
</tr>
<tr>
<td>4.10</td>
<td>All members of the school community are active partners in governance, and support and participate in school-wide improvement efforts.</td>
</tr>
<tr>
<td>4.11</td>
<td>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.</td>
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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.

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.

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>LEVEL OR PERFORMANCE</th>
<th>DATA SOURCE/EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 The district/charter holder commits administrative support and professional development to create a student-centered, teacher-led learning community.</td>
<td>3 Exceeds: A. Central and site leadership actively promote and provide supports through time and other resources to build and sustain a learning community.</td>
<td>A. Central and site leadership support the development of a learning community.</td>
</tr>
<tr>
<td></td>
<td>2 Meets: B. Central and site leadership develops and promotes opportunities for training staff in the creation of structures that facilitates implementation of a learning community.</td>
<td>A. Central and site leadership understand the role of a learning community, but have yet to create systems to support its development.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches: 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.</td>
<td>A. Central and site leadership offer limited or no evidence that a learning community exist at the site.</td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below: C. Central and site leadership does not promote a learning community and/or one does not exist.</td>
<td>B. Central and site leadership develops a framework for staff to create and implement a learning community.</td>
</tr>
<tr>
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<td>B. Central and site leadership provides little support in developing frameworks to create and implement a learning community.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Central and site leadership indicates that no framework exists or is under development in creating a learning community.</td>
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<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
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Standard 1: SCHOOL AND DISTRICT LEADERSHIP
The district and school leadership focuses on improved student achievement.

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<tbody>
<tr>
<td>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.</td>
<td>3  Exceeds &lt;br&gt; 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).</td>
<td>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).</td>
</tr>
<tr>
<td></td>
<td>2  Meets &lt;br&gt; A. District/charter holder leadership actively 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).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1  Approaches &lt;br&gt; A. District/charter holder leadership 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).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0  Falls Far Below &lt;br&gt; 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).</td>
<td></td>
</tr>
<tr>
<td>B. District/charter holder leadership effectively promotes and provides an effective process for reflection and review of systems alignment.</td>
<td>B. District/charter holder leadership provides a process for review of systems alignment.</td>
<td>B. District/charter holder leadership does not promote nor provide an effective process for reflection and review of systems alignment.</td>
</tr>
<tr>
<td>C. District/charter holder leadership has created a formal system of expectations and accountability with multiple and varied indicators to measure effectiveness.</td>
<td>C. District/charter holder leadership has created an informal system of expectations and accountability with few indicators to measure effectiveness.</td>
<td>C. There is little or no evidence that the district/charter holder leadership has created any system of expectations and accountability to measure effectiveness.</td>
</tr>
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### Standard 1: SCHOOL AND DISTRICT LEADERSHIP

The district and school leadership focuses on improved student achievement.

<table>
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<tr>
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<th>DATA SOURCE/EVIDENCE</th>
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<tbody>
<tr>
<td>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.</td>
<td>3 Exceeds</td>
<td>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 <strong>vision</strong>.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>A. The leadership involves the school <strong>community</strong> in the development and revision of mission and belief statements that support the identified <strong>vision</strong>.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>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 <strong>vision</strong>.</td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below</td>
<td>A. The leadership does not show evidence of input in the development of the mission and belief statements that support the identified <strong>vision</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. The leadership communicates the mission and belief statements to staff, students, families, and other <strong>stakeholders</strong> in multiple and varied ways.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. The leadership communicates the mission and belief statements to all staff and students of the school in several ways.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. The leadership communicates the mission and belief statements to staff of the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. The leadership does not show evidence that the mission and belief statements have been communicated to staff.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. The leadership focuses the staff and larger community on designing instructional programs that improve academic achievement and support the mission and belief statements.</td>
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<td></td>
<td>C. The leadership focuses the staff on implementing the mission and belief statements in instructional programs for improving academic achievement.</td>
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<tr>
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<td>C. The leadership occasionally refers to the mission and belief statements when addressing the planning of instructional programs.</td>
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<td></td>
<td>C. The leadership does not show evidence that the mission and belief statements are considered when planning instructional programs.</td>
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<tr>
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<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. The leadership focuses the staff and community to meet the needs of diverse students using researched and effective strategies, programs and instructional materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
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</table>
**Standard 1: SCHOOL AND DISTRICT LEADERSHIP**

The district and school leadership focuses on improved student achievement.

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>3 Exceeds</th>
<th>2 Meets</th>
<th>1 Approaches</th>
<th>0 Falls Far Below</th>
<th>DATA SOURCE/ EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>E. The leadership focuses the staff and community to serve and ensure responsibility for all students’ teaching and learning.</td>
<td>E. The leadership focuses the staff and community to somewhat meet and ensure responsibility for some students’ teaching and learning.</td>
<td>E. The leadership focuses the staff and community to minimally ensure responsibility for all students’ teaching and learning.</td>
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</tr>
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</table>
### Standard 1: SCHOOL AND DISTRICT LEADERSHIP

The district and school leadership focuses on improved student achievement.

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>LEVEL OR PERFORMANCE</th>
<th>DATA SOURCE/EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.4 Leadership is developed and involved at all stakeholder levels, with a strong emphasis on teacher leadership.</strong></td>
<td>3 <strong>Exceeds</strong>&lt;br&gt;A. Teachers serve in a variety of leadership capacities that significantly guide the school’s instructional, programmatic, and fiscal operations.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>2 <strong>Meets</strong>&lt;br&gt;A. Teachers serve in leadership capacities that guide the school’s instructional, programmatic, and fiscal operations.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>1 <strong>Approaches</strong> A. Teachers serve in leadership capacities that somewhat guide the school’s instructional, programmatic, and/or fiscal operations.</td>
<td>B. Teachers have 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.</td>
</tr>
<tr>
<td></td>
<td>0 <strong>Falls Far Below</strong> 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.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><strong>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.</strong>&lt;br&gt;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.</td>
<td><strong>C. Little or no evidence exists that there are structures in place for students, parents and community stakeholders to offer guidance in school operations.</strong>&lt;br&gt;C. Little or no evidence exists that there are structures in place for students, parents and community stakeholders to offer guidance in school operations.</td>
</tr>
<tr>
<td></td>
<td><strong>C. There are multiple, effective, and formal structures in place for students, parents and community stakeholders to offer guidance in school operations.</strong>&lt;br&gt;C. There are effective structures in place for students, parents and community stakeholders to offer guidance in school operations.</td>
<td><strong>D. Research-based procedures concerning shared decision making are not practiced throughout the school.</strong>&lt;br&gt;D. Research-based procedures concerning shared decision making are not practiced throughout the school.</td>
</tr>
<tr>
<td></td>
<td><strong>D. Research-based procedures concerning shared decision making are embedded and practiced consistently throughout the school.</strong>&lt;br&gt;D. Research-based procedures concerning shared decision making are embedded and practiced consistently throughout the school.</td>
<td><strong>D. Research-based procedures concerning shared decision making are not practiced throughout the school.</strong>&lt;br&gt;D. Research-based procedures concerning shared decision making are not practiced throughout the school.</td>
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**Standard 1: SCHOOL AND DISTRICT LEADERSHIP**

*The district and school leadership focuses on improved student achievement.*

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<tbody>
<tr>
<td>1.5 Leadership actively promotes ongoing, two-way communication among multiple stakeholder groups.</td>
<td><strong>3</strong> Exceeds</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><strong>2</strong> Meets</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><strong>1</strong> Approaches</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><strong>0</strong> Falls Far Below</td>
<td>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.</td>
</tr>
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<tr>
<td>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.</td>
<td>3 Exceeds</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>A. The growth plans of all administrators focus on effective leadership skills designed to support student achievement.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>A. Administrators have growth plans, but plans only partially focus on leadership skills designed to promote student achievement.</td>
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<tr>
<td></td>
<td>0 Falls Far Below</td>
<td>A. Administrators' growth plans are not developed or are not focused on leadership skills designed to promote student achievement.</td>
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<td>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.</td>
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<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Growth plans are not regularly reviewed and revised, and/or are not used to guide administrators in their selection of professional development activities.</td>
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<td></td>
<td></td>
<td>C. The administrative evaluation process is directly connected and aligned to the Arizona Administrator Standards.</td>
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<td>C. The administrative evaluation process is somewhat connected to the Arizona Administrator Standards.</td>
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<tr>
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<td></td>
<td>C. The administrative evaluation process shows little connection to the Arizona Administrator Standards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. The administrative evaluation process shows no connection to the Arizona Administrator Standards.</td>
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<tr>
<td>1.7 Leadership works to build coherency and alignment by “reculturing” around state and federal accountability systems.</td>
<td>3 Exceeds</td>
<td>A. Leadership strategically and systematically aligns school programs and initiatives with state and federal accountability systems.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>A. Leadership systematically aligns school programs and initiatives with state and federal accountability systems.</td>
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<tr>
<td></td>
<td>1 Approaches</td>
<td>A. Leadership aligns most school programs and initiatives with state and federal accountability systems.</td>
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<td></td>
<td>0 Falls Far Below</td>
<td>A. Leadership does not align school programs and initiatives with state and federal accountability systems.</td>
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<tr>
<td></td>
<td></td>
<td>B. Leadership promotes dialogue, shared norms and continuous opportunities to expand the knowledge base of all stakeholders.</td>
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<td></td>
<td>B. Leadership supports opportunities to expand the knowledge base of all stakeholders.</td>
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<tr>
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<td></td>
<td>B. Leadership does not support opportunities to expand the knowledge base of all stakeholders.</td>
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<td></td>
<td>C. Leadership allocates time and resources for reflection and comparison on findings from internal and external reviews.</td>
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<tr>
<td></td>
<td></td>
<td>C. Leadership allocates time for reflection and comparison on findings from internal and external reviews.</td>
</tr>
<tr>
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<td></td>
<td>C. Leadership allocates some time for reflection on findings from internal and external reviews.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Leadership does not allocate time for reflection on findings from internal and external reviews.</td>
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## Standard 1: SCHOOL AND DISTRICT LEADERSHIP
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<tr>
<td>1.8</td>
<td>District/school leadership continuously analyzes available data comparing academic achievement with income level, race, and gender; information is shared with the community.</td>
<td>A. District/school leadership does not analyze or review data comparing academic achievement with income level, race, and gender.</td>
</tr>
<tr>
<td></td>
<td>Exceeds</td>
<td>Meets</td>
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<tr>
<td>A.</td>
<td>3</td>
<td>2</td>
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<tr>
<td>B.</td>
<td>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.</td>
<td>Analysis of disaggregated data is presented to staff infrequently and/or in a limited format.</td>
</tr>
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Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY
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<tr>
<td>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.</td>
<td>3 Exceeds</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>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.</td>
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<tr>
<td>1.10 Leadership ensures that time is allocated and protected to focus on curricular and instructional issues.</td>
<td>3 Exceeds</td>
<td>A. Leadership monitors the use of time and gives teachers feedback on effective use of instructional time.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>A. Leadership supports and assists staff to protect time as a valuable resource in providing quality instruction.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>A. Leadership expects staff members to use time as an instructional resource, but time use is not monitored.</td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below</td>
<td>A. Leadership does not encourage staff to use time as an instructional resource.</td>
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<tr>
<td></td>
<td></td>
<td>B. Leadership encourages and assists all staff to use time to collaborate, research, plan, and reflect in order to enhance student learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Leadership encourages and assists staff to use time to collaborate and plan in order to support student learning.</td>
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<tr>
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<td></td>
<td>B. Leadership encourages some staff members to collaborate and plan in order to support student learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Leadership does not encourage staff to use time to collaborate and plan.</td>
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<td></td>
<td></td>
<td>C. Leadership and staff consistently focus on increasing the efficient use of instructional time to maximize student learning.</td>
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<tr>
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<td></td>
<td>C. Staff makes efficient use of instructional time to maximize student learning.</td>
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<td>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.</td>
</tr>
<tr>
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<td></td>
<td>C. Instructional time is consistently used ineffectively.</td>
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### Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY

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<tr>
<td>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.</td>
<td>3 Exceeds</td>
<td>A. District/school leadership allocates and reallocates resources and finds additional resources as needed to support the mission, belief statements, and student learning.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>B. Leadership demonstrates managerial responsibility for budget monitoring and continuously seeks additional resources (e.g., grants) from outside sources.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>C. Leadership ensures that the building is appropriately and promptly maintained and provides a safe and equitable environment for both teachers and students.</td>
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<td>0 Falls Far Below</td>
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The district and school leadership focuses on improved student achievement.

**Data Source/Evidence:**

- A. District/school leadership allocates and reallocates resources and finds additional resources as needed to support the mission, belief statements, and student learning.
- B. Leadership demonstrates managerial responsibility for budget monitoring and continuously seeks additional resources from outside sources.
- C. Leadership ensures that the building is appropriately and promptly maintained and provides a safe and equitable environment for both teachers and students.
### Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY

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<tr>
<td>1.12 The school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance.</td>
<td>3 Exceeds</td>
<td>A. There is an established, comprehensive budgeting process that addresses the use of fiscal <strong>resources</strong>, involves staff, and is communicated to relevant <strong>stakeholders</strong>.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>A. There is an established budgeting process that involves staff for allocating and managing fiscal <strong>resources</strong>.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>A. There is a budgeting process that addresses the use of fiscal <strong>resources</strong>, but staff is not involved.</td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below</td>
<td>A. There is little or no evidence of a comprehensive budgeting process that addresses the use of fiscal <strong>resources</strong>.</td>
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<tr>
<td></td>
<td></td>
<td>B. Appropriate <strong>data</strong> are included in the formalized process for budgeting decisions.</td>
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<td>B. Appropriate <strong>data</strong> are consistently used in making budgeting decisions.</td>
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<tr>
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<td>B. Appropriate <strong>data</strong> are sometimes used in making budgeting decisions, but their use is not ensured or consistent.</td>
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<tr>
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<td></td>
<td>B. There is little evidence that appropriate <strong>data</strong> are considered in making budgeting decisions.</td>
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<tr>
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<td></td>
<td>C. The district/school actively assists staff in acquiring <strong>resources</strong> from external sources (e.g., grants, instructional materials).</td>
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<tr>
<td></td>
<td></td>
<td>C. The district/school has an accessible process for supporting staff in acquiring <strong>resources</strong> from external sources (e.g., grants, instructional materials).</td>
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<tr>
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<td></td>
<td>C. There is limited support for staff in acquiring <strong>resources</strong> from external sources (e.g., grants, instructional materials).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. There is no process to support staff in acquiring <strong>resources</strong> from external sources (e.g., grants, instructional materials).</td>
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<tr>
<td>1.12 The school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance.</td>
<td>3 Exceeds</td>
<td>D. The district adheres to a timetable to ensure that schools are provided funding allocations in a timely manner.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>D. The district provides schools with funding allocations in a timely manner.</td>
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<tr>
<td></td>
<td>1 Approaches</td>
<td>D. The district provides schools with funding allocations in an inconsistent manner.</td>
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<td>0 Falls Far Below</td>
<td>D. The district does not provide funds to the school in a timely manner.</td>
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<td>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.</td>
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<td></td>
<td>E. Expenditures of discretionary funds support the mission of the school and relate directly to an identified school need.</td>
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<td></td>
<td>E. Expenditures of discretionary funds inconsistently support the mission of the school and/or relate to an identified school need.</td>
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<tr>
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<td></td>
<td>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.</td>
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<td></td>
<td>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.</td>
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<tr>
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<td></td>
<td>F. Categorical funding from state and federal program resources is allocated to support specific student needs.</td>
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<td></td>
<td>F. The match of categorical funding from state and federal program resources to specific student needs is inconsistent.</td>
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<td>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.</td>
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<td></td>
<td>G. Expenditures from various sources are integrated, where possible, to maximize the effect on student achievement. Allocation is reviewed regularly.</td>
</tr>
<tr>
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<td>G. Expenditures from various sources are integrated, where possible, in order to maximize the effect on student achievement.</td>
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<tr>
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<td></td>
<td>G. Expenditures from various sources are inconsistently integrated.</td>
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<tr>
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<td>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.</td>
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### Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY

**The district and school leadership focuses on improved student achievement.**

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<tbody>
<tr>
<td>1.13 The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3 Exceeds</strong></td>
<td><strong>2 Meets</strong></td>
<td><strong>1 Approaches</strong></td>
</tr>
<tr>
<td>A. The school staff and all <strong>stakeholders</strong> recognize the principal as the instructional leader of the school and consistently seek his/her input on a variety of instructional issues.</td>
<td>A. The school staff recognizes the principal as the instructional leader of the school and seeks his/her input on instructional issues.</td>
<td>A. The principal wants to be an instructional leader, but the majority of staff does not seek his/her input on instructional issues.</td>
</tr>
<tr>
<td>B. The principal engages students, staff, and other <strong>stakeholders</strong> in frequent conversations about student academic performance.</td>
<td>B. The principal leads staff in regular discussions about student academic performance.</td>
<td>B. The principal occasionally engages staff in discussions about student academic performance.</td>
</tr>
<tr>
<td>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.</td>
<td>C. Strategies to improve student academic performance are often addressed at faculty meetings.</td>
<td>C. Strategies to improve student academic performance are mentioned at faculty meetings, but not in a focused, consistent manner.</td>
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<tr>
<td>1.13 The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.</td>
<td>3</td>
<td>D. The principal regularly leads staff and other stakeholders in reviews of curriculum documents and assessment results. Implications for instructional planning are discussed.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>D. The principal leads staff in curriculum review and discussion of assessment results.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>D. The principal occasionally has staff review curriculum documents and assessment results.</td>
</tr>
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<td>0</td>
<td>D. The principal does not encourage staff to review curriculum documents and assessment results.</td>
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<td>E. The principal is frequently a participant in classroom activities and provides input on the instructional strategies being used.</td>
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<tr>
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<td>E. The principal is a frequent visitor in classrooms and provides input on the instructional strategies being used.</td>
</tr>
<tr>
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<td></td>
<td>E. The principal visits the classrooms infrequently and/or offers little input about instructional strategies.</td>
</tr>
<tr>
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<td>E. The principal visits the classrooms only for evaluation of professional staff.</td>
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<td>F. The principal consistently provides a positive, supportive learning and working environment for both teachers and students.</td>
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<td>F. The principal facilitates the creation of a positive learning environment for both teachers and students.</td>
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<td></td>
<td>F. The principal attempts to create a positive learning environment for both teachers and students, but is not always successful.</td>
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<tr>
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<td></td>
<td>F. The principal does not facilitate the creation of a positive learning environment for both teachers and students.</td>
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| 1.13 The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement. | **3 Exceeds**
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. | **2 Meets**
G. The principal consistently uses the teacher evaluation process to promote professional development and ensure teacher quality. |
**1 Approaches**
G. The principal is inconsistent in his/her use of the teacher and staff evaluation process to promote professional development and increased student achievement. |
**0 Falls Far Below**
G. The principal does not focus the teacher and/or staff evaluations on the promotion of professional development and student achievement. |
**H. The principal**
H. The principal ensures that the instructional and organizational systems are regularly monitored and modified as needed to support student performance. |
**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 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.*

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Description</th>
<th>Falls Far Below the Standard</th>
<th>Approaches the Standard</th>
<th>Meets the Standard</th>
<th>Exceeds the Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>The district/charter holder commits administrative support and professional development to create a student-centered, teacher-led learning community.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1.2</td>
<td>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.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1.3</td>
<td>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.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1.4</td>
<td>Leadership is developed and involved at all stakeholder levels, with a strong emphasis on teacher leadership.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1.5</td>
<td>Leadership actively promotes ongoing, two-way communication among multiple stakeholder groups.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1.6</td>
<td>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.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1.7</td>
<td>Leadership works to build coherency and alignment by “reculturing” around state and federal accountability systems.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1.8</td>
<td>District/school leadership systematically uses disaggregated data in planning for diverse student needs, and then communicates data analysis information to school staff.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1.9</td>
<td>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.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1.10</td>
<td>Leadership ensures that time is allocated and protected to focus on curricular and instructional issues.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1.11</td>
<td>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.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1.12</td>
<td>The school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1.13</td>
<td>The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**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
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<th>DATA SOURCE/EVIDENCE</th>
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<tbody>
<tr>
<td>2.1 The school or district has developed an explicit, written curriculum that is aligned with Arizona Academic Standards.</td>
<td>3 Exceeds: 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.</td>
<td>A. The Curriculum and Instructional Alignment Declaration has been signed by some of the required parties and submitted to ADE.</td>
</tr>
<tr>
<td></td>
<td>2 Meets: 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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 Approaches: 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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below: B. The Reading, Writing, and Mathematics scope and sequence demonstrates some alignment to the Arizona Academic Standards concepts and performance objectives.</td>
<td></td>
</tr>
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<tbody>
<tr>
<td>2.1 The school or district has developed an explicit, written curriculum that is aligned with Arizona Academic Standards.</td>
<td><strong>3</strong> Exceeds</td>
<td><strong>C.</strong> 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.</td>
</tr>
<tr>
<td></td>
<td><strong>2</strong> Meets</td>
<td><strong>D.</strong> All scope and sequence objectives are age and developmentally appropriate at each grade level.</td>
</tr>
<tr>
<td></td>
<td><strong>1</strong> Approaches</td>
<td><strong>E.</strong> 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).</td>
</tr>
<tr>
<td></td>
<td><strong>0</strong> Falls Far Below</td>
<td><strong>D.</strong> Scope and sequence does not demonstrate the spiraling of content or skills.</td>
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<td><strong>3</strong> Exceeds</td>
<td><strong>C.</strong> 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.</td>
</tr>
<tr>
<td></td>
<td><strong>2</strong> Meets</td>
<td><strong>D.</strong> Most scope and sequence objectives are age and developmentally appropriate at each grade level.</td>
</tr>
<tr>
<td></td>
<td><strong>1</strong> Approaches</td>
<td><strong>E.</strong> 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).</td>
</tr>
<tr>
<td></td>
<td><strong>0</strong> Falls Far Below</td>
<td><strong>D.</strong> Scope and sequence demonstrates some spiraling of content and/or skills in Reading, Writing, and Mathematics.</td>
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<tr>
<td>2.2 A systematic process for monitoring, evaluating, and reviewing the curriculum is in place.</td>
<td>3 Exceeds</td>
<td>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).</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>A. The school curriculum is monitored, evaluated, and revised every two years based on several factors including student achievement on the Arizona Academic Standards.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>A. The school curriculum is occasionally monitored and revised.</td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below</td>
<td>A. The school curriculum is not monitored or revised.</td>
</tr>
<tr>
<td>2.3 The curriculum expectations are communicated to all stakeholders.</td>
<td>3 Exceeds</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>A. The school curriculum is communicated and disseminated to staff, students, families, and stakeholders during the process of monitoring, evaluating, and review.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>A. The school curriculum is communicated and disseminated to instructional staff and students during the process of monitoring, evaluating, and review.</td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below</td>
<td>A. The school curriculum is not communicated or disseminated.</td>
</tr>
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<tr>
<td>2.4 A comprehensive curriculum and access to academic core standards are offered to all students.</td>
<td><strong>3</strong> Exceeds</td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below</td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>B. The master schedule offers flexibility for all students to access any course/class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. The master schedule has flexibility; however, some students have limited access to some classes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. The master schedule establishes &quot;tracks&quot; for students that limit the available courses for many students.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>C. Course offerings are sufficient for all students to have the opportunity to learn the Arizona Academic Standards concepts and performance objectives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Course offerings are sufficient for most students to have the opportunity to learn the Arizona Academic Standards concepts and performance objectives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Course offerings are insufficient for significant numbers of students to have the opportunity to learn the Arizona Academic Standards concepts and performance objectives.</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>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.</td>
<td>3 Exceeds</td>
<td>A. The effectiveness of all programs is regularly monitored and evaluated, and modifications are made based upon evaluation results.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>A. The effectiveness of all programs is regularly monitored and evaluated.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>A. The effectiveness of all programs is inconsistently monitored and evaluated.</td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below</td>
<td>B. Instruction and organizational systems are not regularly monitored or modified as needed to support student performance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Instruction and organizational systems are not regularly monitored or modified as needed to support student performance.</td>
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<td>B. Instruction and organizational systems are not regularly monitored or modified as needed to support student performance.</td>
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<tbody>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Exceeds</td>
<td>A. All instructional activities are aligned to instructional objectives and the Arizona Academic Standards.</td>
<td>A. Few, if any, instructional activities are aligned to instructional objectives and/or the Arizona Academic Standards.</td>
</tr>
<tr>
<td>2 Meets</td>
<td>A. Most instructional activities are aligned to instructional objectives and the Arizona Academic Standards.</td>
<td>B. Few, if any, teachers assign practice activities that are aligned with the concept and thinking level of the lesson objective(s).</td>
</tr>
<tr>
<td>1 Approaches</td>
<td>A. Some instructional activities are aligned to instructional objectives and/or the Arizona Academic Standards.</td>
<td>B. Few, if any, teachers assign practice activities that are aligned with the concept and thinking level of the lesson objective(s).</td>
</tr>
<tr>
<td>0 Falls Far Below</td>
<td>A. Few, if any, instructional activities are aligned to instructional objectives and/or the Arizona Academic Standards.</td>
<td>B. Few, if any, teachers assign practice activities that are aligned with the concept and thinking level of the lesson objective(s).</td>
</tr>
</tbody>
</table>

- B. All teachers consistently 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.
- D. All teachers consistently include review and re-teaching in instructional planning.

- B. Most teachers consistently assign practice activities that are aligned with the concept and thinking level of the lesson objective(s).
- C. Most teachers use formative assessment data to determine correct level of difficulty for individual or group instruction.
- D. Most teachers include review and re-teaching in instructional planning.
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<tr>
<td>2.7 Instructional materials and resources are aligned to Arizona Academic Standards and performance objectives, and there is research-based evidence of their effectiveness.</td>
<td><strong>3 Exceeds</strong> A. All instructional materials are scientifically <strong>research-based</strong> and aligned with state <strong>standards</strong> and performance objectives.</td>
<td><strong>0 Falls Far Below</strong> A. Few, if any, instructional materials are scientifically <strong>research-based</strong> and aligned with state <strong>standards</strong> and performance objectives.</td>
</tr>
<tr>
<td></td>
<td><strong>2 Meets</strong> A. Most instructional materials are scientifically <strong>research-based</strong> and aligned with state <strong>standards</strong> and performance objectives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1 Approaches</strong> A. Some instructional materials are scientifically <strong>research-based</strong> and aligned with state <strong>standards</strong> and performance objectives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>0 Falls Far Below</strong> A. Few, if any, instructional materials are scientifically <strong>research-based</strong> and aligned with state <strong>standards</strong> and performance objectives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>B. A balanced media center collection in a variety of formats supports and enriches the curriculum.</strong></td>
<td><strong>B. Instructional resources to support the school's curriculum are not provided.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>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.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>B. A balanced media center collection based on curriculum needs is available.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>B. Limited instructional resources that are relevant, accurate, and current are provided in the media center.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>C. The media center provides some print materials that are developmentally appropriate and meet some student needs.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>C. There is no media center or library.</strong></td>
<td></td>
</tr>
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<tr>
<td>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.</td>
<td>3 Exceeds</td>
<td>A. Teachers consistently incorporate technology as an integral part of instruction.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>A. Teachers consistently incorporate technology in instruction.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>A. Teachers occasionally incorporate technology in instruction.</td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below</td>
<td>A. Teachers rarely incorporate technology in instruction.</td>
</tr>
<tr>
<td></td>
<td>B. All teachers use technology as a productivity tool for planning, instructional delivery, record keeping, and communication.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Most teachers use technology as a productivity tool for planning, instructional delivery, record keeping, and communication.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Some teachers use technology as a productivity tool for planning, instructional delivery, record keeping, and communication.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Few, if any, teachers use technology as a productivity tool for planning, instructional delivery, record keeping, and communication.</td>
<td></td>
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<tr>
<td>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.</td>
<td>3 Exceeds 2 Meets 1 Approaches 0 Falls Far Below</td>
<td></td>
</tr>
<tr>
<td>A. All teachers consistently use pre-assessment as a basis for differentiation of instruction in all content areas.</td>
<td>A. Most teachers use pre-assessment as a basis for differentiation of instruction in Reading, Writing, and Mathematics.</td>
<td>A. Few, if any teachers use pre-assessment as a basis for differentiation of instruction.</td>
</tr>
<tr>
<td>B. Differentiation of instruction is observable in all classrooms.</td>
<td>B. Differentiation of instruction is observable in a majority of the classrooms.</td>
<td>B. Differentiation of instruction is observable in few, if any, classrooms.</td>
</tr>
<tr>
<td>C. Classroom observations indicate a well-planned blend of whole group, small group, and individual instruction.</td>
<td>C. Classroom observations indicate an adequate mix of whole group, small group, and individual instruction.</td>
<td>C. Classroom observations indicate no variation in grouping strategies.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>D. Few, if any, teachers perform error analyses of their students’ summative assessments as a basis for re-teaching.</td>
</tr>
<tr>
<td>E. Targeted re-teaching of objectives is occurring in all content areas in all classrooms.</td>
<td>E. Targeted re-teaching of objectives is occurring in Reading, Writing, and Mathematics in a majority of classrooms.</td>
<td>E. Targeted re-teaching of objectives is occurring in few, if any, classrooms.</td>
</tr>
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<tr>
<td>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.</td>
<td>3 Exceeds</td>
<td>A. Classroom observations indicate targeted use of a wide variety of scientifically research-based instructional strategies.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>B. All students appear to be actively engaged in learning.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>C. All students have instructional opportunities to connect and apply their learning to real-life experiences.</td>
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<th>LEVEL OF PERFORMANCE</th>
<th>DATA SOURCE/EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.11 The long-term professional growth of individual staff members is required and focuses directly on increasing student achievement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>3 Exceeds</td>
<td></td>
</tr>
<tr>
<td>A. The district/school has developed a long-term plan for continuous support of professional growth needs.</td>
<td>2 Meets</td>
<td></td>
</tr>
<tr>
<td>A. The district/school has developed a plan for professional growth needs, but support is limited.</td>
<td>1 Approaches</td>
<td></td>
</tr>
<tr>
<td>A. The district/school has not developed a plan for professional growth needs.</td>
<td>0 Falls Far Below</td>
<td></td>
</tr>
<tr>
<td>B. The district/school regularly monitors and evaluates the professional development plan to provide evidence of its impact on teacher practice and student achievement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. The district/school regularly evaluates the professional development plan to provide evidence of its impact on teacher practice and student achievement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. The district/school occasionally evaluates the professional development plan to provide evidence of its impact on teacher practice and student achievement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. The district/school does not evaluate the professional development plan to provide evidence of its impact on teacher practice and student achievement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Professional development plans correlate with both national standards and the Arizona Professional Teacher Standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Professional development plans correlate with the Arizona Professional Teacher Standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Professional development plans show some correlation with the Arizona Professional Teacher Standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Professional development plans show little or no correlation with the Arizona Professional Teacher Standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Professional development opportunities model scientifically research-based teaching strategies to support student learning. Classroom practice of the strategies is supported.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Professional development opportunities model scientifically research-based teaching strategies to support student learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Professional development opportunities model scientifically research-based teaching strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Professional development opportunities do not promote scientifically research-based strategies.</td>
<td></td>
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</tr>
</tbody>
</table>
**Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT**

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

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<tr>
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<tbody>
<tr>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Exceeds</td>
<td>Meets</td>
</tr>
<tr>
<td>2.12 Teachers and staff promote high expectations of students and recognize and accept their professional role in student success and failure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. All teachers consistently go beyond required <strong>professional development</strong> to enhance their teaching <strong>skills</strong> and as a <strong>result</strong> there is evidence of improved student achievement.</td>
<td>A. A majority of teachers consistently go beyond required <strong>professional development</strong> to enhance their teaching <strong>skills</strong> and as a <strong>result</strong> there is evidence of improved student achievement.</td>
<td>A. Some teachers go beyond required <strong>professional development</strong> to enhance their teaching <strong>skills</strong> and as a <strong>result</strong> there is some evidence of improved student achievement.</td>
</tr>
<tr>
<td>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.</td>
<td>B. All teachers reflect on their classroom practices and student achievement in an effort to improve their effectiveness.</td>
<td>B. Some teachers reflect on their classroom practices and student achievement in an effort to improve their effectiveness.</td>
</tr>
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Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT
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<tbody>
<tr>
<td>2.13 Professional development is continuous and job-embedded.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3 Exceeds</strong></td>
<td>A. All teachers participate in job-embedded professional development to update their content knowledge and professional practices that are scientifically research-based.</td>
<td>A. Teachers rarely participate in job-embedded professional development to update their content knowledge and professional practices that are scientifically research-based.</td>
</tr>
<tr>
<td></td>
<td>A. A majority of teachers participate in job-embedded professional development to update their content knowledge and professional practices that are scientifically research-based.</td>
<td>A. Some teachers participate in job-embedded professional development to update their content knowledge and professional practices that are scientifically research-based.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>B. Professional development time is not provided for collaboration.</td>
</tr>
<tr>
<td></td>
<td>C. Teachers who have expertise in content or pedagogy mentor other teachers on a regular basis.</td>
<td>C. Teachers who have expertise in content or pedagogy do not share information, experiences, and/or knowledge with other teachers.</td>
</tr>
<tr>
<td>2 <strong>Meets</strong></td>
<td>A. Teachers who have expertise in content and pedagogy regularly share information, experiences and/or knowledge with other teachers.</td>
<td></td>
</tr>
<tr>
<td>1 <strong>Approaches</strong></td>
<td>B. Professional development time is regularly provided (i.e., bi-weekly) for colleagues to collaborate in order to review resources and study research.</td>
<td></td>
</tr>
<tr>
<td>0 <strong>Falls Far Below</strong></td>
<td>C. Teachers who have expertise in content and pedagogy occasionally share information, experiences, and/or knowledge with other teachers.</td>
<td></td>
</tr>
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Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

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

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<tbody>
<tr>
<td>2.14 The district/school provides a clearly defined evaluation process and focuses directly on increasing student achievement.</td>
<td>3 Exceeds A. There are comprehensive, written policies and procedures regarding the evaluation of all personnel. The policies and procedures are reviewed regularly for possible revisions.</td>
<td>0 Falls Far Below A. There are no written policies regarding personnel evaluation, or they are incomplete or inappropriate.</td>
</tr>
<tr>
<td></td>
<td>2 Meets B. The evaluation process is directly connected and aligned to the Arizona and National Administrator or Professional Teacher Standards.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 Approaches C. The evaluation process is directly connected to the goals for improving student learning. Specific areas for individual improvement are targeted.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below B. The evaluation process has little or no connection to the Arizona Professional Teacher Standards.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. The evaluation process is not connected to the goals for student learning.</td>
</tr>
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**Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT**

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

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<tr>
<td>2.15 Teachers exhibit sufficient content knowledge to foster student learning.</td>
<td>3 Exceeds</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>A. All teachers are Highly Qualified and/or certified to teach in their assigned areas and/or grade levels.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>A. Some teachers are Highly Qualified and/or certified to teach in their assigned areas and/or grade levels.</td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below</td>
<td>A. Few, if any, teachers are Highly Qualified and/or certified to teach in their assigned areas and/or grade levels.</td>
</tr>
</tbody>
</table>
## 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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>The school or district has developed an explicit, written curriculum that is aligned with Arizona Academic Standards.</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>2.2</td>
<td>A systematic process for monitoring, evaluating, and reviewing the curriculum is in place.</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>2.3</td>
<td>The curriculum expectations are communicated to all stakeholders.</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>2.4</td>
<td>A comprehensive curriculum and access to academic core standards are offered to all students.</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>2.5</td>
<td>The staff monitors and evaluates curriculum and instructional programs based on student results, and makes modifications as needed to ensure continuous school improvement.</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>2.6</td>
<td>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.</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>2.7</td>
<td>Instructional materials and resources are aligned to Arizona Academic Standards and performance objectives, and there is research-based evidence of their effectiveness.</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>2.8</td>
<td>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.</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>2.9</td>
<td>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.</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>2.10</td>
<td>A variety of scientifically research-based strategies and best or proven practices focused on increasing student achievement are used effectively in classroom.</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>2.11</td>
<td>The long-term professional growth of individual staff members is required and focuses directly on increasing student achievement.</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>2.12</td>
<td>Teachers and staff promote high expectations of students and recognize and accept their professional role in student success and failure.</td>
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<td>2.13</td>
<td>Professional development is continuous and job-embedded.</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>2.14</td>
<td>The district/school provides a clearly defined evaluation process and focuses directly on increasing student achievement.</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>2.15</td>
<td>Teachers exhibit sufficient content knowledge to foster student learning.</td>
<td>3 2 1 0</td>
</tr>
</tbody>
</table>

### 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.

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<tbody>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Exceeds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. An effective and functional system exists for the collection and dissemination of multiple assessment results at all levels.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. A functional system exists for the collection and dissemination of assessment results at all levels.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. A functional system exists for the collection and dissemination of assessment results.</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. There is little or no evidence that a functional system exists for the collection and dissemination of assessment results.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A. There is little or no evidence that assessment results are disseminated to stakeholders.</td>
</tr>
</tbody>
</table>
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.

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</thead>
<tbody>
<tr>
<td>3.2 Multiple and varied assessments and evaluation strategies are used appropriately and effectively.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Exceeds</td>
<td>A. Teachers routinely collaborate to design <strong>formative assessments</strong> that are aligned to standards/performance objectives and retain a consistent depth of knowledge.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Meets</td>
<td>A. Teachers routinely collaborate to design <strong>formative assessments</strong> that are aligned to performance objectives.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Approaches</td>
<td>A. Teachers occasionally collaborate to design <strong>formative assessments</strong>.</td>
</tr>
<tr>
<td><strong>0</strong></td>
<td>Falls Far Below</td>
<td>A. Teachers do not collaborate to design <strong>formative assessments</strong>.</td>
</tr>
</tbody>
</table>

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).

C. A combination of **formative** and **summative** classroom assessments is used systematically to monitor student progress and guide instruction.

|  |
|----------------------|-----------------------|
| **B.** Evaluation of student performance is based on multiple and 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 similar sources of **summative assessment data**. |

|  |
|----------------------|-----------------------|
| **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.

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<tbody>
<tr>
<td>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.</td>
<td><strong>3 Exceeds</strong></td>
<td>A. Teachers use multiple and varied measures of formative and summative assessments aligned to strands, concepts, performance objectives, and instruction.</td>
</tr>
<tr>
<td></td>
<td><strong>2 Meets</strong></td>
<td>A. Teachers use varied formative and summative assessments aligned to strands, concepts, performance objectives, and instruction.</td>
</tr>
<tr>
<td></td>
<td><strong>1 Approaches</strong></td>
<td>A. Teachers use a single type of summative assessment aligned to concepts and performance objectives.</td>
</tr>
<tr>
<td></td>
<td><strong>0 Falls Far Below</strong></td>
<td>A. Teachers do not use assessments that are aligned to concepts and performance objectives.</td>
</tr>
<tr>
<td></td>
<td><strong>A. Teachers do not use assessments that are aligned to concepts and performance objectives.</strong></td>
<td><strong>B. Teachers maintain comprehensive records of student products and performances and use both to guide instructional decisions.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>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.</strong></td>
<td><strong>C. Teachers sometimes employ pre- or post-assessments to guide instruction.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>D. Teachers use multiple ways to communicate results to students and families concerning students' abilities to meet Arizona Academic Standards.</strong></td>
<td><strong>D. Teachers do not communicate results to students and families concerning students' abilities to meet Arizona Academic Standards.</strong></td>
</tr>
</tbody>
</table>

**A. Teachers use varied formative and summative assessments aligned to strands, concepts, performance objectives, and instruction.**

**B. Teachers maintain comprehensive records of student products and performances and use both 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.**

**D. Teachers use multiple ways to 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.

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<tr>
<td>3.4 School and classroom assessments are aligned to the Arizona Academic Standards and/or performance objectives.</td>
<td>3 Exceeds</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below</td>
<td>B. Summative assessments and criterion-referenced tests are not coded using the Arizona Academic Standards coding system.</td>
</tr>
<tr>
<td>B. All summative assessments and criterion-referenced tests are coded using the Arizona Academic Standards coding system.</td>
<td></td>
<td>B. Summative assessments and criterion-referenced tests are coded using the Arizona Academic Standards coding system.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td>C. Formative assessments are used are diagnostic, and measure growth.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. There is little or no evidence that formative assessments exist or are used.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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.

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<tr>
<td>3.4 School and classroom assessments are aligned to the Arizona Academic Standards and/or performance objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. All <strong>summative assessments</strong> include a rubric/scoring guide for constructed response, performance response, observation, or portfolio.</td>
<td>3 Exceeds</td>
<td></td>
</tr>
<tr>
<td>D. Most <strong>summative assessments</strong> include a rubric/scoring guide for constructed response, performance response, observation, or portfolio.</td>
<td>2 Meets</td>
<td></td>
</tr>
<tr>
<td>D. Some <strong>summative assessments</strong> include a rubric/scoring guide for constructed response, performance response, observation, or portfolio.</td>
<td>1 Approaches</td>
<td></td>
</tr>
<tr>
<td>D. <strong>Summative assessments</strong> do not include a rubric/scoring guide for constructed response, performance response, observation, or portfolio.</td>
<td>0 Falls Far Below</td>
<td></td>
</tr>
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<tbody>
<tr>
<td>3.5 Assessments are used to re-focus student learning on targets to enable them to meet/exceed standards.</td>
<td>3 Exceeds</td>
<td>A. Strategies for improving performance are identified and models of actual student performance (exemplars) are used to clarify the task and distinguish levels of performance.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>A. Models of actual student performance (exemplars) are consistently used to clarify the task and distinguish levels of performance.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>A. Models of actual student performance (exemplars) are occasionally used to clarify the task, but the distinction between levels of performance is not clear.</td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below</td>
<td>A. Models of actual student performance (exemplars) are not used to clarify the task or to distinguish levels of performance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Rubrics/scoring guides are developed by teachers and students collaboratively prior to the assignment or assessment and are posted or provided to students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Rubrics/scoring guides are developed and used by teachers but seldom shared with students prior to the assignment or assessment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B Rubrics/scoring guides are not shared with students prior to the assignment or assessment.</td>
</tr>
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<td></td>
<td></td>
<td>C. The teacher engages students in a variety of self-assessment activities to identify areas for improvement and modify their performance.</td>
</tr>
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<td></td>
<td>C. The teacher engages students in self-assessment activities to identify areas for improvement.</td>
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<td></td>
<td></td>
<td>C. The teacher promotes student self-assessment.</td>
</tr>
<tr>
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<td></td>
<td>C. The teacher does not promote student self-assessment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Students receive timely, meaningful feedback on their performances and use the feedback to strengthen their next performance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Students receive timely, meaningful feedback on their performances.</td>
</tr>
<tr>
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<td></td>
<td>D. Students receive limited feedback on their performances.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Students receive no meaningful feedback on their performances.</td>
</tr>
</tbody>
</table>
**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.

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

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</thead>
<tbody>
<tr>
<td>3.7 The district/school implements specific steps for monitoring and reporting student progress in learning the Arizona Academic Standards.</td>
<td>3 Exceeds</td>
<td>A. The school outlines specific steps for monitoring, evaluating, and reporting student progress with timelines and benchmarks.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>A. The school outlines specific steps for monitoring and evaluating student progress.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>A. The school provides some guidelines for monitoring and evaluating student progress.</td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below</td>
<td>A. The school does not provide guidance for monitoring and evaluating student progress.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Student progress reports are sent home regularly and provide information regarding how well the student is achieving on each Arizona concept/performance objective.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Student progress reports are not sent home.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Diagnostic and criterion-referenced test results in non-AIMS grade levels are regularly reported to students, families, and stakeholders.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Diagnostic or criterion-referenced test results in non-AIMS grade levels are reported to students, families, and stakeholders.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Assessment results in non-AIMS grade levels are periodically reported to students, families, and stakeholders.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Assessment results in non-AIMS grade levels are not reported to students, families, or stakeholders.</td>
</tr>
</tbody>
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**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.

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</tr>
</thead>
<tbody>
<tr>
<td>3.8 District/school leadership coordinates implementation of state-required assessment and accountability program.</td>
<td>3 Exceeds</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>A. The district/school provides information to teachers, staff, students, families, and community members detailing the purposes of assessment.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>A. The district/school provides partial information about the assessment and accountability program.</td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below</td>
<td>A. The district/school provides training for teachers and administrators on assessment implementation (e.g., AIMS/DPA and Terra Nova).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. The district/school provides training for administrators on assessment implementation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. The district/school has defined responsibilities and no evidence of timelines or implementation reviews</td>
</tr>
</tbody>
</table>
**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**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Falls Far Below the Standard</th>
<th>Approaches the Standard</th>
<th>Meets the Standard</th>
<th>Exceeds the Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>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.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3.2</td>
<td>Multiple and varied assessments and evaluation strategies are used appropriately and effectively.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3.3</td>
<td>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.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3.4</td>
<td>School and classroom assessments are aligned to the Arizona Academic Standards and/or performance objectives.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3.5</td>
<td>Assessments are used to re-focus student learning on targets to enable them to meet/exceed standards.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3.6</td>
<td>Test scores are used to identify gaps in curriculum or between groups of students for instructional implications.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
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<td>3.7</td>
<td>The district/school implements specific steps for monitoring and reporting student progress in learning the Arizona Academic Standards.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3.8</td>
<td>District/school leadership coordinates implementation of state-required assessment and accountability program.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>3 Exceeds</th>
<th>2 Meets</th>
<th>1 Approaches</th>
<th>0 Falls Far Below</th>
<th>DATA SOURCE/EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 There is a shared philosophy of commitment, ownership, vision, mission and goals that promote a culture of excellence.</td>
<td>A. The entire <strong>school community</strong> demonstrates a firm commitment that all students can learn, improve and succeed.</td>
<td>A. A majority of the <strong>school community</strong> demonstrates a commitment that all students can learn, improve and succeed.</td>
<td>A. Some members of the <strong>school community</strong> demonstrate a commitment that most students can learn, improve and succeed.</td>
<td>A. The <strong>school community</strong> does not demonstrate a firm belief that all students can learn, improve and succeed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. The <strong>school community</strong> actively and continuously affirms and effectively supports cultural diversity and respect for differences.</td>
<td>B. The <strong>school community</strong> affirms cultural diversity and respect for differences.</td>
<td>B. The <strong>school community</strong> inconsistently affirms cultural diversity and respect for differences.</td>
<td>B. The <strong>school community</strong> does not affirm cultural diversity and respect for differences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. The <strong>school community</strong> consistently embraces shared commitment and responsibility for student success.</td>
<td>C. The <strong>school community</strong> embraces shared commitment and responsibility for student success.</td>
<td>C. The <strong>school community</strong> occasionally embraces commitment and responsibility for student success.</td>
<td>C. There is little or no evidence that the <strong>school community</strong> embraces commitment and responsibility for student success.</td>
<td></td>
</tr>
</tbody>
</table>
**Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION**

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</tr>
</thead>
<tbody>
<tr>
<td>4.2 Facilities support a safe and orderly environment conducive to student learning.</td>
<td>3 Exceeds</td>
<td>A. Physical structures of the school provide an optimally safe, orderly, and equitable learning environment.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>A. Physical structures of the school provide an adequately safe, orderly, and equitable learning environment.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>A. Physical structures of the school provide a moderately safe, orderly, and equitable learning environment; however, minor improvements are needed.</td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below</td>
<td>A. Physical structures of the school do not specifically address safe, orderly, or equitable learning environments and major improvements are needed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Operational policies and procedures to keep disruptions to a minimum have been thoroughly developed, disseminated to all stakeholders and consistently implemented.</td>
</tr>
</tbody>
</table>
**Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION**

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<tr>
<th>INDICATOR</th>
<th>3 Exceeds</th>
<th>2 Meets</th>
<th>1 Approaches</th>
<th>0 Falls Far Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>A. District/school safety policies and procedures are based on research and reviewed annually to ensure a positive climate.</td>
<td>A. District/school safety policies and procedures are based on research but have not been reviewed within the last 12 months.</td>
<td>A. District/school safety policies or procedures were developed without research considerations and have not been reviewed.</td>
<td>A. District/school safety policies or procedures do not exist.</td>
</tr>
<tr>
<td></td>
<td>B. Discipline policies are equitably and consistently enforced.</td>
<td>B. Some attempts are made to consistently enforce discipline policies.</td>
<td>B. Discipline policies are inconsistently enforced.</td>
<td>B. Discipline policies are not enforced.</td>
</tr>
<tr>
<td></td>
<td>C. Discipline policies, developed with student and parent involvement, are consistent with state and federal statutes and law enforcement is always contacted when required.</td>
<td>C. Discipline policies are consistent with state and federal statutes, and law enforcement is contacted when required.</td>
<td>C. Discipline policies are inconsistent with state and federal statutes, and law enforcement is sometimes contacted when required.</td>
<td>C. Discipline policies are not consistent with state and federal statutes, and law enforcement is not contacted when required.</td>
</tr>
</tbody>
</table>
Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

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</thead>
<tbody>
<tr>
<td>4.4 There is leadership, staff, student and community involvement in the development and implementation of safety plans that meet state requirements.</td>
<td>3 Exceeds</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>A. The school safety plan meets only some of the minimum guidelines in the Arizona School Emergency Response Plan, Minimum and Recommended Requirements.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>A. The school safety plan meets few or no minimum guidelines in the Arizona School Emergency Response Plan, Minimum and Recommended Requirements.</td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below</td>
<td>A. The school safety plan meets only some of the minimum guidelines in the Arizona School Emergency Response Plan, Minimum and Recommended Requirements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Leadership actively solicits input and participation from staff, students and community members in the development and implementation of safety plans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Leadership solicits input and participation from some staff, students and community members in the development and implementation of safety plans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Leadership accepts input from some staff, students and community members in the development and implementation of some safety plans.</td>
</tr>
<tr>
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<td></td>
<td>B. Leadership accepts little or no input in the development and implementation of safety plans.</td>
</tr>
</tbody>
</table>
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<tbody>
<tr>
<td>4.5 Teachers and staff build positive, nurturing relationships with students and work to improve student attendance, dropout rates, and graduation rates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Exceeds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. The school regularly and systematically monitors attendance, dropout, and graduation rates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Meets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. The school regularly monitors attendance, dropout, and graduation rates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Approaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. The school occasionally monitors attendance, dropout, and graduation rates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 Falls Far Below</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. The school rarely or never monitors attendance, dropout, and graduation rates.</td>
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<td></td>
</tr>
<tr>
<td>B. The school has a plan in place and continues to meet its <strong>goals</strong> to improve student attendance, dropout, and graduation rates.</td>
<td></td>
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</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
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<tr>
<td>D. The school regularly and systematically facilitates the early identification of students with problems or antisocial behavior, and provides them with support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. There is an adequate number of adult mentors or advocates who meet with students regularly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. The school facilitates the early identification of students with problems or antisocial behavior, and provides them with support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. The school has a plan in place and there is progress toward meeting its <strong>goals</strong> to improve student attendance, dropout, and graduation rates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Adult mentors or advocates are available to students on an irregular or inconsistent basis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. The school occasionally facilitates the early identification of students with problems or antisocial behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. The school has a minimal plan for improving student attendance, dropout, and graduation rates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Adult mentors or advocates are not available to students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. The school has no plan for improving student attendance, dropout, and graduation rates.</td>
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</tr>
</tbody>
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Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

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</thead>
<tbody>
<tr>
<td>4.6 Student achievement is highly valued and publicly celebrated.</td>
<td>3 Exceeds</td>
<td>A. The school has mechanisms in place to acknowledge and honor academic successes, including formal and informal recognition.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>A. The school has mechanisms in place to acknowledge and honor academic successes, including formal recognition.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>A. The school recognition plan has been minimally developed to acknowledge and honor academic successes.</td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below</td>
<td>A. The school has not developed a recognition plan to acknowledge and honor academic successes.</td>
</tr>
<tr>
<td></td>
<td>B. The school has mechanisms in place to actively recognize a wide variety of positive student behaviors.</td>
<td>B. The school has mechanisms in place to recognize a limited number of positive student behaviors.</td>
</tr>
<tr>
<td></td>
<td>B. The school informally recognizes positive student behaviors.</td>
<td>B. The school does not have mechanisms in place to recognize positive student behaviors.</td>
</tr>
<tr>
<td></td>
<td>B. The school does not have mechanisms in place to recognize positive student behaviors.</td>
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</tr>
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**Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION**

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<tbody>
<tr>
<td><strong>4.7 A healthy school culture promotes social skills, conflict management, and prevention programs so that students are prepared and ready to learn.</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>3</td>
<td>Exceeds</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Meets</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Approaches</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Falls Far Below</td>
</tr>
<tr>
<td></td>
<td><strong>B. The school community has data to demonstrate long-term success of their program for teaching a variety of interpersonal skills.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Exceeds</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Meets</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Approaches</td>
</tr>
<tr>
<td></td>
<td><strong>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.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Exceeds</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Meets</td>
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<tr>
<td></td>
<td>1</td>
<td>Approaches</td>
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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.

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

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<tbody>
<tr>
<td>4.9 Change is accepted as a normal and positive process that leads to continuous district/school improvement.</td>
<td>3 Exceeds</td>
<td>A. Leadership actively supports the change process and provides time for implementation of changes and reform efforts.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>A. Leadership accepts the change process and allows some time for implementation of changes and reform efforts.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>A. Leadership has limited understanding of the change process.</td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below</td>
<td>A. Leadership has little or no understanding of the change process.</td>
</tr>
</tbody>
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**Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION**

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

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<tbody>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Exceeds</td>
<td>A. All special needs/area teachers (e.g., Special Education, Gifted, ELL, Arts) collaborate with classroom teachers to promote student achievement.</td>
<td>A. Special needs/area teachers do not collaborate with classroom teachers.</td>
</tr>
<tr>
<td>2 Meets</td>
<td>A. Most special needs/area teachers collaborate with classroom teachers regarding student achievement.</td>
<td></td>
</tr>
<tr>
<td>1 Approaches</td>
<td>A. Special needs/area teachers seldom collaborate with classroom teachers.</td>
<td></td>
</tr>
<tr>
<td>0 Falls Far Below</td>
<td>A. Special needs/area teachers do not collaborate with classroom teachers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Supporting programs (e.g., Title I) are continuously assessed and refined to meet the needs of the students.</td>
<td>B. Supporting programs are not assessed and refined to meet the needs of the students.</td>
</tr>
<tr>
<td></td>
<td>B. Supporting programs are assessed and refined to meet the needs of the students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Supporting programs are assessed but seldom refined to meet the needs of the students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>C. There is little or no evidence of collaboration among programs to enhance the delivery of services that promote student achievement.</td>
</tr>
<tr>
<td></td>
<td>C. There is documented collaboration among various programs to enhance the delivery of services that promote student achievement.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. There is documented collaboration among limited programs to enhance the delivery of services that promote student achievement.</td>
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</table>
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.

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<tr>
<td>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.</td>
<td>3 Exceeds</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>2 Meets</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>1 Approaches</td>
<td>D. The district/school has limited procedures to refer students for health, counseling, and social services, or the procedures are not clearly communicated.</td>
</tr>
<tr>
<td></td>
<td>0 Falls Far Below</td>
<td>D. The district/school has no process to refer students for health, counseling, and social services.</td>
</tr>
<tr>
<td></td>
<td>E. The school provides intensive <strong>intervention</strong> strategies before, during and after school for those students who are identified as <strong>Falls Far Below</strong> or <strong>Approaches</strong> in Reading, Mathematics, or Writing.</td>
<td>E. The school provides intensive <strong>intervention</strong> strategies before, during and after school for those students who are identified as <strong>Falls Far Below</strong> in Reading, Mathematics, or Writing.</td>
</tr>
<tr>
<td></td>
<td>E. The school provides an after-school tutoring program for students who are failing their courses.</td>
<td>E. The school does not provide <strong>intervention</strong> for students who need further academic help.</td>
</tr>
</tbody>
</table>
**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.

### Indicators

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Rating</th>
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<tbody>
<tr>
<td>4.1</td>
<td>There is a shared philosophy of commitment, ownership, vision, mission and goals that promote a culture of excellence.</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>4.2</td>
<td>Facilities support a safe and orderly environment conducive to student learning.</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>4.3</td>
<td>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.</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>4.4</td>
<td>There is leadership, staff, student and community involvement in the development and implementation of safety plans that meet state requirements.</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>4.5</td>
<td>Teachers and staff build positive, nurturing relationships with students and work to improve student attendance, dropout rates, and graduation rates.</td>
<td>3 2 1 0</td>
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<tr>
<td>4.6</td>
<td>Student achievement is highly valued and publicly celebrated.</td>
<td>3 2 1 0</td>
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<tr>
<td>4.7</td>
<td>A healthy school culture promotes social skills, conflict management, and prevention programs so that students are prepared and ready to learn.</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>4.8</td>
<td>A culture of respect exists where relationships, trust, communication and collaboration are valued within the entire school community.</td>
<td>3 2 1 0</td>
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<td>4.9</td>
<td>Change is accepted as a normal and positive process that leads to continuous district/school improvement.</td>
<td>3 2 1 0</td>
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<td>All members of the school community are active partners in governance, and support and participate in school-wide improvement efforts.</td>
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<td>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.</td>
<td>3 2 1 0</td>
</tr>
</tbody>
</table>

**ANALYSIS OF RATINGS FOR STANDARD 4**

- Top 2-3 Strengths ____________________________________________________________
- Top 2-3 Limitations/Areas Needing Improvement ____________________________________
## ACTION PLAN TEMPLATE

<table>
<thead>
<tr>
<th>STRATEGIES FOR ADDRESSING AREAS OF CONCERN IDENTIFIED THROUGH USING THE RUBRIC</th>
<th>DATES</th>
<th>RESPONSIBLE PERSON/PARTY</th>
<th>ANTICIPATED EXPENSE</th>
<th>ANTICIPATED FUNDING SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: School and District Leadership</td>
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| Standard 2: Curriculum, Instruction, and Professional Development | | | | |
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</table>
| **Standard 3: Classroom and School Assessment**  
-  
-  
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-  
- | | | | |
| **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.
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.

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 (scope and sequence; curriculum maps; instructional materials alignment documents) that engages students in learning the Standards, Concepts, and Performance Objectives identified at the state and local level.

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)

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

**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: An intervention is something that is done to or with a student to develop specific skills or learning with those students. An intervention can be a specific program, strategy, or concentration of work focusing on decreasing a gap in learning that is targeted in instruction and written in an IEP or school improvement plan.

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.

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.

Developed in Collaboration with the Arizona Foundation for Resource Education. L. McBiles, 2004
**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.

**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.

**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.

**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.
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
### STANDARD ONE (School District Leadership)  
**Leadership & Governance**

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Examples of Evidence</th>
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<tbody>
<tr>
<td>- Membership of school improvement councils, planning teams, committees, etc.</td>
<td>- 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.</td>
</tr>
<tr>
<td>- School improvement plans</td>
<td>- 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.</td>
</tr>
<tr>
<td>- Action plans</td>
<td>- Our school improvement plan is reviewed annually and revised as necessary.</td>
</tr>
<tr>
<td>- Review process and evaluation plans</td>
<td>- 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.</td>
</tr>
<tr>
<td>- Written evaluation reports</td>
<td>- Observation of our School Improvement Council’s conversations shows members using disaggregated data on student learning as the primary criteria for decision making.</td>
</tr>
<tr>
<td>- Data-based needs assessments</td>
<td>- School and district policies explicitly address equity and diversity in all programs and in access to resources.</td>
</tr>
<tr>
<td>- Professional development plans</td>
<td>- 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.</td>
</tr>
<tr>
<td>- Coaching, peer mentoring, and supervisory systems</td>
<td>- 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.</td>
</tr>
<tr>
<td>- Written policies</td>
<td>- Criteria for performance evaluations of all staff are aligned with our school improvement plan.</td>
</tr>
<tr>
<td>- Vision and mission statements</td>
<td>- All available federal, state, and local services and programs are coordinated to support the improvement plan.</td>
</tr>
<tr>
<td>- Use of federal, state, and local services and programs</td>
<td></td>
</tr>
</tbody>
</table>
STANDARD ONE (Continued)
Data-Based Accountability & Evaluation

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Vision and mission statement</td>
<td>• A vision and mission statement has been created through an inclusive process involving all stakeholders and is periodically reviewed.</td>
</tr>
<tr>
<td>• Improvement goals</td>
<td>• School improvement goals are aligned to the vision and mission statement and to needs assessment outcomes.</td>
</tr>
<tr>
<td>• School improvement plans</td>
<td>• 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.</td>
</tr>
<tr>
<td>• Baseline data</td>
<td>• Assessment tools include formal and informal, classroom, school, district, and state measures.</td>
</tr>
<tr>
<td>• Public forums (e.g., newsletters, press releases, parent letters, and community meetings)</td>
<td>• English Language Learners and students with special needs participate in all assessments with appropriate accommodations.</td>
</tr>
<tr>
<td>• Needs assessment</td>
<td>• Program and curricular effectiveness are evaluated regularly and used to inform decisions.</td>
</tr>
<tr>
<td>• Disaggregated data: race/ethnicity, gender, socioeconomic status, limited English proficiency, disability status, migrant status, and other demographic variables as appropriate</td>
<td>• Our school improvement plan is based on data from a comprehensive needs assessment.</td>
</tr>
<tr>
<td>• Curriculum guide/framework in each content area</td>
<td>• Our professional development program is aligned with our school improvement plan.</td>
</tr>
<tr>
<td>• Professional development plan and evaluation criteria</td>
<td>• Our school has a system for performance evaluation of all staff, aligned with our school improvement plan.</td>
</tr>
<tr>
<td>• Evaluation criteria for teacher performance</td>
<td>• Our school improvement goals incorporate criteria from the AYP.</td>
</tr>
<tr>
<td>• Evaluation criteria for administrator performance</td>
<td>• Our school has a written document that defines the curriculum and includes a coding system that shows the alignment with state standards.</td>
</tr>
<tr>
<td>• Evaluation criteria for educational programs and curriculum</td>
<td>• There are public forums on student achievement appropriate for different audiences.</td>
</tr>
<tr>
<td>• Data from the evaluations</td>
<td>• Program and curricular effectiveness are evaluated regularly and used to inform decisions.</td>
</tr>
<tr>
<td>• Multiple assessments</td>
<td>• Our school improvement plan is based on data from a comprehensive needs assessment.</td>
</tr>
<tr>
<td>• Accommodations plan</td>
<td>• Our professional development program is aligned with our school improvement plan.</td>
</tr>
<tr>
<td>• Criteria for Adequate Yearly Progress (AYP)</td>
<td>• Our school has a system for performance evaluation of all staff, aligned with our school improvement plan.</td>
</tr>
</tbody>
</table>

Contribution from Arizona Foundation for Resource Education. L. McBiles, 2004 3
## STANDARD TWO (Curriculum, Instruction and Professional Development)

### Standards-Based Curriculum

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

### Examples of Evidence
- 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.
### Data Sources
- 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

### Examples of Evidence
- 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

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

## Culture & Climate

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

### Organizational Structures

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

#### Parental & Community Involvement

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Composition of school improvement teams and other planning committees</td>
<td>• Communication with families is frequent and conducted in culturally and linguistically appropriate ways.</td>
</tr>
<tr>
<td>• Parent-teacher communication</td>
<td>• Parents and children meet annually with their teachers to set and support individual learning goals and continue to communicate regularly throughout the year.</td>
</tr>
<tr>
<td>• Parent-teacher organizations</td>
<td>• An active parent-teacher organization is involved in all aspects of our school community.</td>
</tr>
<tr>
<td>• Home-school compacts</td>
<td>• Families and key community leaders are substantively involved in the governance of and planning for our school.</td>
</tr>
<tr>
<td>• Attendance at school events</td>
<td>• Our school facilities are in frequent use after school, on the weekends, and during the summer by various community groups and organizations.</td>
</tr>
<tr>
<td>• Attendance at parent education activities</td>
<td>• A community advisory committee works with our school to plan after-school, weekend, and summer activities for students.</td>
</tr>
<tr>
<td>• Translated communications</td>
<td>• Parent education activities occur at least once a month throughout our school year.</td>
</tr>
<tr>
<td>• Community advisory committee meetings</td>
<td>• Parent participation activities show broad representation.</td>
</tr>
<tr>
<td>• Parent education activities</td>
<td>• 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.</td>
</tr>
<tr>
<td>• Schedule of school building use</td>
<td></td>
</tr>
</tbody>
</table>
## STANDARD FOUR (Continued)
### Extended Learning Opportunities

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lists of after-school, extracurricular, and summer activities</td>
<td>• 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.</td>
</tr>
<tr>
<td>• Transportation schedules</td>
<td>• A later bus and carpools are available for students who stay after school to participate in extracurricular activities.</td>
</tr>
<tr>
<td>• Financial assistance opportunities</td>
<td>• 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.</td>
</tr>
<tr>
<td>• Master calendars or schedules of school building use</td>
<td>• An annual evaluation of all extracurricular activities is conducted to determine equitable participation by gender, ethnicity/race, language, disability status, and socioeconomic status.</td>
</tr>
<tr>
<td>• Registration/participation lists</td>
<td>• There is a process by which families can apply for financial assistance for activities that require fees or equipment.</td>
</tr>
<tr>
<td>• Attendance</td>
<td>• Information about financial assistance (direct funds, waivers of fees, etc.) is included in any information on extracurricular activities that is given to families.</td>
</tr>
<tr>
<td>• Evaluation reports</td>
<td>• Participation in extracurricular activities is representative of the student population.</td>
</tr>
<tr>
<td></td>
<td>• Summer enrichment programs and parent resources are provided for disadvantaged students.</td>
</tr>
</tbody>
</table>
## STANDARD FOUR (Continued)
### External Support & Resources

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