

## 2017-18 Arizona Exemplary Title I Programs Award! – Scoring Rubric

### Principle I - Effective Leadership

Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.

Rating	0	1	2	3
<b>Question 1:</b> Describe the decision making process your school community uses to align your vision and mission of learning.	There is no vision/mission of learning.	Leadership developed the vision/mission of learning in isolation with little or no data.	Leadership developed the vision/mission of learning with some of the stakeholders using some data.	Leadership developed the vision/mission of learning collaboratively with the professional staff and the community using quantitative and qualitative data to inform the process.
<b>Question 2:</b> Describe one goal that has driven your work with strategies and action steps that you consider reflect a culture of high expectations in your school.	The goal presented by leadership is written using language that is not clear and/or measurable and/or is not supported by policies and practices that have resulted in some demonstrable student growth.	The goal presented by leadership is written using language that may not be clear and/or measurable and/or is not supported by policies and practices that have resulted in some demonstrable student growth.	The goal presented by leadership is written using clear, measurable language and is loosely supported by policies and practices that have resulted in some demonstrable student growth.	The goal presented by leadership is written using clear, measurable language and is directly supported by policies and practices that have resulted in statistically significant student growth.
<b>Question 3:</b> Describe systematic actions your school leadership team implemented to ensure staff commitment to strategies and actions steps associated with that goal.	Leadership has implemented actions that cannot be described as being systemic, quantifiable and/or qualifiable, with timelines, measures and specific responsible parties, and they do not clearly connect to impact on the execution of strategies and action steps related to the goal in question 2.	Leadership has implemented actions that lack multiple descriptors of being systemic, quantifiable and/or qualifiable, with timelines, measures and specific responsible parties, and/or they do not clearly connect to impact on the execution of strategies and action steps related to the goal in question 2.	Leadership has implemented actions that may lack one or two of the descriptors of being systemic, quantifiable and/or qualifiable, with timelines, measures and specific responsible parties, but they do clearly connect to impact on the execution of strategies and action steps related to the goal in question 2.	Leadership has clearly implemented systemic, quantifiable and/or qualifiable actions with timelines, measures and specific responsible parties that clearly connect to the successful execution of strategies and action steps that led to the achievement of the goal in question 2.
<b>Question 4:</b> Describe the impact that staff	Leadership has presented data that clearly demonstrates that the goal was not achieved or	Leadership has presented data that clearly demonstrates that the school/district did not	Leadership has presented data that clearly demonstrates that the school/district did make	Leadership has presented data that clearly demonstrates that the goal

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commitment to this goal had on student learning. Provide supporting data.	that the school/district is not on a trajectory to achieve the goal (if the goal is longer term).	make significant progress toward the goal and/or the school/district is not on a trajectory to achieve the goal (if the goal is longer term).	significant progress toward the goal and/or that the school/district is still in a position to recover to get back on a trajectory to achieve the goal within the next year (if the goal is longer term).	was achieved or that the school/district is on a trajectory to achieve the goal (if the goal is longer term).
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