

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

Principle III - Effective Organization of Time

Effective schools organize their time to support the vision of academic success for all students. Students have appropriate instructional and non-instructional time to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.

Rating	0	1	2	3
<p>Question 1: How does your school schedule maximize time and serve as a vehicle to improve student outcomes?</p>	<p>Classroom daily schedules vary throughout the school with no consistency or do not consistently optimize instructional time.</p> <p>Special populations are not considered when schedules are developed.</p>	<p>Classroom daily schedules optimize instructional time for ELA and Math only.</p> <p>Scheduling does not meet requirements for a few special populations.</p>	<p>Classroom daily schedules optimize instructional time in some content areas.</p> <p>Scheduling meets requirements for some special populations.</p>	<p>Classroom daily schedules optimize instructional time in all content areas.</p> <p>Scheduling meets requirements for all special populations.</p>
<p>Question 2: Describe your extended day program for enrichment and interventions.</p>	<p>Our school does not offer summer programs, intersession programs, before or after school programs.</p>	<p>Our school offers summer programs or intersession programs or before or after school programs for intervention or enrichment.</p>	<p>Our school offers three or four of the programs listed in question one for both intervention and enrichment based on data.</p>	<p>Our school offers three or four of the programs that are well-planned, targeted, evidence-based, data based and with an evaluation component.</p>
<p>Question 3: Describe interventions or enrichments provided during the school day.</p>	<p>Schedules do not permit evidence-based interventions and/or enrichment.</p>	<p>Schedules permit evidence-based interventions or enrichment, but not both.</p>	<p>Schedules permit evidence-based interventions and enrichment, but not daily.</p>	<p>Schedules permit daily evidence-based interventions and enrichment.</p>
<p>Question 4: Use qualitative and quantitative data to describe the impact that your effective organization of time as described above had on student growth and perceptions about their own ownership of a</p>	<p>The school or district lacks qualitative and/or quantitative data to present evidence that the implementation of the practices and actions described in questions 1-3 above did not lead to student growth and/or no improvement in student</p>	<p>The school or district uses qualitative and/or quantitative data to present evidence that the implementation of the practices and actions described in questions 1-3 above led to very little student growth and little improvement in student</p>	<p>The school or district uses qualitative and/or quantitative data to present evidence that the systemic implementation of the practices and actions described in questions 1-3 above led to student growth and somewhat improved student value</p>	<p>The school or district uses both qualitative and quantitative data to clearly present evidence that the systemic implementation of the practices and actions described in questions 1-3 above led to statistically significant student growth and significantly improved student value placed upon becoming a lifelong learner.</p>

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culture of lifelong learning.	value placed upon becoming a lifelong learner.	value placed upon becoming a lifelong learner.	placed upon becoming a lifelong learner.	
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