Arizona Comprehensive Needs Assessment

Full Rubrics 2023-24

Now includes suggestions for 4 types of data for each Principle

Contents

Principle 1 Effective Leadership

Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success and schoolwide social emotional learning that leads to equitable access 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.

Indicator 1.1 Our leadership guides the implementation of a vision of academic success and social emotional learning that leads to equitable access which is shared and supported by all stakeholders.

Output: Students believe that all staff and students share a vision of learning and is reflected in staff and student attitudes and behaviors.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A How did leadership develop the vision of academic success and schoolwide social emotional learning?	*There is no vision of academic success and schoolwide social emotional learning*	*Leadership developed the vision of academic success and schoolwide social emotional learning in isolation with little or no data*	*Leadership developed the vision of academic success and schoolwide social emotional learning with some of the stakeholders using some data*	*Leadership developed the vision of academic success and schoolwide social emotional learning collaboratively with the professional staff and the community using quantitative and qualitative data to inform the process*
Element B How often is the vision of learning used to guide the policies/procedures and decisions of the school?	*The vision of academic success and schoolwide social emotional learning is not used to guide the policies/procedures and decisions of the school, or there is no vision of learning*	*The vision of academic success and schoolwide social emotional learning is infrequently used to guide the policies/procedures and decisions of the school*	*The vision of academic success and schoolwide social emotional learning is sometimes used to guide the policies/procedures and decisions of the school*	*The vision of academic success and schoolwide social emotional learning is consistently used to guide the policies/procedures and decisions of the school*

Rating	0	1	2	3
Element C How often is the vision of learning reviewed and revised to reflect the current school community?	*The vision of academic success and schoolwide social emotional learning is old and has never been reviewed and amended to reflect the school community, or it does not reflect the school community*	*The vision of academic success and schoolwide social emotional learning has not been recently reviewed and revised to reflect the school community*	*The vision of academic success and schoolwide social emotional learning is reviewed and revised every two or three years to reflect the school community*	*The vision of academic success and schoolwide social emotional learning is reviewed and revised annually to reflect the current school community*
Element D Are diversity, inclusion and equity included in the school's mission?	*Diversity, inclusion and equity are not included in larger efforts that focus on the core mission*	*While diversity, inclusion and equity complement many aspects of the mission, they remain on the periphery of the school. Diversity, inclusion and equity are rarely included in larger efforts that focus on the core mission*	*Diversity, inclusion and equity are often discussed as a priority, but are not included in the school's official mission or strategic plan*	*Diversity, inclusion and equity are a top priority and are included in the school's official mission and/or strategic plan*

Indicator 1.2 Our leadership commits to sustaining a culture of high expectations for academic learning and social emotional growth of all students within a respectful, professional learning community for all staff.

Output: High student academic achievement and growth demonstrate a commitment of all staff and students to high expectations.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Are high expectations for learning and growth of all students reflected in clear, measurable goals, policies/procedures and all decisions, based on all available data?	*High expectations for academic learning and social emotional growth of all students are not reflected in clear, measurable goals, policies/procedures and decisions*	*High expectations for academic learning and social emotional growth of students are reflected in some policies/procedures and some decisions. Goals are not always clear, measurable or based on data*	*High expectations for academic learning and social emotional growth of all students are reflected in some clear, measurable goals, some policies/procedures and some decisions, based on some available data*	*High expectations for academic learning and social emotional growth of all students are reflected in clear, measurable goals, policies/procedures and all decisions, based on all available data*

Rating	0	1	2	3
Element B Does leadership create opportunities for professional growth for all staff members based on walk-through data, formal evaluations and/or self-reflection, that allow all staff to improve their teaching craft and encourage the development of leadership skills?	*Leadership has not yet provided opportunities for professional growth for all staff members*	*Leadership provides opportunities for professional growth for all staff members, but it is one size fits all*	*The leadership creates some opportunities for professional growth for all staff members, based on walk through data, formal evaluations and/or self-reflection, that allow all staff to improve their teaching craft and encourage the development of leadership skills*	*The leadership creates many opportunities for professional growth for all staff members, based on walk-through data, formal evaluations and/or self- reflection, that allow all staff to improve their teaching craft and encourage the development of leadership skills*
Element C Does leadership provide opportunities for staff to reflect on and develop their own social, emotional and cultural competencies including activities to support staff in practicing self-care and examining their mindsets and biases, and does the leadership team regularly review data related to adult SEL and cultural competence to plan ongoing support?	*Leadership has not yet provided opportunities for staff to reflect on and develop their own social, emotional, and cultural competencies.*	*Leadership provides meaningful opportunities for staff to reflect on and develop their own social, emotional, and cultural competencies at least once per year.*	*Leadership provides meaningful opportunities for staff to reflect on and develop their own social, emotional, and cultural competencies multiple times throughout the year. These opportunities include structured activities that support staff in practicing self-care and examining their mindsets and biases.*	*Leadership provides meaningful opportunities for staff to reflect on and develop their own social, emotional, and cultural competencies which are built into regular staff meetings and part of the school's overall professional learning strategy. These opportunities include structured activities to support staff in practicing self-care and examining their mindsets and biases. The leadership team regularly reviews data related to adult SEL and cultural competence to plan ongoing support.*

Element D Does leadership and staff regularly model social, emotional, and cultural competencies in their language and interactions with other staff, students, families, and community partners, and has the leadership team built supportive relationships with staff and regularly acknowledge staff efforts and contributions?	*Leadership and/or staff have not yet prioritized modeling social, emotional, and cultural competencies in their interactions.*	*The leadership team is developing an approach to support leadership and staff in modeling social, emotional, and cultural competencies in their language and interactions with other staff, students, families, and community partners.*	*Leadership and staff regularly model social, emotional, and cultural competencies in their language and interactions with most staff, students, families, and community partners. Staff efforts and contributions are sometimes acknowledged.*	*Leadership and staff regularly model social, emotional, and cultural competencies in their language and interactions with other staff, students, families, and community partners. The leadership team has built supportive relationships with staff and regularly acknowledge staff efforts and contributions.*
Element E Are policies/procedures written to allow teachers both individual and collaborative time to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff?	*Policies/procedures are not written to allow teachers both individual and collaborative time to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff*	*Policies/procedures are written to allow teachers individual or collaborative time to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff*	*Policies/procedures are written to allow teachers individual or collaborative time, bi- weekly, to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff*	*Policies/procedures are written to allow teachers both individual and collaborative time weekly, to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff*
Element F Does leadership know federal and state requirements and the necessary support for teaching special populations?	*Leadership does not know federal and state requirements and the support necessary for subgroup populations*	*Leadership knows some federal and state requirements and the necessary support for teaching subgroup populations*	*Leadership knows most federal and state requirements and the necessary support for teaching subgroup populations*	*Leadership knows federal and state requirements and the necessary support for teaching subgroup populations*

Indicator 1.3 Our leadership competently manages school operations to provide a safe, inclusive and effective learning environment.
Output: Students believe that the school environment is psychologically, physically, and academically safe.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Does the leadership identify resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment?	*The leadership does not identify minimal resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment*	*The leadership identifies minimal resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment*	*The leadership identifies sufficient resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment*	*The leadership identifies multiple resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment*
Element B Are school buildings, equipment, and furnishings designed and maintained for the optimal safety of everyone who uses them?	*Maintenance is severely lacking and there are safety concerns*	*Maintenance of school buildings, equipment, and furnishings are lacking*	*Some school building, equipment, and furnishings are designed and maintained for the optimal safety of everyone who uses them*	*All school buildings, equipment, and furnishings are designed and maintained for the optimal safety of everyone who uses them*
Element C Are the school safety and emergency preparedness plans current, disseminated to all, subject to regular review and amendment, and practiced regularly?	*There are no safety plans*	*The school safety and emergency preparedness plans are not current, disseminated, or subject to regular review and amendment, or practiced*	*The school safety and emergency preparedness plans are current and disseminated, but are not reviewed regularly and/or practiced*	*The school safety and emergency preparedness plans are current, disseminated to all, subject to regular review and amendment, and practiced regularly*

Indicator 1.4 Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs.

Output: Students, family, and community are actively involved as partners with the school.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Are the leadership and staff deeply knowledgeable about students' experiences, cultural backgrounds, and the local community context, and do school leadership, staff, students, families, and community members work in partnership to develop practices and make decisions that create a more inclusive and equitable school community?	*Leadership and staff are not yet familiar with their students' cultural backgrounds, life circumstances, or the local community context.*	*Leadership and staff are familiar with most of their students' cultural backgrounds, life circumstances, and the local community context.*	*Leadership and staff are using their knowledge of students' cultural backgrounds, life circumstances, and the local community context to inform their actions and create a more inclusive and equitable school community.*	*Leadership and staff are deeply knowledgeable about students' experiences, cultural backgrounds, and the local community context. School leadership, staff, students, families, and community members work in partnership to develop practices and make decisions that create a more inclusive and equitable school community.*
Element B How does the leadership collect and review data about community interests and needs as well as the environment in which the local school resides?	*The leadership does not collect or review data about community interests and needs as well as the environment in which the local school resides*	*The leadership collects but does not review data about community interests and needs as well as the environment in which the local school resides*	*The leadership collects and reviews some data about community interests and needs as well as the environment in which the local school resides*	*The leadership systematically collects and reviews data about community interests and needs as well as the environment in which the local school resides*

Element C Does the leadership provide meaningful, formal and informal opportunities for families and community members to interact with the school?	*The leadership does not provide formal or informal opportunities for families and community members to interact with the school*	*The leadership provides minimal meaningful, formal or informal opportunities for families and community members to interact with the school*	*The leadership provides meaningful, formal and informal opportunities for families and community members to interact with the school*	*The leadership provides numerous meaningful, formal and informal opportunities for families and community members to interact with the school*
Element D How often does the leadership regularly share data through various family-friendly venues?	*The leadership does not share data through various family -friendly venues*	*The leadership rarely shares data through various family -friendly venues*	*The leadership sometimes shares data through various family- friendly venues*	*The leadership regularly shares data through various family -friendly venues*
Element E Does the leadership develop and use a wide variety of communication strategies to encourage collaboration among the diverse members of the community?	*The leadership does not use a variety of communication strategies to encourage collaboration among the diverse members of the community*	*The leadership develops and uses minimal communication strategies to encourage collaboration among the diverse members of the community*	*The leadership develops and uses some communication strategies to encourage collaboration among the diverse members of the community*	*The leadership develops and uses a wide variety of communication strategies to encourage collaboration among the diverse members of the community*

Indicator 1.5 Our leadership implements a system of academic and fiscal accountability to ensure every student's success.

Output: High student academic achievement and growth indicate a strong integrated infrastructure supporting every student's success.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Does the leadership effectively balance administrative tasks and instructional leadership responsibilities?	*The leadership does not balance administrative tasks and instructional leadership responsibilities*	*The leadership attempts to balances administrative tasks and instructional leadership responsibilities*	*The leadership sometimes balances administrative tasks and instructional leadership responsibilities*	*The leadership effectively balances administrative tasks and instructional leadership responsibilities*
Element B Does the principal maintain oversight of fiscal resources?	*There is inadequate oversight of fiscal resources*	*The principal maintains oversight of fiscal resources, with no input*	*The principal maintains oversight of fiscal resources, with some input*	*The principal, with the leadership team, maintains oversight of fiscal resources*
Element C Does the leadership team use a robust data-based decision-making process to evaluate school needs including sufficient time for staff input into the whole process?	*The leadership team does not use a data- based decision- making process to evaluate needs of the school*	*Using a data-based decision-making process, the leadership team evaluates needs of the school without staff input*	*Using a data-based decision-making process, the leadership team evaluates needs of the school with some time for staff input into the whole process*	*Using a robust data-based decision-making process, the leadership team evaluates school needs and include sufficient time for staff input into the whole process*

Rating	0	1	2	3
Element D Does our LEA and/or school provide access to a student information system containing sufficient data to make informed decisions, such as behavioral, SEL, attendance, EL, IEP, dropout, graduation rate, formative assessments, district interim/ benchmark, classroom summative assessments, health and academic screenings, diagnostic tests, end of course assessments, state assessments, course enrollment, program participation and schedules as well as teacher observations, and student reflection?	*Our LEA and/or school does not have or provide access to a student information system*	*Our LEA and/or school provides a student information system containing limited data and/or it is not provided in a timely way*	*Our LEA and/or school provides access to a student information system containing some of the data sources, but not in real time*	*Our LEA and/or school provides real time access to a student information system containing sufficient data to make informed decisions such as behavioral, SEL, attendance, EL, IEP, dropout, graduation rate, formative assessments, district interim/benchmark, classroom summative assessments, health and academic screenings, diagnostic tests, end of course assessments, state assessments, course enrollment, program participation and schedules as well as teacher observations, and student reflection*

Rating	0	1	2	3
Element E Does leadership demonstrate the value and use of data; leading a data-driven, collaborative culture; supporting teachers in overcoming the barriers to effective data use; ensuring that instructional staff has the understanding, training and ability to access the school's data systems and tools to develop learning goals or targets and track progress for each student throughout the year?	*Data is not a priority at our school yet*	*Leadership makes an attempt to demonstrate the value and use of data; but does not ensure that the instructional staff has the understanding, training and ability to access the school's data systems and tools to goals or targets and track progress for each student throughout the year*	*Leadership demonstrates the value and use of data; and is starting to develop a data-driven, collaborative culture; supporting teachers in overcoming the barriers to effective data use; makes an attempt to ensure that instructional staff has the understanding, training and ability to access the school's data systems and tools to develop learning goals or targets and track progress for each student throughout the year*	*Leadership demonstrates the value and use of data; leading a data-driven, collaborative culture; supporting teachers in overcoming the barriers to effective data use; ensuring that instructional staff has the understanding, training and ability to access the school's data systems and tools to develop learning goals or targets and track progress for each student throughout the year*

Rating	0	1	2	3
Element F Is the school calendar established and acknowledged by the LEA, before the school year begins, with a detailed data plan that includes: professional development, assessment administration dates, and scheduled data meetings to analyze, interpret, and discuss proper utilization of the data results to plan instruction?	*School data calendar is not developed before school begins*	*An attempt is made to establish a school data calendar, but changes are often required by the LEA*	*Before the school year begins, a school calendar is established and acknowledged by the LEA including some but not all of the following: professional development, assessment administration dates, and scheduled data meetings to analyze, interpret, and discuss proper utilization of the data results to plan instruction*	*Before the school year begins, a school calendar is established and acknowledged by the LEA with a detailed data plan that includes professional development, assessment administration dates, and scheduled data meetings to analyze, interpret, and discuss proper utilization of the data results to plan instruction*
Element G Does the leadership ensure that there is a continuum of supports that meet the academic, social, emotional, and behavioral needs of all students and has accountability practices to monitor the supports?	*There is not a continuum of supports that meet the academic, social, emotional, and behavioral needs of all students.*	*The leadership is in the process of developing a continuum of supports that meet the academic, social, emotional, and behavioral needs of all students.*	*The leadership expects that there is a continuum of supports that meet the academic, social, emotional, and behavioral needs of all students, but does not ensure it.*	*The leadership ensures that there is a continuum of supports that meet the academic, social, emotional, and behavioral needs of all students and has accountability practices to monitor the supports.*
Element H Are practices in place, to facilitate frequent, ongoing data-driven conversations related to student learning with all stakeholders?	*Practices are not in place to facilitate ongoing data-driven conversations related to student learning*	*Inconsistent practices are used to facilitate data-driven conversations related to student learning with all stakeholders*	*Practices are in place to facilitate data-driven conversations related to student learning with all stakeholders*	*Evidence-based practices are in place to facilitate frequent, ongoing data-driven conversations related to student learning with all stakeholders*

Indicator 1.6 Our leadership commits to recruiting effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.

Output: Students' diverse needs are being met by appropriately certified and effective teachers in every classroom.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Does the LEA and/or school leadership have a recruitment plan in place and follow it to actively recruit a diverse workforce of appropriately certified teachers?	*The LEA and/or school leadership does not have a recruitment plan in place*	*The LEA and/or school leadership has a recruitment plan in place but doesn't follow it*	*The LEA and/or school leadership has a recruitment plan in place but doesn't always follow it to actively recruit a diverse workforce of teachers for vacant positions*	*The LEA and/or school leadership has a recruitment plan in place and follows it to actively recruit a diverse workforce of appropriately certified teachers*
Element B Does the LEA and/or school leadership have a recruitment plan in place and follow it to actively recruit teachers to meet the needs of diverse learners?	*The LEA and/or school leadership does not have a recruitment plan in place*	*The LEA and/or school leadership has a recruitment plan in place but doesn't follow it*	*The LEA and/or school leadership has a recruitment plan in place but doesn't always follow it to recruit teachers to meet the needs of diverse learners*	*The LEA and/or school leadership has a recruitment plan in place and follows it to actively recruit teachers to meet the needs of diverse learners*
Element C Does the LEA and/or school leadership have a recruitment plan in place to actively recruit effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness?	*The LEA and/or school leadership does not have a recruitment plan in place*	*The LEA and/or school leadership has a recruitment plan in place but doesn't follow it*	*The LEA and/or school leadership has a recruitment plan in place but doesn't always follow it to actively recruit effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness*	*The LEA and/or school leadership has a recruitment plan in place and follows it to actively recruit effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness*

Indicator 1.7 Our leadership commits to retaining effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.

Output: Students' diverse needs are being met by appropriately certified and effective "continuing" teachers in every classroom.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Does the LEA and/or school leadership have a retention plan in place and follow it to actively retain a diverse workforce of appropriately certified teachers?	*The LEA and/or school leadership does not have a retention plan in place.*	*The LEA and/or school leadership has a retention plan in place but doesn't follow it*	*The LEA and/or school leadership has a retention plan in place but doesn't always follow it to actively retain a diverse workforce of appropriately certified teachers*	*The LEA and/or school leadership has a retention plan in place and follows it to actively retain a diverse workforce of appropriately certified teachers*
Element B Does the LEA and/or school leadership have a plan in place to actively retain teachers to meet the needs of diverse learners?	*The LEA and/or school leadership does not have a retention plan in place*	*The LEA and/or school leadership has a retention plan in place but doesn't follow it*	*The LEA and/or school leadership has a retention plan in place but doesn't always follow it to actively retain teachers to meet the needs of diverse learners.*	*The LEA and/or school leadership has a retention plan in place and follows it to actively retain teachers to meet the needs of diverse learners.*
Element C Does the LEA and/or school leadership have a plan in place to actively retain effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness?	*The LEA and/or school leadership does not have a retention plan in place*	*The LEA and/or school leadership has a retention plan in place but doesn't follow it*	*The LEA and/or school leadership has a retention plan in place but doesn't always follow it to retain effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness*	*The LEA and/or school leadership has a retention plan in place and follows it to retain effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness*

Indicator 1.8 Our leadership commits to equitably distributing effective and highly effective teachers, as defined by the Arizona Framework for Measuring Educator Effectiveness, among all schools to meet the needs of diverse learners.

Output: Students of color, students economically disadvantaged and students with special needs are not taught by inexperienced, unqualified, or ineffective educators at higher rates than students outside those demographics.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Does the LEA and/or school leadership have a plan in place and follow it to equitably distribute effective and highly effective teachers to meet the needs of diverse learners?	*The LEA and/or school leadership does not have a plan in place*	*The LEA and/or school leadership has a plan in place but doesn't follow it*	*The LEA and/or school leadership has a plan in place but doesn't always follow it to equitably distribute effective and highly effective teachers to meet the needs of diverse learners*	*The LEA and/or school leadership has a plan in place and follows it to equitably distribute effective and highly effective teachers to meet the needs of diverse learners*

Indicator 1.9 Our leadership commits to drive continuous improvement.

Output: All students benefit from data driven decision making through improved programs impacting classrooms, schools and communities.

Choose the statement within each element which best matches your school.

	0	1	2	3
Element A Does the leadership team use a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform school level decisions during each meeting, and is the team empowered to	*The leadership team has not yet developed a structured and ongoing process to collect, reflect on, and use data to inform school-level decisions.*	*The leadership team is in the early stages of developing a structured and ongoing process to collect, reflect on, and use data to inform school-level decisions.*	*The leadership team has a structured, ongoing process to collect, reflect on, and use data to inform school level decisions. This process is used at strategic times (e.g., the beginning and end of each year), but does not yet happen consistently at each team meeting. The team communicates with and includes staff in this*	*The leadership team uses a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform school level decisions during each meeting. The team is empowered to lead staff in this process by regularly (at least quarterly) communicating their findings*

			process on an annual basis.	and creating opportunities to use data to drive continuous improvement at the school, classroom, family, and community level.
lead staff in this process by regularly (at least quarterly) communicating their findings and creating opportunities to use data to drive continuous improvement at the school, classroom, family, and community level?				
Element B Does the leadership team use a full range of implementation data and disaggregated outcome data to track progress toward school goals and monitor outcome, and is staff highly skilled at data reflection and planning and has dedicated time and resources to engage meaningfully in regular cycles of continuous improvement?	*The leadership team does not yet use implementation data and disaggregated outcome data to track progress toward school goals and monitor outcomes. Staff do not yet have the time and skills necessary to engage in cycles of continuous improvement*	*The leadership team has begun to use some implementation and disaggregated outcome data to track progress toward school goals and monitor outcomes. Staff are developing the skills necessary to engage in cycles of continuous improvement.*	*The leadership team uses a full range of implementation and disaggregated outcome data to track progress toward school goals and monitor outcomes. Staff have the time and skills necessary to engage in cycles of continuous improvement.*	*The leadership team uses a full range of implementation data and disaggregated outcome data to track progress toward school goals and monitor outcomes. Staff are highly skilled at data reflection and planning and have dedicated time and resources to engage meaningfully in regular cycles of continuous improvement.*

Color coding for the four types of data

Four Types of Data to Consider
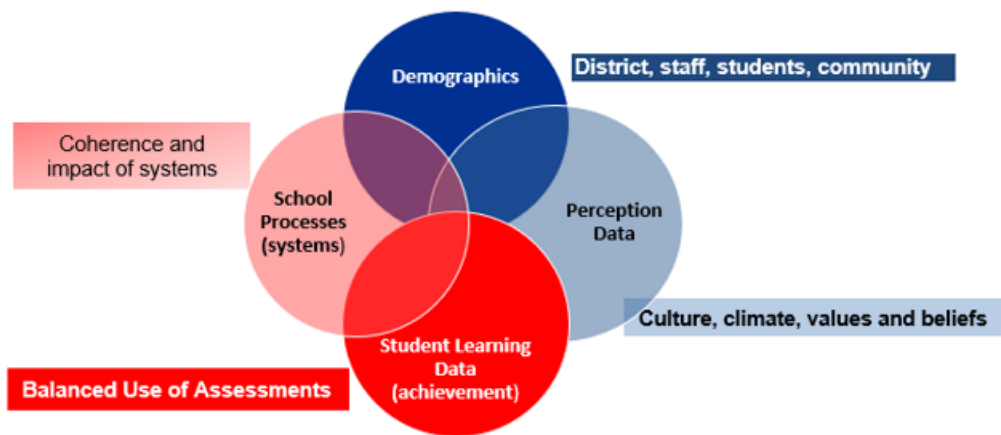
Appendix has explanation

	Principle 1 - Effective Leadership Data/Evidence
	1.1
	Written vision, mission, and core belief statements
	Meeting notes/minutes from stakeholder meetings
	Meeting notes/minutes from staff meetings
	Evidence of vision, mission and core beliefs posted in office areas and classrooms

	1.2	
		Meeting notes/minutes from Leadership Team meetings
		Evidence of vision, mission and core beliefs posted in office areas and classrooms
		Meeting notes/minutes from Leadership Team meetings
		Meeting notes/minutes from staff meetings
		Integrated action plans
		PLC notes
		School calendar
		Staff and stakeholder surveys
		Classroom observations
		Classroom environment audits for evidence of high expectations for academic and social emotional learning
		Data dashboard or other evidence that data is shared in timely and useable format
		Lesson plans (high expectations, data informed instruction, goals…)
		Student data books, notes, wall, other system for ongoing use of data
		Professional Learning calendar
		Schedules, daily, weekly
		Compliance with state and Federal regulations
	1.3	
		Procedures and plans relative to emergency preparedness
		Site audit of facilities, equipment, furniture and resources
		School wide MTSS plan
		Behavioral referral data

	1.4	
	Family involvement activity calendar	
	Survey/Focus Group from Stakeholders on interest and needs	
	Meeting notes/minutes from Leadership Team meetings	
	Meeting notes/minutes from staff meetings	
	1.5	
	Assessment audit	
	Balanced assessment system	
	Assessment calendar	
	Intervention calendar	
	Intervention implementation plan	
	Data decision making model	
	Data dashboard or other evidence that data is shared in timely and useable format	
	Conversation notes	
	Schoolwide budget tracking sheet	
	Demographic from school information system	
	1.6	
	Recruitment plans	
	Hiring protocols and procedures	
	Hiring records	
	1.7	
	Written retention plan	
	Teacher evaluations	

		Evidence of appropriate certification
	1.8	
		Written equitable distribution plan
		Teacher evaluations
	1.9	
		Site leadership meeting notes and agendas
		Policy or procedures for continuous improvement
		Data cycle documents

Principle 2 Effective Teachers and Instruction

Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. Effective teachers intentionally plan, emphasize evidence-based practices in their lessons, and utilize a balanced assessment system to make instructional decisions for all students.

Indicator 2.1 Our teachers maintain high academic, behavioral and social emotional learning expectations for all students.

Output: Students are self-sufficient learners within a safe, supportive, and collaborative environment.

Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A How many teachers' commitments and actions demonstrate high expectations for all learners?	*Teachers' commitments and actions do not demonstrate high expectations for all learners*	*Few teachers' commitments and actions demonstrate high expectations for all learners*	*Some teachers' commitments and actions demonstrate high expectations for all learners*	*All teachers' commitments and actions demonstrate high expectations for all learners*
Element B How many teachers establish goals and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable?	*Teachers do not <u>establish goals</u> and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable.*	*Few teachers establish goals and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable.*	*Some teachers establish goals and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable.*	*All teachers establish goals and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable.*
Element C Do teachers plan rigorous instruction?	*Teachers do not plan rigorous instruction in all classrooms*	*<u>Teachers plan rigorous instruction</u> in just a few classrooms*	*Teachers plan rigorous instruction in some classrooms*	*Teachers plan rigorous instruction in all classrooms*

Element D Is there classroom evidence of data use informing instruction?	*Evidence of <u>data use that informs instruction</u> is not present*	*Evidence of data use that informs instruction is present in just a few classrooms*	*Evidence of data use that informs instruction is present in some classrooms*	*Evidence of data use that informs instruction is present in all classrooms*
Element E Do teachers monitor evidence of student learning and well-being to determine if sufficient progress is being achieved and make any necessary adjustments?	*Teachers do not <u>monitor evidence of student learning and well-being</u> to determine if sufficient progress is being achieved and make any necessary adjustments*	*Few teachers monitor evidence of student learning and well-being to determine if sufficient progress is being achieved and make any necessary adjustments*	*Some teachers monitor evidence of student learning and well-being to determine if sufficient progress is being achieved and make any necessary adjustments*	*All teachers monitor evidence of student learning and well-being to determine if sufficient progress is being achieved and make any necessary adjustments*
Element F Do teachers purposefully and intentionally use MTSS principles to create an environment that empowers all students to be successful in their learning and reach expected levels of achievement?	*Teachers do not purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement*	*Very few teachers purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement*	*Some teachers purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement*	*All teachers purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement*
Element G Do teachers create a classroom environment where students hold themselves accountable for their individual learning?	*Teachers do not create a classroom environment where students hold themselves accountable for their individual learning*	*Very few teachers create a classroom environment where students hold themselves accountable for their individual learning*	*Some teachers create a classroom environment where students hold themselves accountable for their individual learning*	*All teachers create a classroom environment where students hold themselves accountable for their individual learning*

Indicator 2.2 Our teachers have shared knowledge of the content standards, curricula and social emotional learning practices.

Output: Every student receives the same guaranteed and viable curriculum, aligned to state standards.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Is depth of knowledge evident in lessons?	*Depth of knowledge of content areas is not evident*	*Knowledge of some content areas is evident*	*Some depth of knowledge of most content areas is evident*	*Depth of knowledge of all content areas is evident*
Element B How much content aligns with the state standards?	*Content does not align with the state standards*	*Very little content aligns with the state standards*	*Some content aligns with the state standards*	*Content aligns with the state standards*
Element C How many grade level teams/content areas have a common understanding of the content standards and social emotional learning practices?	*Grade level teams/content areas do not have a common understanding of the content standards and social emotional learning practices*	*Few grade level teams/content areas have a common understanding of the content standards and social emotional learning practices*	*Some grade level teams/content areas have a common understanding of the content standards and social emotional learning practices*	*All grade level teams/content areas have a common understanding of the content standards and social emotional learning practices*
Element D Are curricula implemented with fidelity?	*Curricula are not implemented with fidelity*	*Some curricula are implemented with loose fidelity*	*Some curricula are implemented with some fidelity*	*All curricula are implemented with complete fidelity*

Indicator 2.3 Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals by differentiating instruction and implementing Universal Design for Learning.

Output: Students receive comprehensive lessons designed to meet the needs of all learners.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Is instruction aligned with standards?	*Most instruction does not align with standards*	*Limited instruction aligns with standards*	*Some instruction aligns with standards*	*All instruction aligns with standards*
Element B Does lesson planning include learning goals, success criteria, and possible student misconceptions?	*Lesson planning does not include learning goals, success criteria, or possible student misconceptions*	*Lesson planning includes learning goals only*	*Lesson planning includes learning goals, success criteria, but not possible student misconceptions*	*Lesson planning includes learning goals, success criteria, and possible student misconceptions*
Element C Is understanding of student prior knowledge evident in planning?	*Understanding of each student's cultural background and prior knowledge is not evident in planning*	*Little understanding of each student's cultural background and prior knowledge is evident in planning*	*Some understanding of each student's cultural background and prior knowledge is evident in planning*	*Understanding of each student's cultural background and prior knowledge is evident in planning*
Element D Do teachers use Universal Design for Learning (UDL) in planning lessons (UDL is specifically stated in ESSA)?	*Very few, if any, teachers use Universal Design for Learning (UDL) in planning lessons*	*Some teachers use Universal Design for Learning (UDL) in planning lessons*	*Most teachers use Universal Design for Learning (UDL) in planning lessons*	*All teachers use Universal Design for Learning (UDL) in planning lessons*
Element E Is pacing appropriate for the group and all individual students?	*Pacing is not appropriate for the group or individual students*	*Pacing is appropriate for some of the group but not for individual students*	*Pacing is appropriate for the group and some individual students*	*Pacing is appropriate for the group and all individual students*

Indicator 2.4 Our teachers implement evidenced-based, rigorous and relevant instruction.

Output: Students are engaged in classrooms where they are encouraged to take responsibility for their own learning through effective instruction.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Do students have access to grade level appropriate general education curriculum?	*Few students have access to the general education curriculum (grade level appropriate)*	*Some students have access to the general education curriculum (grade level appropriate)*	*Most students have access to the general education curriculum (grade level appropriate)*	*All students have access to the general education curriculum (grade level appropriate)*
Element B Is teaching for understanding by all students the primary outcome for all lessons?	*Teaching for understanding is not the primary outcome for lessons*	*Teaching for understanding by most students is the primary outcome for some lessons*	*Teaching for understanding by all students is an outcome for most lessons*	*Teaching for understanding by all students is the primary outcome for all lessons*
Element C Do teachers intentionally develop and utilize scaffolded questions at a variety of levels of depth of knowledge?	*Teachers do not use questioning strategies*	*Teachers do not intentionally develop lesson questions, but ask some questions spontaneously*	*Teachers develop and utilize questions at a variety of levels of depth of knowledge*	*Teachers intentionally develop and utilize scaffolded questions at a variety of levels of depth of knowledge*

Rating	0	1	2	3
Element D Do teachers employ a variety of student engagement strategies and best practices?	*Teachers do not employ a variety of student engagement strategies and best practices*	*Few teachers employ a variety of student engagement strategies and best practices*	*Most teachers employ a variety of student engagement strategies and best practices*	*All teachers employ a variety of student engagement strategies and best practices*
Element E Do teachers use evidence-based interventions, strategies, and routines?	*Teachers do not use evidence-based interventions, strategies, and routines*	*Few teachers use evidence-based interventions, strategies, and routines*	*Most teachers use evidence-based interventions, strategies, and routines*	*All teachers use evidence-based interventions, strategies, and routines*
Element F Do teachers consistently guide classroom discourse through providing students with multiple modes and opportunities to contribute, question, and explore content?	*Teachers do not guide classroom discourse through providing students with multiple modes and opportunities to contribute, question, and explore content*	*Teachers rarely guide classroom discourse through providing students with multiple modes and opportunities to contribute, question, and explore content*	*Teachers sometimes guide classroom discourse through providing students with multiple modes and opportunities to contribute, question, and explore content*	*Teachers consistently guide classroom discourse through providing students with multiple modes and opportunities to contribute, question, and explore content*
Element G How often do teachers provide opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas?	*Teachers do not provide opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas*	*Teachers provide minimal opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas*	*Teachers provide a few opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas*	*Teachers regularly provide opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas*
Element H Is collaboration valued and consistently evident between teacher to student and student to student?	*Collaboration is not valued and not evident between teacher to student and student to student*	*Collaboration is rarely evident between teacher to student and student to student*	*Collaboration seems valued and sometimes evident between teacher to student and student to student*	*Collaboration is valued and consistently evident between teacher to student and student to student*

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Rating	0	1	2	3
Element I Is a variety of grouping strategies used intentionally to meet the needs of all students?	*Grouping strategies are not used intentionally to meet the needs of all students*	*Very limited grouping strategies are used intentionally to meet the needs of all students*	*Some grouping strategies are used intentionally to meet the needs of all students*	*A variety of grouping strategies are used intentionally to meet the needs of all students*
Element J Is feedback to students is specific and actionable?	*Feedback to students is not specific or actionable*	*Feedback to students is specific but never actionable*	*Feedback to students is specific but not always actionable*	*Feedback to students is specific and actionable*
Element K Is there coherence across all content areas with value placed on real-world applications and experience?	*There is no coherence across content areas and no value placed on real-world applications and experience*	*Limited coherence across content areas and little value is placed on real-world applications and experience*	*Some coherence across content areas with some value placed on real-world applications and experience*	*Coherence across all content areas and with value placed on real-world applications and experience*

Indicator 2.5 Our teachers have a strong understanding of types of assessment.

Output: Students and teachers collaboratively utilize assessment data to plan, drive, and evaluate student learning outcomes

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Do teachers understand and implement a balance of assessment types?	*A balance of assessment types is not understood and implemented*	*Few teachers understand and implement a balance of assessment types*	*Some teachers understand and implement a balance of assessment types*	*All teachers understand and implement a balance of assessment types*
Element B Are formative assessments or assessments for learning an essential part of instruction?	*Formative assessment or assessment for learning is not part of instruction*	*Formative assessment or assessment for learning is infrequently part of instruction*	*Formative assessment or assessment for learning is a limited part of instruction*	*Formative assessment or assessment for learning is an essential part of instruction*
Element C Are students a fundamental part of the assessment process and fully involved in data analysis, goal setting, and progress monitoring?	*Students are not included in the assessment process and use of data.*	*Students are minimally included in the assessment process and are rarely involved in data analysis, goal setting, and progress monitoring.*	*Students are partially included in the assessment process and sometimes involved in data analysis, goal setting, and progress monitoring.*	*Students are a fundamental part of the assessment process and are fully involved in data analysis, goal setting, and progress monitoring.*
Element D How many teachers use differentiated, in-the-moment, checks for understanding and in-class assessments to ensure individual student progress between benchmark assessments?	*Differentiated, in-the-moment, checks for understanding and in-class assessments are not used to ensure individual student progress between benchmark assessments*	*Few teachers use differentiated, in-the-moment, checks for understanding and in-class assessments to ensure individual student progress between benchmark assessments*	*Some teachers use differentiated, in-the-moment, checks for understanding and in-class assessments to ensure individual student progress between benchmark assessments*	*All teachers use differentiated, in-the-moment, checks for understanding and in-class assessments to ensure individual student progress between benchmark assessments*

Rating	0	1	2	3
Element E How many teachers use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps and provide actionable feedback to student?	*Teachers do not use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps*	*Few teachers use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps and provide actionable feedback to student*	*Some teachers use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps and provide actionable feedback to student*	*All teachers use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps and provide actionable feedback to student*
Element F Are classroom summative assessment, regularly scheduled interim/ benchmark assessment and state assessment data used appropriately?	*Classroom summative assessment, interim/benchmark assessment and state assessment data are not used*	*Planned classroom summative assessment and state assessment data are used; no benchmarks or interims are given*	*Planned classroom summative assessment, regularly scheduled interim/benchmark assessment and state assessment data are not always used*	*Planned classroom summative assessment, regularly scheduled interim/benchmark assessment and state assessment data are used appropriately*
Element G What access to timely, user-friendly, data reports, which include item-level analysis, standards-level analysis and subgroup achievement do your educators have?	*All educators do not have access to timely user-friendly data reports, which include item-level analysis, standards-level analysis, and subgroup achievement*	*All educators have access to data reports, but may not be timely or user-friendly and may not include item-level analysis, standards-level analysis, and subgroup achievement*	*All educators have access to user-friendly data reports, which include item-level analysis, standards-level analysis, and subgroup achievement but there is a lag time*	*All educators have access to timely, user-friendly data reports, which include item-level analysis, standards-level analysis, and subgroup achievement*

Rating	0	1	2	3
Element H Are diagnostics and screeners available and used appropriately?	*Diagnostics and screeners are not available and used appropriately*	*Diagnostics and screeners are available but not used at all*	*Diagnostics and screeners are available and but not used on a regular basis*	*Diagnostics and screeners are available and used appropriately*
Element I Is data used for federal and state accountability precisely defined and understood?	*Data used for federal and state accountability is not precisely defined or understood*	*Data used for federal and state accountability is loosely defined and understood*	*Data used for federal and state accountability is generally defined and understood*	*Data used for federal and state accountability is precisely defined and understood*

Indicator 2.6 Our teachers and appropriate other staff participate in ongoing, applicable professional learning opportunities.

Output: Student achievement and growth increase due to teachers/staff actively engaged in differentiated professional learning.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Are professional learning opportunities for staff on content knowledge, standards and lesson planning consistently embedded, varied, aligned to needs and differentiated?	*The professional learning opportunities for staff on these topics does not exist*	*The professional learning opportunities for staff on these topics are limited and/or not based on need*	*The professional learning opportunities for staff on these topics are frequent and aligned to needs*	*The professional learning opportunities for staff on these topics are consistently embedded, varied, aligned to needs and differentiated*
Element B Are professional learning opportunities offered in evidence based instructional practice? (i.e., pedagogy, engagement strategies, UDL, classroom management)	*The professional learning opportunities for staff on these topics does not exist*	*The professional learning opportunities for staff on these topics are limited and/or not based on need*	*The professional learning opportunities for staff on these topics are frequent and aligned to needs*	*The professional learning opportunities for staff on these topics are consistently embedded, varied, aligned to needs and differentiated*
Element C Are professional learning opportunities offered in assessment and data use?	*The professional learning opportunities for staff on these topics does not exist*	*The professional learning opportunities for staff on these topics are limited and/or not based on need*	*The professional learning opportunities for staff on these topics are frequent and aligned to needs*	*The professional learning opportunities for staff on these topics are consistently embedded, varied, aligned to needs and differentiated*

Element D Are professional learning opportunities offered in collaboration and professional learning communities?	*The professional learning opportunities for staff on these topics does not exist*	*The professional learning opportunities for staff on these topics are limited and/or not based on need*	*The professional learning opportunities for staff on these topics are frequent and aligned to needs*	*The professional learning opportunities for staff on these topics are consistently embedded, varied, aligned to needs and differentiated*
Element E Are professional learning opportunities offered in social emotional learning, trauma sensitive, and culturally relevant practices?	*The professional learning opportunities for staff on these topics does not exist*	*The professional learning opportunities for staff on these topics are limited and/or not based on need*	*The professional learning opportunities for staff on these topics are frequent and aligned to needs*	*The professional learning opportunities for staff on these topics are consistently embedded, varied, aligned to needs and differentiated*

Indicator 2.7 Our teachers collaborate with other teachers, administrators, families, and education professionals to ensure the success of all students.

Output: Students excel within a collaborative educational community which focuses on the holistic student

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Are professional learning communities regularly scheduled, and do they focus on increasing student learning?	*Professional learning communities are not scheduled or do not focus on increasing student learning*	*Professional learning communities are scheduled but do not focus on increasing student learning*	*Professional learning communities are scheduled sporadically and focus on increasing student learning*	*Professional learning communities are regularly scheduled and focus on increasing student learning*
Element B How often is articulation, across content areas and grade levels, scheduled?	*Articulation, across content areas and grade levels, is not scheduled*	*Articulation, across content areas and grade levels, occurs infrequently*	*Articulation, across content areas and grade levels, is scheduled but doesn't always occur regularly*	*Articulation, across content areas and grade levels, is scheduled and occurs regularly*
Element C Do educators understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data?	*Staff members do not understand our framework for collecting, storing, accessing, and disseminating district, school and student-level data*	*Few staff members understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data*	*Some staff members understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data*	*All staff members understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data*

Rating	0	1	2	3
Element D Do educators continuously access, interpret, analyze, act upon, and communicate multiple types of data from the classroom, the school, the district or charter holder, the state and other sources (e.g., research, community data, etc.) to improve student outcomes?	*Educators do not access, interpret, analyze, act upon, and communicate multiple types of data from the classroom, the school, the district or charter holder, the state and other sources (e.g., research, community data, etc.) to improve student outcomes*	*Educators infrequently access, interpret, analyze, act upon, and communicate multiple types of data from the classroom, the school, the district or charter holder, the state and other sources (e.g., research, community data, etc.) to improve student outcomes*	*Educators sporadically access, interpret, analyze, act upon, and communicate multiple types of data from the classroom, the school, the district or charter holder, the state and other sources (e.g., research, community data, etc.) to improve student outcomes*	*Educators continuously access, interpret, analyze, act upon, and communicate multiple types of data from the classroom, the school, the district or charter holder, the state and other sources (e.g., research, community data, etc.) to improve student outcomes*
Element E Do ongoing coaching and mentoring opportunities exist?	*Ongoing coaching and mentoring opportunities do not exist*	*A few ongoing coaching and mentoring opportunities exist*	*Some ongoing coaching and mentoring opportunities exist*	*Many ongoing coaching and mentoring opportunities exist*
Element F Do ongoing collaborative efforts between the teacher and leadership team/administrator lead to explicit, data-based teacher action plans for whole-class instruction, small groups, interventions, and before/after-school activities to support improved instruction and student outcomes?	*There are no teacher action plans based on data*	*A collaborative effort between the teacher and leadership team/administrator leads to general plans only*	*A collaborative effort between the teacher and leadership team/administrator leads to some teacher planning based on data for whole-class instruction, small groups, interventions, and before/after-school supports*	*An ongoing collaborative effort between the teacher and leadership team/administrator leads to explicit teacher action plans based on data for whole-class instruction, small groups, interventions, and before/after-school supports to improve instruction and student outcomes*

Color coding for the four types of data

Four Types of Data to Consider

Coherence and impact of systems

District, staff, students, community

Demographics

School Processes (systems)

Perception Data

Student Learning Data (achievement)

Culture, climate, values and beliefs

Balanced Use of Assessments
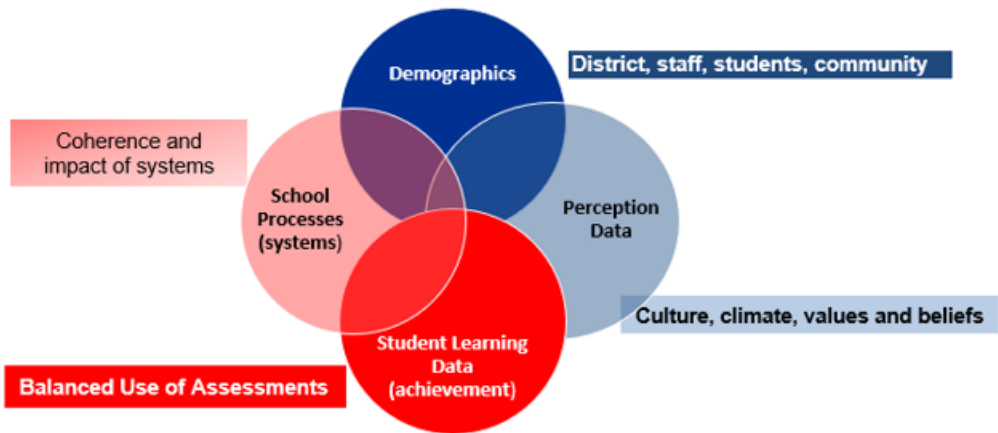
Appendix has explanation

	Principle 2 - Effective Teachers and Instruction Data/Evidence
	2.1
	Classroom policies and procedures
	Student surveys/Student interviews
	Teacher lesson plans
	Student work samples and goal setting documents
	2.2
	PLC team minutes/agendas
	Classroom observations
	Teacher lesson plans

	Informal student assessment information
	Curriculum mapping and/or pacing guides
	Classroom behavior and attendance data
	2.3
	Formal and informal student assessment information analyzed
	Teacher lesson plans
	UDL framework
	Classroom observations
	Evidence of differentiate instruction
	Grade level or content meeting minutes
	Evidence of classroom level RTI
	2.4
	Classroom observations and curriculum fidelity walkthroughs
	Evidence of differentiated instruction
	Evidence of classroom level RTI
	Teacher lesson plans
	Flexible student groupings evident
	Overview of service options for special populations (SPED, EL, etc.)

	Classroom policies and procedures
	Student surveys/Student interviews
	Student data portfolios/Student data evident in classroom
	PLC team minutes/agendas
	Curriculum mapping
	Progress reports
	Parent Meetings
	2.5
	Evidence of user-friendly data provided to teachers
	Teacher lesson plans
	Classroom observations
	Evidence of RTI and/or referral process
	PLC team minutes/agendas
	Assessment plan implemented
	Assessment system for instructional purposes
	Student surveys/Student interviews
	Student data evident in classroom/Student data portfolios
	2.6
	PLC team minutes/agendas
	Job embedded professional learning
	Teachers seek professional development

	Teachers engaged in professional learning
	Teachers plan professional learning opportunities
	2.7
	Evidence of user-friendly data provided to teachers
	PLC team minutes/agendas
	Classroom observations and lesson plans
	Curriculum mapping
	Coaching/mentoring for teachers evident
	Teachers provided regular assessment data and training on analysis
	Teachers provide regular feedback to admin/team regarding data use and needs
	Data use framework embedded in teacher instruction and planning
	Regular parent communication from teacher (communication log, newsletter, email blasts, etc.)
	Professional development offerings include data use and communication results
	Assessment plan implemented

Principle 3 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.

Indicator 3.1 Our school year/calendar is organized to maximize instruction.

Output: Student achievement and growth increase as students participate in a variety of intervention and enrichment programs.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Does the school offer well-rounded intervention and enrichment summer programs?	*The school does not offer summer programs*	*The school offers summer programs for intervention or enrichment*	*The school offers summer programs for both intervention and enrichment*	*The school offers well-rounded intervention and enrichment summer programs that are well planned, targeted, evidence-based; with an evaluation component*
Element B Does the school offer well-rounded intersession programs for both intervention and enrichment?	*School does not have intersessions*	*The school does not offer intersession programs*	*The school offers intersession programs for intervention or enrichment*	*The school offers well-rounded intersession programs for both intervention and enrichment*

Indicator 3.2 Our school day is organized to maximize well-rounded instruction.

Output: Students are engaged in a comprehensive instructional program supported by effective and efficient use of time.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Does the master schedule reflect the mission, vision and core values of the school?	*Master schedule does not reflect the mission, vision and core values of the school.*	*Master schedule somewhat reflects the mission, vision and core values of the school.*	*Master schedule mostly reflects the components of the mission, vision and core values of the school.*	*Master schedule reflects the mission, vision and core values of the school.*
Element B Do classroom daily schedules optimize instructional time in all content areas?	*Classroom daily schedules vary throughout the school with no consistency or do not consistently optimize instructional time*	*Classroom daily schedules optimize instructional time for ELA and MATH only*	*Classroom daily schedules optimize instructional time in some content areas*	*Classroom daily schedules optimize instructional time in all content areas*
Element C Does the scheduling meet requirements for all subgroups?	*Subgroup populations are not considered when schedules are developed*	*Scheduling does not meet requirements for a few subgroup populations*	*Scheduling meets requirements for some subgroup populations*	*Scheduling meets requirements for all subgroup populations*
Element D Do schedules permit for daily evidence-based tiered academic, behavioral and social emotional interventions and enrichment?	*Schedules do not permit for evidence-based interventions and/or enrichment*	*Schedules permit for evidence-based interventions or enrichment, but not both*	*Schedules permit for evidence-based interventions and enrichment, but not daily*	*Schedules permit for daily evidence-based interventions and enrichment*

| Element E
Does the school have dedicated time during the school day for all students to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction? | *The school has not yet dedicated time for students to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction* | *The school has dedicated time during the school day for some students to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction.* | *The school has dedicated time during the school day for all students to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction.* | *The school has dedicated time during the school day for all students to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction, and SEL instruction is connected to other opportunities for practicing and reflecting on SEL competencies throughout the day* |

Indicator 3.3 Our school day is organized to ensure sufficient time for non-instructional activities for students and staff.

Output: Students are engaged in non-instructional programs that offer cognitive, social, emotional, and physical benefits.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Are there daily, regularly scheduled, safe and well supervised recesses offering cognitive, social, emotional, and physical benefits?	*There are no daily recesses*	*Recesses are scheduled but are not always well-supervised*	*Safe and well-supervised recesses that offer cognitive, social, emotional, and physical benefits are scheduled daily, but schedule is not always followed*	*Daily, regularly scheduled, safe and well-supervised recesses offer cognitive, social, emotional, and physical benefits*
Element B Is lunchtime scheduled so that students have plenty of time to leisurely eat adequate amounts of food to meet their nutritional needs?	*Students have insufficient time to eat (less than 10 minutes)*	*Students have minimal time to eat*	*Students have time to eat adequate amounts of food to meet their nutritional needs*	*Students have plenty of time to leisurely eat adequate amounts of food to meet their nutritional needs*
Element C Are co-curricular activities available for all students?	*Co-curricular activities are not available*	*Very limited co-curricular activities are available for some students*	*Limited co-curricular activities are available for all students*	*A large variety of co-curricular activities are available for all students*

Indicator 3.4 Our professional (contract) day is structured to support professional learning for all teachers and staff.

Output: Student attitudes reflect an understanding of a shared culture of life-long learning.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Does professional learning include job-embedded opportunities?	*Professional learning does not include job- embedded opportunities*	*Professional learning includes few job-embedded opportunities*	*Professional learning includes some job-embedded opportunities*	*Professional learning includes many job-embedded opportunities*
Element B Does scheduling provide time for professional learning?	*Scheduling is not used to provide time for professional learning*	*Not applicable*	*Not applicable*	*Scheduling is used to provide time for professional learning*
Element C Are opportunities provided for staff to support their ongoing development and recertification requirements?	*Opportunities are not provided for staff to support their ongoing development and recertification requirements.*	*Not applicable*	*Not applicable*	*Opportunities are provided for staff to support their ongoing development and recertification requirements.*
Element D Are opportunities provided for peer to peer observation and feedback and other collaboration?	*Opportunities are not provided for peer to peer observation and feedback and other collaboration*	*Few opportunities are provided for peer to peer observation and feedback and other collaboration*	*Some opportunities are provided for peer to peer observation and feedback and other collaboration*	*Many opportunities are provided for peer to peer observation and feedback and other collaboration*

Indicator 3.5 Our professional (contract) day is organized to provide appropriate planning and preparation time as well as collaboration opportunities for all teachers, staff, and administrators to ensure continuous improvement.

Output: Students engage in cohesive, effectively planned and well-articulated instructional programs across content and grade levels.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Is there time reserved for Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time?	*Time is not reserved for <u>Professional Learning Communities</u> (PLCs) and data reflection through grade level/subject area common prep time*	*There is time reserved for monthly Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time*	*There is time reserved for biweekly Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time*	*There is time reserved for weekly Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time*
Element B Do regularly scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth?	*Scheduled opportunities do not exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth*	*Few scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth*	*Some scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth*	*Regularly scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth*

Element C Does leadership support and ensure release time for teachers to participate in IEP meetings and needed planning to support diverse learners?	*Leadership does not support appropriate, adequate release time for teachers to participate in IEP meetings and needed planning to support diverse learners*	*Leadership supports but does not ensure appropriate, adequate release time for teachers to participate in IEP meetings and needed planning to support diverse learners*	*Leadership supports and ensures some release time for teachers to participate in IEP meetings and needed planning to support diverse learners; but time is insufficient*	*Leadership supports and ensures appropriate, adequate release time for teachers to participate in IEP meetings and needed planning to support diverse learners*

Color coding for the four types of data

Four Types of Data to Consider

Demographics

District, staff, students, community

Coherence and impact of systems

School Processes (systems)

Perception Data

Culture, climate, values and beliefs

Balanced Use of Assessments

Student Learning Data (achievement)

Appendix has explanation

	Principle 3 - Effective Organization of Time Data/Evidence
	3.1
	Planning meeting minutes
	School Calendar
	Overview of Summer program enrichment and intervention offerings
	Overview of Intercession enrichment and intervention offerings
	3.2
	Planning meeting minutes

	PLC agendas and minutes
	Bell schedule/Daily schedules
	Attendance records for subgroup populations within daily schedules
	Lesson plans
	Intervention schedules
	Governing Board Policies/ Professional Days
	21st Century Learning, after school activities, extra-curricular activities
	RED, MET, IEP meeting schedules
	3.3
	Teacher duty lists (indicated supervised recess time for students)
	Food and Nutrition policies and procedures
	Survey of students and parents for co-curricular activities
	Co-curricular activity calendar and participation numbers
	Bell Schedules for recesses and lunch
	Governing Board Policies/ Professional Days
	3.4
	Schedule of professional learning opportunities for faculty and staff
	Governing Board Policies/ Professional Days
	Peer to peer observation schedules
	Peer to peer observation notes

	Peer to peer feedback forms
3.5	
	Professional day schedules
	Paraprofessionals and Support Staff daily schedules
	PLC schedules
	PLC agendas and minutes
	Articulations between grade levels
	IEP meetings schedules

Principle 4 Effective Curriculum

Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

Indicator 4.1 Our written curricula provide access to a well-rounded education that fully maximizes the potential of the education for all students.

Output: Students are engaged in a variety of disciplines resulting in a well-rounded education

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Do all students have access to a well-rounded education including a wide variety of disciplines including physical education/health, music, the arts, world languages, social studies, environmental education, computer science and civics?	*Students do not have access to a wide variety of disciplines*	*Most students have access to a variety of disciplines – including some of the following: physical education/health, music, the arts, world languages, social studies, environmental education, computer science and civics*	*All students have access to a variety of disciplines– including most but not all of the following: physical education/health, music, the arts, world languages, social studies, environmental education, computer science and civics*	*All students have access to a well-rounded education including a wide variety of disciplines – including physical education/health, music, the arts, world languages, social studies, environmental education, computer science and civics*
Element B Do students have access to a school media center?	*Students do not have access to a school media center*	*Most students have access to a school media center staffed by a certified librarian*	*All students have access to a school media center, but not staffed by a certified librarian*	*All students have access to a school media center staffed by a certified librarian*

Element C Do all students have access to appropriate technology resources either through a 1:1 program or through embedded classroom technology?	*Students do not have access to appropriate technology resources*	*Some students have access to appropriate technology resources,*	*All students have access to appropriate technology resources; however, those resources are shared via computer labs, computer carts or personal technology devices*	*All students have access to appropriate technology resources either through a 1:1 program or through embedded classroom technology*
Element D Do students have access to comprehensive digital citizenship instruction and supports with instruction based in an effective curriculum that results in digital safety and media literacy?	*Students do not have access to instruction and support for digital citizenship.*	*Some students have access to digital citizenship instruction and supports.*	*All students have access to digital citizenship instruction and supports; however, the instruction is not based on ensuring digital safety and media literacy.*	*All students have access to comprehensive digital citizenship instruction and supports with instruction based in an effective curriculum that results in digital safety and media literacy.*

Indicator 4.2 Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

Output: Students have access to evidence-based curriculum and materials aligned to AZ State Standards.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Does curricula align with the appropriate grade level and content standards?	*Curricula does not align with the appropriate grade level and content standards*	*Curricula align with the appropriate grade level or content standards, but not always both*	*Curricula mostly align with the appropriate grade level and content standards*	*Curricula align with the appropriate grade level and content standards*
Element B Is there a current curriculum adoption process and a revision cycle in place that are consistently followed for all content areas?	*Curriculum adoption process is not current*	*Curriculum adoption process is current, and a revision cycle is in place only for Math and ELA*	*Curriculum adoption process is current, but revision cycle is not always followed for all content areas*	*Curriculum adoption process is current, and a revision cycle is both in place and consistently followed for all content areas*

Indicator 4.3 Our written curricula are evidence-based, address diverse learner needs and promote a proper balance of depth of knowledge levels.

Output: Students are engaged in evidence-based curricula, addressing diverse learner needs (student, teacher, and parent) that promotes a proper balance of cognitive knowledge levels.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Do pacing guides provide flexibility based on diverse learner needs?	*We do not have pacing guides*	*Pacing guides do not provide any flexibility*	*Pacing guides provide some flexibility based on diverse learner needs*	*Pacing guides provide flexibility based on diverse learner needs*
Element B Do content learning progressions reflect an appropriate scope and sequence with coherence including vertical and horizontal alignment?	*Content learning progressions do not reflect an appropriate scope and sequence*	*Content learning progressions reflect a scope and sequence with questionable coherence and little vertical and horizontal alignment*	*Content learning progressions reflect an appropriate scope and sequence with some coherence including some vertical and horizontal alignment*	*Content learning progressions reflect an appropriate scope and sequence with coherence including vertical and horizontal alignment*
Element C Is a proper balance of depth of knowledge frequently evident?	*A proper balance of depth of knowledge is not evident*	*A proper balance of depth of knowledge is rarely evident*	*A proper balance of depth of knowledge is sometimes evident*	*A proper balance of depth of knowledge is frequently evident*
Element D Do curricula address the academic and social emotional needs of teachers, students and parents?	*Curricula do not address the academic and social emotional needs of teachers, students, and families*	*Curricula rarely address the academic and social emotional needs of teachers, students, and families*	*Curricula mostly address the academic and social emotional needs of teachers, students, and families*	*Curricula address the academic and social emotional needs of teachers, students and families*

Element E Does the school implement evidence-based curricular materials that meet one of the four tiers of evidence under the ESSA guidelines?	*Curricular materials vary throughout the school with no consistency and do not align to one of the four tiers of evidence.*	*Curricular materials are evidence-based for ELA or MATH only and meet one of the four tiers of evidence.*	*Curricular materials are evidence-based for ELA and MATH only and meet one of the four tiers of evidence.*	*Curricular materials are evidence-based in all content areas and meet one of the four tiers of evidence.*
Element F Is evidence of a strong value for diversity, inclusion and equity easily apparent throughout the curricula? Do curricular change efforts integrate a value for diversity, inclusion and equity as an informing influence?	*The curriculum does not reflect diversity and inclusiveness.*	*The curriculum is only minimally related to diversity and inclusiveness. Efforts to change the curriculum do not explicitly acknowledge the importance of diversity, inclusion and equity as an asset to innovative curricular practice.*	*The current curriculum reflects a value for diversity, inclusion and equity in certain areas and not in others. Curricular change efforts acknowledge the importance of diversity, inclusion and equity but not consistently*	*Evidence of a strong value for diversity, inclusion and equity is easily apparent throughout the curricula. Curricular change efforts integrate a value for diversity, inclusion and equity as an informing influence.*

Indicator 4.4 Our written curricula are accessible for all learners and include culturally relevant academic, behavioral and social emotional learning components that meet the needs of the whole child.

Output: Students are engaged in evidence-based curricula, addressing diverse learner needs (student, teacher, and parent) that promote a proper balance of cognitive knowledge levels.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Do the curricula include consistent opportunities for extension and remediation within all disciplines?	*Curricula do not include opportunities for extension and remediation within any disciplines*	*Curricula include few opportunities for extension and remediation within ELA or Math*	*Curricula include some opportunities for extension and remediation within ELA and Math only*	*Curricula include consistent opportunities for extension and remediation within all disciplines*
Element B Do the curricula consider diverse learners and subgroup populations?	*Curricula do not consider diverse learners and subgroup populations-one size fits all*	*Curricula consider few diverse learners and subgroup populations*	*Curricula consider some diverse learners and subgroup populations*	*Curricula consider all diverse learners and subgroup populations*
Element C Do curricula include components to utilize within a Multi-Tiered System of Support that address the whole child in both academic and social emotional learning including behavior?	*Curricula do not include components to utilize within a Multi-Tiered System of Support that address the whole child*	*Curricula include a few components to utilize within a Multi-Tiered System of Support that address the whole child*	*Curricula includes components to utilize within a Multi-Tiered System of Support that address the whole child in academics or behavior*	*Curricula include components to utilize within a Multi-Tiered System of Support that address the whole child in both academics and behavior*
Element D Do curricula support multidisciplinary, innovative, and diverse learning experiences?	*Curricula do not support multidisciplinary, innovative, and diverse learning experiences*	*Curricula support very little multidisciplinary, innovative, and diverse learning experiences*	*Curricula support some multidisciplinary, innovative, and diverse learning experiences*	*Curricula support multidisciplinary, innovative, and diverse learning experiences*

Indicator 4.5 Our entire staff participates in professional learning to support effective implementation of adopted curricula.

Output: Students are engaged in curricula that is characterized by the use of effective instructional strategies and resources through a wide variety of disciplines.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Are the curricular implementation professional learning opportunities for the staff varied, differentiated and chosen based on data/evidence of need?	*The curricular implementation professional learning opportunities for the staff are very limited*	*The curricular implementation professional learning opportunities for the staff are varied but not differentiated or chosen based on data/evidence of need*	*The curricular implementation professional learning opportunities for the staff are varied and differentiated but not chosen based on data/evidence of need*	*The curricular implementation professional learning opportunities for the staff are varied, differentiated and chosen based on data/evidence of need*

Research shows that the following list of professional learning opportunities is representative of the many areas teachers request, need and benefit from. Check all that apply to your context. Add your own as appropriate.

a. review, navigation, and use of the resources from the selected curricula	*Completed*	*Planned*	*Not Planned*
b. additional supports for the use of technology for instruction and blended learning	*Completed*	*Planned*	*Not Planned*
c. integrating instruction across the curricula	*Completed*	*Planned*	*Not Planned*
d. connecting instruction within a discipline or grade level (i.e., earth and life science)	*Completed*	*Planned*	*Not Planned*

e. content understanding	*Completed*	*Planned*	*Not Planned*
f. pedagogical understanding	*Completed*	*Planned*	*Not Planned*
g. accommodations and modifications to meet the needs of diverse learners	*Completed*	*Planned*	*Not Planned*
h. assessment system knowledge from formative to summative	*Completed*	*Planned*	*Not Planned*
i. technology associated with adopted curricula	*Completed*	*Planned*	*Not Planned*
j. integration across content areas (STEM) (special areas)	*Completed*	*Planned*	*Not Planned*
k. embedded academics in Career and Technical Education	*Completed*	*Planned*	*Not Planned*
l. culturally responsive practices	*Completed*	*Planned*	*Not Planned*
m. integrating social emotional learning	*Completed*	*Planned*	*Not Planned*
n. trauma sensitive practices	*Completed*	*Planned*	*Not Planned*
o. equity	*Completed*	*Planned*	*Not Planned*

Indicator 4.6 Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.

Output: Student performance increases due to the continual alignment of the curriculum, standards, instruction, and assessment.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Does the school perform a gap analysis between curriculum and academic standards, and does it take action?	*The school does not perform a gap analysis between curriculum and academic standards*	*The school performs a gap analysis between curriculum and academic standards and takes action based on analysis in ELA or Math*	*The school performs a gap analysis between curriculum and academic standards and takes action based on analysis in most content areas*	*The school performs a gap analysis between curriculum and academic standards and takes action based on analysis in all content areas*
Element B Does the school perform a gap analysis between curriculum and instruction and take action based on analysis?	*The school does not perform a gap analysis between curriculum and instruction*	*The school performs a gap analysis between curriculum and instruction and takes action based on analysis in ELA and Math*	*The school performs a gap analysis between curriculum and instruction and takes action based on analysis in most content areas*	*The school performs a gap analysis between curriculum and instruction and takes action based on analysis in all content areas*
Element C Does the school perform a gap analysis between curriculum and instruction and assessment and take action based on analysis?	*The school does not perform a gap analysis between curriculum and instruction and assessment*	*The school performs a gap analysis between curriculum and instruction and assessment and takes action based on analysis in ELA or Math*	*The school performs a gap analysis between curriculum and instruction and assessment and takes action based on analysis in most content areas*	*The school performs a gap analysis between curriculum and instruction and assessment and takes action based on analysis in all content areas*

Color coding for the four types of data

Four Types of Data to Consider

Demographics — District, staff, students, community

Coherence and impact of systems

School Processes (systems)

Perception Data — Culture, climate, values and beliefs

Balanced Use of Assessments

Student Learning Data (achievement)
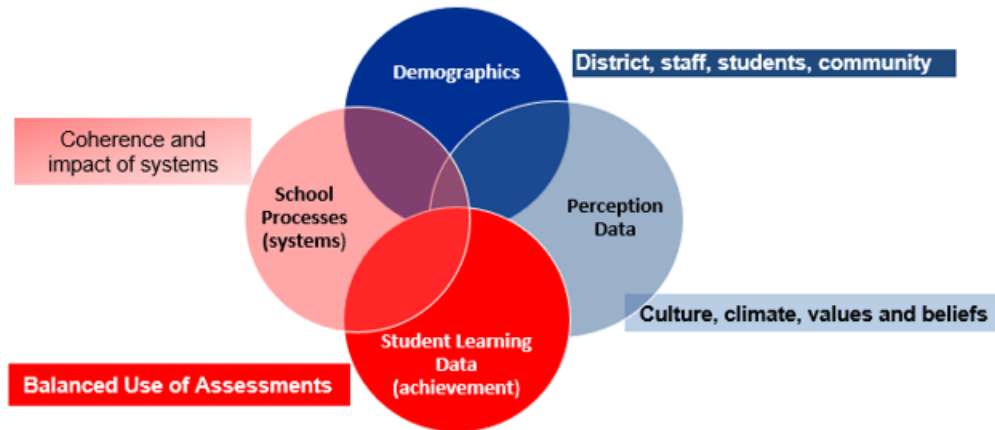
Appendix has explanation

	Principle 4 - Effective Curriculum Data/Evidence
	4.1
	Classroom Observations
	Physical/online curricula for all disciplines with academic standards
	Master schedule includes all disciplines with academic standards for all grade levels
	Audit of technology allocations
	4.2
	Coding and standards are present in all resources supporting disciplines with academic standards
	Adoption process is available/accessible to the public
	Revision cycle is public and includes multiple year cycle

	Adoption process includes a focus on alignment to state standards (content and ELP)
	Adoption cycle reflects what actually happened/occurred
	Process notes/surveys from focus group(s) of public/parents/teachers/administrators/content experts/community and any interested parties
	4.3
	Pacing guides are available for all disciplines with academic standards
	Flexibility is provided in pacing guides on a number of indicators (remediation)
	Scope and sequence resources are provided for all disciplines with academic standards
	Horizontal and vertical alignment is evident in written curricula
	Tasks and activities have a depth of knowledge (DOK) range of 1 through 3
	Curriculum audit results (including equity and diversity)
	Written Curricula provide content support for teachers, students and parents

4.4	
	Includes extension and intervention opportunities – planning/pacing guides
	Includes guidance for extension and interventions
	Resources to support teachers in the instruction of extension and interventions
	MTSS framework (demographic data of subgroups population for academic and behavior)
4.5	
	Opportunities for professional development for all staff are posted and available
	Professional learning calendar/schedule
4.6	
	Gap analysis documentation/data is available for all staff including demographic data within content/course offerings
	Gap analysis cycle is public and includes multiple year cycle
	Action plan based on gap analysis data is available
	Course Catalog or List of Course Offerings for students (preferably with course descriptions)
	Curriculum Map (should contain connections to state academic standards)
	Schedule of Curriculum Adoption along with Process and Criteria for Selecting Curriculum (should be in place for each discipline)
	Content Area/Grade Level Pacing Guide (reflects flexibility, appropriate scope and sequence, and responsiveness to the needs of students, teachers, parents)
	Calendar of Professional Learning Events (Can include professional learning objectives for each event(s) and target audience)
	Written curriculum

Principle 5 Conditions, Climate and Culture

Inclusive schools are conducive to student learning, fulfillment and well-being, as well as professional satisfaction, morale and effectiveness. Students, parents, teachers, administrators and other stakeholders contribute to their school's culture, as do other influences such as the local community, the policies that govern how it operates and the school's founding principles. School conditions, climate and culture are impacted by the beliefs, perceptions, relationships, attitudes and written and unwritten rules that shape and influence every aspect of how a school functions. They also encompass concrete issues such as student physical and emotional safety, a healthy school environment, the orderliness of classrooms and public spaces and the degree to which a school embraces and celebrates racial, ethnic, linguistic, academic and cultural diversity and ensures equity.

Indicator 5.1 Our staff has high expectations for learning for all students.

Output: Students view themselves as integral members of an inclusive school community which increases student efficacy.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Are inclusive beliefs and practices evident and part of the school culture?	*Inclusive beliefs and practices are not evident in classroom instruction, data reflection or the school culture*	*Inclusive beliefs and practices are evident in some classroom instruction and data reflection but not a part of the whole school culture*	*Inclusive beliefs and practices are evident in most classroom instruction, data reflection and the school culture*	*Inclusive beliefs and practices are evident in all classroom instruction, data reflection and the school culture*
Element B Does staff engage in the development and understanding of policies/procedures and plans that explicitly outline continuous improvement and high expectations for learning for all students?	*The staff does not engage in the development and understanding of policies/procedures and plans that outline continuous improvement and high expectations for learning for all students*	*Some staff engage in the development and understanding of policies/procedures and plans that vaguely outline continuous improvement and high expectations for learning for all students*	*Most staff engage in the development and understanding of policies/procedures and plans that generally outline continuous improvement and high expectations for learning for all students*	*All staff engage in the development and understanding of policies/procedures and plans that explicitly outline continuous improvement and high expectations for learning for all students.*

Indicator 5.2 Our staff creates an environment which builds mutual respect among leadership, teachers, students and families.
Output: Student success thrives in an environment built on trust, communication, and mutual respect.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Do staff intentionally foster trusting interpersonal relationships with students and families?	*Staff do not intentionally foster trusting interpersonal relationships with students and families*	*Few staff intentionally foster trusting interpersonal relationships with students and families*	*Some staff intentionally foster trusting interpersonal relationships with students and families*	*All staff intentionally foster trusting interpersonal relationships with students and families*
Element B Do teachers use inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments; using strategies that are developmentally appropriate and focus on creating a community of learners that supports, honors, and acknowledges the cultural assets, contributions, and needs of all students?	*Teachers have not yet prioritized the use of inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments.*	*Teachers have prioritized and planned to build inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments.*	*Some teachers use inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Strategies are developmentally appropriate and focus on meeting the needs of all students.*	*All teachers use inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Strategies are developmentally appropriate and focus on creating a community of learners that supports, honors, and acknowledges the cultural assets, contributions, and needs of all students.*

Rating	0	1	2	3
Element C Does staff honor and elevate a broad range of student perspectives and experiences by engaging them as leaders, problem solvers and decision-makers, offering ways for students to shape SEL initiatives, instructional practices, and school climate; including students regularly initiating and leading activities, solutions, and projects to improve their classrooms, school and the broader community?	*Students do not yet have opportunities to take on leadership and decision-making roles.*	*Some students have opportunities to take on more traditional leadership roles such as student council, patrols, or leading morning announcements*	*Students are offered many opportunities to take on leadership and decision-making roles that inform SEL initiatives, instructional practices, and school climate. Students have opportunities to lead activities, solutions, and projects to improve their classrooms, school and the broader community.*	*Staff honor and elevate a broad range of student perspectives and experiences by engaging them as leaders, problem solvers and decision-makers, offering ways for students to shape SEL initiatives, instructional practices, and school climate. Students regularly initiate and lead activities, solutions, and projects to improve their classrooms, school and the broader community.*

Element D				
Do the school's discipline policies and practices promote SEL; are they restorative, instructive, and developmentally and appropriate, including providing opportunities for students to reflect, problem solve, and build positive relationships; do these policies and practices take into account students' cultural backgrounds, and individual differences; do data demonstrate that these practices are used consistently and equitably in the classroom and throughout the school?	*Discipline policies and practices have not yet been reviewed to determine how well they align with SEL.*	*Discipline policies and practices are being reviewed for their alignment with SEL. Data have been reviewed to determine if policies and practices have been applied equitably.*	*The school has identified discipline policies and practices that support SEL and are restorative, instructive, and developmentally appropriate. Data are reviewed frequently to determine if policies and practices have been applied equitably.*	*Discipline policies and practices promote SEL, including providing opportunities for students to reflect, problem solve, and build positive relationships. These policies and practices take into account students' developmental stages, cultural backgrounds, and individual differences. Data demonstrates that these practices are used consistently and equitably in the classroom and throughout the school.*

Indicator 5.3 Our school ensures physical and emotional safety of all students and demonstrates our understanding and appreciation of all cultures, identities, and communities.

Output: Student voice is respected in a school community where their heritage and culture are valued and accepted.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Are students and their families always treated equitably and with respect?	*All students and their families are not treated equitably and with respect*	*All students and their families are sometimes treated equitably and with respect*	*All students and their families are usually treated equitably and with respect*	*All students and their families are always treated equitably and with respect*

Element B Are the languages, cultures, traditions and values of the students and community respected and reflected in the school environment?	*The languages, cultures, traditions and values of the students and community are not respected and reflected in the school environment*	*The languages, cultures, traditions and values of the students and community are rarely respected and reflected in the school environment*	*The languages, cultures, traditions and values of the students and community are sometimes respected and reflected in the school environment*	*The languages, cultures, traditions and values of the students and community are consistently respected and reflected in the school environment*
Element C Do staff intentionally cultivate student leadership and promote citizenship?	*The staff does not intentionally cultivate student leadership and promotes citizenship*	*Some staff intentionally cultivate student leadership and promote citizenship*	*Most staff intentionally cultivate student leadership and promote citizenship*	*All staff intentionally cultivate student leadership and promote citizenship*
Element D Does the school staff develop and implement school safety and emergency preparedness plans?	*There are no school safety and emergency preparedness plans*	*The staff implements an LEA developed, not school developed safety and emergency preparedness plans*	*The staff develops and implements a school safety but not emergency preparedness plans*	*The staff develops and implements school safety and emergency preparedness plans with all stakeholder groups including students*
Element E Do intentional conversations inform planning impacting the school environment?	*Conversations impacting the school environment are not held*	*Few conversations inform planning that impacts school environment*	*Informal conversations inform planning that impacts school environment*	*Intentional conversations inform planning that impacts school environment*

Element F Does the school have ongoing professional learning opportunities on trauma sensitive practices and a structured, ongoing process of implementing trauma sensitive practices to support student success?	*The school has not yet begun learning about or utilizing trauma sensitive practices to support student success.*	*The school is in the early stages of learning about trauma and exploring trauma sensitive practices to support student success.*	*The school has provided some professional learning opportunities on trauma sensitive practices and has started to implement trauma sensitive practices to support student success.*	*The school has ongoing professional learning opportunities on trauma sensitive practices and has a structured, ongoing process of implementing trauma sensitive practices to support student success.*

Indicator 5.4 Our school provides guidelines and safe practices relating to school health services.

Output: Students receive services from a trained school health care provider supported by school policies and procedures.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Does the school have policies and procedures to manage and support students with chronic health conditions or medical emergencies?	*The school does not have policies and procedures to manage and support students with chronic health conditions or medical emergencies*	*The school has policies and procedures for medical emergencies only*	*The school has adequate policies and procedures to manage and support students with chronic health conditions or medical emergencies*	*The school has consistently used, robust policies and procedures to manage and support students with chronic health conditions or medical emergencies*
Element B Are there written guidelines and procedures in place for providing student health care services?	*Written guidelines and procedures are not in place for providing student health care services*	*Not applicable*	*Not applicable*	*Written guidelines and procedures are in place for providing student health care services*
Element C Is professional development offered for health care providers, i.e. school nurses, health aides, etc.?	*Professional development is not offered for school health care providers, i.e. school nurses, health aides, etc.*	*Professional development is rarely offered for school health care providers, i.e. school nurses, health aides, etc.*	*Professional development is sometimes offered for school health care providers, i.e. school nurses, health aides, etc.*	*Professional development is always offered for school health care providers, i.e. school nurses, health aides, etc.*

Indicator 5.5 Our school offers services to fully support the academic and social emotional needs of students
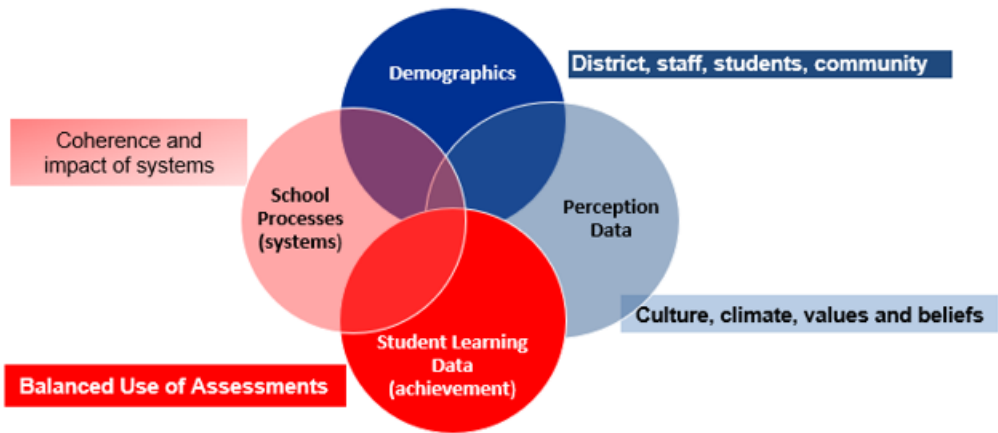
Output: Students and families feel confident that their needs, both academic and social, will be met by the school. Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Does the school have a counselor and/or social worker available to assist students and families with academic and social needs?	*No counselor and/or social worker is available*	*Yes, but not certified*	*Yes, part time and certified*	*Yes, full time and certified*
Element B Are written guidelines and procedures in place for providing student both academic and social emotional counseling services?	*Written guidelines and procedures are not in place for providing student both academic and social emotional counseling services*	*No written policy but counselors are available.*	*Yes, written guidelines and procedures are in place for providing student one, but not both, academic or social emotional counseling services*	*Yes, written guidelines and procedures are in place for providing student both academic and social emotional counseling services*
Element C Is professional development offered for school counselors/social workers?	*Professional development is not offered for school counselors and/or social workers*	*Professional development is rarely offered for school counselors and/or social workers*	*Professional development is sometimes offered for school counselors and/or social workers*	*Professional development is always offered for school counselors and/or social workers*
Element D Does our staff intentionally recognize and nurture the needs of the whole child by supporting their well-rounded academic, behavioral and social emotional needs?	*No, our staff does not intentionally recognize and nurture the needs of the whole child by supporting their well-rounded academic, behavioral and social emotional needs*	*A few of our staff intentionally recognize and nurture the needs of the whole child by supporting their well-rounded academic, behavioral and social emotional needs*	*Some of our staff intentionally recognize and nurture the needs of the whole child by supporting their well-rounded academic, behavioral and social emotional needs*	*Yes, our staff intentionally recognizes and nurtures the needs of the whole child by supporting their well-rounded academic, behavioral and social emotional needs*

Rating	0	1	2	3
Element E Are resources identified for academic, behavioral and social emotional services?	*No, resources are not identified for academic, behavioral and social emotional services*	*Few resources are identified for academic, behavioral and social emotional services*	*Some resources are identified for academic, behavioral and social emotional services*	*Yes, many resources are identified for academic, behavioral and social emotional services*

Color coding for the four types of data

Four Types of Data to Consider

Demographics — District, staff, students, community

Coherence and impact of systems

School Processes (systems)

Perception Data — Culture, climate, values and beliefs

Balanced Use of Assessments

Student Learning Data (achievement)

Appendix has explanation

	Principle 5 - Conditions, Climate, and Culture Data/Evidence
	5.1
	Celebrations of learning/attendance/growth/behavior
	Communications - points of pride/newsletters
	Observations between teachers and students
	PLC notes
	Staff and student perception data of inclusion, culture, and climate
	Reporting progress of all students (academic and behavior)
	Monitoring fidelity of intervention

5.2	
	Staff, student and family surveys
	Classroom observations
	Student leadership opportunities and access
	Discipline policies, procedures and data

5.3	
	Student leadership opportunities and access
	Staff, student and family surveys
	School safety and emergency preparedness plan
	Site council meeting and agendas
	Website and school documents
	Communication plan
	MTSS or SEL plan
5.4	
	Policies and procedures specific to school health services
	Professional development to all school staff
	Attendance records
	Nurse visits/trends
	Chronic health plans and testing dates
5.5	
	MTSS and SEL plan
	Policies and procedures for specific academic and social emotional services
	Professional development to all school staff
	Audit of Resources (resource allocation review)

Principle 6 Family and Community Engagement

Family and Community Engagement is an essential component of improving outcomes for children and youth. Effective family and community engagement is a reciprocal partnership among families, communities and schools that reflects a shared responsibility to foster children's development and learning.

Indicator 6.1 Our school creates and maintains collaborative partnerships among families, communities and school to support student learning.

Output: Achievement increases when students are immersed in a strong partnership built among all school and community members.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Are families welcomed in the school and involved as volunteers to support students and school programs?	*Families are not welcome in the school and/or not involved as volunteers to support students and school programs*	*Families are tacitly welcome in the school and sometimes are involved as volunteers to support students and school programs*	*Families are welcome in the school and involved as volunteers to support students and school programs*	*Families are warmly and actively welcomed in the school and involved as volunteers to support students and school programs*
Element B Are there meaningful opportunities for engagement with families and community to participate in school activities?	*Meaningful opportunities for engagement do not exist for families and community to participate in school activities*	*Few meaningful opportunities for engagement exist with families and community to participate in school activities*	*Some meaningful opportunities for engagement exist with families and community to participate in school activities*	*Many meaningful opportunities for engagement exist with families and community to participate in school activities*

Element C Do all personnel build positive nurturing relationships with students, parents, and community to improve inclusive practices focusing on the whole child, promoting well-rounded academic, behavioral and social emotional growth?	*Personnel do not build positive nurturing relationships with students, parents, and community to improve inclusive practices*	*Few personnel build positive nurturing relationships with students, parents, and community to improve inclusive practices*	*Many personnel build positive nurturing relationships with students, parents, and community to improve inclusive practices*	*All personnel build positive nurturing relationships with students, parents, and community to improve inclusive practices*
Element D Does the school develop strategic and aligned community partnerships to support the academic and social emotional needs of students?	*The school has not yet developed community partnerships to support the academic and social emotional needs of students.*	*The school has developed some community partnerships that support the academic and social emotional needs of students.*	*The school has developed community partnerships that support the academic and social emotional needs of students.*	*The school has developed strategic and aligned community partnerships to support the academic and social emotional needs of students.*

Element E Is there a system established to recruit and engage volunteers, matching businesses', community agencies' and families' abilities and interests with a variety of volunteer opportunities?	*A system has not been established to recruit and engage volunteers*	*A system has been established to recruit and engage volunteers, matching a few of the following; businesses', community agencies' and families' abilities and interests with a variety of volunteer opportunities*	*A system has been established to recruit and engage volunteers, matching some of the following; businesses', community agencies' and families' abilities and interests with a variety of volunteer opportunities*	*A system has been established to recruit and engage volunteers, matching businesses', community agencies' and families' abilities and interests with a variety of volunteer opportunities*
Element F Are positive and goal-oriented relationships that encourage family involvement to heighten student well-rounded academic achievement and social emotional development intentionally nurtured?	*Positive and goal-oriented relationships that encourage family involvement to heighten student achievement and social emotional development are not intentionally nurtured*	*A few positive and goal-oriented relationships that encourage family involvement to heighten student achievement and social emotional development are intentionally nurtured*	*Some positive and goal-oriented relationships that encourage family involvement to heighten student achievement and social emotional development are intentionally nurtured*	*Positive and goal-oriented relationships that encourage family involvement to heighten student achievement and social emotional development are intentionally nurtured*

Indicator 6.2 Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.

Output: Students' educational opportunities are extended beyond school environment/setting through linguistically and culturally accessible communication with communities and families.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Does the school establish lines of communication among all educational stakeholders, including families and community members and organizations?	*School does not establish lines of communication among non-educational stakeholders, including families, community members and organizations*	*School establishes lines of communication among few educational stakeholders, including families, community members and organizations*	*School establishes lines of communication among some educational stakeholders, including families, community members and organizations*	*School establishes lines of communication among all educational stakeholders, including families, community members and organizations*
Element B Is there regular communication between home and school, in a language and method families can understand, and is it regular, two-way and meaningful?	*Communication between home and school is in English only or there is no communication*	*Communication between home and school, in a language and method families can understand, is one way only*	*Communication between home and school, in a language and method families can understand, is sporadic, two-way and meaningful*	*Communication between home and school, in a language and method families can understand, is regular, two-way and meaningful*
Element C Is there effective communication from school-to-home and home-to-school about school programs and student progress?	*Effective communication from school-to-home and home-to-school about school programs and student progress is not conducted*	*Effective communication from school-to-home and home-to-school about school programs and student progress is conducted infrequently*	*Effective communication from school-to-home and home-to-school about school programs and student progress is conducted sporadically*	*Effective communication from school-to-home and home-to-school about school programs and student progress is regularly conducted*

Element D Does the school communicate methods for becoming an effective advocate for children and their education?	*School does not communicate methods for becoming an effective advocate for children and their education*	*Not applicable*	*Not applicable*	*School communicates methods for becoming an effective advocate for children and their education*
Element E Are communication strategies culturally, demographically and linguistically appropriate?	*Communication strategies are not culturally, demographically and linguistically appropriate.*	*Communication strategies are rarely culturally or demographically or linguistically appropriate, but not consistently all three*	*Communication strategies are sometimes culturally, demographically and linguistically appropriate.*	*Communication strategies are always culturally, demographically and linguistically appropriate.*

Indicator 6.3 Our school engages families in critical data-informed decisions that impact student learning.

Output: Students know that families and other educational stakeholders share an invested interest in data-based decisions guiding their education path to college and career readiness through consistent communication.
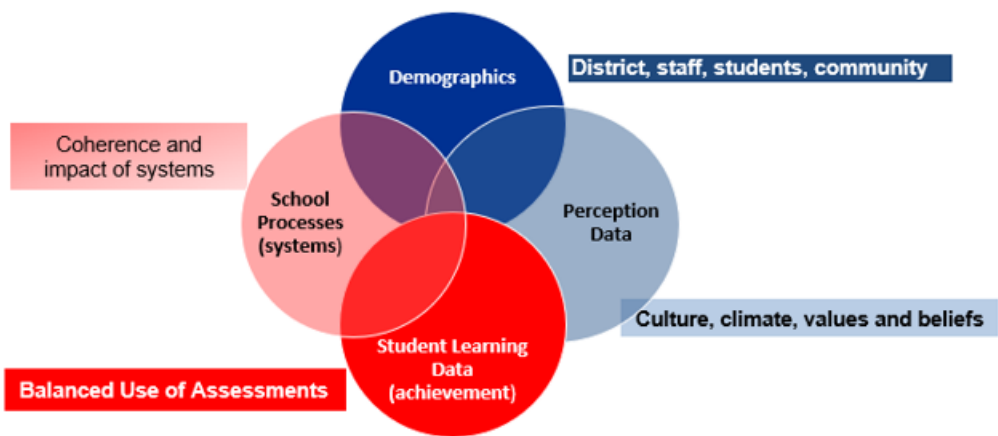
Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A Does an established school improvement team bring together representatives from all stakeholder groups which can include parents, teachers, students, school health professionals, support staff and community members, allowing them to share responsibilities and decision-making governance and advocacy on a regular basis?	*There is no established school improvement team that brings together representatives from all stakeholder groups which can include parents, teachers, students, school health professionals, support staff and community members, allowing them to share responsibilities and decision-making governance and advocacy*	*School improvement team designed to bring together representatives from all stakeholder groups which can include parents, teachers, students, school health professionals, support staff and community members, allowing them to share responsibilities and decision-making governance and advocacy, established but seldom, if ever, meets*	*An established school improvement team designed to bring together representatives from all stakeholder groups which can include parents, teachers, students, school health professionals, support staff and community members, allowing them to share responsibilities and decision-making governance and advocacy, but it does not meet on a regular basis*	*An established school improvement team brings together representatives from all stakeholder groups which can include parents, teachers, students, school health professionals, support staff and community members, allowing them to share responsibilities and decision-making governance and advocacy on a regular basis*

Rating	0	1	2	3
Element B Does the school communicate its Integrated Action Plan to all stakeholders, including updates, successes and changes?	*The school does not communicate its Integrated Action Plan to all stakeholders*	*The school communicates its Integrated Action Plan to all stakeholders once a year*	*The school communicates its Integrated Action Plan to all stakeholders twice a year*	*The school communicates its Integrated Action Plan to all stakeholders, including updates, successes and changes throughout the year*
Element C Does school staff provide resources and multiple avenues for ongoing two-way communication with families, inviting families to understand, experience, inform, and support the well-rounded academic and social and emotional development of their students in partnership with the school?	*School staff do not yet communicate with families about well-rounded academic and social emotional development of their students.*	*School staff provide updates to families about the school's efforts to promote well-rounded academic and social emotional development of their students.*	*School staff regularly communicate with and invite feedback from families about the school's efforts to promote students' well-rounded academic and social emotional development of their students.*	*School staff provide resources and multiple avenues for ongoing two-way communication with families, inviting families to understand, experience, inform, and support the well-rounded academic and social and emotional development of their students in partnership with the school.*
Element D Does the school support families in their responsibilities to monitor student progress towards individual learning goals?	*School does not support families in their responsibilities to monitor student progress towards individual learning goals*	*School minimally supports families in their responsibilities to monitor student progress towards individual learning goals*	*School has some methods to support families in their responsibilities to monitor student progress towards individual learning goals*	*School supports families in their responsibilities to monitor student progress towards individual learning goals*

Color coding for the four types of data

Four Types of Data to Consider

Demographics — District, staff, students, community

Coherence and impact of systems

School Processes (systems)

Perception Data

Culture, climate, values and beliefs

Balanced Use of Assessments

Student Learning Data (achievement)

Appendix has explanation

	Principle 6 – Family and Community Engagement Data/Evidence
	6.1
	Comprehensive support services, including health and social services, are available to students and their families in a timely manner
	Resource Fair held for families to provide information on available community resources
	Records of communication between the teacher and parent to indicate regular communication throughout the school year
	Documentation of families and key community leaders are involved in the governance of and planning for our school
	Visitors are greeted and assisted when they enter our buildings
	Information on how to volunteer
	Membership profile of your school team (Site Council, School Improvement) representative of school's demographics
	Agendas, minutes, flyers of meetings/courses/curriculum nights and other events held at the school for parents
	Parental survey document(s)
	Title 1 Parent Compact

	Parent Handbook, plan(s) describing how the school involves parents
	New student flyer/handbook for parents
	Leadership team minutes indicating an allocated time where parental involvement is discussed
	Agendas, surveys, announcements of opportunities for parental involvement are in more than one language or indicate a translator
	Calendar describing recruitment events, time and place
	School calendar of newsletter sent to parents each month and posted on the school website. This monthly announcement lists extracurricular activities that include academic support services, social and cultural enrichment activities, and recreational and sports opportunities
	6.2
	Parent Education activities occur at least once a month throughout the school year
	An annual evaluation of all extracurricular activities is conducted to provide data to parents on impact of programs
	Information on financial assistance (waiver fees) is included in any information on co-curricular activities that is given to families
	Posters of upcoming parent education programs are prominently displayed
	Parent education activities are announced via multiple platforms: social media, flyers, website, marquee
	Documents describing the system the LEA/ schools use to recruit volunteers, including how to apply, description of work to be done; hours and dates volunteers are needed
	Parents and students meet annually with their teachers to set and support individual learning goals
	Newsletter or other communication informing parents to decisions made by the School Improvement Team
	School calendar or newsletter sent to parents each month and posted on the school website. This monthly announcement lists extracurricular activities that include academic support services, social and cultural enrichment activities, and recreational and sports opportunities.
	Title 1 Parent Compact
	Records of phone calls, emails, and other communications sent to parents inviting them to the school and /or updating them about meetings and upcoming events

	Presentation agendas which include information about a translator being present at the meeting
	6.3
	Parents and students meet annually with their teachers to set and support individual learning goals
	Newsletter or other communication informing parents to decisions made by the School Improvement Team
	Records of communication between the teacher and parent to indicate regular communication throughout the school year
	Survey results determine how information is sent to parents
	Minutes of School Improvement Team meetings which show that parents are members of the team during data discussions
	Updated Parent Portal (web-based student progress report by subject and overall grades for each quarter)

Appendix

Four Types of Data to Consider
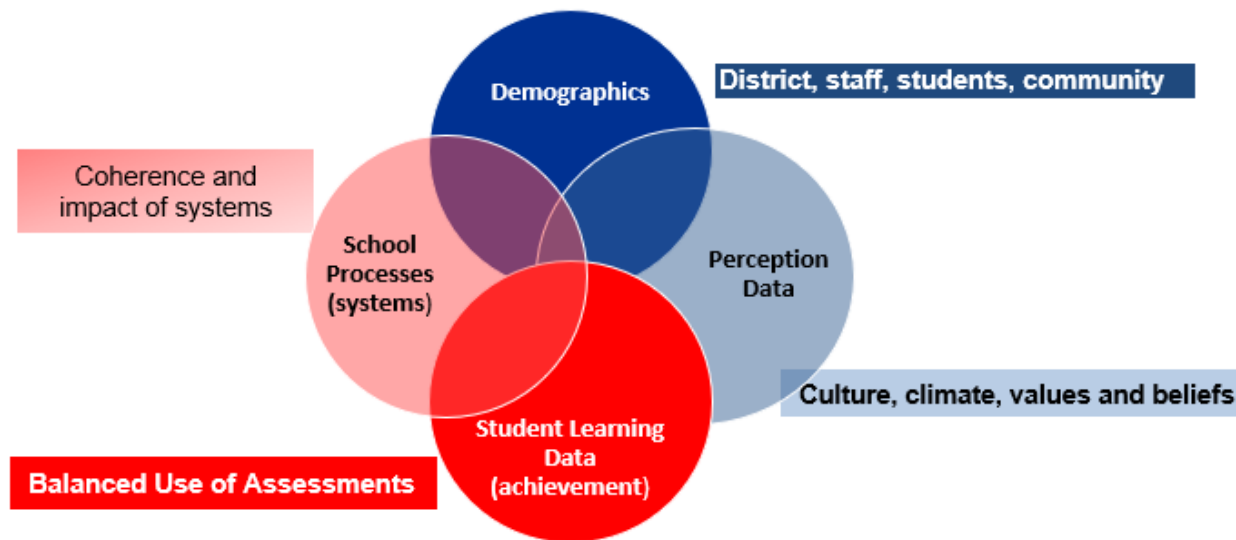
Dr. Victoria Bernhardt is the author or coauthor of numerous books which focus on continuous school improvement cycles and school-wide data practices. In her work, she emphasizes that in order to truly understand the health and performance of your school and district, you must consider multiple measures of data.

- Demographics-Who are we?
  - What information do we have about the students who are enrolled in the school and the community and families we serve; who are our staff? What is important to know about our community? Demographic data are used to disaggregate other data sets.
  - Examples of demographic data: enrollment, behavior/discipline, attendance, dropout rates, graduation rates, language proficiency, students with disabilities, poverty indicators, ethnicity, gender, grade levels.
- Perception Data- How do we do business? Culture, climate, values and beliefs
  - Measure stakeholders' perceptions of the learning community—because perception does shape reality
  - How satisfied are families, students, and/or staff with the learning environment and school?
  - Perception data is most reliably measured by surveys, focus groups, observations or interviews. Some anecdotal observations can be considered but it's important to note that our observations are our OWN perceptions and may vary from our stakeholders. Going directly to the source is important for eliminating assumptions and biases.
- Student Learning-What are we teaching? What are our students learning? How are our students doing? Who needs extra help?
  - How do we know when students are learning and growing academically?

- Use of a balanced assessment framework including, universal screeners, diagnostics, classroom assessments, progress monitoring, end of unit/course/year assessments.
  - Successful course completion.
- School Processes and Systems- What are our systems and processes? How do we to ensure alignment and coherence?
  - How successful are the systems and programs that are being implemented at your school? The thing to note here is that in order to have "data" in this category, you need to measure the impact and effectiveness of the programs, not just the implementation
    - Curriculum
    - Instruction (UDL, SEL)
    - Assessment
    - Programs/processes (MTSS)

Looking at data intersections tells us more.

TWO-WAY INTERSECTIONS CAN TELL US

Demographics by Student Learning
If groups of students perform differently on student learning measures.

Demographics by Perceptions
If groups of students are experiencing school differently.

Demographics by School Processes
If all groups of students are represented in the different programs and processes offered by the school.

Student Learning by Perceptions
If student perceptions of the learning environment have an impact on their learning results.

Perceptions by School Processes
If students are perceiving programs and processes differently.

THREE-WAY INTERSECTIONS CAN TELL US

Demographics by Student Learning by by Perceptions
The impact demographic factors and attitudes about the learning environment have on student learning.

Demographics by Student Learning by School Processes
What processes or programs work best for different groups of students measured by student learning results.

Demographics by Perceptions by School Processes
What programs or processes different students like best, or the impact different programs or processes have on student attitudes.

Student Learning by Student Processes by Perceptions
The relationship between the processes students prefer and learning results.

FOUR-WAY INTERSECTIONS CAN TELL US

Demographics by Student Learning by Perceptions by School Processes
What processes or programs have the greatest impact on different groups of students' learning, according to student perceptions, and as measured by student learning results.

1

[1] Ref: Multiple Measures of data- Victoria Bernhardt- https://nces.ed.gov/pubs2007/curriculum/pdf/multiple_measures.pdf

Asking the Right Questions Using Multiple Categories of Data

One category
- What is the current attendance rate? *(Demographics)*
- What is the student proficiency rate in mathematics on the state test? *(Student Learning)*
- What are parent, student, and staff opinions of the learning environment? *(Perception)*
- How many students are enrolled in remediation programs? *(School Systems)*

One category – longitudinal (Always consider this when asking multiple category data questions)
- Is our attendance rate improving over time? *(Demographics -improvement over time)*
- Have student scores on standardized tests changed during the past several years? *(Student Learning - change over several years)*
- How have parent, student, and teacher perceptions of the learning environment changed? *(Perception - change over time)*
- Is student enrollment in remediation programs declining? *(School Systems - declining over time)*

Two Categories
- Does high absenteeism cause lower grades? *(Demographics/Student Learning)*
- Do students with positive attitudes score higher on benchmarks? *(Perception/Student Learning)*
- Do remediation programs increase student achievement on standardized achievement tests? *(School Systems/Student Learning)*
- Do ELL students perform lower than non-ELL students on district benchmarks? *(Demographics/Student Learning)*
- Is there a difference in student perceptions of the learning environment and gender? *(Perception/Demographics)*

Three Categories
- Do ELL students make greater growth on state assessments with certain teachers? *(Demographics/Student Learning/School Systems)*
- Do different ethnicities perceive the learning environment differently, and do they score differently on standardized achievement tests consistent with these perceptions? *(Demographics/Perception/Student Learning)*
- Which reading program makes the most significant impact on achievement for struggling students, and is one population of students finding greater success on benchmarks when enrolled in the program? *(School Systems/Student Learning/Demographics)*

Four Categories

- Are there differences in benchmark achievement scores for 5th-grade girls and boys who have positive perceptions of their teacher? *(Student Learning/Demographics/Perception /School Systems)*

- Did exceptional education students in inclusion classes, with a positive perception of their school, make greater growth than their peers with positive perceptions in self-contained classes on statewide assessments? *(Demographics/School Systems/Perception/Student Learning)*

Ask:

In what area does your school collect the most data consistently? What areas do you need to look at and increase data sources?

Data Inventory

- What do we measure the *most* and does that align with our vision, mission, values, and top priorities?
- Are there any data redundancies? If so, in what areas? How might you reduce those redundancies?
- Are there any gaps in data that need to be addressed based on our priorities? If so, how might you address those gaps?

Data Leadership

- Challenge current processes with data
- Inspire a shared vision
- Enable others to act
- Model the way
- Encourage the heart

Leading and Lagging Data Guiding questions

Gathering data:

1. What data do we currently collect that is relevant to the CNA indicators and elements?
2. What additional data is needed or can contribute as evidence?
3. Is data needed to show specific gains or losses or to better understand progression and/or effectiveness of a system or process?
4. Which data points do you feel are the most meaningful and useful?
5. What, if any, additional data is needed?

Leading indicators are formative, prioritize key areas that are particularly helpful in assessing progress toward goals and make mid-course corrections.

Demographic Data Guiding Questions

- How do student outcomes differ by demographics and programs?
- What is the longitudinal progress of a specific cohort of students?
- What are the characteristics of students who achieve proficiency and of those who do not?
- Where are we making the most progress in closing achievement gaps?

Dropout Rate Guiding Questions

- Are there significant differences in dropout rates among subgroups?
  - Are there any trends? Who? When?

Student Attendance Rate

- Have there been changes in the attendance rate overtime?
- Are there trends among subgroups or grade levels?

Discipline Incidents Guiding Questions

- Have there been changes in the discipline incidents rate overtime?
- Have there been changes in the types of discipline incidents overtime?
- Are there trends among subgroups, grade levels or teachers?

Truancy

- Have there been changes in the truancy rate overtime?
- Are there trends among subgroups or grade levels?

Teacher Attendance Rate

- Are there any overall trends?
- Do the trends correlate with achievement data?

Other Possible Leading Indicators (to collect data on)

- Formative Assessments
- Early Reading Proficiency
- Enrollment in Pre-Algebra and Algebra
- Over-Age/Under-Credited Students
- Student Attendance and Suspensions
- Special Education Enrollment

- Student Engagement
- Principal Quality

Lagging/Achievement Indicator data

Lagging indicators are summative, longer-term outcomes that enable us to reflect on the impact of a strategy.

End of Year Achievement Data Guiding Questions Student Achievement

- Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade and by student subgroup
- Are there trends among subgroups?
- Are there trends among grade levels?
- Are there teacher specific trends?
- Are there trends relative to ELA or Mathematics?

Percentage of Limited English Proficient Students Who Attain English Language Proficiency

- Are there trends among grade levels?
- Are there teacher specific trends?
- Have there been changes in the proficiency rates overtime?

Graduation rate
- What processes are in place to support practices that positively affect graduation outcomes? What gaps exist in outcomes among student subgroups?
- Have there been changes in the graduation rates over time? 4-year cohort? 5-year cohort? 6-year cohort?

Remember, it is **THE PROCESS** to determine the current reality that has the **POWER**.   The

DISCUSSION is what is important.

The scores you agree on and the summaries of the scores guide identification of your greatest needs