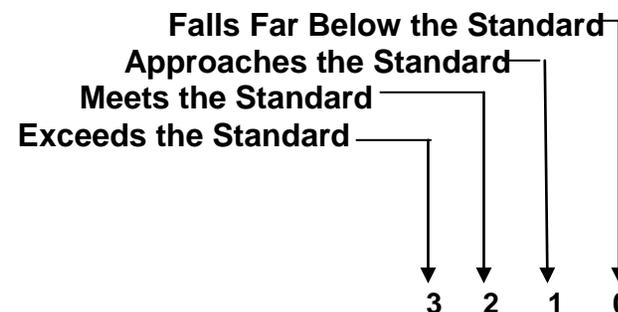


SCORING SUMMARY SHEET



Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY

The district and school leadership focuses on improved student achievement.

Indicators

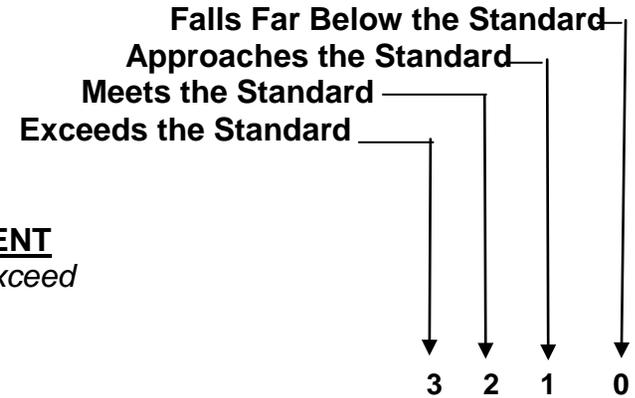
		3	2	1	0
1.1	The district/charter holder commits administrative support and professional development to create a student- centered, teacher-led learning community.	③	②	①	④
1.2	District/charter holder leadership blends both expectations and support to ensure that systems (i.e., fiscal, curricular, instruction, effective practices, assessments) are aligned to goals that focus on student achievement.	③	②	①	④
1.3	Leadership (i.e., governing board, district administration, and principals) has led an inclusive process of developing a sustained and shared philosophy, vision and mission that promotes a culture of excellence.	③	②	①	④
1.4	Leadership is developed and involved at all stakeholder levels, with a strong emphasis on teacher leadership.	③	②	①	④
1.5	Leadership actively promotes ongoing, two-way communication among multiple stakeholder groups.	③	②	①	④
1.6	All administrators have growth plans focused on the development of effective leadership skills that include the elements of the <i>Standards and Rubrics for School Improvement</i> .	③	②	①	④
1.7	Leadership works to build coherency and alignment by “reculturing” around state and federal accountability systems.	③	②	①	④
1.8	District/school leadership systematically uses disaggregated data in planning for diverse student needs, and then communicates data analysis information to school staff.	③	②	①	④
1.9	Leadership ensures that all instructional staff receives appropriate curriculum and instructional materials and are provided with professional development/training necessary to effectively use curricular, instructional, and data resources relating to the Arizona Academic Standards.	③	②	①	④
1.10	Leadership ensures that time is allocated and protected to focus on curricular and instructional issues.	③	②	①	④
1.11	Leadership promotes and sustains continuous school improvement by allocating resources (e.g., fiscal, human, physical, time), monitoring progress and resource use, and providing organizational structure.	③	②	①	④
1.12	The school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance.	③	②	①	④
1.13	The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.	③	②	①	④

ANALYSIS OF RATINGS FOR STANDARD 1

Top 2-3 Strengths

Top 2-3 Limitations/Areas Needing Improvement

SCORING SUMMARY SHEET



Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

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

Indicators

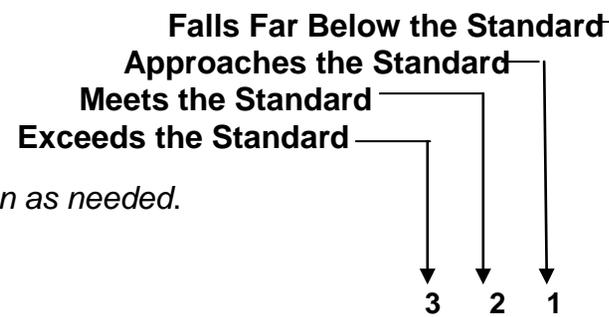
		3	2	1	0
2.1	The school or district has developed an explicit, written curriculum that is aligned with Arizona Academic Standards.	③	②	①	①
2.2	A systematic process for monitoring, evaluating, and reviewing the curriculum is in place.	③	②	①	①
2.3	The curriculum expectations are communicated to all stakeholders.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

ANALYSIS OF RATINGS FOR STANDARD 2

Top 2-3 Strengths

Top 2-3 Limitations/Areas Needing Improvement

SCORING SUMMARY SHEET



Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

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

Indicators

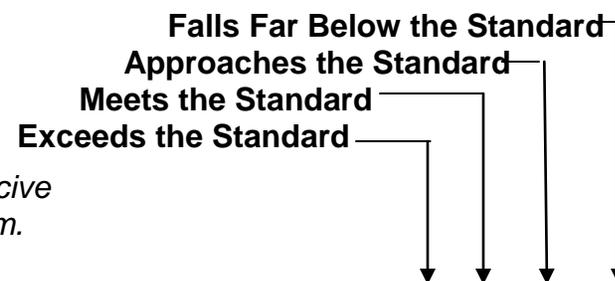
		3	2	1	0
3.1	School leadership designs and implements an assessment system that supports the needs of all stakeholders (i.e., students, teachers, administrators, parents, governing board members, community members) when appropriate.	③	②	①	①
3.2	Multiple and varied assessments and evaluation strategies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

ANALYSIS OF RATINGS FOR STANDARD 3

Top 2-3 Strengths

Top 2-3 Limitations/Areas Needing Improvement

SCORING SUMMARY SHEET



Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

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

Indicators

		3	2	1	0
4.1	There is a shared philosophy of commitment, ownership, vision, mission and goals that promote a culture of excellence.	③	②	①	④
4.2	Facilities support a safe and orderly environment conducive to student learning.	③	②	①	④
4.3	There is policy, leadership, and staff support for an equitable code of discipline that supports students' understanding of rules, laws and expectations for responsible behavior that enables teaching and learning.	③	②	①	④
4.4	There is leadership, staff, student and community involvement in the development and implementation of safety plans that meet state requirements.	③	②	①	④
4.5	Teachers and staff build positive, nurturing relationships with students and work to improve student attendance, dropout rates, and graduation rates.	③	②	①	④
4.6	Student achievement is highly valued and publicly celebrated.	③	②	①	④
4.7	A healthy school culture promotes social skills, conflict management, and prevention programs so that students are prepared and ready to learn.	③	②	①	④
4.8	A culture of respect exists where relationships, trust, communication and collaboration are valued within the entire school community.	③	②	①	④
4.9	Change is accepted as a normal and positive process that leads to continuous district/school improvement.	③	②	①	④
4.10	All members of the school community are active partners in governance, and support and participate in school-wide improvement efforts.	③	②	①	④
4.11	Students are provided with a variety of learning opportunities within the normal school day; and may receive additional assistance beyond regular classroom instruction to support their academic learning.	③	②	①	④

ANALYSIS OF RATINGS FOR STANDARD 4

Top 2-3 Strengths

Top 2-3 Limitations/Areas Needing Improvement