

Essential I: Schoolwide Instructional Focus

PERFORMANCE LEVEL		SCORE 4 Demonstrating Effectiveness	SCORE 3 Operational	SCORE 2 Emerging	SCORE 1 Readiness
		<i>The school's vision is clearly expressed and is well aligned with the needs of the school community.</i>	<i>The school's vision is clear but is not completely appropriate for the needs of the school community.</i>	<i>The school's vision is in the process of being established.</i>	<i>The vision is weak and unrealistic for the school community or is nonexistent.</i>
R O T A C I D N I	Connections between Visions and Expectations	<p>The school's academic expectations and its commitment to support students are clearly expressed in its vision statement.</p> <p>The vision is consistently evident in the school's mission as observed in its working documents (e.g., handbooks) and in its daily operations (e.g., policy making and instructional planning).</p>	<p>The vision statement clearly communicates the school's academic expectations but it does not explain the efforts the school is making to support students.</p> <p>The vision is generally evident in the mission as observed in the school's working documents and daily operations.</p>	<p>The school is working towards formalizing a vision statement that communicates its academic expectations and efforts to support students.</p> <p>The vision is rarely evident in the school's mission as observed in its working documents and its daily operations.</p>	<p>The school does not have a vision statement or has many divergent expectations.</p> <p>The vision is not evident in the school's mission as observed in its working documents and daily operations.</p>
	Ownership and Appropriateness of Vision and Mission	<p>Considerable efforts are made to acquaint new staff with the school's vision and expectations.</p> <p>Most of the teachers and students, when interviewed, can describe key elements of the school's vision in their own words.</p> <p>The school's mission is clearly appropriate and connected to the needs of the student community.</p>	<p>Reasonable efforts are made to acquaint new staff with the school's vision and expectations.</p> <p>Some of the teachers and students, when interviewed, can describe key elements of the school's vision in their own words.</p> <p>The connection between the school's mission and the needs of the students [could] be strengthened.</p>	<p>Minimal effort is made to acquaint new staff with the school's vision and expectations.</p> <p>Few of the teachers and students interviewed can describe key elements of the school's vision in their own words.</p> <p>There is evidence of the development of a sense of mission and its connection to student needs.</p>	<p>No effort is made to acquaint new staff with the school's vision and expectations.</p> <p>There is some misunderstanding about the key elements of the school's vision.</p> <p>There is little evidence of the development of a mission that is connected to the needs of the students.</p>

Essential II: Looking at Student Work and Data

PERFORMANCE LEVEL		SCORE 4 Demonstrating Effectiveness	SCORE 3 Operational	SCORE 2 Emerging	SCORE 1 Readiness
				<i>The school has established an effective process for using data to improve teaching and learning.</i>	<i>The school does use data to inform its decisions, but recognizes that more could be done to improve that process and is working towards that.</i>
O T A R D I N	Ongoing Assessment and Multiple Measures	Ongoing academic assessments are used by most teachers in the school. Most teachers use multiple forms of assessment (e.g., teacher-scored multiple-choice and performance-based tests, and anecdotal records) to evaluate student learning in all subjects.	Ongoing academic assessments are used by some teachers in the school. Some teachers use multiple forms of assessments to evaluate student learning in all subjects.	Ongoing academic assessments are used by few teachers in the school. The school is beginning to encourage its teachers to use multiple forms of assessment as opposed to only one form of assessment.	Ongoing academic assessments are not used by teachers in the school. The school is not making any effort to encourage its teachers to use multiple forms of assessment.
	Criteria and Reporting	Criteria for assessing the students' work are used consistently throughout the school and [are] well known to students and parents. Student progress is frequently reported to students and parents in a variety of ways (e.g., writing, phone, conferencing, etc.).	Criteria for assessing the students' work are used consistently throughout the school but are not well known by all students and parents. Student progress is regularly reported to students and parents in a variety of ways (e.g., writing, phone, conferencing, etc.)	Criteria for assessing student work have been determined and are used somewhat consistently in school but are not well known by all the students and parents. The school is working to improve the uniformity and quality of reports of student progress.	Assessment criteria are unpublished and vary considerably across the school. Reporting of student progress is inconsistent.
	Using Data for Planning	Data, both systemwide and school-based, thoroughly guide planning for ongoing school improvement. A plan for improving student performance is developed and implemented based on careful analysis of student data.	Data, for the most part, guide planning for ongoing school improvement. A plan for improving student performance is developed based on careful analysis of student data but has yet to be implemented.	Minimal data guides planning for ongoing school improvement. A plan for improving student performance is in its early stages of development due to limited data analysis.	The evidence shows little or no use of data in any meaningful way.

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Essential II: Looking at Student Work and Data

		SCORE 4	SCORE 3	SCORE 2	SCORE 1
I N D I C A T O R	Achievement and Equity	Student achievement is equitably distributed among racial/ethnic groups, gender, income levels, and language proficiency of students.	Student achievement is not equitably distributed among sub-groups of students but the gap among these groups has substantially decreased.	Student achievement is not equitably distributed among sub-groups of students but the school is beginning to take steps to address this issue.	Student achievement is not equitably distributed among sub-groups of students but the gap among these groups has not substantially decreased.

Essential III: Professional Development Plan

PERFORMANCE LEVEL		SCORE 4 Demonstrating Effectiveness	SCORE 3 Operational	SCORE 2 Emerging	SCORE 1 Readiness
		<i>The school provides comprehensive professional development and ample support to its staff.</i>	<i>The school organizes professional staff development but recognizes that more efforts need to be put into improving the quality.</i>	<i>The school is currently working towards implementing a comprehensive plan for professional staff development.</i>	<i>The school provides sparse professional development and is not working towards improving or adding to its current practices.</i>
I N D I C A T O R	Formal Assessment	There is a formal process for assessing teacher performance that is fully understood by the school community. Most of the feedback teachers receive from the assessment process is helpful for improving their practice.	There is a formal process for assessing teacher performance that is understood by part of the school community. Some of the feedback teachers receive from the assessment process is helpful for improving practice.	The formal process for assessing teacher performance is still being developed. The feedback teachers receive is for the most part not helpful.	There is no formal process for assessing teacher performance, and few/no steps have been taken to develop one. Teachers do not receive any feedback.
	Administrator Assessment	There is a formal process for assessing administrator performance that is fully understood by the school community. Most of the feedback administrators receive from the assessment process is helpful for improving their practice.	There is a formal process for assessing administrator performance that is understood by part of the school community. Some of the feedback administrators receive from the assessment process is helpful for improving practice.	The formal process for assessing administrator performance is still being developed. The feedback administrators receive is for the most part not helpful.	There is no formal process for assessing administrator performance, and few/no steps have been taken to develop one. Administrators do not receive any feedback.

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Essential III: Professional Development Plan

		SCORE 4	SCORE 3	SCORE 2	SCORE 1
I N D I C A T O R	Professional Development Plan	<p>The established professional development plan for improving teaching and learning thoroughly as well as successfully addresses critical needs.</p> <p>The school-based professional development workshops are well aligned with the professional development plan.</p> <p>Most of the staff participate in the minimum required school-based professional development.</p> <p>Every teacher is supported in developing and pursuing an individual plan of professional development.</p> <p>Staff members whose practice is in need of improvement receive appropriate attention and extra support.</p>	<p>The established professional development plan for improving teaching and learning is satisfactory but does not address all the critical needs.</p> <p>The school-based professional development workshops are generally aligned with the professional development plan.</p> <p>Some of the staff participate in the minimum required school-based professional development.</p> <p>The support for teachers' individual professional development needs to be more formalized.</p> <p>Some of the staff members whose practice is in need of improvement receive appropriate attention and extra support.</p>	<p>The school is at the beginning stages of generating a professional development plan that addresses critical needs for improving teaching and learning.</p> <p>The school-based professional development workshops do not appear to be well aligned with the school's needs.</p> <p>Few staff participate in the minimum required school-based professional development.</p> <p>The school is making arrangements to support teachers pursuing individual plans of professional development.</p> <p>The school is working to provide appropriate attention and extra support to staff members whose practice is in need of improvement.</p>	<p>The school does not have a professional development plan; or</p> <p>The plan does not support identified needs for teaching and learning.</p> <p>The school-based professional development workshops are insufficient and not aligned with the school's needs.</p> <p>The school does not provide sufficient opportunities for any of its staff to participate in the minimum required school-based professional development.</p> <p>There is no formal support for individual teachers' professional development.</p> <p>Staff members whose practice is in need of improvement do not receive appropriate attention and extra support.</p>

Essential IV: Learning and Using Best Teaching Practices

PERFORMANCE LEVEL		SCORE 4 Demonstrating Effectiveness	SCORE 3 Operational	SCORE 2 Emerging	SCORE 1 Readiness
		<i>The school has successfully identified the components pertinent to good instruction.</i>	<i>Although the school has identified some elements to good instruction it is in the process of trying to establish more.</i>	<i>The school is in the early stages of developing best practices for learning and teaching.</i>	<i>The school has put little or no effort into establishing good instructional practices.</i>
R O T A C I N D I	Curriculum	The curriculum is fully aligned with the citywide learning standards. The curriculum is clearly articulated, and its effectiveness is seen in both the written plans and their delivery. Systemwide initiatives are included in the curriculum for all relevant areas/grades.	The curriculum is partially aligned with the citywide learning standards. Most of the curriculum is clearly articulated, but the written plans and/or delivery require(s) further development. Systemwide initiatives are included in the curriculum for some relevant areas/grades.	The curriculum is in the process of being developed or revised to [align with] the citywide learning standards. The school is working towards developing a curriculum that supports student learning. The school is in the process of incorporating systemwide initiatives in its curriculum.	There are no efforts to align the curriculum to the citywide learning standards. There is no formal curriculum in place and the school is not working to develop one. The decision to include systemwide initiatives in instruction is largely left to individual teachers.
	Instruction	The theory of instruction adopted by the school is empirically based and supports its academic goals. Most of the instructional materials employed by the school are grade-level appropriate and provide in-depth coverage of all the content outlined in the citywide learning standards. Effective instructional practices are modeled by almost all of the school staff.	The instructional practice supports the school's academic goals. The instructional materials for the most part cover all of the content outlined in the citywide learning standards for a given grade level. Effective instructional practices are modeled by about half the staff.	The school is developing an instructional strategy that supports the school's academic goals. The school is in the process of identifying good instructional materials. Effective instructional practices are modeled by some of the staff and there is evidence that the school is working towards school-wide implementation of the effective practices.	There is no clear theory of teaching and learning to support [the] school's goals. The instructional materials are sparse and barely cover the content outlined in the citywide learning standards. Few, if any, staff employ effective instructional practices.
I	Structure to Support Learning	The structure and schedule of the school day support the achievement of teaching and learning goals.	The majority of the structure and schedule of the school day support the achievement of teaching and learning goals, but a portion does not.	Portions of the structure and schedule support the teaching and learning goals and the school is working to strengthen them.	The school's structure and schedule do not support the achievement of teaching and learning goals and few, if any, steps are being taken to make improvements.

Essential V: Aligning Resources with Instructional Focus

PERFORMANCE LEVEL		SCORE 4 Demonstrating Effectiveness	SCORE 3 Operational	SCORE 2 Emerging	SCORE 1 Readiness
		<i>The school has successfully channeled its resources towards efforts to improve instruction.</i>	<i>The school has directed reasonable amounts of resources towards instructional improvement and is exploring ways to do more.</i>	<i>The school is in the process of developing a plan for allocating its resources.</i>	<i>The school has done little or no work in appropriating its resources.</i>
R O A C I N I	Budget Supports Vision	Almost all of the money and other resources are channeled towards supporting the achievement of the school's vision, priorities, and goals for improving learning.	Some of the money and other resources are channeled toward supporting the achievement of the school's vision, priorities, and goals for improving learning.	Limited amounts of money and resources are channeled towards supporting the achievement of the school's vision, priorities, and goals for improving learning.	Minimal amounts of money and other resources are channeled towards supporting the achievement of the school's vision, priorities, and goals for student achievement.
	Provision of Programmatic Services	Programmatic services (Title I, Special Education, and Bilingual Education) are equitably and adequately provided to all eligible students.	Programmatic services (Title I, Special Education, and Bilingual Education) are equitably and adequately provided to the majority of eligible students.	There is evidence that the school is working to provide equitable and adequate programmatic services to students.	Programmatic services are not equitably and adequately provided and no effort at improvement is being made.
	Provision of Student Supports	Most of the teaching practices, curriculum, and other school structures are shaped to respond to student needs. Additional learning supports and opportunities are provided for all students who need them.	Some of the teaching practices, curriculum, and structures are shaped to respond to identified needs. Additional learning supports and opportunities are available for many students who need them.	The school is working to shape teaching practices, curriculum, and structures to respond to identified needs. The school is working to provide additional learning opportunities and supports to the students.	The students' needs have not been identified, and/or there is little or no effort to shape teaching practices, curriculum, and structures to respond to students' needs. Few, if any, additional learning opportunities are provided and little or no effort is being made to improve the situation.

Essential VI: Involvement of Parents and Community

PERFORMANCE LEVEL		SCORE 4 Demonstrating Effectiveness	SCORE 3 Operational	SCORE 2 Emerging	SCORE 1 Readiness
		<i>The school actively involves all parents and the community in its ongoing efforts towards school reform.</i>	<i>The school's reform efforts do not successfully involve all parents or encourage strong partnerships with the community.</i>	<i>The school is just beginning to establish effective ways to include parents and the community in its reform efforts.</i>	<i>The school is making few efforts to reach out to parents or form alliances with the community.</i>
I N D I C A T O R	Outreach to Families	The strategies for involving families in ongoing efforts to improve student achievement are well defined and effective.	The strategies for parental outreach are well defined but are not being consistently employed in the school and/or fail to involve an identifiable group of parents.	There is evidence that the school is working to develop well-defined outreach strategies and/or is in the process of spreading their use throughout the school.	Few efforts are made to involve parents meaningfully in improving student achievement.
	Ongoing Dialogue	There is ongoing dialogue among families, partners, teachers, and school leadership around goals and roles. The process for dealing with parental concerns addresses cultural and language differences.	There is ongoing dialogue but the goals and roles are not fully understood by all participants. The process for dealing with parental concerns does not always address cultural and language differences.	The school recognizes the need for ongoing dialogue and is taking steps to foster it. The school has developed a process for addressing family concerns, but has yet to fully implement it.	Dialogue is sporadic and occurs only in a crisis. There is no process for addressing family concerns.
	Parental and Community Participation	Participation of parents and community partners in the school is high, particularly in academic programs.	Family members and community partners are in the school on a daily basis but participation is not as high as it should be.	Family members and other partners are in the school periodically, and the school is working to create more opportunities for participation.	Family members are rarely in the school during the day due to few opportunities for participation.

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Essential VI: Involvement of Parents and Community

		SCORE 4	SCORE 3	SCORE 2	SCORE 1
I N D I C A T O R	Partnerships with the Community	The school has established substantial partnerships that support the achievement of the vision and mission of the school.	The school has established some partnerships to support the achievement of the vision and mission, but these partnerships could be strengthened.	The school has begun to establish alliances but not all of the partnerships support the vision and mission of the school.	The school has not established strong partnerships, or has accepted all partners without regard to their interest in the school's mission and vision.
	Decision Making	There is evidence that the governing body makes decisions effectively [and] addresses issues and problems in a manner that strengthens the school. Parents and teachers are active participants in most school-site-council discussions and decisions.	There is evidence that the governing body generally makes decisions effectively [and] addresses issues and problems in a manner that strengthens the school. Parents and teachers are active participants in some school-site-council discussions and decisions.	There is evidence that the governing body rarely makes decisions effectively [or] addresses issues and problems in a manner that strengthens the school. Parents and teachers are active participants in few school-site-council discussions and decisions.	The governing body does not communicate or make decisions effectively and has taken few, if any, steps to improve. Parents and teachers are virtually never actively involved in school-site-council discussions and decisions.