Nevada Comprehensive Curriculum Audit Tool for Schools

NCCAT-S
User Guide 2013-2014

Table of Contents

Introduction

The purpose of this User Guide is to help schools conduct the 2013-2014 Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S).

In collaboration with Nevada Department of Education, components for the online NCCAT-S have been developed to document the school's journey into self-analysis and discovery of needs on the road to school improvement.

The NCCAT-S Summary Report consists of four sections; curriculum and instruction, assessment and accountability, leadership, and the summary. This User Guide also includes several resources to assist in the audit process.

For your convenience, you can access updated resources and materials by visiting InterAct > District Link > School Improvement.

- CCSD School Improvement Department

Professional Development

In order to ensure a smooth transition to the new online NCCAT-S template for the 2013-14 school year, we would like to take this opportunity to provide an overview of e-learning module that will take place this Fall.

NCCAT-S Access

Principals from each school site will have access to the NCCAT-S website beginning on **September 30th, 2013.** Principals will be responsible for granting access to selected individuals which need to edit the online NCCAT-S Template. Instructions for this will be included in the e-learning modules and navigation guides.

NCCAT-S E-Learning Training Modules

NCCAT-S E-Learning Modules can be accessed on Pathlore beginning **Monday, September 30th, 2013.** This required e-learning training module for 1 and 2 star schools will provide information on conducting the NCCAT-S process at school sites and how to access the online NCCAT-S Summary Report. This training will be available to school administrators and teacher leaders. To access this module on Pathlore go to Online Content > Keyword: NCCAT-S.

Topics of this module will include:
- NCCAT-S Requirements
- Surveys, Rubrics, Evidence, Summary Report
- Conducting the Staff Survey
- Functionality of the online NCCAT-S template
- Access and navigation of the website
- Online Submission process

For the latest NCCAT-S training materials please visit InterAct > District Link > School Improvement. For more information or assistance e-mail Ask SID via Interact or call the School Improvement Department Help Desk at 855-7783 ext. 3234.

Mandates by Star Ranking

	Month	★	★★	★★★	★★★★	★★★★★
2013-2014 School Year	Aug.	▫ Focus SPP Office Hours ▫ Access SPP Training through Pathlore ▫ Focus Schools submit Focus SPP for Approval	▫ Focus SPP Office Hours ▫ Access SPP Training through Pathlore ▫ Focus Schools submit Focus SPP for Approval	▫ Focus SPP Office Hours ▫ Access SPP Training through Pathlore ▫ Focus Schools submit Focus SPP for Approval	▫ Focus SPP Office Hours ▫ Access SPP Training through Pathlore ▫ Focus Schools submit Focus SPP for Approval	▫ Focus SPP Office Hours ▫ Access SPP Training through Pathlore ▫ Focus Schools submit Focus SPP for Approval
	Sept.	▫ Access NCCAT-S Orientation through Pathlore ▫ Access SPP Training through Pathlore	▫ Access NCCAT-S Orientation through Pathlore ▫ Access SPP Training through Pathlore	▫ Access SPP Training through Pathlore	▫ Access SPP Training through Pathlore	▫ Access SPP Training through Pathlore
	Oct.	▫ Schools complete 2013-2014 SPP ▫ Access NCCAT-S Orientation through Pathlore ▫ Schools complete NCCAT-S Staff Survey	▫ Schools complete 2013-2014 SPP ▫ Access NCCAT-S Orientation through Pathlore ▫ Schools complete NCCAT-S Staff Survey	▫ Schools complete 2013-2014 SPP	▫ Schools complete 2013-2014 SPP	▫ Schools complete 2013-2014 SPP
	Nov.	▫ Schools submit SPP online for AM Approval ▫ AM will Approve Plan or Request Revisions ▫ NCCAT-S schools will receive Staff Survey results	▫ Schools submit SPP online for AM Approval ▫ AM will Approve Plan or Request Revisions ▫ NCCAT-S schools will receive Staff Survey results	▫ Schools submit SPP online for AM Approval ▫ AM will Approve Plan or Request Revisions	▫ Schools submit SPP online for AM Approval ▫ AM will Approve Plan or Request Revisions	▫ Schools submit SPP online for AM Approval ▫ AM will Approve Plan or Request Revisions
	Dec.	▫ AM - Final Approval of SPP ▫ SID submit 2013-2014 SPP to NDE ▫ NCCAT-S Curriculum Audit Meetings	▫ AM - Final Approval of SPP ▫ SID submit 2013-2014 SPP to NDE ▫ NCCAT-S Curriculum Audit Meetings	▫ AM - Final Approval of SPP ▫ SID submit 2013-2014 SPP to NDE	▫ AM - Final Approval of SPP	▫ AM - Final Approval of SPP
	Jan.	▫ NCCAT-S Curriculum Audit Meetings ▫ Schools submit SPP Mid-Year Monitoring Report (Date TBD) ▫ Focus Schools - NDE Monitoring Visit (Date TBD)	▫ NCCAT-S Curriculum Audit Meetings ▫ Schools submit SPP Mid-Year Monitoring Report (Date TBD) ▫ Focus Schools - NDE Monitoring Visit (Date TBD)	▫ Focus Schools - NDE Monitoring Visit (Date TBD)	▫ Focus Schools - NDE Monitoring Visit (Date TBD)	▫ Focus Schools - NDE Monitoring Visit (Date TBD)
	Feb.	▫ NCCAT-S Assessment Audit Meetings	▫ NCCAT-S Assessment Audit Meetings			
	Mar.	▫ NCCAT-S Assessment Audit Meetings	▫ NCCAT-S Assessment Audit Meetings			
	Apr.	▫ NCCAT-S Leadership Audit Meetings	▫ NCCAT-S Leadership Audit Meetings			
	May	▫ Focus School - NDE Monitoring Visit (Date TBD) ▫ Schools complete NCCAT-S Final Summary Report	▫ Focus School - NDE Monitoring Visit (Date TBD) ▫ Schools complete NCCAT-S Final Summary Report	▫ Focus School - NDE Monitoring Visit (Date TBD)	▫ Focus School - NDE Monitoring Visit (Date TBD)	▫ Focus School - NDE Monitoring Visit (Date TBD)
	June	▫ Schools submit NCCAT-S Final Summary Report to SID ▫ SID submits NCCAT-S Final Summary Report to NDE ▫ Schools submit SPP End-of-Year Monitoring Report (Date TBD)	▫ Schools submit NCCAT-S Final Summary Report to SID ▫ SID submits NCCAT-S Final Summary Report to NDE ▫ Schools submit SPP End-of-Year Monitoring Report (Date TBD)			
	July					

CCSD/NDE Calendars & Timeline

2013-2014 NCCAT-S Due Dates

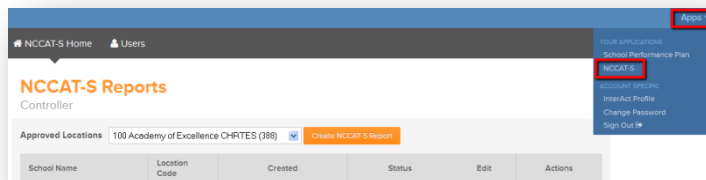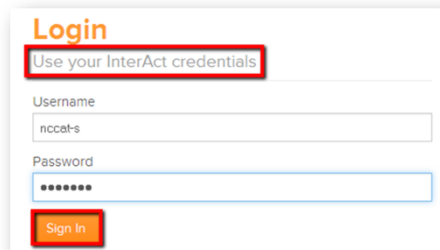| Due Date	Activity	Person(s) Responsible
Sept. 30th	NCCAT-S Orientation eLearning Available - Pathlore	SID
Oct. 7th- Nov. 8th	Staff Survey Available - All Components	School
Nov. 27th	Staff Survey Data Report Sent to Schools	SID
Dec. 2nd-Jan. 30th	NCCAT-S Audit Teams Review Curriculum & Instruction Data	School
Jan. 30th	Enter Final Rubric Scores and Evidence in Online Template – Curriculum & Instruction	School
Feb. 3rd-Mar. 31st	NCCAT-S Audit Teams Review Assessment & Accountability Data	School
Mar. 31st	Enter Final Rubric Scores and Evidence in Online Template – Assessment & Accountability	School
Apr. 1st-May 23rd	NCCAT-S Audit Teams Review Leadership Data	School
May 23rd	Enter Final Rubric Scores and Evidence in Online Template – Leadership	School
May 30th	Final Rubric Scores and Evidence – Due to School Improvement Department	School
June 13th	All Final Report Revisions Due to the School Improvement Department	School
June 16th	School Improvement Department Compiles Final Reports	SID
June 30th	School Improvement to Submit Final NCCAT-S Reports to NDE	SID

2013-2014 NCCAT-S Calendar

AUGUST 2013

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2014

3 - Start Reviewing Assessment & Accountability Data

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

SEPTEMBER 2013

30 - eLearning Orientation Available - Pathlore

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MARCH 2014

31 - Finish Reviewing Assessment & Accountability Data

31 - Enter Final Rubric Scores and Evidence – Assessment & Accountability

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

OCTOBER 2013

7 - Staff Survey Available - All Components

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2014

1 - Start Reviewing Leadership Data

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

NOVEMBER 2013

8 - Staff Survey Closes - All Components

27 - Survey Data Report Sent to Schools

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2014

23 - Finish Reviewing Leadership Data

23 - Enter Final Rubric Scores and Evidence – Leadership

30 - Enter Final Rubric Scores and Evidence – Due to SID

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

DECEMBER 2013

2 - Start Reviewing Curriculum & Instruction Data

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2014

13 - All Final Report revisions Due to SID

16 - SID Complies Final Report

30 - SID to Submit Final Report to NDE

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JANUARY 2014

30 - Finish Reviewing Curriculum & Instruction Data

30 - Enter Final Rubric Scores and Evidence – Curriculum & Instruction

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JULY 2014

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NCCAT-S Navigation Guide
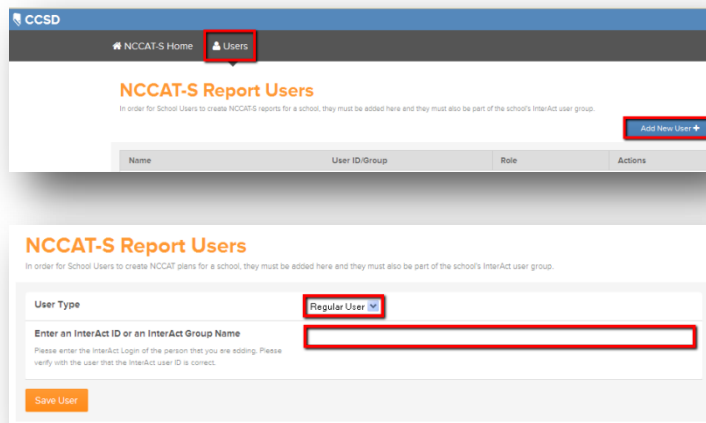
Online NCCAT – S Navigation Guide for Schools

Access and Navigation

Login
Use your InterAct credentials

Username
nccat-s

Password
●●●●●●●

Sign In

- To access and log in to the NCCAT-S website enter **apps.ccsd.net** in your internet browser.

- The recommended browsers are Chrome, Firefox, & Safari.

- Use your InterAct credentials to log in.

- Click **Apps** in the upper right corner of the blue toolbar to access the NCCAT-S Report.

- Click **NCCAT-S** from the dropdown menu.

Adding Users

- The purpose of adding a **user** is to give rights to login to the Online
- NCCAT-S template to **edit** the report.

- Click **Users** from the grey tool bar and then select the **Add User** button.

- Fill in the InterAct user **ID** of the person you are adding.

- Select **Save User** when completed.

  Principals: Exercise caution when adding users as each user will have **FULL** access to edit the template. We recommend only **ONE** other member be added.

**Creating the
NCCAT-S Report**
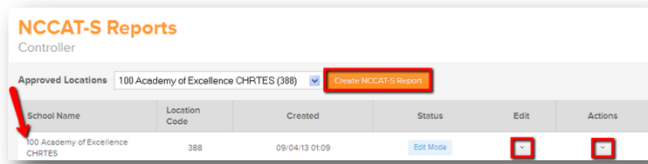
- Click **Create NCCAT-S Report**. This should only be done once.

- The report will immediately appear underneath with the date and time created along with an **Edit** and **Actions** button.

Editing the Report
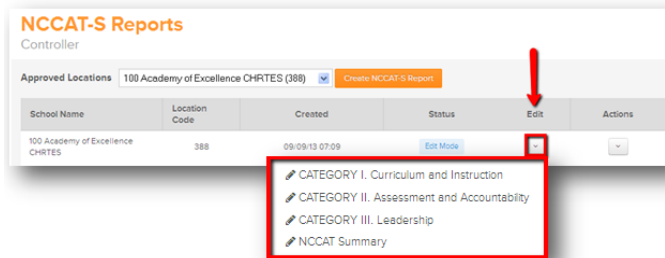
- After a NCCAT-S has been created, the **Edit** button will be used to modify the **NCCAT-S Report.**

- Use the drop-down arrow on the **Edit** button to click the page to edit.

Save
or
Save & Complete
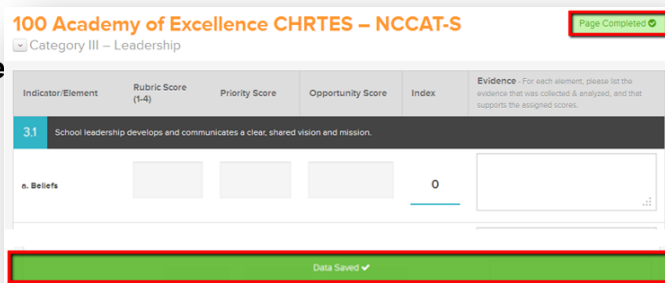
- By selecting **Save** this means your work will be saved for later editing.

- By selecting **Save & Complete** this means this page is ready for submission.

- Once the **Save & Complete** button is selected a **green bar** will appear on the bottom of the screen showing the page has been saved and a **Page Completed** display box will appear on the right hand corner of the screen.

- **Page completion** will also be indicated in the drop-down menu switching from a pencil icon to a **green check mark**.

Category I
Curriculum &
Instruction

- Final scores for each **Element** for all the **Indicators** will be entered into the NCCAT-S Report using the entry boxes in each category.

- Rubric Scores will accept 1 – 4 only. Priority and Opportunity Scores will accept 1 – 3 only.

- The Index Score will be automatically computed.

- Enter into the **Evidence Box** a list of the evidence used to support the scores assigned to each Element.

- Examination of three to five pieces of evidence is recommended for each Element.

- Select **Save** or **Save & Complete.**

Category II
Assessment &
Accountability

- Final scores for each **Element** for all the **Indicators** will be entered into the NCCAT-S Report using the entry boxes in each category.

- Rubric Scores will accept 1 – 4 only. Priority and Opportunity Scores will accept 1 – 3 only.

- The Index Score will be automatically computed.

- Enter into the **Evidence Box** a list of the evidence used to support the scores assigned to each Element.

- Examination of three to five pieces of evidence is recommended for each Element.

- Select **Save** or **Save & Complete.**

Component III
Leadership

- Final scores for each **Element** for all the **Indicators** will be entered into the NCCAT-S Report using the entry boxes in each category.

- Rubric Scores will accept 1 – 4 only. Priority and Opportunity Scores will accept 1 – 3 only.

- The Index Score will be automatically computed.

- Enter into the **Evidence Box** a list of the evidence used to support the scores assigned to each Element.

- Examination of three to five pieces of evidence is recommended for each Element.

- Select **Save** or **Save & Complete.**

NCCAT-S Summary

- Once all categories have been entered into the NCCAT-S Report the final piece is the **Summary**.

- The Audit Team will identify up to five Indicators and/or Elements as priority needs for the school to address.

- Select identified Indicators by **clicking** on those **Indicators** which will turn the Indicators blue. The Indicators will be automatically populated into the Summary Report.

- Select **Save** or **Save & Complete.**

Online NCCAT-S Submission Process
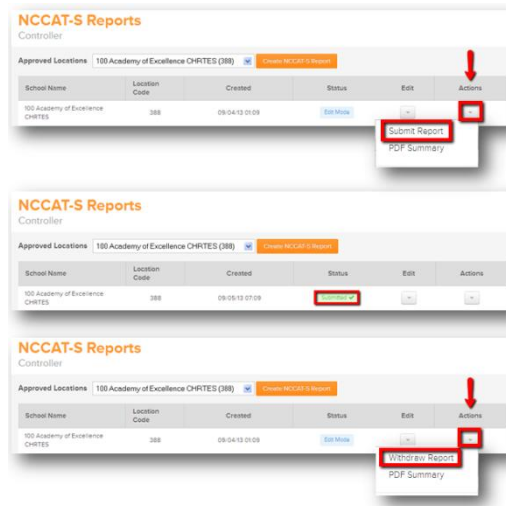
- When all necessary components of the report are completed submit your plan.

- Go to the **Actions** drop down menu and select **Submit Plan** from the home page. The status column will reflect **Submitted.**

- If you have submitted by mistake you can select **Withdraw Plan**.

  NCCAT-S Final Summary Report – Due May 30, 2014

Save/Print
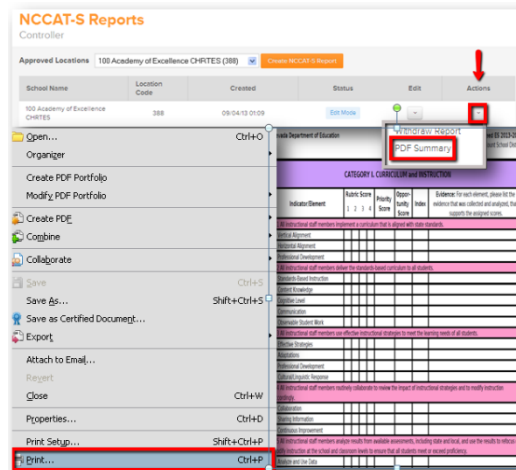
- To print the NCCAT-S report, go to the **Actions** drop down menu and select **PDF Summary**.

- A pop up message will prompt you to save the PDF Summary.

- Once you have saved the document, open the PDF Summary and go to **File** and then **Print**.

Accessing Assistance

- For the latest NCCAT-S training materials please visit **InterAct > District Link > School Improvement.**

- For more information, questions, or assistance about the NCCAT-S requirements e-mail **Ask SID** via InterAct or call the School Improvement Department. 855-7783 Ext. 3234

NCCAT-S Process

NCCAT-S Overview

The Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S) is designed as a self-analysis tool to assist schools, districts, and the state in identifying the priority needs of a school and the types of technical assistance a school will need in order to improve.

Requirements

While the NCCAT-S is a recommended process for all schools interested in improving, as part of Nevada's ESEA Flexibility Waiver, schools classified as 1 or 2 Star schools, are required to engage in the statewide Student Achievement Gap Elimination (SAGE) School Performance planning process.

The NCCAT-S is research-based and serves as the foundation for the work of improving schools. The Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S) has two main purposes:

First, to identify the priority needs of schools needing improvement by gathering information and evidence in three categories;
- Curriculum and Instruction
- Assessment and Accountability
- Leadership

Second, this audit will enable schools to begin critical conversations that will serve as the foundation for School Performance Planning.

Components of the NCCAT-S – Categories, Indicators, and Elements

Categories

NCCAT-S describes characteristics of high-performing schools in the following three categories:
Curriculum and Instruction – Research demonstrates that effective classroom instruction plus aligned, standards-based curriculum equates to increases in student achievement.
Assessment and Accountability – Successful schools use assessment results to inform instruction and curriculum planning to meet student needs.
Leadership – Highly effective schools display that leadership must; convey a clear mission and vision for the school, provide instructional leadership, promote aligned initiatives, and focus on and monitor school improvement.

Each of these categories is interdependent and overlapping and when implemented effectively and collaboratively they impact student achievement. When a school is functioning at high levels in all three categories student achievement improves.

Indicators

The NCCAT-S divides each category into several indicators to identify the current reality at each school. Each of the three categories, Curriculum and Instruction, Assessment and Accountability, and Leadership has specific indicators which address the actions that are important to the success of the category.

The entire audit tool contains a total of twenty indicators which characterize the essential components of each category;

- 9 Indicators under Curriculum & Instruction
- 4 Indicators under Assessment & Accountability
- 7 Indicators under Leadership

Elements

In order to fully describe each indicator they have been broken down into elements. There are seventy elements which provide descriptors that detail an indicator. There are two to five elements per indicator. The degree to which an element is implemented will be scored on a rubric using the following scale:

4=Exemplary
3=Meets Expectation
2=Area of concern
1=Area of Need

NCCAT-S Staff Perception Survey

The NCCAT-S Staff Survey is the first part of the NCCAT-S process. It enables all members of the school faculty, administration, and staff to give a clear description of their perception of the school for these categories. Each school will receive a link to an anonymous online staff survey. Each participant will be asked to provide a score for each element. This will take approximately 30 minutes. The survey window for participation is from October 7 - November 8. The Staff Survey Results will be reported to the school by the School Improvement Project Facilitator by November 27. These results will be a starting point for the NCCAT-S Audit Team discussions.

NCCAT-S Audit Team Membership

NDE regulations state that districts, in collaboration with schools, must form an audit team to help manage and coordinate the NCCAT-S process. The NCCAT-S Audit Team should be representative of the multiple stakeholders from within the school. Suggestions for team members are;

- School Improvement Project Facilitators
- Leadership Team
- Teacher Leaders
- Other School Staff

NCCAT-S Audit Team Role

It is the NCCAT-S Audit Team's responsibility to meet three times per year to discuss the indicators and elements of each category. It is during this process that crucial conversations will take place that enable the Audit Team to distinguish the one or two most critical indicators that will eventually become the focus of future school performance planning. The evidence collected during these audit meetings will then support the score or rating given for each element.

Evidence

It is recommended to use three forms of evidence to validate the scoring for an element. For instance, the analysis of evidence such as curriculum mapping, lesson plans, and the results of a teacher focus group could provide the needed information for rating the elements of Curriculum and Instruction Indicator 1.1. Teams should collect a sufficient amount of evidence to make informed decisions. Schools are required to identify a list of their evidence in the online NCCAT-S School Summary Report Template. Please note: Schools will need to make evidence available upon NDE request.

Scoring

There are multiple scores which need to be completed per element. First, each element must receive a Rubric Score based on the evidence examined.

Rubric Score
4=Exemplary
3=Meets Expectation
2=Area of concern
1=Area of Need

Accuracy of the element Rubric Score is essential because it provides critical information for the discovery of areas of concern. For example, if a score is low (1 or 2), it will eventually need to be addressed by the school. It is also important to note that these Rubric Scores guide the district and state in differentiating the types of support the school will receive.

The second score for an element is the Index Score which is derived from a formula embedded into the online NCCAT-S Summary Report. The first part of the formula is the Priority Score. For each element, the Priority Score represents what the Audit Team considers to be either highest, medium, or lowest priority for the school to address. The second part of the Index Score formula is the Opportunity Score. This score is derived by the Audit Team's rich discussions about the level of ease the school will encounter in addressing the elements.

Priority Score
3= highest priority for school to address
2=medium priority for school to address
1=lowest priority for school to address

Opportunity Score
3=relatively easy to address
2=accomplished within current policy and budget conditions
1=requires changes in current policy and budget conditions

Multiplying the Priority Score by the Opportunity Score creates the Index Score. It is the combination of the Rubric Score and the Index Score that will guide the Audit Team in creating the school priorities. A high index score of either 6 or 9 will identify those elements that should be addressed by schools and become the foci of the School Performance Plan. A low index score, such as 1 or 2, would indicate that those elements may not need to be addressed, but rather be considered at some point, if appropriate, in the School Performance Plan.

Using NCCAT-S Results

Focusing the Plan – Prioritizing Needs and Concerns

While the NCCAT-S Audit Team is examining the results of the NCCAT-S and specifically the items on the Summary List, they may find that there are several elements and/or indicators that were identified as a high priority to address. The planning team recognizes it needs a way to review and filter the Summary List in order to distinguish the one or two most critical items that will eventually become the focus of the School Performance Plan. Below is information to assist teams in thinking preliminarily about prioritization, understanding that the bulk of this work will happen during development of the School Performance Plan. The following suggested steps and guiding questions will assist planning teams to narrow the focus by identifying priorities that will likely have the greatest positive impact on student achievement.

First Step: Have individual planning team members identify priorities independently. Each member identifies the top three items from the Summary List that he or she feels should be addressed in the School Performance Plan and believes is likely to have the most impact on raising student achievement. Once each member selects his/her top three, as a group identify the top five items that received the most "votes."

Second Step: In order to narrow the top five to one or two items, the team will need to work together and come to a consensus utilizing Sork's Importance and Feasibility Criteria (Sork, 1982*)

Importance Criteria:
  1. How many individuals are affected by this need?
  2. If we took this step, to what extent would it contribute to the school's goals?
  3. Does the need require immediate attention or will it resolve itself over time?
  4. How large is the difference between the current conditions and the desired results?
  5. To what extent would taking this step have a positive impact in other areas?
Feasibility Criteria:
  1. To what degree can this step contribute to reducing or eliminating the need it is supposed to address?
  2. To what extent is the school willing to commit to this change?

Using this approach is one way for planning teams to initially move towards developing a focused and concise School Performance Plan.
*Sork, T. (1982). Determining Priorities. Vancouver, Canada: University of British Columbia

Final Steps
The online NCCAT-S Summary Report will need to be completed by May 30th. The results of the NCCAT-S should be utilized to develop focused and meaningful School Performance Plans.

Resources

Rubrics

CATEGORY I. CURRICULUM and INSTRUCTION				
INDICATOR 1.1 All instructional staff members implement a curriculum that is aligned with state standards.				
Element	**1** **Area of Need**	**2** **Area of Concern**	**3** **Meets Expectation**	**4** **Exemplary**
1.1a **Vertical** **Alignment**	The instructional staff does not implement a written curriculum vertically aligned to core content standards.	The instructional staff implements a written curriculum vertically aligned to some of the core content standards.	The instructional staff implements a written curriculum vertically aligned to all core content standards.	The instructional staff implements a written curriculum vertically aligned to all content standards.
1.1b **Horizontal** **Alignment**	The instructional staff does not implement a written curriculum horizontally aligned to core content standards.	The instructional staff implements a written curriculum horizontally aligned to some of the core content standards.	The instructional staff implements a written curriculum horizontally aligned to all core content standards.	The instructional staff implements a written curriculum horizontally aligned to all content standards.
1.1c **Professional** **Development**	The instructional staff has been informed of Nevada Academic Content Standards, but is not required to access them and is not provided with professional development to facilitate understanding and implementation.	The instructional staff receives copies of Nevada Academic Content Standards, but is not provided with professional development to facilitate understanding and implementation.	All instructional staff receives copies of the Nevada Academic Content Standards, and participates in professional development to understand and implement curriculum aligned with state content standards as needed.	All instructional staff and school administrators participate in ongoing professional development to understand and implement curriculum aligned with Nevada Academic Content Standards as needed.

CATEGORY I. CURRICULUM and INSTRUCTION

INDICATOR 1.2   All instructional staff members deliver the standards-based curriculum to all students.

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
1.2a **Standards-Based Instruction**	Few, if any, instructional staff members ensure that students receive grade-level/content area, standards-based instruction.	Some instructional staff members ensure that students receive grade-level/content area, standards-based instruction.	All instructional staff members ensure that all students receive grade-level/content area, standards-based instruction designed to help students achieve at the proficient level.	All instructional staff members ensure that all students receive grade-level/content area, standards-based instruction designed to help students acquire the skills and knowledge needed for college and career readiness.
1.2b **Content Knowledge**	Few, if any, instructional staff members accurately teach content and use vocabulary aligned to the content standards.	Some instructional staff members accurately teach content and uses vocabulary aligned to the content standards.	All instructional staff members accurately teach content and use vocabulary aligned to the content standards.	All instructional staff members accurately teach content and use vocabulary aligned to the content standards; all staff members have the content knowledge necessary to meet the needs of students who have already demonstrated proficiency.
1.2c **Cognitive Level**	Few, if any, instructional staff members deliver instruction that fully reflects the level of cognitive demand indicated in the core content standards.	Some instructional staff members deliver instruction that reflects the level of cognitive demand indicated in the core content standards.	All instructional staff members deliver instruction that reflects the level of cognitive demand indicated in the core standards.	All instructional staff members deliver instruction that reflects the level of cognitive demand indicated in the core content standards and provide enrichment activities to students who have demonstrated proficiency.
1.2d **Communication**	Few, if any, instructional staff members communicate grade-level/content area standards in classrooms in student-friendly terms.	Some instructional staff members communicate grade-level/content area standards in student friendly terms.	All instructional staff members clearly communicate grade-level/content area standards in student friendly terms.	All instructional staff members clearly communicate grade-level/content area standards in all classrooms in student-friendly terms. Students can explain the expectations for academic performance.
1.2e **Observable Student Work**	Little, if any, student work reflects grade-level/content area standards.	Some student work reflects grade-level/content area standards.	Student work consistently reflects grade-level/content area standards.	Student work reflects grade-level/content area standards and students are able to connect the work they do with college and career readiness.

CATEGORY I. CURRICULUM and INSTRUCTION

INDICATOR 1.3   **All instructional staff members use effective instructional strategies to meet the learning needs of all students.**

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
1.3a Effective Strategies	Instructional staff uses few, if any, effective instructional strategies, including differentiated instruction, to meet the learning needs of individual students and student groups.	Instructional staff inconsistently uses effective instructional strategies, including differentiated instruction, to meet the learning needs of individual students and student groups.	All instructional staff members use proven effective instructional strategies, including differentiated instruction, most of the time to meet the learning needs of individual students and student groups.	All instructional staff members consistently use proven effective teaching strategies, including differentiated instruction, to meet the learning needs of individual students and student groups.
1.3b Adaptations	Few, if any, instructional staff members use multiple approaches to instruction. Nearly all instructional staff provide instruction primarily in whole class or lecture format.	Some instructional staff members use multiple approaches to instruction. Most staff provide instruction primarily in whole class or lecture format.	All instructional staff members use multiple approaches to instruction. All staff members use whole group, small group, and individualized instruction on a consistent basis.	All instructional staff members use varied and multiple approaches to instruction, including whole group, small group and individualized instruction on a consistent basis. In addition, all instructional staff members use other approaches, such as project/community-based learning and cooperative learning, to meet the needs of students.
1.3c Professional Development	Few instructional staff members participate in professional development on effective instructional strategies or to enhance content knowledge. Professional development is only provided upon request.	Some instructional staff members participate in professional development to enhance pedagogy and content knowledge.	All instructional staff members participate in professional development on effective instructional strategies, including differentiated instruction, to enhance pedagogy and content knowledge.	All instructional staff members participate in ongoing professional development on effective instructional strategies, including differentiated instruction, to enhance pedagogy and content knowledge. Follow-up classroom support is provided to instructional staff to implement the effective strategies into the classroom.
1.3d Cultural/Linguistic Responsiveness	Few, if any, instructional staff members use instructional strategies designed to address students with diverse linguistic and cultural backgrounds.	Some instructional staff members use instructional strategies designed to address students with diverse linguistic and cultural backgrounds.	All instructional staff members use instructional strategies that are designed to address students with diverse linguistic and cultural backgrounds.	All instructional staff members have extensive knowledge of instructional strategies designed to address students with diverse linguistic and cultural backgrounds and stay current with the literature on diversity and culturally responsive instruction.

CATEGORY I. CURRICULUM and INSTRUCTION

INDICATOR 1.4   All instructional staff members routinely collaborate to review the impact of instructional strategies and to modify instruction accordingly.

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
1.4a Collaboration	Instructional staff rarely, if ever, collaborates to review the impact of instructional strategies.	Instructional staff members occasionally collaborate to informally review the impact of instructional strategies.	All instructional staff members routinely collaborate to review the impact of instructional strategies by examining assessment data. Collaboration time is regularly scheduled and the impact on classroom instruction is formally reviewed.	All instructional staff members routinely collaborate to review the impact of instructional strategies by examining assessment data, student work and other evidence. Collaboration time is regularly scheduled and the impact is formally reviewed at grade level, departmental level, and school level.
1.4b Sharing Information	Few, if any, instructional staff members share information on what works for individual students with other teachers who instruct the same students.	Some instructional staff members share information on what works for individual students with other teachers who instruct the same students.	All instructional staff members routinely share information on what works for individual students with other teachers who instruct the same students.	All instructional staff members routinely share information on what works for individual students with other teachers who instruct the same students. Together, these teachers evaluate the effectiveness of the information to identify the sets of strategies that are most effective.
1.4c Continuous Improvement	Few, if any, instructional staff members analyze or modify their own instructional practices and procedures in order to impact student achievement.	Some instructional staff members analyze and modify their own instructional practices and procedures in order to impact student achievement.	Each instructional staff member analyzes and modifies his/her own instructional practices and procedures in order to help all students become proficient.	Each instructional staff member analyzes and modifies his/her own instructional practices and procedures in order to help all students become proficient. Each instructional staff member also identifies individual student strengths and weaknesses to modify instruction to help all students advance to higher levels of achievement.

CATEGORY I. CURRICULUM and INSTRUCTION

INDICATOR 1.5   All instructional staff members analyze results from available assessments, including state and local, and use the results to refocus or modify instruction at the school and classroom levels to ensure that all students meet or exceed proficiency.

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
1.5a Analyze and Use Data	Few, if any, instructional staff members analyze classroom and individual student level data derived from a variety of assessments to refocus or modify instruction through selection of instructional strategies and content emphasis to ensure students meet or exceed proficiency.	Some instructional staff members analyze classroom and individual student level data derived from a variety of assessments to refocus or modify instruction through selection of instructional strategies and content emphasis to ensure students meet or exceed proficiency.	All instructional staff members consistently analyze classroom and individual student level data derived from a variety of assessments to refocus or modify instruction through selection of instructional strategies and content emphasis to ensure students meet or exceed proficiency.	All instructional staff members consistently analyze classroom and individual level data and student work to refocus or modify instruction through selection of instructional strategies and content emphasis to ensure all students advance to higher levels of achievement.
1.5b Collaboration	Few, if any, instructional staff members meet collectively to analyze assessment data to plan instruction.	Some instructional staff members meet collectively to analyze assessment data to plan instruction.	All instructional staff members meet periodically to collectively analyze assessment data to improve instruction, particularly for those students whose achievement is not improving.	All instructional staff members meet routinely to collectively analyze assessment data, offering each other suggestions for improving instruction and outcomes for all students.
1.5c Professional Development	Few, if any, instructional staff members receive training on how to analyze and use data.	Some instructional staff members receive training on how to analyze and use data.	All instructional staff members receive training on how to analyze and use data to refocus and modify instruction.	All instructional staff members receive ongoing training on how to analyze and use data to refocus and modify instruction and follow-up is provided.

CATEGORY I. CURRICULUM and INSTRUCTION

INDICATOR 1.6   All instructional staff members provide students with additional instruction and intervention as needed to improve student achievement.

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
1.6a Identification	Instructional staff does not have a process in place to identify students who need additional instruction and intervention.	Instructional staff members have a process in place to identify students who need additional instruction and intervention, but not all instructional staff members follow the process.	All instructional staff members follow a well-defined process to identify students who need additional instruction and intervention.	All instructional staff members follow a well-defined process to identify students who need additional instruction and intervention, and the effectiveness of the process is regularly monitored.
1.6b Re-teaching/Additional Instruction	Few, if any, instructional staff members provide identified students with additional instruction or interventions.	Some instructional staff members provide additional instruction or interventions to identified students during the school day, but do not consistently use different methods to re-teach. Re-teaching does not consistently occur.	All instructional staff members routinely provide additional instruction and a variety of interventions to identified students (through assessment results) during the school day. The instruction uses different methods and materials to re-teach.	All instructional staff members routinely re-teach lessons as needed through differentiation based on analysis of assessments. Students who continue to struggle are re-taught as often as needed. A variety of interventions are available during the school day, before or after school, and/or during the summer.
1.6c Participation	Opportunities for student interventions are limited and only exist if a teacher decides to provide them.	Not all students who are identified have the opportunity to participate in appropriate interventions.	All students who are identified have the opportunity to participate in appropriate interventions.	All students who are identified have the opportunity to participate in appropriate interventions, and the barriers to participation have been reduced (e.g., staff and materials are available).
1.6d Results	Participation in the interventions, when available, rarely results in improved student achievement.	Participation in the interventions sometimes results in improved student achievement.	Participation in the interventions consistently results in improved student achievement.	Participation in the interventions leads to an in increase in the number of students who reach proficient and advanced levels.

CATEGORY I. CURRICULUM and INSTRUCTION

INDICATOR 1.7   All instructional staff members use instructional materials that meet the identified needs of all students.

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
1.7a Materials	Few students are provided with proven and effective instructional materials (e.g., textbooks, manipulatives, technology, etc.) aligned to grade level standards.	Some students are provided with proven and effective instructional materials (e.g., textbooks, manipulatives, technology, etc.) aligned to grade level standards.	All students are provided with proven and effective instructional materials (e.g., textbooks, manipulatives, technology, etc.) aligned to grade level standards.	All students are provided with proven and effective instructional materials (e.g., textbooks, manipulatives, technology, etc.) aligned to grade level standards. In addition, supplemental enrichment materials are available for all students.
1.7b Variety	Few instructional materials are available in a variety of formats (e.g., assistive technology, adapted assignments, etc.).	Some instructional materials are available in a variety of formats (e.g., assistive technology, adapted assignments, etc.).	Most instructional materials are available in a variety of formats (e.g., assistive technology, adapted assignments, etc.).	All instructional materials are available in a variety of formats (e.g., assistive technology, adapted assignments, etc.) and address various learning modalities (e.g. visual, kinesthetic, etc.).
1.7c Diversity	Little or no consideration has been given to providing the student population exposure to a variety of cultures and ethnicities.	Some instructional materials provide the student population exposure to a variety of cultures and ethnicities.	Most instructional materials provide the student population exposure to a variety of cultures and ethnicities.	All instructional materials provide the student population exposure to a variety of cultures and ethnicities.

CATEGORY I. CURRICULUM and INSTRUCTION

INDICATOR 1.8   The school implements an equitable code of conduct to create an environment conducive to teaching and learning.

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
1.8a Culture	Few, if any, school staff members promote reinforcement of self-discipline and responsibility.	Some school staff members promote reinforcement of self-discipline and responsibility.	All school staff members consistently promote reinforcement of self-discipline and responsibility.	All school staff members promote reinforcement of self-discipline and responsibility and actively teach these skills to students.
1.8b Policies and Procedures	School policy provides for student discipline, assistance, counseling, and/or referral, but procedures are not clearly defined or consistently followed.	School policy and procedures are clearly defined to provide for student discipline, assistance, counseling, and referral but are not consistently followed.	School policy and procedures are clearly defined and followed by all staff to provide for identification of at-risk students, discipline, assistance, counseling, and/or referral.	School policy and procedures are clearly defined and followed by all staff to provide for identification of at-risk students, discipline, assistance, counseling and/or referral. The policy and procedures actively promote social skills, conflict management, and intervention and prevention programs.

CATEGORY I. CURRICULUM and INSTRUCTION

INDICATOR 1.9   School-parent partnerships are primarily focused on student achievement.

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
1.9a Culture	School staff rarely seeks family engagement in the school. Parents do not consistently feel welcome in the school, and few, if any, parents volunteer to help the school.	Some school staff occasionally seeks family engagement in the school. Some parents feel welcome in the school and a few parents volunteer to help the school.	All school staff actively seeks and supports family engagement in educational activities for student academic achievement. All parents feel welcome in the school, and some parents regularly volunteer to help the school.	All school staff actively seeks and supports family engagement in all aspects of school life including student academic achievement. All parents feel welcome in the school, and many parents regularly volunteer to help the school.
1.9b Policies and Procedures	Few school staff implements policies and procedures that provide access to information to all parents. Information may not be easy to obtain for parents whose first language is not English or who are illiterate.	Most school staff implements policies and procedures that provide access to information to all parents. Information is available in some languages other than English.	All school staff implements policies and procedures that provide access to information to all parents. Information is available in all of the languages spoken most frequently by parents and assistance is available for those who are illiterate.	All school staff implements policies and procedures that maximize access to information by all parents. Communication is two-way and frequent. Information is available in all of the languages spoken most frequently by parents and assistance is available for those who are illiterate.
1.9c Parent Training	School staff provides no training for parents to support student achievement.	School staff provides some training for parents to support student achievement.	School staff regularly provides training for parents to support student achievement.	School staff provides on-going training for all parents and uses a variety of means to actively engage parents in supporting student achievement.
1.9d Teacher Training	Few, if any, instructional staff is trained on how to work with parents.	Some instructional staff is trained on how to work with parents.	Instructional staff is trained on how to work with parents as partners in supporting student achievement.	Instructional staff is trained on how to reach out to, communicate with, and work with parents as equal partners in supporting student achievement.
1.9e Reporting	Few instructional staff reports results on student achievement to parents beyond the regular report cards. No attempt is made to communicate reports in a language that the parents most easily understand.	Some instructional staff reports results on student achievement to parents beyond the regular report cards. Few attempts are made to communicate reports in a language that the parents most easily understand.	All instructional staff provides reports on student achievement to parents beyond the regular report cards in a language that the parents most easily understand.	All instructional staff provides reports on student achievement to parents beyond the regular report cards in a language that the parents most easily understand. All instructional staff also report results of evaluation of programs and plans to parents and seeks feedback from them.

II. ASSESSMENT and ACCOUNTABILITY

INDICATOR 2.1   All instructional staff members use classroom assessments aligned to state content standards.

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
2.1a Alignment	Few, if any, classroom assessments are aligned with core content standards.	Some classroom assessments are aligned with core content standards.	All classroom assessments are aligned with core content standards.	All classroom assessments are aligned with core content standards and reflect appropriate vertical and horizontal alignment.
2.1b Assessment	Few instructional staff members implement classroom assessments that reflect criteria for mastery.	Some instructional staff members implement classroom assessments that reflect criteria for mastery.	All instructional staff members implement classroom assessments that reflect criteria for mastery.	All instructional staff members implement classroom assessments that reflect criteria for mastery and are available in multiple formats to match students' needs.

II. ASSESSMENT and ACCOUNTABILITY

INDICATOR 2.2   All instructional staff members develop unit/lesson plans based on student assessment results and adjust instruction accordingly.

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
2.2a Plan Development	Few, if any, instructional staff members create unit or lesson plans that are based on analysis of student assessment results, though plans may be based on general observation of student strengths and weaknesses.	Some instructional staff members create unit or lesson plans that are based on analysis of student assessment results, though most plans are based on general observation of student strengths and weaknesses.	All instructional staff members create unit or lesson plans that are based on analysis of ongoing student assessment results.	All instructional staff members create unit or lesson plans that are based on analysis of ongoing student assessment results from varied assessments and documented student strengths and weaknesses.
2.2b Adjustment	Few, if any, instructional staff members adjust units or lessons as needed, based on analysis of student assessment results. Instructional staff members rarely, if at all, allow for adjustment of concepts, level of difficulty, strategy for instruction, and/or amount of work time needed to meet individual needs.	Some instructional staff members adjust units or lessons as needed, based on analysis of assessment results, but only occasionally allow for adjustment of concepts, level of difficulty, strategy for instruction, and/or amount of work time needed to meet individual needs.	All instructional staff members adjust units or lessons as needed, based on analysis of assessment results, and allow for adjustment of concepts, level of difficulty, strategy for instruction, and/or amount of work time needed to meet individual needs.	All instructional staff members adjust units or lessons as needed, based on analysis of assessment results, and consistently and routinely allow for adjustment of concepts, level of difficulty, strategy for instruction, and/or amount of work time needed to meet individual needs.

II. ASSESSMENT and ACCOUNTABILITY

INDICATOR 2.3   All instructional staff members use progress monitoring, grading, and/or reporting procedures that are standards-based to inform students and parents of student academic progress.

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
2.3a Progress Monitoring	Few, if any, instructional staff members use standards-based progress monitoring.	Some instructional staff members use standards-based progress monitoring to assess student academic growth.	All instructional staff members use standards-based progress monitoring to assess student academic growth.	All instructional staff members use standards-based progress monitoring to assess student academic growth; both staff and students share a vision of what constitutes quality student work.
2.3b Use of Standards- based Data in Grading Practices	Few, if any, instructional staff members base grades on progress toward meeting standards.	Some instructional staff members base grades on progress toward meeting standards.	All instructional staff members base grades on progress toward meeting standards.	All instructional staff members base grades on progress toward meeting standards, and these practices have been explained to parents and students in a language they understand.
2.3c Reporting	Few, if any, instructional staff members implement a standards-based reporting system to inform students and parents of student academic progress.	Some instructional staff members implement a standards-based reporting system to inform students and parents of student academic progress.	All instructional staff members implement a standards-based reporting system to inform students and parents of student academic progress.	All instructional staff members consistently implement a standards-based reporting system to inform students and parents of student academic progress.

II. ASSESSMENT and ACCOUNTABILITY

INDICATOR 2.4   All instructional staff members provide specific and timely feedback to students on an ongoing basis, and students use the feedback to improve their performance.

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
2.4a Frequency	Instructional staff members rarely provide feedback to students on their performance.	Instructional staff members occasionally provide feedback to students to help them improve their performance.	Instructional staff members provide feedback on an ongoing basis to all students to help them improve their academic performance.	All instructional staff members consistently provide feedback to all students to help them improve their academic performance and ensures that students understand the feedback.
2.4b Specific, Timely and Constructive	Feedback provided to students may not be specific or timely and is not understood by students as constructive in helping them improve their performance.	Feedback provided to students is specific and timely but is not understood by students as constructive in helping them improve their performance.	Feedback is specific, timely, and is consistently understood by students as constructive in helping them improve their performance.	Feedback is specific, timely, and is consistently understood by students as constructive in helping them improve their performance. Both instructional staff and peers provide feedback.
2.4c Use of Feedback	Students rarely use feedback to improve their performance.	Students occasionally use feedback to improve their performance.	Students regularly use the feedback to improve their performance.	Students regularly use feedback to improve their performance, and instructional staff monitors the effectiveness of the feedback supplied to students and make adjustments to the feedback as needed.

III. LEADERSHIP

INDICATOR 3.1   School leadership develops and communicates a clear, shared vision and mission.

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
3.1a Beliefs	Few instructional staff members articulate high expectations for mastery of standards by all students regardless of students' backgrounds or economic status.	Some instructional staff members articulate high expectations for mastery of standards by all students regardless of students' backgrounds or economic status.	All instructional staff members articulate high expectations for mastery of standards by all students regardless of students' backgrounds or economic status.	All instructional staff members articulate high expectations for mastery of standards by all students regardless of students' backgrounds or economic status. All students know they are expected to reach proficiency and believe they can.
3.1b Communication	School administration makes little effort to communicate the shared vision and mission.	School administration communicates the shared vision and mission to staff in limited ways.	School leadership communicates the shared mission and vision to entire school community in several ways.	School leadership communicates the shared mission and vision to the entire school community in several ways and the community can articulate the vision and mission.
3.1c Implementation	The mission and vision statement does not guide decisions that impact the school academically.	The mission and vision statement guides some decisions that impact the school academically.	The mission and vision statement guides all decisions that impact the school academically.	The mission and vision statement guides all decisions that impact the school.
3.1d Revision	Mission and vision statements have not been reviewed or revised within the last few years.	Mission and vision statements are reviewed only when the district or another entity requires them to be reviewed, and are revised with input from some staff.	Mission and vision statements are reviewed at least annually and revised as necessary with input from all staff.	Mission and vision statements are reviewed at least annually and revised as necessary with input from multiple internal and external stakeholders.

III. LEADERSHIP

INDICATOR 3.2 **School leadership focuses the entire school community on school improvement.**

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
3.2a Leadership	School administration makes little or no effort to establish a school planning team.	School administration provides some limited leadership throughout the school improvement process. A school planning/leadership team exists but is not fully functional.	School administration provides visible leadership throughout the school improvement process in a systemic way, including establishment of a broad-based school planning/leadership team.	School administration provides visible leadership throughout the school improvement process in a systemic way, including establishment of a broad-based school planning/leadership team. All staff is invited to provide additional input or feedback.
3.2b Planning	School improvement planning focuses on the desires of the teachers or administrators.	School improvement planning relies on teacher perceptions and anecdotes rather than assessed student needs.	School improvement planning stems from a school-wide focus on student learning and is responsive to assessed student needs.	School improvement planning stems from a schoolwide focus on student learning using varied assessments, and the planning process clearly prioritizes educational excellence for all students.
3.2c Implementation and Monitoring	School leadership does not require or monitor implementation of the school performance plan.	School leadership informs staff of the performance plan and asks them to implement, but does not monitor implementation.	School leadership informs all staff of the performance plan, ensures that all staff implements the plan, and monitors implementation on a regular basis.	School leadership informs all stakeholders of the performance plan, discusses individual roles and responsibilities in its success, monitors and evaluates implementation on a regular basis, and regularly discusses needed revisions with all stakeholders.
3.2d Sustained Support	School leadership makes few resources (time, training, or personnel) available for the school improvement process.	School leadership makes some resources (time, training, or personnel) available for the school improvement process.	School leadership makes appropriate resources (time, training, and personnel) available for the school improvement process.	School leadership makes resources (time, training, personnel, facilities, or money) available for the school improvement process and places a high priority on the improvement process.
3.2e Recognition	Members of the school community seldom celebrate student academic success.	Members of the school community periodically celebrate student academic success.	The entire school community celebrates student academic success throughout the year.	The entire community acknowledges and publicly celebrates student academic success throughout the year.

III. LEADERSHIP

INDICATOR 3.3   School leadership focuses on improving and supporting effective instruction.

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
3.3a Expectations	School leadership rarely or never communicates expectations that all instructional staff will provide effective standards-based instruction.	School leadership occasionally communicates expectations that all instructional staff will provide effective standards-based instruction.	School leadership routinely communicates expectations that all instructional staff will provide effective standards-based instruction.	School leadership routinely communicates expectations that all school staff will provide effective standards-based instruction and models the expectation that staff stay current on research on effective instruction.
3.3b Policies and Procedures	School policies and procedures do not emphasize the importance of effective instruction.	School policies and procedures emphasize the importance of effective instruction, but leadership does not always follow the policies and procedures.	School policies and procedures clearly emphasize and outline expectations for effective instruction and leadership consistently follows the policies and procedures.	School policies and procedures clearly emphasize and outline expectations for effective instruction and leadership consistently follows the policies and procedures. Policies and procedures are routinely reviewed and revised as needed to strengthen the emphasis and clarify expectations.
3.3c Assignment	School leadership assigns teachers based on teacher selection, schedules, and/or class size policies without regard to the teacher's Highly Qualified status.	School leadership assigns most teachers to classes for which they are Highly Qualified.	School leadership assigns all teachers to classes for which they are Highly Qualified.	School leadership assigns Highly Qualified teachers based on the teachers' proven effectiveness and abilities to match with specific student needs (i.e., bilingual teachers).
3.3d Sustained Support	Professional development demonstrates little or no focus on instruction.	Some professional development is provided to address effective instruction, but the forms of professional development may not be varied and/or the professional development may not be specifically designed to meet the instructional needs of staff.	Multiple forms of professional development, including coaching and mentoring, are provided to address effective instruction. The professional development is aligned with established expectations and is designed to meet the needs of instructional staff.	Professional development, including coaching, mentoring, and other ongoing support, is aligned with established expectations. Professional Development reflects current research, and is designed to meet the needs of all students and staff.

III. LEADERSHIP

INDICATOR 3.4 School leadership systematically monitors and evaluates the effectiveness of instructional programs.

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
3.4a **Monitoring**	School leadership monitors the behavior of teachers using the district teacher evaluation instrument but little consideration is given to the effectiveness of teachers.	School leadership monitors the behavior of teachers using the district teacher evaluation instrument.	School leadership systematically monitors the effectiveness of teachers using explicit criteria.	School leadership systematically monitors the effectiveness of teachers both formally and informally using explicit criteria and provides useful feedback that results in improved practice.
3.4b **Monitoring Standards-based Instruction**	School leadership rarely monitors the implementation of standards-based instruction.	School leadership provides some monitoring of the effectiveness of standards-based instruction.	School leadership systematically monitors the effectiveness of standards-based instruction, using established criteria.	School leadership systematically monitors the effectiveness of standards-based instruction, using established criteria, and makes adjustments accordingly.
3.4c **Teacher Evaluation**	The system of teacher evaluation does not hold instructional staff accountable for implementing the district curriculum or for delivering effective standards-based instruction.	The system of teacher evaluation holds instructional staff accountable for implementing the district curriculum, but may not hold all staff accountable for providing effective standards-based instruction.	The system of teacher evaluation holds all instructional staff accountable for implementing the district curriculum, providing effective standards-based instruction, and implementing the concepts that are introduced through professional development.	The system of teacher evaluation holds all instructional staff accountable for implementing the district curriculum, providing effective standards-based instruction, and refining the concepts that are introduced through professional development to match student need.
3.4d **Feedback**	School leadership provides little or no constructive feedback to instructional staff.	School leadership occasionally provides some constructive feedback to instructional staff.	School leadership regularly provides constructive feedback to instructional staff regarding instructional effectiveness.	School leadership regularly provides constructive feedback to instructional staff regarding instructional effectiveness and collaborates with instructional staff on how to effectively implement the feedback.

III. LEADERSHIP

INDICATOR 3.5 School leadership allocates the resources necessary to increase student achievement.

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
3.5a Budget Development	School leadership does not have a comprehensive budgeting process for allocation of resources.	School leadership does not involve staff in the budgeting process for allocation of resources.	School leadership involves staff in the budgeting process for allocation of resources.	School leadership uses a comprehensive budgeting process that addresses fiscal resources, involves staff and communicates to the entire school community.
3.5b Resource Allocation	School leadership does not take student achievement data into account when making budgetary decisions.	School leadership periodically refers to analysis of student achievement data in making some budgetary decisions, but does not consistently do so.	School leadership consistently refers to analysis of student achievement data to make budgetary and resource allocation decisions.	School leadership has a formal process for ensuring that budgetary and resource allocation decisions align to student achievement goals for all students and subgroups.
3.5c Managerial Duties	School leadership does not demonstrate managerial responsibility for budget monitoring.	School leadership demonstrates limited managerial responsibility for budget monitoring and does not seek resources from outside sources.	School leadership demonstrates managerial responsibility for budget monitoring and occasionally seeks resources from outside sources.	School leadership demonstrates managerial responsibility for budget monitoring and continuously seeks resources from outside sources.
3.5d Resource Acquisition	School leadership has no process to support staff in acquiring resources from external sources.	School leadership provides limited support for staff in acquiring resources from external sources.	School leadership supports staff in acquiring resources from external sources.	School leadership actively assists staff in identifying and acquiring resources from external sources.

III. LEADERSHIP

INDICATOR 3.6 School leadership ensures the effective use of instructional time.

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
3.6a Time Allocation	School leadership does not systematically allocate instructional time in core content areas.	School leadership allocates a designated amount of time in some core content areas.	School leadership consistently allocates a designated amount of time for each core content area.	School leadership consistently allocates a designated amount of time for each core content area, as well as ensuring that additional learning time is provided for students who have not yet mastered content.
3.6b Protection of Instructional Time	School leadership does not systematically protect instructional time in core content areas and allows interruptions such as announcements during the day, frequent assemblies, and field trips.	School leadership allows some interruptions to instructional time, such as announcements during the day, frequent assemblies, and field trips.	School leadership limits interruptions to instructional time including announcements during the day, assemblies, and field trips.	School leadership allows no interruptions to instructional time (e.g., announcements during the day) and only allows assemblies and field trips that are aligned with academic learning.
3.6c Monitoring	School leadership does not engage in monitoring of the way that instructional time is used.	School leadership occasionally monitors the use of instructional time in core content areas.	School leadership consistently monitors the use of instructional time in all core content areas and immediately addresses any problems that arise.	School leadership consistently monitors the use of instructional time in all core content areas, immediately addressing any problems that arise, and ensures that students who are already at the proficient or advanced levels receive instruction to enhance their learning.

III. LEADERSHIP

INDICATOR 3.7 School leadership ensures that all professional development is focused on improving student achievement.

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
3.7a **Focus**	Professional development is not focused on instructional staff needs generated by an analysis of student achievement data.	Professional development is focused on instructional staff needs, based on a general analysis of test scores, and the leaders' perception of instructional staff needs.	Professional development is focused on instructional staff needs, based on an analysis of multiple forms of student achievement data. The focus of the professional development is on the areas that the achievement data show are the most pressing instructional staff needs.	Professional development is focused on instructional staff needs, based on an analysis of multiple forms of student achievement data. The focus of the professional development is differentiated and targeted, based on the specific needs of groups of instructional staff.
3.7b **Planning**	Professional development is planned without seeking the input of instructional staff.	Professional development is planned with input from some instructional staff.	Professional development is planned with input from all of the instructional staff.	Professional development is planned with input from all of the instructional staff to meet the instructional needs of targeted groups.
3.7c **Leadership** **Support**	There is no professional development specifically focused on helping school leaders to become effective instructional leaders and to help them lead instructional staff through effective instructional change processes.	There is some professional development specifically focused on helping school leaders to become effective instructional leaders and to help them lead instructional staff through effective instructional change processes.	There is focused professional development for school leaders to help them become effective instructional leaders and to provide specific guidance for them to use in their own buildings to lead their instructional staff through effective instructional change processes.	There is focused and customized professional development for school leaders to help them maximize their skills as effective instructional leaders. Both administrators and others who serve in leadership positions receive customized help so that they can effectively lead building staff through effective change processes.
3.7d **Evaluation**	School leadership does not evaluate the impact and effectiveness of professional development on teacher practice or student achievement.	School leadership informally evaluates the impact and effectiveness of professional development on teacher practice.	School leadership formally evaluates the impact and effectiveness of professional development on teacher practice and student achievement using assessment data.	School leadership and staff formally evaluate the impact and effectiveness of professional development on teacher practice and student achievement using assessment data and classroom observations.

Indicator Worksheets

CATEGORY I. CURRICULUM and INSTRUCTION

Indicator 1.1 All instructional staff members implement a curriculum that is aligned with state standards.

Indicator/Element	[1]Rubric Score				[2]Priority Score	[3]Oppor-tunity Score	[4]Index	Evidence: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	2	3	4				
a. Vertical Alignment							0	
b. Horizontal Alignment							0	
c. Professional Development							0	
Please describe the current level of development or implementation for Indicator:								
[1]**Rubric Score:**	1 = Area of Need; 2 = Area of Concern; 3 = Meets Expectation; 4 = Exemplary							
[2]**Priority Score:**	3 = Highest Priority; 2 = Medium Priority; 1 = Lowest Priority							
[3]**Opportunity Score:**	3 = Relatively East to Address; 2 = Accomplished within Current Policy and Budget Conditions; 1 = Requires changes tin Current Policy and Budget Conditions							
[4]**Index Score:**	Index Score = Priority Score x Opportunity Score							

CATEGORY I. CURRICULUM and INSTRUCTION

Indicator 1.2 All instructional staff members deliver the standards-based curriculum to all students.

Indicator/Element	[1]Rubric Score				[2]Priority Score	[3]Oppor-tunity Score	[4]Index	Evidence: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	**2**	**3**	**4**				
a. Standards-Based Instruction							0	
b. Content Knowledge							0	
c. Cognitive Level							0	
d. Communication							0	
e. Observable Student Work							0	

Please describe the current level of development or implementation for Indicator:

[1]**Rubric Score:**	1 = Area of Need; 2 = Area of Concern; 3 = Meets Expectation; 4 = Exemplary
[2]**Priority Score:**	3 = Highest Priority; 2 = Medium Priority; 1 = Lowest Priority
[3]**Opportunity Score:**	3 = Relatively East to Address; 2 = Accomplished within Current Policy and Budget Conditions; 1 = Requires changes tin Current Policy and Budget Conditions
[4]**Index Score:**	Index Score = Priority Score x Opportunity Score

CATEGORY I. CURRICULUM and INSTRUCTION							
Indicator 1.3 All instructional staff members use effective instructional strategies to meet the learning needs of all students.							
Indicator/Element	**[1]Rubric Score**				**[2]Priority Score**	**[3]Opportunity Score**	**[4]Index**	**Evidence**: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	**2**	**3**	**4**				
a. Effective Strategies							0	
b. Adaptations							0	
c. Professional Development							0	
d. Cultural/Linguistic Response							0	

Please describe the current level of development or implementation for Indicator:

[1]**Rubric Score:**	1 = Area of Need; 2 = Area of Concern; 3 = Meets Expectation; 4 = Exemplary
[2]**Priority Score:**	3 = Highest Priority; 2 = Medium Priority; 1 = Lowest Priority
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[4]**Index Score:**	Index Score = Priority Score x Opportunity Score

CATEGORY I. CURRICULUM and INSTRUCTION

Indicator 1.4 All instructional staff members routinely collaborate to review the impact of instructional strategies and to modify instruction accordingly.

Indicator/Element	[1]Rubric Score				[2]Priority Score	[3]Opportunity Score	[4]Index	Evidence: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	2	3	4				
a. Collaboration							0	
b. Sharing Information							0	
c. Continuous Improvement							0	

Please describe the current level of development or implementation for Indicator:

[1]**Rubric Score:**	1 = Area of Need; 2 = Area of Concern; 3 = Meets Expectation; 4 = Exemplary
[2]**Priority Score:**	3 = Highest Priority; 2 = Medium Priority; 1 = Lowest Priority
[3]**Opportunity Score:**	3 = Relatively East to Address; 2 = Accomplished within Current Policy and Budget Conditions; 1 = Requires changes tin Current Policy and Budget Conditions
[4]**Index Score:**	Index Score = Priority Score x Opportunity Score

CATEGORY I. CURRICULUM and INSTRUCTION							
Indicator 1.5 All instructional staff members analyze results from available assessments, including state and local, and use the results to refocus or modify instruction at the school and classroom levels to ensure that all students meet or exceed proficiency.							
Indicator/Element	[1]**Rubric Score**				[2]**Priority Score**	[3]**Oppor-tunity Score**	[4]**Index**	**Evidence**: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	**2**	**3**	**4**				
a. Analyze and Use Data							0	
b. Collaboration							0	
c. Professional Development							0	

Please describe the current level of development or implementation for Indicator:

[1]**Rubric Score:**	1 = Area of Need; 2 = Area of Concern; 3 = Meets Expectation; 4 = Exemplary
[2]**Priority Score:**	3 = Highest Priority; 2 = Medium Priority; 1 = Lowest Priority
[3]**Opportunity Score:**	3 = Relatively East to Address; 2 = Accomplished within Current Policy and Budget Conditions; 1 = Requires changes tin Current Policy and Budget Conditions
[4]**Index Score:**	Index Score = Priority Score x Opportunity Score

CATEGORY I. CURRICULUM and INSTRUCTION

Indicator 1.6 All instructional staff members provide students with additional instruction and intervention as needed to improve student achievement.

Indicator/Element	[1]Rubric Score				[2]Priority Score	[3]Oppor-tunity Score	[4]Index	Evidence: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	2	3	4				
a. Identification							0	
b. Re-Teaching/Additional Instruction							0	
c. Participation							0	
d. Results							0	

Please describe the current level of development or implementation for Indicator:

[1]**Rubric Score:**	1 = Area of Need; 2 = Area of Concern; 3 = Meets Expectation; 4 = Exemplary
[2]**Priority Score:**	3 = Highest Priority; 2 = Medium Priority; 1 = Lowest Priority
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[4]**Index Score:**	Index Score = Priority Score x Opportunity Score

CATEGORY I. CURRICULUM and INSTRUCTION

Indicator 1.7 All instructional staff members use instructional materials that meet the identified needs of all students.

Indicator/Element	[1]Rubric Score				[2]Priority Score	[3]Opportunity Score	[4]Index	Evidence: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	2	3	4				
a. Materials							0	
b. Variety							0	
c. Diversity							0	

Please describe the current level of development or implementation for Indicator:

[1]Rubric Score:	1 = Area of Need; 2 = Area of Concern; 3 = Meets Expectation; 4 = Exemplary
[2]Priority Score:	3 = Highest Priority; 2 = Medium Priority; 1 = Lowest Priority
[3]Opportunity Score:	3 = Relatively East to Address; 2 = Accomplished within Current Policy and Budget Conditions; 1 = Requires changes tin Current Policy and Budget Conditions
[4]Index Score:	Index Score = Priority Score x Opportunity Score

CATEGORY I. CURRICULUM and INSTRUCTION							
Indicator 1.8 The school implements an equitable code of conduct to create an environment conducive to teaching and learning.							
Indicator/Element	[1]**Rubric Score**				[2]**Priority Score**	[3]**Oppor-tunity Score**	[4]**Index**	**Evidence**: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	**2**	**3**	**4**				
a. Culture							0	
b. Policies and Procedures							0	

Please describe the current level of development or implementation for Indicator:

[1]**Rubric Score:**	1 = Area of Need; 2 = Area of Concern; 3 = Meets Expectation; 4 = Exemplary
[2]**Priority Score:**	3 = Highest Priority; 2 = Medium Priority; 1 = Lowest Priority
[3]**Opportunity Score:**	3 = Relatively East to Address; 2 = Accomplished within Current Policy and Budget Conditions; 1 = Requires changes tin Current Policy and Budget Conditions
[4]**Index Score:**	Index Score = Priority Score x Opportunity Score

CATEGORY I. CURRICULUM and INSTRUCTION							

Indicator 1.9 School-parent partnerships are primarily focused on student achievement.							
Indicator/Element	**[1]Rubric Score**				**[2]Priority Score**	**[3]Opportunity Score**	**[4]Index**	**Evidence**: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	**2**	**3**	**4**				
a. Culture							0	
b. Policies and Procedures							0	
c. Parent Training							0	
d. Teacher Training							0	
e. Reporting							0	

Please describe the current level of development or implementation for Indicator:

[1]**Rubric Score:**	1 = Area of Need; 2 = Area of Concern; 3 = Meets Expectation; 4 = Exemplary
[2]**Priority Score:**	3 = Highest Priority; 2 = Medium Priority; 1 = Lowest Priority
[3]**Opportunity Score:**	3 = Relatively East to Address; 2 = Accomplished within Current Policy and Budget Conditions; 1 = Requires changes tin Current Policy and Budget Conditions
[4]**Index Score:**	Index Score = Priority Score x Opportunity Score

CATEGORY II. ASSESSMENT and ACCOUNTABILITYIs ADA							
Indicator 2.1 All instructional staff members use classroom assessments aligned to state content standards.							
Indicator/Element	**[1]Rubric Score**				**[2]Priority Score**	**[3]Oppor-tunity Score**	**[4]Index**	**Evidence**: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	**2**	**3**	**4**				
a. Alignment							0	
b. Assessment							0	

Please describe the current level of development or implementation for Indicator:

[1]**Rubric Score:**	1 = Area of Need; 2 = Area of Concern; 3 = Meets Expectation; 4 = Exemplary
[2]**Priority Score:**	3 = Highest Priority; 2 = Medium Priority; 1 = Lowest Priority
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[4]**Index Score:**	Index Score = Priority Score x Opportunity Score

CATEGORY II. ASSESSMENT and ACCOUNTABILITY

Indicator 2.2 All instructional staff members develop unit/lesson plans based on student assessment results and adjust instruction accordingly.

Indicator/Element	[1]Rubric Score				[2]Priority Score	[3]Opportunity Score	[4]Index	Evidence: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	2	3	4				
a. Plan Development							0	
b. Adjustment							0	

Please describe the current level of development or implementation for Indicator:

[1]**Rubric Score:**	1 = Area of Need; 2 = Area of Concern; 3 = Meets Expectation; 4 = Exemplary
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CATEGORY II. ASSESSMENT and ACCOUNTABILITY

Indicator 2.3 All instructional staff members use progress monitoring, grading, and/or reporting procedures that are standards-based to inform students and parents of student academic progress.

Indicator/Element	[1]Rubric Score				[2]Priority Score	[3]Opportunity Score	[4]Index	Evidence: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	2	3	4				
a. Progress Monitoring							0	
b. Use of Standards-Based Data in Grading Practices							0	
c. Reporting							0	

Please describe the current level of development or implementation for Indicator:

[1]**Rubric Score:**	1 = Area of Need; 2 = Area of Concern; 3 = Meets Expectation; 4 = Exemplary
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CATEGORY II. ASSESSMENT and ACCOUNTABILITY

Indicator 2.4 All instructional staff members provide specific and timely feedback to students on an ongoing basis, and students use the feedback to improve their performance.

Indicator/Element	[1]Rubric Score				[2]Priority Score	[3]Opportunity Score	[4]Index	Evidence: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	2	3	4				
a. Frequency							0	
b. Specific, Timely, Constructive							0	
c. Use of Feedback							0	

Please describe the current level of development or implementation for Indicator:

[1]Rubric Score:	1 = Area of Need; 2 = Area of Concern; 3 = Meets Expectation; 4 = Exemplary
[2]Priority Score:	3 = Highest Priority; 2 = Medium Priority; 1 = Lowest Priority
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[4]Index Score:	Index Score = Priority Score x Opportunity Score

CATEGORY III. LEADERSHIP

Indicator 3.1 School leadership develops and communicates a clear, shared vision and mission.

Indicator/Element	[1]Rubric Score				[2]Priority Score	[3]Opportunity Score	[4]Index	Evidence: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	2	3	4				
a. Beliefs							0	
b. Communication							0	
c. Implementation							0	
d. Revision							0	

Please describe the current level of development or implementation for Indicator:

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CATEGORY III. LEADERSHIP								
Indicator 3.2 School leadership focuses the entire school community on school improvement.								
Indicator/Element	[1]**Rubric Score**				[2]**Priority Score**	[3]**Oppor-tunity Score**	[4]**Index**	**Evidence**: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	**2**	**3**	**4**				
a. Leadership							0	
b. Planning							0	
c. Implementation & Monitoring							0	
d. Sustained Support							0	
e. Recognition							0	
Please describe the current level of development or implementation for Indicator:								
[1]**Rubric Score:** 1 = Area of Need; 2 = Area of Concern; 3 = Meets Expectation; 4 = Exemplary								
[2]**Priority Score:** 3 = Highest Priority; 2 = Medium Priority; 1 = Lowest Priority								
[3]**Opportunity Score:** 3 = Relatively East to Address; 2 = Accomplished within Current Policy and Budget Conditions; 1 = Requires changes tin Current Policy and Budget Conditions								
[4]**Index Score:** Index Score = Priority Score x Opportunity Score								

CATEGORY III. LEADERSHIP								

Indicator 3.3 School leadership focuses on improving and supporting effective instruction.								
Indicator/Element	**[1]Rubric Score**				**[2]Priority Score**	**[3]Opportunity Score**	**[4]Index**	**Evidence**: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	**2**	**3**	**4**				
a. Expectations							0	
b. Policies & Procedures							0	
c. Assignment							0	
d. Sustained Support							0	
Please describe the current level of development or implementation for Indicator:								
[1]**Rubric Score:** 1 = Area of Need; 2 = Area of Concern; 3 = Meets Expectation; 4 = Exemplary								
[2]**Priority Score:** 3 = Highest Priority; 2 = Medium Priority; 1 = Lowest Priority								
[3]**Opportunity Score:** 3 = Relatively East to Address; 2 = Accomplished within Current Policy and Budget Conditions; 1 = Requires changes tin Current Policy and Budget Conditions								
[4]**Index Score:** Index Score = Priority Score x Opportunity Score								

	CATEGORY III. LEADERSHIP						

Indicator 3.4 School leadership systematically monitors & evaluates the effectiveness of instructional programs.							
Indicator/Element	[1]**Rubric Score**				[2]**Priority Score**	[3]**Oppor-tunity Score**	[4]**Index**	**Evidence**: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	**2**	**3**	**4**				
a. Monitoring							0	
b. Standards-Based Instruction							0	
c. Teacher Evaluation							0	
d. Feedback							0	

Please describe the current level of development or implementation for Indicator:

[1]**Rubric Score:**	1 = Area of Need; 2 = Area of Concern; 3 = Meets Expectation; 4 = Exemplary
[2]**Priority Score:**	3 = Highest Priority; 2 = Medium Priority; 1 = Lowest Priority
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[4]**Index Score:**	Index Score = Priority Score x Opportunity Score

CATEGORY III. LEADERSHIP

Indicator 3.5 School leadership allocates the resources necessary to increase student achievement.

Indicator/Element	[1]Rubric Score				[2]Priority Score	[3]Opportunity Score	[4]Index	Evidence: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	2	3	4				
a. Budget Development							0	
b. Resource Allocation							0	
c. Managerial Duties							0	
d. Resource Acquisition							0	

Please describe the current level of development or implementation for Indicator:

[1]Rubric Score:	1 = Area of Need; 2 = Area of Concern; 3 = Meets Expectation; 4 = Exemplary
[2]Priority Score:	3 = Highest Priority; 2 = Medium Priority; 1 = Lowest Priority
[3]Opportunity Score:	3 = Relatively East to Address; 2 = Accomplished within Current Policy and Budget Conditions; 1 = Requires changes tin Current Policy and Budget Conditions
[4]Index Score:	Index Score = Priority Score x Opportunity Score

<table>
<tr><td colspan="8" align="center">CATEGORY III. LEADERSHIP</td></tr>
<tr><td colspan="8">Indicator 3.6 School leadership ensures the effective use of instructional time.</td></tr>
<tr>
<td rowspan="2">Indicator/Element</td>
<td colspan="4">[1]Rubric Score</td>
<td rowspan="2">[2]Priority Score</td>
<td rowspan="2">[3]Oppor-tunity Score</td>
<td rowspan="2">[4]Index</td>
<td rowspan="2">Evidence: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.</td>
</tr>
<tr><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>a. Time Allocation</td><td></td><td></td><td></td><td></td><td></td><td></td><td>0</td><td></td></tr>
<tr><td>b. Protection of Instruction Time</td><td></td><td></td><td></td><td></td><td></td><td></td><td>0</td><td></td></tr>
<tr><td>c. Monitoring</td><td></td><td></td><td></td><td></td><td></td><td></td><td>0</td><td></td></tr>
<tr><td colspan="8">Please describe the current level of development or implementation for Indicator:

</td></tr>
<tr><td align="right">[1]Rubric Score:</td><td colspan="7">1 = Area of Need; 2 = Area of Concern; 3 = Meets Expectation; 4 = Exemplary</td></tr>
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</table>

	CATEGORY III. LEADERSHIP

Indicator 3.7 School leadership ensures that all professional development is focused on improving student achievement.								
Indicator/Element	**[1]Rubric Score**				**[2]Priority Score**	**[3]Oppor-tunity Score**	**[4]Index**	**Evidence**: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	**2**	**3**	**4**				
a. Focus							0	
b. Planning							0	
c. Leadership Support							0	
d. Evaluation							0	

Please describe the current level of development or implementation for Indicator:

[1]**Rubric Score:**	1 = Area of Need; 2 = Area of Concern; 3 = Meets Expectation; 4 = Exemplary
[2]**Priority Score:**	3 = Highest Priority; 2 = Medium Priority; 1 = Lowest Priority
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[4]**Index Score:**	Index Score = Priority Score x Opportunity Score

Guiding Questions for Audit Teams

Curriculum & Instruction

Indicator 1.1 All instructional staff members implement a curriculum that is aligned with state standards.
- To what extent does instructional staff implement a curriculum that is aligned with state standards?
- In what ways, if any, is curriculum implementation monitored?
- What was done to ensure that the curriculum was vertically aligned, that is, aligned across adjacent grade levels?
- What was done to ensure that the curriculum was horizontally aligned, that is, that all teachers in the same grade level teach the same thing?
- What types of materials and professional development do instructional staff receive so they can understand and implement curriculum that is aligned with state content standards?
- What types of materials and professional development do administrators receive so that they understand and can help others understand and implement curriculum aligned with state standards?

Indicator 1.2 All instructional staff members deliver the standards-based curriculum to all students.
- To what extent do all students receive grade-level, content area, standards-based instruction designed to help all students achieve at the proficient level? How do teachers adjust instruction to varying levels of proficiency?
- To what extent do you think all instructional staff are accurate in content and consistently use content vocabulary aligned to standards?
- How do you ensure that you deliver instruction that reflects the level of cognitive demand indicated in the state core standards?
- In what ways do teachers communicate grade-level/content area expectations to your students?
- In what ways do teachers assess whether student work reflects grade-level/content area standards?
- How is instruction connected to skills and knowledge needed for college and work force readiness? What types of work do students do to demonstrate these connections?
- What types of enrichment activities are provided to students who have achieved proficiency?
- What types of enrichment activities are provided to students who have achieved proficiency?

Indicator 1.4 All instructional staff members routinely collaborate to review the impact of instructional strategies and to modify instruction accordingly.

- To what extent do instructional staff collaborate to review the impact of instructional strategies?
- How often does this type of collaboration occur?
- Which data are reviewed?
- What happens with this information?
- In what ways and how often do teachers and other instructional staff share information on what works for individual students with other teachers who instruct the same students?
- Do teachers and other instructional staff analyze their own instructional practices and procedures to determine what works and to help all students become proficient? If so, how is this done and how often?
- Do teachers ever identify individual student strengths and weaknesses in order to modify instruction to help students advance to higher levels of achievement? If so, please describe.

Indicator 1.5 All instructional staff members analyze results from available assessments, including state and local, and use the results to refocus or modify instruction at the school and classroom levels to ensure that all students meet or exceed proficiency.
- In what ways do instructional staff analyze data from various student assessments?
- Which assessments are analyzed?
- How often does this occur?
- Is the analysis done by individual staff or collectively? Please explain.
- To what extent do instructional staff collaborate to analyze assessment data?
- How often does this type of collaboration occur?
- How do staff use the results from various assessments to modify instruction?
- Please describe ways in which the instructional strategies and content emphasis are modified.
- What types of professional development is offered to help instructional staff know how to analyze and use data to refocus and modify instruction?
- Who received this training and how often?
- What type of follow up assistance is provided?

Indicator 1.6 All instructional staff members provide students with additional instruction and intervention as needed to improve student achievement.
- How does your school identify students who need additional instruction and intervention?
- How often does this occur?
- How is the effectiveness of the process monitored and evaluated?
- What types of interventions are used for students who need additional assistance in order to become proficient?
- Are the interventions during the school day? At other times?
- To what extent do all students identified as having needs have the opportunity to participate in interventions?
- What is done to document the results of the interventions?
- Are the current interventions operating at your school effective? How do you know?

Indicator 1.7 All instructional staff members use instructional materials that meet the identified needs of all students.
- What types of instructional materials are used with students?
- Are there a variety of formats?
- Are there a variety of materials addressing different learning modalities?
- What types of supplemental materials are available and to which students?
- On what basis are particular instructional materials selected?
- How do you know that materials are proven and effective?
- To what extent are the instructional materials teachers use aligned with grade level standards? Please describe how you know they are aligned.
- To what extent do instructional materials provide students with the opportunity to learn about various cultures and ethnicities?

Indicator 1.8 The school implements an equitable code of conduct to create an environment conducive to teaching and learning.
- How does the school create an environment conducive to teaching and learning?
- To what extent and how does the school stress self-discipline and responsibility?
- How do students know what is expected of them in terms of their behavior?
- Does the school have a code of conduct? Is it written?
- How closely does the school follow the policies and procedures for codes of conduct?
- To what extent do school policies and procedures actively promote social skills, conflict management, and intervention/prevention programs? Please explain.
- How are students identified for discipline or counseling?
- How are at-risk students identified? What types of resources are available to them?
- How are parents involved in this school?

Indicator 1.9 School-parent partnerships are primarily focused on student achievement.
- In what ways does the school support parent involvement in educational activities directed toward student academic achievement?
- How are staff involved in these parent involvement activities?
- To what extent do parents feel welcome in the school?
- How often do parents volunteer to help the school?
- To what extent do school staff provide information to all parents on how their children are doing in school? What types of information are provided?
- How does the school communicate with parents whose primary language is not English and/or who may be illiterate?
- What types of training from school staff are available to parents to support student achievement?
- What types of training do instructional staff receive on how to work with parents as partners in supporting student achievement?
- To what extent does the school provide information to parents on student achievement beyond report cards? Please describe.
- Are these reports in a language that parents most easily understand?

Accountability & Assessment

Indicator 2.1 All instructional staff members use classroom assessments aligned to state content standards.
- To what extent are all classroom assessments aligned with state content standards?
- How are classroom assessments aligned to reflect specific criteria for student mastery of concepts?
- To what extent do all instructional staff use these types of assessments?
- To what extent are classroom assessments available in multiple formats to match students' needs?

Indicator 2.2 All instructional staff members develop unit/lesson plans based on student assessment results and adjust instruction accordingly.
- How do you decide what should be in a lesson or unit plan?
- Please describe the ways in which you adjust concepts, level of difficulty, strategy for instruction, and/or amount of work time allotted to complete a task in order to meet individual needs.

Indicator 2.3 All instructional staff members use progress monitoring, grading, and/or reporting procedures that are standards-based to inform students and parents of student academic progress.
- Do teachers use standards-based progress monitoring tools to assess student growth?
- How are grades determined? (Are they based on progress toward meeting standards?)
- What type of reporting system is in place to inform students and parents of student academic progress?
- How often do you provide feedback to students to help them improve their academic performance?

Indicator 2.4 All instructional staff members provide specific and timely feedback to students on an ongoing basis, and students use the feedback to improve their performance.
- What types of feedback do you provide to students and in what formats?
- In what ways do students use the feedback you give them to improve their academic performance?
- How frequently do students use the feedback you give them to improve their academic performance?
- How do you monitor for the effectiveness of the feedback you provide?

Leadership

Indicator 3.1 School leadership develops and communicates a clear, shared vision and mission.
- What is the mission and vision for this school?
- How are the vision and mission communicated to all stakeholders in the school community, including teachers, parents, and students?
- How are high expectations for mastery of standards communicated to students?
- To what extent are decisions that impact the school academically guided by the school mission and vision?
- When was the last time the mission and vision statements were updated? Who has input in revising the vision and/or mission?

Indicator 3.2 School leadership focuses the entire school community on school improvement.
- What are this school's goals for improvement?
- How does the school's administration provide leadership throughout the school improvement process?
- Who is involved and how is the school performance plan developed? Is a needs assessment conducted? Are staff invited to provide feedback on the plan?
- How does school leadership communicate the School Performance Plan to stakeholders such as teachers, parents, and students?
- How does school leadership ensure that all staff implements the School Performance Plan?
- How does school leadership monitor implementation of the School Performance Plan? How frequently do they do this?
- What kinds of resources do administrators make available for the school improvement process?
- Does this school celebrate student academic success? If so, what does the celebration look like and how often does it occur?

Indicator 3.3 School leadership focuses on improving and supporting effective instruction.
- How does school leadership communicate expectations that all instructional staff will provide effective standards-based instruction?
- What types of policies and procedures are in place to ensure effective instruction? How are they enforced? How often are they reviewed and revised?
- To what extent does school leadership model the expectation that staff stay current on research on effective instruction?
- How does the school leadership support teachers in providing effective instruction?
- How are teachers assigned to classes?
- What types of professional development are provided to address effective instruction? To what extent is the professional development research-based? How is the professional development aligned with established expectations? How is the professional development designed to meet the needs of instructional staff?

Indicator 3.4 School leadership systematically monitors and evaluates the effectiveness of instructional programs.

- How do school leaders monitor for effectiveness of teachers? What criteria are used?
- How and how often does school leadership monitor for effectiveness of standards-based instruction?
- What are instructional staff held accountable for?
- What types of feedback are provided to instructional staff regarding their instructional effectiveness? How often is this feedback provided?
- To what extent do teachers and other instructional staff feel that the feedback received from school leadership is constructive? If so, what makes it constructive/useful? If not, why not?
- To what extent does school leadership collaborate with instructional staff on how to effectively implement the feedback?

Indicator 3.5 School leadership allocates the resources necessary to increase student achievement.

- Who is involved in developing the school budget?
- What types of data are taken into account when making budgetary decisions?
- To what extent does school leadership demonstrate responsibility for budget monitoring?
- Does school leadership seek resources from outside sources in order to increase student achievement? If so, what types of resources and from whom?
- Does school leadership support staff in acquiring resources from external sources? If so, does school leadership assist staff in identifying and acquiring these resources?

Indicator 3.6 School leadership ensures the effective use of instructional time.

- How does the school protect academic learning time in the core areas?
- What types of additional learning opportunities are available for students who have not yet mastered content?
- How often do announcements during the school day occur?
- When are assemblies and field trip scheduled?
- How is the use of instructional time monitored? How often?
- How consistently does the school leadership monitor the use of instructional time?
- What types of instruction do students who are already at proficient or advanced levels receive to enhance their learning?

Indicator 3.7 School leadership ensures that all professional development is focused on improving student achievement.

- What professional development is offered to teachers and other instructional staff?
- (If not answered already) What is the content of the professional development and how is the content related to the most pressing instructional staff needs? How is it related to student achievement?
- Who has input in planning professional development?
- What types of professional development do administrators receive to help them become effective instructional leaders? Do administrators receive customized guidance to help them lead their own instructional staff through effective change processes?
- How is the effectiveness of professional development evaluated in terms of its impact on teacher practice and student achievement?

Addressing Challenges of Self-Assessment

Challenge 1: Over-estimation

The most consistent challenge associated with self-assessment is the overestimation of skills, abilities, and dispositions. This type of inflation usually means that people rate themselves and their peers higher than an outsider would, based on the same evidence. How might the district assist schools to avoid this common pitfall?

- **Enlist outside assistance in conducting the audit**
- **Require specific evidence for the rating of an element**
- **Focus on "school improvement" rather than "accountability"**
- **More than one person/team collecting evidence and establishing a rating for a particular element**
- **Conduct a root cause analysis**

Challenge 2: Bias based on team composition

Another common challenge comes from the "lenses" of the particular team members being used to bias their perceptions. For example, when a team has more counselors or social workers on it, many of the findings and solutions appear to be influenced from that way of looking at the world, emphasizing instruction less and environment more. When the team has only teachers of reading/language arts and mathematics, the emphasis either tends to be in those areas rather than looking at the school as a whole or tends to be more favorable to some subject areas and less favorable to others. How might the district assist schools to avoid this common pitfall?

- **Ensure the team has a variety of different backgrounds and/or roles at the school or district**
- **Provide the school/district with a suggested list of membership on the review team**
- **Provide a facilitator to oversee the process**

Challenge 3: Friendships

Teams from districts and schools working in their own arena often do not want to step on the toes of their friends. This makes them reticent to acknowledge shortcomings from people they know well – and the practice of teachers communicating collegial feedback to principals is often discouraged in the school setting. Understandably, teachers do not want to surface anything that will make a principal suspicious of a fellow faculty member (or sometimes, just the opposite, picking on someone they don't like!). How might the district assist schools to avoid this pitfall?

- **Rely on data as evidence, not unsubstantiated and/or perhaps biased reports**
- **Stress the process as one of assessment to determine where the school is (potential solutions) rather than as an evaluation (negative connotation)**

Challenge 4: Politics

Some teams find it politically difficult to say anything but "we are great." Thus they undermine the evidence and credibility of the process by only considering certain types of data or interpreting data in more positive ways than the data deserve or providing excuses (e.g., oh, that was an off year because the teacher had family issues or it's just that one difficult kid, without him, everything would be fine.) How might the district assist schools to avoid this common pitfall?

- **Stress the importance of evidence**
- **Identify barriers up front**
- **Identify what the school has control over and what it doesn't, and then move on to address what the school can control**

Challenge 5a: Data interpretation

Challenges can emerge when team members really do not understand what exemplary practice looks like. For example, if team members are unfamiliar with best practice in differentiated instruction, they may not know how to collect and interpret the classroom observation and the interview data they receive. Likewise, team members may not have the background or training to engage in data analysis as a team, and may find it difficult to understand the completely of this process. How might the district assist schools to avoid this pitfall?

- **Provide training using videos or other models of effective teaching strategies**
- **Provide training to improve inter-rater reliability**
- **Provide guiding questions to develop analytic thinking**
- **Have specialized personnel from the district assist in specific areas (a data analyst or curriculum director)**

Challenge 5b: Data misinterpretation

Team members may not know the appropriate ways to weight the data. For example, should they "trust" the point-in-time classroom observations more than the focus group responses? Should they rely more on student perceptions or teacher perceptions when these perceptions disagree? Are there requirements that could be put in place that will help schools undertaking this process to ensure they address this challenge?

- **Stress triangulation of data to support conclusions**
- **Have specialized personnel from the district assist in specific areas (a data analyst or curriculum director)**
- **Have external entity conduct the audit**

Frequently Asked Questions

1. **What is the Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S)?**

    The Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S) is a rubric that is designed to assist schools, districts, and the state in "formulating the intensity and focus of technical assistance provided to schools that are identified as 1 or 2 Star schools under the NDE Flexibility Waiver.

2. **What content is covered in the NCCAT-S?**

    The NCCAT-S examines three research-based essential categories related to school success. Those three categories are: Curriculum and Instruction, Assessment and Accountability, and Leadership. Each category consists of several indicators and each indicator is measured by a group of elements.

3. **What is the purpose of the NCCAT-S?**

    Schools classified as 1 or 2 Star schools in Nevada, through use of the SAGE process, will conduct an audit of processes in place at the school by using the NCCAT-S. The purpose is to identify gaps, inconsistencies, or needs in Curriculum and Instruction, Assessment and Accountability, and Leadership at the school. Once the NCCAT-S is completed information gained from the audit will be used to develop a Focus or School Performance Plan.

4. **Which schools must complete the NCCAT-S?**

    The NCCAT-S must be conducted on all schools identified as 1 or 2 Star schools. This includes Title I and Non-Title I Schools as well as district and state-sponsored Charter Schools.

5. **Who is responsible for conducting the NCCAT-S?**

    According to the NDE Flexibility Waiver, schools, with support from district and NDE staff or its designees are required to conduct the audit. Conducting the NCCAT-S can take on many forms and it is recommended that the district engages and collaborates with the school community throughout the process. In the case of charter schools, it is the responsibility of the governing body of the charter school (state or district sponsored) to conduct the audit and again it is recommend that this is done collaboratively with the charter school.

6. **What is the school's role in the NCCAT-S?**

    Ideally, the school has an active role throughout the entire process. Schools should assist with the collection and analysis of the data as well as in the determinations of ratings within the audit rubric. It is critical to develop an awareness of the school's status amongst the school's staff and by participating in the Audit activities, school staff will have the opportunity to actively participate in the development of the School Performance Plan.

7. **How will the NCCAT-S benefit the school?**

The NCCAT-S is designed to provide a detailed and in-depth picture of the school in three critical categories; Curriculum and Instruction, Assessment and Accountability, and Leadership. Indicators, under each category, are rated with the assistance of elements that define each indicator. Once indicators are rated, districts and schools will be able to identify priorities that need to be focused on and addressed. This focused information will benefit the school and district in planning for the School Performance Plan.

8. **When is a school required to write a School Performance Plan?**

All 1 or 2 Star schools are required to develop a School Performance Plan annually. According to the NDE Flexibility Waiver, schools classified as 1 or 2 Star schools must use the SAGE school improvement process. Through the SAGE process, schools, with support from their district and NDE staff or their designees will conduct an audit of processes already in place at the school with regard to Curriculum and Instruction, Assessment and Accountability, and Leadership.

9. **How are the results of NCCAT-S used?**

Once the Audit is completed, 1 or 2 Star schools are required to develop a School Performance Plan based on the results of the NCCAT-S.

10. **How will the results of the NCCAT-S influence instruction?**

By conducting the Audit, the instructional staff at a school will learn about the issues related to Curriculum and Instruction. For instance, the Audit may inform the staff about whether the curriculum is aligned to state standards or whether all students are being taught grade-level content. The data collected during the Audit will assist the school in identifying gaps in Curriculum and Instruction. In addition, the results of the Audit will be used to develop the Focus or School Performance Plan, which includes objectives and action steps that improve instructional practices and student achievement.

11. **What technical assistance is available to school?**

Throughout the process, the district must provide continuous technical assistance to the school. Technical assistance may include:
- Assistance in analyzing state assessment data and student work
- Assistance in identifying and implementing professional development
- Assistance in analyzing and revising the school budget

12. **How often must the NCCAT-S be conducted?**

1 or 2 Star schools must conduct or update their NCCAT-S on an annual basis. A pacing calendar is included in the User Guide to assist schools in this process.

Notes