

Diagnostic Review Rubric

1. CULTURE OF PERFORMANCE				
Indicator	Below Standard	Developing	Proficient	Exemplary
1.1. School Mission & Vision	School stakeholders cannot articulate the school mission and vision.	Although the mission and vision exist and are referred to, they play a limited role in anchoring school decision making and focus.	The mission and vision for student success are collaboratively developed and are used to drive key decisions. The school has clear goals aligned to the mission and vision. The majority of stakeholders can articulate the school's mission and vision.	The mission and vision for student success are collaboratively developed based on the beliefs and values of the school community and are used to drive every aspect of the school, including hiring, development, of the school program, and resource allocation. The school has clear goals aligned to the mission and vision. The majority of stakeholders can articulate the school's mission and vision. School leadership continuously communicates the vision and mission of the school and uses them to reinforce the school community's commitment to student success.
1.2. Shared Accountability	The school lacks collectively owned and collaboratively established goals. Teachers may be individually accountable for improved student achievement. Expectations for learning are teacher dependent.	Some collaboratively established goals exist across grade levels or across the entire school. Groups of teachers are accountable to each other and demonstrate commitment to improving student achievement.	Educators convey commitment to, and hold each other accountable for, collaboratively established improvement goals, tasks, and student achievement. All school staff demonstrate a commitment to improving student achievement. Teachers set high expectations for learning. A clear expectation exists across the school that students will do their best work.	Educators convey commitment to, and hold each other accountable for, collaboratively established improvement goals, tasks, and student achievement. All school staff demonstrate a commitment to improving student achievement. Teachers set high expectations for learning and work to instill a sense of individual and collective accountability in students.
1.3. Inspiring Learning Environment	The school lacks intentional structures to promote engagement, celebrate academic performance, or improve the connection of staff with students. The learning environment is unkempt or unsafe.	Many spaces in the school provide convey a sense of welcome. Classrooms are clean. Some classrooms provide recognition and celebration for student academic performance. Many teachers have positive relationships with their students.	The school demonstrates a welcoming and inviting learning environment. Classrooms and common spaces are clean and bright. The school recognizes and celebrates students' academic performance and students report that their teachers expect them to do their best. The school implements programs and initiatives that improve the connection of staff with students. Staff maximizes opportunities to get to know students better. Schoolwide structures exist to promote student engagement.	The school demonstrates a welcoming and inviting environment for all students, families, and community members. Classrooms and common spaces are clean and bright. The school recognizes and celebrates students' academic performance and students report that their teachers expect them to do their best at all times. Strong relationships between adults and students are evident throughout the building. In surveys or conversations, students acknowledge that they are supported by school staff. The school is characterized by high levels of authentic student engagement.
1.4. Purposeful relationships with families	The school does not have systems in place to communicate with parents/guardians about instructional programs, opportunities to support student learning within the home, and students' progress.	The school has systems in place to communicate with parents/guardians about instructional programs, opportunities to support student learning within the home, and students' progress. Limited, one-size-fits-all opportunities exist for families to engage with the school.	The school includes parents/guardians and community members in cultivating a culture of high expectations for students' learning. The school invites family and community participation in school activities that are related to school performance goals. Educators regularly communicate with parents/guardians about students' academic and social progress and opportunities to support student learning within the home. School leadership and staff invites	The school strategically includes parents/guardians and community members in cultivating a culture of high expectations for students' learning and their consistent support of students' efforts. The school invites family and community participation in school activities that are clearly aligned to school performance goals. Educators regularly communicate with parents/guardians about students' academic and social progress and opportunities to support student learning within the

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			family participation in school activities.	home. Parents view the school as a key resource for addressing student needs.
1.5. Effective social-emotional supports	No discipline policy exists at the school to promote a safe and orderly learning environment and/or articulate expectations. Isolated systems exist within individual classrooms.	Some teacher teams have implemented common systems to support the social-emotional needs of students. The school is in the process of implementing a discipline policy as well as determining appropriate levels of support for students for whom social and emotional needs create a barrier to learning.	The discipline policy at the school has been implemented to create a safe and orderly learning environment. The school supports initiatives to address the needs of students so that student learning is supported with minimal obstacles or barriers. Teachers integrate Tier I social-emotional and behavioral supports into the regular classroom environment. Systems for identification of Tier II and III behavior and social-emotional supports are in place and link students to outside providers where necessary. Positive rituals and routines are used to reinforce the discipline policy.	The discipline policy at the school has been implemented to create a safe and orderly learning environment. The school supports initiatives to address the needs of students so they can support student learning with minimal obstacles or barriers. Teachers integrate Tier I social-emotional and behavioral supports into the regular classroom environment. Systems for identification of Tier II and III behavior and social-emotional supports are in place and link students to outside providers where necessary. Positive rituals and routines are used to reinforce the discipline policy. Feedback loops exist between classroom teachers and intensive support services.
1.6. Continuous improvement	The school lacks a meaningful process for identifying, implementing, and monitoring improvement strategies. Processes to monitor school level data do not exist.	School level data related to behavior, attendance, and academics is collected but not effectively analyzed to inform resource allocation. Improvement strategies are identified and implemented, however a process has not been implemented that allows strategies to be monitored in a way that leads to adjustment in resource allocation.	School leadership establishes and sustains a focus on continuously improving student achievement through timely and continuous use of data. The school has processes in place to monitor data related to behavior, attendance, and academics at the school level, grade level, classroom level, and student level. Improvement efforts are effectively aligned with other school priorities and adjusted as needed. A manageable set of initiatives exist and are understood by all. Improvement activities are purposely designed to address priorities, and outcomes are monitored on an ongoing basis. Resource allocation is adjusted based on results. Processes exist to examine student subgroup data in order to ensure that policies and practices are non-discriminatory and ensure success for all students. Data is used to determine resource allocation needs.	School leadership collaboratively establishes and sustains a focus on continuously improving student achievement through timely and continuous use of data. Systematized processes are firmly in place to monitor data related to behavior, attendance, and academics at the school level, grade level, classroom level, and student level. Data is examined by a team on a regular basis. Improvement efforts are effectively aligned with other school priorities and adjusted as needed. A manageable set of initiatives is understood by all and stem from a commonly understood theory of action. A systematized process for monitoring outcomes has been fully implemented and results in resource allocation aligned to ongoing needs. Processes exist to examine student subgroup data for the purpose of program evaluation as well as to ensure that policies and practices are non-discriminatory and ensure success for all students.
1.7. Commitment to equity	The school has not provided any training or support on cultural competency.	The school's curriculum includes topics related to student cultures. There are structures in place to guarantee that the school and work environments are open to and accepting of diversity and free from discriminatory behavior and practices.	Teachers have received professional development on multicultural education and the school uses materials that reflect the student cultures and native languages. The school culture takes the student population's cultures into consideration, including in school-wide events and parent outreach. School staff celebrate and respect students' differences and diversity.	Teachers have received professional development on multicultural education and the school uses materials that reflect the student cultures and native languages. The school culture takes the student population's cultures into consideration, including in school-wide events and parent outreach. School staff celebrates and respect students' differences and diversity and facilitate opportunities for students to learn about cultures of their peers.

2. ACADEMIC SYSTEMS

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2.1. Comprehensive and aligned curriculum	Learning expectations for all students have not yet been identified, organized, or communicated effectively to students and families.	While standards serve as a reference point for teaching and learning, no processes or tools currently exist to ensure alignment of standards and expectations across grade levels and content areas. A scope and sequence does not exist to guide teachers in planning and pacing.	Teachers and school leadership analyze and understand the academic standards and expectations for their grade level and/or content areas. The school uses indicators of mastery, such as evidence outcomes, to describe types and levels of performance expected at each grade level, and has aligned tools that allow teachers to focus on the big ideas, concepts, and skills students should learn throughout a school year. Teachers engage in horizontal curriculum articulate to ensure consistency of planning and practice. Standards and grade level expectations are communicated effectively to students.	Teachers and school leadership analyze and understand the academic standards and expectations for their grade level and/or content areas. The school uses indicators of mastery, such as evidence outcomes, to describe types and levels of performance expected at each grade level and align depth of knowledge and rigor. Teachers engage in horizontal curriculum articulate to ensure consistency of planning and practice, and vertical articulation to ensure there are no gaps or unnecessary overlaps in curriculum. Standards and grade level expectations are communicated effectively to students and families. Teachers use protocols to guide ongoing, collaborative planning focused on daily and long-term grade-level expectations.
2.2 Articulated instructional model	A clearly articulated model for instruction and pedagogy does not exist.	While routines may be similar from classroom to classroom, a consistent set of research based instructional strategies has yet to be adopted by the entire school. Similar instructional strategies may exist within grade level teams or within pockets of the school.	A consistent set of research based, non-negotiable practices is understood and implemented by all teachers. Instructional plans reflect elements of the instructional model. Teachers consistently incorporate an understanding of how students learn into instruction. The instructional model is reflected in the selection of instructional materials, classroom activities, and use of instructional technology. School leadership understands what is required to implement a rigorous cycle of teaching and learning, and guides practices for systemic implementation.	Refinement and ongoing adjustment of instructional practices directly respond to the unique needs and strengths of all learners. Teachers are able to differentiate instruction through elements of the instructional model. The instructional model is used to promote individually tailored delivery of standards based content. School leadership ensures that common research-based instructional practices are consistently evident in all classrooms.
2.3 Planning for equity	Teachers do not plan for instruction or planning is minimal (ie, page numbers, topics).	Although instructional planning is implemented across the school, plans tend to lack detail related to scaffolds necessary to ensure all students are able to access grade level content. Higher order thinking is inconsistently seen in classrooms. Instruction lacks alignment among standard, background knowledge, and student contextual knowledge. A comprehensive approach to meeting the needs of non-	Effective planning for best first instruction ensures equitable and challenging learning experiences, using appropriate scaffolds to allow all students to access grade-level content. Teachers plan rigorous standards-aligned tasks that require students to use higher order thinking skills, and plan supports for completing tasks through purposeful student grouping, use of a variety of explanations and multiple representations of concepts and ideas, connections to background knowledge, interests, and learning styles, and strategies to ensure students are cognitively engaged. Teachers demonstrate an understanding of common misconceptions or common mistakes	Instructional planning ensures equitable and challenging learning experiences that scaffold increasing depth, breadth, and cognitive complexity to prepare all students for success at the next level. 21 st Century Skills and tasks requiring higher order thinking skills are routinely incorporated into instructional planning. Planning emphasizes relevance and application of acquired knowledge and skills to real world situations. Students building-wide regularly engage in authentic learning experiences that focus on applying knowledge, problem solving, and development and use of academic language. Teachers regularly incorporate strategies and metacognition to ensure all students

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		English-speaking students is lacking, and teachers are unable to determine whether misunderstandings are due to language barriers or content barriers.	and attend to them in planning for instruction. Teachers use technology to enhance student learning. Teachers deliver lessons that ensure students' backgrounds and contextual knowledge are considered. The school implements a comprehensive and coherent approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency.	are cognitively engaged. Teachers frequently monitor student access to content and determine whether misunderstandings are due to language barriers or content barriers, and adjust instruction accordingly.
2.4 Meeting individual needs	Minimal adjustments are made to instruction or adjustments are not made in a timely manner to support individual student understanding of concepts or mastery of skills. Individual feedback to students is minimal or does not exist.	Although adjustments to instructional strategies are made, they are either not made in a timely manner or not effective in moving students toward mastery. Feedback may not provide the level of specificity necessary to guide students to next steps in their learning.	Teachers make adjustments to content, instructional approach, student groupings, tasks, and/or instructional materials to meet students' specific needs while supporting access to grade level standards. Classroom instruction provides each student with multiple opportunities to apply background knowledge, correct misconceptions, and engage in deliberate and meaningful practice as new learning is acquired. Teachers frequently monitor student access to content through checks for understanding, and employ systems to monitor individual student progress. Teachers provide feedback and guidance to students, allowing them to develop understanding of their performance, improve their achievement, monitor their progress, and identify goals for learning. Students receive differentiated tasks and student-specific support according to their needs, including opportunities to choose how they learn.	Rigorous tasks are aligned to student need so that regardless of support needed, all students are engaged in tasks that require higher order thinking skills. Student groupings within classrooms and across the school are flexible, based on task and choice. Learning is personally meaningful to all students. Special programs are pulled into the gravitational field of the regular program.
2.5 Assessment system and data culture	A variety of assessment methods and strategies is not available and/or used to continuously measure student learning and inform instruction.	Although a variety of assessment methods and strategies is available, assessment system is in place, either a lack of training or a lack of alignment between the assessment and the teaching learning cycle results in assessment data not being used to inform instruction.	The school implements a system of assessments that aligns with the school's improvement strategies and supports the work of collaborative teacher teams. A building-wide assessment strategy includes checking for understanding, formative assessment, and curriculum based interim/summative measures that align to state standards. Common interim assessments are administered 3-6 times each year and are readily available to teachers as a means of defining the required level of rigor. Assessments are aligned to state standards, and aligned to the instructional sequence followed by the school. Assessment data allows for school level, grade level, classroom level and student level analysis and allows teachers to analyze by standard and item. Teachers use student data and current	The school implements a balanced system of in the moment, formative, and interim assessments that are aligned to state standards as well as the school's curricular program/scope and sequence. Assessment data is readily available to teachers and students. Assessment data supports the work of collaborative teacher teams in planning as well as in determining the effectiveness of teaching strategies. Common interim assessments are administered 3-6 times each year and are actively used by teachers to define the level of academic rigor associated with each standard and/or evidence outcome. Assessment data is used for school level, grade level, classroom level and student level analysis and goal setting, and is used by teachers to analyze

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			performance levels when planning instruction. Teachers continually monitor and adjust instruction and content based data.	student performance by standard and item. Teachers use student data and current performance levels when planning for instruction. Teachers continually monitor and adjust instruction and content based on data.
2.6 Multi-tiered Systems of Support	The school provides limited supports for students who are struggling academically or in need of acceleration.	The school has supports for academically struggling or advanced students but there is not a systematic method of identifying students to receive those services.	The school has a MTSS/RTI process in place to identify students for intervention and acceleration with clear criteria and protocols. The school has a variety of supports available, and regularly monitors progress data. Supports available are research-based. Feedback loops exist between special programs and Tier One instructional programs.	The school has a MTSS/RTI process in place to identify students for intervention and acceleration with clear criteria and protocols. The school has a variety of supports available, and regularly monitors progress data. Supports available are research-based. The school's intervention policies are clearly communicated to stakeholders. A procedure is used for adjusting interventions based on data. Effectiveness of programming is regularly evaluated.
2.7 Use of instructional time	Staff and students use time ineffectively. Misused instructional time results from misbehavior, poor scheduling, and inefficient transitions. There are missed opportunities to maximize time on task. Observed teachers struggle with pacing and fail to use class time in a constructive manner.	Staff and student use of time is somewhat effective. Some students are off task and there are missed opportunities to maximize instructional time. Lesson schedules are moderately well planned, paced, and executed. Teachers could be more skilled and/or methodical in the use of class time.	Most staff and students use time well. A handful of students require redirection; however, the majority of students transition quickly to academic work when prompted by the teacher. There is minimal downtime. Lessons are well planned, paced, and executed. Teachers are adept at managing and using class time.	Staff and students maximize their use of time. There is no downtime. Transitions are smooth and efficient. Students transition promptly to academic work with minimal cues and reminders from teachers. Teachers meticulously use every moment of class time to prioritize instructional time on task. Extra time is given for students to meet rigorous learning standards while also engaging in enrichment opportunities beyond the instructional core.

3. TALENT

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3.1 Strategic Leadership	Vision, mission, goals, and strategies are non-existent and/or unclear to stakeholders. The school lacks an alignment between organizational goals and resource allocation. Minimal attempt is made to monitor and evaluate the impact of improvement strategies.	Leadership demonstrates a belief that improvement can and will occur. While the vision, mission, goals, and strategies are clear to stakeholders, sufficient resources are not strategically allocated to effectively and quickly change the conditions that hinder or prevent improvement. Evaluation of the impact of improvement strategies may	School leadership keeps the vision, mission, goals, strategies, and required pace of change at the center of the work with a strategic school level systems to promote improved student achievement. School leadership sets clear, ambitious, and attainable performance expectations and goals, and allocates resources needed to implement strategies and reach goals. Leadership evaluates and monitors the impact of improvement strategies on organizational performance and student learning. Leadership recognizes the importance of minimizing factors	School leadership keeps the vision, mission, goals, strategies, and required pace of change at the center of the work, while intentionally changing the conditions that hinder or prevent improvement. Leadership takes advantage of changed circumstances to ignite bold reforms, celebrate quick wins, and engage multiple stakeholders in authentic ways. Leadership engages the broader school community in evaluation and monitoring of the impact of improvement strategies on organizational performance and student learning. Leadership effectively minimizes factors that

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		exist, but is either narrowly focused or not a mechanism for resource alignment.	that distract from the primary purpose of raising student achievement. Leadership communicates optimism, shares progress, and fosters a positive school culture.	distract from the primary purpose of raising student achievement. Leadership communicates optimism and inspires others to break through barriers to make the vision a reality.
3.2 Distributed Leadership	School decisions are made in isolation, without input from staff or stakeholders. Little or no opportunities exist for teacher leadership.	Shared decision making is promoted, although structures and processes to support shared decision making may be lacking. A leadership team meets regularly. Stakeholder input is sought. Teacher leadership opportunities exist.	Leadership implements structures and processes to support shared decision making, including ongoing work with a School Leadership Team. Inclusive organizational structures encourage shared mission and direction and foster mutual accountability for school goals and student learning. Leadership fosters relationships with diverse stakeholders to ensure multiple perspectives are considered in decision making. School leaders promote teacher leadership capacity within the school.	School leadership intentionally empowers staff to act as leaders of the school. School follows a defined process and structure for decision making and the leadership team meets regularly and has systems for working together to maximize student achievement. A diverse stakeholder group has a voice in decision making and ways in which student achievement at the school may be improved. A formalized process for teacher leadership is actively implemented.
3.3 Instructional Leadership	School leadership lacks an understanding of the student population and its needs. Leadership maintains a focus on managerial tasks rather than the instructional program.	The school leader is able to articulate research informed instructional strategies that align with the needs of the school as well a classroom based evidence of these strategies. School leadership monitors several key areas of academic achievement, and seeks and shares additional research to address lack of improvement.	The school leader has a vision for instruction, evidence of which is reflected in classroom instruction and the school's instructional model. School leadership monitors the instructional program in its entirety, assuring alignment between learning standards, objectives, classroom instruction, and organizational goals. The school leader is highly visible and provides regular, meaningful, clear and timely feedback aligned with teacher performance goals, designed to help teachers improve their instructional practice.	The school leader has a vision for instruction. School leadership aggressively monitors the instructional program in its entirety, assuring alignment between standards, objectives, classroom instruction, and organizational goals. The school leader is highly visible and provides regular, meaningful, clear and timely feedback aligned with teacher performance goals, designed to help teachers improve their instructional practice. The school leadership build teacher capacity related to standards, instruction, and assessment with a focus on integrating the use of research based practices.
3.4 Talent Development	The school does not offer professional learning opportunities on a regular, ongoing basis. Teacher teams either do not meet, or meetings lack clarity of roles and outcomes or do not meet frequently enough to have an impact. Support for new and struggling teachers is lacking.	The school offers regular, ongoing professional learning opportunities, however topics are selected without considering student data, teacher development needs, or the instructional model. Educators regularly engage in collaborative team processes, however the purpose of these teams may be unclear or the tools and protocols to ensure effectiveness are lacking. While support for new and struggling teachers may exist, it is not provided in a systematized way.	High-quality professional learning opportunities are provided on a regular basis and designed to promote effective implementation of the instructional model and improve overall instructional practice. A school culture of feedback and reflection is created in order to allow all to develop professionally. Educators meet during regularly scheduled, uninterrupted times to collaborate, establish team improvement goals, and use data to inform instructional plans. Leadership requires teachers to demonstrate their learned competency in a regular and assessable way. New and struggling teachers are provided with ongoing targeted support. The school celebrates the accomplishments of outstanding teachers.	High-quality, job-embedded professional learning opportunities is differentiated and informed by ongoing analysis of student performance, instructional data, educators' learning needs, and organizational goals. Direct ties to the instructional model exist. A school culture of feedback and constant reflection is created to promote ongoing adult learning. Teacher teams are viewed as a way of doing business. Leadership requires teachers to demonstrate their learned competency, and regularly evaluates the quality of professional learning opportunities. Opportunities exist for career advancement. New and struggling teachers are provided with ongoing, deep, targeted support. Ineffective classroom practice is addressed immediately and effectively.
3.5 Evaluation	School leaders do not effectively or fully implement a transparent process for supervision and	A process of supervision and evaluation is fully implemented; however, quality of feedback and support for low-performing	School leaders fully implement transparent and consistent supervision and evaluation processes to improve professional and instructional practices,	School administrators fully implement a transparent, clearly defined system of employee supervision and evaluation to improve professional and instructional practices, including the

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	evaluation of teachers. Support for struggling teachers is lacking. Teachers communicate frustration or lack of understanding of the process.	teachers is insufficient to improve teacher performance. Teachers are unclear about the evaluation process.	including the development of annual growth goals and regular and meaningful feedback to staff members. Individual professional growth plans are in place and being implemented for each educator. School leaders ensure training and mentoring is provided to low-performing teachers to improve their performance. Teachers understand the evaluation process.	development of annual growth goals and regular and meaningful feedback to staff members to improve performance related to job responsibilities and growth goals. School leaders ensure training and mentoring is provided to low-performing teachers to improve their performance. Teachers understand the evaluation process and regard it as an important factor in their professional growth.

4. OPERATIONS				
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4.1 Staff recruitment, allocation, and strategic retention	The school has little or no control or strategy related to staff recruitment, allocation, or retention.	The school follows district recruitment and hiring processes and timelines to access a pool of highly qualified candidates. Staffing assignments are based on seniority or politics.	The school has control over hiring decisions and recruits and hires teachers with commitment to and competence in the school's philosophy, design, instructional model, and priorities. The school has a recruitment and hiring process and timeline that ensures access to highly qualified candidates. School leadership implements a strategic approach to staffing assignments that matches teacher skills to student needs. The school has the authority to make the final determination about whether to strategically retain or non-renew teachers based on performance or fit.	New hires are deliberately recruited and selected to fill missing staff capacity and gaps in expertise on teaching teams. A rigorous interview process includes lesson demonstrations, assessment of expertise, philosophy, and commitment. Teachers are assigned to differentiated roles to extend the reach of highly effective teachers. Teachers who consistently under-perform on regular, rigorous, and fair evaluations are exited efficiently, while effective teachers are deliberately retained. Compensation systems are designed to attract and retain high performers. The school has control over all decisions related to staff recruitment, allocation, and strategic retention.
4.2 Organizational structures	The organizational structure lacks alignment with school priorities and does not result in effective implementation of the academic program.	The organizational structure reflects an effort to effectively implement an academic program, however lines of accountability are lacking and roles are not clearly defined.	The organizational structure is well-balanced between administration and instruction. The organizational structure supports the effective implementation of the academic program and includes well-defined roles and responsibilities, and clear lines of accountability. Decisions regarding organizational structures are made at the building level and follow a defined process and structure for decision-making.	The organizational structure reflects school improvement priorities. The organizational structure supports the effective implementation of the academic program and includes well-defined roles and responsibilities, and clear lines of accountability. Decisions regarding organizational structures are made at the building level. The school organizes roles, teams, and assignments to maximize collective expertise for student and teacher learning. Leadership fosters a collaborative culture of stakeholder voice.
4.3 Budgeting and resource authority	The school has little to no decision making authority related to budget and resource allocation.	The school has the authority to negotiate some decisions related to budget or shifted resources, however final decisions are made at the district level.	The school has control over budgetary decisions within an allotted school budget including but not limited to staffing structure, teacher compensation, technology, and curricular supplements. Leadership sets specific action plans and has the authority to shift resources to align	The school has complete fiscal autonomy within an allotted school budget including but not limited to staffing structure, teacher compensation, technology, and curricular supplements. Leadership sets specific action plans and has the authority to shift resources to align with those priorities. The

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			with those priorities. The school has a process for budget creation. The school has a process to determine effectiveness of resources allocated and non-instructional spending is minimized.	school uses a rigorous approach to measure the impact of differentiated budget decisions on student outcomes. The school has a clear process for budget creation that involves multiple stakeholders and relevant data.
4.4 Stakeholder engagement	No clear procedures or policies exist to ensure the engagement of community stakeholders to promote and support the school.	Clear procedures and policies exist to ensure the engagement of community stakeholders.	The school engages community stakeholders to promote and support the school. The school has a process to respond to parent concerns. Staff and community feedback is collected and analyzed on a regular basis. A culturally and linguistically appropriate communication strategy supports engaged communication and conversation with all stakeholders.	The school engages community stakeholders to promote and support the school. The school has a process to respond to parent concerns. Staff and community feedback is collected and analyzed on a regular basis and used for future decision making. Multiple culturally and linguistically appropriate communication strategies support engaged communication and conversation with all stakeholders.
4.5 Time allocation	There is not enough time in the school schedule to appropriately meet students' academic needs. There is a significant amount of wasted time in the school calendar and daily schedule. The schedule includes ≤ 5 hours of instruction per day, and ≤ 60 minutes of ELA time. ¹	Students would benefit from increased instructional and/or intervention time. The school calendar and daily schedule could be improved to increase time on task. The schedule includes > 5 and ≤ 5.5 hours of instruction per day, and > 60 and ≤ 90 minutes of ELA time.	The school has taken steps to increase instructional time on task through extended learning opportunities. The school calendar and daily schedule are well constructed. The schedule includes > 5.5 and ≤ 6 hours of instruction per day, and > 90 and ≤ 120 minutes of ELA time. The school designs the schedule to meet individual student and teacher needs. Passing periods and lunch are minimized to maximize instructional time. Allocation of instructional time reflects highest priority areas.	The school has multiple extended learning opportunities available to students. The school implements a thoughtful and strategic school calendar and daily schedule. The schedule includes > 6 hours of instruction per day, and > 120 minutes of ELA time. The school strategically designs the schedule to ensure adequate learning time in core subjects, extended learning time for prioritized instructional areas, additional time to support individualized instruction, and educator collaboration.
4.6 Collaborative structures	Educators lack adequate and/or recurring professional development and/or common planning time. Common planning time is currently disorganized and the time is not used effectively. As a result, staff members are unable to develop and/or share practices on a regular basis.	Most academic teams have common planning periods (less than 1 hour/week); however, the school has failed to secure vertical and horizontal planning. Collaborative planning time is used at a basic level (e.g., organization of resources or topics not directly related to classroom instruction).	All academic teams have common planning periods (1-2 hours/week) and they are seldom interrupted by non-instructional tasks. Staff members use this time to discuss instructional strategies, discuss student work, develop curricular resources, and use data to adjust instruction.	All educators have weekly common planning time for vertical and horizontal planning (more than 2 hours/week). Common planning periods are tightly protected and only interrupted by emergencies. The school has established tight protocols to ensure that common planning time is used effectively.

¹ The total amount of ELA instructional time per day at the secondary level can include reading- and/or writing-intensive coursework.

Note: The rubrics draw from the CSDE's School Quality Review and Network Walkthrough Tool, Mass Insight Education's School Readiness Assessment, CSSI Standards 1-10 Rubric with Evidence, and the DPS Leap Framework.