

SCHOOL PERFORMANCE RUBRIC – EXTERNAL REVIEW

Clear and Shared Focus

Everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.

Indicators for This Characteristic	4 Leads to Continuous Improvement and Institutionalization (meets criteria in column 3 plus)	3 Leads to Effective Implementation	2 Initial, Beginning, Developing	1 Minimal, Absent, or Ineffective
<p>Core Purpose – Student Learning</p> <p><i>Look For:</i></p> <ul style="list-style-type: none"> * <i>Clear mission, belief statements developed through a collaborative process</i> * <i>Focus on student learning</i> * <i>Guides school decision making</i> * <i>Resource allocation supports mission</i> * <i>Articulation with district mission and goals</i> 	<ul style="list-style-type: none"> * Systematic process with representative stakeholder groups established to regularly review (and modify) the school’s mission and belief statements for alignment with progress toward school improvement * The school’s mission and belief statements are pervasive throughout the school community (e.g. visible, referenced in discussions and activities, known by all). * Mission and belief statements guide school leaders, staff, students and family members in assessing and developing curriculum, activities, and programs in every area of the school. * The school’s mission drives decisions about resource allocation. School leadership secures additional resources and/or reallocates funds or resources to support programs for students, including those from underserved groups. * School and district mission/belief statements are aligned such that there is strong policy and program coherence. 	<ul style="list-style-type: none"> * A collaborative process is established that involves teachers and administrators in defining the school’s mission, belief statements, and goals. * The school’s mission and belief statements focus specifically on student learning, including raising the bar for all students and closing achievement gaps. The action components of the school improvement plan address the mission directly and specifically. * Most [at least 60%] staff members are aware of the school’s mission and belief statements and make decisions guided by them. * Allocation of resources (fiscal, human, physical, time) is consistent with the mission and strategic priorities of the school and focused on student learning. * The school’s mission/belief statements support programs and practices that directly align with and advance the district’s mission. 	<ul style="list-style-type: none"> * School leadership receives input from some school staff members to develop the school’s mission and belief statements. The process is not necessarily collaborative. * The school’s mission and belief statements mention student learning, raising the bar for all students, and closing achievement gaps but the focus is general and there is no specific action plan or goals to achieve the mission. * Some staff members are aware of the school’s mission and belief statements, but the statements do not generally guide decision-making. * Allocation of some resources supports the mission and strategic priorities of the school but student learning is not an intentional focus. The connection between resource allocation and the mission is not made explicit. * The school’s mission/belief statements are not in conflict with the district’s mission but do not advance the overall goals of the district. 	<ul style="list-style-type: none"> * The school does not have mission or belief statements or they are out of date and have not been revised. * The school’s mission and belief statements do not focus on student learning, raising the bar for all students, or closing achievement gaps. * Staff members are generally not aware of the school’s mission and belief statements, and the statements do not guide decision-making. * Allocation of resources (fiscal, human, physical, time) is not aligned with the mission or belief statements and/or is not focused on student learning. * The school’s mission/belief statements are not aligned with the district mission or plan of improvement. The school’s mission does not support and may conflict with district’s mission.

High Standards and Expectations for All Students

Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. All students are offered an ambitious and rigorous course of study.

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Academic Focus Look for: * <i>State standards known</i> * <i>Course access</i> * <i>Staff expectations for students</i>	* School leaders conduct focused training sessions to ensure that staff has a good working knowledge of state and local standards and how they can be applied in the classroom. School leaders also keep staff up-to-date on changes. * School structures and practices are in place to ensure that all students, including students from underserved subgroups, are prepared for and encouraged to take advanced, upper level, or gateway courses. * The school implements policies and structures (e.g. phasing out courses that do not meet standard, increasing access to advanced level courses, increasing academic support and guidance for struggling students, offering options beyond the traditional classroom) that challenge all students to meet the high expectations the school has for them.	* Staff members are knowledgeable about EALRs, GLEs and other documents related to state and local standards and use them to develop lessons and guide assessments. * All students have access to all advanced courses offered by the school. School counselors and teachers encourage all students to enroll in the highest-level course possible. All students have access to additional support if needed. * Teachers and school staff intentionally work to ensure that academic expectations and challenges are high for all students, with no difference in expectations or support for students from various subgroups.	* Staff members have access to documents related to state and local standards, but most are not knowledgeable about the standards and/or do not use them to develop lessons and guide assessments. * Students may enroll in advanced, upper level, or gateway courses with recommendations from a teacher, counselor, or by parent request but this process is not made clear to all students and parents. * Teachers and school staff set high expectations, and provide challenges, structure, and support for some students, but students from some subgroups may be differentially affected.	* Staff members do not have access to EALRs or GLEs and/or are not knowledgeable about state and local standards. * Students from underserved subgroups rarely enroll in advanced, upper level, or gateway courses. They are not proportionally represented in advanced classes. * Teachers and school staff do not generally set high academic expectations for students, especially those from traditionally under-served subgroups.
Rigorous Teaching and Learning Look for: * <i>Common academic core</i> * <i>Authentic curriculum</i> * <i>Authentic pedagogy</i> * <i>Use of data for differentiation</i>	* School leaders and staff collaborate to identify a high-quality, research-based academic core that is standard for all students. * The curriculum presents questions, issues, or problems that clearly resemble ones students have encountered or are likely to encounter in their lives. The curriculum asks students to make connections beyond the classroom.	* All students are required to complete a challenging academic core (e.g., advanced level work in ES, advanced level courses in more than one subject and/or college preparatory work in MS and HS). * The dominant expectation in the curriculum is for students to interpret, analyze, synthesize or	* Some [10-40%] students are required to complete a challenging academic core but not all students are held to this same standard. * There is some expectation in the curriculum that students will interpret, analyze, synthesize or evaluate information but this is not a regular occurrence in the lessons or materials.	* Students are not required to complete a challenging academic core. * There is very little/no expectation in the curriculum that students will interpret, analyze, synthesize or evaluate information. The dominant expectation is that students will reproduce, recognize and recall information gained by reading, listening, observing. * Classroom instruction is focused on

	<ul style="list-style-type: none">* School staff work collaboratively to expand their pedagogical knowledge and skills and to better understand each individual student. Teachers hold each other accountable for continually reflecting on and improving their practice.* Teachers use a wide variety of student data to inform their teaching and to differentiate for individual students. Data is used in conversations with students to encourage them to try new skills and expand their thinking abilities.	<p>evaluate information. These kinds of activities occur regularly throughout the lesson/unit/year.</p> <ul style="list-style-type: none">* Most [at least 60%] classroom instruction includes several elements of authentic pedagogy (e.g., active participation, collaboration, reflection, disciplined inquiry, construction of knowledge).* Data on student achievement, discipline, course placement, and attendance are disaggregated by subgroup indicators and are used by teachers to identify areas for improvement in teaching and learning. Intentional strategies are developed.	<ul style="list-style-type: none">* Classroom instruction includes some elements of authentic pedagogy (e.g. active participation, collaboration, reflection, disciplined inquiry, construction of knowledge) but this is not standard across lessons or classrooms.* Data on student achievement, discipline, course placement, and attendance are disaggregated by subgroup indicators and are reviewed by school leaders and teachers but no specific and intentional strategies are developed based on this data.	<p>student behavior, compliance with classroom and school rules, and completion of tasks. Instruction is almost entirely teacher-centered and student input/response is minimal or absent.</p> <ul style="list-style-type: none">* Data on student achievement, discipline, course placement, and attendance are not disaggregated by ethnicity, poverty level, or other subgroup indicators, and/or are not reviewed regularly.
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REVIEWER NOTES (EVIDENCE FOR SCORE):

Effective School Leadership

Effective instructional and administrative school leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders have different styles and roles. Teachers and other staff, including those in the district office, often have a leadership role.

Indicators for This Characteristic	4 Leads to Continuous Improvement and Institutionalization (meets criteria in column 3 plus)	3 Leads to Effective Implementation	2 Initial, Beginning, Developing	1 Minimal, Absent, or Ineffective
Attributes of Effective School Leadership Look for: * <i>Monitoring programs and instruction</i> * <i>Recruitment practices</i> * <i>Professional knowledge</i> * <i>Recognition</i> * <i>Trust building</i>	* School leaders participate in a administrative network with leaders from other schools to align individual school improvement goals and practices with the district mission and goals. * The district makes a commitment to recruiting and retaining a diverse staff of highly qualified teachers using practices proven to build such a s staff (e.g. provide additional financial incentives to retain highly qualified, diverse teachers who are National Board certified or are seeking such certification). * Staff members actively collaborate with school leaders to identify and implement research-based strategies to improve student learning. * Formal recognition and celebration of accomplishments are thoroughly assimilated into the practice of the school and provide impetus for school improvement. * Most school leaders and staff model risk-taking and frequently try new approaches to teaching and learning. This attitudes spreads throughout the school and permeates the school culture.	* School leaders collaborate with staff to monitor and consistently modify the instructional programs, organizational practices and physical facilities to align with continuous school improvement goals. * School leaders intentionally recruit and retain a diverse staff of highly qualified personnel certified to teach in their assigned areas and/or grade levels. * School leaders intentionally remain current in research and expect school staff to do the same. Leaders regularly engage staff members in conversations focused on applying research-based ideas and practices in the school and classroom. * School leaders regularly provide school improvement reports to school staff and community. Accomplishments are formally recognized and celebrated. * School leaders demonstrate trust and support innovation and risk-taking in service of student learning and supporting staff as they implement and/or reflect on their innovations to improve learning.	* School leaders monitor the instructional programs, organizational practices and physical facilities of the school, but do not regularly make modifications to align with continuous school improvement goals. * School leaders recruit personnel certified to teach in their assigned areas and/or grade levels, but recruitment is not intentionally focused on hiring and retaining a diverse and highly qualified professional staff. * School leaders make some effort to remain current with research and occasionally engage staff members in discussions about its application to school practice and policy. The discussions occasionally result in concrete strategies or changes in the status quo. * School leaders sometimes provide school improvement reports to school staff and community. Accomplishments may be noted on an informal or inconsistent basis. * Some staff members feel comfortable experimenting and taking risks, but most do not.	* School leaders rarely monitor the instructional programs, organizational practices and physical facilities of the school. * School leaders do not recruit diverse, highly qualified personnel who are certified to teach in their assigned areas or grade levels. * School leaders do not exhibit current knowledge of research and do not generally engage staff members in discussions about its application to school practice and policy. * School leaders do not provide school improvement reports to school staff or community. * The atmosphere in the school is not generally open to innovation or risk-taking.

<p>Capacity Building</p> <p><i>Look for:</i></p> <ul style="list-style-type: none"> * <i>High expectations</i> * <i>Adult learning</i> * <i>Feedback and evaluation</i> * <i>Cultural competence</i> 	<ul style="list-style-type: none"> * School leaders develop policies and procedures for staff performance aligned with performance and professional standards. School staff clearly understands what is expected of them and the criteria by which their performance will be evaluated. * School staff integrate new professional practices into their work and become mutually accountable (e.g. make group commitments, public commitments to try something new) to their peers, leaders, and students for continually improving their practice. * In addition to evaluation and feedback, school leaders provide opportunities for staff members to deepen knowledge and strengthen teaching and learning through a variety of activities (e.g. sharing ideas, research, instructional strategies and learning experiences). * School leaders design and implement a process to maintain ongoing cultural awareness and competence training for the entire staff. Community members are encouraged to participate. 	<ul style="list-style-type: none"> * School leaders set high expectations for adult performance within the school, and communicate these expectations regularly and in a variety of ways. Performance and professional standards are intentionally used as benchmarks for evaluation. * School staff engages in formal, ongoing, and regularly scheduled collective professional learning opportunities (e.g. Critical Friends groups, peer observations). Colleagues are invited to observe others in practice and offer constructive feedback. * School leaders are highly visible and conduct frequent informal and formal classroom observations. Teachers are provided with follow-up and support (e.g., professional development, fiscal resources, materials) to ensure that the evaluation process results in improved instructional practice and higher student achievement. * School leaders and most staff have received training in strategies to address cultural issues. School leadership makes intentional efforts to ensure strategies are applied across the school. 	<ul style="list-style-type: none"> * School leaders sometimes articulate high expectations for adult performance, occasionally referring to performance or professional standards in conversations with staff. School leaders inconsistently apply these standards when monitoring staff performance. * School staff engages in conversations about student issues, curricular focus, and classroom practice, which serve as informal learning opportunities. Changes in practice are typically made individually. * School leaders conduct classroom observations when necessary for formal teacher evaluations. The evaluation process provides some feedback but does not necessarily result in improvement of instructional practice and higher student achievement. * School leaders and some staff members have received training in strategies to address cultural issues. Application of strategies is limited to school leaders and/or is inconsistent. 	<ul style="list-style-type: none"> * School leaders do not generally exhibit high expectations for adult performance and/or there is infrequent reference to performance or professional standards in conversations with staff. * School staff does their work primarily in isolation. They infrequently share ideas or work and/or they do not seem to trust each other. * School leaders are not highly visible and conduct minimal classroom observations. Teachers are not generally provided with support that leads to the improvement of instructional practice. * School leaders and staff members have received little/no training in strategies to address cultural issues that may arise in the school and classroom. There is no evidence of leadership in cultural competency.
<p>Distributed Leadership</p> <p><i>Look for:</i></p> <ul style="list-style-type: none"> * <i>Decision-making process</i> * <i>Leader selection</i> * <i>Student participation in decision-</i> 	<ul style="list-style-type: none"> * All stakeholders periodically review and modify the decision-making process as necessary to ensure the process is clearly defined, collaborative, and supports the mission and goals of the school. * School leaders and staff collaboratively develop policies and procedures that outline the process for selecting 	<ul style="list-style-type: none"> * The decision-making process is collaboratively designed, states what decisions will be made by whom and involves staff, and parents in the process. * A collaborative decision-making process is used to select individuals for school leadership 	<ul style="list-style-type: none"> * There is some evidence of a formal decision-making process, but it has not been collaboratively designed or is not clearly defined or communicated. * The principal, with some input from school staff, assigns school leadership roles. The criteria for 	<ul style="list-style-type: none"> * There is no evidence of a clearly defined and communicated decision-making process. * The principal selects individuals for school leadership roles. The criteria for these decisions is not clearly defined or communicated. * Students have little or no input on their

<i>making</i> * <i>Participation of underserved populations/ELL</i>	<p>individuals for school leadership roles and communicate these to the entire school community.</p> <ul style="list-style-type: none">* Students representing different subgroups have a regular, ongoing, and substantive role in decision-making at the school. This role is written into school policies and procedures.* Families of ELL students and other underserved populations are represented proportionately on committees and in leadership roles throughout the school.	<p>roles in the building. The criteria for these decisions is clearly defined and communicated to all staff.</p> <ul style="list-style-type: none">* Students representing different subgroups are intentionally involved and included in decisions regarding their learning and the school improvement plan.* Family members of ELL students and other underserved populations participate actively on standing committees in the school.	<p>these decisions may not be clearly defined or communicated.</p> <ul style="list-style-type: none">* Student input regarding their learning is sought sporadically but not necessarily considered when decisions are made.* Family members of ELL students or other underserved populations have opportunities to participate on committees or in leadership roles within the school.	<p>learning or on school improvement issues.</p> <ul style="list-style-type: none">* There is little/no participation by family members of ELL students or other underserved populations on committees or in leadership roles within the school.
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REVIEWER NOTES (EVIDENCE FOR SCORE):

High Levels of Collaboration and Communication

There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.

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Collaboration Look for: * <i>Supportive climate</i> * <i>Opportunities to learn together</i> * <i>Sharing practice and student work</i>	* School leadership builds on this climate of support and respect to challenge school staff to make deeper changes in their own practice and broader connections to students and the school community that support increased student achievement for all students. Additional resources are sought to support this. * School leadership and all staff (including non-teaching staff) collaborate to develop schedules that facilitate regular and ongoing staff teaming without significant interference in student learning time. * Staff members engage in formal, structured and regularly scheduled professional learning opportunities that include trying new lessons and skills, peer observation, and sharing student and teacher work. Staff members feel accountable to each other for making changes in their practice.	* There is a climate of support and respect for staff members' work and school leaders provide opportunities for a continuous cycle of innovation, feedback and redesign. Resources (time, space, people, money, materials) are committed to support this. * Significant opportunities are created for staff (including all non-teaching staff) to learn together through study groups, teams, and committees using time for this work within the school day when possible. * Staff members use common team planning time to share student work and invite their colleagues into their classrooms to offer feedback and peer observation.	* School leadership sometimes demonstrates support for staff members' work and innovation is supported when it occurs but is not sought out. Resources are sometimes used to support teacher collaboration and team planning to meet student learning needs. * Some opportunities are provided for staff teams, study groups, and committees to meet together. Non-teaching staff is sometimes included. * Staff members use common team planning time to share student work, but they do not open up their practice to colleagues for feedback or peer observation.	* There is limited evidence of a climate of support or respect for staff members' work, and/or innovation is discouraged. Resources are not used to support teacher collaboration and team planning. * Little or no opportunities are provided for staff teams, study groups, or committees to meet. * Staff members rarely use common team planning time to share student work and most work in isolation, not opening up their practice to colleagues.
Communication Look for: * <i>Communications plan</i> * <i>Variety of interactive communication methods</i> * <i>Accessible student information</i> * <i>Translation services</i>	* Representatives of all stakeholder role groups from the school community collaborate to develop, evaluate and continuously improve the school's systematic communications plan. * The school collaborates with the district and outside funders to seek technological resources to ensure that the school, students, and families have access to state-of-the-art, interactive,	* The school, with input from stakeholders, develops, publishes, and implements a systematic communications plan that guides written, face-to-face, and electronic communication with the school community. * School staff members use a variety of technological resources (e.g., voice mail, web	* The school has developed a communications plan, but it is not publicized and/or is partially implemented. * School staff uses some technology in addition to phone calls and letters to communicate with the school community but they have no idea whether families have the ability to receive technological	* The school does not have a systematic communications plan. * The school does not use multiple methods to communicate with the school community. Communication is primarily through phone calls and/or letters sent home. * Individual student information is not organized and secure, and/, or is not readily accessible to teachers the

	<p>communication capabilities in support of increased student achievement.</p> <ul style="list-style-type: none">* School leadership and staff research and implement interactive technology that increases two-way communication between school staff, students, and parents that is timely, regular, and clear.* School leadership and staff members frequently confer with representative, non-English speaking parents to help determine the effectiveness of interpretation and translation services and make modifications where needed.	<p>page, email, cable access channels) and communication strategies to provide interactive communication with the school community.</p> <ul style="list-style-type: none">* Individual student information is organized and secure, and is readily accessible to teachers, the student, and parents.* Interpretation services are readily available and a wide variety of documents, including progress reports, are provided in all of the parents’ first languages.	<p>communications (email, internet).</p> <ul style="list-style-type: none">* Individual student information is organized and secure, but may not be readily accessible to teachers, the student, and parents.* Some interpretation and translation services are available but not for all of the languages represented in the school. Not all school documents are translated.	<p>student, and parents.</p> <ul style="list-style-type: none">* Interpretation and translation services are not available or readily accessible. No school documents are translated into other languages.
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REVIEWER NOTES (EVIDENCE FOR SCORE):

Curriculum, Instruction, and Assessments Aligned with State Standards

The planned and actual curriculums are aligned with the Essential Academic Learning Requirements and Grade Level Expectations (EALRs and GLEs). Research-based teaching strategies and materials are used. Staff understands the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.

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Curriculum Look for: <ul style="list-style-type: none"> * <i>Aligned comprehensive program</i> * <i>Horizontal and vertical articulation</i> * <i>Essential components</i> * <i>Accommodates learning needs of all students</i> 	<ul style="list-style-type: none"> * The curriculum standards and expectations in all content areas are communicated to all stakeholders and used to determine acquisition of materials and programs. * School leaders initiate discussion with feeder/receiver schools to ensure vertical articulation between schools and grade levels. * School staff works collaboratively to link key curriculum concepts across subject areas. * The curriculum provides proactive interventions to accelerate the learning needs of all students (including underserved populations). 	<ul style="list-style-type: none"> * The implemented curriculum is aligned with the EALRs and GLEs. * There is horizontal articulation across grade levels and vertical articulation between grades maintained by ongoing, regular discussions and curriculum mapping among all teachers. * The implemented curriculum explains and develops key concepts, theories, and content in the subject area in depth, offering opportunities to explore and test these ideas. * The curriculum accommodates the learning needs of all students (including underserved populations) while maintaining expectations for high academic performance. 	<ul style="list-style-type: none"> * Some effort has been made to align the implemented curriculum to the Washington State standards, but scope and sequence is determined primarily by textbooks. * There is some horizontal but very little/no vertical articulation of the curriculum and the effort is sporadic or is not sustained. * The implemented curriculum includes some of the key concepts, theories, and content in the subject area but does not develop these concepts in depth. * The curriculum accommodates the learning needs of only some students and/or does not maintain expectations for high academic performance. 	<ul style="list-style-type: none"> * The implemented curriculum is based on resources (e.g., textbooks) and is not necessarily aligned with Washington State standards (EALRs and GLEs). * There is no vertical and/or horizontal articulation of the curriculum. * The implemented curriculum is missing many of the key concepts, theories, and content in the subject area. * The curriculum does not accommodate the learning needs of all students and does not necessarily reflect high expectations for academic performance.
Instruction Look for: <ul style="list-style-type: none"> * <i>Teaching framework</i> * <i>Instruction incorporates principles of learning</i> * <i>Agreement about powerful learning and teaching (common language and practice)</i> * <i>Attention to learning styles</i> 	<ul style="list-style-type: none"> * Staff members collaborate to refine the instructional framework and develop lessons that are relevant for their students, classroom, and school. * Staff development and faculty meetings build on principles of learning including: constructing knowledge, active engagement, meaningful content, collaboration and social interaction and reflection/self-assessment. * School leadership, staff and parents have worked collaboratively to reach 	<ul style="list-style-type: none"> * Most teachers [at least 60%] use the GLEs, and a specific instructional framework to plan instruction. * Instruction in most classrooms [at least 60%] builds on principles of learning including: constructing knowledge, active engagement, meaningful content, collaboration and social interaction and self-assessment. * School leadership and staff 	<ul style="list-style-type: none"> * Some teachers use GLEs, and some appropriate teaching frameworks, but use is inconsistent. * Instruction in some classrooms is built upon the principles of learning including: constructing knowledge, active engagement, meaningful content, collaboration and social interaction and self-assessment. * School leadership and staff discuss powerful learning and teaching. There is growing awareness and 	<ul style="list-style-type: none"> * Teachers are not aware of and/or do not use instructional frameworks to guide teaching. * There is little evidence that classroom instruction is built upon the principles of learning including: constructing knowledge, active engagement, meaningful content, collaboration and social interaction and self-assessment. * There is minimal/no discussion of powerful learning and teaching. Staff and school leadership do not agree on

<p>* <i>Specific training for ELL</i></p>	<p>agreement about powerful learning and teaching and how such practices can be supported inside and outside of the school.</p> <ul style="list-style-type: none"> * Classroom instruction is monitored to determine its effectiveness for diverse learners and modified as necessary to ensure that all students learning styles are continually being addressed. * Staff members collaborate with parents and others to develop practices and strategies that enhance the ability of English language Learners (ELL) to succeed in school. 	<p>demonstrate agreement about powerful learning and teaching. Staff and school leaders use common language to talk about teaching and learning, plan lessons in common, and regularly reflect on lessons already taught.</p> <ul style="list-style-type: none"> * Classroom instruction routinely uses differentiated instruction to accommodate diverse learners, various learning styles, multiple intelligences, and brain research. * Teachers are provided opportunities to learn and apply a framework for systematic implementation of practices known to be effective for ELL students (e.g., inclusion, sheltered instruction, and English as a Second Language (ESL) education). 	<p>understanding about the importance of improving teaching across the school [20-40% of teachers are talking about this].</p> <ul style="list-style-type: none"> * Classroom instruction sometimes accommodates various learning styles, multiple intelligences, and brain research. * Some teachers demonstrate implementation of practices known to be effective for ELL students (e.g., inclusion, sheltered instruction, and bilingual/ESL education). 	<p>what strategies will fulfill their mission.</p> <ul style="list-style-type: none"> * There is little evidence that classroom instruction accommodates various learning styles, multiple intelligences, and brain research. * Teachers generally do not implement practices known to be effective for ELL students (e.g., inclusion, sheltered instruction, and bilingual/ESL education).
<p>Assessment</p> <p>Look for:</p> <ul style="list-style-type: none"> * <i>Assessments aligned and integrated</i> * <i>Standards clearly defined and shared with students</i> * <i>Used to modify instruction</i> 	<ul style="list-style-type: none"> * Teachers collaborate to develop a continuum of assessment methods that collect evidence about student learning over time. * Teachers collaborate with students and other teachers to develop clearly defined assessment methods that can be used as a common assessment across classrooms or grade levels. * Teachers collaborate across grade levels to analyze student work to inform and revise instruction, curriculum, and program assessment to enhance student achievement. 	<ul style="list-style-type: none"> * Assessments are integrated with instruction: they are aligned with the EALRs and GLEs and inform students, teachers, and parents of student progress toward grade level expectations. * Teachers use performance standards and performance level descriptions to develop clearly defined assessment methods. Students clearly understand the methods used to assess their performance. * Most teachers [at least 60%] analyze student work to inform and revise instruction, curriculum, and program assessment. 	<ul style="list-style-type: none"> * Assessments are somewhat aligned with the EALRs and GLEs but they are not used to communicate student progress. * Assessment methods are developed and used but not clearly defined and are not necessarily based on performance standards and performance level descriptions. Students are not clear about the methods used to assess their performance. * Some teachers [10-40%] analyze student work to revise instruction, curriculum, and program assessment. 	<ul style="list-style-type: none"> * Assessments are not aligned with the EALRs and GLEs. They are rarely integrated with instruction. * Performance standards and performance level descriptions are not used to develop assessments. * Teachers do not analyze student work to revise instruction, curriculum, and/or program assessment.

REVIEWER NOTES (EVIDENCE FOR SCORE):

Frequent Monitoring of Learning and Teaching

A steady cycle of different assessments identify students who need help. More support and instructional time are provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.

Indicators for This Characteristic	4 Leads to Continuous Improvement and Institutionalization (meets criteria in column 3 plus)	3 Leads to Effective Implementation	2 Initial, Beginning, Developing	1 Minimal, Absent, or Ineffective
Supporting Students in Need Look for: <ul style="list-style-type: none"> * <i>Data analysis to identify underperforming students</i> * <i>Support programs and services</i> * <i>Structures to provide extra help for low performing students</i> * <i>Individual academic plans for each low performing student</i> * <i>Individual academic and linguistic plans for ELL students</i> 	<ul style="list-style-type: none"> * School profile data are regularly disseminated to all staff members who work collaboratively to apply the implications of the data to instructional and administrative decision-making. * Staff members participate in ongoing dialogue with community agencies and institutions of higher education to form a collaborative network of services supporting students' learning needs. * The school works collaboratively with district staff, outside agencies, and parents to design and implement systems that support and encourage all students (especially those from underserved populations) to enroll and succeed in advanced, upper level, or college-preparatory courses. * The school tracks each of the students who did not meet standard through graduation. Student performance is monitored to ensure it is aligned with the individual <i>Academic Learning Plan</i> and that the <i>Plans</i> are aligned with high expectations and state standards for student performance. * For each ELL student, the school works with parents to ensure that they clearly understand their student's Linguistic and Academic plans, the goals for learning, and what is expected of their child. Parents and school work together to support student success with these plans. 	<ul style="list-style-type: none"> * School profile data are collected regularly and are disaggregated and analyzed by appropriate subgroups (e.g., gender, race/ethnic groups, and economic level) to identify students with unmet special learning needs. Data is disseminated to school leaders and teachers and is used to develop specific strategies and interventions to meet student needs. * Support programs and services (e.g., Title I, LAP, ELL, and after-school programs) are evaluated, modified and/or expanded to meet the needs of participating students. * Structures are in place to support all students (particularly those from underserved populations) who are not prepared to succeed in advanced, upper level, or college-preparatory courses (e.g., extended learning times, summer "bridge" programs and double-dose classes in literacy and mathematics). Students are provided with targeted interventions matched to their needs. 	<ul style="list-style-type: none"> * School profile data are collected, but the data are not always disaggregated and analyzed by appropriate subgroups or to identify students that have special learning needs. Successful strategies are not developed and data are used primarily only at the district or building administrative level. * Support programs are evaluated, but seldom modified or expanded to meet the needs of students. * The school implements structures to support students who are not prepared to succeed in advanced, upper level or college-preparatory courses, but they are not effectively implemented and/or do not support all struggling students (particularly those from underserved populations). * Some students who did not meet standard have individual <i>Academic Learning Plans</i>, but they are of the minimal, template variety. * For each ELL student, the school has a Linguistic Plan or an Academic Plan, but not necessarily both. Students are not entirely clear what either of these plans are and how they are used. 	<ul style="list-style-type: none"> * There is no systematic assessment system in place to identify students in need of support. School profile data are not comprehensive enough to identify current concerns and/or it is not collected regularly. * Support programs are neither evaluated nor modified to meet the needs of students. * The school does not have intentional support, outside of special education, for students who are not prepared to succeed in advanced, upper level, or college-preparatory courses. * Students do not have appropriate individual <i>Academic Learning Plans</i>. * ELL students in the school do not have a Linguistic Plan or an Academic Plan.

		<ul style="list-style-type: none">* Each student who did not meet standard has a collaboratively developed individual <i>Academic Learning Plan</i> to accelerate mastery of academic content knowledge and skills.* For each ELL student, the school has both a Linguistic Plan and an Academic Plan to accelerate his/her mastery of both English and academic content knowledge and skills. Students clearly understand their plans, their goals for learning, and what is expected of them.		
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REVIEWER NOTES (EVIDENCE FOR SCORE):

Focused Professional Development

A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.

Indicators for This Characteristic	4 Leads to Continuous Improvement and Institutionalization (meets criteria in column 3 plus)	3 Leads to Effective Implementation	2 Initial, Beginning, Developing	1 Minimal, Absent, or Ineffective
Planning and Implementation <i>Look for:</i> <ul style="list-style-type: none"> * <i>Staff needs assessed</i> * <i>Long-term planning</i> * <i>Research-based, using principles of adult learning</i> 	<ul style="list-style-type: none"> * The formal process for identifying professional development needs specifically evaluates and addresses student learning needs. * Long-term professional development planning by the school moves the school toward its improvement goals and mission. * Professional development is designed and implemented collaboratively by school administrators and teachers based on research and school-based data. Professional learning communities are present and actively involved in decision-making about professional development. 	<ul style="list-style-type: none"> * The school has developed and implemented a formal process (e.g. survey) to assess and identify professional development needs for all staff members. * The school does long-term planning for continuous support of professional growth needs. Professional development is viewed as a change process that occurs over time. * Professional development is research-based, utilizes principles of adult learning (interactive, job-embedded, collegial, ongoing follow-up and support), and is aligned with academic expectations and student learning goals. 	<ul style="list-style-type: none"> * The school has identified professional development needs for staff members, but there is no formal process to do so. * Professional development planning is done on an annual basis. Professional development is not viewed as a change process that occurs over time. * Professional development offerings promote interaction and collaboration but do not address student learning goals. Offerings are often one-time workshops or seminars with little follow-up or coaching. 	<ul style="list-style-type: none"> * The school has not assessed and identified professional development needs of the staff. * The school does little or no long-term planning for professional development. * Professional development offerings are generally random and are not connected to student learning goals.
Curriculum, instruction, and assessment <i>Look for:</i> <ul style="list-style-type: none"> * <i>EALRs and GLEs</i> * <i>Instructional materials</i> * <i>Assessments / Use of data</i> * <i>Training for cultural competency, harassment and bullying</i> * <i>Highly qualified assistance</i> 	<ul style="list-style-type: none"> * School staff regularly use the EALRs, GLEs and other curriculum-related materials and data resources in their lesson planning and train new teachers in the access and use of these documents * When instructional materials are purchased, including reading and mathematics, resources are automatically allocated to provide professional development in their use. * Staff members receive regular and ongoing training on interpreting student performance data in the context of state 	<ul style="list-style-type: none"> * School leadership ensures that staff members have access to and are trained in the use of the EALRs, the GLEs, and other curriculum-related materials and data resources. * Staff members usually receive professional development in the use of instructional materials and classroom-based assessments, including reading and mathematics. * Staff members receive regular 	<ul style="list-style-type: none"> * School leadership has provided staff members with access to the EALRs and GLEs, and other curriculum documents, but has provided limited training on ways to use the documents. * Staff members sometimes receive professional development in the use of instructional materials and classroom-based assessments, including reading and mathematics. * Staff members receive some training on interpreting student 	<ul style="list-style-type: none"> * School leadership does not provide staff members with access to Washington State curriculum documents. * Staff members rarely receive professional development in the use of instructional materials and/or classroom-based assessments. * Staff members rarely receive training on interpreting student performance data. * Teachers and/or instructional assistants do not receive professional

	<p>and district-wide assessments to determine individual student learning needs.</p> <ul style="list-style-type: none">* Staff members and community members establish a collegial support/coaching network and feedback loop to ensure that respect for cultural differences (cultural competency), understanding of issues of poverty and anti-harassment and bullying are embedded into classroom instruction.* The district maintains a professional development office or utilizes outside contractors to provide extensive research, guidance, assistance and resources for school-based professional development.	<p>and ongoing training and support on interpreting student performance data to determine individual student learning needs.</p> <ul style="list-style-type: none">* Teachers and instructional assistants regularly receive professional development in cultural competency, issues of poverty, and anti-harassment/bullying.* The district provides qualified personnel or outside contractors to help guide school-level professional development, to conduct research, and to support building initiatives.	<p>performance data to determine individual student learning needs.</p> <ul style="list-style-type: none">* Teachers and/or instructional assistants sporadically receive professional development in cultural competency, issues of poverty and anti-harassment/bullying.* The district provides some assistance with school-based professional development initiatives, but the level of expertise is minimal.	<p>development in cultural competency, issues of poverty or anti-harassment/bullying.</p> <ul style="list-style-type: none">* The district provides very limited support and assistance for school-based professional development.
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REVIEWER NOTES (EVIDENCE FOR SCORE):

Supportive Learning Environment

The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

Indicators for This Characteristic	4 Leads to Continuous Improvement and Institutionalization (meets criteria in column 3 plus)	3 Leads to Effective Implementation	2 Initial, Beginning, Developing	1 Minimal, Absent, or Ineffective
Safe and orderly environment Look for: * <i>Physical environment</i> * <i>Discipline procedures</i> * <i>Behavior expectations</i>	* Community members (e.g., architects, facility experts, emergency support personnel) provide proactive assistance, guidance and support to schools to ensure a safe, clean, healthy, and orderly learning environment. * School leadership regularly evaluates the policies and modifies them as necessary. School leadership collaborates with students, families and the school community to ensure that these policies are equitable, reasonable, and enforced. * Behavior and attendance expectations are reviewed annually by stakeholders, and modified as necessary, to ensure that they are reasonable and fair, and that they are applied consistently. A school-wide plan is developed to ensure that students are well-informed of hallway and playground behavior expectations.	* The physical structures and condition of the school provide all students and staff members with a safe, clean, healthy, orderly learning environment. * School leadership develops and fully implements school-wide classroom management and discipline policies and procedures to provide a safe, orderly and equitable learning environment. * Behavior and attendance expectations are reasonable; application of rules is consistent and fair. Hallway and playground behavioral expectations are posted prominently in halls, classrooms and lunchrooms.	* The physical structures of the school generally provide all students and staff members with a safe, clean, healthy, and orderly learning environment. Some areas of the physical structure need improvements. * School leadership develops a school-wide classroom management and discipline policy to provide a safe, orderly and equitable learning environment, but either the policy is inadequate or it is not implemented fully. * Behavior and attendance expectations are reasonable, but the application of rules is not always consistent or fair. Hallway and playground behavioral expectations are posted in some locations.	* The physical structures of the school do not provide all students and staff members with a safe, clean, healthy, and orderly learning environment. Significant improvements are needed. * There is no classroom management and discipline policy in the school or it is inadequate and/or randomly implemented. * Behavior and/or attendance expectations are not reasonable and the application of rules is not consistent or fair. Hallway and playground behavioral expectations are not adequately posted.
Building relationships Look for: * <i>Adults know students well</i> * <i>Attitude of respect and caring</i> * <i>Feedback system</i>	* Ongoing relationships between adults at the school and students and their families are nurtured and leveraged to support increased student achievement and the school improvement plan. * School community members collaborate establish structures, policies and practices in the school that support a pervasive culture of mutual caring and respect. * School leaders receive ongoing formal and informal feedback from teachers, parents and students. Feedback is	* Most adults in the school establish meaningful relationships with students, using these relationships to tailor instruction for individual students and challenging students to move beyond their academic comfort zones. * Most interactions [at least 60%] among school community members model caring and respectful attitudes and behavior.	* Some adults in the school establish meaningful relationships with students but do not use these relationships to tailor instruction for individual students or challenge students to move beyond their academic comfort zones. * School community interactions demonstrate some respect but this is not a pervasive attitude across the school. * There is a system which some staff members, parents and students use	* Adults in the school do not establish meaningful relationships with students or their families. * Interactions within the school community do not demonstrate mutual respect. * There is no system for open and honest feedback and/or many staff members, parents or students feel uncomfortable or unsafe in giving feedback.

	considered and used to make modifications in policies and practices that support student achievement.	* There is a system for school leaders to receive open and honest feedback from teachers, parents and students. The system is widely known and publicized. Teachers, parents and students feel comfortable and safe in giving feedback.	to give input and feedback, but not all people know what the system is and/or don't feel comfortable or safe in using it.	
Personalized learning for all students Look for: * <i>Personalized environment</i> * <i>Support for rigorous course work</i> * <i>Positive reinforcement</i> * <i>Attention to transitions</i> * <i>Study skills taught</i>	* The school culture is built around a pervasive concept of student personalization, including systems that personalize the educational setting and allow each student to be personally monitored and supported. Staff also engages students' parents in school processes. * Guidance practices are intentionally designed to assist students and their families with planning for post-secondary study through assistance with college applications, internships, apprenticeships, job placement services, etc. * School and district leadership provide opportunities for the accomplishments of all students to be recognized at local, state and national levels. * School staff has worked closely with feeder schools, students and parents to develop a transition program (Es to MS or MS to HS) that provides extensive support and monitoring. * A school-wide structure exists to ensure that all students are taught to apply these skills in school and at home or in the workplace.	* School structures include student groupings and teacher assignments that personalize the educational setting (e.g., small schools, academies, advisory groups, interdisciplinary clusters), and allow each and every student to be personally monitored and supported. * Each student is guided and encouraged to select, and provided with support to succeed in, rigorous and challenging coursework. * School staff members regularly and equitably recognize and celebrate, formally and informally, student academic accomplishments. * The school has implemented a transition program, including structures to provide increased support (e.g., smaller classes, increased monitoring) for students. * Most students [at least 60%] are intentionally taught goal setting, study skills, time management, and other strategies for success in school.	* School structures that personalize the education setting exist, but only for some students. [10-40%] * Students receive some guidance and academic support to succeed in rigorous and challenging classes. * School staff members formally or informally recognize some students for academic success, but this recognition may be infrequent. * The school has implemented a transition program, but it is primarily limited to initial welcoming activities. * Some classes include instruction on goal setting, study skills, and other ways to be successful in school.	* School structures do not exist that intentionally personalize the educational setting. * Students receive little or no individual guidance and academic support to succeed in rigorous and challenging classes. * School staff members generally do not recognize student academic success. * The school does not have an intentional transition program. * Students are not intentionally taught goal setting, study skills, and how to be successful in school.

REVIEWER NOTES (EVIDENCE FOR SCORE):

High Level of Family and Community Involvement

There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Families, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

Indicators for This Characteristic	4 Leads to Continuous Improvement and Institutionalization (meets criteria in column 3 plus)	3 Leads to Effective Implementation	2 Initial, Beginning, Developing	1 Minimal, Absent, or Ineffective
Family communication <i>Look for:</i> * <i>Two-way communication</i> * <i>Welcoming environment</i> * <i>Family/parent involvement</i>	* Interactive communication between home and school is consistently and intentionally proactive, and includes information about the school as well as the student. * Policies, procedures and strategies are in place to ensure that families and community members are actively invited and recruited to participate in school activities and to make sure they feel welcome in the school. * Family, school and community stakeholders collaborate to select programs and strategies that ensure interaction among teachers, families and the community at large. Family participation data (particularly families of underserved/ELL students) is collected, reviewed and used to strengthen family/school partnerships.	* Communication between home and school is interactive, regular, and initiated by either the school or family. * Parents/family members, even those who do not speak English, feel welcome in the school and their participation (e.g., volunteer activities, parent resource room, Learning Improvement Team and committees) is encouraged, promoted, and valued. * Programs and strategies (e.g., training for parents, open house, parent conferences, curriculum fair, publicized in multiple languages) that promote interaction between teachers and families, especially families of underserved/ELL students, are developed and implemented.	* Communication from the school to the home includes positive information about student behavior and academic performance but is reactive and initiated primarily by the school. * Parents/family members feel welcome in the school but their assistance or participation in school activities is not actively encouraged, promoted, or valued. * Programs are developed that promote communication between teachers and families, but the programs are not consistently implemented and are not well attended.	* Communication from the school to the home is minimal and deals with issues of negative student behavior or academic performance. * Parents/family members do not feel welcome in the school. Very few parents/family members attend school activities or come to the school without being invited. * Few or no programs are developed that promote communication between teachers and families.
Family and community partnerships <i>Look for:</i> * <i>Policy for family partnership</i> * <i>Active family involvement</i> * <i>Partnerships with parents and community</i>	* School leadership analyzes patterns of committee participation as a planning tool to maximize active and effective parent involvement in committee work, and in advisory and decision-making roles. * School staff members collaborate with family members to provide programs, services and resources (e.g., service learning projects) that maximize learning opportunities for all students.	* School leadership has implemented policies and procedures that ensure active, effective recruitment of parents to serve on school committees, and in advisory and decision-making roles. * Families are involved in significant ways (e.g., homework, extended school services, reviewing instructional	* School leadership has adopted a policy to ensure fair and adequate recruitment of parents for committees and decision-making activities, but the policy is either inadequate or is not implemented. * Families are involved in attempts to remove barriers to learning for all students, but not in significant ways (ensuring attendance, compliance with school rules).	* The school does not have a committee policy or a procedure that ensures fair and adequate parent recruitment for committees and decision-making activities. * Families are not actively involved in attempts to remove barriers to student learning. * The school makes little or no effort to initiate partnerships with parents or the community.

	<ul style="list-style-type: none">* The school collaborates with the community to offer sustained partnerships that provide ongoing opportunities to support student learning.	<p>materials, volunteer activities, committee membership) to remove barriers to learning for all students.</p> <ul style="list-style-type: none">* The school initiates partnerships to support student learning with parents and the community, reaching out in languages other than English whenever feasible.	<ul style="list-style-type: none">* The school makes some effort to initiate partnerships with parents and the community.	
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REVIEWER NOTES (EVIDENCE FOR SCORE):

Alternative Secondary School Best Practices

In order to ensure students graduate from high school with the skills and knowledge to successfully engage in post-secondary opportunities (college, technical school, work, military), alternative secondary programs ensure rigorous and relevant curriculum, aligned with state learning goals, and delivered within a personalized, caring and nurturing environment.

Indicators for This Characteristic	4 Leads to Continuous Improvement and Institutionalization (meets criteria in column 3 plus)	3 Leads to Effective Implementation	2 Initial, Beginning, Developing	1 Minimal, Absent, or Ineffective
District Support Look for: * <i>District vision</i> * <i>Appropriate leadership and representation</i> * <i>District policies and practices</i> * <i>Differential resources and support</i> * <i>Safe, functional facility</i>	* The district’s vision, mission and beliefs reflect a high level of commitment to alternative learning programs and their effectiveness through research-based practices. The purpose and target populations of the alternative programs are clear, and alternative programs are integrated into a vision for multiple learning opportunities offered to students district-wide. * District personnel and school leaders, including leaders of alternative programs, collaborate to incorporate alternative learning programs into a cohesive district education model. * District policies and practices support multiple models for alternative education programs and local level autonomy (e.g. principal selection of staff, professional development specific to alternative learning, collaboration time within the schedule) within district guidelines. Policies and practices emphasize data-driven accountability and are developed collaboratively with alternative program staff. * District leaders collaborate with alternative school leaders and key stakeholders (e.g. families, community members) to identify resources essential for program effectiveness and to develop reliable funding structures and support. The district partners with	* The district’s vision, mission and beliefs include a commitment to alternative learning programs and promote their effectiveness through research-based practices. The purpose and target population of alternative learning programs within the district are clear. * The district supports alternative programs by providing appropriate leadership (e.g. providing training or hiring leaders with experience in alternative learning). School leaders have role in district leadership equal to other school leaders. * District policies and practices support a research-based model for implementation of alternative education. District personnel receive input from alternative program staff in developing policies and practices and there may be local-level autonomy (e.g. principal selection of staff, staff direction of professional development to met school needs, schedule designed to include collaboration time). * The district provides differential resources and support that	* The district’s vision, mission and beliefs discuss alternative learning programs, but do not ensure their effectiveness and/or there is limited clarity of the purpose of alternative programs within the district vision. * District provides partial support for leadership of alternative programs and/or alternative program leaders do not have role in district leadership equal to other school leaders. * District policies and practices provide some guidance for implementation of alternative learning programs and/or alternative program staff is not included in development of policies and practices for alternative programs. * The district recognizes of the unique needs of alternative school students and provides some additional resources and support to accommodate these needs. * The facility provided by the district is safe, but not necessarily comfortable or functional, and some facility-related challenges exist.	* The district’s vision, mission and beliefs do not refer specifically to alternative learning programs. * Alternative program leadership is not supported by the district and/or hiring is not targeted for alternative learning programs. * District policies and practices do not specifically address alternative education programs. * The district exhibits little recognition of the unique needs of alternative school students; resources and support are provided in a similar manner to other schools in the district. * The facility provided by the district is not generally safe, and/or does not provide an adequate learning environment or support the programmatic needs of the alternative school.

	<p>community agencies and businesses to provide additional ongoing support for programs.</p> <ul style="list-style-type: none"> * The facility used by the alternative programs was created specifically for this purpose (e.g. space for lab science, fine arts, career and technical education, school community meetings, confidential meetings). 	<p>reflect the specific needs of alternative school students (e.g. small classes, nurturing environment) within a framework of high expectations for academic achievement.</p> <ul style="list-style-type: none"> * The district provides a safe, comfortable, and functional facility that adequately houses the alternative programs. 		
<p>School Learning Environment</p> <p><i>Look for:</i></p> <ul style="list-style-type: none"> * <i>Effective referral and intake processes</i> * <i>Nurturing and personalized learning environment</i> * <i>Effective counseling</i> * <i>Attention to barriers to learning</i> * <i>Chemical dependency intervention</i> 	<ul style="list-style-type: none"> * There is a well-functioning referral network across the district and community based on an accurate understanding of the goals and target population of the alternative program(s); intake systems ensure that all students are aware of the availability and expectations of alternative learning programs; and a system of transitional support is developed to assist each student transferring in or out of the program. * Staff implements research-based practices to ensure a nurturing and personalized learning environment, and intentionally includes measures (e.g. small groupings, differentiated instruction) that ensure all students are provided support to achieve to high academic standards. * The district intentionally allocates differential resources to ensure an adequate system of guidance and personal counseling. Career/college planning is integral to each student's education and supported for all students. * There is a system to ensure students receive curricular support in a variety of ways to address deficits in study skills, conflict resolution and other personal development and social skills based on student needs. Students collaborate with staff members to identify and address their needs. * A chemical dependency interventionist 	<ul style="list-style-type: none"> * Effective student referral processes ensure students and families district-wide are aware of alternative learning programs available to them. Intake processes provide each new student and his/her family with a clear understanding of program goals, expectations, and procedures for students, and transitional support is provided to individual students transferring in or out of alternative programs. * Staff implements practices to ensure a caring, nurturing and personalized learning environment for all students. These practices (e.g. small classes) enable staff members to support and address students' individual learning needs. * An adequate number of counseling staff is provided to ensure effective guidance and personal counseling and career/college planning are available to each student, with a low counselor-to-student ratio. * Students are provided a variety of curricular supports to intentionally identify and address barriers to learning (e.g. challenges pertaining to study skills, personal needs, and social 	<ul style="list-style-type: none"> * A formal student referral and/or intake process exists, but it does not ensure that the student and his/her family have a complete understanding of the program's procedures and expectations; minimal or no transitional support is provided as students transfer in or out of the alternative program. * Some aspects of the school program focus on personalization, but a caring, nurturing environment is not ensured for all students and/or small class sizes may not be provided. * The counseling staff attempts to provide adequate guidance and personal counseling for each student, but the high counselor-to-student ratio sometimes makes this difficult. * A variety of curricular supports are available to students, but may not intentionally identify or address students' specific barriers to learning. * Assessment, counseling and intervention are available to students in the school or with an outside agency, but the staff may not aggressively require student cooperation with such efforts. 	<ul style="list-style-type: none"> * The student referral and/or intake process is very limited and/or informal, and does not ensure that the student and his/her family have a complete understanding of the school's procedures and expectations; no transitional support is provided. Misunderstandings may exist within the district regarding the program and appropriate referrals. * The school philosophy does not ensure small class sizes, personalization and/or a caring and nurturing environment. * The counselor-to-student ratio is high, and there is little availability of personal counseling for students. * Students receive little or no intentional curricular support for their barriers to learning. * Assessment, counseling and intervention for chemical dependency are not readily available to students. For chemically dependent students, participation in a program is not a requirement to remain in school.

	<p>is available on site on a regular basis to ensure that intervention services are available to all students. Intervention is holistically integrated into the program appropriate for individual students. For chemically dependent students, participation in a program that supports freedom from chemical dependency is a requirement to remain in the school.</p>	<p>skills). Students participate in identifying barriers to learning.</p> <ul style="list-style-type: none"> * Chemical dependency counseling and intervention are available to students, including assessment. For chemically dependent students, participation in a program that supports freedom from chemical dependency is a requirement to remain in the alternative school. 		
<p>Rigor and High Expectations</p> <p><i>Look for:</i></p> <ul style="list-style-type: none"> * <i>High expectations and rigor</i> * <i>Instructional delivery model</i> * <i>Attendance policy</i> * <i>Cooperative programs/access to upper-level courses</i> * <i>Correspondence and/or on-line courses</i> * <i>Clear and common vision with a “future focus”</i> 	<ul style="list-style-type: none"> * School staff communicates regularly with counterparts in comprehensive secondary schools in the district to ensure that expectations and rigor remain parallel. * Staff collaborates to develop a school-wide instructional model that incorporates differentiated instruction and multiple learning opportunities to ensure students achieve to high standards; support is provided based on individual needs. There are some common approaches across the program enabling students to build learning skills. * Staff, family and students collaborate to design and implement a school attendance policy that balances caring and nurture with the need to ensure students achieve academic goals. Students monitor their own class/school participation and attendance. * School leaders develop cooperative programs with local comprehensive high schools or college/universities that provide access to upper-level or other courses and enable students to meet rigorous standards, extend their learning, and graduate college eligible. * A system is developed to ensure students have access and support to engage in a range of learning opportunities to recover credits and accelerate learning (e.g. correspondence and on-line courses). 	<ul style="list-style-type: none"> * Learning expectations are high and students are exposed to rigorous, aligned instruction and curricula at the same level as those in comprehensive secondary schools. * Most teachers [at least 60%] provide differentiated instruction, multiple learning opportunities, and support for individual student needs to ensure students achieve to high standards; opportunities include flexible scheduling, self-paced curriculum, competency-based learning and assessments, and/or real world learning opportunities. * Staff develops and implements an attendance policy balancing caring and nurture with expectations for students to achieve academic goals. * Students have access to upper-level classes within the alternative program and/or through local comprehensive high schools and/or colleges/universities. * Students are allowed to take correspondence and/or on-line courses to gain missing credits or to access courses not available in the alternative program. 	<ul style="list-style-type: none"> * Expectations for student performance vary, and/or instruction and curricula are not at the level of rigor found in a comprehensive secondary school, and/or are not aligned with state standards. * The instructional delivery model relies on individualized components and/or relies on a whole-class model with some differentiation rather than providing a range of learning opportunities to meet the diverse needs of students. * The attendance policy is liberal or not fully enforced and does not ensure regular attendance and/or commitment. Some students are allowed to remain enrolled without consistent attendance or commitment. * Students do not have access to upper-level courses in the alternative program. While some upper-level classes are available at local comprehensive high schools and colleges/universities, scheduling and transportation issues make attendance difficult. * Some correspondence and/or on-line courses are available, but there is not an intentional or organized effort to guide students in utilizing them to supplement their other studies. 	<ul style="list-style-type: none"> * Expectations for student performance are not generally high, and/or instruction and curricula are not rigorous or aligned with state standards. * The instructional delivery model relies mostly on individualized components, or relies on whole-class instruction with limited differentiation. There may not be adequate, regular adult oversight to ensure that mastery is gained. * There is no attendance policy or the attendance policy is unclear and students regularly remain enrolled with minimal attendance or commitment. * There are no cooperative upper level classes available through the alternative program, local comprehensive high schools, or colleges/universities. * Students are not allowed to supplement their studies with correspondence and/or on-line courses for either credit retrieval or access to courses not offered in the alternative program. * Little or no emphasis is placed on preparing students for post-secondary education and there are limited planning opportunities.

	<p>* Leaders, staff, parents, and students share a common and clear “future forced” vision ensuring all students are prepared for continue on to post-secondary educational opportunities (e.g. college and technical school). Planning for career/continuing education is integrated into the education program and supported by school practice (e.g. field trips, assistance with applications).</p>	<p>* Leadership and staff reinforce the importance of students enrolling in post-secondary education and encourage them to take courses that meet entrance requirements. Career/college planning is required for all students.</p>	<p>* Leadership and staff discuss post-secondary education and opportunities with students, and provide guidance in course selection. Students may access college/career planning but it is not integrated or required.</p>	
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REVIEWER NOTES (EVIDENCE FOR SCORE):

School Performance Review Glossary

Abundant – Present in great quantity; more than enough in size, scope, or capacity.

Academic expectations – Learning goals that characterize student achievement.

Accommodate – Changes made in the way materials are presented or in the way students respond to the materials, as well as changes in setting, timing and scheduling, with the expectation that the student will reach the standard set for all students.

Achievement gap – A substantive performance difference on any of the tested areas by grade level of the Washington Assessment of Student Learning (WASL) between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced lunch and those who are not eligible for free and reduced lunch.

Action research – Research by a practicing educator about practice in the classroom. This is educator-initiated and is school-based research.

Action steps – Activities that are related to each component of a School Improvement Plan to address the goals and objectives of the plan.

Age appropriate – Suitable in relation to developmental level.

Articulate – Expressing yourself or characterized by clear expressive language; express or state clearly.

Articulation (as related to curriculum) – The school district aligned curriculum must be well communicated to all stakeholders, implemented district/school-wide, integrated across disciplines, and connected to real-life situations.

Vertical articulation or alignment indicates that the curriculum is carefully planned and sequenced from beginning learning and skills to more advanced learning and skills. Vertical articulation often requires that opportunities be provided for staff members to meet with their counterparts in feeder/receiver schools in order to coordinate curricular transitions.

Horizontal articulation or alignment indicates that the curriculum is carefully planned within grade levels. For example, every primary grade throughout the school/district will teach the same curriculum, and every 6th grade social studies class, every 10th grade health class, and so on. Effective horizontal articulation often requires some degree of common planning time by grade level.

Assessment – Using various methods to obtain information about student learning that can be used to guide a variety of decisions and actions.

Formal assessment – A commercially designed and produced test for elementary, middle and high school levels that is usually given on a single occasion.

Informal assessment (classroom assessment) – A non-standardized measurement that a teacher uses to learn what a student is able to do in a certain area. The teacher interprets the results and uses those results to plan instruction.

Universal Screening – A short assessment given to all students (usually three times per year) to identify those who are at risk compared to other students of the same age.

Diagnostic Assessment – A skill-specific test given one-on-one which helps identify why the student is struggling. It can be formal or informal.

Progress Monitoring – An assessment used to measure growth in one-two skills. It is used to help determine if an intervention is working effectively.

Program Assessment – An exam, usually given at the end of a lesson or unit which assesses what has been taught. Usually provided with core curriculum.

Assistive Technology – Any item, piece of equipment or product system that is used to increase, maintain or improve functional capabilities of children with disabilities. It also includes any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device.

Authentic assessment – A broad evaluation procedure that includes a student’s performance or demonstration and, in the context of normal classroom involvement, reflects the actual learning experience (i.e., portfolios, journals, observations, taped readings, videotaping, conferencing, etc.). The products or performances assessed reflect “real world” applications.

Baseline data – Information collected to establish a reference point for comparison to the same data collected at a later time.

Benchmark – An example of student work that illustrates the qualities of a specific score on a rubric or scoring guide.

Best practices – Current, national consensus recommendations that consistently offer the full benefit of the latest knowledge, technology, research and procedures impacting teaching and learning.

Categorical funds – Sources of revenue that are tied to specific guidelines required by the funding source (i.e., Title programs such as Title I, Title II, Title III, Title IV; special education, food services, transportation).

Coaching – to facilitate and encourage the development of self and others through a respectful, confidential, ethical and masterful interaction towards success.

Co-curricular activities – All school-based or school-sponsored activities not part of the regular curriculum or offered for credit. The purpose of co-curricular activities is to enrich and extend the regular curriculum. For example, students learn to work collaboratively with others, to set high standards, and to strive for superior performance while playing team sports or participating in drama or music activities.

Collaboration – Direct interaction between at least two co-equal parties voluntarily engaged in shared decision-making as they work toward a common goal (Judy Wood, 1998).

Common Academic Core (default curriculum) – The course of study recommended for all students.

Computer assisted instruction – Instruction within a classroom used to enhance the acquisition of knowledge through the use of interactive computer programs that allow students to work at their own pace.

Cooperative learning – A teaching strategy that groups students in structured learning groups requiring that they work together to solve problems by using skills and content, often sharing a common grade or performance measure. The teacher acts as a facilitator of learning.

Course syllabi – A summary outline of curriculum.

Critical thinking – Application of thinking skills more complicated than simple recall. Critical thinking involves thinking skillfully about causal explanation, prediction, generalization, reasoning by analogy, conditional reasoning, and the reliability of sources of information and then applying them in evaluative ways.

Cultural responsiveness – teaching that uses the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

Curriculum – An organized course of study that engages students in learning the standards that have been identified at the national, state and local level.

Curriculum alignment – Refers to the process of interpreting learning standards (*Essential Academic Learning Requirements*), then developing learning objectives that are directly targeted to those standards.

Curriculum map – An outline of the implemented curriculum; what is taught and when it is actually taught.

Curriculum mapping – “is a process that helps teachers keep track of what has actually been taught throughout the entire year or course. By mapping what is actually taught and when it is taught, teachers produce data that they can use in conjunction with assessment data to make cumulative revisions in instruction.” (Heidi Hayes Jacobs).

Developmental appropriateness – The concept of developmental appropriateness has two dimensions:

Age appropriateness – Human development research indicates that there are universal, predictable milestones of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development – physical, emotional, social, cognitive and aesthetic. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

Individual appropriateness - Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adults’ interactions with children should be responsive to individual differences. Learning in children is the result of interaction between the child’s thought and experiences with materials, ideas and people. When these experiences match the child’s developing abilities, while also challenging the child’s interest and understanding, learning will take place.

Diagnostic Assessment – A skill-specific test given one-on-one which helps identify why the student is struggling. It can be formal or informal.

Differentiation – A philosophy that involves giving students multiple options for taking in information, making sense of ideas and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas, and to develop products.

Discretionary funds – Revenue whose expenditure is not specified on the guidelines of the allocating source.

District leadership – Leadership within the district’s central office (e.g., superintendent, assistant superintendent, local board of education).

Diverse/diversity – The inclusion of differences based on race, gender, disability, age, national origin, color, economic status, religion, geographic regions and other characteristics. Honoring diversity requires respect of differences, valuing differences, supporting, encouraging and promoting differences, and affirmation initiatives, such as recruitment, placement and retention.

ELL Students – English language learners – students who are non-English speaking.

Empowerment – The process of providing stakeholders with the opportunities to make decisions.

Equitable – Having or exhibiting equity; going beyond equal educational opportunity and equal access.

Equity – A condition that occurs when a community believes in and provides access, opportunity and fairness to all learners as demonstrated by the absence of any form of discrimination.

Essential Academic Learning Requirement (EALR) – A broad statement of what students should know and be able to do.

Evaluating/Evaluation – To determine the significance, worth or level of performance and usually by careful appraisal and study.

Exemplary – Worthy of imitation; commendable.

Extracurricular activities – Clubs, athletic teams, intramurals or other school-based organizations or activities that provide opportunities for students to participate in the school community, where no graduation credit is earned.

External criteria – A list of requirements for judging work (i.e. rubric, scoring guide).

Flexible grouping – A strategy that allows students to work in differently mixed groups depending on the goal of the learning task at hand.

Heterogeneous grouping – The grouping of students in classroom on the basis of mixed abilities and/or characteristics (i.e. chronological age, reading ability, test scores, etc.)

Higher order thinking – See critical thinking.

Gateway Course – A course that, once passed, provides access to additional upper-level courses in the same or other disciplines. For example, Algebra I might be considered a gateway that is necessary to additional mathematics courses and some science courses.

Grade Level Expectations (GLEs) – Descriptors by content area and by grade level that define what students should know and be able to do.

Implemented curriculum – The curriculum that is actually carried out in schools or followed by the teachers and school administrators for the students.

Inclusion – Both a philosophy and a practice where all students are considered and treated as members of the school community.

Inclusion (as it pertains to special education) – A term that expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he/she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).

Instructional materials – Any print, non-print or electronic medium of instruction designed to assist students in achieving academic expectations.

Instructional practices – Methodology used by teachers to engage students in the learning process.

Integration of technology – Incorporating the use of computers or other technical equipment into the curriculum.

Interdisciplinary – Drawing from or characterized by participation of two or more fields of study.

Learning community – A curriculum design that coordinates two or more courses into a single program of instruction. It is an integrated approach to education in that experiences more closely parallel the way students learn and are more relevant to real world applications.

Learning environment – Any setting or location inside or outside the school used to enhance the instruction of students.

Local standards – Districts may adopt standards that exceed state standards.

Manipulative – Concrete or hands-on instructional materials and games used in the classroom to introduce and reinforce skills.

Mentoring – Providing support for activities in a learning process by a person who usually has more experience or expertise.

Mission statement – A statement of purpose to define the goals and direction; a guide for decisions and a set of criteria by which to measure the school’s progress toward its defined purposes.

Modality – The sensory styles through which people receive and process information.

Modeling – A teaching strategy in which the teacher demonstrates to student/s how to do a task, with the expectation that the student will copy the model. Modeling often involves talking about how to work through a task or “thinking aloud.”

Monitoring – To watch, keep track of or check, usually for a purpose.

Multicultural education – Interdisciplinary, cross-curricular education that prepares students to live, learn and work together to achieve common goals in a culturally diverse world. It does this by (a) enabling all students to be aware of and affirmed in their own cultural roots; (b) allowing all students to understand and accept cultural diversity; (c) fostering appreciation, respect and understanding for persons of different cultural backgrounds; and (d) preparing students to live fruitful lives in an increasingly global society with decreasing borders.

Nurturing school environment – An atmosphere/climate created within the school where everyone associated with the educational system is treated in a warm and inviting manner.

Open-response items – Questions that require students to combine content knowledge and application of process skills in order to communicate an answer.

Partnership – Involvement of community groups/members, businesses, parents and/or family members and students themselves in a variety of activities that combine resources to promote student learning.

Peer collaboration – Students working together in a group to solve a problem.

Peer tutoring – Support in the learning environment provided by same or different aged students.

Perception survey – A collection of data from stakeholders (staff, parents, students, community, etc.) in how they perceive the performance of the school/district.

Performance assessment – See authentic assessment.

Portfolio – A purposeful or systematic collection of selected work and self-assessments, developed over time, gathered to demonstrate and evaluate progress and proficiency.

Process – A series of actions, changes or functions bringing about a result.

Professional development – Processes, training and activities designed to enhance the professional knowledge, skills and attitudes of educators so that they might, in turn, improve the learning of students. It is an intentional, ongoing and systemic process.

Proficient – Work that reflects high level understanding of standards, both content and performance.

Program Assessment – An exam, usually given at the end of a lesson or unit which assesses what has been taught. Usually provided with core curriculum.

Progress Monitoring – An assessment used to measure growth in one-two skills. It is used to help determine if an intervention is working effectively.

Protocol – A specific set of communication rules; a detailed plan of a procedure. This may be formal, or informal but generally understood and accepted.

Reflection – A process that provides a structured opportunity to consider what has taken place and the feelings that have been stimulated through an experience.

Regularly – Occurring in a fixed, unvarying or predicable pattern, with fairly equal amounts of time or space between each one.

Relevance – Instructional topics have relationship or bearing on students’ present or future lives.

Reliability – The accuracy and repeatability of a measurement. The consistency of assessment results from an instrument over time or over a number of trials.

Resources – Sources of supply or support; an available means. Resources could include funding, materials, information or expertise.

Reviewing – The critical evaluation of material.

Rigor – The goal of helping students develop the capacity to understand content that is complex, ambiguous, personally or emotionally challenging and/or involving higher order thinking skills.

School community – See Stakeholders.

School culture – The sum of the values, safety practices, philosophy and organizational structures within a school that cause it to function and react in particular ways. Teaching practices, diversity and the relationships among administrators, teachers, parents and students contribute to the school culture and environment.

School Improvement Plan – A collaboratively developed plan organized around priority needs that include financial resources, professional development, equity, facilities, curriculum and technology to improve the academic environment of a school. School Improvement Plans often include goals, action steps and assignment of responsibility for achieving those steps.

School leadership – While primary leadership at the school level is considered to be provided by the principal, “school leadership” refers to the combined (and hopefully collaborative) efforts of the principal, site council (if present), School Improvement Team, grade level leaders, department chairs, etc.

Scoring guide/rubric – A set of scoring guidelines to be used in evaluating a student’s work.

Self-assessment – An individual’s evaluation of his/her own work.

Service learning – A teaching methodology that allows students to learn and apply academic, social and personal skills to improve the community, continue individual growth, and become better citizens.

Shared leadership – Giving other staff members or groups some of the leader’s responsibilities; goes beyond simply reshuffling assignments and calls for a fundamental shift in organizational thinking that redefines leadership as the responsibility of everyone in the school. Also called distributed leadership.

Singleton – A course, usually at the secondary level, of which only one section is offered in the master schedule (e.g., AP Calculus, Orchestra).

Skills – The acquired abilities to perform a particular task.

Staff development – See professional development.

Staff members – All full and part-time regular employees of the school and/or district.

Stakeholders – All persons or groups of people (e.g., students, staff members, families, community, partners, etc.) associated with the school community that have an interest in the success of the school and its programs.

Standards – Content standard: A description of what students need to know and be able to do.

Performance standard: A description of how well students need to perform on various skills and knowledge to be considered proficient.

State standards – This term refers to Washington State’s *Nine Characteristics of High-Performing Schools*, the *Essential Academic Learning Requirements* (EALRs) & the *Grade Level Expectations* (GLEs).

Strategies – Plans and methods used by both teachers and students to approach a task.

Subgroups – See Underserved Subgroups.

Systems approach – Viewing the school as a whole or perceiving the combination of related structures/components of the school and community.

Technology – Technology use is the application of knowledge and resources to extend and enhance our human capabilities, often utilizing engineered devices, tools and processes.

Thematic units – Units of study built around a particular theme or topic that can be interdisciplinary.

Title I – Federal law and dollars for special help for disadvantaged children, provided through the federal Improving America’s Schools Act.

Transition – The passage from one stage to another, such as passing from middle school to high school.

Triangulation – A process of gathering multiple data sets to focus on understanding an issue rather than relying upon a single form or source of evidence. Multiple forms of data provide a more distinct and valid picture of reality.

Underserved subgroups – Populations of students (and their families) who generally are overlooked by the system because they are non-traditional students, or come from traditionally underrepresented racial, ethnic, gender, nationality/migrant status, or socio-economic categories. The definition of “underserved” varies by district and school. Some populations that are underserved in one area are not in another.

Universal Screening – A short assessment given to all students (usually three times per year) to identify those who are at risk compared to other students of the same age.

Validity - A measurement’s ability to actually measure what it purports to measure.

Vision statement – A future oriented aspiration for the teaching and learning environment of the school.

Work-based learning – Learning that integrates theoretical instruction with structured on-the-job training. It includes work experiences, planned programs of job training and work experience, workplace mentoring, instruction in general workplace competencies and broad instruction in a variety of elements of an industry.

Writing prompts – Timed, structured writing assessments that require extended writing, including essays, letters, compositions, etc.

Writing assessment portfolio – A selection of a student's work that represents his/her best efforts, including evidence that the student has evaluated the quality of his/her own work and growth as a writer. The student, in conferences with teachers, chooses the entries for this portfolio from the writing folder, which should contain several drafts of the included pieces. Ideally, the writings will grow naturally out of instruction rather than being created solely for the portfolio.