Comprehensive Needs Assessment Guidance, Tools and Resources

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> *"Excellence is not a destination; it is a continuous journey that never ends."*   Bryan Tracey

Continuous Improvement

Continuous improvement *is a process that unfolds progressively and is sustained over time. It encompasses the general belief that improvement doesn't start and stop. It requires an organizational and professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth. For example, when a school is continuously improving, a variety of changes occur in ways that cumulatively affect multiple dimensions of a school or school system.*

The concept of continuous improvement also recognizes that improving school effectiveness is not only highly complex, but it entails unforeseen challenges and complications that require a sustained commitment to ongoing improvements.

Major components of continuous school improvement encompass creating, reviewing or revising the school vision; gathering and analyzing data related to that vision; planning the school's work to align with the vision, select interventions, implementing the strategies and action steps; and gather data to measure the impact of the intervention/s.

Sustainable continuous improvement requires schools to have the knowledge, skills, and expertise needed to improve educational results and sustain improvement over time. Continuous improvement must build leader and staff capacity. The improvement cycle includes ongoing data collection that helps educators monitor progress and make adjustments in real time.

What is a needs assessment?

A *needs assessment* is a systematic set of procedures that are used to determine needs, examine their nature and causes, and set priorities for future action. A needs assessment leads to action that will improve systems, services, processes and operations.

The "need" refers to the gap or discrepancy between a present state (what is) and a desired state (what should be).
The "need" is neither the present nor the future state; it is the gap between them.

Desired Results	Current Results - What is?	Need
100% of third grade migrant students meet the state proficiency level in reading	30% of third grade migrant students meet the state proficiency level in reading	70% of third grade migrant children must reach the proficiency level in reading

A needs assessment process:
- Focuses on the ends (i.e. desired outcomes) to be attained, rather than the means (i.e., process). For example, reading achievement is an outcome whereas reading instruction is a means toward that end;
- Requires gathering and analyzing data;

- Informs priorities and criteria for solutions, so sound decision decisions can be made.
- provides direction for programs, projects, and activities;
- Guides staff to determine priorities and allocate resources, money, people, facilities, time, to activities that will have the greatest impact;
- Creates cohesion through the alignment of vision, desired outcomes strategies, action steps and professional development;
- Assists continuous improvement process by helping staff identify, which interventions are working, and the strategies associated with the greatest success.

ADE Comprehensive Needs Assessment (CNA)

Why a single Comprehensive Needs Assessment?

- The CNA will be the ONLY needs assessment required by ADE. It is designed to inform goals, strategies and action steps for all programs.
- The CNA will guide the process of evidence-based decision making in schools and LEAs to drive continuous improvement.

The CNA is a reflection of the school's current state.   Acknowledging that state honestly and transparently, based on evidence, allows a school to determine its best next steps. It is **not** about a comparison among schools. It is about identifying strengths, needs and next steps specific to individual schools. The CNA will allow the school to identify the greatest needs, root causes, and possible solutions and track progress over time.

A limited number of well-defined desired outcomes are a common feature of successful school and LEA improvement plans. These desired outcomes with goals, strategies and actions steps help focus a school's work by setting a target for student learning and achievement or systems, processes and programs that will impact achievement. By choosing strategies and action steps that leverage strengths and focus on connections and coherence, student learning and achievement is increased.

The CNA is not a test; it is not an evaluation of good or bad. It is about knowing where you are as a school in relation to research based exemplars, Effective Systems – School Level (page 11), to improve and be the best school possible in your context.

Principles, Indicators and Elements
The Principles, Indicators and Elements were developed collaboratively by a team from ADE program areas and representatives from LEAs, traditional and charter, large and small, rural and urban, to assist schools in the self-reflection process required for continuous improvement. The principles are based on current educational research and best practice.

The Principles, Indicators and Elements describe criteria applicable to all schools, no matter their size, student population, philosophy, and charter or traditional, rural or urban.

Schools will use the Principles, Indicators and Elements to identify needs in order to increase student achievement and strengthen school systems leading to sustainable improvement.

Principle 1: Effective Leadership

Principle 2: Effective Teachers and Instruction

Principle 3: Effective Organization of Time

Principle 4: Effective Curriculum

Principle 5: Conditions, Climate and Culture

Principle 6: Family and Community Engagement

Structure

PIE

Principle

　　　Definition

Indicators

　　　Outputs

Elements

Who completes the Comprehensive Needs Assessment?

A team is a critical part of a comprehensive needs assessment.

A Comprehensive Needs Assessment (CNA) team should include stakeholders representing all parts of the system; principals, teachers, paraprofessionals, school office staff, parents, families, community members, and students.

The CNA team should:

- *Establish group norms and develop timelines;*
- *Understand the members' roles and responsibilities;*
- *Always have the Principle Indicator and Element as the primary focus;*
- *Know the purpose of diving into the data;*
- *Have access to ALL data and rubric or tool (Note: In many LEAs, one person will be entering the information in the tool and many people will be completing the process. In this case, consider using a paper copy of the full rubric and possible evidence with individual teams and then move answers into the tool or a paper copy of the tool itself so participants can mark their own initial response and make notes during discussions before coming to consensus on the answer that best describes reflects the current state.*
- *Review the data for accuracy and consistency.*
- *Decide on the current state through consensus.*

The Process- Completing the Comprehensive Needs Assessment

Before selecting the answer that reflects the current state within each element, data will need to be collected, reviewed and analyzed. The data should act as information gathering and a confirmation of the selection.

The CAN includes suggestions of data or evidence to be collected pertinent to the CNA Element of focus. These are suggestions of what data may be useful to provide evidence. While these suggestions are not required data points, we highly recommend you use multiple data sources where applicable.

The types of data the CNA team collects for each Principle Indicator can be decided from answering these guiding questions:

- *What data do we currently collect that is relevant to the CNA Indicator and Element*
- *How is the data relevant to the CNA Indicator and Element?*

- *What additional data is needed or can contribute as evidence?*
  - *Consider five categories (Lipton and Wellman, 2012) when addressing this question (others may surface as you look at the data):*
    - *Curriculum design and implementation;*
    - *Instruction methods, materials and resources;*
    - *Teachers' knowledge, skills and dispositions;*
    - *Students' knowledge, skills and dispositions; and*
    - *Infrastructure (i.e. Schedules, programming and resources).*
- *Is the data needed to show specific gains or losses or to better understand progression and/or effectiveness of a system or process?*
- *Which data points do you feel are the most meaningful and useful?*

For each CNA Indicator, it is highly recommended that once the data is compiled, it is reviewed by the group in the same session. This provides an opportunity for the team to share what they see in the data and to discuss what these findings mean for each CNA Element.

The following are guiding questions for the data review:

1. *What patterns or trends can be found in the data?*
2. *What are some positive areas that can be found in the data?*
3. *What areas of need must be addressed based on the data?*
4. *What can you infer from the data?*
5. *What, if any, additional data is needed?*

It is the role of the facilitator to ensure that all CNA team members' voices are heard and that all possible theories from the group are considered before coming to an agreement of a particular CNA Element descriptor that matches the current state.

*Remember, it is **THE PROCESS** to determine the current reality that has the power. The discussion is what is important. The scores and the summaries of the scores will guide identification of the greatest needs.*

Suggested Specific Steps
1. *Planning and Preparation*
   a. Identify the Comprehensive Needs Assessment (CNA) Team
      i. The CNA team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement.
      ii. Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance.
   b. Discuss the school vision and mission to ground the work
   c. Determine CNA completion process (which may include forming additional work teams
   d. Determine timeline

	Begin	Complete	Responsible Person/s
Planning and Preparation			
CNA Data Collection and Analysis			
Primary Needs Identification			
Root Cause Analysis			
Primary Need Statements			

2. *CNA Data Collection, Analysis, Discussion of Possible Primary Needs*.
    a. Data collection
    b. Data analysis to select the Element descriptors that best match your school for all six Principles' Indicators.
    c. Possible Student Achievement Guiding Questions
    d. Effective collaboration to support student achievement: What processes are in place to ensure that effective collaboration is occurring to advance student achievement? Are existing processes effective?
    e. Supporting improved graduation outcomes: What processes are in place to support practices that will positively affect graduation outcomes? Student subgroup gaps: What gaps exist in outcomes among student subgroups?
    f. Summarize: What are the important trends and patterns that will support the identification of primary needs?
        i. Demographic Data Guiding Questions
            1. How do student outcomes differ by demographics and programs?
        ii. What is the longitudinal progress of a specific cohort of students?
        iii. What are the characteristics of students who achieve proficiency and of those who do not?
        iv. Where are we making the most progress in closing achievement gaps?
        v. How do absence and mobility affect assessment results?
    g. Leading and Lagging Indicator Data Guiding Questions

       i. Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

      ii. Lagging indicators are summative—they are longer term outcomes that enable us to reflect on the impact of a strategy.

     iii. Continuous improvement research identifies the following indicators below.

Leading Indicators:

- Dropout rate
  - Are there significant differences in dropout rates among subgroups?
  - Are there any trends? Who? When?
- Student attendance rate
  - Have there been changes in the attendance rate over time?
  - Are there trends among subgroups or grade levels?
- Discipline incidents
  - Have there been changes in the discipline incidents rate over time?
  - Have there been changes in the types of discipline incidents over time?
  - Are there trends among subgroups, grade levels or teachers?
- Truants
  - Have there been changes in the truancy rate over time?
  - Are there trends among subgroups or grade levels?
- Teacher attendance rate
  - Are there any overall trends?
  - Do the trends correlate with achievement data?

Lagging/Achievement Indicators:

- Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade and by student subgroup
  - Are there trends among subgroups?
  - Are there trends among grade levels?
  - Are there teacher specific trends?
  - Are there trends relative to ELA or Mathematics?
- Percentage of limited English proficient students who attain English language proficiency
  - Are there trends among grade levels?
  - Are there teacher specific trends?
  - Have there been changes in the proficiency rates over time?
- Graduation rate
  - Have there been changes in the graduation rates over time? 4 year cohort? 5 year cohort? 6 year cohort?
  - Are there trends among subgroups?

3. **Identify Primary Needs:** *Reread the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to:*

a. Summarize the system trends and patterns observed by the team while completing each of the six Principle sections of the CNA. What are the important trends and patterns that support the identification of primary needs?

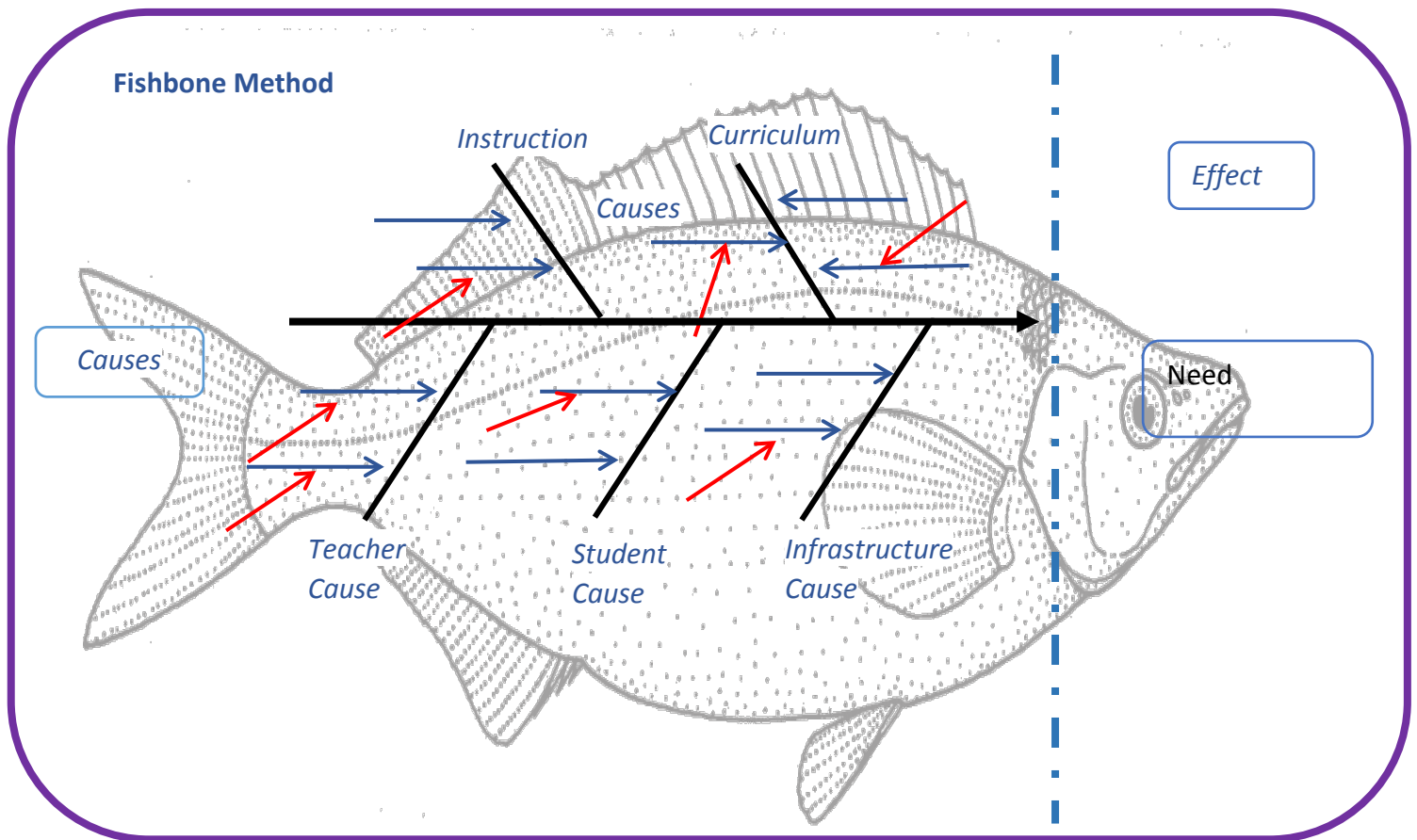4. **Conduct a Root Cause Analysis for your top priority needs.**
    a. Root cause analysis is a structured team process that assists in identifying underlying factors or causes of a need. Understanding the contributing factors or causes helps develop intentional actions for improvement. Use the fishbone diagram and/or the "5 Whys" method.
    b. Directions:
        i. The team identifies clear and specific primary needs.
        ii. The team facilitator asks why the problem happened and records the team response. To determine if the response is the root cause of the problem, the facilitator asks the team to consider "If the answer to the last question were corrected, is it likely the problem would recur?" If the answer is yes, it is likely this is a contributing factor, not a root cause.
        iii. If the answer provided is a contributing sub cause to the problem, the team keeps asking "Why?" until there is agreement from the team that the root cause has been identified.
        iv. It often takes three to five whys, but it can take more than five. So, keep going until the team agrees the root cause has been identified.
    c. Root Cause guiding questions:
        i. Would the problem have occurred if the cause had not been present? If no, then it is a root cause. If yes, then it is a contributing cause.
        ii. Will the problem reoccur as the result of the same cause if the cause is corrected or dissolved? If no, then it is a root cause. If yes, then it is a contributing cause.
        iii. Will correction or dissolution of the cause lead to similar events? If no, then it is a root cause? If yes, then it is a contributing cause.

The categories suggested in the diagram are ones that often surface. If others are determined, substitute as appropriate (See appendix C for others). Continue to add as many causes as needed to get the root cause.

Tips:

- Use the fishbone diagram tool to keep the team focused on the causes of the problem, rather than the symptoms.
- Consider drawing your fish on a flip chart or large dry erase board.
- Make sure to leave enough space between the major categories on the diagram so that you can add minor detailed causes later.
- When brainstorming causes, consider having team members write each cause on sticky notes, going around the group asking each person for one cause. Continue going through the rounds, getting more causes, until all ideas are exhausted.

- *Encourage each person to participate in the brainstorming activity and to voice their own opinions.*
- *Note that the "5 whys" method, below, is often used in conjunction with the fishbone diagram.*

Fishbone Method

Instruction

Curriculum

Effect

Causes

Causes

Need

Teacher Cause

Student Cause

Infrastructure Cause

"5 WHYS" Method

The 5-Whys is a simple brainstorming tool that can help teams identify the root cause(s) of a problem. Once a general problem has been recognized, ask "why" questions to drill down to the root causes. Asking the "5-Whys" allows teams to move beyond obvious answers and reflect on less obvious explanations or causes.

Step-by-step instructions

1. State the problem you have identified as a strategic problem to work on.
2. Start asking "why" related to the problem. Like an inquisitive toddler, keep asking why in response to each suggested cause.
3. Ask as many "whys" as you need in order to get insight at a level that can be addressed (asking five times is typical). You will know you have reached your final "why" because it does not make logical sense to ask why again.

The "5-Whys" is a strategy that is often used after an issue has been identified using another tool, such as a Fishbone Diagram or Process Mapping. Guard against using the "5-Why" questions on their own to avoid a narrow focus or bias.

This methodology is closely related to the Cause & Effect Fishbone diagram, and can be used to complement the analysis necessary to complete a Cause & Effect diagram.
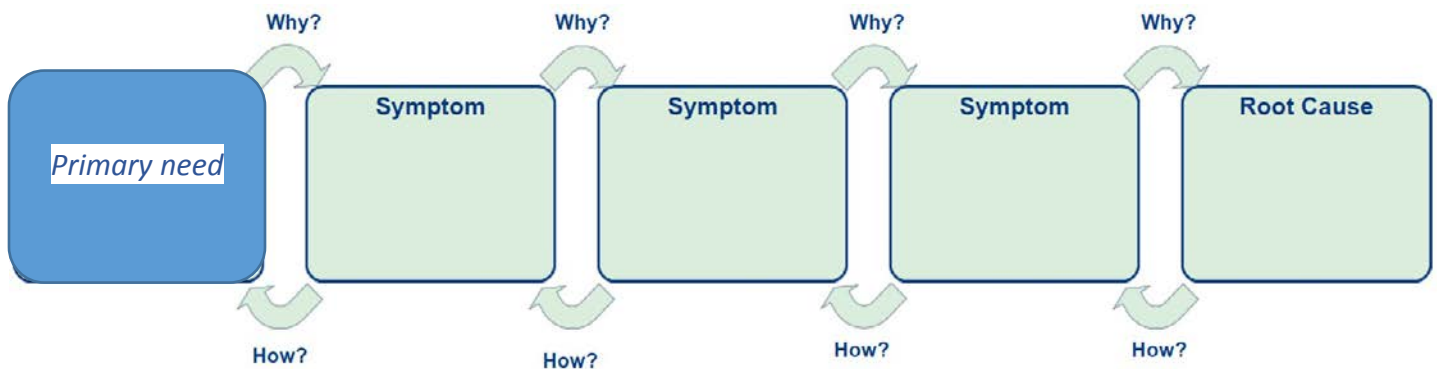
Tips:

- *Try to move on quickly from one question to the next, so that you have the full picture before you jump to any conclusions.*
- *The "5" in 5 Whys is really just a "rule of thumb." In some instances, you may need to go on and ask "why?" a few more times before you get to the root of the problem. In others, you may reach this point before you ask your fifth "why?" If you do, be careful that you've not stopped too soon. The important point is to stop asking "why?" when the useful responses stop coming.*
- *As you work through your chain of questioning, you'll often find that someone has failed to take a necessary action. The great thing about 5 Whys is that it prompts you to go further than just assigning blame, and to ask why that happened. This often points to organizational issues or areas where processes need to be improved.*

Effective Systems
School Level

Principle 1-Effective Leadership

Definition: Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.

Indicators:

1. *Our leadership guides the implementation of a vision of learning that is shared and supported by all stakeholders.*
2. *Our leadership commits to sustaining a culture of high expectations for learning and growth of all students within a respectful, professional learning community for all staff.*
3. *Our leadership competently manages school operations to provide a safe, efficient, and effective learning environment.*
4. *Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs.*
5. *Our leadership implements a system of academic and fiscal accountability to ensure every student's success.*
6. *Our leadership commits to recruiting effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.*
7. *Our leadership commits to retaining effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.*
8. *Our leadership commits to equitably distributing effective and highly effective teachers, as defined by the Arizona Framework for Measuring Educator Effectiveness, among all schools to meet the needs of diverse learners.*

Principle 2-Effective Teachers and Instruction

Definition: Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. It includes intentional planning and emphasizes evidence-based best practices for teaching and learning. It also requires teachers to have a strong understanding of the assessment system and how to use data to make instructional decisions for all students.

Indicators
1. Our teachers maintain high academic expectations for all students.
2. Our teachers have shared knowledge of the content standards and curricula.

3. Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.
4. Our teachers implement evidenced-based, rigorous and relevant instruction.
5. Our teachers have a strong understanding of types of assessment.
6. Our teachers (and staff) participate in ongoing, appropriate professional learning opportunities.
7. Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

Principle 3-Effective Organization of Time

Definition: *Effective schools organize their time to support the vision of academic success for all students. Students have appropriate instructional and non- instructional time to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice*.

Indicators

1. Our school year/calendar is organized to maximize instruction.
2. Our school day is organized to maximize instruction.
3. Our school day is organized to ensure sufficient time for non-instructional activities for students and staff.
4. Our professional day is structured to support professional learning for all teachers and staff.
5. Our professional day is organized to provide appropriate planning and preparation time as well as collaboration opportunities for all teachers, staff, and administrators to ensure continuous improvement.

Principal 4-Effective Curriculum

Definition: Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

Indicators

1. Our written curricula provide access to a well-rounded education that fully maximizes the potential of the education for all students.
2. Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.
3. Our written curricula are evidence and standards based.
4. Our written curricula accommodate the needs of all learners.
5. Our entire staff participates in professional learning to support effective implementation of adopted curricula.

6. Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.

Principle 5 -Conditions, Climate, and Culture

Definition: Inclusive schools are conducive to student learning, fulfillment, and well-being, as well as professional satisfaction, morale, and effectiveness. Students, parents, teachers, administrators, and other stakeholders contribute to their school's culture, as do other influences such as the local community, the policies that govern how it operates, and the school's founding principles. School conditions, climate, and culture are impacted by the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions. They also encompass concrete issues such as student physical and emotional safety, a healthy school environment, the orderliness of classrooms and public spaces, and the degree to which a school embraces and celebrates racial, ethnic, linguistic, academic, and cultural diversity.

Indicators
1. Our staff has high expectations for learning for all students.
2. Our staff creates an environment which builds mutual respect among leadership, teachers, students, and families.
3. Our staff has intentional conversations that impact school conditions and physical and emotional safety, valuing the rich heritage of all of Arizona's communities and cultures.
4. Our school provides guidelines and safe practices relating to school health services.
5. Our school offers services to fully support the academic and social needs of students.

Principle 6: Family and Community Engagement

Definition: Family and Community Engagement is an essential component of improving outcomes for children and youth. Effective family and community engagement is a reciprocal partnership among families, communities, and schools that reflects a shared responsibility to foster children's development and learning.

Indicators

1. Our school creates and maintains positive collaborative partnerships among families, communities, and school to support student learning.
2. Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.
3. Our school engages families in critical data-informed decisions that impact student learning.

CNA Tool Design

After gathering, analyzing and discussing data and evidence, select the descriptor that best describes your current reality.

Principle 3 - Effective Organization of Time

Effective schools organize their time to support the vision of academic success for all students. Students have appropriate instructional and non-instructional time to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.

#	Description	Ideal Output	Element	0	1	2	3	Check and add evidence that supports Rating	Notes / Additional evidence	Indicator Average Score: (Ideal = 3.00)
3	Our school year/calendar is organized to maximize instruction.	Student achievement and growth increase as students participate in a variety of intervention and enrichment programs.	A. Does the school offer intervention and enrichment summer programs?	N/A	No	Either intervention or enrichment	Yes, well planned, targeted, evidence-based; with an evaluation component	☐ Planning meeting minutes ☐ School Calendar ☐ Overview of Summer program enrichment and intervention offerings		0.00
3			B. Does the school offer intersession programs for both intervention and enrichment	N/A	No	Either intervention or enrichment	Yes, well planned, targeted, evidence-based; with an evaluation component	☐ Overview of Intercession enrichment and intervention offerings ☐ ☐		
3	Our school day is organized to maximize instruction.	Students are engaged in a comprehensive instructional	A. Classroom daily schedules ...	vary throughout the school with no consistency or do not consistently optimize instructional time	optimize instructional time for ELA and MATH only	optimize instructional time in some content areas	optimize instructional time in all content areas	☐ Planning meeting minutes ☐ PLC agendas and minutes ☐ Bell schedule		
3			B. Does the scheduling meet requirements for all special					☐ Daily schedules ☐ Lesson plans		0.00

Labels (call-outs): Definition, Element, Descriptors, Indicator, Output, Evidence, Average Indicator Score

CNA Tool Directions

Directions for Completing the Comprehensive Needs Assessment "CNA TOOL":

The CNA "Tool" format has been simplified based on practitioner feedback. There is now a single tab for each Principle, one Final Summary and the recommended minimal quantitative leading and lagging indicator data. Since this is a much smaller document, please submit the whole document by uploading it into ALEAT. It will also allow for historical reference in case of changes within the school and/or the LEA.

To complete the tool:

1. *Access the Comprehensive Needs Assessment (CNA) spreadsheet from the Arizona Department of Education website, Comprehensive Needs Assessment webpage* http://www.azed.gov/cna/
2. *Open the CNA file and save to your computer.*
3. *Be sure to enable editing (yellow bar at the top of the screen).*
4. *Start with Principle 1.*
   a. *Read Indicators one at a time with the corresponding Output.*
   b. *Read each Element for that Indicator one at a time.*
   c. *After gathering, analyzing and discussing data and other evidence, answer the question by clicking on the O next to the answer that reflects the current state.*
   d. *Identify trends and patterns.*
   e. *Identify possible primary needs for this principle.*
5. *Repeat for each Principle.*
6. ***Additional Quantitative Data Tabs**: The following additional tabs can be completed to help inform the completion of the CNA or you can simply look at this data wherever it is housed in your LEA or school :*

   AzMERIT   *Available:* http://www.azed.gov/research-evaluation/aims-assessment-results/

   MSAA (alternative assessment)   *Available: Contact school test coordinator*

   AZELLA   *Available: Contact school AZELLA test coordinator; the best source for multiple years of AZELLA data is the SDELL72 report. However, it is limited to only students that have tested at that school.   This report can be accessed through ADE Connect-EL Role which is assigned at the LEA level.*

   - *The first report, will provide the proficiency levels; however, the LEA will need to link through AZEDS for the demographic information.*
   - *For reclassification, the LEA can get a reclassification ballpark figure by using the Reassessment results and determining of the number of students who took the test, how many scored Proficient.*

   Graduation rate   *Available:* http://www.azed.gov/research-evaluation/graduation-rates/

   Dropout rate   *Available:* http://www.azed.gov/research-evaluation/dropout-rate-study-report/

   Demographics   *Available:* http://www.azed.gov/research-evaluation/arizona-enrollment-figures/

   Suspensions   *Available: School or LEA database/dashboard*

Teacher Attendance   *Available: LEA*

Certification   *Available: http://www.azed.gov/educator-certification/*

7. **Final Summary***: After you have completed each of the 6 Principle and analyzed the leading and lagging indicator data, go to the Final Summary sheet. Data from each Principle sheet is loaded onto the Final Summary sheet automatically.*
    a. *Analyze data from all Principles, as well as, quantitative leading and lagging indicator data (achievement, discipline, attendance, etc.).*
    b. *Determine the three or four critical Primary Needs and record the Primary Need Statements.*
8. *Upload the whole document into ALEAT School File Cabinet.*

Appendix A
CNA Overview-Principles, Indicators and Outputs
High Level Overview

Principle 1 - Effective Leadership	
Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.	
1.1 Our leadership guides the implementation of a vision of learning that is shared and supported by all stakeholders.	*Output: Students believe that all staff and students share a vision of learning and is reflected in staff and student attitudes and behaviors.*
1.2 Our leadership commits to sustaining a culture of high expectations for learning and growth of all students within a respectful, professional learning community for all staff.	*Output: High student academic achievement and growth demonstrate a commitment of all staff and students to high expectations.*
1.3 Our leadership competently manages school operations to provide a safe, efficient, and effective learning environment.	*Output: Students believe that the school environment is psychologically, physically, and academically safe.*
1.4 Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs.	*Output: Students, family, and community are actively involved as partners with the school.*
1.5 Our leadership implements a system of academic and fiscal accountability to ensure every student's success.	*Output: High student academic achievement and growth indicate a strong integrated infrastructure supporting every student's success.*
1.6 Our leadership commits to recruiting effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.	*Output: Students' diverse needs are being met by appropriately certified and effective teachers in every classroom.*

1.7 Our leadership commits to retaining effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.	Output: Students' diverse needs are being met by appropriately certified and effective "continuing" teachers in every classroom.
1.8 Our leadership commits to equitably distributing effective and highly effective teachers, as defined by the Arizona Framework for Measuring Educator Effectiveness, among all schools to meet the needs of diverse learners.	Output: Students of color, students economically disadvantaged and students with special needs are not taught by inexperienced, unqualified, or ineffective educators at higher rates than students outside those demographics.

Principle 2 - Effective Teachers and Instruction

Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. It includes intentional planning and emphasizes evidence-based best practices for teaching and learning. It also requires teachers to have a strong understanding of the assessment system and how to use data to make instructional decisions for all students.

2.1 Our teachers maintain high academic expectations for all students.	Output: Students display behaviors that demonstrate their commitment to rigorous goals created by themselves or in conjunction with their teachers.
2.2 Our teachers have shared knowledge of the content standards and curricula.	Output: Every student receives the same guaranteed and viable curriculum, aligned to state standards.
2.3 Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.	Output: Students receive comprehensive lessons designed to meet the needs of all learners.
2.4 Our teachers implement evidenced-based, rigorous and relevant instruction.	Output: Students are engaged in classrooms where they are encouraged to take responsibility for their own learning through effective instruction.
2.5 Our teachers have a strong understanding of types of	Output: Students and teachers collaboratively utilize

assessment.	*assessment data to plan, drive, and evaluate student learning outcomes.*
2.6 Our teachers and appropriate other staff participate in ongoing, appropriate professional learning opportunities.	*Output: Student achievement and growth increase due to teachers/staff actively engaged in differentiated professional learning.*
2.7 Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.	*Output: Students excel within a collaborative educational community which focuses on the holistic student.*

Principle 3 - Effective Organization of Time

Effective schools organize their time to support the vision of academic success for all students. Students have appropriate instructional and non- instructional time to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.

3.1 Our school year/calendar is organized to maximize instruction.	*Output: Student achievement and growth increase as students participate in a variety of intervention and enrichment programs.*
3.2 Our school day is organized to maximize instruction.	*Output: Students are engaged in a comprehensive instructional program supported by effective and efficient use of time.*
3.3 Our school day is organized to ensure sufficient time for non-instructional activities for students and staff.	*Output: Students are engaged in non-instructional programs that offer cognitive, social, emotional, and physical benefits.*
3.4 Our professional (contract) day is structured to support professional learning for all teachers and staff.	*Output: Student attitudes reflect an understanding of a shared culture of life-long learning.*
3.5 Our professional (contract) day is organized to provide appropriate planning and preparation time as well as collaboration opportunities for all teachers, staff, and	*Output: Students engage in cohesive, effectively planned and well-articulated instructional programs across content and grade levels.*

administrators to ensure continuous improvement.	
3.6 Leadership supports appropriate release time for teachers to participate in IEP meetings and needed planning to support diverse learners.	*Output: The needs of diverse learners in our school are met based on the time teachers spend on planning and collaboration.*

Principle 4 - Effective Curriculum

Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

4.1. Our written curricula provide access to a well-rounded education that fully maximizes the potential of the education for all students.	*Output: Students are engaged in a variety of disciplines resulting in a well-rounded education.*
4.2 Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.	*Outputs: Students have access to evidence-based curriculum and materials aligned to AZ State Standards.*
4.3 Our written curricula are evidence and standards based.	*Output: Students are engaged in evidence-based curricula, addressing diverse learner needs (student, teacher, and parent) that promotes a proper balance of cognitive knowledge levels.*
4.4 Our written curricula accommodate the needs of all learners.	*Outputs: Students feel successful because they feel supported through a variety of opportunities and programs.*
4.5 Our entire staff participates in professional learning to support effective implementation of adopted curricula.	*Output: Students are engaged in curricula that is characterized by the use of effective instructional strategies and resources through a wide variety of disciplines.*
4.6 Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted	*Output: Student performance increases due to the continual alignment of the curriculum, standards,*

curricula ensuring continuous improvement for all students.	*instruction, and assessment.*

Principle 5 - Conditions, Climate, and Culture

Inclusive schools are conducive to student learning, fulfillment and well-being, as well as professional satisfaction, morale and effectiveness. Students, parents, teachers, administrators and other stakeholders contribute to their school's culture, as do other influences such as the local community, the policies that govern how it operates and the school's founding principles. School conditions, climate and culture are impacted by the beliefs, perceptions, relationships, attitudes and written and unwritten rules that shape and influence every aspect of how a school functions. They also encompass concrete issues such as student physical and emotional safety, a healthy school environment, the orderliness of classrooms and public spaces and the degree to which a school embraces and celebrates racial, ethnic, linguistic, academic and cultural diversity.

5.1 Our staff has high expectations for learning for all students.	*Output: Students view themselves as integral members of an inclusive school community which increases student efficacy.*
5.2 Our staff creates an environment which builds mutual respect among leadership, teachers, students, and families.	*Output: Student success thrives in an environment built on trust, communication, and mutual respect.*
5.3 Our staff has intentional conversations that impact school conditions and physical and emotional safety, valuing the rich heritage of all of Arizona's communities and cultures	*Output: Student voice is respected in a school community where their heritage and culture is valued and accepted.*
5.4 Our school provides guidelines and safe practices relating to school health services.	*Output: Students receive services from a trained school health care provider supported by school policies and procedures.*
5.5 Our school offers services to fully support the academic and social needs of students.	*Output: Students and families feel confident that their needs, both academic and social, will be met by the school.*

Principle 6 - Family and Community Engagement

Family and Community Engagement is an essential component of improving outcomes for children and youth. Effective family and community engagement is a reciprocal partnership among families, communities and schools that reflects a shared responsibility to foster children's development and learning.	
6.1 Our school creates and maintains positive collaborative partnerships among families, communities, and school to support student learning.	*Output: Achievement increases when students are immersed in a strong partnership built among all school and community members.*
6.2 Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.	*Output: Students' educational opportunities are extended beyond school environment/setting through linguistically and culturally accessible communication with communities and families.*
6.3 Our school engages families in critical data-informed decisions that impact student learning.	*Output: Students know that families and other educational stakeholders share an invested interest in data-based decisions guiding their education path to CCR through consistent communication.*

Appendix B
Individual Principle Rubrics for use by
committees or teams or groups to focus on one Principle
Includes links to resources and possible evidence

Principle 1 Effective Leadership

Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.

Indicator 1.1   Our leadership guides the implementation of a <u>vision of learning</u> that is shared and supported by all stakeholders.
Output: Students believe that all staff and students share a vision of learning and is reflected in staff and student attitudes and behaviors.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	There is no vision of learning	Leadership developed the vision of learning in isolation with little or no data	Leadership developed the vision of learning with some of the stakeholders using some data	Leadership developed the vision of learning collaboratively with the professional staff and the community using quantitative and qualitative data to inform the process
Element B	The vision of learning is not used to guide the policies/procedures and decisions of the school or there is no vision of learning	The vision of learning is infrequently used to guide the policies/procedures and decisions	The vision of learning is sometimes used to guide the policies/procedures and decisions	The vision of learning is consistently used to guide the policies/procedures and decisions

Rating	0	1	2	3
Element C	The vision of learning is old and has never been reviewed and amended to reflect the school community or it does not reflect the school community	The vision of learning has not been recently reviewed and revised to reflect the school community	The vision of learning is reviewed and revised every two or three years to reflect the school community	The vision of learning is reviewed and revised annually to reflect current school community

Indicator 1.2   Our leadership commits to sustaining a culture of high expectations for learning and growth of all students within a respectful, professional learning community for all staff.

Output: High student academic achievement and growth demonstrate a commitment of all staff and students to high expectations.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	High expectations for learning and growth of all students are not reflected in clear, measurable goals, policies/procedures and decisions	High expectations for learning and growth of students are reflected in some policies/procedures and some decisions. Goals are not always clear, measureable or based on data	High expectations for learning and growth of all students are reflected in some clear, measurable goals, some policies/procedures and some decisions; based on some available data	High expectations for learning and growth of all students are reflected in clear, measurable goals, policies/procedures and all decisions; based on all available data

Rating	0	1	2	3
Element B	Opportunities for professional growth for all staff members are not available	Opportunities for professional growth for all staff members is one size fits all	The leadership creates some opportunities for professional growth for all staff members, based on walk through data, formal evaluations and/or self-reflection, that allow all staff to improve their teaching craft and encourage the development of leadership skills	The leadership creates many opportunities for professional growth for all staff members, based on walk-through data, formal evaluations and/or self-reflection, that allow all staff to improve their teaching craft and encourage the development of leadership skills
Element C	Policies/procedures are **NOT** written to allow teachers both individual and collaborative time to use data and plan to meet student learning goals, cultivating mutual respect and collegiality	Policies/procedures are written to allow teachers both individual or collaborative time to use data and plan to meet student learning goals, cultivating mutual respect and collegiality	Policies/procedures are written to allow teachers both individual **or** collaborative time, bi-weekly, to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff	Policies/procedures are written to allow teachers both individual and collaborative time weekly, to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff
Element D	Leadership does not know federal and state requirements and the support necessary for special populations	Leadership knows some federal and state requirements and the necessary support for teaching special populations	Leadership knows most federal and state requirements and the necessary support for teaching special populations	Leadership knows federal and state requirements and the necessary support for teaching special populations

Indicator 1.3   Our leadership competently manages school operations to provide a _safe, efficient, and effective learning environment_.

Output: Students believe that the school environment is psychologically, physically, and academically safe.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	Maintenance is severely lacking and there are safety concerns	Maintenance of school buildings, equipment, and furnishings are lacking	Some school building, equipment, and furnishings are designed and maintained for the optimal safety of everyone who uses them	All school buildings, equipment, and furnishings are designed and maintained for the optimal safety of everyone who uses them
Element B	There are no safety plans	The school safety and emergency preparedness plans are not current, disseminated, or subject to regular review and amendment, or practiced	The school safety and emergency preparedness plans are current, disseminated, but are not reviewed regularly and/or practiced	The school safety and emergency preparedness plans are current, disseminated to all, and subject to regular review and amendment, and practiced regularly
Element C	The leadership does not identify minimal resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment	The leadership identifies minimal resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment	The leadership identifies sufficient resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment	The leadership identifies multiple resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment

Indicator 1.4   Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs.

Output: Students, family, and community are actively involved as partners with the school.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	The leadership does not collect or review data about community interests and needs as well as the environment in which the local school resides	The leadership collects but does not review data about community interests and needs as well as the environment in which the local school resides	The leadership collects and reviews some data about community interests and needs as well as the environment in which the local school resides	The leadership systematically collects and reviews data about community interests and needs as well as the environment in which the local school resides
Element B	The leadership does not provide formal or informal opportunities for families and community members to interact with the school	The leadership provides minimal meaningful, formal or informal opportunities for families and community members to interact with the school	The leadership provides meaningful, formal and informal opportunities for families and community members to interact with the school	The leadership provides numerous meaningful, formal and informal opportunities for families and community members to interact with the school
Element C	The leadership does not share data through various parent-friendly venues	The leadership rarely shares data through various parent-friendly venues	The leadership sometimes shares data through various parent-friendly venues	The leadership regularly shares data through various parent-friendly venues
Element D	The leadership does not use a variety of communication strategies to encourage collaboration among the diverse members of the community	The leadership develops and uses minimal communication strategies to encourage collaboration among the diverse members of the community	The leadership develops and uses some communication strategies to encourage collaboration among the diverse members of the community	The leadership develops and uses a wide variety of communication strategies to encourage collaboration among the diverse members of the community

Indicator 1.5   Our leadership implements a system of academic and fiscal accountability to ensure every student's success.

Output: High student academic achievement and growth indicate a strong integrated infrastructure supporting every student's success.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	The leadership does not balance administrative tasks and instructional leadership responsibilities	The leadership attempts to balances administrative tasks and instructional leadership responsibilities	The leadership sometimes balances administrative tasks and instructional leadership responsibilities	The leadership effectively balances administrative tasks and instructional leadership responsibilities
Element B	There is inadequate oversight of fiscal resources	The principal maintains oversight of fiscal resources, with no input	The principal maintains oversight of fiscal resources, with some input	The principal, with the leadership team, maintains oversight of fiscal resources
Element C	The leadership team does not use a data based decision making process to evaluate needs of the school	Using a data based decision making process, the leadership team evaluates needs of the school without staff input	Using a data based decision making process, the leadership team evaluates needs of the school with some time for staff input into the whole process	Using a robust data based decision making process, the leadership team evaluates school needs and include sufficient time for staff input into the whole process

Rating	0	1	2	3
Element D	Our LEA and/or school does not have or provide access to a student information system	Our LEA and/or school provides a student information system containing limited data and/or it is not provided in a timely way	Our LEA and/or school provides access to a student information system containing some of the data listed above, but **not in real time**	Our LEA and/or school provides **real time access** to a student information system containing sufficient data to make informed decisions such as behavioral, attendance, EL, IEP, dropout, graduation rate, formative assessments, district interim/benchmark, classroom summative assessments, health and academic screenings, diagnostic tests, end of year/ end of course assessments, state assessments, course enrollment, program participation and schedules as well as teacher observations, student reflection

Rating	0	1	2	3
Element E	*Data is not a priority at our school*	*Leadership makes an attempt to demonstrate the value and use of data; but does not ensure that the instructional staff has the understanding, training and ability to access the school's data systems and tools to goals or targets and track progress for each student throughout the year*	*Leadership demonstrates the value and use of data; and is starting to develop a data-driven, collaborative culture; supporting teachers in overcoming the barriers to effective data use; makes an attempt to ensure that instructional staff has the understanding, training and ability to access the school's data systems and tools to develop learning goals or targets and track progress for each student throughout the year*	*Leadership demonstrates the value and use of data; leading a data-driven, collaborative culture; supporting teachers in overcoming the barriers to effective data use; ensuring that instructional staff has the understanding, training and ability to access the school's data systems and tools to develop learning goals or targets and track progress for each student throughout the year*

Rating	0	1	2	3
Element F	School data calendar is not developed before school begins	An attempt is made to establish a school data calendar, but changes are often required by the LEA	Before the school year begins, a school calendar is established and acknowledged by the LEA including some but not all of the following: professional development, assessment administration dates, and scheduled data meetings to analyze, interpret, and discuss proper utilization of the data results to plan instruction	Before the school year begins, a school calendar is established and acknowledged by the LEA with a detailed data plan that includes: professional development, assessment administration dates, and scheduled data meetings to analyze, interpret, and discuss proper utilization of the data results to plan instruction
Element G	There are not any systems of supports are available for students who are struggling to meet their learning goals and leadership is aware of this situation	The leadership assumes that there are systems of supports are available for students who are struggling to meet their learning goals	The leadership expects that there are systems of supports are available for students who are struggling to meet their learning goals, but does not ensure it	The leadership ensures that systems of supports are available for students who are struggling to meet their learning goals
Element H	Systems are not in place to facilitate ongoing data-driven conversations related to student learning	Infrequent systems are in place, to facilitate data-driven conversations related to student learning with all stakeholders	Systems are in place, to facilitate data-driven conversations related to student learning with all stakeholders	Adequate systems are in place, to facilitate frequent, ongoing data-driven conversations related to student learning with all stakeholders

Indicator 1.6 Our leadership commits to recruiting effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.

Output: Students' diverse needs are being met by appropriately certified and effective teachers in every classroom.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	The LEA and/ or school leadership does not have a plan in place	The LEA and/ or school leadership has a plan in place but doesn't follow it	The LEA and/ or school leadership has a plan in place but doesn't always follow it to actively recruit teachers for vacant positions	The LEA and/or school leadership has a plan in place and follows it to actively recruit appropriately certified teachers
Element B	The LEA and/ or school Leadership does not have a plan in place	The LEA and/ or school Leadership has a plan in place but doesn't follow it	The LEA and/ or school Leadership has a plan in place but doesn't always follow it to recruit teachers to meet the needs of diverse learners	The LEA and/or school Leadership has a plan in place and follows it to actively recruit teachers to meet the needs of diverse learners
Element C	The LEA and/ or school leadership dos not have a plan in place	The LEA and/ or school leadership has a plan in place but doesn't follow it	The LEA and/ or school leadership has a plan in place but doesn't always follow it to actively recruit effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness	The LEA and/or school leadership has a plan in place and follows it to actively recruit effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness

Indicator 1.7   Our leadership commits to retaining effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.

Output: Students' diverse needs are being met by appropriately certified and effective "continuing" teachers in every classroom.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	The LEA and/ or school leadership does not have a plan in place.	The LEA and/ or school leadership has a plan in place but doesn't follow it	The LEA and/ or school leadership has a plan in place but doesn't always follow it to actively retain appropriately certified teachers to meet the needs of diverse learners	The LEA and/or school leadership has a plan in place and follows it to actively retain appropriately certified teachers to meet the needs of diverse learners
Element B	The school leadership does not have a plan in place	The school leadership has a plan in place but doesn't follow it	The school leadership has a plan in place but doesn't always follow it to actively retain teachers to meet the needs of diverse learners.	The school leadership has a plan in place and follows it to actively retain teachers to meet the needs of diverse learners.
Element C	The school leadership does not have a plan in place	The school leadership has a plan in place but doesn't follow it	The school leadership has a plan in place but doesn't always follow it to retain effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness	The school leadership has a plan in place and follows it to retain effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness

Indicator 1.8   Our leadership commits to equitably distributing effective and highly effective teachers, as defined by the Arizona Framework for Measuring Educator Effectiveness, among all schools to meet the needs of diverse learners.

Output: Students of color, students economically disadvantaged and students with special needs are not taught by inexperienced, unqualified, or ineffective educators at higher rates than students outside those demographics.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	The LEA and/or school leadership does not have a plan in place	The LEA and/or school leadership has a plan in place but doesn't follow it	The LEA and/or school Leadership has a plan in place but doesn't always follow it to equitably distribute effective and highly effective teachers to meet the needs of diverse learners	The LEA and/or school Leadership has a plan in place and follows it to equitably distribute effective and highly effective teachers to meet the needs of diverse learners

Principle 1 Effective Leadership Data/Evidence
1.1
Written vision, mission and core belief statements
Meeting notes/minutes from stakeholder meetings
Meeting notes/minutes from staff meetings
Evidence of vision, mission and core beliefs posted in office areas and classrooms
1.2
Meeting notes/minutes from Leadership Team meetings
Evidence of vision, mission and core beliefs posted in office areas and classrooms
Meeting notes/minutes from Leadership Team meetings

Principle 1 Effective Leadership Data/Evidence
Meeting notes/minutes from staff meetings
Integrated action plans
PLC notes
School calendar
Staff and stakeholder surveys
Classroom observations
Classroom environment audits for evidence of high expectations
Data dashboard or other evidence that data is shared in timely and useable format
Lesson plans (high expectations, data informed instruction, goals…)
School calendar
Student data books, notes, wall, other system for ongoing use of data
Professional Learning calendar
Schedules, daily, weekly
Compliance with state and Federal regulations
1.3
Procedures and plans relative to emergency preparedness,
Site audit of facilities, equipment, furniture
Resource audit
1.4
Family involvement activity calendar
Samples of parent and community communication
Meeting notes/minutes from Stakeholder meetings

Principle 1 Effective Leadership Data/Evidence
Meeting notes/minutes from Leadership Team meetings
Meeting notes/minutes from staff meetings
1.5
Assessment audit
Balanced assessment system
Assessment calendar
Intervention calendar
Intervention implementation plan
Data decision making model
Data dashboard or other evidence that data is shared in timely and useable format
Conversation notes
1.6
Recruitment plans
Hiring protocols and procedures
Hiring records
1.7
Written retention plan
Teacher evaluations
Evidence of appropriate certification
1.8
Written equitable distribution plan
Teacher evaluations

Principle 2 Effective Teachers and Instruction

Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. It includes intentional planning and emphasizes evidence-based best practices for teaching and learning. It also requires teachers to have a strong understanding of the assessment system and how to use data to make instructional decisions for all students.

Indicator 2.1   Our teachers maintain high academic expectations for all students.

Output: Students are self-sufficient learners within a safe, supportive, and collaborative environment.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	Teachers' commitments and actions do not demonstrate high expectations for all learners	Few teachers' commitments and actions demonstrate high expectations for all learners	Some teachers' commitments and actions demonstrate high expectations for all learners	All teachers' commitments and actions demonstrate high expectations for all learners
Element B	Teachers do not establish goals and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable.	Few teachers establish goals and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable.	Some teachers establish goals and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable.	All teachers establish goals and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable.
Element C	Teachers do not plan rigorous Instruction in all classrooms	Teachers plan rigorous Instruction in just a few classrooms	Teachers plan rigorous Instruction in some classrooms	Teachers plan rigorous Instruction in all classrooms

Rating	0	1	2	3
Element D	Evidence of data use that informs instruction is not present	Evidence of data use that informs instruction is present in just a few classrooms	Evidence of data use that informs instruction is present in some classrooms	Evidence of data use that informs instruction is present in all classrooms
Element E	Teachers do not monitor evidence of student learning to determine if sufficient progress is being achieved and make any necessary adjustments	Few teachers monitor evidence of student learning to determine if sufficient progress is being achieved and make any necessary adjustments	Some teachers monitor evidence of student learning to determine if sufficient progress is being achieved and make any necessary adjustments	All teachers monitor evidence of student learning to determine if sufficient progress is being achieved and make any necessary adjustments
Element F	Teachers do not purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement	Very few teachers purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement	Some teachers purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement	All teachers purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement
Element G HowStudentsLearn_ SAAL.pdf	Teachers do not create a classroom environment where students hold themselves accountable for their individual learning	Very few teachers create a classroom environment where students hold themselves accountable for their individual learning	Some teachers create a classroom environment where students hold themselves accountable for their individual learning	All teachers create a classroom environment where students hold themselves accountable for their individual learning

Indicator 2.2   Our teachers have shared knowledge of the content standards and curricula.

Output: Every student receives the same guaranteed and viable curriculum, aligned to state standards.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	Depth of knowledge of content areas is not evident	knowledge of some content areas is evident	Some depth of knowledge of most content areas is evident	Depth of knowledge of all content areas is evident
Element B	Content does not align with the state standards	Very little content aligns with the state standards	Some content aligns with the state standards	Content aligns with the state standards
Element C	Grade level teams/content areas do not have a common understanding of the content standards	Few grade level teams/content areas have a common understanding of the content standards	Some grade level teams/content areas have a common understanding of the content standards	All grade level teams/content areas have a common understanding of the content standards
Element D	Curricula is not implemented with fidelity	Some curricula is implemented with loose fidelity	Some curricula is implemented with some fidelity	All curricula is implemented with complete fidelity

Indicator 2.3   Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.

Output: Students receive comprehensive lessons designed to meet the needs of all learners.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	Most instruction does not align with standards	Limited instruction aligns with standards	Some instruction aligns with standards	All instruction aligns with standards

Rating	0	1	2	3
Element B	Lesson planning does not include learning goals, success criteria, or possible student misconceptions	Lesson planning includes learning goals only	Lesson planning includes learning goals, success criteria, but not possible student misconceptions	Lesson planning includes learning goals, success criteria, and possible student misconceptions
Element C	Understanding of student prior knowledge is not evident in planning	Little understanding of student prior knowledge is evident in planning	Some understanding of student prior knowledge is evident in planning	Understanding of student prior knowledge is evident in planning
Element D	Very few, if any, teachers use Universal Design for Learning (UDL) in planning lessons	Some teachers use Universal Design for Learning (UDL) in planning lessons	Most teachers use Universal Design for Learning (UDL) in planning lessons	All teachers use Universal Design for Learning (UDL) in planning lessons (UDL is specifically stated in ESSA)
Element E	Pacing is not appropriate for the group or individual students	Pacing is appropriate for some of the group but not for individual students	Pacing is appropriate for the group and some individual students	Pacing is appropriate for the group and all individual students
Element F	Formative assessment or assessment for learning is not part of instruction	Formative assessment or assessment for learning is infrequently part of instruction	Formative assessment or assessment for learning is a limited part of instruction	Formative assessment or assessment for learning is an essential part of instruction

Indicator 2.4   Our teachers implement evidenced-based, rigorous and relevant instruction.

Output: Students are engaged in classrooms where they are encouraged to take responsibility for their own learning through effective instruction.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	Very few or no special population students have access to the general education curriculum (grade level appropriate)	Some students have access to the general education curriculum (grade level appropriate)	Most students have access to the general education curriculum (grade level appropriate)	All students have access to the general education curriculum (grade level appropriate)
Element B	Teaching for understanding is not the primary outcome for lessons	Teaching for understanding by most students is the primary outcome for some lessons	Teaching for understanding by all students is an outcome for most lessons	Teaching for understanding by all students is the primary outcome for all lessons
Element C	Teacher does not use questioning strategies	Teachers do not intentionally develop lesson questions, but ask some questions spontaneously	Teachers develop and ask some high level lesson questions	Teachers intentionally develop and ask high level lesson questions
Element D	Teachers do not employ a variety of student engagement strategies and best practices	Few teachers employ a variety of student engagement strategies and best practices	Most teachers employ a variety of student engagement strategies and best practices	All teachers employ a variety of student engagement strategies and best practices
Element E	Teachers do not use evidence-based interventions, strategies, and routines	Few teachers use evidence-based interventions, strategies, and routines	Most teachers use evidence-based interventions, strategies, and routines	All teachers use evidence-based interventions, strategies, and routines
Element F	Student questioning does not help guide classroom discourse	Student questioning rarely helps guide classroom discourse	Student questioning sometimes helps guide classroom discourse	Student questioning frequently helps guide classroom discourse

Rating	0	1	2	3
Element G	Teachers do not provide opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas	Teachers provide minimal opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas	Teachers provide a few opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas	Teachers regularly provide opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas
Element H	Collaboration is not valued and not evident between teacher to student and student to student	Collaboration is rarely evident between teacher to student and student to student	Collaboration seems valued and sometimes evident between teacher to student and student to student	Collaboration is valued and consistently evident between teacher to student and student to student
Element I	Grouping strategies are not used intentionally to meet the needs of all students	Very limited grouping strategies are used intentionally to meet the needs of all students	Some grouping strategies are used intentionally to meet the needs of all students	A variety of grouping strategies is used intentionally to meet the needs of all students
Element J	Feedback to students is not specific or actionable	Feedback to students is specific but never actionable	Feedback to students is specific but not always actionable	Feedback to students is specific and actionable
Element K	Students are not encouraged to look at their own data	Students are encouraged to look at their own data	Students are encouraged to become knowledgeable of their own data	Students are encouraged to become knowledgeable of their own data, and to seek and value alternative modes of investigation or problem-solving
Element L	There is no coherence across content areas and with real world application are experienced and valued	Little coherence across content areas and with few real world application is experienced and valued	Some coherence across content areas with some real world application is experienced and valued	Coherence across content areas and with real world application are experienced and valued

Indicator 2.5   Our teachers have a strong understanding of types of assessment.

Output: Students and teachers collaboratively utilize assessment data to plan, drive, and evaluate student learning outcomes

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	A balance of assessment types are not understood and implemented	Few teachers understand and implement a balance of assessment types	Some teachers understand and implement a balance of assessment types	All teachers understand and implement a balance of assessment types
Element B	Assessment for learning and classroom formative assessment are not planned for or used for the appropriate purposes	Assessment for learning and classroom formative assessment are planned for and used for the appropriate purposes by few teachers	Assessment for learning and classroom formative assessment are planned for and used for the appropriate purposes by some teachers	Assessment for learning and classroom formative assessment are planned for and used for the appropriate purposes by all teachers
Element C	Regular formative assessment processes and use of data are not evident	Students do not play a role in the formative assessment process and use of data (e.g., acknowledging strengths and identifying areas in need of improvement to problem-solve) in a few classrooms	Students play a limited role in the formative assessment process and use of data (e.g., acknowledging strengths and identifying areas in need of improvement to problem-solve) in some classrooms	Students play a fundamental role in the formative assessment process and use of data (e.g., acknowledging strengths and identifying areas in need of improvement to problem-solve) in all/most classrooms

Rating	0	1	2	3
Element D	Students do not know their end goals, how they perform on assessments or understand what action steps they need to take to improve and advance	Few students know their end goals, how they perform on assessments, and understand what action steps they need to take to improve and advance	Some students know their end goals, how they perform on assessments, and understand what action steps they need to take to improve and advance	All students know their end goals, how they perform on assessments, and understand what action steps they need to take to improve and advance
Element E	Differentiated, in-the-moment, checks for understanding and in-class assessments are not used to ensure individual student progress between benchmark assessments	Few teachers use differentiated, in-the-moment, checks for understanding and in-class assessments to ensure individual student progress between benchmark assessments	Some teachers use differentiated, in-the-moment, checks for understanding and in-class assessments to ensure individual student progress between benchmark assessments	All teachers use differentiated, in-the-moment, checks for understanding and in-class assessments to ensure individual student progress between benchmark assessments
Element F	Teachers do not use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps	Few teachers use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps and provide actionable feedback to student	Some teachers use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps and provide actionable feedback to student	All teachers use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps and provide actionable feedback to student
Element G	Classroom summative assessment, interim/benchmark assessment and state assessment data are not used	Planned classroom summative assessment and state assessment data are used; no benchmarks or interims are given	Planned classroom summative assessment, regularly scheduled interim/benchmark assessment and state assessment data are not always used	Planned classroom summative assessment, regularly scheduled interim/benchmark assessment and state assessment data are used appropriately

Rating	0	1	2	3
Element H	All educators do not have access to user-friendly, succinct data reports, which include item-level analysis, standards-level analysis, and achievement	All educators have access to data reports but they are not user-friendly, succinct,	All educators have access to user-friendly, succinct data reports, which include some, but not all, item-level analysis, standards-level analysis, and achievement	All educators have access to user-friendly, succinct data reports, which include item-level analysis, standards-level analysis, and achievement
Element I	Teachers do not have access to or are promptly provided with actionable data in a usable format to make evidence-based decisions and support continuous improvement	Teachers are provided with data to make evidence-based decisions and support continuous improvement, but there is a lag time and it is difficult to understand	Teachers are provided with actionable data in a usable format to make evidence-based decisions and support continuous improvement, but there is a lag time	Teachers have access to or are promptly provided with actionable data in a usable format to make evidence-based decisions and support continuous improvement
Element J	Diagnostics and screeners are not available and used appropriately	Diagnostics and screeners are available but not used at all	Diagnostics and screeners are available and but not used on a regular basis	Diagnostics and screeners are available and used appropriately
Element K	Data used for accountability is not precisely defined or understood	Data used for accountability is loosely defined and understood	Data used for accountability is generally defined and understood	Data used for accountability is precisely defined and understood

Indicator 2.6   Our teachers and appropriate other staff participate in ongoing, applicable professional learning opportunities.

Output: Student achievement and growth increase due to teachers/staff actively engaged in differentiated professional learning.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	There are few, if any learning opportunities that include content knowledge and pedagogy; curriculum implementation; student assessment, all types from formative through summative; student engagement; classroom management; data teams cultivate systemic, ongoing, high-quality training on effective data use and technology use	Learning opportunities are one size fits all and include some of the following areas : content knowledge and pedagogy; curriculum implementation; student assessment, all types from formative through summative; student engagement; classroom management; data teams cultivate systemic, ongoing, high-quality training on effective data use and technology use	Some learning opportunities are differentiated based on data and include content knowledge and pedagogy; curriculum implementation; student assessment, all types from formative through summative; student engagement; classroom management; data teams cultivate systemic, ongoing, high-quality training on effective data use and technology use	All learning opportunities are differentiated based on data and include content knowledge and pedagogy; curriculum implementation; student assessment, all types from formative through summative; student engagement; classroom management; data teams cultivate systemic, ongoing, high-quality training on effective data use and technology use

Indicator 2.7   Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

Output: Students excel within a collaborative educational community which focuses on the holistic student

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	*Professional learning communities are not scheduled or do not focus on increasing student learning*	*Professional learning communities are scheduled but do not focus on increasing student learning*	*Professional learning communities are scheduled sporadically and focus on increasing student learning*	*Professional learning communities are regularly scheduled and focus on increasing student learning*
Element B	*Articulation, across content areas and grade levels, is not scheduled*	*Articulation, across content areas and grade levels, occurs infrequently*	*Articulation, across content areas and grade levels, is scheduled but doesn't always occurs regularly*	*Articulation, across content areas and grade levels, is scheduled and occurs regularly*
Element C	*Staff does not know the different types of available data and which kind of data to use for which decision*	*Few staff know the different types of available data and which kind of data to use for which decision*	*Some staff know the different types of available data and which kind of data to use for which decision*	*All appropriate staff know the different types of available data and which kind of data to use for which decision*
Element D	*Educators do not understand our framework for collecting, storing, accessing, and disseminating district, school and student-level data*	*Few educators understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data*	*Some educators understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data*	*All educators understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data*

Rating	0	1	2	3
Element E	Educators do not access, interpret, analyze, act upon, and communicate multiple types of data from the classroom, the school, the district or charter holder, the state and other sources (e.g., research, community data, etc.) to improve student outcomes	Educators infrequently access, interpret, analyze, act upon, and communicate multiple types of data from the classroom, the school, the district or charter holder, the state and other sources (e.g., research, community data, etc.) to improve student outcomes	Educators sporadically access, interpret, analyze, act upon, and communicate multiple types of data from the classroom, the school, the district or charter holder, the state and other sources (e.g., research, community data, etc.) to improve student outcomes	Educators continuously access, interpret, analyze, act upon, and communicate multiple types of data from the classroom, the school, the district or charter holder, the state and other sources (e.g., research, community data, etc.) to improve student outcomes
Element F	Parent communication is not consistent or frequent	Parent communication is not data-based or focused on student learning and social growth	Parent communication is data-based and focused on student learning and social growth, but not frequent	Parent communication is consistent, frequent, data-based and focused on student learning and social growth
Element G	Ongoing coaching and mentoring opportunities do not exist	A few ongoing coaching and mentoring opportunities exist	Some ongoing coaching and mentoring opportunities exist	Many ongoing coaching and mentoring opportunities exist

Rating	0	1	2	3
Element H	There are no teacher action plans based on data	A collaborative effort between the teacher and Data Leadership team/administrator leads to general plans only	A collaborative effort between the teacher and Data Leadership team/administrator leads to some teacher planning based on data for whole-class instruction, small groups, interventions, and before/after-school supports	An ongoing collaborative effort between the teacher and Data Leadership team/administrator leads to explicit teacher action plans based on data for whole-class instruction, small groups, interventions, and before/after-school supports to improve instruction and student outcomes

Principle 2 Effective Teachers and Instruction Data/Evidence

2.1

Classroom policies and procedures

Student surveys/Student interviews

Teacher lesson plans

Student work

2.2

PLC team minutes/agendas

Classroom observations

Teacher lesson plans

Informal student assessment information

Principle 2 Effective Teachers and Instruction Data/Evidence
Curriculum mapping
Pacing guides
2.3
Formal and informal student assessment information analyzed
Teacher lesson plans
Formal and informal student assessments provided
Classroom observations
Evidence of differentiates instruction
Grade level or content meeting minutes
Evidence of classroom level RTI
2.4
Classroom observations
Evidence of differentiated instruction
Evidence of classroom level RTI
Teacher lesson plans
Flexible student groupings evident
Continuum of service options for special populations (SPED, EL, etc.)
Classroom policies and procedures
Student surveys/Student interviews
Student data portfolios/Student data evident in classroom
PLC team minutes/agendas
Curriculum mapping
Report cards

Principle 2 Effective Teachers and Instruction Data/Evidence
Progress reports
Parent Meetings
2.5
Evidence of user friendly data provided to teachers
Teacher lesson plans
Classroom observations
Evidence of RTI and/or referral process
PLC team minutes/agendas
Assessment planner implemented
Assessment system for instructional purposes
Student surveys/Student interviews
Student data evident in classroom/Student data portfolios
2.6
PLC team minutes/agendas
Job embedded professional learning
Teachers seek professional development
Teachers engaged in professional learning
Teachers plan professional learning opportunities

Principle 2 Effective Teachers and Instruction Data/Evidence

Evidence of user friendly data provided to teachers
PLC team minutes/agendas
Classroom observations
Curriculum mapping
Coaching/mentoring for teachers evident
Teachers provided regular assessment data and training on analysis
Teachers provide regular feedback to admin/team regarding data use and needs
Data use framework embedded in teacher instruction and planning
Regular parent communication from teacher (newsletter, email blasts, etc.)
Professional development offerings include data use and communication results
Assessment planner implemented

Principle 3 Effective Organization of Time

Effective schools organize their time to support the vision of academic success for all students. Students have appropriate instructional and non- instructional time to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.

Indicator 3.1   Our school year/calendar is organized to maximize instruction.

Output: Student achievement and growth increase as students participate in a variety of intervention and enrichment programs.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	The school does not offer summer programs	The school offers summer programs for intervention or enrichment	The school offers summer programs for both intervention and enrichment	The school offers intervention and enrichment summer programs that are well planned, targeted, evidence-based; with an evaluation component
Element B	School does not have intersessions	The school does not offer intersession programs	The school offers intersession programs for intervention or enrichment	The school offers intersession programs for both intervention and enrichment

Indicator 3.2   Our school day is organized to maximize instruction.

Output: Students are engaged in a comprehensive instructional program supported by effective and efficient use of time.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	Classroom daily schedules vary throughout the school with no consistency or do not consistently optimize instructional time	Classroom daily schedules optimize instructional time for ELA and MATH only	Classroom daily schedules optimize instructional time in some content areas	Classroom daily schedules optimize instructional time in all content areas
Element B	Special populations are not considered when schedules are developed	Scheduling does not meet requirements for a few special populations	Scheduling meets requirements for some special populations	Scheduling meets requirements for all special populations
Element C	Schedules do not permit evidence-based interventions and/or enrichment	Schedules permit evidence-based interventions or enrichment, but not both	Schedules permit evidence-based interventions and enrichment, but not daily	Schedules permit daily evidence-based interventions and enrichment

Indicator 3.3   Our school day is organized to ensure sufficient time for non-instructional activities for students and staff.

Output: Students are engaged in non-instructional programs that offer cognitive, social, emotional, and physical benefits.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	There are no daily recesses	Recesses are scheduled but are not always well-supervised	Safe and well-supervised recesses that offer cognitive, social, emotional, and physical benefits are scheduled daily, but schedule is not always followed	Daily, regularly scheduled, safe and well-supervised _recesses offer cognitive, social, emotional, and physical benefits_
Element B	Students have insufficient time to eat (less than 10 minutes)	Students have minimal time to eat	Students have time to eat adequate amounts of food to meet their nutritional needs,	Students have plenty of time to leisurely eat adequate amounts of food to meet their nutritional needs
Element C	Co-curricular activities are not available	Very limited co-curricular activities is available for some students	Limited co-curricular activities is available for all students	A large variety of co-curricular activities is available for all students

Indicator 3.4 Our professional (contract) day is structured to support professional learning for all teachers and staff.

Output: Student attitudes reflect an understanding of a shared culture of life-long learning.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	Professional learning does not include job-embedded opportunities	Professional learning includes few job-embedded opportunities	Professional learning includes some job-embedded opportunities	Professional learning includes many job-embedded opportunities
Element B	Scheduling is not used to provide time for professional learning	Not applicable	Not applicable	Scheduling is used to provide time for professional learning
Element C	Externships do not exist to meet and maintain certification	Not applicable	Not applicable	Externships exist to meet and maintain certification
Element D	Opportunities are not provided for peer to peer observation and feedback and other collaboration	Few opportunities are provided for peer to peer observation and feedback and other collaboration	Some opportunities are provided for peer to peer observation and feedback and other collaboration	Many opportunities are provided for peer to peer observation and feedback and other collaboration

Indicator 3.5   Our professional (contract) day is organized to provide appropriate planning and preparation time as well as collaboration opportunities for all teachers, staff, and administrators to ensure continuous improvement.

Output: Students engage in cohesive, effectively planned and well-articulated instructional programs across content and grade levels.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	Time is not reserved for Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time	There is time reserved for monthly Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time	There is time reserved for bi weekly Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time	There is time reserved for weekly Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time
Element B	Scheduled opportunities do not exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth	Few scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth	Some scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth	Regularly scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth
Element C	Leadership does not support appropriate, adequate release time for teachers to participate in IEP meetings and needed planning to support diverse learners	Leadership supports but does not ensure appropriate, adequate release time for teachers to participate in IEP meetings and needed planning to support diverse learners	Leadership supports and ensures some release time for teachers to participate in IEP meetings and needed planning to support diverse learners; but time is insufficient	Leadership supports and ensures appropriate, adequate release time for teachers to participate in IEP meetings and needed planning to support diverse learners

Principle 3-Effective Organization of Time Data/Evidence

Principle 3-Effective Organization of Time Data/Evidence
3.1
Planning meeting minutes
School Calendar
Overview of Summer program enrichment and intervention offerings
Overview of Intercession enrichment and intervention offerings
3.2
Planning meeting minutes
PLC agendas and minutes
Bell schedule
Daily schedules
Lesson plans
Intervention schedules
Governing Board Policies/ Professional Days
21st Century Learning, after school activities, extra-curricular activities
RED, MET, IEP meeting schedules
3.3
Teacher duty lists (indicated supervised recess time for students)
Food and Nutrition policies and procedures
Co-curricular activity calendar and participation numbers
Bell Schedules for recesses and lunch
Governing Board Policies/ Professional Days
21st Century Learning, after school activities, extra-curricular activities
3.4

Principle 3-Effective Organization of Time Data/Evidence
Schedule of professional learning opportunities for faculty and staff
Governing Board Policies/ Professional Days
Peer to peer observation schedules
Peer to peer observation notes
Peer to peer feedback forms
3.5
Professional day schedules
Student contact daily schedules
PLC schedules
PLC agendas and minutes
Articulations between grade levels
IEP meetings schedules

Principle 4 Effective Curriculum

Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

Indicator 4.1   Our written curricula provide access to a well-rounded education that fully maximizes the potential of the education for all students.

Output: Students are engaged in a variety of disciplines resulting in a well-rounded education

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	Students do not have access to a wide variety of disciplines	Most students have access to a variety of disciplines – including some of the following; physical education/health, music, the arts, world languages, social studies, environmental education, computer science and civics	All students have access to a variety of disciplines – including most but not all of the following; physical education/health, music, the arts, world languages, social studies, environmental education, computer science and civics	All students have access to a wide variety of disciplines – including physical education/health, music, the arts, world languages, social studies, environmental education, computer science and civics
Element B	Students do not have access to a school media center	Most students have access to a school media center staffed by a certified librarian	All students have access to a school media center, but not staffed by a certified librarian	All students have access to a school media center staffed by a certified librarian

Rating	0	1	2	3
Element C	Students do not have access to appropriate technology resources	Some students have access to appropriate technology resources,	All students have access to appropriate technology resources; however those resources are shared via computer labs, computer carts or personal technology devices	All students have access to appropriate technology resources either through a 1:1 program or through embedded classroom technology

Indicator 4.2   Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

Outputs: Students have access to evidence-based curriculum and materials aligned to AZ State Standards.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	Curricula does not align with the appropriate grade level and content standards	Curricula aligns with the appropriate grade level or content standards, but not always both	Curricula mostly aligns with the appropriate grade level and content standards	Curricula aligns with the appropriate grade level and content standards
Element B	*Curriculum adoption process* is not current	Curriculum adoption process is current and a revision cycle is in place only for Math and ELA	Curriculum adoption process is current but revision cycle is not always followed for all content areas	Curriculum adoption process is current and a revision cycle is both in place and consistently followed for all content areas

Indicator 4.3   Our written curricula are evidence and standards based.

Output: Students are engaged in evidence-based curricula, addressing diverse learner needs (student, teacher, and parent) that promotes a proper balance of cognitive knowledge levels.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	We do not have pacing guides	Pacing guides do not provide any flexibility	Pacing guides provide some flexibility based on diverse learner needs	Pacing guides provide flexibility based on diverse learner needs
Element B	Content learning progressions do not reflect an appropriate scope and sequence	Content learning progressions reflect a scope and sequence with questionable coherence and little vertical and horizontal alignment	Content learning progressions reflect an appropriate scope and sequence with some coherence including some vertical and horizontal alignment	Content learning progressions reflect an appropriate scope and sequence with coherence including vertical and horizontal alignment
Element C	A proper balance of cognitive demand is not evident	A proper balance of cognitive demand is rarely evident	A proper balance of cognitive demand is sometimes evident	A proper balance of cognitive demand is frequently evident
Element D	Curricula do not address the content needs of teachers, students, and parents	Curricula rarely address the content needs of teachers, students, and parents	Curricula mostly address the content needs of teachers, students, and parents	Curricula address the content needs of teachers, students and parents

Indicator 4.4   Our written curricula accommodate the needs of all learners.

Output: Students are engaged in evidence-based curricula, addressing diverse learner needs (student, teacher, and parent) that promotes a proper balance of cognitive knowledge levels.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	Curricula does not include opportunities for extension and remediation within any disciplines	Curricula include few opportunities for extension and remediation within ELA or Math	Curricula include some opportunities for extension and remediation within ELA and Math only	Curricula include consistent opportunities for extension and remediation within all disciplines
Element B	Curricula do not consider diverse learners and special populations-one size fits all	Curricula consider few diverse learners and special populations	Curricula consider some diverse learners and special populations	Curricula consider diverse learners and special populations
Element C	Curricula do not include Systems of Support / _Multi-Tier System of Support_ (Universal Design for Learning [UDL] specifically in ESSA, positive behavior supports, schoolwide alternatives to suspension, etc.)	Curricula include few Systems of Support / Multi-Tier System of Support (Universal Design for Learning [UDL] specifically in ESSA, positive behavior supports, schoolwide alternatives to suspension, etc.)	Curricula include some systems of Support / Multi-Tier System of Support (Universal Design for Learning [UDL] specifically in ESSA, positive behavior supports, schoolwide alternatives to suspension, etc.)	Curricula include Systems of Support / Multi-Tier System of Support (Universal Design for Learning [UDL] specifically in ESSA, positive behavior supports, schoolwide alternatives to suspension, etc.)
Element D	Curricula do not support content integration and experiential learning opportunities	Curricula support very little content integration and experiential learning opportunities	Curricula support some content integration and experiential learning opportunities	Curricula support content integration and experiential learning opportunities

Indicator 4.5 Our entire staff participates in professional learning to support effective implementation of adopted curricula.

Output: Students are engaged in curricula that is characterized by the use of effective instructional strategies and resources through a wide variety of disciplines

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	The professional learning opportunities for the staff are very limited	The professional learning opportunities for the staff are varied but not differentiated or chosen based on data/evidence of need	The professional learning for the staff are varied and differentiated but not chosen based on data/evidence of need	The professional learning opportunities for the staff are varied, differentiated and chosen based on data/evidence of need

Research shows that the following list of professional learning opportunities is representative of the many areas teachers request, need and benefit from. Check the all that apply to your context. Add your own as appropriate.

Professional Learning Opportunities			
a. review, navigation, and use of the resources from the selected curricula	Completed	Planned	Not Planned
b. additional supports for the use of technology for instruction	Completed	Planned	Not Planned
c. integrating instruction across the curricula	Completed	Planned	Not Planned
d. connecting instruction within a discipline or grade level(earth and life science)	Completed	Planned	Not Planned
e. content understanding	Completed	Planned	Not Planned
f. pedagogical understanding	Completed	Planned	Not Planned
g. accommodations and modifications to meet the needs of diverse learners	Completed	Planned	Not Planned

Professional Learning Opportunities			
h. assessment system knowledge from formative to summative	Completed	Planned	Not Planned
i. technology associated with adopted curricula	Completed	Planned	Not Planned
j. integration across content areas (STEM) (special areas)	Completed	Planned	Not Planned
k. embedded academics in L. L Career and Technical Education	Completed	Planned	Not Planned

Indicator 4.6 Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.

Output: Student performance increases due to the continual alignment of the curriculum, standards, instruction, and assessment.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	The school does not perform a gap analysis between curriculum and academic standards	The school performs a gap analysis between curriculum and academic standards and takes action based on analysis in ELA or Math	The school performs a gap analysis between curriculum and academic standards and takes action based on analysis in most content areas	The school performs a gap analysis between curriculum and academic standards and takes action based on analysis in all content areas
Element B	The school does not perform a gap analysis between curriculum and instruction	The school performs a gap analysis between curriculum and instruction and takes action based on analysis in ELA and Math	The school performs a gap analysis between curriculum and instruction and takes action based on analysis in most content areas	The school performs a gap analysis between curriculum and instruction and takes action based on analysis in all content areas

Rating	0	1	2	3
Element C	The school does not perform a gap analysis between curriculum and instruction and assessment	The school performs a gap analysis between curriculum and instruction and assessment and takes action based on analysis in ELA or Math	The school performs a gap analysis between curriculum and instruction and assessment and takes action based on analysis in most content areas	The school performs a gap analysis between curriculum and instruction and assessment and takes action based on analysis in all content areas

Principle 4-Effective Curriculum Data/Evidence

4.1 Written Curricula

Physical/online curricula for all disciplines with academic standards

Master schedule includes all disciplines with academic standards for all grade levels

4.2 Aligned to State Standards

Coding and standards are present in all resources supporting disciplines with academic standards

Adoption process is available/accessible to the public

Revision cycle is public and includes multiple year cycle

Adoption process includes a focus on alignment to state standards (content and ELP)

Adoption cycle reflects what actually happened/occurred

Includes public/parents/teachers/administrators/content experts/community and any interested parties

4.3 Evidence and standards based

Pacing guides are available for all disciplines with academic standards

Flexibility is provided in pacing guides on a number of indicators (remediation)

Scope and sequence resources are provided for all disciplines with academic standards

Horizontal and vertical alignment is evident in written curricula

Principle 4-Effective Curriculum Data/Evidence

Tasks and activities have a depth of knowledge (DOK) range of 1 through 3

Written Curricula provide content support for teachers, students and parents

4.4 Accommodate the needs of all learners

Includes extension and intervention opportunities – planning/pacing guides

Includes guidance for extension and interventions*

Resources to support teachers in the instruction of extension and interventions*

Please see additional MTSS support documents – Behavior also in Climate

4.5 Staff Professional Learning

Opportunities for professional development for all staff are posted and available

4.6 Monitor and Evaluate Adopted Curricula

Gap analysis documentation/data is available for all staff

Gap analysis cycle is public and includes multiple year cycle

Action plan based on gap analysis data is available

Course Catalog or List of Course Offerings for students (preferably with course descriptions)

Curriculum Map (should contain connections to state academic standards)

Schedule of Curriculum Adoption along with Process and Criteria for Selecting Curriculum (should be in place for each discipline)

Content Area/Grade Level Pacing Guide (reflects flexibility, appropriate scope and sequence, and responsiveness to the needs of students, teachers, parents

Calendar of Professional Learning Events (Can include professional learning objectives for each event(s) and target audience)

Written curriculum

Principle 5 Conditions, Climate and Culture

Inclusive schools are conducive to student learning, fulfillment and well-being, as well as professional satisfaction, morale and effectiveness. Students, parents, teachers, administrators and other stakeholders contribute to their school's culture, as do other influences such as the local community, the policies that govern how it operates and the school's founding principles. School conditions, climate and culture are impacted by the beliefs, perceptions, relationships, attitudes and written and unwritten rules that shape and influence every aspect of how a school functions. They also encompass concrete issues such as student physical and emotional safety, a healthy school environment, the orderliness of classrooms and public spaces and the degree to which a school embraces and celebrates racial, ethnic, linguistic, academic and cultural diversity.

Indicator 5.1   Our staff has high expectations for learning for all students.
Output: Students view themselves as integral members of an inclusive school community which increases student efficacy.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	Inclusive beliefs and practices are not evident in classroom instruction, data reflection or the school culture	Inclusive beliefs and practices are evident in some classroom instruction and data reflection but not a part of the whole school culture	Inclusive beliefs and practices are evident in most classroom instruction, data reflection and the school culture	Inclusive beliefs and practices are evident in all classroom instruction, data reflection and the school culture
Element B	The staff does not engage in the development and understanding of policies/procedures and plans that outline continuous improvement and high expectations for learning for all students	Some staff engages in the development and understanding of policies/procedures and plans that vaguely outline continuous improvement and high expectations for learning for all students	Most staff engages in the development and understanding of policies/procedures and plans that generally outline continuous improvement and high expectations for learning for all students	All staff engages in the development and understanding of policies/procedures and plans that explicitly outline continuous improvement and high expectations for learning for all students.

Indicator 5.2 Our staff creates an environment which builds mutual respect among leadership, teachers, students and families.

Output: Student success thrives in an environment built on trust, communication, and mutual respect.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	Staff does not intentionally foster trusting interpersonal relationships with students and families	Few staff intentionally foster trusting interpersonal relationships with students and families	Some staff intentionally fosters trusting interpersonal relationships with students and families	All staff intentionally fosters trusting interpersonal relationships with students and families
Element B	Communication with families is not always appropriately distributed in a language they comprehend	Not applicable	Not applicable	Communication with families is appropriately distributed in a language they comprehend
Element C	Adults do not demonstrate unconditional caring for all students	Few adults demonstrate unconditional caring for all students	Most adults demonstrate unconditional caring for all students	All adults demonstrate unconditional caring for all students

Indicator 5.3 Our staff has intentional conversations that impact school conditions and physical and emotional safety, valuing the rich heritage of all of Arizona's communities and cultures. *Culturally Responsive Practices*

Output: Student voice is respected in a school community where their heritage and culture is valued and accepted.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	All students and their families are not treated equitably and with respect	All students and their families are sometimes treated equitably and with respect	All students and their families are usually treated equitably and with respect	All students and their families are always treated equitably and with respect

Rating	0	1	2	3
Element B	The languages, cultures, traditions and values of the students and community are not respected and reflected in the school environment	The languages, cultures, traditions and values of the students and community are rarely respected and reflected in the school environment	The languages, cultures, traditions and values of the students and community are sometimes respected and reflected in the school environment	The languages, cultures, traditions and values of the students and community are consistently respected and reflected in the school environment
Element C	The staff does not intentionally cultivate student leadership and promotes citizenship	Some staff intentionally cultivates student leadership and promotes citizenship	Most staff intentionally cultivate student leadership and promotes citizenship	All staff intentionally cultivates student leadership and promotes citizenship
Element D	Community pride is not stressed	Community pride is sometimes stressed	Community pride is often stressed	Community pride is consistently stressed
Element E	The staff does not actively seek students' voice/input	The staff rarely actively seeks students' voice/input	The staff sometimes actively seeks students' voice/input,	The staff actively and consistently seeks students' voice/input
Element F	There are no school safety and emergency preparedness plans	The staff implements an LEA developed, not school developed safety and emergency preparedness plans	The staff develops and implements a school safety but not emergency preparedness plans	The staff develops and implements a school safety and emergency preparedness plans
Element G	Conversations impacting the school environment are not held	Few conversations inform planning that impacts school environment	Informal conversations inform planning that impacts school environment	Intentional conversations inform planning that impacts school environment

Indicator 5.4   Our school provides guidelines and safe practices relating to school health services.

Output: Students receive services from a trained school health care provider supported by school policies and procedures.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3

Rating	0	1	2	3
Element A	The school does not have policies and procedures to manage and support students with chronic health conditions or medical emergencies	The school has policies and procedures for medical emergencies only	The school has adequate policies and procedures to manage and support students with chronic health conditions or medical emergencies	The school has consistently used, robust policies and procedures to manage and support students with chronic health conditions or medical emergencies
Element B	Written guidelines and procedures are not in place for providing student health care services	Not applicable	Not applicable	Written guidelines and procedures are in place for providing student health care services
Element C	Professional development is not offered for school health care providers, i.e. school nurses, health aids, etc.	Not applicable	Not applicable	Professional development is offered for school health care providers, i.e. school nurses, health aids, etc.

Principle 5 -Conditions, Climate, and Culture Data/Evidence
5.1
Celebrations of learning/attendance/growth/behavior
Communications - points of pride/newsletters
Observations between teachers and students
Inclusive practices-build culture through conversations- PLC notes
Culture - reporting progress of all students
Monitoring intervention deployed/
5.2.
A. LEA uses a guide or planning template to create a Comprehensive Multi-Hazard Emergency Readiness Plan (ERP)
http://rems.ed.gov/K12PlanningProcess.aspx
http://rems.ed.gov/K12BasicPlan.aspx
http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf
https://training.fema.gov/emi.aspx
B.   LEA identifies resources that provide guidance on school environment
http://supportiveschooldiscipline.org/learn/reference-guides/conditions-learning-cfl
https://safesupportivelearning.ed.gov/school-climate
https://www.samhsa.gov/nrepp
C. LEA identifies resources that provide guidance on cultural inclusion to all staff
http://www.usc.edu.au/connect/work-at-usc/staff/cultural-diversity-and-inclusive-practice-toolkit
LEA provides translation services to parents and community members
http://www.brycs.org/clearinghouse/Highlighted-Resources-Interpretation-and-Translation-in-the-Schools.cfm
LEA provides/promotes events that embrace cultural diversity

Principle 5 -Conditions, Climate, and Culture Data/Evidence
http://www.sbhihelp.org/files/Diversity88Ways.pdf
5.3
A. LEA uses an evidence based model to intentionally promote mutual respect among all stakeholders
http://www.ascd.org/programs/learning-and-health/wscc-model.aspx
5.4.
A. LEA has written policies and procedures specific to school health services.
http://www.azed.gov/health-nutrition/files/2014/07/delivery-of-specialized-health-care-in-the-school-setting-with-cover-r.pdf
https://www.nasn.org/PolicyAdvocacy/PositionDocuments/NASNPositionStatements
http://www.azed.gov/health-nutrition/school-health-programs/school-health-services/guidelines-and-screenings-to-support-_school-health-services/
B. LEA provides professional development to all school health staff.
https://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/smid/824/ArticleID/51/Default.aspx
Attendance records
Nurse visits/ trends/testing dates
Attendance
Behavior/culture of

Principle 6 Family and Community Engagement

Family and Community Engagement is an essential component of improving outcomes for children and youth. Effective family and community engagement is a reciprocal partnership among families, communities and schools that reflects a shared responsibility to foster children's development and learning.

Indicator 6.1 Our staff has high expectations for learning for all students.

Output: Achievement increases when students are immersed in a strong partnership built among all school and community members.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	Parents are not welcome in the school and/or not involved as volunteers to support students and school programs	Parents are tacitly welcome in the school and sometimes are involved as volunteers to support students and school programs	Parents are welcome in the school and involved as volunteers to support students and school programs	Parents are warmly and actively welcomed in the school and involved as volunteers to support students and school programs
Element B	Meaningful opportunities for engagement do not exist for families and community to participate in school activities	Few meaningful opportunities for engagement exist with families and community to participate in school activities	Some meaningful opportunities for engagement exist with families and community to participate in school activities	Many meaningful opportunities for engagement exist with families and community to participate in school activities
Element C	Personnel do not build positive nurturing relationships with students, parents, and community to improve inclusive practices	Few personnel build positive nurturing relationships with students, parents, and community to improve inclusive practices	Many personnel build positive nurturing relationships with students, parents, and community to improve inclusive practices	All personnel build positive nurturing relationships with students, parents, and community to improve inclusive practices,
Element D	School does not coordinate community resources for students, families, and the school support the emotional, social and academic needs of students	School coordinates a few available community resources for students, families, and the school support the emotional, social and academic needs of students	School coordinates some available community resources for students, families, and the school to support the emotional, social and academic needs of students	School coordinates many community resources for students, families, and the school to support the emotional, social and academic needs of students

Rating	0	1	2	3
Element E	A system has not been established to recruit volunteers	A system has been established to recruit volunteers, matching a few of the following; businesses', community agencies' and families' abilities and interests with a variety of volunteer opportunities	A system has been established to recruit volunteers, matching some of the following; businesses', community agencies' and families' abilities and interests with a variety of volunteer opportunities	A system has been established to recruit volunteers, matching businesses', community agencies' and families' abilities and interests with a variety of volunteer opportunities
Element F	Positive and goal-oriented relationships that encourage parent involvement to heighten student achievement are not intentionally nurtured	A few positive and goal-oriented relationships that encourage parent involvement to heighten student achievement are intentionally nurtured	Some positive and goal-oriented relationships that encourage parent involvement to heighten student achievement are intentionally nurtured	Positive and goal-oriented relationships that encourage parent involvement to heighten student achievement are intentionally nurtured

Indicator 6.2   Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.

Output: Students' educational opportunities are extended beyond school environment/setting through linguistically and culturally accessible communication with communities and families.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	School establishes lines of communication among non-educational stakeholders, including families and community members and organizations	School establishes lines of communication among few educational stakeholders, including families and community members and organizations	School establishes lines of communication among some educational stakeholders, including families and community members and organizations	School establishes lines of communication among all educational stakeholders, including families and community members and organizations
Element B	Communication between home and school is in English only or there is no communication	Communication between home and school, in a language and method families can understand, is one way only	Communication between home and school, in a language and method families can understand, is sporadic, two-way and meaningful	Communication between home and school, in a language and method families can understand, is regular, two-way and meaningful
Element C	Effective communication from school-to-home and home-to-school about school programs and student progress is not conducted	Effective communication from school-to-home and home-to-school about school programs and student progress is conducted infrequently	Effective communication from school-to-home and home-to-school about school programs and student progress is conducted sporadically	Effective communication from school-to-home and home-to-school about school programs and student progress is regularly conducted
Element D	School does not communicate methods for becoming an effective advocate for children and their education	Not applicable	Not applicable	School communicates methods for becoming an effective advocate for children and their education

Rating	0	1	2	3
Element E	*Communication strategies are not culturally, demographically and linguistically appropriate.*	*Communication strategies are rarely culturally or demographically or linguistically appropriate, but not consistently all three*	*Communication strategies are sometimes culturally, demographically and linguistically appropriate.*	*Communication strategies are always culturally, demographically and linguistically appropriate.*

Indicator 6.3   Our school engages families in critical data-informed decisions that impact student learning.

Output: Students know that families and other educational stakeholders share an invested interest in data-based decisions guiding their education path to CCR through consistent communication.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	There is no established school improvement team that brings together representatives from all stakeholder groups which can include parents, teachers, students, school health professionals, support staff and community members, allowing them to share responsibilities and decision-making governance and advocacy	School improvement team designed to bring together representatives from all stakeholder groups which can include parents, teachers, students, school health professionals, support staff and community members, allowing them to share responsibilities and decision-making governance and advocacy, established but seldom, if ever, meets	An established school improvement team designed to bring together representatives from all stakeholder groups which can include parents, teachers, students, school health professionals, support staff and community members, allowing them to share responsibilities and decision-making governance and advocacy, but it does not meet on a regular basis	An established school improvement team brings together representatives from all stakeholder groups which can include parents, teachers, students, school health professionals, support staff and community members, allowing them to share responsibilities and decision-making governance and advocacy on a regular basis
Element B	The school does not communicate its Integrated Action Plan to all stakeholders	The school communicates its Integrated Action Plan to all stakeholders once a year	The school communicates its Integrated Action Plan to all stakeholders twice a year	The school communicates its Integrated Action Plan to all stakeholders, including updates, successes and changes throughout the year

Rating	0	1	2	3
Element C	Opportunities to dialogue about different types of data do not exist	Opportunities to dialogue about different types of data exist infrequently	Opportunities to dialogue about different types of data exist on a sporadic basis	Opportunities to dialogue about different types of data exist on a regular basis
Element D	School does not support parents in their responsibilities to monitor student progress towards individual learning goals	School minimally supports parents in their responsibilities to monitor student progress towards individual learning goals	School has some methods to support parents in their responsibilities to monitor student progress towards individual learning goals	School supports parents in their responsibilities to monitor student progress towards individual learning goals

Principle 6 Family and Community Engagement Data/ Evidence

6.1.

Comprehensive support services, including health and social services, are available to students and their families in a timely manner.

Resource Fair held for families to provide information on available community resources.

Parent participation in parent education activities is inclusive of the school's demographics.

Records of communication between the teacher and parent to indicate regular communication throughout the school year.

Documentation of families and key community leaders are involved in the governance of and planning for our school.

Visitors are greeted and assisted when they enter our buildings.

Information on how to volunteer.

Adults and students can be observed supporting and encouraging respectful and collaborative behavior.

Principle 6 Family and Community Engagement Data/ Evidence

Access to membership profile of your school team (Site Council, School Improvement) representative of schools demographics

Agendas, minutes, flyers of meetings/courses / curriculum nights and other events held at the school for parents

Parental survey document(s)

Title 1 Parent Compact

Parent Handbook, plan(s) describing how the school involves parents

New student flyer/handbook for parents

Leadership team minutes indicating an allocated time where parental involvement is discussed

Agendas, surveys, announcements of opportunities for parental involvement are in more than one language

Calendar describing recruitment events, time and place

6.1 and 6.2

School calendar or newsletter sent to parents each month and posted on the school website. This monthly announcement lists extracurricular activities that include academic support services, social and cultural enrichment activities, and recreational and sports opportunities.

Title 1 Parent Compact

Records of phone calls, emails, and other communications sent to parents inviting them to the school and or updating them about meetings and upcoming events

Presentation agendas which include information about a translator being present at the meeting

6.2.

Parent Education activities occur at least once a month throughout the school year.

Principle 6 Family and Community Engagement Data/ Evidence

An annual evaluation of all extracurricular activities is conducted to provide data to parents on impact of programs.

Information on financial assistance (waiver fees) is included in any information on co-currular activities that is given to families.

Posters of upcoming parent education programs are prominently displayed.

Parent education activities are announced via multiple platforms: social media, flyers, website, marquee

Documents describing the system the LEA/ schools use to recruit volunteers, including how to apply, description of work to be done; hours and dates volunteers are needed.

6.2 and 6.3.

Parents and students meet annually with their teachers to set and support individual learning goals.

Newsletter or other communication informing parents to decisions made by the School Improvement Team

6.3.

Records of communication between the teacher and parent to indicate regular communication throughout the school year.

Survey results determine how information is sent to parents.

Minutes of School Improvement Team meetings which show that parents are members of the team during data discussions.

Updated Parent Portal (web based student progress report by subject and overall grades for each quarter)

Appendix C: Building a Data Culture Principle

Data culture indicators and elements are embedded in the 6 principles. This Data Culture, as a separate principle, is for use if the school is new to using data, needs to focus on improving the use of data or wants to look at it as a whole to ensure all pieces are in place.

Building a Data Culture

Achievement of purposeful, sustained data use necessitates a culture shift. The **c**reation of a data culture entails establishing and providing leadership support to data teams, modeling effective data use, scheduling time for collaborative data-driven conversations, and connecting data analysis to clear action steps.

1. *Our school staff is data literate.*
    A. *Leadership demonstrates the value and use of data; leading a data-driven, collaborative culture; supporting teachers in overcoming the barriers to effective data use*
    B. *Policies were written to allow teachers both individual and collaborative time to make use of data as part of a strategy to meet student learning goals*
    C. *Staff and educators know the different types of available data that exist and which kind of data to use for which decision*
    D. *Educators continuously access, interpret, act upon, and communicate multiple types of data from the classroom, the school, the district or charter holder, the state and other sources (e.g., research, community data, etc.) to improve student outcomes*
    E. *Data teams cultivate systemic, ongoing, high-quality training on effective data use*
2. *Our educators understand the appropriate balance between data-driven decision making and data-driven accountability.*
    A. *Process for data based decision making is in place and used*
    B. *Data used for accountability is precisely defined and understood*
    C. *Opportunities to dialogue about different types of data exist on a regular basis*
    D. *Teachers are promptly provided with actionable data in a usable format to make evidence-based decisions and support continuous improvement*
    E. *Teachers are provided assistance to utilize all available data appropriately*
3. *Our schools have an active data leadership team.*
    A. *Data leadership team structure and processes are defined and implemented with fidelity*
    B. *Data leadership team facilitates data analysis meetings focused on the holistic student (i.e., social/emotional well-being and academic performance)*

C. *Data leadership team builds a professional learning calendar to provide professional learning on quality data-driven instruction, an understanding of rigorous assessments and create and use effective formative assessments for a continuous loop of student feedback*

D. *Data leadership team ensures full alignment of assessments with instructional sequence and state assessments*

E. *Data leadership team appropriately and effectively communicates academic data trends to all stakeholders*

4. *Our staff has access to comprehensive data to make informed decisions for continuous improvement.*

    A. *Student information systems provide real-time access to student data*

    B. *Our student information systems contain data such as behavioral, attendance, ELL, IEP, teacher observations, student reflection, dropout, graduation rate, formative assessments, district interim/benchmark, classroom summative assessments, health and academic screenings, diagnostic tests, end of year/ end of course assessments, state assessments, course enrollment, program participation and schedules*

    C. *All educators understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data*

    D. *All educators have access to user-friendly, succinct data reports, which include item-level analysis, standards-level analysis, and achievement*

5. *Our school has a balanced assessment system.*

    A. *Diagnostics and screeners are available and used appropriately*

    B. *Assessment for learning and classroom formative assessment are planned for and used for the appropriate purposes*

    C. *Classroom summative assessments are planned for and used for the proper purposes*

    D. *Interim/Benchmark assessments are scheduled and used for the appropriate purpose*

    E. *State assessment data are used appropriately to inform programs*

6. *Our school has a process to collect, critically examine, analyze, interpret, use and communicate data to all stakeholders.*

    A. *A calendar is established before the school year with a detailed data plan that includes: professional development, assessment administration dates, scheduled data meetings to analyze, interpret, and discuss proper utilization of the data results to plan instruction*

    B. *Systems for all stakeholder levels are in place to facilitate frequent, ongoing data-driven conversations related to student learning*

    C. *Differentiated, in-the-moment, checks for understanding and in-class assessments ensure individual student progress between benchmark assessments*

D. *A collaborative effort between the teacher and Data Leadership team leads to explicit teacher action plans based on data for whole-class instruction, small groups, interventions, and before/after-school supports*
E. *Students know their end goals, how they performed on assessments, and understand what action steps they need to take to improve and advance*

Appendix D
Data Literacy Process

It is natural for individuals to make assumptions based on their own perspective of reality. Decisions based on these assumptions without further insight or investigation may be made erroneously. Often times, individuals have an innate effect of bias and often implicit biases that can sway our perspectives (https://plato.stanford.edu/entries/implicit-bias/). Acknowledging that this occurs and compensating for it by working collaboratively with colleagues to drill down to the root of issues within the classroom, school and LEA sets the students up for success.

Data Team

Bringing together a high-functioning group focused on using data to make decisions is critical. To work effectively as a data literacy group some ground rules need to be established. A system of discourse should be discussed as to how the discussion will take place and boundaries established by the group so all are heard and respected for their drawn conclusions of the data. Roles and responsibilities need to be defined for the facilitator and the group members and identification of stakeholders affected by the conclusions and solutions (Lipton and Wellman, 2012). It may take a few changes of group member responsibilities (e.g., facilitator of the group) before the dynamics of the group is at its highest-performing ability but it generally is recommended that a school leader either not be a part of the group or, at the very least, not be the facilitator.

Lipton and Wellman (2012) found through their experience working with groups that the most successful data literacy groups are those that are not respecters of professional status. In other words, when a school principal facilitates the data literacy group they are not as productive due to many factors (i.e., natural hierarchy, intimidation of members, etc.) Data Team Members could be composed of a cross-section of members who represent diverse grade levels, subject matter, teaching experience and position levels. The following hyperlink is a resource from the Doing What Works library at WestEd that can be used as a guide in selecting data team members.

http://www.opi.mt.gov/streamer/profdev/Supporting_Documents/Essential_3/C_Cole_Data-Handouts/Handout22_Creating_Data_Team_DataModule.pdf

1

The Data Team Should:

- *Always have the school/LEA goal as the primary focus*
- *Know the purpose of diving into the data*

- *Establish group norms and develop schedules*
- *Access to ALL data*
- *Understand the members' roles and responsibilities*
- *Review the data for accuracy and consistency*
- *Create actionable steps for implementation*

2

Prioritizing Issues

The first thing for your group to discuss is prioritizing issues within the school or district. Lipton and Wellman (2012) recommend working through these ideas to help narrow the focus:

1) *How often does this issue occur year after year?*
2) *Is this an issue across grade levels, student groups or school settings?*
3) *Does this issue consume high levels of energy, time and resources?*
4) *Does this issue seem to be a reoccurring concern even after an initial improvement phase?*

3

Root Cause Analysis

Once the focus is narrowed to one, often complex, issue a root cause analysis is necessary to help identify the source of the problem and address the main issue from all applicable perspectives.

Lipton and Wellman (2012) contend that there are five main categories that all school related issues fall into:

1) *Curriculum design and implementation;*
2) *Instruction methods, materials and resources;*
3) *Teachers' knowledge, skills and dispositions;*
4) *Students' knowledge, skills and dispositions; and*

5) *Infrastructure (i.e., schedules, programming, and resources).*

Fishbone Categories are suggestions that often surface. If others are determined, substitute or add, as appropriate.

Instruction   Curriculum

Causes

Need

Teacher   Student   Infrastructure
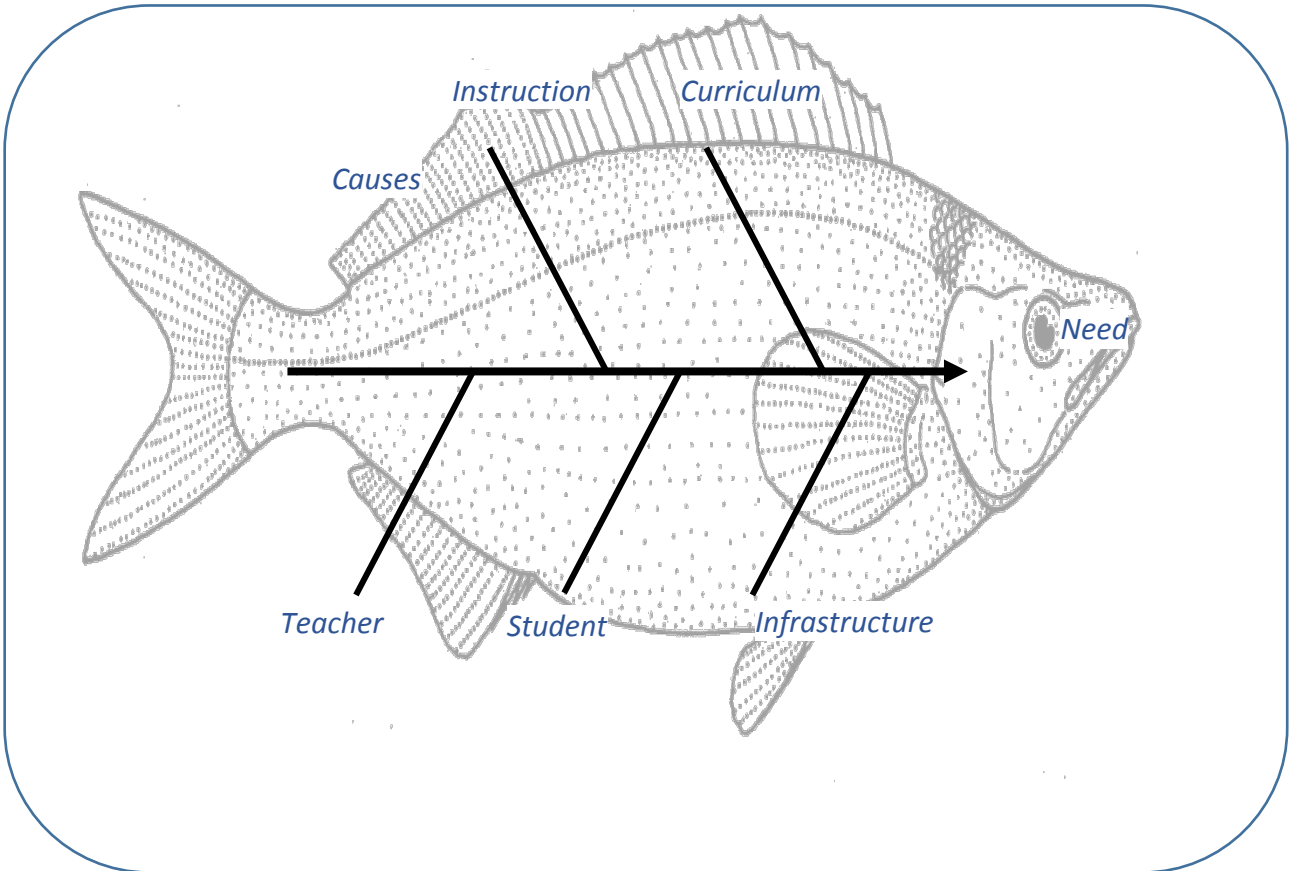
4

Develop Theories

The key to remaining unbiased in the root cause investigation is to stress multiple theories from these five categories (listed above) that may be affecting to the issue or a catalyst contributing to the problem. For example, if the issue is that your Grade 3 students cannot pass AzMERIT Reading how might the curriculum affect this problem? How might instruction affect this problem? How might infrastructure affect the problem? And so forth...

Challenge
Collect data for each theory without jumping to the solution phase

5

Compile Data

The next step is to acquire data as evidence to address each theory. Multiple sources of data are recommended for each theory if possible.

Questions to consider before reviewing the data:

- *What is the purpose of collecting and analyzing data?*
- *What additional data is needed or can contribute as evidence? (Think of the five categories listed #3: Root Cause Analysis)*
- *Which data points do you feel are the most meaningful and useful?*
- *Is the data being used to show specific gains or losses in student learning and/or teacher performance? OR to better understand student progression and/or teacher effectiveness?*
- *What is the primary goal/focus of the LEA/school?*
- *How is the data relevant to the goal?*

Questions to consider while reviewing the data:

- *What additional data is needed?*
- *What patterns or trends can be found in the data?*
- *What can you infer from the data?*
- *What are some positive areas that can be found in the data?*
- *What areas of need must be addressed based on the data?*

Below is a table with examples of data and how they may be used to answer questions about students' performance, teacher effectiveness and/or LEA-wide theories.

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	**Teachers**	**School/LEA**	
Student Performance	*Qualitative*	*Formative assessment*	*Self-reflection on progress and next steps* *Check progress toward learning goals*	*Difficulties and misunderstanding or misconceptions around learning goals*	*Not Applicable*	*10 dimensions of Formative Assessment which include Questioning and Feedback*
Student Performance	*Quantitative*	*Formative assessments*	*Current learning status relative to learning goals*	*Students' current learning status relative to lesson learning goals.* *Student achievement of target learning goals for specific intervention* *Guide dialogue on next steps in instruction* *Identify students who require additional support* *Identify students who need enrichment*	*Not Applicable*	*Identify patterns in proficiency* *Placement considerations* *Guide re-teach and enrich groups*

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
Student Performance	Quantitative	State assessments	Know if they mastered the course standards Identify areas that they need to strengthen	Determine the students' areas of strength and needed improvement Identify areas of instruction that need more focus Identify areas of strength	Identify areas of instruction that need more focus Identify areas of strength Identify teachers that need deeper support Inform improvement strategies for Teachers, School and Districts Measure end-of-year/course proficiency Meet accountability requirements	Not Applicable
Student Performance	Quantitative	Report card	Check overall grade point average (GPA) to track towards college expectations	Check any one student's grade history overall Review grades of all students in class to evaluate indicators of students' content knowledge	Check grades overall by grade to determine if there are deficiencies in curriculum at grade level or with any teacher	Use as a guide to determine if one teacher from grade level seems to need assistance with their teaching style or materials.

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	**Teachers**	**School/LEA**	
Student Performance	*Quantitative*	*Attendance rates*	*Recognize how many days were missed and how this may have affected their learning time and consequently their grade*	*Check how often the student was [students were] in attendance in a semester or for a curriculum unit*	*See if there are issues with transportation or scheduling that may be causing too many students to miss school*	*Work as a leadership team to discuss administrative issues of transportation or class scheduling that may be a barrier for students to attend school*
Student Performance	*Quantitative*	*Subgroup population*	*Track individual progress*	*Track the students' progress towards proficiency* *Track subgroup progress for equitable access* *Grouping students within a Multi-Tiered System of Support (MTSS)*	*Track the students' progress towards proficiency* *Track subgroup progress for equitable access* *Grouping students within a Multi-Tiered System of Support (MTSS)* *Report data to the state*	*Not Applicable*
Student Performance	*Quantitative*	*Retention, promotion, graduation data*	*Track progress towards promotion or graduation*	*Determine which students are on track for promotion or graduation* *Determine which students may be retained or repeat the course*	*Determine the number of students on track for promotion or graduation* *Determine the number of students being retained, promoted, graduating*	*Not Applicable*

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	**Teachers**	**School/LEA**	
Student Performance	Quantitative	Discipline referrals	Self-monitor discipline	Track individual student disciplinary issues	Identify behavior trends among the students within a school/LEA Track the number of disciplinary referrals issued by a school Track the number of disciplinary referrals issued by a teacher Identify behavior trends among the student population within the school	Not Applicable
Student Performance	Qualitative	Performance, project, product and/or portfolios	Track assignments and grades Track growth and proficiency	Track assignments and grades Track growth and proficiency	Use for evaluative purposes (teacher and administrator)	Not Applicable
Student Performance	Qualitative	Student surveys and/or interviews		Use for self-awareness of classroom instruction and management	Use for evaluative purposes (teacher and administrator) Determine climate and culture	Not Applicable

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	**Teachers**	**School/LEA**	
Student Performance	*Qualitative*	*Anecdotal records (Journals, Learning Logs, Checklists, Running Records, Observational Data)*	*Check progress toward learning goals* *Clarify what has been learned and what comes next*	*Check individual and class progress against learning goals* *Guide dialogue on next steps in instruction*	*Identify students who require additional support* *Identify students who need enrichment* *Track trend data*	*Not Applicable*
Personnel Data	*Quantitative*	*Teacher evaluation*	*Not Applicable*	*Identify strengths and areas of growth* *Create a plan to improve practice*	*Identify teacher leaders* *Assign teachers to schools or classrooms* *Identify teachers who need additional support*	*Used to shape the work of instructional coaches and specialists* *Used to provide opportunities and resources for teachers*
Personnel Data	*Quantitative*	*Administrator evaluation*	*Not Applicable*	*Identify strengths and areas of growth* *Create a plan to improve practice* *Compare school progress against school mission and vision*	*Assign administrators to schools* *Identify administrators who need additional support or resources.* *Identify administrators who could serve as mentors within the LEA.*	*Used to shape the work of district leadership* *Used to provide opportunities and professional development resources for principals*

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
Personnel Data	Quantitative	Teacher – student ratios	May have an impact on student level of engagement.	Used to determine methods of instruction and assessment May have an impact on the relationship between teacher and student	Used to determine allocation of resources and other supports Used to determine the allocation of students and staff Identify trends among class sizes	Not Applicable
Personnel Data	Quantitative	Experience data of teachers/admin	Not Applicable	Identify colleagues to collaborate with for professional learning opportunities	Identify trends among teachers/admin for retention Determine the best schools for teachers/administrator to serve Partner teachers/administrators with other colleagues	Not Applicable

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
Personnel Data	Quantitative	Surveys	Not Applicable	Identify strengths and weaknesses Develop new teaching strategies Track responses over a period of time	Identify strengths and weaknesses Determine the need for additional resources or support systems Track responses over a period of time	Not Applicable
Personnel Data	Qualitative	Teacher and administrator portfolios	Not Applicable	Used to check progress toward student achievement goals Used to check progress toward instructional goals Used as a self-reflection tool	Used to check progress toward student achievement goals Used to check progress toward school goals Used as a self-reflection tool	Not Applicable
Program Data	Quantitative	Budget and resource allocations	Not Applicable	Used to understand the priorities, goals and objectives of school or LEA Used to determine what areas of focus will be supported financially	Used to justify the collection and expenditure of public funds Used to assess the available local, state and federal resources to meet financial needs	Not Applicable

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
Program Data	*Quantitative*	*Number of students enrolled in various programs – advanced, intervention, prevention*	*Not Applicable*	*Used to understand the opportunities and supports offered in a school or LEA* *Used to identify gaps in student services*	*Used to assess school or LEA's success in both identifying and serving certain student populations* *Used to inform decisions around funding for programs* *Used to identify programmatic areas of growth or focus*	*Used to focus PD that helps staff, teachers, and administrators to identify students for the growth of individual programs.*
Program Data	*Qualitative*	*Meeting agendas, minutes*	*Not Applicable*	*Used to identify topics of importance for administration* *Used for accountability of administration, self, and colleagues*	*Used to share information with school/LEA community* *Used for accountability of school/LEA administration, teachers, and staff*	*Not Applicable*

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
Program Data	*Qualitative*	*Awards and photos*	*Not Applicable*	*Used to build a sense of community* *Used to share student successes with families and community* *Used to document specific projects and events that should be replicated*	*Used to build a sense of community* *Used to share successes of school/LEA* *Used to document specific projects and events that should be replicated*	*Not Applicable*
Program Data	*Qualitative*	*Staff interviews*	*Not Applicable*	*Not Applicable*	*Used to inform schools and LEA administration of positive and negative perceptions of staff* *Used to inform decisions regarding staff*	*Not Applicable*

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	**Teachers**	**School/LEA**	
Program Data	*Qualitative*	*Bulletins / Newsletters*	*Not Applicable*	*Used to build a sense of community* *Used to communicate information with families and community* *Used to inform frequency of communication with stakeholders*	*Used to build a sense of community* *Used to communicate information with families and community* *Used to inform frequency of communication with stakeholders*	*Used to guide PD around effective communication strategies with families and the community.*
Program Data	*Qualitative*	*Workshop and professional learning evaluations*	*Not Applicable*	*Used to inform teachers of the success of professional learning that they delivered or with which they assisted* *Used to analyze gaps in professional learning offerings* *Used to assess needs*	*Used to inform teachers of the success of professional learning that they delivered or with which they assisted* *Used to analyze gaps in professional learning offerings* *Used to assess needs*	*Not Applicable*

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
Program Data	Quantitative	Family demographics	Not Applicable	Used to understand student demographics Used to plan instruction that addresses the whole child	Used to support instruction that addresses the whole child Used to determine the kinds of supports that families need Used to assess the strengths of the school community	Not Applicable
Program Data	Quantitative	School / Business partnerships	Not Applicable	Used to leverage the strengths of the community for the growth of the student population	Used to leverage the strengths of the community for the growth of the school or LEA programs	Not Applicable
Community Data	Quantitative	Employment sectors in area	Not Applicable	Informs inclusion of jobs in instruction to focus on high need/growth jobs in the area	Identify high need jobs in the area that could be attractive to graduating students Communicate employment opportunities	Discussion by staff on how to use data to inform students

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
Community Data	Qualitative	Focus group data	Not Applicable	Informs instructional choices in lesson planning Informs classroom summative assessment	Informs culture and communication decisions	Discussion by staff on use of the data to inform practices and policies
Community Data	Qualitative	Opinion surveys	Not Applicable	Informs instruction and assessment depending on the focus of the survey	Informs curricula and assessment decisions depending on the focus of the survey Informs culture and communication decisions	Discussion by staff on use of the data to inform practices and policies
Community Data	Qualitative	Parent / Community	Not Applicable	Informs instruction and assessment depending on the focus of the data	Informs curricula and assessment decisions depending on the focus of the survey Informs culture and communication decisions Informs daily/weekly/ yearly calendar of school day	Discussion by staff on use of the data to inform practices and policies

6   *Develop Action Steps*

Questions to consider after reviewing the data:

- *What are the next steps in moving forward with the data?*
- *What is the rationale for selecting the action steps in moving forward?*
- *How are you going to monitor the action steps?*
- *How will the action step be evaluated?*
- *How will you know if the action steps are on track to meet his/her goal?*
- *How can you make the action step process manageable at your site?*

7   *Monitoring Progress*

How will you know if your action steps are effective?

- *Monitoring measure*
- *Effectiveness measure*
- *Success criteria*

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Appendix E
Fishbone Diagram Example and "5 Whys" Method

The beginnings of a Fishbone Diagram

Equity

Critical Supports

Teacher Preparation

Problem/Need

All students not taught at grade level.

Teachers lack skills to include differentiation

School culture not collaborative

Teachers not comfortable with physical

Teachers have low expectations for some students

Fragmented PD

No PD Calendar

6th-grade unit on motion not aligned with new standards.

6th-grade students are below proficiency in physical science; achievement gap between Special Education students and all other students

K-5 curriculum not developing motion concepts

Inconsistent implementation of curriculum units

Unit assessments not aligned with state assessments

Curriculum not aligned to standards

Lack of collaborative lesson planning

Assessments are not aligned to state standards

Curriculum

Instruction

Assessment

"5 Whys" Example

Goal: I want to own my own business

Why Do I Want to Do This?	It will allow me to have greater control over how I spend my time.
Why Do I Want to Do This?	I can have more flexibility in my life.
Why Do I Want to Do This?	I will be able to work from home.
Why Do I Want to Do This?	I will be able to spend more time with my son or daughter.
Why Do I Want to Do This?	**Supporting my family is the most important thing to me.**

Root Cause of Motivation

Five whys analysis example

Caught speeding — Why?
Late for work — Why?
Got up late — Why?
Alarm clock didn't work — Why?
Dead batteries — Why?
Forgot to replace them

By repeatedly asking the question, "Why?", you can peel away the layers of an issue and get to the root cause of a problem.

Keep asking "Why?" until you reach an actionable level.

Countermeasure

Get a plug-in alarm clock or replace the clock's batteries at set times before they run out.
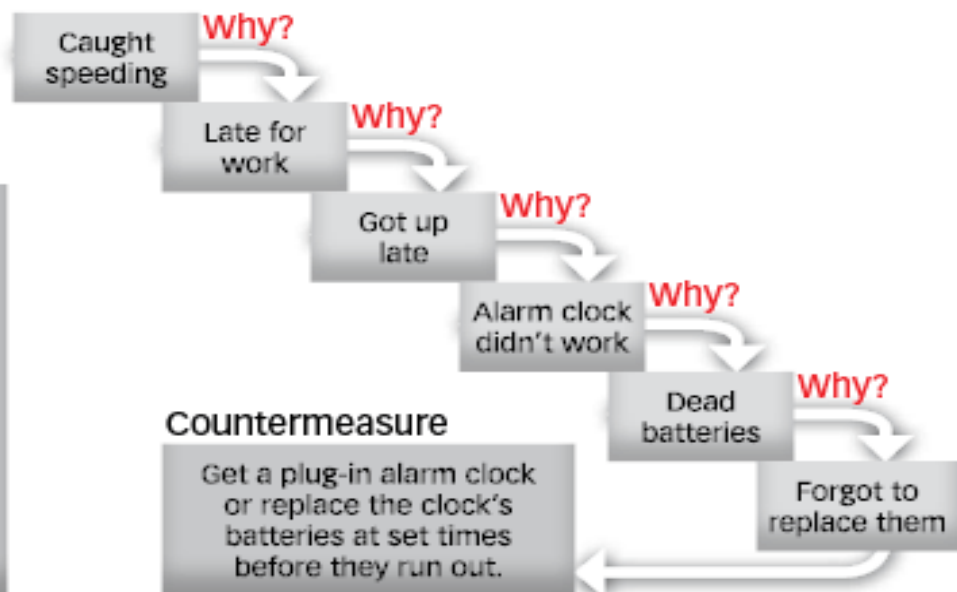
Appendix F
Professional Learning Matrix

Research shows that the following list of professional learning opportunities is representative of the many areas teachers request, need and benefit from. Check the all that apply to your context. Add your own as appropriate.

Professional Learning			
a. review, navigation, and use of the resources from the selected curricula	*Completed*	*Planned*	*Not Planned*
b. additional supports for the use of technology for instruction	*Completed*	*Planned*	*Not Planned*
c. integrating instruction across the curricula	*Completed*	*Planned*	*Not Planned*
d. connecting instruction within a discipline or grade level (earth and life science)	*Completed*	*Planned*	*Not Planned*
e. content understanding	*Completed*	*Planned*	*Not Planned*
f. pedagogical understanding	*Completed*	*Planned*	*Not Planned*
g. accommodations and modifications to meet the needs of diverse learners	*Completed*	*Planned*	*Not Planned*
h. assessment system knowledge from formative to summative	*Completed*	*Planned*	*Not Planned*
i. technology associated with adopted curricula	*Completed*	*Planned*	*Not Planned*
j. integration across content areas (STEM) (special areas)	*Completed*	*Planned*	*Not Planned*

Professional Learning			
k. embedded academics in Career and Technical Education	Completed	Planned	Not Planned

Appendix G
Comprehensive Needs Assessment (CNA) and AdvancED Performance Standards for Schools and School Systems Crosswalk

Introduction

The Arizona Department of Education (ADE) Comprehensive Needs Assessment (CNA) is a systematic set of procedures that provide data for schools and LEAs to

- *Determine strengths and challenges*
- *Analyze and determine the root causes of the identified discrepancy or gap between "what is" and "what should be"*
- *Set priorities for future action*
- *Reduce burden*
- *Provide all ADE program areas with coherent information*

The CNA is grounded in the theory of practice related to continuous improvement as an approach to enhancing school performance in all schools. Furthermore, because continuous improvement is a systemic and cyclical process, it requires a commitment to an ongoing process of learning, planning, implementing, reflecting, adjusting and analyzing results. The CNA is structured around six Principles, each with indicators and elements.

AdvancED is a non-profit organization that conducts rigorous, on site reviews of Pre-K-12 schools and school systems to ensure that all learners realize their full potential. With the goal of helping schools improve, AdvancED currently partners with approximately 800 schools in Arizona.[1] The AdvancED Continuous Improvement System provides resources to guide schools and LEAs along their continuous improvement journey. One of the resources includes the AdvancED Performance Standards which includes three domains: Leadership Capacity, Learning Capacity, and Resource Capacity.[2]

This crosswalk document is a resource that will assist schools and LEAs who currently partner with AdvancED. The subsequent table contains two columns; the left column is labeled ADE CNA Principles and the right column is labeled AdvancED Performance Standards for Schools and School Systems. As schools complete their needs assessment process through AdvancED, they are able to identify and connect the AdvancED

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[1] http://www.advanc-ed.org/about-us
[2] http://www.advanc-ed.org/services/advanced-performance-standards

Performance Standards with the six Principles of the ADE Comprehensive Needs Assessment. This process will further guide schools and LEAs as they begin the process of completing the Integrated Action Plan based on the findings of the AdvancED Performance Standards.

ADE CNA Principles	*AdvancED Performance Standards for Schools and School Systems*
Principle 1: Effective Leadership **Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.**	**Standard 1.1**: The institution commits to a purpose statement that defines belief about teaching and learning, including the expectations for learners. **Standard 1.2**: Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners. **Standard 1.3**: The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice. **Standard 1.4**: The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness. **Standard 1.5**: The governing authority adheres to a code of ethics and functions within defined roles and responsibilities. **Standard 1.6**: Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness. **Standard 1.8**: Leaders engage stakeholders to support the achievement of the institution's purpose and direction.

ADE CNA Principles	AdvancED Performance Standards for Schools and School Systems
	Standard 1.9: The institution provides experiences that cultivate and improve leadership effectiveness.
	Standard 1.10: Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.
	Standard 1.11[3]: Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.
	Standard 2.1: Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.
	Standard 2.10: Learning progress is reliably assessed and consistently and clearly communicated.
	Standard 3.4: The institution attracts and retains qualified personnel who support the institution's purpose and direction.
	Standard 3.7: The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.
	Standard 3.8: The institution allocates human, material, and

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[3] Standard 1.11 is specific to the Leadership Capacity Domain of the AdvancED Performance Standards for Systems.

ADE CNA Principles	AdvancED Performance Standards for Schools and School Systems
	fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.
Principle 2: Effective Teachers and Instruction **Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. It includes intentional planning and emphasizes evidence-based best practices for teaching and learning. It also requires teachers to have a strong understanding of the assessment system and how to use data to make instructional decisions for all students.**	**Standard 2.1**: *Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.* **Standard 2.7**: *Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.* **Standard 2.9**: *The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.* **Standard 2.10**: *Learning progress is reliably assessed and consistently and clearly communicated.* **Standard 2.11**: *Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.* **Standard 3.1**: *The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.* **Standard 3.2**: *The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational*

ADE CNA Principles	AdvancED Performance Standards for Schools and School Systems
	effectiveness. ***Standard 3.3****: The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.* ***Standard 3.5****: The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.*
Principle 3**: Effective Organization of Time** **Effective schools organize their time to support the vision of academic success for all students. Students have appropriate instructional and non- instructional time to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.**	***Standard 1.7****: Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.* ***Standard 2.12****: The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.* ***Standard 3.1****: The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.* ***Standard 3.2****: The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.* ***Standard 3.3****: The institution provides induction, mentoring, and coaching programs that ensure all staff members have*

ADE CNA Principles	AdvancED Performance Standards for Schools and School Systems
	the knowledge and skills to improve student performance and organizational effectiveness. ***Standard 3.5****: The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.* ***Standard 3.6****: The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.* ***Standard 3.7****: The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.* ***Standard 3.8****: The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.*
Principle 4: Effective Curriculum **Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.**	***Standard 2.5****: Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.* ***Standard 2.6:*** *The institution implements a process to ensure the curriculum is aligned to standards and best practices.* ***Standard 2.8:*** *The institution provides programs and services for learners' educational futures and career planning.*

ADE CNA Principles	*AdvancED Performance Standards for Schools and School Systems*
	Standard 2.9: The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students. *Standard 2.12*: The institution implements a process to continuously assess its programs and organizational conditions to improve student learning. *Standard 3.6*: The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.
Principle 5: Conditions, Climate, and Culture **Inclusive schools are conducive to student learning, fulfillment and well-being, as well as professional satisfaction, morale and effectiveness. Students, parents, teachers, administrators and other stakeholders contribute to their school's culture, as do other influences such as the local community, the policies that govern how it operates and the school's founding principles. School conditions, climate and culture are impacted by the beliefs, perceptions, relationships, attitudes and written and unwritten rules that shape and influence every aspect of how a school functions. They also encompass concrete issues such as student physical and emotional safety, a healthy school environment, the orderliness of classrooms and public spaces and the degree to which a school embraces and celebrates racial, ethnic, linguistic, academic and cultural diversity.**	*Standard 1.2*: Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners. *Standard 1.8*: Leaders engage stakeholders to support the achievement of the institution's purpose and direction. *Standard 1.9*: The institution provides experiences that cultivate and improve leadership effectiveness. *Standard 2.1*: Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution. *Standard 2.2*: The learning culture promotes creativity, innovation and collaborative problem-solving.

ADE CNA Principles	AdvancED Performance Standards for Schools and School Systems
	Standard 2.3: *The learning culture develops learners' attitudes, beliefs and skills needed for success.* **Standard 2.4:** *The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.* **Standard 2.8:** *The institution provides programs and services for learners' educational futures and career planning.*
Principle 6: Family and Community Engagement **Family and Community Engagement is an essential component of improving outcomes for children and youth. Effective family and community engagement is a reciprocal partnership among families, communities and schools that reflects a shared responsibility to foster children's development and learning.**	**Standard 1.10**: *Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.* **Standard 1.11[4]**: *Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.* **Standard 2.10**: *Learning progress is reliably assessed and consistently and clearly communicated.*

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[4] Standard 1.11 is specific to the Leadership Capacity Domain of the AdvancED Performance Standards for Systems or LEAs.

Appendix H
CNA Glossary of Terms

Accelerated Curriculum: Additional, qualitative curriculum accessible to students who need additional challenges or enrichment that is beyond the scope of the core curriculum.

Accommodate: Changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, and student responses, environmental structuring, and/or other attributes which provide access for a student with a disability to participate in a course/standard/test, which DO NOT fundamentally alter or lower the standard or expectations of the course/standard/test.

Actionable Data: Data that provides the user meaningful and impactful information that compels action on the part of the user.

Actionable Feedback: Constructive criticism or praise that provides a suggested future course of action.

Adaptations: Adaptations are changes in educational environments which allow the student equal opportunity to obtain access, results, benefits, and levels of achievement.

Assessment Systems: A balanced, coordinated and comprehensive system of multiple assessments, each of which is valid and reliable for its specified purpose and for the population with which it will be used. Educators and other stakeholders need multiple types of assessment to serve their decision-making needs.

Benchmark Assessments (interim assessments): Assessments typically administered periodically throughout the school year (e.g., every few months) to fulfill one or more of the following functions: **instructional** (to supply teachers with individual student data), **predictive** (identifying student readiness for success on a later high-stakes test), and/or **evaluative** (to monitor ongoing educational programs).

Cognitive Demand: The level of cognition required in order for a student to complete a task; i.e. low cognitive demand=memorization, high cognitive demand= drawing conclusions.

Continuum: A coherent whole characterized as a collection, sequence, or progression of values or elements varying by degrees.

Core Curriculum: Curriculum aligned to state standards and made accessible to all students.

Data Literacy – Abbreviated Definition: *A data-literate educator possesses the knowledge and skills to access, interpret, act on, and communicate about data to support student success. (Data Quality Campaign, 2014). a better understanding of student learning*

Data Literate Leaders: *Leaders "can act as data champions for teachers by demonstrating the value and use of data; leading a data-driven, collaborative culture; and supporting teachers in overcoming the barriers to effective data use," (Data Quality Campaign, 2014)*

Data-literate educators **continuously**, **effectively**, *and* **ethically access**, **interpret**, **act** *on, and* **communicate** *multiple types of data from state, local, classroom, and other sources to improve outcomes for students in a manner appropriate to educators' professional roles and responsibilities. (Data Quality Campaign, 2014)*

- o **Continuously:** *using data as part of daily routines and on an ongoing basis, rather than as a one-time event*
- o **Effectively:** *using data to inform improved and tailored instruction, collaboration with colleagues, and other practices for the purposes of improving student learning*
- o **Ethically:** *using information with professionalism and integrity, for intended uses only, and with consciousness of the need to protect student privacy*
- o **Access:** *know the multiple types of data available (including but not limited to assessment data), understand which data are appropriate to address the question at hand, and know how to get the data (through electronic or other sources)*
- o **Interpret:** *take data and analyze and/or synthesize them to turn them into information appropriate for addressing the given problem or question*
- o **Act:** *take relevant information and apply it to generate further questions and/or apply it to decision-making appropriate to the given question*
- o **Communicate:** *share data points and the information synthesized from relevant data with stakeholders including parents, students, peers, principals, and others as applicable, to generate further questions, inform decision-making, or provide*

Data Team: *Team of staff, including teachers that review the student level data to determine next steps (PLCs, grade level team, content team, etc.).*

Diagnostics: *Diagnostic assessments are evidence-gathering procedures that provide a sufficiently clear indication regarding which targeted sub-skills a student does or does not possess; provides the information needed to guide decisions to appropriately design or modify instructional activities to meet an individual student's need.*

Differentiated Instruction: *A teaching method including various approaches to content, process, product and learning environments to meet the needs of student*

differences in readiness, interests, and learning needs. Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

Diverse Learner*: Students who have a specific set of needs; i.e. special education, gifted, English learner; students identified as requiring enhanced teaching methods or additional instructional opportunities.*

Educational Outputs*: The direct effects on the students in relation to their knowledge acquisition, skills, beliefs, and attitudes, as a result of adult actions and behavior.*

Enrichment:*   Provides meaningful instruction at a higher level of cognition for identified students*

Experiential Learning Opportunities*: Hands on learning that includes a reflection of one's own learning as part of the process.*

Externships:* Experiential learning opportunities, similar to internships but markedly less rigorous, provided by educational institutions to give students short practical experiences in their field of study.*

Formative Assessment*: Assessment conducted to modify teaching and learning activities to improve student achievement. Formative assessment is a process used by teachers and students **during instruction** that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.*

Gap Analysis*: To determine the differences between the current state of knowledge and practices and the desired state.*

Horizontal Alignment*: Cross-disciplinary linkages between content and standards*

Inclusive*: Ensuring that all learners have access to the same programs, content and learning experiences.*

Interim Assessments *(Benchmark Assessments): Interim tests are typically administered periodically throughout the school year (e.g., every few months) to fulfill one or more of the following functions: **instructional** (to supply teachers with individual student data), **predictive** (identifying student readiness for success on a later high-stakes test), and/or **evaluative** (to appraise ongoing educational programs).*

Internships:*   an opportunity offered to students interested in gaining work experience.*

Intersessions:* Short periods between terms, sometimes used by students to engage in learning outside the normal academic program.*

Intervention Curriculum: Additional curriculum provided to students in a specific skill deficit area.

Intervention: A specific academic or behavioral strategy or program that differs from activities occurring in tier I instruction of the general curriculum designed to build and/or improve students' skills in a targeted area as determined by data.

Job-embedded professional development (JEPD): Teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.

Lagging Indicators: Lagging indicators are our big goals, the long-term impact we hope to achieve. Lagging indicators have been the primary focus for education to monitor effectiveness. However, lagging indicators do not provide us with the actionable information, leading indicators do that.

- *State assessments in reading/language arts and mathematics, by grade, for the "all students" group, for each achievement level, and for each subgroup;*
- *Percentage of limited English proficient students who attain English language proficiency;*
- *School improvement status;*
- *College enrollment rates; and*
- *Graduation rate.*

LEA: Local Educational Agency governed by a local board of education (a district or charter).

Leading Indicators http://www.cpre.org/search-leading-indicators-education : *Systematically collected data on an activity or condition that is related to a subsequent and valued outcome, as well as the processes surrounding the analysis of those data and the associated responses. Leading indicators provide the right people with the right information at the right time. And leading indicators, when properly disaggregated, can shed light on underperforming students and student groups so we can address risk of academic failure with changes to instruction, supports, and policies. Identifying leading indicators often prompts improvements in a district's system of supports. Leading indicators are actionable for the target population. Leading Indicators include:*

- *Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;*

- *Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;*
- *Dropout rate;*
- *Student attendance rate;*
- *Discipline incidents;*
- *Truants;*
- *Distribution of teachers by performance level on an LEA's teacher evaluation system; and*
- *Teacher attendance rate.*

Learning Goals: *Broad statements that describe what is to be learned, connected to big ideas and prior learning, typically not measurable*

Leisurely Lunch: *Sufficient time (minimum 20 minutes) to eat a healthy lunch.*

Modifications: *changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, environmental structuring, and/or other attributes which provide access for a student with a disability to participate in a course/standard/test, which DO fundamentally alter or lower the standard or expectations of the course/standard/test.*

Pacing Guide: *An instructional timeline showing what teaching teams plan to cover over the course of the school year*

Professional Learning Community: *An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve; answering the questions: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it?*

Professional Development: Activities that are an integral part of school and local educational agency strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards, that are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused, and **may include** activities that:
- improve and increase teachers' knowledge of the academic subjects the teachers teach; understanding of how students learn; ability to analyze student work and achievement from multiple sources;
- use data and assessments to inform and instruct classroom practice, including how to adjust instructional strategies and assessments; improve classroom management skills;

- use effective, evidence-based instructional strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development.

Root Cause Analysis: the deepest underlying cause, or causes, of positive or negative symptoms within any process that, if dissolved, would result in elimination, or substantial reduction, of the symptom.

Screeners*: Designed as a first step in identifying children who may be at high risk for delayed development or academic failure and in need of further diagnosis of their need for special services or additional instruction.*

Special Populations*: Groups of students who are identified as having a specific need; children who are homeless, in foster care, from migrant families, English Learners (ELs), Students with disabilities, Students who are considered at-risk, gifted, American Indian, Alaska Native, or Native Hawaiian. (Every Student Suceeds Act. 2015).*

Stakeholders*: Parties with an interest or concern in the school (i.e. parents, teachers, students, community members, district administrators).*

Student Agency*: Level of control a student has over their own learning (choice of learning environment, subject matter, approach and/or pacing).*

Success Criteria*: Specific, concrete, measurable description of what success looks like when it is achieved.*

Summative Assessments*: Classroom summative assessments are designed to provide information regarding the level of student success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to make inferences about a student's mastery of the learning goals and content standards.*

Course summative assessments provide information regarding the level of student, school, or program success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to fulfill summative functions, such as student mastery of course goals, determine the effectiveness of a recently concluded educational program, and/or meet local, state, and federal accountability requirements.

Supplemental Curriculum*: Additional curriculum that is specific to a student need or a classroom need where there may be a learning gap or gap in the curriculum for a specific standard being taught, may be accessible to individual students or an entire classroom of students.*

Systematically: *Done or acting according to a fixed plan, a step by step manner; a methodical procedure marked by thoroughness and regularity.*

Systemic: *Changes that impact multiple levels of the education system, such as elementary, middle, and high school programs; throughout a defined system, such as district-wide or statewide reforms; that are intended to influence, in minor or significant ways, every student and staff member in school or system; or that may vary widely in design and purpose, but that nevertheless reflect a consistent educational philosophy or that are aimed at achieving common objectives.*

Universal Design for Learning: *Provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.*

Vertical Alignment: *Linkage where higher skill levels and standards mastery are built on behavior and knowledge gained in the performance of tasks at the lower skill level.*

Well –Rounded Education: *"…courses, activities, and programming in subjects such as English, reading or language arts,writing, science,technology, engineering,mathematics, foreign languages, civic,and governemnt, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the state or locak educational agency, with the purpose of providing allstudents access to an enriched curriculum and educational experience" (Every Student Suceeds Act. 2015).*

Whole Child Education: *Education that promotes the long term development and success of children; not solely focused on academic achievement and progress. It draws on the best holistic approaches, recognizing that children have multiple intelligences. Its goals are to ensure each child is healthy, safe, engaged, supported, and challenged. Within a whole child approach, questions are raised about school culture and curriculum; instructional strategies and family engagement; critical thinking and social-emotional wellness.*

Appendix I
Comprehensive Needs Assessment Research Base

Principle	Author/Organization	Title
1	William and Mary School of Education Consideration Packets	Strategies for Creating Effective School Leadership Teams
1	ASCD	Resilient School Leaders: Strategies for Turning Adversity into Achievement (2005) by Jerry L. Patterson and Paul Kelleher
1	Pete Hall, Deborah Childs-Bowen, Ann Cunningham-Morris, Phyllis Pajardo and Alisa A. Simeral	The Principal Influence: A Framework for Developing Leadership Capacity in Principals (2016)
1	Yvette Jackson and Veronica McDermott	Aim High, Achieve More: How to Transform Urban Schools Through Fearless Leadership (2012)
2	ASCD	Leading for Differentiation: Growing Teachers Who Grow Kids (2015) by Carol Ann Tomlinson and Michael Murphy
2	Jay McTighe and Grant Wiggins	Essential Questions: Opening Doors to Student Understanding (2013)
2	Jeff C. Marshall	The Highly Effective Teacher: 7 Classroom-Tested Practices That Foster Student Success (2016)
2	Daniel R. Venables	How Teachers Can Turn Data into Action (2014)
2	Alyssa Mattero, Partnerships Manager, Scholastic Administration	That Makes an Effective Teacher: 3 Teaching Skills Proven to Identify Highly Effective Teachers
2	Robert J. Walker, Robert J. Walker, Ed.D.	Twelve Characteristics of an Effective Teacher A Longitudinal, Qualitative, Quasi-Research Study of In-service and Pre-service Teachers' Opinions
2	National Council for Accreditation of Teacher Education	What Makes a Teacher Effective a summary of key research findings on teacher preparation
2	Thomas J. Kane	Education Next, Capturing the Dimensions of Effective Teaching, Student achievement gains, student surveys, and classroom observations
2	Kelly Harmon, Staff Developer, Learning Sciences International, Marzano Center	Planning for Effective Instruction: Best Practices
3	E. Silva, 2007, NAESP	On the Clock: Rethinking the Way Schools Use Time
3	Solutions that Work	Maximizing the effective use of school time by teachers and students,

Principle	Author/Organization	Title
3	Stanford University	*Principal Time-Use and School Effectiveness, School Leadership Research Report No. 09-3*
4	Angela Di Michele Lalor	*Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success (2016)*
5	*ASCD Educational Leadership*	*"Creating Collaborative Cultures"*
5	ASCD Educational Leadership	*"The Challenge of Assessing School Climate"*
5	ASCD Educational Leadership	*"Trends: Conflict Resolution / Changing School Culture"*
5	ASCD Educational Leadership	*"Orchestrating School Culture"*
5	ASCD Educational Leadership	*"The Principal Connection / School Culture: An Invisible Essential"*
5	ASCD Educational Leadership Articles	*"Leading to Change / How Do You Change School Culture?"*
5	ASCD Educational Leadership	*"Keeping It Alive: Elements of School Culture That Sustain Innovation"*
5	Kickboard	*8 Aspects of a Positive School Climate & Culture*
5	National Education Association	*Importance of School Climate*
5	Greater Good, Berkeley	*How to Create a Positive School Climate, Greater Good, Berkeley*
5	Edutopia	*You Need an Elevator Pitch About School Culture and Climate*
5	Kane, L., Hoff, N., Cathcart, A., Heifner, A., Palmon, S. & Peterson, R.L. (2016, February)	*School climate & culture. Strategy brief.*
5	Spicer, Felecia V.	*"School Culture, School Climate, and the Role of the Principal." Dissertation, Georgia State University, 2016*
6	Amy C. Berg, Atelia Melaville Martin J. Blank Coalition for Community Schools Foundation	*Community & Family Engagement*
6	Education NEA Education Policy and Practice Department, Center for Great Public Schools	*NEA Policy Brief, Parent, Family, Community Involvement in Education*
6	Family Involvement Network of Educators (FINE), Harvard Family Research Project (HFRP), 2005	*Taking a Closer Look: A Guide to Online Resources on Family Involvement*
6	NEA/PTA Parent Guides	*NEA/PTA Parent Guides*
6	JL Epstein	*School, family, and community partnerships: Preparing educators and improving schools*

Principle	Author/Organization	Title
6	ASCD Educational Leadership Articles	"Schools, Families, Communities Involvement or Engagement?"
1, 2	Kenneth Baum and David Krulwich	The Artisan Teaching Model for Instructional Leadership: Working Together to Transform Your School (2016)
1, 2	Robert J. Marzano, Tony Frontier and David Livingston	Effective Supervision: Supporting the Art and Science of Teaching (2011)
1, 2	Charlotte Danielson	Enhancing Professional Practice: A Framework for Teaching, 2nd Edition (2007)
1, 2, 3	Richard DuFour	All Things PLC
1, 2, 3	Richard DuFour	What Is A Professional Learning Community?
1, 2, 4	Douglas B. Fisher, Nancy E. Frey and Stefani Arzonetti Hit	Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership (2016)
1, 2, 4, 5	Robert J. Marzano	The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction (2007)
1, 2, 4, 5	Wendy L. Ostroff	Cultivating Curiosity in K–12 Classrooms: How to Promote and Sustain Deep Learning (2016)
1, 2, 5	Douglas Fisher, Nancy Frey and Ian Pumpian	How to Create a Culture of Achievement in Your School and Classroom (2012)
1, 2, 5	Steve Gruenert and Todd Whitaker	School Culture Rewired: How to Define, Assess, and Transform It
1, 2,5	ASCD	Leading with Focus: Elevating the Essentials for School and District Improvement (2016) by Mike Schmoker
1,2	ASCD	School Leadership That Works: From Research To Results (2005) by Robert J. Marzano, Timothy Waters and Brian A. McNulty
1,2	ASCD	What Every School Leader Needs to Know About RTI (2010) by Margaret Searle
1,2,3,4,	ASCD	Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning (2006) by Mike Schmoker
1,2,4	The Wallace Foundation	The School Principal As Leader: Guiding Schools To Better Teaching And Learning
All	Michael Fullan	Books and articles on leadership, change and culture
All	William and Mary School of Education Consideration Packets	Strategies for Creating Inclusive Schools
All	ASCD	The Learning Leader: How to Focus School Improvement for Better Results (2006) by Douglas

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		B. Reeves
All	*ASCD*	*The Results Fieldbook: Practical Strategies from Dramatically Improved Schools (2001) by Michael J. Schmoker*
All	*ASCD*	*A World-Class Education: Learning from International Models of Excellence and Innovation (2012) by Vivien Stewart*
All	*ASCD*	*You're the Principal! Now What? Strategies and Solutions for New School Leaders (2016) by Jen Schwanke*
All	*ASCD*	*New Leaders for New Schools*
All	*ASCD Educational Leadership Articles*	*Using Data to Improve Student Achievement,*
All	*ASCD Educational Leadership Articles*	*Schools as Learning Communities*
All	*Robert J. Marzano and John L. Brown*	*A Handbook for the Art and Science of Teaching (2009)*
All	*Katy Ridnouer*	*Everyday Engagement: Making Students and Parents Your Partners in Learning (2011)*
All	*NEA*	*Using Student Achievement Data to Support Instructional Decisions*
All	*Amplify*	*5 ways to use data to improve your teaching*
All	*What Works*	*Principles of Data-Driven Instruction, Doing What Works*
All	*Larry Cuban*	*Data-Driven Instruction and the Practice of Teaching*
All	*Paul-Bambrick-Santoyo*	*Driven By Data: A Practical Guide to Improve Instruction*
All	*Paul-Bambrick-Santoyo*	*Leverage Leadership*
All	*Center on School Turnaround Publications*	*Various Publications*
All	*Center on Great Teachers and Leaders Publications*	*Various Publications*
All	*American Institutes for Research Publications, meetings and discussions*	*Various Publications, meetings and discussions*
All	*ASCD*	*Results: The Key to Continuous School Improvement, 2nd Edition (1999) by Mike Schmoker*
DATA	*ASCD*	*Questions That Count*