2018-19 Arizona Exemplary Title I Programs Award! – Scoring Rubric

Principle III - 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.

Rating	0	1	2	3
Question 1: How does your school schedule maximize time and serve as a vehicle to improve student outcomes?	Classroom daily schedules vary throughout the school with no consistency or do not consistently optimize instructional time. Special populations are not considered when schedules are developed.	Classroom daily schedules optimize instructional time for ELA and Math only. Scheduling does not meet requirements for a few special populations.	Classroom daily schedules optimize instructional time in some content areas. Scheduling meets requirements for some special populations.	Classroom daily schedules optimize instructional time in all content areas. Scheduling meets requirements for all special populations.
Question 2: Describe your extended day program for enrichment and interventions.	Our school does not offer summer programs, intersession programs, before or after school programs.	Our school offers summer programs or intersession programs or before or after school programs for intervention or enrichment.	Our school offers three or four of the programs listed in question one for both intervention and enrichment based on data.	Our school offers three or four of the programs that are well-planned, targeted, evidence-based, data based and with an evaluation component.
Question 3: Describe interventions or enrichments provided during the school day.	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.
Question 4: Use qualitative and quantitative data to describe the impact that your effective organization of time as described above had on student growth and perceptions about their own ownership of a	The school or district lacks qualitative and/or quantitative data to present evidence that the implementation of the practices and actions described in questions 1-3 above did not lead to student growth and/or no improvement in student	The school or district uses qualitative and/or quantitative data to present evidence that the implementation of the practices and actions described in questions 1-3 above led to very little student growth and little improvement in student	The school or district uses qualitative and/or quantitative data to present evidence that the systemic implementation of the practices and actions described in questions 1-3 above led to student growth and somewhat improved student value	The school or district uses both qualitative and quantitative data to clearly present evidence that the systemic implementation of the practices and actions described in questions 1-3 above led to statistically significant student growth and significantly improved student value placed upon becoming a lifelong learner.

culture of lifelong learning.	value placed upon becoming a lifelong learner.	value placed upon becoming a lifelong learner.	placed upon becoming a lifelong learner.	