

Four Conditions Diagnostic Rubric¹

Scoring: 1 = Below Standard 2 = Developing 3 = Proficient 4 = Exemplary

CULTURE OF PERFORMANCE		ACADEMIC SYSTEMS		TURNAROUND LEADERSHIP		TALENT	
1.1 Mission & Vision		2.1 Comprehensive and Aligned Curriculum		3.1 Distributed Leadership		4.1 Staff Recruitment, Allocation, & Strategic Retention	
1.2 Inspiring Learning Environment		2.2 Vision for Instruction		3.2 Instructional Leadership		4.2 Talent Development	
1.3 Shared Accountability		2.3 Equitable Access to Content for all Learners		3.3 Strategic Leadership		4.3 Evaluation	
1.4 Family and Stakeholder Engagement		2.4 Assessment System and Data Culture		3.4 Results-Driven		4.4 Collaborative Structures	
1.5 Effective Student Supports		2.5 Multi-tiered Systems of Support		3.5 Management			
1.6 Continuous Improvement		2.6 Use of Instructional Time		3.6 Influencing for Results			
1.7 Commitment to Equity		2.7 Time Allocation		3.7 Strategic Budgeting			
CULTURE OF PERFORMANCE TOTAL	/28	ACADEMIC SYSTEMS TOTAL	/28	TALENT TOTAL	/28	TURNAROUND LEADERSHIP TOTAL	/16
OVERALL TOTAL							/100

¹ **Note:** The rubrics draw from the Connecticut State Department of Education’s School Quality Review and Network Walkthrough Tool, Mass Insight Education’s School Readiness Assessment, Public Impact’s School Turnaround Leaders Competencies, University of Virginia’s Leader Competencies and Turnaround Actions, CSSI Standards 1-10 Rubric with Evidence, Colorado’s Principal Quality Standards, and the DPS LEAD Framework.

1. CULTURE OF PERFORMANCE

Indicator	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
1.1. Mission & Vision	<ul style="list-style-type: none"> <input type="checkbox"/> No mission or vision exists; OR <input type="checkbox"/> Less than 25% of stakeholders can articulate the school’s mission and vision. 	<ul style="list-style-type: none"> <input type="checkbox"/> Mission and vision exist <input type="checkbox"/> The mission and vision are used to anchor school decision making and focus at least 40% of the time. <input type="checkbox"/> At least 40% of stakeholders can articulate the school’s mission and vision. 	<ul style="list-style-type: none"> <input type="checkbox"/> The mission and vision are used to anchor school decision making and focus at least 60% of the time. <input type="checkbox"/> The school has clear, ambitious, and attainable performance expectations and goals aligned to the mission and vision. <input type="checkbox"/> The school allocates resources needed to implement strategies and reach goals. <input type="checkbox"/> At least 60% of stakeholders can articulate the school’s mission and vision. <input type="checkbox"/> Leadership evaluates and monitors the impact of improvement strategies on organizational performance and student learning. 	<p><i>In addition to “Proficient”:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The mission and vision are collaboratively developed based on the beliefs and values of the school community <input type="checkbox"/> The mission and vision are used to drive every aspect of the school, including hiring, development, of the school program, and resource allocation. <input type="checkbox"/> At least 75% of stakeholders can articulate the school’s mission and vision. <input type="checkbox"/> School leadership continuously communicates the vision and mission of the school and uses them to reinforce the school community’s commitment to student success.
1.2. Inspiring Learning Environment	<ul style="list-style-type: none"> <input type="checkbox"/> The school lacks intentional structures to promote engagement, celebrate academic performance, or improve the connection of staff with students. <input type="checkbox"/> The learning environment is unkempt or unsafe. 	<ul style="list-style-type: none"> <input type="checkbox"/> At least 40% of spaces in the school demonstrate a welcoming and inviting learning environment. <input type="checkbox"/> At least 60% of classrooms are clean. <input type="checkbox"/> At least 40% of classrooms provide recognition and celebration for student academic performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> At least 75% of spaces in the school demonstrate a welcoming and inviting learning environment. <input type="checkbox"/> At least 80% of classrooms and common spaces are clean and bright. <input type="checkbox"/> The school recognizes and celebrates students’ academic performance and students report that their teachers expect them to do their best. <input type="checkbox"/> Strong relationships between adults and students are evident throughout the building. In surveys or conversations, students acknowledge that they are supported by school staff. <input type="checkbox"/> Schoolwide structures exist to promote student engagement. As a result, the school is characterized by high levels of authentic student engagement. 	<p><i>In addition to “Proficient”:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> At least 90% of spaces in the school demonstrate a welcoming and inviting environment for all students, families, and community members. <input type="checkbox"/> At least 90% of classrooms and common spaces are clean and bright. <input type="checkbox"/> The school implements programs and initiatives that improve the connection of staff with students.
1.3. Shared Accountability	<ul style="list-style-type: none"> <input type="checkbox"/> There are no established goals. <input type="checkbox"/> No accountability structures exist to hold teachers accountable for improved student achievement. <input type="checkbox"/> Expectations for learning are teacher dependent. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school lacks collectively owned and collaboratively established goals. <input type="checkbox"/> Teachers may be individually accountable for improved student achievement. <input type="checkbox"/> Systems in place to collect and track student or staff culture. <input type="checkbox"/> Instructional Leadership Team (ILT) is in place, but is goals focused. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some collaboratively established goals exist across grade levels or across the entire school. <input type="checkbox"/> Groups of teachers are accountable to each other and demonstrate commitment to improving student achievement. <input type="checkbox"/> Teachers set high expectations for learning. <input type="checkbox"/> Systems in place to collect and track student and staff culture. <input type="checkbox"/> Instructional Leadership Team (ILT) meets regularly to focus on outcomes. 	<p><i>In addition to “Proficient”:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Educators convey commitment to, and hold each other accountable for, collaboratively established improvement goals, tasks, and student achievement. <input type="checkbox"/> All staff demonstrate a commitment to improving student achievement. <input type="checkbox"/> A clear expectation exists across the school that students will do their best work. <input type="checkbox"/> Systems exist to collect and track student and staff culture and ability to video culture and leadership activities (e.g. leading leadership team meetings, conducting school walk-throughs, and leading professional development) for the purpose of

				continuous improvement.
Indicator	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
1.4. Family and stakeholder engagement	<ul style="list-style-type: none"> <input type="checkbox"/> No systems in place to communicate with parents/guardians about instructional programs, opportunities to support student learning at home, and students' progress. <input type="checkbox"/> No opportunities exist for families to engage with the school. <input type="checkbox"/> No clear procedures or policies exist to ensure the engagement of community stakeholders to promote and support the school. 	<ul style="list-style-type: none"> <input type="checkbox"/> Systems in place to communicate with parents/guardians about instructional programs, opportunities to support student learning at home, and students' progress. <input type="checkbox"/> Limited, one-size-fits-all opportunities exist for families to engage with the school. <input type="checkbox"/> Clear procedures and policies exist to ensure the engagement of community stakeholders. <input type="checkbox"/> Only a single method of communication is used to engage with families. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school strategically includes parents/guardians and community members in cultivating a culture of high expectations for students' learning and their consistent support of students' efforts. <input type="checkbox"/> The school invites family and community participation in school activities that are related to school performance goals. <input type="checkbox"/> Educators regularly engage in two-way, meaningful communication with parents/guardians about students' academic and social progress and opportunities to support student learning within the home. <input type="checkbox"/> School leadership and staff invites family participation in school activities. <input type="checkbox"/> The school has a process to respond to parent concerns. <input type="checkbox"/> A culturally and linguistically appropriate communication strategy supports engaged communication and conversation with all stakeholders. <input type="checkbox"/> Multiple methods of communication are used to ensure access and equity. 	<p><i>In addition to "Proficient":</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The school invites family and community participation in school activities that are clearly aligned to school performance goals. <input type="checkbox"/> Parents/guardians view the school as a key resource for addressing student needs. <input type="checkbox"/> Multiple culturally and linguistically appropriate communication strategies support engaged communication and conversation with all stakeholders.
1.5. Effective student supports	<ul style="list-style-type: none"> <input type="checkbox"/> No discipline policy exists at the school to promote a safe and orderly learning environment and/or articulate expectations. <input type="checkbox"/> Isolated systems exist within individual classrooms. <input type="checkbox"/> No universal screening data is collected for use in evaluation of universal supports for academics and behavior. <input type="checkbox"/> No student-level progress monitoring tools are administered or exist. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some teacher teams have implemented common systems to support the social-emotional needs of students. <input type="checkbox"/> The school is in the process of implementing a discipline policy as well as determining appropriate levels of support for students for whom social and emotional needs create a barrier to learning. <input type="checkbox"/> The school is in the process of developing systems to collect and track student culture data for the purpose of improvement. <input type="checkbox"/> The school collects universal screening data for academics and behavior, but the data 	<ul style="list-style-type: none"> <input type="checkbox"/> The discipline policy at the school has been implemented to create a safe and orderly learning environment. <input type="checkbox"/> Clear systems are used to collect and track student culture data for the purpose of improvement, the data is analyzed for the purpose of improvement and changes implemented are driven by data. <input type="checkbox"/> The school supports initiatives to address the needs of students so that student learning is supported with minimal obstacles or barriers. <input type="checkbox"/> Teachers integrate Tier I social-emotional and behavioral supports into the regular classroom environment. <input type="checkbox"/> Systems for identification of Tier II and III behavior and social-emotional supports are in place <input type="checkbox"/> Positive rituals and routines are used to reinforce the discipline policy. <input type="checkbox"/> The school collects and regularly uses universal screening data to evaluate universal supports and set 	<p><i>In addition to "Proficient":</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Systems for identification of Tier II and III behavior and social-emotional supports link students to outside providers where necessary. <input type="checkbox"/> Feedback loops exist between classroom teachers and intensive support services. <input type="checkbox"/> The school collects and regularly uses universal screening data to evaluate the quality, equity, and efficiency of universal supports.

		<p>are not used regularly to evaluate universal supports, OR data are not used for specific goal setting.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student-level progress monitoring tools exist for either behavior or academics but are administered infrequently. 	<p>academic and behavioral goals.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student-level progress monitoring tools to analyze behavior and academics exist and are administered regularly. 	
1.6. Continuous improvement	<ul style="list-style-type: none"> <input type="checkbox"/> The school lacks a meaningful process for identifying, implementing, and monitoring improvement strategies. <input type="checkbox"/> Processes or systems to monitor school level data do not exist. 	<ul style="list-style-type: none"> <input type="checkbox"/> School level data related to behavior, attendance, and academics is collected but not effectively analyzed to inform resource allocation or student achievement. <input type="checkbox"/> Improvement strategies are identified and implemented, however a process has not been implemented that allows strategies to be monitored in a way that leads to adjustment in resource allocation or student achievement. 	<ul style="list-style-type: none"> <input type="checkbox"/> School leadership establishes and sustains a focus on continuously improving student achievement through timely and continuous collection, tracking, and use of data. <input type="checkbox"/> The school has processes in place to monitor data related to behavior, attendance, and academics at the school level, grade level, classroom level, and student level. <input type="checkbox"/> Improvement efforts are effectively aligned with other school priorities and adjusted as needed. <input type="checkbox"/> A manageable set of improvement initiatives are purposely designed to address priorities, and outcomes are monitored on an ongoing basis. Resource allocation is adjusted based on results. <input type="checkbox"/> Staff and community feedback is collected and analyzed on a regular basis. 	<p><i>In addition to "Proficient":</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Systematized processes are firmly in place to monitor data related to behavior, attendance, and academics at the school level, grade level, classroom level, and student level. Data is examined by a team on a regular basis. <input type="checkbox"/> A manageable set of initiatives are understood by all and stem from a commonly understood theory of action. <input type="checkbox"/> A systematized process for monitoring outcomes has been fully implemented and results in resource allocation aligned to ongoing needs. <input type="checkbox"/> Staff and community feedback is used for future decision making.
1.7. Commitment to equity	<ul style="list-style-type: none"> <input type="checkbox"/> The school has not provided any training or support on cultural competency. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school's curriculum includes topics related to students' cultures. <input type="checkbox"/> There are structures in place to guarantee that the school and work environments are open to and accepting of diversity and free from discriminatory behavior and practices. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers have received professional development on multicultural education. <input type="checkbox"/> The school uses materials that reflect the students' cultures and native languages. <input type="checkbox"/> The school culture takes the student population's cultures into consideration, including in school-wide events and parent outreach. <input type="checkbox"/> School staff celebrate and respect students' differences and diversity. <input type="checkbox"/> Processes exist to examine student subgroup data in order to ensure that policies and practices are non-discriminatory and ensure success for all students. 	<p><i>In addition to "Proficient":</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> School staff facilitate opportunities for students to learn about cultures of their peers.

2. ACADEMIC SYSTEMS

Indicator	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
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<p>2.1. Comprehensive and aligned curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Learning expectations for all students have not yet been identified, organized, or communicated to students and families. <input type="checkbox"/> Standards are not used to drive teaching and learning. <input type="checkbox"/> Less than 50% of selected texts are on grade level. 	<ul style="list-style-type: none"> <input type="checkbox"/> While standards serve as a reference point for teaching and learning, no processes or tools currently exist to ensure alignment of standards and expectations across grade levels and content areas. <input type="checkbox"/> A scope and sequence does not exist to guide teachers in planning and pacing. <input type="checkbox"/> 50% of selected texts are on grade level. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers and school leadership analyze and understand the academic standards and expectations for their grade level and/or content areas. <input type="checkbox"/> The school uses indicators of mastery, such as evidence outcomes, to describe types and levels of performance expected at each grade level, and have aligned tools that allow teachers to focus on the big ideas, concepts, and skills students should learn throughout a school year. <input type="checkbox"/> Teachers engage in horizontal curriculum articulation to ensure consistency of planning and practice. <input type="checkbox"/> Standards and grade level expectations are communicated to students. <input type="checkbox"/> 75% of selected texts are on grade level. 	<p><i>In addition to "Proficient":</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The school uses indicators of mastery, such as evidence outcomes, to describe types and levels of performance expected at each grade level and align depth of knowledge and rigor. <input type="checkbox"/> Teachers engage in vertical articulation to ensure there are no gaps or unnecessary overlaps in curriculum. <input type="checkbox"/> Standards and grade level expectations are communicated effectively to families. <input type="checkbox"/> Teachers use protocols to guide ongoing, collaborative planning focused on daily and long-term grade-level expectations. <input type="checkbox"/> 90% of selected texts are on grade level.
<p>2.2 Vision for instruction</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A clearly articulated model for instruction and pedagogy does not exist. 	<ul style="list-style-type: none"> <input type="checkbox"/> While routines may be similar from classroom to classroom, a consistent set of research based instructional strategies has yet to be adopted by the entire school. <input type="checkbox"/> Similar instructional strategies may exist within grade level teams or within pockets of the school. 	<ul style="list-style-type: none"> <input type="checkbox"/> A consistent set of research based, non-negotiable practices is understood and implemented by all teachers. <input type="checkbox"/> Instructional plans reflect elements of the instructional model. <input type="checkbox"/> The instructional model is reflected in the selection of instructional materials, classroom activities, and use of instructional technology. <input type="checkbox"/> School leadership understands what is required to implement a rigorous cycle of teaching and learning, and ensures that common research-based instructional practices are consistently evident in all classrooms. 	<p><i>In addition to "Proficient":</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Refinement and ongoing adjustment of instructional practices directly respond to the unique needs and strengths of all learners. <input type="checkbox"/> Teachers are able to differentiate instruction through elements of the instructional model. <input type="checkbox"/> The instructional model is used to promote individually tailored delivery of standards based content.
<p>2.3 Equitable access to content for all learners</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers do not plan for instruction or planning is minimal (ie, page numbers, topics). 	<ul style="list-style-type: none"> <input type="checkbox"/> Although instructional planning is implemented across the school, plans tend to lack detail related to scaffolds necessary to ensure all students are able to access grade level content. <input type="checkbox"/> Higher order thinking is inconsistently seen in classrooms. Instruction lacks alignment among standard, background knowledge, and student contextual knowledge. <input type="checkbox"/> A comprehensive approach to meeting the needs of non-English-speaking students is lacking, and teachers are 	<ul style="list-style-type: none"> <input type="checkbox"/> Effective planning for best first instruction ensures equitable and challenging learning experiences, using appropriate scaffolds to allow all students to access grade-level content. <input type="checkbox"/> Teachers plan rigorous standards-aligned tasks that require students to use higher order thinking skills, and plan supports for completing tasks through purposeful student grouping, use of a variety of explanations and multiple representations of concepts and ideas, connections to background knowledge, interests, and learning styles, and strategies to ensure students are cognitively engaged. <input type="checkbox"/> Teachers demonstrate an understanding of common misconceptions or common mistakes and attend to them in planning for instruction. <input type="checkbox"/> The school implements a comprehensive and coherent approach to meet the needs of students 	<p><i>In addition to "Proficient":</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructional planning ensures equitable and challenging learning experiences that scaffold increasing depth, breadth, and cognitive complexity to prepare all students for success at the next level. <input type="checkbox"/> Planning emphasizes relevance and application of acquired knowledge and skills to real world situations. <input type="checkbox"/> Students building-wide regularly engage in authentic learning experiences that focus on applying knowledge, problem solving, and development and use of academic language. <input type="checkbox"/> Teachers regularly incorporate strategies and metacognition to ensure all students are cognitively engaged.

		unable to determine whether misunderstandings are due to language barriers or content barriers.	who are non-English-speaking and/or who have limited English proficiency. <input type="checkbox"/> Teachers frequently monitor student access to content and determine whether misunderstandings are due to language barriers or content barriers, and adjust instruction accordingly.	
2.4 Assessment system and data culture	<input type="checkbox"/> A variety of assessment methods and strategies is not available and/or used to continuously measure student learning and inform instruction.	<input type="checkbox"/> A variety of assessment methods and strategies is available. <input type="checkbox"/> An assessment system is in place. <input type="checkbox"/> A lack of training or a lack of alignment between the assessment and the teaching-learning cycle results in assessment data not being used to inform instruction.	<input type="checkbox"/> The school implements a system of assessments that aligns with the school's improvement strategies and supports the work of collaborative teacher teams. <input type="checkbox"/> A building-wide assessment strategy includes checking for understanding, formative assessment, and curriculum based interim/summative measures that align to state standards. <input type="checkbox"/> Common interim assessments are administered 3-6 times each year and are readily available to teachers as a means of defining the required level of rigor associated with each standard. <input type="checkbox"/> Assessments are aligned to state standards, and aligned to the instructional sequence followed by the school. <input type="checkbox"/> Assessment data is readily available to teachers and students. <input type="checkbox"/> Assessment data allows for school level, grade level, classroom level and student level analysis and allows teachers to analyze by standard and item. <input type="checkbox"/> Teachers use student data and current performance levels when planning instruction.	<i>In addition to "Proficient":</i> <input type="checkbox"/> The school implements a balanced system of in the moment, formative, and interim assessments that are aligned to state standards as well as the school's curricular program/scope and sequence. <input type="checkbox"/> Assessment data supports the work of collaborative teacher teams in planning as well as in determining the effectiveness of teaching strategies. <input type="checkbox"/> Assessment data is used by teachers to analyze student performance by standard and item. <input type="checkbox"/> Teachers continually monitor and adjust instruction and content based on data.
2.5 Multi-tiered Systems of Support	<input type="checkbox"/> The school provides no supports for students who are struggling academically or in need of acceleration. <input type="checkbox"/> There is no problem-solving process for decisions about supports and interventions.	<input type="checkbox"/> The school has supports for academically struggling or advanced students but there is not a systematic method of identifying students to receive those services. <input type="checkbox"/> There is an informal problem-solving process for decisions about supports and interventions. <input type="checkbox"/> Effectiveness of programming is infrequently evaluated.	<input type="checkbox"/> The school has a MTSS problem-solving process in place to identify students for intervention and acceleration with clear criteria and protocols. <input type="checkbox"/> The decision about supports and interventions are made only using outcome OR fidelity data. <input type="checkbox"/> The school has a variety of supports available. <input type="checkbox"/> Supports available are research-based. <input type="checkbox"/> Feedback loops exist between special programs and Tier I instructional programs. <input type="checkbox"/> Effectiveness of programming is regularly evaluated.	<i>In addition to "Proficient":</i> <input type="checkbox"/> The school regularly monitors progress data for available supports. <input type="checkbox"/> The school's intervention policies are clearly communicated to stakeholders. <input type="checkbox"/> Fidelity and outcome data are used to determine decisions about adjusting supports and interventions. <input type="checkbox"/> The student's family actively participates in the MTSS process.
Indicator	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
2.6 Use of instructional time	<input type="checkbox"/> More than 20% of class time spent redirecting students <input type="checkbox"/> Less than 80% of students	<input type="checkbox"/> 10- 20% of class time is spent redirecting students. <input type="checkbox"/> 80-90% of students transition within the given amount of	<input type="checkbox"/> 5-10% of class time is spent redirecting students. <input type="checkbox"/> 90-99% of students transition within the given amount of time when prompted by the teacher.10% of students or more are off task and there are missed	<i>In addition to "Proficient":</i> <input type="checkbox"/> Staff and students maximize their use of time. There is no downtime. <input type="checkbox"/> Less than 5% of class time spent redirecting

	<p>transition within the given amount of time.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 20% of students or more are off task and there are missed opportunities to maximize time on task. <input type="checkbox"/> Observed teachers struggle with pacing and fail to use class time in a constructive manner. 	<p>time.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 15% of students or more are off task and there are missed opportunities to maximize instructional time. <input type="checkbox"/> At least 50% of lesson schedules are moderately-well planned, paced, and executed. 	<ul style="list-style-type: none"> <input type="checkbox"/> opportunities to maximize instructional time. <input type="checkbox"/> At least 75% of lessons are well planned, paced, and executed. <input type="checkbox"/> Most teachers are adept at managing and using class time. 	<p>students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 100% of students transition within the given amount of time with minimal cues and reminders from teachers. <input type="checkbox"/> 100% of students are on task. <input type="checkbox"/> Teachers meticulously use every moment of class time to prioritize instructional time on task. Extra time is given for students to meet rigorous learning standards while also engaging in enrichment opportunities beyond the instructional core.
<p>2.7 Time Allocation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There is not time in the schedule to ensure adequate needs (ex. Students cannot access courses or interventions needed within a given semester). <input type="checkbox"/> The schedule includes ≤ 5 hours of instruction per day. <input type="checkbox"/> The schedule includes ≤ 60 minutes of ELA time. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students would benefit from increased instructional and/or intervention time. <input type="checkbox"/> The school calendar and daily schedule could be improved to increase time on task. <input type="checkbox"/> The schedule includes > 5 and ≤ 5.5 hours of instruction per day. <input type="checkbox"/> The schedule includes > 60 and ≤ 90 minutes of ELA time. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school has taken steps to increase instructional time on task through extended learning opportunities. <input type="checkbox"/> The school implements a thoughtful and strategic school calendar and daily schedule. <input type="checkbox"/> The schedule includes > 5.5 and ≤ 6 hours of instruction per day. <input type="checkbox"/> The schedule includes > 90 and ≤ 120 minutes of ELA time. <input type="checkbox"/> The school designs the schedule to meet individual student and teacher needs. <input type="checkbox"/> Passing periods and lunch are minimized to maximize instructional time. <input type="checkbox"/> Allocation of instructional time reflects highest priority areas. 	<p><i>In addition to "Proficient":</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The school has multiple extended learning opportunities available to students. <input type="checkbox"/> The schedule includes > 6 hours of instruction per day. <input type="checkbox"/> The schedule includes > 120 minutes of ELA time. <input type="checkbox"/> The school strategically designs the schedule to ensure adequate learning time in core subjects, extended learning time for prioritized instructional areas, additional time to support individualized instruction, and educator collaboration.

3. TURNAROUND LEADERSHIP

Indicator	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
3.1 Distributed Leadership	<ul style="list-style-type: none"> <input type="checkbox"/> 51% or more of school decisions are made in isolation, without input from staff or stakeholders. <input type="checkbox"/> Little or no opportunities exist for teacher leadership. <input type="checkbox"/> No leadership team exists. 	<ul style="list-style-type: none"> <input type="checkbox"/> Shared decision making is promoted, although structures and processes to support shared decision making may be lacking. <input type="checkbox"/> A leadership team meets regularly. <input type="checkbox"/> Stakeholder input is sought at least 50% of the time. <input type="checkbox"/> Teacher leadership opportunities exist. 	<ul style="list-style-type: none"> <input type="checkbox"/> Leadership implements structures and processes to support shared decision making, including ongoing work with a School Leadership Team. <input type="checkbox"/> Inclusive organizational structures encourage shared mission and direction and foster mutual accountability for school goals and student learning. <input type="checkbox"/> Leadership fosters relationships with diverse stakeholders to ensure multiple perspectives are considered in decision making. <input type="checkbox"/> Stakeholder input is sought at least 75% of the time. <input type="checkbox"/> School leaders promote teacher leadership capacity within the school. 	<p><i>In addition to "Proficient":</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> School leadership intentionally empowers staff to act as leaders of the school. <input type="checkbox"/> School follows a defined process and structure for decision making and the leadership team meets regularly and has systems for working together to maximize student achievement. <input type="checkbox"/> A diverse stakeholder group has a voice in decision making and ways in which student achievement at the school may be improved. <input type="checkbox"/> A formalized process for teacher leadership is actively implemented. <input type="checkbox"/> The school leadership team operates with clearly defined roles, responsibilities, expectations, norms and decision rules.
3.2 Instructional Leadership	<ul style="list-style-type: none"> <input type="checkbox"/> School leadership lacks an understanding of the student population and its needs. <input type="checkbox"/> Leadership maintains a focus on managerial tasks rather than the instructional program. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school leader is able to articulate research informed instructional strategies that align with the needs of the school as well a classroom based evidence of these strategies. <input type="checkbox"/> Leadership monitors several key areas of academic achievement. <input type="checkbox"/> Leadership seeks and shares additional research to address lack of improvement. 	<ul style="list-style-type: none"> <input type="checkbox"/> School leader has a vision for instruction, evidence of which is reflected in classroom instruction and the school's instructional model. <input type="checkbox"/> School leadership monitors the instructional program in its entirety, ensuring alignment between learning standards, objectives, classroom instruction, and organizational goals. <input type="checkbox"/> School leadership regularly meets face to face with all teachers, following observations, to provide meaningful, clear and timely feedback aligned with teacher performance goals, designed to help teachers improve their instructional practice. 	<p><i>In addition to "Proficient":</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> School leadership aggressively monitors the instructional program in its entirety, ensuring alignment between standards, objectives, classroom instruction, and organizational goals. <input type="checkbox"/> School leadership builds teacher capacity related to standards, instruction, and assessment with a focus on integrating the use of research based practices. <input type="checkbox"/> School leadership uses recognized, high quality coaching tools that are consistently used to help teachers improve their practice.
3.3 Strategic Leadership	<ul style="list-style-type: none"> <input type="checkbox"/> Limited protocols and processes exist to diagnose the current state of the school. <input type="checkbox"/> No evidence of strategic planning or goal setting. 	<ul style="list-style-type: none"> <input type="checkbox"/> Leadership implements protocols and processes that are inconsistently utilized to diagnose the current state of the school. <input type="checkbox"/> Planning demonstrates evidence of goal setting. <input type="checkbox"/> Creates simple lists of tasks or items, without prioritizing importance or timelines. 	<ul style="list-style-type: none"> <input type="checkbox"/> Leadership implements protocols and processes to diagnose the current state of the school (including review of data, school practices, and instructional practices) are clear and transparent to all staff. <input type="checkbox"/> Plans strategically by setting clear outcome targets and goals, methodical benchmarks to achieve those goals, and monitors progress of those goals. <input type="checkbox"/> Organizes a complex activity into steps in a logical way (based on time, importance, resources needed, or other factors). <input type="checkbox"/> Thinks analytically by analyzing a difficult problem from several perspectives before arriving at a detailed solution. <input type="checkbox"/> Applies past knowledge of similarities, differences, 	<p><i>In addition to "Proficient":</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategic planning demonstrates alignment between vision/mission, strategic goals, student learning needs, instructional program strategies, and professional development plans. <input type="checkbox"/> Breaks apart complex problems or processes in order to identify multiple sets of steps or parts, then anticipates multiple next steps and likely barriers before arriving at a detailed solution. <input type="checkbox"/> Takes multiple actions to reduce risk and ensure success by anticipating barriers and planning ahead. <input type="checkbox"/> Demonstrates ability to assess various courses of action before committing to particular path.

<p>3.4 Results-Driven</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies school challenges and needs but evidence setting goals or crafting strategic priorities. <input type="checkbox"/> No system exists at leadership and whole-staff level to monitor, analyze, and assess progress towards goals. <input type="checkbox"/> Leadership rarely reviews and responds data. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies and prioritizes goals for self, students, OR other adults but goals are not aligned to school challenges and needs. <input type="checkbox"/> A system is in place at leadership OR whole-staff level to assess progress towards goals but progress monitoring and analyze are infrequent. <input type="checkbox"/> Actions and next steps are determined independent of analysis of progress. 	<p>gaps, and trends to analyze new situations.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies and prioritizes goals for self, students, and other adults rooted in an understanding and analysis of school challenges and needs. <input type="checkbox"/> Clear process in place for crafting strategic priorities and implementing plans to address them. <input type="checkbox"/> Clear systems in place at leadership and whole-staff level to monitor, analyze, and assess progress towards goals. <input type="checkbox"/> Actions and next steps are driven by analysis of progress. 	<p><i>In addition to "Proficient":</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sustains pursuit of measurable progress towards addressing problems and achieving results. <input type="checkbox"/> Empowers others to take ownership of systems and processes to monitor, analyze, and assess progress towards goals. <input type="checkbox"/> Raises the bar when a first goal is met; merely improving is not satisfactory.
<p>3.5 Management</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Gives in to others, even if conflicts with work goals. <input type="checkbox"/> Does not give directions or communicate expectations. <input type="checkbox"/> Rarely captures appropriate/accurate evidence of staff practice. <input type="checkbox"/> Poor-performing staff members are rarely held accountable. 	<ul style="list-style-type: none"> <input type="checkbox"/> Leadership attempts to manage time. <input type="checkbox"/> Gives detailed direction needed to communicate to others what needs to be done to accomplish work tasks <input type="checkbox"/> Captures inadequate evidence of staff practice for making effective performance management decisions. <input type="checkbox"/> Inconsistently holds poor-performing staff members accountable through a defined process. 	<ul style="list-style-type: none"> <input type="checkbox"/> Leadership is organized, strategically manages their own time, and prioritizes competing demands for time and attention based on schoolwide goals and areas of need. <input type="checkbox"/> Ensures each staff position has clear performance expectations aligned with school mission; school-wide expectations aligned with school mission; and school-wide expectations for instruction and culture. <input type="checkbox"/> Consistent and transparent process for setting goals, monitoring performance, and assessing progress of each staff member to help improve professional and instructional practices. <input type="checkbox"/> Accurately captures evidence of staff practice to make effective performance management decisions <input type="checkbox"/> Holds poor-performing staff members immediately accountable for results through a thoughtful, fair, and transparent process. 	<p><i>In addition to "Proficient":</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates systems of support and development for all staff members acknowledging that support for high performance is as important as support for low performance. <input type="checkbox"/> Holds all staff accountable for performance and strengthens the organizational capacity for high performance.
<p>Indicator</p>	<p>Below Standard (1)</p>	<p>Developing (2)</p>	<p>Proficient (3)</p>	<p>Exemplary (4)</p>
<p>3.6 Influencing for</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Difficult decisions are made without buy-in and 	<ul style="list-style-type: none"> <input type="checkbox"/> Communication is limited and not inclusive of various 	<ul style="list-style-type: none"> <input type="checkbox"/> Leverages multiple stakeholders to change ingrained behaviors and influence the thinking and mindset of 	<p><i>In addition to "Proficient":</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses various tactics to help staff empathize with –

<p>Results</p>	<p>result in turbulent responses.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leader does not engage multiple stakeholders in changes. <input type="checkbox"/> Communication is poor and ineffective. 	<p>audiences and messages.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works to include some stakeholder groups in changes, but some resistance or lack of buy-in exists. <input type="checkbox"/> Occasionally tailors communication to appeal to multiple stakeholder groups. <input type="checkbox"/> Few trusted influencers inside or outside of the school exist to champion change efforts. 	<p>others.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thinks ahead about likely reactions and adapts or tailors communication to appeal to level and interest of audience, and takes more than one action to obtain desired impact in each situation. <input type="checkbox"/> Verbal and written communication is clear, concise, and effective. <input type="checkbox"/> Difficult decisions are communicated and resolved in way that seeks to build buy-in and minimize unproductive divisions. <input type="checkbox"/> Communication seeks to foster collaboration and consensus, while balancing need for decisiveness and efficiency. <input type="checkbox"/> Builds capacity in staff to reflect and improve on their own practice. 	<p>or “put themselves in the shoes of” – those whom they serve.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Achieves early, visible wins not just for success in their own right, but to make it harder for others to oppose further change. <input type="checkbox"/> Gains support of trusted influencers among staff and community and then work through these people to influence others.
<p>3.7 Strategic Budgeting</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The school has little to no decision making authority related to budget and resource allocation. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school has the authority to negotiate some decisions related to budget or shifted resources, however final decisions are made at the district level. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school has control over budgetary decisions including but not limited to staffing structure, teacher compensation, technology, and curricular supplements. <input type="checkbox"/> Leadership sets specific action plans and has the authority to shift resources to align with those priorities. <input type="checkbox"/> The school has a process for budget creation. <input type="checkbox"/> The school has a process to determine effectiveness of resources allocated and non-instructional spending is minimized. 	<p><i>In addition to “Proficient”:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The school has complete fiscal autonomy within an allotted school budget. <input type="checkbox"/> The school uses a rigorous approach to measure the impact of differentiated budget decisions on student outcomes. <input type="checkbox"/> The school has a clear process for budget creation that involves multiple stakeholders and relevant data.

4. TALENT				
Indicator	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
4.1 Staff recruitment, allocation, and strategic retention	<ul style="list-style-type: none"> <input type="checkbox"/> The school has little or no control or strategy related to staff recruitment, allocation, or retention. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school follows district recruitment and hiring processes and timelines to access a pool of highly qualified candidates. <input type="checkbox"/> Staffing assignments are based on seniority or politics. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school has control over hiring decisions and recruits and hires teachers with commitment to and competence in the school’s philosophy, design, instructional model, and priorities. <input type="checkbox"/> The school has a recruitment and hiring process and timeline that ensures access to highly qualified candidates. <input type="checkbox"/> School leadership implements a strategic approach to staffing assignments that matches teacher skills to student needs. <input type="checkbox"/> The school has the authority to make the final determination about whether to strategically retain or non-renew teachers based on performance or fit. 	<p><i>In addition to “Proficient”:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> New hires are deliberately recruited and selected to fill missing staff capacity and gaps in expertise on teaching teams. <input type="checkbox"/> A rigorous interview process includes lesson demonstrations, assessment of expertise, philosophy, and commitment. <input type="checkbox"/> Teachers are assigned to differentiated roles to extend the reach of highly effective teachers. <input type="checkbox"/> Teachers who consistently underperform on regular, rigorous, and fair evaluations are exited efficiently, while effective teachers are deliberately retained. <input type="checkbox"/> Compensation systems are designed to attract and retain high performers. <input type="checkbox"/> The school has control over all decisions related to staff recruitment, allocation, and retention.
4.2 Talent Development	<ul style="list-style-type: none"> <input type="checkbox"/> The school does not offer professional learning opportunities at least on a quarterly basis. <input type="checkbox"/> Teacher teams either do not meet, or meetings lack clarity of roles and outcomes or do not meet frequently enough to have an impact. <input type="checkbox"/> Support for new and struggling teachers is lacking. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school offers ongoing professional learning opportunities at least on a monthly basis, however topics are selected without considering student data, teacher development needs, or the instructional model. <input type="checkbox"/> Educators regularly engage in collaborative team processes, however the purpose of these teams may be unclear or the tools and protocols to ensure effectiveness are lacking. <input type="checkbox"/> While support for new and struggling teachers may exist, it is not provided in a systematized way. 	<ul style="list-style-type: none"> <input type="checkbox"/> High-quality professional learning opportunities are provided at least on a monthly basis and designed to promote effective implementation of the instructional model and improve overall instructional practice. <input type="checkbox"/> A school culture of feedback and reflection is created in order to intentionally develop all teachers professionally according to skill and need. <input type="checkbox"/> Educators meet during regularly scheduled, uninterrupted times to collaborate, establish team improvement goals, and use data to inform instructional plans. <input type="checkbox"/> Leadership requires teachers to demonstrate their learned competency in a regular and assessable way. <input type="checkbox"/> New and struggling teachers are provided with ongoing targeted support. <input type="checkbox"/> The school celebrates the accomplishments of outstanding teachers. <input type="checkbox"/> School leaders ensure training and mentoring is provided to low-performing teachers to improve their performance. <input type="checkbox"/> Ineffective classroom practice is addressed immediately and effectively. 	<p><i>In addition to “Proficient”:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> High-quality, job-embedded professional learning opportunities are differentiated and informed by ongoing analysis of student performance, instructional data, educators’ learning needs, and organizational goals. Direct ties to the instructional model exist. <input type="checkbox"/> Teacher teams are viewed as a way of doing business. <input type="checkbox"/> Leadership evaluates the quality of professional learning opportunities through videotape reflection protocols or bi-weekly observations and face to face feedback. <input type="checkbox"/> Opportunities exist for career advancement. <input type="checkbox"/> New and struggling teachers are provided with ongoing, deep, targeted support.
Indicator	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
4.3 Evaluation	<ul style="list-style-type: none"> <input type="checkbox"/> School leaders do not 	<ul style="list-style-type: none"> <input type="checkbox"/> A process of supervision and 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluations are used to improve professional and 	<p><i>In addition to “Proficient”:</i></p>

	<p>effectively or fully implement a transparent process for supervision and evaluation of teachers.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support for struggling teachers is lacking. <input type="checkbox"/> Teachers communicate frustration or lack of understanding of the process. 	<p>evaluation is fully implemented; however, quality of feedback and support for low-performing teachers is insufficient to improve teacher performance.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers are unclear about the evaluation process. 	<p>instructional practices, including the development of annual growth goals and regular and meaningful feedback to staff members.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluations are consistent, predictable (i.e. not sporadic), meaningful and coupled with clear, actionable next steps and professional supports (as appropriate). <input type="checkbox"/> Individual professional growth plans are in place and being implemented for each educator. <input type="checkbox"/> Teachers understand the evaluation process. <input type="checkbox"/> School utilizes transparent student achievement goals in partnership with teachers in evaluation process. 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluations are used to improve professional and instructional practices, including the development of annual growth goals and regular and meaningful feedback to staff members to improve performance related to job responsibilities and growth goals. <input type="checkbox"/> Teachers understand the evaluation process and regard it as an important factor in their professional growth.
<p>4.4 Collaborative structures</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Educators lack adequate and/or recurring professional development and/or common planning time. <input type="checkbox"/> Common planning time is currently disorganized and the time is not used effectively. As a result, staff members are unable to develop and/or share practices on a regular basis. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most academic teams have common planning periods (less than 1 hour/week); however, the school has failed to secure vertical and horizontal planning. <input type="checkbox"/> Collaborative planning time is used at a basic level (e.g., organization of resources or topics not directly related to classroom instruction). 	<ul style="list-style-type: none"> <input type="checkbox"/> All academic teams have common planning periods (1-2 hours/week) and they are seldom interrupted by non-instructional tasks. <input type="checkbox"/> Staff members use this time to discuss instructional strategies, discuss student work, develop curricular resources, and use data to adjust instruction. <input type="checkbox"/> Common planning periods are tightly protected and only interrupted by emergencies. <input type="checkbox"/> The school has established tight protocols to ensure that common planning time is used effectively. 	<p><i>In addition to "Proficient":</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> All educators have weekly common planning time for vertical and horizontal planning (more than 2 hours/week).