



EYE ON  
THE GOAL

Exhibit C



# 16 PILLARS ROOT CAUSE RUBRIC

## DATABASE



**RUBRIC FOR  
THE 16 HIGH-LEVERAGE  
PRACTICES  
OF  
EYE ON THE GOAL™**

# 1. STANDARDS-ALIGNED CONSISTENT INSTRUCTION

Curriculum, assessment and teaching are directly aligned with state standards in all content areas and for all students, with standards and consistent teaching practices at the center of curriculum planning and student learning.

1= BEGINNING IMPLEMENTATION	2= PARTIAL IMPLEMENTATION	3= FULL IMPLEMENTATION	4= EXEMPLARY IMPLEMENTATION
<ul style="list-style-type: none"> <li>- Curriculum and instruction are rarely aligned with state standards</li> </ul>	<ul style="list-style-type: none"> <li>- Many elements of curriculum are aligned with state standards</li> </ul>	<ul style="list-style-type: none"> <li>- All elements of curriculum are aligned with state standards</li> </ul>	<p>(In addition to level-3 statement)</p>
<ul style="list-style-type: none"> <li>- Teacher preferences and/or other factors, rather than standards, drive instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Standards inform some, but not all, instruction school-wide</li> </ul>	<ul style="list-style-type: none"> <li>- All instruction fully utilizes standards-based teaching and planning</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum undergoes frequent review, using a process that involves multiple stakeholders</li> </ul>
<ul style="list-style-type: none"> <li>- Only summative state assessments are aligned with state standards</li> </ul>	<ul style="list-style-type: none"> <li>- Some local formative assessments are aligned with state standards</li> </ul>	<ul style="list-style-type: none"> <li>- Standards-based formative assessments are an integral part of teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers ensure that students are fully aware of the standards and criteria by which their performance will be assessed</li> </ul>
<ul style="list-style-type: none"> <li>- The curriculum offers little cultural validation</li> </ul>	<ul style="list-style-type: none"> <li>- The curriculum offers some cultural validation, but is not relevant to all students</li> </ul>	<ul style="list-style-type: none"> <li>- Most curricular materials affirm “self” for all student groups, and are embedded in teaching practices schoolwide</li> </ul>	

# 2.

## EQUITABLE ACCESS TO RIGOROUS, HIGH-LEVEL PROGRAM

All students have access to challenging, on-standard teaching and courses that include coverage of the “power standards” and core content.

1= BEGINNING IMPLEMENTATION	2= PARTIAL IMPLEMENTATION	3= FULL IMPLEMENTATION	4= EXEMPLARY IMPLEMENTATION
<ul style="list-style-type: none"> <li>- Few students have full access to high-level courses and classrooms</li> </ul>	<ul style="list-style-type: none"> <li>- Most students have full access to high-level courses and classrooms</li> </ul>	<ul style="list-style-type: none"> <li>- All students have full access to high-level courses and classrooms</li> </ul>	<p>(In addition to level-3 statement)</p>
<ul style="list-style-type: none"> <li>- “Tracking” of students or student-groups is a pervasive school-wide practice</li> </ul>	<ul style="list-style-type: none"> <li>- “Tracking” occurs at some levels or within some programs, with opportunity for students to move up to higher-level course work</li> </ul>	<ul style="list-style-type: none"> <li>- No systematic barriers or “policy” exists to hamper student access to high-level courses or learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- An Individualized Learning Plan (ILP) exists for every student reflecting choice, adaptations, and creation of materials to enhance their own learning</li> </ul>
<ul style="list-style-type: none"> <li>- Few students are required to complete work beyond a basic skill level</li> </ul>	<ul style="list-style-type: none"> <li>- Most students are required to complete work only beyond a basic skill level</li> </ul>	<ul style="list-style-type: none"> <li>- All students are expected to complete work that requires higher level thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>- Active recruitment of disadvantaged or underperforming students for highest-level classrooms and courses</li> </ul>

# 3. DIFFERENTIATION

Instructional strategies are differentiated to meet the varied learning needs of each student.

1= BEGINNING IMPLEMENTATION	2= PARTIAL IMPLEMENTATION	3= FULL IMPLEMENTATION	4= EXEMPLARY IMPLEMENTATION
<ul style="list-style-type: none"> <li>- Few classrooms adapt instruction and assessment to students' individual needs</li> <li>- Individual teacher initiative, rather than school-wide practice, drives differentiation</li> <li>- Teachers are minimally familiar with behaviors, learning styles, and prior knowledge of culturally-different students</li> </ul>	<ul style="list-style-type: none"> <li>- Some teachers adapt and modify instruction and assessment as the needs of individual students change</li> <li>- Some teams/departments have consensus on how to differentiate instruction</li> <li>- Some teachers/teams design lessons which align with behaviors, learning styles, and prior knowledge of culturally different students</li> </ul>	<ul style="list-style-type: none"> <li>- All classrooms adapt instruction and assessment to students' individual needs</li> <li>- Differentiation is a school-wide practice</li> <li>- Differentiation practices are adapted quickly and effectively as student needs change</li> <li>- All teachers regularly plan for and apply varied approaches to connect instruction with student knowledge, learning styles and cultural background</li> </ul>	<p>(In addition to level-3 statement)</p> <hr/> <ul style="list-style-type: none"> <li>- Instructional leaders and teachers have regular professional conversations about differentiated practice</li> <li>- Students report that instruction and assessment match their strengths and bridge learning deficits</li> <li>- Students are able to initiate or adapt activities and projects that enhance their prior knowledge, learning styles and cultural background</li> </ul>

# 4.

## CULTURALLY RESPONSIVE TEACHING AND LEARNING

Instruction reflects students’ prior knowledge, learning styles and cultural background; programs and policies integrate the perspectives and needs of diverse stakeholders.

1= BEGINNING IMPLEMENTATION	2= PARTIAL IMPLEMENTATION	3= FULL IMPLEMENTATION	4= EXEMPLARY IMPLEMENTATION
<ul style="list-style-type: none"> <li>- Few teachers and leaders have explored the impact of their personal values and biases on their professional practices</li> </ul>	<ul style="list-style-type: none"> <li>- Some teachers and leaders acknowledge their need for cultural dialogue about biases and attitudes and their impact on teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing conversations about cultural competence are an integral part of professional practices and reflection on student learning</li> </ul>	<p>(In addition to level-3 statement)</p>
<ul style="list-style-type: none"> <li>- Few practitioners are familiar with cultural behaviors and learning styles of diverse student-groups</li> </ul>	<ul style="list-style-type: none"> <li>- Active willingness to learn more about students’ cultural backgrounds exists but is inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>- Practitioners consistently use cultural learning styles to accelerate achievement</li> </ul>	<ul style="list-style-type: none"> <li>- Entire school community (teachers, staff, leadership, parents, and external partners) validates student knowledge, learning styles, and cultural background</li> </ul>
<ul style="list-style-type: none"> <li>- A sense of safety and wholeness, as well as a connection to the school and teacher, is felt only by a few students</li> </ul>	<ul style="list-style-type: none"> <li>- Only certain students feel comfortable with the classroom and school setting</li> </ul>	<ul style="list-style-type: none"> <li>- Most practitioners are able to interact on a personal level with culturally different students and their families</li> </ul>	<ul style="list-style-type: none"> <li>- Schools are advocates for solving community/ social problems</li> </ul>
<ul style="list-style-type: none"> <li>- Racism is viewed as either non-existent or an “individual act of meanness”</li> </ul>	<ul style="list-style-type: none"> <li>- Some practitioners understand the influence of racism and “white privilege” on inequitable academic outcomes for students of color</li> </ul>	<ul style="list-style-type: none"> <li>- The school community accepts shared accountability for the effects of racism and other forms of prejudice on student learning</li> </ul>	<ul style="list-style-type: none"> <li>- School-community practices affirm openness and relationship based on trust and mutual respect</li> </ul>
			<ul style="list-style-type: none"> <li>- The entire school takes collective accountability to eliminate racism and other forms of prejudice affecting the school and society</li> </ul>

# 5. DATA-DRIVEN CONTINUOUS IMPROVEMENT

School staff uses frequent and timely formative assessments to monitor and adjust teaching, leadership and organizational practices.

1= BEGINNING IMPLEMENTATION	2= PARTIAL IMPLEMENTATION	3= FULL IMPLEMENTATION	4= EXEMPLARY IMPLEMENTATION
<ul style="list-style-type: none"> <li>- Using data to inform practice is not a school-wide process</li> <li>- Implementation of common assessments across or between levels is lacking</li> </ul>	<ul style="list-style-type: none"> <li>- School-wide process for using data to inform practice is unclear or under-utilized</li> <li>- Formative assessments lack rigor and local ownership</li> <li>- Use of assessment data is sporadic and inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>- Clear school-wide process exists for using data to inform practice</li> <li>- Assessments are given at several points during the instructional cycle, and more frequently with struggling students</li> <li>- Teams of practitioners score student work together</li> <li>- Grade level or school-based teams meet regularly to review formative data and make instructional adjustments</li> </ul>	<p>(In addition to level-3 statement)</p> <hr/> <ul style="list-style-type: none"> <li>- Schools involve students, families and community stakeholders in data-driven continuous improvement efforts</li> <li>- Students frequently assess and monitor the quality of their own work relative to the performance standards, and make active use of that information in their learning</li> </ul>

# 6.

## ACCELERATED INTERVENTION

Students receive immediate and targeted academic and social-emotional support to accelerate their achievement.

1= BEGINNING IMPLEMENTATION	2= PARTIAL IMPLEMENTATION	3= FULL IMPLEMENTATION	4= EXEMPLARY IMPLEMENTATION
<ul style="list-style-type: none"> <li>- Few students who have fallen behind receive timely, targeted intervention</li> </ul>	<ul style="list-style-type: none"> <li>- Most students who have fallen behind receive targeted intervention</li> </ul>	<ul style="list-style-type: none"> <li>- All students who have fallen behind receive targeted intervention</li> </ul>	<p>(In addition to level-3 statement)</p>
<ul style="list-style-type: none"> <li>- Students often receive intervention services for longer than educationally necessary</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention services are often provided in ineffective groups or configurations</li> </ul>	<ul style="list-style-type: none"> <li>- Goals and strategies for intervention services are individualized for each student</li> </ul>	<ul style="list-style-type: none"> <li>- Students meeting standards have a uniquely-tailored learning plan to accelerate their achievement even further</li> </ul>
<ul style="list-style-type: none"> <li>- Intervention services are rarely linked to regular classroom instruction or assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Limited communication occurs between intervention service providers, school personnel and families regarding student academic and social-emotional needs</li> </ul>	<ul style="list-style-type: none"> <li>- Schools have an established procedure for decreasing or ending intervention services for students who demonstrate academic progress</li> </ul>	
		<ul style="list-style-type: none"> <li>- Seamless coordination of services is evident among intervention service providers, families, and school staff</li> </ul>	



# 7.

## COLLEGIAL COLLABORATION AND ACCOUNTABILITY

Teachers and leadership and staff engage in year-round evidence-based cycles of inquiry (e.g., Eye on the Goal™), with clear standards of professional practice and accountability.

1= BEGINNING IMPLEMENTATION	2= PARTIAL IMPLEMENTATION	3= FULL IMPLEMENTATION	4= EXEMPLARY IMPLEMENTATION
<ul style="list-style-type: none"> <li>- Staff do not use a data-driven inquiry process to reflect on professional practice</li> </ul>	<ul style="list-style-type: none"> <li>- Conversations about professional practice and student learning are informal or in initial stages</li> </ul>	<ul style="list-style-type: none"> <li>- School has a data-driven inquiry cycle for goal-setting and reflection on professional practice and student learning</li> </ul>	<p>(In addition to level-3 statement)</p>
<ul style="list-style-type: none"> <li>- Weak culture of interpersonal trust and collegial accountability</li> </ul>	<ul style="list-style-type: none"> <li>- Staff meet sporadically to analyze student achievement data and connect it to practice</li> </ul>	<ul style="list-style-type: none"> <li>- Staff routinely set aside time to reflect on individual and collective practices</li> </ul>	<ul style="list-style-type: none"> <li>- Schools, districts and teams act as communities of effective practice (i.e., professional learning communities), with clear standards for teaching, learning and leadership</li> </ul>
<ul style="list-style-type: none"> <li>- Limited opportunities are provided for regular collegial conversations about practice</li> </ul>	<ul style="list-style-type: none"> <li>- A culture of interpersonal trust and collegial accountability is emerging</li> </ul>	<ul style="list-style-type: none"> <li>- School has a well-established, intentional culture of trust and accountability</li> </ul>	<ul style="list-style-type: none"> <li>- Professional conversations include teachers and leaders observing each others' practice, offering critical feedback and conducting peer coaching</li> </ul>

# 8. RESULTS-FOCUSED PROFESSIONAL LEARNING

Professional learning is linked to instructional priorities, is standards-based, has clear goals, and meets the individual needs of staff.

1= BEGINNING IMPLEMENTATION	2= PARTIAL IMPLEMENTATION	3= FULL IMPLEMENTATION	4= EXEMPLARY IMPLEMENTATION
<ul style="list-style-type: none"> <li>- Professional development is unconnected to school improvement plan and instructional priorities</li> </ul>	<ul style="list-style-type: none"> <li>- Professional development is loosely connected to school improvement plan and instructional priorities</li> </ul>	<ul style="list-style-type: none"> <li>- Professional development is directly connected to instructional practices that improve student achievement</li> </ul>	<p>(In addition to level-3 statement)</p>
<ul style="list-style-type: none"> <li>- No process exists for linking professional learning to student needs</li> </ul>	<ul style="list-style-type: none"> <li>- Some, but not all, practitioners participate in professional development informed by data</li> </ul>	<ul style="list-style-type: none"> <li>- All teachers, leaders and staff participate in standards-based, data-driven professional development</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly articulated standards and benchmarks of professional mastery guide professional learning</li> </ul>
<ul style="list-style-type: none"> <li>- Professional development is not standards-based or differentiated</li> </ul>	<ul style="list-style-type: none"> <li>- Professional development is standards-based and/or differentiated only in a few narrowly defined areas</li> </ul>	<ul style="list-style-type: none"> <li>- Continuous professional learning is based on the individual needs of teachers, leaders, and staff</li> </ul>	<ul style="list-style-type: none"> <li>- Each staff member has a formal individualized professional learning plan focused on meeting benchmarks of professional mastery</li> </ul>
<ul style="list-style-type: none"> <li>- Insufficient time and resources are available for continuous professional learning</li> </ul>	<ul style="list-style-type: none"> <li>- Time and resources are occasionally set aside for continuous professional learning</li> </ul>	<ul style="list-style-type: none"> <li>- Continuous professional learning for all is a school-wide priority, with adequate allocations of time and resources</li> </ul>	

# 9. HIGH EXPECTATIONS FOR ALL

Beliefs and behaviors reflect commonly held high expectations and shared responsibility for professional practices and student learning.

1= BEGINNING IMPLEMENTATION	2= PARTIAL IMPLEMENTATION	3= FULL IMPLEMENTATION	4= EXEMPLARY IMPLEMENTATION
<ul style="list-style-type: none"> <li>- There is a pervasive culture of low or preferential expectations for students and adults</li> <li>- Some adults routinely expect less from specific students or student groups</li> <li>- There are inconsistent efforts to publicly recognize, reinforce and reward continuous growth and achievement</li> </ul>	<ul style="list-style-type: none"> <li>- There is an emerging culture of high expectations for students and adults</li> <li>- School staff hold some, but not all, students to high academic and behavioral standards</li> <li>- There are occasional efforts to publicly recognize, reinforce and reward continuous growth and achievement</li> </ul>	<ul style="list-style-type: none"> <li>- There is a strong culture of high expectations for all students and adults; a “no excuses” mindset</li> <li>- Outcomes for all students demonstrate a commitment to high levels of learning for all student populations</li> <li>- There are ongoing efforts to publicly recognize, reinforce and reward continuous growth and achievement</li> </ul>	<p>(In addition to level-3 statement)</p> <hr/> <ul style="list-style-type: none"> <li>- All stakeholders, including students and families, have an active role in shaping and reinforcing a culture of high expectations for all</li> <li>- Classroom interactions, assignments, and outcomes convey high expectations for all students; work reflects that students have internalized these expectations</li> </ul>

# 10.

## EFFECTIVE TEACHER FOR EVERY STUDENT, EFFECTIVE LEADER FOR EVERY SCHOOL

Staffing assignments ensure equitable distribution of teachers and leaders to meet the specific needs of students and schools.

1= BEGINNING IMPLEMENTATION	2= PARTIAL IMPLEMENTATION	3= FULL IMPLEMENTATION	4= EXEMPLARY IMPLEMENTATION
<ul style="list-style-type: none"> <li>- Knowledge and skills of the teacher do not match the needs of his/her assigned students</li> </ul>	<ul style="list-style-type: none"> <li>- Some, but not all, teachers are assigned considering evidence-based needs of every student or student group</li> </ul>	<ul style="list-style-type: none"> <li>- There is intentional assignment or reallocation of teachers and leaders based on identified student and school needs</li> </ul>	<p>(In addition to level-3 statement)</p>
<ul style="list-style-type: none"> <li>- Knowledge and skills of the leader do not match the needs of his/her assigned school</li> </ul>	<ul style="list-style-type: none"> <li>- Some, but not all, leaders are assigned considering evidence-based needs of each school</li> </ul>	<ul style="list-style-type: none"> <li>- The district and school employ sustainable strategies to attract and retain highly effective teachers and leaders in high-need schools</li> </ul>	<ul style="list-style-type: none"> <li>- The school routinely makes student learning needs the primary criterion for staffing decisions</li> </ul>
<ul style="list-style-type: none"> <li>- Teachers and leaders are generally assigned based on "seniority," "preferences," etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher and leader placements are often reactive or "last minute," rather than a priority</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers, leaders and staff with proven record of effectiveness are assigned to habitually underperforming students, student populations or schools</li> </ul>	<ul style="list-style-type: none"> <li>- There are board-approved policies and incentives to facilitate aligning teacher and leader assignments with student and school needs</li> </ul>

# 11.

## NEEDS-BASED RESOURCE ALLOCATION

School resources align to instructional needs, and are focused on professional practices that accelerate learning for all student populations.

1= BEGINNING IMPLEMENTATION	2= PARTIAL IMPLEMENTATION	3= FULL IMPLEMENTATION	4= EXEMPLARY IMPLEMENTATION
<ul style="list-style-type: none"> <li>- The Instructional Focus rarely drives the allocation and deployment of resources (i.e., people, money, time)</li> </ul>	<ul style="list-style-type: none"> <li>- The Instructional Focus partially drives resource allocation but the resources lack direct connection to data and results</li> </ul>	<ul style="list-style-type: none"> <li>- The Instructional Focus guides all aspects of fiscal and human resource allocation, including teacher and administrator assignments</li> </ul>	<p>(In addition to level-3 statement)</p>
<ul style="list-style-type: none"> <li>- Resources for instruction and professional learning do not match the needs of students and staff</li> </ul>	<ul style="list-style-type: none"> <li>- Professional development opportunities are planned but do not specifically address school needs</li> </ul>	<ul style="list-style-type: none"> <li>- A significant portion of school resources is spent on building teacher and leadership proficiency in ways that accelerate student learning</li> <li>- All resources are adapted to the changing needs of students, staff and school on an ongoing basis</li> </ul>	<ul style="list-style-type: none"> <li>- Budget items are clearly linked to staff development opportunities that support teaching and learning priorities and student achievement</li> </ul>

# 12.

## SUPPORTS FOR STAFF

Teachers, leaders and staff receive timely, focused feedback, intervention and support (e.g., coaching, mentoring, peer support, targeted training).

1= BEGINNING IMPLEMENTATION	2= PARTIAL IMPLEMENTATION	3= FULL IMPLEMENTATION	4= EXEMPLARY IMPLEMENTATION
<ul style="list-style-type: none"> <li>- Supports for teachers, administrators, and staff are not clearly implemented</li> </ul>	<ul style="list-style-type: none"> <li>- Supports for struggling teachers, staff and administrators are unreliable and sporadic</li> </ul>	<ul style="list-style-type: none"> <li>- Supports for staff (especially new or struggling teachers, staff and administrators) are differentiated, easily accessible and ongoing</li> </ul>	<p>(In addition to level-3 statement)</p>
<ul style="list-style-type: none"> <li>- No consistent framework exists for determining who needs support and what form the support should take</li> </ul>	<ul style="list-style-type: none"> <li>- An informal, undocumented structure exists for determining when and where intervention might be helpful</li> </ul>	<ul style="list-style-type: none"> <li>- Supports are linked to goals for improving student achievement and are designed to strengthen professional practice</li> </ul>	<ul style="list-style-type: none"> <li>- Supports for staff are systemic, including directed, collaborative, and self-guided options for individual practitioners and teams</li> </ul>
<ul style="list-style-type: none"> <li>- Interventions are often unconnected to evidence and practice</li> </ul>	<ul style="list-style-type: none"> <li>- Interventions are loosely connected to evidence and practice</li> </ul>	<ul style="list-style-type: none"> <li>- There is a structured approach to anticipate, identify and address staff need for professional support and intervention</li> </ul>	<ul style="list-style-type: none"> <li>- Supervision, intervention and evaluation involve the school, district, and employee bargaining units</li> </ul>
		<ul style="list-style-type: none"> <li>- School/district has incorporated a mentoring program for new teachers and leaders needing support</li> </ul>	

# 13.

## INSTRUCTIONAL LEADERSHIP

The principal and instructional leadership team articulate a shared school vision, and are actively involved in planning, guiding and assessing instruction and student learning.

1= BEGINNING IMPLEMENTATION	2= PARTIAL IMPLEMENTATION	3= FULL IMPLEMENTATION	4= EXEMPLARY IMPLEMENTATION
<ul style="list-style-type: none"> <li>- Principal and teacher-leaders do not share a common instructional vision</li> </ul>	<ul style="list-style-type: none"> <li>- The school's instructional vision is known by some, but not all, teachers and staff</li> </ul>	<ul style="list-style-type: none"> <li>- Principal and instructional leadership team have direct, day-to-day involvement in classroom instructional practices and student learning (e.g., using a rigorous walk-through and feedback protocol)</li> </ul>	<p>(In addition to level-3 statement)</p>
<ul style="list-style-type: none"> <li>- There is limited involvement of the principal and leadership team in instructional monitoring and ongoing staff development</li> </ul>	<ul style="list-style-type: none"> <li>- Instructional supervision and feedback is infrequent and inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>- Principal and instructional leadership team allocate a significant portion of time to overseeing day-to-day instruction and professional development</li> </ul>	<ul style="list-style-type: none"> <li>- Principal and instructional leadership team are the lead facilitators of data analysis, continuous improvement and professional accountability</li> </ul>
<ul style="list-style-type: none"> <li>- Classroom contact by principal and/or instructional leadership team is limited to formal, mandatory observations</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback from observations of professional practice occasionally drives professional development</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback and support from the principal are timely, and shape coaching and intervention for teachers and staff</li> </ul>	
		<ul style="list-style-type: none"> <li>- Leaders model culturally competent practices and hold the school community accountable for valuing the perspectives of all stakeholders</li> </ul>	

# 14.

## SAFE CLIMATE FOR LEARNING AND WORK

The school culture and structures support the social-emotional needs of students and adults, and standards for student and adult conduct are fair and consistently enforced.

1= BEGINNING IMPLEMENTATION	2= PARTIAL IMPLEMENTATION	3= FULL IMPLEMENTATION	4= EXEMPLARY IMPLEMENTATION
<ul style="list-style-type: none"> <li>- Standards of conduct for students and adults are unclear, perceived to be unfair, and/or inconsistently enforced</li> </ul>	<ul style="list-style-type: none"> <li>- Standards of conduct exist in writing but are not fairly and consistently enforced</li> </ul>	<ul style="list-style-type: none"> <li>- There are clear, published guidelines outlining proper attitudes and behaviors by students and adults alike</li> </ul>	<p>(In addition to level-3 statement)</p>
<ul style="list-style-type: none"> <li>- School climate is perceived to be unfriendly and unsafe for students and adults</li> </ul>	<ul style="list-style-type: none"> <li>- Approach to discipline is generally punitive rather than encouraging and nurturing</li> </ul>	<ul style="list-style-type: none"> <li>- School makes a sustained effort to develop a uniform, non-preferential code of conduct that applies to all, without exception</li> </ul>	<ul style="list-style-type: none"> <li>- Student involvement in the development and implementation of discipline and conflict resolution is direct and sustained</li> </ul>
<ul style="list-style-type: none"> <li>- There is weak coordination of social-emotional supports for students between schools and service providers</li> </ul>	<ul style="list-style-type: none"> <li>- There are erratic, unsystematic supports for students' social-emotional needs</li> </ul>	<ul style="list-style-type: none"> <li>- Students have access to an "advocate" or specific point of contact to connect them with appropriate services</li> </ul>	<ul style="list-style-type: none"> <li>- Formal partnerships with community-based organizations exist regarding support systems for students and families</li> </ul>
		<ul style="list-style-type: none"> <li>- Adults and students demonstrate genuine caring for one another</li> </ul>	<ul style="list-style-type: none"> <li>- Students monitor each other's treatment of peers, correcting classmates respectfully when needed</li> </ul>



# 15.

## EFFECTIVE AND EFFICIENT OPERATIONS

The school has well-established organizational procedures, and day-to-day operations run smoothly to facilitate teaching, learning and leadership.

1= BEGINNING IMPLEMENTATION	2= PARTIAL IMPLEMENTATION	3= FULL IMPLEMENTATION	4= EXEMPLARY IMPLEMENTATION
<ul style="list-style-type: none"> <li>- The school leader is unaware of the impact the school budget has on student learning</li> </ul>	<ul style="list-style-type: none"> <li>- The school leader or a non-representative group determines dissemination of the school budget funds with little input from stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>- The principal, site council, and teacher leaders collaboratively decide on the equitable use of the school budget to effectively impact student achievement</li> </ul>	<p>(In addition to level-3 statement)</p>
<ul style="list-style-type: none"> <li>- School rules and procedures are disorganized, undocumented and crisis-driven</li> </ul>	<ul style="list-style-type: none"> <li>- School rules and procedures are documented, but difficult to access or understand</li> </ul>	<ul style="list-style-type: none"> <li>- School rules and procedures are well-established and commonly understood by all</li> </ul>	<ul style="list-style-type: none"> <li>- Community stakeholders are actively involved in the equitable use of the school budget to effectively impact student achievement</li> </ul>
<ul style="list-style-type: none"> <li>- Interaction between school and family/community is strained and not welcoming</li> </ul>	<ul style="list-style-type: none"> <li>- Treatment of students, staff and family/community is uneven and preferential</li> </ul>	<ul style="list-style-type: none"> <li>- Standard operating procedures for core office and management practices are fully documented and reinforced</li> <li>- Responsibility for respectful and professional behavior toward students, school staff and family/community is shared by all</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly-defined metrics (vital signs) for operational effectiveness and efficiency are collected and analyzed to improve school operations</li> </ul>

# 16.

## STRONG RELATIONSHIPS WITH FAMILIES AND COMMUNITY

Trust among home-school-community is nurtured through shared responsibility for student success, proactive communication and meaningful stakeholder “voice”.

1= BEGINNING IMPLEMENTATION	2= PARTIAL IMPLEMENTATION	3= FULL IMPLEMENTATION	4= EXEMPLARY IMPLEMENTATION
<ul style="list-style-type: none"> <li>- Few or no formal opportunities exist for schools to connect with families about decisions that directly affect student learning</li> </ul>	<ul style="list-style-type: none"> <li>- Some non-systematic opportunities exist for schools to connect with families about decisions that directly affect student learning</li> </ul>	<ul style="list-style-type: none"> <li>- A parent participation plan is designed to encourage input from families, inclusive of all cultures and language differences</li> </ul>	<p>(In addition to level-3 statement)</p>
<ul style="list-style-type: none"> <li>- School exists as an “island” separate from its community, with little or no sustained outreach to community stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>- Many school communications are available in the home languages of the students</li> </ul>	<ul style="list-style-type: none"> <li>- Regular, proactive community outreach efforts are made, with a clear point-of-contact</li> </ul>	<ul style="list-style-type: none"> <li>- There is a strong culture of parent involvement in setting learning goals for each student, monitoring student progress, and co-developing improvement strategies</li> </ul>
<ul style="list-style-type: none"> <li>- Few or no school communications are available in the students’ home language</li> </ul>	<ul style="list-style-type: none"> <li>- Some, but not all, families and community partners have an idea of how to “navigate” school and district rules, structures, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- All school communications are available in the home languages of students and their families</li> </ul>	<ul style="list-style-type: none"> <li>- There is a structured process for gathering parent and community feedback on key areas of student learning and school operations</li> </ul>
<ul style="list-style-type: none"> <li>- Family problems are viewed with an “it’s their problem” mindset</li> </ul>	<ul style="list-style-type: none"> <li>- Practitioners only help those families who ask, or families who speak the mainstream language</li> </ul>	<ul style="list-style-type: none"> <li>- There is a school or district liaison directly responsible for outreach to families and community</li> </ul>	<ul style="list-style-type: none"> <li>- Practitioners align with parent groups for inclusion of diverse ideas</li> </ul>



