

Effectiveness Indicator Map

Effectiveness Indicator 1: Written Curriculum

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
1A. The written curriculum is aligned to state standards or the standards of national disciplinary organizations.	1A1. Extent of written curriculum	Some or all classes for which there are state standards lack written curriculum.	There is written curriculum for all subjects and classes for which there are state standards.	There is written curriculum for all subjects and classes.
	1A2. Alignment to content of standards	The written curriculum is not aligned to the content of state standards.	The written curriculum is aligned to the content of state standards.	The written curriculum is aligned to the content of state standards in those subjects for which there are state standards and the content of the standards of national disciplinary organizations for other subjects.
	1A3. Alignment to cognitive demands of standards	The written curriculum is not aligned to the cognitive demands of state standards.	The written curriculum is aligned to the cognitive demands of state standards.	The written curriculum is aligned to or exceeds the cognitive demands of state standards in those subjects for which there are state standards and the cognitive demands of the standards of national disciplinary organizations for other subjects.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
1B. The written curriculum is vertically and horizontally aligned.	1B1. Vertical alignment	The curriculum is not aligned vertically between grade levels or sequential courses.	The curriculum is aligned vertically between grade levels and sequential courses.	The curriculum is aligned vertically between grade levels and sequential courses, and periodic analyses are conducted to review the appropriateness of grade-level curriculum loads.
	1B2. Horizontal alignment	The curriculum is not aligned horizontally within grade levels and courses.	The curriculum is aligned horizontally within each grade level and course.	The curriculum is aligned horizontally within each grade level and course, and periodic analyses are conducted to review the appropriateness of the pacing charts.
1C. Textbooks and other instructional materials are aligned with the written curriculum.	1C1. Identification of instructional materials	The written curriculum does not identify aligned instructional materials.	The written curriculum identifies aligned instructional materials.	The written curriculum identifies specific pages or units from instructional and supplemental materials that address each learning objective or standard.
	1C2. Availability of instructional materials	The instructional materials identified in the written curriculum are not available or are not being used in all classrooms.	The identified instructional materials are available in sufficient quantities and are being used in all classrooms.	The identified instructional materials are available in sufficient quantities, are being used in all classrooms, and are in excellent condition.

Characteristic	Trait	Effectiveness Continuum		
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1D. Formative and summative assessments are identified in the written curriculum.	1D1. Identification of assessments	Formative and summative assessments are not identified in the written curriculum.	Formative and summative assessments are identified in the written curriculum.	Formative and summative assessments are identified in the written curriculum, and result ranges are keyed to interventions and enrichments.
1E. Intervention and enrichment materials are identified in the written curriculum.	1E1. Identification of intervention and enrichment materials	The written curriculum does not identify intervention and enrichment materials.	The written curriculum identifies intervention and enrichment materials.	The written curriculum identifies intervention and enrichment materials keyed to specific learner needs.
	1E2. Availability of intervention and enrichment materials	Intervention and enrichment materials either are not available or are not available in sufficient quantities to meet identified student needs.	Intervention and enrichment materials are available in sufficient quantities to meet student needs.	Intervention and enrichment materials are available in sufficient quantities to meet student needs and are available in the major languages of the school.

Effectiveness Indicator 2: Instructional Program

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
2A. Teachers integrate content standards into classroom instruction.	2A1. Integration of standards	Instruction in those subjects for which state content standards exist does not reflect, or is only loosely coupled with, the content standards.	State content standards are explicitly integrated into instruction in those subjects for which state content standards exist.	State content standards or those of national disciplinary organizations are explicitly integrated into instruction in all classes.

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2B. The instructional program is rigorous and provides access, challenge, and support for all students.	2B1. Access to rigorous program	Students do not have access to an instructional program that is rigorous and provides challenging opportunities to extend their learning.	Students have access to an instructional program that is rigorous and provides challenging opportunities to extend their learning.	Students have access to an instructional program that is rigorous and provides challenging opportunities to extend their learning. Enrollment patterns in advanced and honors classes reflect the demographics of the student population.
	2B2. Availability of intervention, support, and enrichment programs	Students are not systematically matched with intervention, support, and enrichment programs based on individual student needs.	Teachers have access to a variety of intervention, support, and enrichment programs to address individual student needs.	Teachers have access to a variety of research-based intervention, support, and enrichment programs to address individual student needs.
2C. Teachers expect all students to make substantial learning gains each year, and students have high expectations of themselves.	2C1. Teacher expectations	Some teachers convey low or modest academic expectations of students or high expectations of some, but not all, students.	Teachers express confidence in the ability of their students to make substantial learning gains.	Instructional goals and activities, teacher talk, and the classroom environment all convey high expectations of all students.
	2C2. Student expectations	Some students express low or modest academic expectations of themselves.	Students express confidence in their ability to make substantial learning gains.	Students express confidence in their ability to make substantial learning gains, and student academic achievement supports that confidence.

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2D. Teachers have organized instruction to support clearly articulated and communicated learning targets.	2D1. Student understanding of importance of content	Some students cannot explain why what they are learning is important.	Students know why what they are learning is important.	Students know why what they are learning is important and can explain how it might be used outside of school.
	2D2. Student awareness of progress	Some students do not know where they are in the progression of steps to meet their learning targets.	Students know where they are in the progression of steps to meet their learning targets.	All students know where they are in the progression of steps to meet their learning targets and what evidence will be required to demonstrate mastery of the next step.
	2D3. Student access to additional help	Some students do not know where to access additional help when they need it.	Students know how and where to access additional help when they need it.	Procedures are in place to ensure that all students who need extra help have access to and are using that assistance.
2E. Teachers provide students with activities and assignments that are rigorous and engaging and that extend their learning.	2E1. Student engagement	Some students are not attentive during instruction, not on task, or not engaged in classroom activities.	Students are actively engaged in classroom activities.	Students are attentive during instruction and engaged in classroom activities. Activities are varied for the range of student skill levels, and enrichment activities are readily available.
	2E2. Rigor of activities and assignments	Activities and assignments lack rigor or do not extend student learning.	Activities and assignments are rigorous and contribute to student understanding or extend concepts addressed in the lesson.	Activities and assignments are rigorous and extend concepts addressed in the lesson. Assistance and supports are readily available to enable all students to complete assignments.

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<p>2F. Teachers have deep knowledge of their subject matter, possess expertise in a wide range of effective instructional strategies, and are committed to closing achievement gaps.</p>	<p>2F1. Teacher content knowledge</p>	<p>Some teachers make or fail to correct content errors.</p>	<p>Teachers demonstrate strong content knowledge in the subjects taught.</p>	<p>Teachers demonstrate strong content knowledge in the subjects taught and are adept at diagnosing student gaps in understanding and knowledge.</p>
	<p>2F2. Repertoire of instructional strategies</p>	<p>Teachers demonstrate a limited number of instructional strategies or use strategies that are not well-matched to the needs of their students.</p>	<p>Teachers use a variety of instructional strategies matched to the needs of their students.</p>	<p>Teachers differentiate instruction to meet the diverse needs of students by varying content, processes, products, or the learning environment.</p>
	<p>2F3. Teacher commitment to closing achievement gaps</p>	<p>Teachers do not convey a commitment to raising achievement or closing achievement gaps between groups of students.</p>	<p>Teachers are committed to raising achievement and closing achievement gaps between groups of students.</p>	<p>Teachers' commitment to raising achievement has narrowed or closed achievement gaps between groups of students.</p>
<p>2G. Teachers plan together to ensure that instruction and assessment meet the needs of all learners.</p>	<p>2G1. Extent of collaborative planning</p>	<p>Most teachers do not meet or infrequently meet together to plan common lessons or assessments.</p>	<p>Teams of grade-level or content-area teachers frequently meet together to review student work and plan common lessons and assessments.</p>	<p>A formalized process exists and sufficient time is allocated for teams of grade-level or content-area teachers to plan common lessons and assessments. Planning time is used effectively, and teams document strategies and results.</p>

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2G (continued)	2G2. Scheduled collaboration	The daily schedule does not support instructional collaboration.	The school schedule provides time for joint planning or collaboration within grade levels and content areas.	The school schedule fosters collaboration and planning within and across grade levels, content areas, and programs (for example, ELL, special education).
2H. Instructional time is fully and effectively used.	2H1. Use of instructional time	Some teachers do not use instructional time effectively, losing time to behavior problems, classroom management, attendance, and noninstructional activities.	Teachers use instructional time effectively and lose little time to behavior problems, classroom management, attendance, and noninstructional activities.	Teachers use instructional time effectively with minimal time lost to behavior problems, classroom management, attendance, and noninstructional activities. Schoolwide interruptions such as announcements and assemblies during class time are rare.
	2H2. Clarity of instruction and procedures	Instruction and procedures in some classes are not clear to students, and instructional time is lost as clarifications are made.	Instruction and directions are clear to students, and little time is spent on clarifying directions, reteaching, or repeating previously described procedures.	In all classes, the teachers' directions and procedures are clear to students. Teachers anticipate areas of possible student misunderstanding and proactively address those areas in their instruction.
2I. School administrators support and promote effective instructional practices, program coordination, and resource allocation.	2I1. Administrator support of effective instructional practices	School administrators provide little instructional guidance.	School administrators support and promote effective instructional practices.	School administrators provide instructional leadership, support effective instructional practices, and actively seek out and acknowledge high-quality instructional strategies.

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2I (continued)	2I2. Administrator efforts to coordinate instructional program	School administrators do not, or do not always, ensure coordination of the instructional program.	School administrators ensure coordination of the instructional program.	School administrators ensure coordination of the instructional program and ensure that new initiatives are coordinated with existing instructional efforts.
	2I3. Administrator provision of time and resources	School administrators do not, or do not always, ensure that sufficient time and resources are available to support the instructional program.	School administrators ensure that sufficient time and resources are available to support the instructional program.	School administrators ensure that sufficient time and resources are available to support the instructional program and ensure that new initiatives are fully resourced prior to implementation.
2J. School administrators ensure that the taught curriculum reflects the written curriculum and aligns with the pacing charts.	2J1. Match between taught and written curriculum and pacing charts	School administrators do not observe, or infrequently observe, classroom instruction to ensure that the taught curriculum matches the written curriculum and pacing charts.	School administrators ensure that the taught curriculum matches the written curriculum and pacing charts.	School administrators and all instructional staff members hold one another accountable to ensure that the taught curriculum matches the written curriculum and pacing charts.

Effectiveness Indicator 3: Student Assessment

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
3A. Local assessments are aligned to the cognitive demand of the standards and to the written curriculum.	3A1. Alignment to cognitive demand and to written curriculum	Local assessments are not aligned to the cognitive demand of the standards and to the written curriculum.	Local assessments are aligned to the cognitive demand of the standards and to the written curriculum.	Local assessments, aligned to the cognitive demand of the standards and to the written curriculum, are sufficient to measure attainment of all standards.
3B. Teachers employ a variety of formative and summative assessment strategies.	3B1. Repertoire of assessment strategies	Teachers do not employ a variety of formative and summative assessment strategies.	Teachers employ a variety of formative and summative assessment strategies.	Teachers employ a common set of formative and summative assessments and use the results to improve instruction within grade levels or courses.
3C. Diagnostic assessments are used to identify student skill levels and to determine appropriate interventions or remediations.	3C1. Assessment of knowledge and skill levels	Diagnostic assessments are not used to identify student knowledge and skill levels.	All students participate in diagnostic assessments to identify current knowledge and skill levels in reading and mathematics.	All students participate in diagnostic assessments to identify current knowledge and skill levels in reading, mathematics, science, and social studies.
	3C2. Assessment for interventions or remediations	Diagnostic assessments are not used to determine needed interventions or remediations.	Diagnostic assessments are used in reading and mathematics to determine needed interventions or remediations.	Diagnostic assessments are administered in reading, mathematics, science, and social studies throughout the year to determine needed interventions or remediations.

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3D. Data from diagnostic assessments are used to place, group, and regroup students.	3D1. Assessment for grouping	Data from diagnostic assessments are not used to place, group, and regroup students.	Data from diagnostic assessments are used to place, group, and regroup students across grade levels based on knowledge and skills.	Data from diagnostic assessments are used to group and regroup students, student progress is monitored closely, and a continual remixing of assigned groups occurs throughout the year.
3E. Aggregated and disaggregated data from state assessments are used to improve the school's curriculum and instructional program.	3E1. Analysis of data	Aggregated and disaggregated data from state assessments are not analyzed by school staff.	Aggregated and disaggregated data from state assessments are analyzed by school staff.	Aggregated and disaggregated data, including state assessment, local assessment, and student demographic data, are analyzed at least annually by school staff.
	3E2. Use of data for school improvement	The school's curriculum and instructional program are not reviewed and refined based on disaggregated data from state assessments.	Disaggregated data from state assessments are used as a basis to review and refine the school's curriculum and instructional program.	Teachers meet as a faculty and in grade-level or content-area teams at least annually to discuss possible modifications to the curriculum and instructional program based on disaggregated results from state assessments.
3F. State and local student assessment data are collected, disseminated, and readily available.	3F1. Availability of assessment data	Student-level state assessment data are not readily available to teachers and staff members.	State and local student assessment data are collected, disseminated, and readily available to teachers and staff members.	State and local student assessment data are collected, disseminated, and readily available to teachers, staff members, families, and students.

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3F (continued)	3F2. Reporting of assessment data	State assessment data are not communicated in a way that is understandable.	State assessment data are communicated in a way that is understandable to staff, members, students, families, and the public.	State assessment data are communicated in a clear and concise manner to all stakeholders. Trends over time are included in the communication.

Effectiveness Indicator 4: School Leadership

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
4A. School administrators provide leadership in strategic planning.	4A1. Development of strategic plan	The school lacks a current strategic plan, or the plan was developed without significant staff input.	The school has a current strategic plan that was developed with significant staff participation.	The school has a current strategic plan that was developed by school leadership and staff members and approved by district leadership or the school board.
	4A2. Focus of strategic plan	The school lacks a strategic plan, or the plan is not focused on student learning.	The school strategic plan is focused on student learning.	The school strategic plan is focused on student learning and includes disaggregated student achievement data and analysis supporting the goals and action plans.
	4A3. Relationship of strategic plan to decision-making	School decisions are made without regard to the strategic plan.	The strategic plan guides school decision-making.	The strategic plan is the pivotal factor in school decision-making.

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4A (continued)	4A4. Responsibility for strategic plan	School administrators do not take responsibility for implementing the strategic plan.	School administrators take personal responsibility for the strategic plan.	School administrators take personal responsibility for the strategic plan and lead its implementation.
4B. School administrators create a culture of high expectations for student and adult success and support those beliefs schoolwide.	4B1. Expectations for students	School administrators do not have high expectations for the success of all students.	School administrators have high expectations for the success of all students.	School administrators have high expectations for student success and consistently reinforce that belief in interactions with students, staff members, and parents.
	4B2. Expectations for staff members	School administrators do not have high expectations for the success of all staff members.	School administrators have high expectations for the success of all staff members.	School administrators have high expectations for the success of all staff members and consistently reinforce that message in interactions with staff members, students, parents, and the community.
4C. School administrators see student learning as the foremost priority for the school.	4C1. Priority assigned to student learning	School administrators do not see student learning as the highest priority in decision-making.	School administrators see student learning as the highest priority in all decision-making.	School administrators see student learning as the highest priority for the school and take direct responsibility for the quality of the school's instructional program.

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4D. School administrators ensure that adequate resources are allocated to achieve school improvement goals.	4D1. Sufficiency of resources for school improvement	School administrators have not ensured that sufficient resources have been allocated to support school improvement goals.	School administrators ensure that sufficient resources are allocated to support school improvement goals.	School administrators allocate sufficient resources to support implementation of the school improvement efforts and actively seek additional resources that support school goals.
4E. School leadership is distributed schoolwide.	4E1. Sharing of leadership	School leadership is restricted to those in administrative positions.	School leadership is shared among staff members based on knowledge, skills, and interests.	School leadership is widely shared among staff members based on knowledge, skills, and interests. There is formalized acknowledgment of staff members' leadership roles.
4F. School administrators recognize staff members' accomplishments, expertise, and leadership potential.	4F1. Recognition of staff accomplishments	Staff accomplishments receive little or no recognition.	School administrators informally recognize and acknowledge staff accomplishments.	School administrators formally and informally recognize staff members' individual and group accomplishments.
	4F2. Recognition and utilization of staff members' expertise	No processes exist to identify or utilize staff members' expertise.	School administrators identify and utilize internal staff members' expertise.	School administrators identify and utilize internal staff members' expertise and ensure that professional development is targeted to continue to build these internal resources.

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4F (continued)	4F3. Professional development for staff leadership	Staff members with an interest in leadership roles pursue that interest without school or district assistance.	Staff members are encouraged to seek professional development to build their leadership capacities.	A formal professional development program exists to identify and prepare staff members for shared leadership opportunities and to provide them with ongoing support.
4G. School administrators encourage and promote collaborative relationships.	4G1. Provision of opportunities to collaborate	Opportunities for staff members to communicate, plan, and work with one another are limited, informal, and self-organized or primarily occur outside of the school day.	School administrators ensure that there are ample organized opportunities for staff members to communicate, plan, and work with one another.	The school calendar provides specific and frequent opportunities for grade-level, content-area, and other team meetings. Contract hours provide paraprofessionals with the opportunity and responsibility to participate as appropriate.
	4G2. Focus of collaborative efforts	Collaborative efforts are not focused on student learning.	School administrators ensure that collaborative efforts are focused on student learning.	School administrators ensure that collaborative efforts are focused on student learning, and instructional teams document and communicate strategies and results.
4H. School administrators address existing and potential conflicts.	4H1. Efforts to resolve conflicts	School administrators do not or do not always address staff conflicts.	When conflicts arise, school administrators work toward resolution.	School administrators work toward resolution of conflicts, addressing both the immediate concerns and the underlying issues.

Characteristic	Trait	Effectiveness Continuum		
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4H (continued)	4H2. Anticipation of conflicts	School administrators do not always notice or acknowledge issues that have the potential to cause conflict.	School administrators anticipate where and when conflicts might arise and address issues before they rise to the level of a problem.	School administrators anticipate where and when conflicts, including workplace or community dissatisfaction, might arise and intervene to address both the problems and the underlying issues.
4I. School administrators are accessible and model optimism, integrity, fairness, and respect.	4I1. Accessibility of administrators to staff members	It is sometimes or usually difficult to meet with school administrators.	School administrators are accessible to staff members.	School administrators set aside time during each day to meet with staff members.
	4I2. Interactions with staff members, students, and community members	Some staff members, students, and community members do not think that interactions with school administrators are characterized by integrity and fairness.	Staff members, students, and community members believe that interactions with school administrators are characterized by integrity and fairness.	School administrators consistently display integrity and fairness in interactions with staff members, students, and the community and have built a culture of trust schoolwide.
	4I3. Attitudes about reaching goals	Some school administrators are not optimistic that agreed-upon goals can be reached, given the current conditions.	School administrators manifest optimism that staff members and students can and will reach agreed-upon goals.	School administrators ensure that agreed-upon goals are within reach and set a consistent tone of optimism and confidence that the goals can and will be met.
	4I4. Attitudes toward staff members, students, and the community	Staff members, students, and the community do not always feel valued and respected by school administrators.	Staff members, students, and the community feel valued and respected by school administrators.	Staff members, students, and the community feel welcome at the school and valued and respected by school administrators.

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4J. School administrators are adaptable and encourage innovation.	4J1. Knowledge of current educational research	School administrators do not keep current on educational research and instructional theory and practice.	School administrators keep current on educational research and instructional theory and practice.	School administrators keep current on educational research and instructional theory and practice, and they routinely share and discuss best practices with staff members.
	4J2. Adaptability to changing circumstances	School administrators resist responding to changing circumstances or respond slowly.	School administrators adapt to changing circumstances.	School administrators anticipate changing circumstances, adapt to meet changing needs, and provide leadership in implementing change efforts.
	4J3. Attitude toward new ideas	School administrators do not always encourage new and innovative ideas.	School administrators encourage new and innovative ideas from staff members.	School administrators encourage new and innovative ideas from staff members and all stakeholders.
4K. School administrators ensure that teachers receive constructive feedback through periodic observation, coaching, and lesson study.	4K1. Administrator observation and feedback	School administrators occasionally observe teachers informally and provide constructive feedback.	School administrators frequently observe every teacher informally and provide constructive feedback focused on student learning.	School administrators frequently observe every teacher and instructional paraprofessional informally and provide constructive feedback focused on student learning.

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4K (continued)	4K2. Support for peer observation, coaching, and lesson study	School administrators give informal support to peer observation, coaching, and lesson study but do not always provide sufficient release time.	Adequate release time is provided for all instructional staff members to participate in frequent, well-planned peer observation, coaching, and lesson study.	Adequate release time is built into the school calendar for all instructional staff members to participate in frequent, well-planned peer observation, coaching, and lesson study.
	4K3. Peer observation and feedback	Teachers observe and are observed by peers infrequently or not at all.	Each teacher frequently observes and is observed by peers and engages in a structured process of feedback.	Each teacher and instructional paraprofessional frequently observes and is observed by peers and engages in a structured process of feedback.
4L. School administrators provide formal staff evaluations.	4L1. Quality of staff evaluations	School administrators sometimes do not conduct staff evaluations on a timely basis or do not include all components of the evaluation as prescribed by state law and district policy.	School administrators conduct staff evaluations on a timely basis as prescribed by state law and district policy.	School administrators conduct staff evaluations on a timely basis as prescribed by state law and district policy. The evaluations address school improvement goals, professional development, and student learning.

Effectiveness Indicator 5: Strategic Planning

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
5A. There is a process in place, and support for, schoolwide strategic planning.	5A1. Process for strategic planning	No process is in place for the development of strategic plans.	There are explicit procedures in place for the development of schoolwide strategic plans.	There are explicit procedures in place for the development of schoolwide strategic plans, and the process is aligned with district planning processes.
	5A2. Support for strategic planning	The staff does not support schoolwide strategic planning.	The staff supports schoolwide strategic planning.	There is school and district support for schoolwide strategic planning.
5B. The strategic plan is focused on student learning and refining teaching practices.	5B1. Focus of strategic plan	There is no strategic plan, or the plan is not focused on student learning.	The plan is focused on student learning and the implementation of strategies to improve student learning.	The plan is focused on student learning, and identified teacher teams are responsible for implementing explicit strategies for improving student learning.
	5B2. Built-in opportunities for teachers to work collaboratively	The plan does not include structured opportunities for teachers to work collaboratively to refine teaching practices.	The plan includes structured opportunities for teachers to work collaboratively to refine teaching practices.	The plan includes structured opportunities for teachers and paraprofessionals to work collaboratively to refine teaching practices.
5C. As a part of strategic planning, student demographic and achievement data are reviewed and analyzed.	5C1. Analysis of achievement data	Student achievement data are not analyzed as part of strategic planning.	Overall and disaggregated student achievement data are analyzed as part of strategic planning.	Overall and disaggregated student achievement and program performance data are analyzed as part of strategic planning.

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5C (continued)	5C2. Analysis of nonacademic data	Nonacademic data are not reviewed or are not disaggregated and analyzed as part of strategic planning.	Nonacademic data, including discipline, attendance, and graduation rates, are disaggregated and analyzed as part of strategic planning.	Nonacademic data, including trends over time, are disaggregated and analyzed as part of strategic planning.
5D. A research-driven approach is used to identify problems and solutions.	5D1. Depth of solutions	The proposed solutions to identified problems may not address underlying causes.	The planning team studied the problems identified in the data analysis to determine underlying causes and possible solutions.	The planning team studied the problems identified in the data analysis and used internal and external resources to validate its conclusions about underlying causes.
	5D2. Quality of hypothesis	A hypothesis was not developed or did not fully address the identified problems.	A hypothesis was developed that fully addressed the identified problems.	With input from staff members and a wide variety of stakeholders, a hypothesis was developed that fully addressed the identified problems.
5E. Extensive communication ensures that all stakeholders are a part of the decision-making process.	5E1. Stakeholders' participation in planning discussions	The school does not encourage stakeholders to take part in discussions of school challenges and potential solutions.	The school encourages stakeholders to take part in discussions of school challenges and potential solutions.	A variety of stakeholders take part in discussions of school challenges and potential solutions.
	5E2. Circulation of draft plans	Staff members and families have limited or no opportunities to review and comment on draft plans.	Draft plans are circulated to school staff members and made available to families for review and comment.	Draft plans are circulated to staff members and made available to families for review and comment. Staff members are given time during the school day to provide input on the draft plans.

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5E (continued)	5E3. District review of plans	District staff members do not review the plans.	Senior district staff members review and approve the plans to ensure coordination with district efforts.	Senior district staff members review and approve the plans to ensure coordination with district efforts. District staff members who are knowledgeable about the research base on which the plan relies review the plan to ensure consistency with current educational research.
5F. An action plan describes the steps to be taken toward attainment of the goals.	5F1. Identification of sequence and responsibilities	The action plan does not specify the sequence of actions, nor does it identify specific individual or team responsibilities.	An action plan, including a time line and interim check points, lays out a sequence of actions to be completed by specific individuals or teams.	An action plan, including a time line and interim check points, lays out a sequence of actions to be completed by specific individuals or teams, and a monitoring process is in place.
	5F2. Specificity of learning goals	Student learning goals are not specific or measurable or do not address the identified problems.	Student learning goals are specific and measurable and directly address the identified problems.	Student learning goals are specific and measurable and directly address the identified problems. Progress is being made toward reaching the goals.

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5G. The strategic plan is put into action with fidelity.	5G1. Agreement on action plan	Schoolwide agreement on how the goals will be accomplished is not reached.	Schoolwide, shared agreements are reached on how the goals will be accomplished.	Schoolwide, shared agreements are reached on how the goals will be accomplished, and each person's role in meeting those goals is clearly articulated in the plan.
	5G2. Adherence to schedule	Planned activities are not completed within the specified time lines.	Planned activities are completed within the specified time lines.	Planned activities are completed before the specified deadlines.
	5G3. Allocation of resources	Resources are not allocated or are not adequate for the activities described in the plan.	Adequate resources are allocated for the activities described in the plan.	Resources are allocated for the activities described in the plan and are monitored for adequacy.
5H. The school monitors progress toward attainment of the goals and makes adjustments when appropriate.	5H1. Evaluation of plan's impact	There is infrequent or no evaluation of the plan's impact on student learning.	At least annually, the staff evaluates the plan's impact on student learning.	The staff frequently evaluates the plan's impact on student learning.
	5H2. Data-based adjustments	There is no process for adjusting the plan in response to student performance data.	Formative and summative student achievement data are used to adjust the plan as needed.	Formative and summative student achievement data and other data, such as attendance, dropout, and discipline data, are used to adjust the plan as needed.

Effectiveness Indicator 6: Professional Development

Characteristic	Trait	Effectiveness Continuum		
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<p>6A. The professional development program is focused on improving student learning by deepening the knowledge and skills of educators in their subject matter and in pedagogy.</p>	<p>6A1. Focus on subject matter</p>	<p>The professional development program does not give teachers and instructional staff members opportunities to deepen their knowledge and skills in their subject matter.</p>	<p>The professional development program gives teachers opportunities to deepen their knowledge and skills in their subject matter.</p>	<p>The professional development program gives all teachers and paraprofessionals opportunities to deepen their knowledge and skills in their subject matter.</p>
	<p>6A2. Focus on pedagogy</p>	<p>The professional development program does not give teachers and instructional staff members opportunities to deepen their knowledge and skills in general and content-specific pedagogy.</p>	<p>The professional development program gives teachers opportunities to deepen their knowledge and skills in general and content-specific pedagogy.</p>	<p>The professional development program gives all teachers and paraprofessionals opportunities to deepen their knowledge and skills in general and content-specific pedagogy.</p>
<p>6B. The professional development program is based on an analysis of student achievement data and learning needs, is coherent with state standards, and complements the instructional program.</p>	<p>6B1. Connection to student learning needs</p>	<p>The professional development program does not take into account student achievement data.</p>	<p>The professional development program is based on an analysis of student achievement data and learning needs.</p>	<p>The professional development program is based on an analysis of student achievement data and learning needs, as well as nonacademic data such as discipline, attendance, and dropout rates.</p>

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
6B (continued)	6B2. Alignment with state standards	The professional development program is not coherent with state standards.	The professional development program is coherent with state standards.	The professional development program is coherent with state standards and includes training in standards-based instruction and assessment strategies.
	6B3. Connection to instructional program	Professional development is disconnected from the school's instructional program.	The professional development program complements the school's instructional program.	The professional development program complements the school's instructional program and includes training in programs used for academic intervention and enrichment.
6C. Professional development is collaborative, is job-embedded, and addresses both individual and schoolwide needs.	6C1. Teams focused on improving achievement and learning	Collaborative work teams are informal or do not focus on improving student learning.	Teachers are members of collaborative work teams focused on improving student achievement and learning.	All instructional staff members participate in collaborative work teams focused on improving student achievement and learning.
	6C2. Job-embedded opportunities	Teacher professional development is not embedded in the work of teaching or does not provide opportunities for practice, analysis, and refinement.	Teacher professional development is embedded in the work of teaching, providing opportunities for practice, analysis, and refinement.	All instructional staff members participate in professional development that is embedded in the work of teaching, providing opportunities for practice, analysis, and refinement.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
6C (continued)	6C3. Differentiation	Professional development is not or is not consistently differentiated based on knowledge, skills, and experience.	Teacher professional development is differentiated based on knowledge, skills, and experience.	Professional development for all instructional staff members is differentiated based on knowledge, skills, and experience.
	6C4. Attention to individual and school-wide needs	Professional development does not address both individual and schoolwide needs.	Teacher professional development addresses both individual and school-wide needs.	Professional development for all instructional staff members addresses both individual and school-wide needs.
6D. Professional development is ongoing and sustained over time.	6D1. Incorporation into routine	Professional development is seen as external to the real work of the school or regarded as part of teachers' independent responsibilities.	Professional development is a routine part of every teacher's responsibilities and workday.	Ongoing professional development is a routine part of every staff member's responsibilities and workday.
	6D2. Continuity	Professional development is not part of an overall plan or consists primarily of stand-alone activities.	Professional development is ongoing and sustained over time.	Professional development is ongoing, is sustained over time, and seamlessly connects from one year to the next.
6E. Professional development builds cultural proficiency.	6E1. Effect on staff members' cultural proficiency	Few staff members have received training in cultural proficiency or feel culturally proficient.	Staff members engage in professional development that builds cultural understanding and proficiency.	Professional development has increased staff members' confidence in their level of cultural proficiency.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
6E (continued)	6E2. Effect on beliefs	Professional development does not address, or does not adequately address, teachers' beliefs about culture, race, and learning.	Professional development addresses teachers' beliefs about and builds insight into culture, race, and learning.	All instructional staff members engage in professional development addressing beliefs about and building schoolwide insight into culture, race, and learning.
	6E3. Effect on equity	Professional development does not address barriers to racial, ethnic, and cultural equity.	Professional development addresses the identification and removal of barriers to racial, ethnic, and cultural equity.	Professional development has resulted in a reduction of the identified barriers to racial, ethnic, and cultural equity.
6F. Professional development explicitly addresses the needs of teachers new to the profession.	6F1. Induction program	There is no formalized teacher induction program for teachers with 3 or fewer years of experience.	A formalized induction program serves the needs of teachers with 3 or fewer years of experience.	A formalized induction program serves the needs of teachers with 3 or fewer years of experience. The program may be extended for those teachers who need additional support.
	6F2. Mentoring	The induction program does not include a formal mentoring component.	Each new teacher works with an assigned mentor throughout his or her first year of teaching.	The induction program includes a formal mentoring component that extends beyond a single year.
6G. The professional development program has adequate resources.	6G1. Level of resources	The professional development program lacks adequate resources.	The professional development program has adequate resources.	The professional development program has adequate resources. Funding for professional development is a stable budget item.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
6H. An evaluation of program effectiveness is an integral part of professional development.	6H1. Requirements for program evaluation	Evaluations are not, or not consistently, required for all professional development.	Evaluations are required for all professional development.	Evaluations are required for all professional development, and both formative and summative evaluation data are used to improve the professional development program.

Effectiveness Indicator 7: Student Connectedness, Engagement, and Readiness

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
7A. Students feel connected to their school.	7A1. Connection and sense of belonging	Some students feel isolated from adults and from other students at the school.	Students feel a sense of belonging to, and being a part of, the school community.	Guidance and advisory programs build upon students' sense of belonging and their connection to adults and other students at the school.
	7A2. Enjoyment	Some students do not enjoy attending the school.	Students enjoy attending the school.	Students enjoy attending the school, as evidenced by high attendance and low tardy rates.
7B. Students have positive, trusting, and caring relationships with adults and peers in the school.	7B1. Relationships with adults	Some students have no adult in the school with whom they have a positive, trusting, and caring relationship.	Students have positive, trusting, and caring relationships with one or more adults in the school.	Programs are in place to identify children who are isolated from adults in the school and to help them establish connections with adults.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
7B (continued)	7B2. Relationships with peers	Some students are isolated and have limited or no social interactions with peers in the school.	Students have positive, trusting, and caring relationships with peers in the school.	Programs are in place to help students develop positive, trusting, and caring relationships with peers.
7C. Extracurricular activities are numerous and varied, providing ample opportunities for all students to participate.	7C1. Extent of participation	Some students or groups of students do not participate in extracurricular activities.	Most students participate in at least one extracurricular activity.	Most students participate in more than one extracurricular activity.
	7C2. Extent of opportunities	Opportunities for participation in extracurricular activities are limited or not available to all students.	Ample opportunities, extending beyond athletics, exist for all students to participate in extracurricular activities.	There are ample opportunities for all students to participate in extracurricular activities, and students receive public recognition for high performance in all activities.
7D. The school has mechanisms and programs to identify and meet the academic and social service needs of students at risk of not completing school.	7D1. Identification of students at risk	There is no systematic process to identify students who are at risk of not completing school.	The school has processes in place to identify students who are at risk of not completing school.	The school examines data on absences, tardies, discipline, and low grades at least quarterly, as part of the process to identify students who are at risk of not completing school.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
7D (continued)	7D2. Meeting academic needs of students at risk	There is no systematic process to meet the academic needs of students who are at risk of not completing school.	The school has processes in place to meet the academic needs of students who are at risk of not completing school.	There is a sense of urgency about assisting students at risk when their achievement begins to falter, and there are programs in place to meet their academic needs.
	7D3. Meeting social service needs of students at risk	There is no systematic process to meet the social service needs of students who are at risk of not completing school.	The school has processes in place to meet the social service needs of students who are at risk of not completing school.	The school collaborates with social service agencies and the community to provide needed health and social services to students at risk and their families.
7E. A system of schoolwide, targeted, and intensive interventions meets the needs of students at risk.	7E1. Schoolwide interventions	There is no schoolwide program to help students avoid at-risk behaviors.	A schoolwide program is in place to help students avoid at-risk behaviors.	A schoolwide program is in place to help students avoid at-risk behaviors, and the program is annually evaluated for effectiveness.
	7E2. Targeted interventions	There are no targeted intervention programs to assist students at risk.	An individually targeted intervention program is in place to assist students at risk who need additional supports beyond the schoolwide program.	An individually targeted intervention program is in place to assist students at risk who need additional supports beyond the schoolwide program, and the program is annually evaluated for effectiveness.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
7E (continued)	7E3. Intensive interventions	There are no intensive intervention programs to address specific behavior problems or to reengage students in school.	An intensive intervention program provides assistance from counselors and other specialists in alleviating specific problem behaviors and reengaging students in school.	An intensive intervention program provides assistance from counselors and other specialists in alleviating specific problem behaviors and reengaging students in school, and the program is annually evaluated for effectiveness.
7F. Secondary schools provide alternative options to students in order to increase graduation rates.	7F1. Availability of alternative options	There are few alternative options available to help students complete challenging courses needed for on-time graduation.	Alternative options are available to help students complete challenging courses needed for on-time graduation.	The district offers research-driven alternative options for struggling students and those who have dropped out or been expelled from school.
7G. There is coordination and curricular alignment within and among feeder-pattern schools to ensure that students are prepared for transition to the next grade or school.	7G1. Level of coordination	There is little communication or curriculum coordination within and among feeder-pattern schools.	There is communication and coordination between feeder-pattern schools to ensure curriculum alignment.	There is communication, curriculum alignment, and coordination across grade levels and between feeder-pattern schools to improve transitions.
	7G2. Coordination among teachers	Some teachers are not familiar with what will be required of students at the next grade or level.	Teachers know and prepare students for what will be required of them at the next grade or level.	Teachers know and prepare students for what will be required of them at the next grade or level. Teacher teams work together to design communication processes.

Effectiveness Indicator 8: School Environment

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
8A. School administrators foster a positive school environment in which students and staff members feel valued, students are challenged to grow academically, and staff members are challenged to grow professionally.	8A1. Students' feeling of being valued	Some students do not feel valued by school administrators.	Students feel valued by school administrators.	School administrators provide opportunities within the school day for students to meet with them.
	8A2. Students' feeling of being academically challenged	Some students do not feel academically challenged.	Students feel challenged to grow academically.	School administrators monitor to ensure that an environment of academic challenge is maintained over time.
	8A3. Staff members' feeling of being valued	Some staff members do not feel valued by school administrators.	Staff members feel valued by school administrators.	School administrators regularly meet with and seek the advice of school staff members.
	8A4. Staff members' feeling of being challenged professionally	Some staff members do not feel challenged by school administrators to grow professionally.	Staff members feel challenged by school administrators to grow professionally.	School administrators monitor to ensure that an environment of continuous professional growth is maintained over time.
8B. The school and its physical environment are safe, welcoming, and conducive to learning.	8B1. Overall feeling of safety	Some students, staff members, or families do not feel safe at the school.	Students, staff members, and families feel safe at the school.	A safety committee with representation from school administration, staff, families, and students meets regularly to address school safety issues or concerns.
	8B2. Overall atmosphere	Some students, staff members, and families do not view the school as welcoming to students.	Students, staff members, and families view the school as welcoming to students.	School administrators invite student, staff, and family suggestions on ways to improve the school atmosphere.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
8B (continued)	8B3. Safety of physical spaces	Classrooms, hallways, or other spaces are not safe for students and adults.	Classrooms, hallways, and other spaces are safe for students and adults.	Classrooms, hallways, and other spaces are safe. Staff members are frequently seen in areas where students congregate and are visible in hallways during passing times.
	8B4. Awareness of safety procedures	Some staff members are unaware of the safety procedures described in the school safety plan.	Staff members are familiar with the safety procedures described in the school safety plan.	Staff members and students are familiar with and practice the safety procedures described in the school safety plan.
	8B5. Condition of building and grounds	The building and grounds need repair or maintenance.	The building and grounds are clean and well-maintained.	The building and grounds are clean and well-maintained, and repairs are made in a timely manner.
8C. A culture of trust and respect exists at all levels of the school community.	8C1. Level of trust	There is a lack of trust among school staff members or between staff members and school administrators.	Staff members and school administrators trust one another. This trust extends to, and is reciprocated by, students and their families.	A culture of trust exists at all levels of the school community. School administrators listen to and act upon ideas, thoughts, and concerns regarding trust.
	8C2. Level of respect	There is a lack of respect among school staff members or between staff members and school administrators.	Staff members and school administrators respect one another. This respect extends to, and is reciprocated by, students and their families.	A culture of respect exists at all levels of the school community. School administrators listen to and act upon ideas, thoughts, and concerns regarding respect.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
8D. Staff members work effectively with racially, culturally, and linguistically diverse students.	8D1. Degree of staff effectiveness with diverse students	Not all staff members work effectively with racially, culturally, and linguistically diverse students.	Staff members work effectively with racially, culturally, and linguistically diverse students.	Staff members work effectively with racially, culturally, and linguistically diverse students, resulting in high and equitable achievement levels across all student populations.
8E. Positive character traits are taught and reinforced as part of the instructional program.	8E1. Incorporation of character education into instructional program	The teaching of positive character traits (for example, honesty, fairness, and responsibility) is not part of the instructional program.	The teaching of positive character traits (for example, honesty, fairness, and responsibility) is part of the instructional program.	The teaching of positive character traits (for example, honesty, fairness, and responsibility) is part of the instructional program, and all staff members continually reinforce positive behaviors associated with these traits.
8F. An effective discipline and behavior management system supports teaching and learning schoolwide.	8F1. Impact of discipline and behavior management system on teaching and learning	The school lacks a formal discipline and behavior management system that supports teaching and learning.	The schoolwide discipline and behavior management system supports teaching and learning.	The schoolwide discipline and behavior management system supports teaching and learning and provides meaningful recognition for positive student behavior.
	8F2. Impact of discipline and behavior management system on school safety	The school discipline and behavior management system is ineffective or does not provide for the safety of staff and students.	The school discipline and behavior management system provides for the safety of staff and students.	A representative group of stakeholders periodically reviews and updates the school discipline and behavior management system to ensure a safe environment for staff and students.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
8F (continued)	8F3. Interventions for troubled or violent students	The school has few or no processes in place to identify and provide appropriate interventions for the most troubled or violent students.	The school has processes in place to identify and provide appropriate interventions for the most troubled or violent students.	The school, in cooperation with community partners, social service agencies, and law enforcement agencies, has procedures in place to identify and provide appropriate interventions for the most troubled or violent students.
8G. School administrators and staff members actively support the discipline and behavior management system.	8G1. Staff members' expectations for student behavior	Some staff members do not have high expectations for student behavior.	Staff members have high expectations for student behavior.	Staff members are committed to establishing and maintaining appropriate student behavior.
	8G2. Staff members' support of behavior and discipline management system	Some staff members do not actively support the behavior and discipline system in their classrooms.	Staff members actively support the behavior and discipline system in their classrooms.	Staff members actively support the behavior and discipline system in their classrooms and frequently communicate and discuss the expectations for appropriate student behavior.
	8G3. Division of responsibility for discipline	Neither staff members nor school administrators are satisfied with the current division of responsibility for student discipline.	School administrators take responsibility for dealing with serious infractions and hold teachers responsible for handling routine classroom discipline problems.	School administrators deal with serious infractions and provide professional development to teachers who continue to struggle with classroom discipline to ensure that their classrooms are conducive to learning and teaching.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
8G (continued)	8G4. Visibility of school administrators	School administrators are seldom visible in hallways and classrooms or seen talking informally with students or teachers.	School administrators are frequently visible in hallways, classrooms, and the cafeteria and on the building grounds.	School administrators are frequently visible in hallways, classrooms, and the cafeteria and on the building grounds. They talk informally with teachers and students, addressing them by name and expressing interest in their activities.
8H. School rules are fair and are applied consistently and equitably. Consequences are commensurate with the offense.	8H1. Communication of school rules and consequences	Communications that provide clear explanations of school rules, and the consequences of breaking those rules, are out of date or are not provided to students and families.	School rules and the consequences of breaking those rules are clearly communicated to students and families.	School rules and the consequences of breaking those rules are clearly communicated to students and families in each of the primary languages of the school.
	8H2. Appropriateness of consequences	Consequences for breaches of discipline are sometimes either too lenient or too severe.	Consequences in the discipline and behavior management program are commensurate with the offense.	Staff members, students, and families worked together to develop the discipline and behavior management program, and consequences are commensurate with the offense.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
8H (continued)	8H3. Application of school rules	School rules are not fairly, consistently, and equitably applied to all students.	School rules are fairly, consistently, and equitably applied to all students.	School rules are fairly, consistently, and equitably applied to all students. School discipline data are disaggregated annually and analyzed by subgroup for fair, consistent, and equitable application of rules.
	8H4. Academic support for students during in-school suspension	No or limited academic support is provided to students during in-school suspension.	Students receive assignments from missed classes to be completed during in-school suspension.	Students receive assignments from missed classes to be completed during in-school suspension. Licensed teachers are assigned to provide academic support to students placed in in-school suspension.
8I. Out-of-school suspensions are reserved for only the most serious offenses, and suspended students are allowed to continue the academic program.	8I1. Clarity of policies for suspension and expulsion	It is not clear which rules, if broken, may result in suspension or expulsion.	School documents explicitly describe which rules, if broken, may result in suspension or expulsion.	School documents, in the school's primary languages, clearly describe which rules, if broken, may result in suspension or expulsion.
	8I2. Limitations on out-of-school suspensions	Out-of-school suspensions are not limited to the most serious offenses.	Out-of-school suspensions are limited to offenses clearly linked to school safety issues.	Out-of-school suspensions are rare and are limited to offenses clearly linked to school safety issues.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
8I (continued)	8I3. Credits for courses in alternative settings	Programs for students who are placed in alternative settings do not include credit-earning coursework.	Programs for students who are placed in alternative settings include credit-earning coursework.	Programs for students who are placed in alternative settings are coordinated with the instructional program of the school and include credit-earning coursework.

Effectiveness Indicator 9: Family and Community Involvement

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
9A. Families and the community feel positive about, and welcome at, the school.	9A1. Parents' attitude toward the school	The attitude of many parents toward the school is indifferent or negative.	Parents have a positive attitude toward the school.	Parents and community members have a positive attitude toward the school.
	9A2. School's effort to make all groups feel welcome	Some families, or families from some groups, do not feel welcome at the school.	Families from all groups feel welcome and comfortable at the school.	Families and community members from all groups feel welcome and comfortable at the school.
9B. The school maintains high levels of communication with families and the community.	9B1. Communication about school events and programs	Families are sometimes unaware of school events and programs.	There is frequent and varied communication with families and the community about school events and programs.	Families and community members regularly attend and participate in school events and programs.
	9B2. Communication about student achievement	Families infrequently receive data on the achievement of their children, or the information is presented in a way that is difficult to understand.	Families regularly receive clearly presented data on the achievement of their children.	Families regularly receive clearly presented data in their native languages on both the achievement of their children and overall school performance.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
9B (continued)	9B3. Provision of interpreters	Interpreters are only sometimes available to assist in family-staff communications.	Interpreters are readily available to assist in family-staff communications.	Interpreters are readily available to assist in family-staff communications. Translators participate in professional development to enhance their effectiveness.
9C. The school seeks and values family and community involvement.	9C1. Diversity of involvement	Family involvement does not reflect the broad diversity of the community.	Family involvement reflects the broad diversity of the community.	Family and community involvement reflects the broad diversity of the community.
	9C2. Interactions between families and staff members	Some interactions between families and staff members are brusque or discourteous.	Families and school staff members interact positively and respectfully.	Students have frequent opportunities to see families and school staff members interact positively and respectfully.
9D. The school engages families and the community to support student learning.	9D1. Connection between family involvement activities and student learning	Family involvement activities are not explicitly linked to student learning.	Family involvement activities are connected to student learning.	Family and community involvement activities are directly linked to the curriculum and student learning.
	9D2. Parent and community involvement in the classroom	Parents and community members are not regularly involved in classroom activities.	Parents and community members are present and involved in classroom activities.	Parents and community members receive training to help them be effective in activities that support learning, such as tutoring.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
9D (continued)	9D3. Support for parents' efforts to help their children at home	The school does not provide sufficient information about what their children are learning and how to help them with schoolwork at home.	The school provides information to parents about what their children are learning and how to help them with schoolwork at home.	Frequent, regularly scheduled workshops inform parents about what their children are learning and how to help them with schoolwork at home.
	9D4. School support for family discussions of career and life goals	The school does not encourage families to talk to their children about career and life goals or does not provide adequate information to help all parents to do so.	The school provides information to help families talk to their children about life goals and the importance of education in reaching those goals.	The school has an effective outreach program to help families talk to their children about career and life goals and the importance of education in reaching those goals.
9E. School administrators cultivate shared responsibility for decision-making among families and within the community.	9E1. Extent of shared decision-making	Families are not actively involved in school decision-making.	School administrators ensure family involvement in school decision-making.	School administrators routinely involve families and the community in school decision-making.

Effectiveness Indicator 10: District Support

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
10A. The roles and responsibilities of the board, the district, and the schools are clear and communicated to stakeholders.	10A1. Delineation of roles and responsibilities	The roles and responsibilities of the board, the district, and the schools are not clearly delineated.	The roles and responsibilities of the board, the district, and the schools are clearly delineated.	The roles and responsibilities of the board, the district, and the schools are clearly delineated, and processes are in place to evaluate the effectiveness of those divisions.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
10A (continued)	10A2. Communication regarding roles and responsibilities	There is limited formalized communication describing the roles and responsibilities of the board, the district, and the schools.	The roles and responsibilities of the board, the district, and the schools are clearly communicated to stakeholders.	The roles and responsibilities of the board, the district, and the schools are clearly communicated to stakeholders. Published documents illustrate areas of sole, shared, limited, and advisory responsibility and authority.
10B. The board's, district's, and schools' goals, policies, and resource allocations are aligned and focus on student learning.	10B1. Alignment and focus of goals	The board's, district's, and schools' goals are not aligned or do not focus on student learning.	The board's, district's, and schools' goals and policies are aligned and focus on student learning.	The board's, district's, and schools' goals and policies are aligned, focus on student learning, and remain stable over time.
	10B2. Allocation of resources	The board's, district's, and schools' resource allocations do not support a focus on student learning.	The board's, district's, and schools' resource allocations support a focus on student learning.	The board's, district's, and schools' resource allocations fund student learning before all other priorities.
10C. The district oversees the development and implementation of curriculum, instruction, and assessment districtwide.	10C1. Responsibility for developing and implementing curriculum and assessment	Responsibility for the development and implementation of curriculum and assessment is school-based.	The district leads the development and implementation of curriculum and assessment districtwide.	The district leads the development and implementation of curriculum and assessment districtwide. Curriculum and assessments are reviewed cyclically, ensuring that at least one subject is reviewed each year.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
10C (continued)	10C2. Responsibility for supporting research-based instructional strategies	Responsibility for the support of research-based instructional strategies is school-based.	The district articulates expectations for and leads the dissemination of research-based instructional strategies.	The district articulates expectations for and leads the dissemination of, and professional development in, research-based instructional strategies.
10D. The board's and district's policies and actions reflect the expectation that all children in the district will be engaged in high-quality instruction and assessment.	10D1. Board and district expectations for instruction and assessment	The board's and district's policies and actions are inconsistent with the expectation that all children will be engaged in high-quality instruction and assessment.	The board's and district's policies and actions emphasize the expectation that all children will be engaged in high-quality instruction and assessment.	The board's and district's policies and actions emphasize the expectation that all children will be engaged in high-quality instruction and assessment. Data on progress toward meeting this expectation are reported to the community annually.
10E. The board's and district's actions reflect high expectations of staff members.	10E1. Board and district expectations of staff members	The board or district does not, or does not always, demonstrate high expectations of staff members.	The board and district demonstrate high expectations of staff members.	The board and district demonstrate high expectations of staff members and publicly recognize those whose efforts have substantially contributed to the attainment of district goals.

Characteristic	Trait	Effectiveness Continuum		
		Low Performing	Effective	High Performing
10F. The board and district use data to monitor school and student performance and intervene if school performance lags.	10F1. District use of data to monitor performance	The district uses a limited variety of data to monitor school and student performance.	The district uses a wide variety of student data to monitor school and student performance.	The district uses a wide variety of student data to monitor school and student performance and provides these data to its schools and teachers in an easily understood and manageable format.
	10F2. Accountability for student performance	The district delegates accountability for student performance to school-level leadership.	If school performance begins to lag, the district intervenes, providing additional resources.	If school performance begins to lag, the district intervenes, providing additional resources, including professional development for leaders and staff members in interpreting and using data in decision-making.