

PART III

*Rubrics and*

*Standards*

*of Practice*

*for Use with the*

*School-Improvement*

*Guide*

# Boston Public Schools

## In-Depth Review Process

**T**he purpose of the Boston Public Schools Accountability System is to promote the highest quality of teaching and learning in every Boston public school. The system is built on the premise that an effective school-accountability system establishes and maintains a cohesive set of policies and operational components focused on continuous improvement of teaching and learning for all students. The district's mission and goals, its plan for school improvement, and a set of performance indicators and standards developed in collaboration with principals in the district guide the accountability system. Operationally, the accountability system connects the expectations for schools and students, the schools' programs and services, and an assessment of results through the school-quality review process.

The in-depth review component of the School Accountability System is the means whereby each of Boston's public schools undergoes a formal accountability review every four years. Visiting teams composed of a range of participants (e.g., teachers, administrators, parents, business or university partners, etc.) visit each school and prepare an in-depth review summary report based on their findings. Prior to the visit, each school prepares a portfolio that is used extensively in the in-depth review process.

During the school year 1998–1999, the district worked to operationalize the in-depth review component of the accountability system. Cluster leaders, principals who facilitate the collaboration of a cohort of principals of schools clustered together throughout the district, were involved in the design of the process in its inaugural year. The ten cluster leaders' schools participated in the in-depth review process in the pilot year, providing feedback for revision and correction once the process was completed.

In the school year 1999–2000, thirty schools went through the process using a revised version of the enclosed rubrics, with the focus areas remaining the same. The revised rubrics served as the lens through which both schools themselves and the visiting teams assessed the schools, complementing school-assessment efforts focused on student-performance indicators.

The rubrics are separated into six essential areas of school operation:

1. Schoolwide instructional focus
2. Looking at student work and data
3. Professional development plan
4. Learning and using best teaching practices
5. Aligning resources with instructional focus
6. Involvement of parents and community

Each of these “focus areas” is broken down into small subareas and is accompanied by a set of questions that act as prompts to guide the review process.

In the rubrics on following pages, each subarea of each essential area is accompanied by a description of four different levels of performance. Score 4, “Demonstrating Effectiveness,” is the highest; Score 1, “Readiness,” is the lowest.

## Essential I: Schoolwide Instructional Focus

PERFORMANCE LEVEL	SCORE 4 Demonstrating Effectiveness				SCORE 3 Operational		SCORE 2 Emerging		SCORE 1 Readiness	
	The school's vision is clearly expressed and is well aligned with the needs of the school community.				The school's vision is clear but is not completely appropriate for the needs of the school community.		The school's vision is in the process of being established.		The vision is weak and unrealistic for the school community or is nonexistent.	
P E R F O R M A N C E	Connections between Visions and Expectations				The vision statement clearly communicates the school's academic expectations but it does not explain the efforts the school is making to support students. The vision is generally evident in the mission as observed in the school's working documents and daily operations.		The school is working towards formalizing a vision statement that communicates its academic expectations and efforts to support students. The vision is rarely evident in the school's mission as observed in its working documents and its daily operations.		The school does not have a vision statement or has many divergent expectations. The vision is not evident in the school's mission as observed in its working documents and daily operations.	
	Ownership and Appropriateness of Vision and Mission				Reasonable efforts are made to acquaint new staff with the school's vision and expectations. Some of the teachers and students, when interviewed, can describe key elements of the school's vision in their own words. The connection between the school's mission and the needs of the students [could] be strengthened.		Minimal effort is made to acquaint new staff with the school's vision and expectations. Few of the teachers and students interviewed can describe key elements of the school's vision in their own words. There is evidence of the development of a sense of mission and its connection to student needs.		No effort is made to acquaint new staff with the school's vision and expectations. There is some misunderstanding about the key elements of the school's vision. There is little evidence of the development of a mission that is connected to the needs of the students.	

## Essential II: Looking at Student Work and Data

PERFORMANCE LEVEL	SCORE 4 Demonstrating Effectiveness	SCORE 3 Operational	SCORE 2 Emerging	SCORE 1 Readiness
	<i>The school has established an effective process for using data to improve teaching and learning.</i>	<i>The school does use data to inform its decisions, but recognizes that more could be done to improve that process and is working towards that.</i>	<i>The school uses minimal data in its planning and is still uncertain of ways to report and use student data.</i>	<i>The school does not use or report data meaningfully.</i>
T O R A C I D N I	<b>Ongoing Assessment and Multiple Measures</b>  Ongoing academic assessments are used by most teachers in the school. Most teachers use multiple forms of assessment (e.g., teacher-scored multiple-choice and performance-based tests, and anecdotal records) to evaluate student learning in all subjects.	Ongoing academic assessments are used by some teachers in the school. Some teachers use multiple forms of assessments to evaluate student learning in all subjects.	Ongoing academic assessments are used by few teachers in the school. The school is beginning to encourage its teachers to use multiple forms of assessment as opposed to only one form of assessment.	Ongoing academic assessments are not used by teachers in the school. The school is not making any effort to encourage its teachers to use multiple forms of assessment.
	<b>Criteria and Reporting</b>  Criteria for assessing the students' work are used consistently throughout the school and [are] well known to students and parents. Student progress is frequently reported to students and parents in a variety of ways (e.g., writing, phone, conferencing, etc.).	Criteria for assessing the students' work are used consistently throughout the school but are not well known by all students and parents. Student progress is regularly reported to students and parents in a variety of ways (e.g., writing, phone, conferencing, etc.).	Criteria for assessing student work have been determined and are used somewhat consistently in school but are not well known by all the students and parents. The school is working to improve the uniformity and quality of reports of student progress.	Assessment criteria are unpublished and vary considerably across the school. Reporting of student progress is inconsistent.
	<b>Using Data for Planning</b>  Data, both systemwide and school-based, thoroughly guide planning for ongoing school improvement. A plan for improving student performance is developed and implemented based on careful analysis of student data.	Data, for the most part, guide planning for ongoing school improvement. A plan for improving student performance is developed based on careful analysis of student data but has yet to be implemented.	Minimal data guides planning for ongoing school improvement. A plan for improving student performance is in its early stages of development due to limited data analysis.	The evidence shows little or no use of data in any meaningful way.

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## Essential II: Looking at Student Work and Data

INDICATOR	SCORE 4	SCORE 3	SCORE 2	SCORE 1
	Student achievement is equitably distributed among racial/ethnic groups, gender, income levels, and language proficiency of students.	Student achievement is not equitably distributed among subgroups of students but the gap among these groups has substantially decreased.	Student achievement is not equitably distributed among subgroups of students but the school is beginning to take steps to address this issue.	Student achievement is not equitably distributed among subgroups of students but the gap among these groups has not substantially decreased.

## Essential III: Professional Development Plan

PERFORMANCE LEVEL	SCORE 4 Demonstrating Effectiveness	SCORE 3 Operational	SCORE 2 Emerging	SCORE 1 Readiness
	<p><i>The school provides comprehensive professional development and ample support to its staff.</i></p>	<p><i>The school organizes professional staff development but recognizes that more efforts need to be put into improving the quality.</i></p>	<p><i>The school is currently working towards implementing a comprehensive plan for professional staff development.</i></p>	<p><i>The school provides sparse professional development and is not working towards improving or adding to its current practices.</i></p>
I N D I C A T O R	<p>There is a formal process for assessing teacher performance that is fully understood by the school community.</p> <p>Most of the feedback teachers receive from the assessment process is helpful for improving their practice.</p>	<p>There is a formal process for assessing teacher performance that is understood by part of the school community.</p> <p>Some of the feedback teachers receive from the assessment process is helpful for improving practice.</p>	<p>The formal process for assessing teacher performance is still being developed.</p> <p>The feedback teachers receive is for the most part not helpful.</p>	<p>There is no formal process for assessing teacher performance, and few/no steps have been taken to develop one.</p> <p>Teachers do not receive any feedback.</p>
	<p>There is a formal process for assessing administrator performance that is fully understood by the school community.</p> <p>Most of the feedback administrators receive from the assessment process is helpful for improving their practice.</p>	<p>There is a formal process for assessing administrator performance that is understood by part of the school community.</p> <p>Some of the feedback administrators receive from the assessment process is helpful for improving practice.</p>	<p>The formal process for assessing administrator performance is still being developed.</p> <p>The feedback administrators receive is for the most part not helpful.</p>	<p>There is no formal process for assessing administrator performance, and few/no steps have been taken to develop one.</p> <p>Administrators do not receive any feedback.</p>

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## Essential III: Professional Development Plan

I D N C A T O R	Professional Development Plan			
	SCORE 4	SCORE 3	SCORE 2	SCORE 1
	<p>The established professional development plan for improving teaching and learning thoroughly as well as successfully addresses critical needs.</p> <p>The school-based professional development workshops are well aligned with the professional development plan.</p> <p>Most of the staff participate in the minimum required school-based professional development.</p> <p>Every teacher is supported in developing and pursuing an individual plan of professional development.</p> <p>Staff members whose practice is in need of improvement receive appropriate attention and extra support.</p>	<p>The established professional development plan for improving teaching and learning is satisfactory but does not address all the critical needs.</p> <p>The school-based professional development workshops are generally aligned with the professional development plan.</p> <p>Some of the staff participate in the minimum required school-based professional development.</p> <p>The support for teachers' individual professional development needs to be more formalized.</p> <p>Some of the staff members whose practice is in need of improvement receive appropriate attention and extra support.</p>	<p>The school is at the beginning stages of generating a professional development plan that addresses critical needs for improving teaching and learning.</p> <p>The school-based professional development workshops do not appear to be well aligned with the school's needs.</p> <p>Few staff participate in the minimum required school-based professional development.</p> <p>The school is making arrangements to support teachers pursuing individual plans of professional development.</p> <p>The school is working to provide appropriate attention and extra support to staff members whose practice is in need of improvement.</p>	<p>The school does not have a professional development plan; or The plan does not support identified needs for teaching and learning.</p> <p>The school-based professional development workshops are insufficient and not aligned with the school's needs.</p> <p>The school does not provide sufficient opportunities for any of its staff to participate in the minimum required school-based professional development.</p> <p>There is no formal support for individual teachers' professional development.</p> <p>Staff members whose practice is in need of improvement do not receive appropriate attention and extra support.</p>

## Essential IV: Learning and Using Best Teaching Practices

PERFORMANCE LEVEL	SCORE 4 Demonstrating Effectiveness	SCORE 3 Operational	SCORE 2 Emerging	SCORE 1 Readiness
CURRICULUM	The school has successfully identified the components pertinent to good instruction.	Although the school has identified some elements to good instruction it is in the process of trying to establish more.	The school is in the early stages of developing best practices for learning and teaching.	The school has put little or no effort into establishing good instructional practices.
	The curriculum is fully aligned with the citywide learning standards. The curriculum is clearly articulated, and its effectiveness is seen in both the written plans and their delivery. Systemwide initiatives are included in the curriculum for all relevant areas/grades.	The curriculum is partially aligned with the citywide learning standards. Most of the curriculum is clearly articulated, but the written plans and/or delivery require(s) further development. Systemwide initiatives are included in the curriculum for some relevant areas/grades.	The curriculum is in the process of being developed or revised to [align with] the citywide learning standards. The school is working towards developing a curriculum that supports student learning. The school is in the process of incorporating systemwide initiatives in its curriculum.	There are no efforts to align the curriculum to the citywide learning standards. There is no formal curriculum in place and the school is not working to develop one. The decision to include systemwide initiatives in instruction is largely left to individual teachers.
INSTRUCTION	The theory of instruction adopted by the school is empirically based and supports its academic goals. Most of the instructional materials employed by the school are grade-level appropriate and provide in-depth coverage of all the content outlined in the citywide learning standards. Effective instructional practices are modeled by almost all of the school staff.	The instructional practice supports the school's academic goals. The instructional materials for the most part cover all of the content outlined in the citywide learning standards for a given grade level. Effective instructional practices are modeled by about half the staff.	The school is developing an instructional strategy that supports the school's academic goals. The school is in the process of identifying good instructional materials. Effective instructional practices are modeled by some of the staff and there is evidence that the school is working towards school-wide implementation of the effective practices.	There is no clear theory of teaching and learning to support [the] school's goals. The instructional materials are sparse and barely cover the content outlined in the citywide learning standards. Few, if any, staff employ effective instructional practices.
STRUCTURE TO SUPPORT LEARNING	The structure and schedule of the school day support the achievement of teaching and learning goals.	The majority of the structure and schedule of the school day support the achievement of teaching and learning goals, but a portion does not.	Portions of the structure and schedule support the teaching and learning goals and the school is working to strengthen them.	The school's structure and schedule do not support the achievement of teaching and learning goals and few, if any, steps are being taken to make improvements.

## Essential V: Aligning Resources with Instructional Focus

PERFORMANCE LEVEL	SCORE 4 Demonstrating Effectiveness				SCORE 3 Operational		SCORE 2 Emerging		SCORE 1 Readiness	
	The school has successfully channeled its resources towards efforts to improve instruction.				The school has directed reasonable amounts of resources towards instructional improvement and is exploring ways to do more.		The school is in the process of developing a plan for allocating its resources.		The school has done little or no work in appropriating its resources.	
I D N I C A T O R	Almost all of the money and other resources are channeled towards supporting the achievement of the school's vision, priorities, and goals for improving learning.				Some of the money and other resources are channeled toward supporting the achievement of the school's vision, priorities, and goals for improving learning.		Limited amounts of money and resources are channeled towards supporting the achievement of the school's vision, priorities, and goals for improving learning.		Minimal amounts of money and other resources are channeled towards supporting the achievement of the school's vision, priorities, and goals for student achievement.	
	Programmatic services (Title I, Special Education, and Bilingual Education) are equitably and adequately provided to all eligible students.				Programmatic services (Title I, Special Education, and Bilingual Education) are equitably and adequately provided to the majority of eligible students.		There is evidence that the school is working to provide equitable and adequate programmatic services to students.		Programmatic services are not equitably and adequately provided and no effort at improvement is being made.	
	Most of the teaching practices, curriculum, and other school structures are shaped to respond to student needs. Additional learning supports and opportunities are provided for all students who need them.				Some of the teaching practices, curriculum, and structures are shaped to respond to identified needs. Additional learning supports and opportunities are available for many students who need them.		The school is working to shape teaching practices, curriculum, and structures to respond to identified needs. The school is working to provide additional learning opportunities and supports to the students.		The students' needs have not been identified, and/or there is little or no effort to shape teaching practices, curriculum, and structures to respond to students' needs. Few, if any, additional learning opportunities are provided and little or no effort is being made to improve the situation.	
	Student Supports				Provision of Programmatic Services		Budget Supports		Vision	

## Essential VI: Involvement of Parents and Community

PERFORMANCE LEVEL	SCORE 4 Demonstrating Effectiveness				SCORE 3 Operational		SCORE 2 Emerging		SCORE 1 Readiness	
	The school actively involves all parents and the community in its ongoing efforts towards school reform.				The school's reform efforts do not successfully involve all parents or encourage strong partnerships with the community.		The school is just beginning to establish effective ways to include parents and the community in its reform efforts.		The school is making few efforts to reach out to parents or form alliances with the community.	
I N D I C A T O R	The strategies for involving families in ongoing efforts to improve student achievement are well defined and effective.				The strategies for parental outreach are well defined but are not being consistently employed in the school and/or fail to involve an identifiable group of parents.		There is evidence that the school is working to develop well-defined outreach strategies and/or is in the process of spreading their use throughout the school.		Few efforts are made to involve parents meaningfully in improving student achievement.	
	There is ongoing dialogue among families, partners, teachers, and school leadership around goals and roles. The process for dealing with parental concerns addresses cultural and language differences.				There is ongoing dialogue but the goals and roles are not fully understood by all participants. The process for dealing with parental concerns does not always address cultural and language differences.		The school recognizes the need for ongoing dialogue and is taking steps to foster it. The school has developed a process for addressing family concerns, but has yet to fully implement it.		Dialogue is sporadic and occurs only in a crisis. There is no process for addressing family concerns.	
	Participation of parents and community partners in the school is high, particularly in academic programs.				Family members and community partners are in the school on a daily basis but participation is not as high as it should be.		Family members and other partners are in the school periodically, and the school is working to create more opportunities for participation.		Family members are rarely in the school during the day due to few opportunities for participation.	

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## Essential VI: Involvement of Parents and Community

I N D I C A T O R	Partnerships with the Community	SCORE 4	SCORE 3	SCORE 2	SCORE 1
		<p>The school has established substantial partnerships that support the achievement of the vision and mission of the school.</p> <p>There is evidence that the governing body makes decisions effectively [and] addresses issues and problems in a manner that strengthens the school. Parents and teachers are active participants in most school-site-council discussions and decisions.</p>	<p>The school has established some partnerships to support the achievement of the vision and mission, but these partnerships could be strengthened.</p> <p>There is evidence that the governing body generally makes decisions effectively [and] addresses issues and problems in a manner that strengthens the school. Parents and teachers are active participants in some school-site-council discussions and decisions.</p>	<p>The school has begun to establish alliances but not all of the partnerships support the vision and mission of the school.</p> <p>There is evidence that the governing body rarely makes decisions effectively [or] addresses issues and problems in a manner that strengthens the school. Parents and teachers are active participants in few school-site-council discussions and decisions.</p>	<p>The school has not established strong partnerships, or has accepted all partners without regard to their interest in the school's mission and vision.</p> <p>The governing body does not communicate or make decisions effectively and has taken few, if any, steps to improve. Parents and teachers are virtually never actively involved in school-site-council discussions and decisions.</p>

# San Diego City Schools

## Process for Accountability Review

In 1997 the San Diego City Schools Board of Education approved *A District Accountability System for Improving Student Achievement*. The system monitored student performance at each school, helping to identify school and student needs, and provided support to schools in improving achievement for all students. Schools successful in improving student achievement were rewarded. Schools that didn't meet improvement targets received support and intervention from the district in order to improve student performance.

In the first phase of analysis, or "first cut," in the spring of 1998, each school within the San Diego City Schools received data on student performance that included results from standardized tests, portfolios and exhibitions of student work, report-card grades, and other indicators of student learning. The reports, which included information on the performance of student subgroups, were intended to give schools a clear picture of how students were performing and to provide suggestions to improve student learning and achievement. This student-performance data served as a baseline for each school. From this baseline school-improvement targets were set and progress monitored over time to assess school success.

For those schools that were meeting their student-performance targets, the district provided awards and recognition. Schools not meeting their improvement targets were designated as "Needs Review" and, in a second phase of analysis, or "second cut," participated in a review process: the Process for Accountability Review, or PAR. The review consisted of two components: an internal review and an external review. During an internal review, the school

staff had an opportunity to emphasize and build on strengths and identify and analyze the issues affecting student learning. Additionally and equally important, the school assessed whether it was receiving adequate support from parents, the district, and the community to meet the improvement targets.

The external review was conducted by a team of teachers, school administrators and other district staff, parents, students, and community members. The external review was intended to clarify issues raised by the internal review and to identify other possible challenges facing the school. Additionally, the team examined whether the school staff, district staff, community members, students, and parents had all met their responsibilities in the education of students at the school.

During the school year 1997–1998, the district piloted the review process, releasing information from three years of results from standardized tests, report cards, and advanced placement course completion for high school students. A total of twenty schools with low performance or a decline in student performance over the past three years were identified as "Needs Review" and participated in a PAR. Once the process was completed, feedback was obtained and changes in the process and in the review tools were made based on observations and recommendations by teams and school participants.

In the school year 2000–2001, schools were scheduled to formally analyze student-performance data against previously set improvement targets, and, if necessary, go through the review process using a revised version of the PAR rubrics, which are reproduced in the following pages. The revised rubrics were to serve as the lens through which schools themselves and the review teams assessed the schools.



The first set of PAR rubrics, presented on pages 74–75, was designed to help a school-improvement team address three critical questions, or focus areas (see page 10 of Part I: The School-Improvement Guide), as part of a self-study process:

- Why is school performance the way it is?
- What is the whole picture? (Is there more to know about performance than the “first cut” indicates?)
- What are you doing to enable students to make progress?

Each row of the rubrics contains a description of varying levels of performance in a particular area, from 4, or highest, to 1, or lowest.

San Diego’s District Accountability System also held stakeholders in public education accountable to each other for improving student achievement; roles and responsibilities were defined for each stakeholder group. The second set of PAR rubrics, presented on pages 76–87 (along with definitions of roles and responsibilities for each stakeholder), were designed to help external reviewers assess how well three of these groups – principals, teachers, and school-site classified support staff – were fulfilling their responsibilities in schools needing review.

The criterion, or focus, of the rubrics for assessing stakeholder roles and responsibilities was:

- Demonstrate accountability for student achievement.

The rubrics for San Diego’s PAR are organized as follows:

- School Self-Study Rubric (p. 74)
- Principal
  - Stakeholder Roles and Responsibilities (p. 76)
  - Roles and Responsibilities Rubric (pp. 77–79)

- Teacher
  - Stakeholder Roles and Responsibilities (p. 80)
  - Roles and Responsibilities Rubric (pp. 81–83)
- School-Site Classified Support Staff
  - Stakeholder Roles and Responsibilities (p. 84)
  - Roles and Responsibilities Rubric (pp. 85–87)

## Process for Accountability Review (PAR) School Self-Study Rubric

1. Why is performance as it is?
2. What is the whole picture?  
(Is there more to know about performance than the “first cut” indicates?)
3. What are you doing to enable students to make progress?

4	3	2	1
The school has thoroughly reviewed a variety of schoolwide and disaggregated data and has identified circumstance(s) that may affect student achievement.	The school has reviewed a variety of schoolwide and disaggregated data and has identified some circumstance(s) that may affect student achievement.	The school has reviewed some schoolwide and disaggregated data and has identified a few of the circumstances that may affect student achievement.	The school has conducted a limited review of schoolwide and disaggregated data and has not identified circumstance(s) that may affect student achievement.
The school has brought forward strong evidence that the identified circumstance(s) are significant factors impacting student achievement.	The school has brought forward some evidence that the identified circumstance(s) are significant factors impacting student achievement.	The school has brought forward limited evidence that the identified circumstance(s) are significant factors impacting student achievement.	The school has brought forward minimal evidence that the identified circumstance(s) are significant factors impacting student achievement.
The school consistently views external circumstances as an impetus to change programs and practices to better meet student needs and improve student achievement.	The school sometimes views external circumstances as an impetus to change programs and practices to better meet student needs and improve student achievement.	The school occasionally views external circumstances as an impetus to change programs and practices to better meet student needs and improve student achievement.	The school rarely views external circumstances as an impetus to change programs and practices to better meet student needs and improve student achievement.
The school systematically addresses issues influencing student achievement in a timely manner.	The school sometimes addresses issues influencing student achievement in a timely manner.	The school occasionally addresses issues influencing student achievement in a timely manner, but usually acts in response to situations as they arise.	The school rarely addresses issues influencing student achievement in a timely manner, and typically acts in response to situations as they arise.
There are a number of support systems and activities in place to address the special needs of students and their families.	There are some support systems and activities in place to address the special needs of students and their families.	The school is beginning to develop support systems and activities to address the special needs of students and their families.	There are few support systems and activities to address the special needs of students and their families.
The school's data and student work show consistent evidence of student achievement or progress.	The school's data and student work show some evidence of student achievement or progress.	The school's data and student work show limited evidence of student achievement or progress.	The school's data and student work show little or no evidence of student achievement or progress.
School staff regularly examine data and student work in connection with performance standards, learning outcomes, rubrics, and work exemplars; staff use these data to focus efforts.	School staff sometimes examine data and student work in connection with agreed-upon performance standards or learning outcomes.	School staff occasionally examine data and student work in connection with agreed-upon performance standards or learning outcomes.	School staff rarely examine data and student work in connection with agreed-upon performance standards or learning outcomes.

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## School Self-Study: PAR Rubric

4	3	2	1
Teachers regularly use available data to adjust and improve classroom instruction to meet student needs.	Teachers sometimes use available data to adjust and improve classroom instruction to meet student needs.	Teachers occasionally use available data to adjust and improve classroom instruction to meet student needs.	Teachers rarely use available data to adjust and improve classroom instruction to meet student needs.
Instructional interventions are consistently available for students who are not making progress (e.g., within the instructional day and outside of the instructional day as appropriate).	Instructional interventions are sometimes available for students who are not making progress.	Instructional interventions are occasionally available for students who are not making progress.	Instructional interventions are rarely available for students who are not making progress.
Staff regularly review current educational research, ideas, and practices.	Staff sometimes review current educational research, ideas, and practices.	Staff occasionally review current educational research, ideas, and practices.	Staff seldom review current educational research, ideas, and practices.
Staff regularly try new approaches and modify or discard those that are ineffective.	Staff sometimes try new approaches and modify or discard those that are ineffective.	Staff occasionally try new approaches and modify or discard those that are ineffective.	Staff seldom try new approaches or modify or discard those that are ineffective.
School regularly accesses available and appropriate staff development.	School sometimes accesses available and appropriate staff development.	School occasionally accesses available and appropriate staff development.	School seldom accesses available and appropriate staff development.
Staff engage in ongoing professional development based on a schoolwide professional development plan for improving student achievement.	Staff engage in periodic professional development with some linkage to a schoolwide professional development plan for improving student achievement.	Staff occasionally engage in professional development but there is limited evidence of a schoolwide professional development plan for improving student achievement.	Staff seldom engage in professional development and there is little or no evidence of a schoolwide professional development plan for improving student achievement.
There has been extensive stakeholder (staff, representative students, parents, and community members) involvement in the comprehensive site-planning process (including needs assessment as well as Annual Action Plan development, implementation, monitoring, and evaluation).	There has been some stakeholder (staff, representative students, parents, and community members) involvement in the comprehensive site-planning process (including needs assessment as well as Annual Action Plan development, implementation, monitoring, and evaluation).	There has been limited stakeholder (staff, representative students, parents, and community members) involvement in the comprehensive site-planning process (including needs assessment as well as Annual Action Plan development, implementation, monitoring, and evaluation).	There has been little or no stakeholder (staff, representative students, parents, and community members) involvement in the comprehensive site-planning process (including needs assessment as well as Annual Action Plan development, implementation, monitoring, and evaluation).

## Principal: Stakeholder Roles and Responsibilities

Be accountable for student achievement through:

- Effectively utilizing all site resources to improve student achievement.
- Ensuring that Annual Action Plan is focused on needs of school and based on a needs assessment and other relevant data.
- Actively participating in the writing and revision of the Annual Action Plan.
- Ensuring that all site staff consistently implement the Accountability System.
- Providing staff, parents, and community with a process for ongoing participation in planning, reviewing, and implementing the Annual Action Plan.
- Working with assistant superintendent and governance team to implement and monitor the expanded Annual Action Plan as reflected in the PAR Team report.
- Providing regular and direct communication to students, families, and community regarding the school's mission, goals, parent involvement policy, Annual Action Plan, discipline plan, and ways to support improved student achievement.
- Creating an effective learning climate that supports staff to learn, practice, and implement a variety of effective teaching strategies; and a high-quality curriculum that addresses student needs and enables students to meet or exceed district standards.
- Creating a welcoming environment for students, families, and community members.
- Creating a safe and positive learning environment with a consistent application of the site discipline plan and district policy.
- Ensuring policies and procedures are implemented in a fair, equitable and consistent manner within site resources.
- Demonstrating knowledge of current educational research, ideas and practices.
- Ensuring all stakeholders have the opportunity to be involved in (or are represented in) the site decision-making process.
- Ensuring equitable learning opportunities for all stakeholders to enable them to fulfill their roles in site-based decision making.
- Providing equitable learning opportunities for parents to receive appropriate training to support student learning.
- Committing to the home-school compact with teachers, parents, students, and district.
- Advocating for public education.

## Process for Accountability Review (PAR)

### Principal Roles and Responsibilities Rubric

Criterion: Demonstrate Accountability for Student Achievement

4	3	2	1
Consistently ensures that all site staff implement the Accountability System (e.g., ensuring all site staff receive training in the implementation of the system and are made aware of their roles and responsibilities; keeping staff informed as system is refined, etc.).	Ensures that all site staff implement the Accountability System (e.g., ensuring all site staff receive training in the implementation of the system and are made aware of their roles and responsibilities; keeping staff informed as system is refined, etc.).	Occasionally ensures that all site staff implement the Accountability System (e.g., ensuring all site staff receive training in the implementation of the system and are made aware of their roles and responsibilities; keeping staff informed as system is refined, etc.).	Seldom ensures that all site staff implement the Accountability System (e.g., ensuring all site staff receive training in the implementation of the system and are made aware of their roles and responsibilities; keeping staff informed as system is refined, etc.).
Participates in all aspects of the Annual Action Plan process (e.g., the writing of the plan, ensures focus is on school needs; the revising of the plan; the implementing and monitoring of the plan, etc.).	Participates in most aspects of the Annual Action Plan process (e.g., the writing of the plan, ensures focus is on school needs; the revising of the plan; the implementing and monitoring of the plan, etc.).	Participates in some aspects of the Annual Action Plan process (e.g., the writing of the plan, ensures focus is on school needs; the revising of the plan; the implementing and monitoring of the plan, etc.).	Participates in little or no aspects of the Annual Action Plan process (e.g., the writing of the plan, ensures focus is on school needs; the revising of the plan; the implementing and monitoring of the plan, etc.).
Consistently works cooperatively with assistant superintendent, governance team, and school staff to implement and monitor the expanded Annual Action Plan as reflected in the PAR Team report.	Usually works cooperatively with assistant superintendent, governance team, and school staff to implement and monitor the expanded Annual Action Plan as reflected in the PAR Team report.	Sometimes works cooperatively with assistant superintendent, governance team, and school staff to implement and monitor the expanded Annual Action Plan as reflected in the PAR Team report.	Rarely works cooperatively with assistant superintendent, governance team, and school staff to implement and monitor the expanded Annual Action Plan as reflected in the PAR Team report.
Consistently demonstrates knowledge of current educational research, ideas, and practices.	Demonstrates knowledge of current educational research, ideas, and practices.	Occasionally demonstrates knowledge of current educational research, ideas, and practices.	Seldom demonstrates knowledge of current educational research, ideas, and practices.

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## Principal Roles and Responsibilities: PAR Rubric

4	3	2	1
Consistently fosters a climate that supports staff to learn, practice, and implement a variety of effective teaching strategies that address student needs (e.g., providing release time, seeking out professional development opportunities, promoting collegial interaction, encouraging staff to take risks and try out new teaching strategies, etc.).	Usually fosters a climate that supports staff to learn, practice, and implement a variety of effective teaching strategies that address student needs (e.g., providing release time, seeking out professional development opportunities, promoting collegial interaction, encouraging staff to take risks and try out new teaching strategies, etc.).	Sometimes fosters a climate that supports staff to learn, practice, and implement a variety of effective teaching strategies that address student needs (e.g., providing release time, seeking out professional development opportunities, promoting collegial interaction, encouraging staff to take risks and try out new teaching strategies, etc.).	Rarely fosters a climate that supports staff to learn, practice, and implement a variety of effective teaching strategies that address student needs (e.g., providing release time, seeking out professional development opportunities, promoting collegial interaction, encouraging staff to take risks and try out new teaching strategies, etc.).
Consistently creates a welcoming, safe, and positive environment for students, families, and community members (e.g., works to maintain a clean and orderly campus, models courteous and friendly behavior, consistently applies the site discipline plan, etc.).	Creates a welcoming, safe, and positive environment for students, families, and community members (e.g., works to maintain a clean and orderly campus, models courteous and friendly behavior, consistently applies the site discipline plan, etc.).	Sometimes creates a welcoming, safe, and positive environment for students, families, and community members (e.g., works to maintain a clean and orderly campus, models courteous and friendly behavior, consistently applies the site discipline plan, etc.).	Seldom creates a welcoming, safe, and positive environment for students, families, and community members (e.g., works to maintain a clean and orderly campus, models courteous and friendly behavior, consistently applies the site discipline plan, etc.).
Consistently provides regular and direct communication to students, families, and community regarding school issues (e.g., mission and goals, Annual Action Plan, discipline plan, etc.).	Provides regular and direct communication to students, families, and community regarding school issues (e.g., mission and goals, Annual Action Plan, discipline plan, etc.).	Sometimes provides regular and direct communication to students, families, and community regarding school issues (e.g., mission and goals, Annual Action Plan, discipline plan, etc.).	Rarely provides regular and direct communication to students, families, and community regarding school issues (e.g., mission and goals, Annual Action Plan, discipline plan, etc.).
Consistently ensures that policies and procedures are implemented in a fair, equitable, and consistent manner within site resources.	Usually ensures that policies and procedures are implemented in a fair, equitable, and consistent manner within site resources.	Sometimes ensures that policies and procedures are implemented in a fair, equitable, and consistent manner within site resources.	Rarely ensures that policies and procedures are implemented in a fair, equitable, and consistent manner within site resources.

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## Principal Roles and Responsibilities: PAR Rubric

4	3	2	1
Consistently ensures that all stakeholders have representation selected by their constituents on site decision-making groups, and that those representatives have the opportunity to be involved in effective training.	Usually ensures that all stakeholders have representation selected by their constituents on site decision-making groups, and that those representatives have the opportunity to be involved in effective training.	Sometimes ensures that all stakeholders have representation selected by their constituents on site decision-making groups, and that those representatives have the opportunity to be involved in effective training.	Rarely ensures that all stakeholders have representation selected by their constituents on site decision-making groups, and that those representatives have the opportunity to be involved in effective training.
Consistently provides equitable opportunities for parents to receive appropriate training to support student learning.	Provides equitable opportunities for parents to receive appropriate training to support student learning.	Sometimes provides equitable opportunities for parents to receive appropriate training to support student learning.	Seldom provides equitable opportunities for parents to receive appropriate training to support student learning.
Consistently demonstrates commitment to the home-school compact with teachers, parents, students, and district (e.g., communicating its importance to all stakeholders, fulfilling responsibilities specified in the compact, and recognizing those who fulfill responsibilities).	Usually demonstrates commitment to the home-school compact with teachers, parents, students, and district (e.g., communicating its importance to all stakeholders, fulfilling responsibilities specified in the compact, and recognizing those who fulfill responsibilities).	Sometimes demonstrates commitment to the home-school compact with teachers, parents, students, and district (e.g., communicating its importance to all stakeholders, fulfilling responsibilities specified in the compact, and recognizing those who fulfill responsibilities).	Rarely demonstrates commitment to the home-school compact with teachers, parents, students, and district (e.g., communicating its importance to all stakeholders, fulfilling responsibilities specified in the compact, and recognizing those who fulfill responsibilities).
Consistently advocates for public education (e.g., meeting with parent and community groups, attending community functions, fostering positive public relations both in person and through media, publicly acknowledging successes, etc.).	Frequently advocates for public education (e.g., meeting with parent and community groups, attending community functions, fostering positive public relations both in person and through media, publicly acknowledging successes, etc.).	Occasionally advocates for public education (e.g., meeting with parent and community groups, attending community functions, fostering positive public relations both in person and through media, publicly acknowledging successes, etc.).	Seldom advocates for public education (e.g., meeting with parent and community groups, attending community functions, fostering positive public relations both in person and through media, publicly acknowledging successes, etc.).

## Teacher: Stakeholder Roles and Responsibilities

Be accountable for student achievement through:

- Setting high expectations and providing equitable opportunities for all students to achieve.
- Providing enriching academic programs based on standards.
- Demonstrating knowledge of current educational research, ideas, and practices.
- Meeting individual student needs by using a variety of appropriate, effective teaching strategies and resources.
- Providing timely feedback on student assignments.
- Maintaining a positive and safe atmosphere consistent with the site discipline plan and district policy.
- Helping to create a welcoming environment for students, families, and community members.
- Participating in developing, implementing, and monitoring of the comprehensive site planning process (including Annual Action Plan).
- Advocating for student non-academic needs.
- Actively participating in site decision making.
- Actively participating in professional growth.
- Maintaining two-way communications with home.
- Providing opportunities for parents to volunteer and participate in classroom activities.
- Committing to the home-school compact with parents, students, school administrator(s), and district.
- Promoting the school throughout the community.
- Advocating for public education.



## Process for Accountability Review (PAR)

### Teacher Roles and Responsibilities Rubric

Criterion: Demonstrate Accountability for Student Achievement

4	3	2	1
All teachers set high expectations, provide equitable opportunities for all students to achieve, and provide timely feedback to students.	Most teachers set high expectations, provide equitable opportunities for all students to achieve, and provide timely feedback to students.	Some teachers set high expectations, provide equitable opportunities for all students to achieve, and provide timely feedback to students.	Few or no teachers set high expectations, provide equitable opportunities for all students to achieve, and provide timely feedback to students.
All teachers provide enriching, standards-based academic programs which meet individual student needs by using a variety of appropriate, effective teaching strategies and resources.	Most teachers provide enriching, standards-based academic programs which meet individual student needs by using a variety of appropriate, effective teaching strategies and resources.	Some teachers provide enriching, standards-based academic programs which meet individual student needs by using a variety of appropriate, effective teaching strategies and resources.	Few or no teachers provide enriching, standards-based academic programs which meet individual student needs by using a variety of appropriate, effective teaching strategies and resources.
All teachers consistently demonstrate knowledge of current educational research, ideas, and practices.	Most teachers consistently demonstrate knowledge of current educational research, ideas, and practices.	Some teachers consistently demonstrate knowledge of current educational research, ideas, and practices.	Few or no teachers consistently demonstrate knowledge of current educational research, ideas, and practices.
All teachers actively participate in professional growth opportunities on-site or off-campus, implement new strategies learned in the classroom, share strategies with colleagues, etc.	Most teachers actively participate in professional growth opportunities on-site or off-campus, implement new strategies learned in the classroom, share strategies with colleagues, etc.	Some teachers actively participate in professional growth opportunities on-site or off-campus, implement new strategies learned in the classroom, share strategies with colleagues, etc.	Few or no teachers actively participate in professional growth opportunities on-site or off-campus, implement new strategies learned in the classroom, share strategies with colleagues, etc.
All teachers actively participate in site decision making (e.g., serving on a governing group or making concerns known to representatives; keeping informed about decisions made by the group(s) and supporting those decisions; etc.	Most teachers actively participate in site decision making (e.g., serving on a governing group or making concerns known to representatives; keeping informed about decisions made by the group(s) and supporting those decisions; etc.	Some teachers actively participate in site decision making (e.g., serving on a governing group or making concerns known to representatives; keeping informed about decisions made by the group(s) and supporting those decisions; etc.	Few or no teachers actively participate in site decision making (e.g., serving on a governing group or making concerns known to representatives; keeping informed about decisions made by the group(s) and supporting those decisions; etc.

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## Teacher Roles and Responsibilities: PAR Rubric

4	3	2	1
All teachers participate in the comprehensive site planning process through analyzing data to identify school needs and through developing, implementing, monitoring, and evaluating the Annual Action Plan.	Most teachers participate in the comprehensive site planning process through analyzing data to identify school needs and through developing, implementing, monitoring, and evaluating the Annual Action Plan.	Some teachers participate in the comprehensive site planning process through analyzing data to identify school needs and through developing, implementing, monitoring, and evaluating the Annual Action Plan.	Few or no teachers participate in the comprehensive site planning process through analyzing data to identify school needs and through developing, implementing, monitoring, and evaluating the Annual Action Plan.
All teachers maintain a positive and safe atmosphere based on the site discipline plan (e.g., ensuring all students and parents are aware of the plan; consistently adhering to school rules and procedures; regularly following up on disciplinary actions, etc.).	Most teachers maintain a positive and safe atmosphere based on the site discipline plan (e.g., ensuring all students and parents are aware of the plan; consistently adhering to school rules and procedures; regularly following up on disciplinary actions, etc.).	Some teachers maintain a positive and safe atmosphere based on the site discipline plan (e.g., ensuring all students and parents are aware of the plan; consistently adhering to school rules and procedures; regularly following up on disciplinary actions, etc.).	Few or no teachers maintain a positive and safe atmosphere based on the site discipline plan (e.g., ensuring all students and parents are aware of the plan; consistently adhering to school rules and procedures; regularly following up on disciplinary actions, etc.).
All teachers advocate for student non-academic needs (e.g., seeking out resources and support, referring students to site consultation teams, referring students and parents to appropriate health and social service agencies, etc.).	Most teachers advocate for student non-academic needs (e.g., seeking out resources and support, referring students to site consultation teams, referring students and parents to appropriate health and social service agencies, etc.).	Some teachers advocate for student non-academic needs (e.g., seeking out resources and support, referring students to site consultation teams, referring students and parents to appropriate health and social service agencies, etc.).	Few or no teachers advocate for student non-academic needs (e.g., seeking out resources and support, referring students to site consultation teams, referring students and parents to appropriate health and social service agencies, etc.).
All teachers maintain open communications with home (e.g., regularly contacting parents about positive behaviors as well as those that need improvement, responding in a timely manner to parental calls and concerns, meeting with parents individually upon request, etc.).	Most teachers maintain open communications with home (e.g., regularly contacting parents about positive behaviors as well as those that need improvement, responding in a timely manner to parental calls and concerns, meeting with parents individually upon request, etc.).	Some teachers maintain open communications with home (e.g., regularly contacting parents about positive behaviors as well as those that need improvement, responding in a timely manner to parental calls and concerns, meeting with parents individually upon request, etc.).	Few or no teachers maintain open communications with home (e.g., regularly contacting parents about positive behaviors as well as those that need improvement, responding in a timely manner to parental calls and concerns, meeting with parents individually upon request, etc.).

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## Teacher Roles and Responsibilities: PAR Rubric

4	3	2	1
All teachers help to create a welcoming environment for students, families, and community and provide opportunities for parents to volunteer and participate in classroom activities.	Most teachers help to create a welcoming environment for students, families, and community and provide opportunities for parents to volunteer and participate in classroom activities.	Some teachers help to create a welcoming environment for students, families, and community and provide opportunities for parents to volunteer and participate in classroom activities.	Few or no teachers help to create a welcoming environment for students, families, and community and provide opportunities for parents to volunteer and participate in classroom activities.
All teachers demonstrate commitment to the home-school compact with parents, students, administrators, and district (e.g., communicating its importance to students and parents, fulfilling responsibilities specified in the compact, encouraging students to fulfill their responsibilities and recognizing those who do so, etc.).	Most teachers demonstrate commitment to the home-school compact with parents, students, administrators, and district (e.g., communicating its importance to students and parents, fulfilling responsibilities specified in the compact, encouraging students to fulfill their responsibilities and recognizing those who do so, etc.).	Some teachers demonstrate commitment to the home-school compact with parents, students, administrators, and district (e.g., communicating its importance to students and parents, fulfilling responsibilities specified in the compact, encouraging students to fulfill their responsibilities and recognizing those who do so, etc.).	Few or no teachers demonstrate commitment to the home-school compact with parents, students, administrators, and district (e.g., communicating its importance to students and parents, fulfilling responsibilities specified in the compact, encouraging students to fulfill their responsibilities and recognizing those who do so, etc.).
Consistently advocates for public education (e.g., meeting with parent and community groups, attending community functions, fostering positive public relations both in person and through media, publicly acknowledging successes, etc.).	Frequently advocates for public education (e.g., meeting with parent and community groups, attending community functions, fostering positive public relations both in person and through media, publicly acknowledging successes, etc.).	Occasionally advocates for public education (e.g., meeting with parent and community groups, attending community functions, fostering positive public relations both in person and through media, publicly acknowledging successes, etc.).	Seldom advocates for public education (e.g., meeting with parent and community groups, attending community functions, fostering positive public relations both in person and through media, publicly acknowledging successes, etc.).

### **School-Site Classified Support Staff: Stakeholder Roles and Responsibilities**

Be accountable for student achievement through:

- Maintaining high expectations for student achievement through helping students and staff.
- Maintaining a positive and safe atmosphere consistent with the site discipline plan and district policy.
- Helping to create a welcoming environment for students, families, and community members.
- Participating in developing, implementing, and monitoring of the comprehensive site planning process (including Annual Action Plan).
- Advocating for student non-academic needs.
- Actively participating in decision making.
- Actively participating in professional growth.
- Maintaining open communications with home, as appropriate.
- Promoting the school throughout the community.
- Advocating for public education.

## Process for Accountability Review (PAR)

### School-Site Classified Support Staff Roles and Responsibilities Rubric

Criterion: Demonstrate Accountability for Student Achievement

4	3	2	1
All school-site classified staff maintain high expectations for students and help students achieve those expectations (e.g., encouraging students, acknowledging successes, supporting teachers, etc.).	Most school-site classified staff maintain high expectations for students and help students achieve those expectations (e.g., encouraging students, acknowledging successes, supporting teachers, etc.).	Some school-site classified staff maintain high expectations for students and help students achieve those expectations (e.g., encouraging students, acknowledging successes, supporting teachers, etc.).	Few or no school-site classified staff maintain high expectations for students and help students achieve those expectations (e.g., encouraging students, acknowledging successes, supporting teachers, etc.).
All school-site classified staff members maintain a positive and safe atmosphere based on the site discipline plan (e.g., demonstrate knowledge of the plan, consistently ensure that students adhere to school rules and procedures; etc.).	Most school-site classified staff members maintain a positive and safe atmosphere based on the site discipline plan (e.g., demonstrate knowledge of the plan, consistently ensure that students adhere to school rules and procedures; etc.).	Some school-site classified staff members maintain a positive and safe atmosphere based on the site discipline plan (e.g., demonstrate knowledge of the plan, consistently ensure that students adhere to school rules and procedures; etc.).	Few or no school-site classified staff members maintain a positive and safe atmosphere based on the site discipline plan (e.g., demonstrate knowledge of the plan, consistently ensure that students adhere to school rules and procedures; etc.).
All school-site classified staff help to create a welcoming environment for students, families, and community members (e.g., greet visitors in a courteous and friendly manner, keep work areas and school grounds clean and orderly, work collaboratively with others, etc.).	Most school-site classified staff help to create a welcoming environment for students, families, and community members (e.g., greet visitors in a courteous and friendly manner, keep work areas and school grounds clean and orderly, work collaboratively with others, etc.).	Some school-site classified staff help to create a welcoming environment for students, families, and community members (e.g., greet visitors in a courteous and friendly manner, keep work areas and school grounds clean and orderly, work collaboratively with others, etc.).	Few or no school-site classified staff help to create a welcoming environment for students, families, and community members (e.g., greet visitors in a courteous and friendly manner, keep work areas and school grounds clean and orderly, work collaboratively with others, etc.).

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## School-Site Classified Support Staff Roles and Responsibilities: PAR Rubric

4	3	2	1
All school-site classified staff actively participate in professional growth opportunities on-site or off-campus, attend job-alike meetings, share information with peers, etc.	Most school-site classified staff actively participate in professional growth opportunities on-site or off-campus, attend job-alike meetings, share information with peers, etc.	Some school-site classified staff actively participate in professional growth opportunities on-site or off-campus, attend job-alike meetings, share information with peers, etc.	Few or no school-site classified staff actively participate in professional growth opportunities on-site or off-campus, attend job-alike meetings, share information with peers, etc.
All school-site classified staff actively participate in site decision making (e.g., serving on a governing group or making concerns known to representatives, keeping informed about decisions made by the group(s) and supporting those decisions, etc.).	Most school-site classified staff actively participate in site decision making (e.g., serving on a governing group or making concerns known to representatives, keeping informed about decisions made by the group(s) and supporting those decisions, etc.).	Some school-site classified staff actively participate in site decision making (e.g., serving on a governing group or making concerns known to representatives, keeping informed about decisions made by the group(s) and supporting those decisions, etc.).	Few or no school-site classified staff actively participate in site decision making (e.g., serving on a governing group or making concerns known to representatives, keeping informed about decisions made by the group(s) and supporting those decisions, etc.).
All school-site classified staff participate in the comprehensive site planning process (e.g., providing input into needs assessment, joining plan development committees, monitoring the Annual Action Plan through participation on the SSC/SGT, etc.).	Most school-site classified staff participate in the comprehensive site planning process (e.g., providing input into needs assessment, joining plan development committees, monitoring the Annual Action Plan through participation on the SSC/SGT, etc.).	Some school-site classified staff participate in the comprehensive site planning process (e.g., providing input into needs assessment, joining plan development committees, monitoring the Annual Action Plan through participation on the SSC/SGT, etc.).	Few or no school-site classified staff participate in the comprehensive site planning process (e.g., providing input into needs assessment, joining plan development committees, monitoring the Annual Action Plan through participation on the SSC/SGT, etc.).
All school-site classified staff advocate for student non-academic needs (e.g., seeking out resources and support, referring students to site consultation teams, referring students and parents to appropriate health and social service agencies, etc.).	Most school-site classified staff advocate for student non-academic needs (e.g., seeking out resources and support, referring students to site consultation teams, referring students and parents to appropriate health and social service agencies, etc.).	Some school-site classified staff advocate for student non-academic needs (e.g., seeking out resources and support, referring students to site consultation teams, referring students and parents to appropriate health and social service agencies, etc.).	Few or no school-site classified staff advocate for student non-academic needs (e.g., seeking out resources and support, referring students to site consultation teams, referring students and parents to appropriate health and social service agencies, etc.).

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## School-Site Classified Support Staff Roles and Responsibilities: PAR Rubric

4	3	2	1
All school-site classified staff maintain open communications with home (e.g., demonstrating courteous and helpful behavior in parental contacts, responding in a timely manner to parental calls and concerns, etc.).	Most school-site classified staff maintain open communications with home (e.g., demonstrating courteous and helpful behavior in parental contacts, responding in a timely manner to parental calls and concerns, etc.).	Some school-site classified staff maintain open communications with home (e.g., demonstrating courteous and helpful behavior in parental contacts, responding in a timely manner to parental calls and concerns, etc.).	Few or no school-site classified staff maintain open communications with home (e.g., demonstrating courteous and helpful behavior in parental contacts, responding in a timely manner to parental calls and concerns, etc.).
All school-site classified staff advocate for public education (e.g., meet with parent and community groups, attend school/community functions, foster positive public relations both in person and through media, publicly acknowledge successes, etc.).	Most school-site classified staff advocate for public education (e.g., meet with parent and community groups, attend school/community functions, foster positive public relations both in person and through media, publicly acknowledge successes, etc.).	Some school-site classified staff advocate for public education (e.g., meet with parent and community groups, attend school/community functions, foster positive public relations both in person and through media, publicly acknowledge successes, etc.).	Few or no school-site classified staff advocate for public education (e.g., meet with parent and community groups, attend school/community functions, foster positive public relations both in person and through media, publicly acknowledge successes, etc.).

# Boston Pilot Schools

## School Quality Review Process

**T**he Boston Pilot Schools were created in November 1993 through an agreement between the Boston School Committee and the Boston Teachers Union. These schools, as envisioned, would operate with “an average school-based per-pupil budget, plus a start-up supplement, and [had] greatly increased decision-making authority, including freedom from all Union and School Committee work rules.” The purpose of the Pilot Schools was to provide a means through which best practices could be explored in schools that were conceptualized as wholly new learning communities, helping to foster reform throughout all Boston public schools.

Due to the Pilot Schools’ unique role within the Boston public school system, from their inception, an alternative form of assessment was sought to both glean lessons from these schools and to hold them accountable for student achievement. The result of multiple years of work was the development a formal collaboration among three partners to develop a suitable process. The three partners involved were the Center for Collaborative Education–Metro Boston, representing the Pilot Schools; the Boston Public Schools, through its Office of Research, Assessment and Evaluation; and the Annenberg Institute for School Reform.

Through this collaborative effort, a school-assessment process was developed using a school quality review model. In this model each Pilot School undertakes a self-study to develop a school portfolio that reflects the school’s progress and accomplishments. Once developed, an external review team reviews the portfolio and visits the school prior to providing the school with feedback, recommendations for improvement, and an overall rating of school performance.

The new system was in place for the 1997–1998 school year for those pilot schools that were to be evaluated in the fall of 1998. It was successfully piloted during the 1997–1998 school year with two pilot schools, and has been revised for use with other pilot schools in subsequent years.

Although the district as a whole has integrated the school quality review process into the district’s overall accountability system, which they call “in-depth review” (see p. 62) the pilot schools continue to use this process. In school year 1999–2000, four pilot schools underwent a school quality review using the enclosed rubrics as the criteria for their assessment to complement school-assessment efforts using student-performance indicators.



## Focus Area 1: Vision and Context

PERFORMANCE LEVEL	4 Approve				3 Approve with Action Steps		2 Approve with Action Steps		1 No Confidence	
	Articulation of Vision and Expectations				Intake Practices					
C A T O R	There is a well-articulated vision statement that communicates what students are expected to achieve and how the systems of the school are aligned with these expectations.  The vision is manifest in all documents (handbooks, curriculum guides, orientation material, etc.) and consistently present in decision making, policy development, instructional practices, strategic planning, and other interactions throughout the school.				There is a well-articulated vision statement that communicates what students are expected to achieve. However, it may not describe how the systems of the school are aligned with these expectations.  The vision is manifest in all documents (handbooks, curriculum guides, orientation material, etc.) and is generally evident in decision making, policy development, instructional practices, strategic planning, and other interactions throughout the school.		There is evidence that the school is working toward a coherent vision of what is expected of students and what systems the school must put into place to support the realization of the vision.  The school's vision is manifest in all documents (handbooks, curriculum guides, orientation material, etc.) yet is only sporadically evident in decision making, policy development, instructional practices, strategic planning, and other interactions throughout the school.		No articulated vision communicates what is expected of students. Widely divergent expectations for students are evidenced. There is little system alignment within the school.  Little reference to a vision is evident in the documents or the practices of the school.	
	Intake practices and printed materials are employed to ensure that applicants and their families understand the school's vision and mission and that the needs and aspirations of the students are known by school personnel.				Intake practices and printed materials have been developed to ensure that applicants and their families understand the school's vision and mission and that the needs and aspirations of the student are known by school personnel. However, they could be used more effectively.		Intake practices and printed materials are being developed to ensure that applicants and their families understand the school's vision and mission and that the needs and aspirations of the student are known by school personnel.		No intake practices or printed materials are in place to ensure that applicants and their families understand the school's vision and mission and that the needs and aspirations of the student are known by school personnel.	

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## Focus Area 1: Vision and Context

INDICATOR	Ownership of Vision			
	4	3	2	1
	<p>A vast majority of students, parents, and teachers can describe the school's vision in their own words – including what is expected of students and how the school's programs help students to meet those expectations. It is clear that the mission is appropriate to the needs of the student community.</p>	<p>A vast majority of teachers and at least 50 percent of students and parents can describe, in their own words, generally what is expected of students and what and how school programs help students to meet those expectations. The connection between the mission and the needs of the student community needs to be strengthened.</p>	<p>At least 50 percent of teachers and some students and parents can describe, in their own words, generally what is expected of students and how school programs help students to meet those expectations.</p> <p>There is evidence of the development of a clearer sense of mission and its connection with the needs of the student population.</p>	<p>Few teachers and some students and parents can describe, in their own words, generally what is expected of students and what and how school programs help students to meet those expectations.</p> <p>There is little evidence of the development of a clear sense of mission or a connection with the needs of the student population.</p>

## Focus Area 2: Governance, Leadership, and Budget

PERFORMANCE LEVEL	4 Approve	3 Approve with Action Steps	2 Approve with Action Steps	1 No Confidence
GOVERNANCE	Clear Policies and Procedures	There are clearly defined policies and procedures for school governance that are publicly available and followed.	There are clearly defined and disseminated policies and procedures for school governance, but they are not completely followed.	Governance policies are in place, but lack some clarity, and the school is working to clarify them.
	Representative Governance	The governing body is fully representative of the school's families, community, staff, and, where appropriate, students.	The governing body is representative of the majority of the school's families, community, staff, and, where appropriate, students, but is not fully representative.	The school's governing body is not representative and few, if any, steps are being taken to improve it.
	Accessibility	Students, staff, and family members not on the governing body know how to bring issues before it and are comfortable doing so.	The majority of students, staff, and family members not on the governing body are knowledgeable about how to bring issues before it and are comfortable doing so, but some are not.	Many students, staff, and family members do not know how to bring issues before the board. Few, if any, steps are being taken to improve this situation.
	Effective Communication	The governing body communicates effectively with the school community. (For example, agendas and minutes of all governing board meetings are posted publicly and in a timely fashion.)	The governing body communicates effectively in most instances. (For example, agendas and minutes of all governing board meetings are posted in a timely fashion but need to be posted more widely.)	The governing body does not communicate effectively. (For example, agendas and minutes of governing board meetings are not posted.)
	Effective Decision making	There is evidence that the governing body makes decisions effectively and addresses issues and problems in a manner that strengthens rather than divides the school community.	There is evidence that the governing body makes decisions effectively in most instances. The majority of issues have been resolved effectively, but some divisions exist due to handling of issues and problems.	There is substantial evidence that the governing body does not communicate and make decisions effectively and has taken few, if any, steps to improve.

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## Focus Area 2: Governance, Leadership, and Budget

LEADERSHIP					R O T A C I D N I				
	4	3	2	1					
Using Data	The school's leadership uses data effectively in assessing the school's needs and resources and in conducting ongoing planning for instructional improvement.	The school's leadership uses data somewhat effectively in assessing the school's needs and resources and in conducting ongoing planning for instructional improvement but needs to take the practice further.	The school's leadership has begun to use data in assessing the school's needs and resources and in conducting ongoing planning for instructional improvement.	The school's leadership does not use data in ongoing assessment and planning and has no plans to do so.					
Effective Communication	The school's leadership communicates effectively with the whole school community and establishes strong relationships with students, staff, families, and community.	For the most part, leadership communicates effectively with the whole school community. They have established good relationships with students, staff, families, and community.	Leadership is developing the ability to communicate effectively with the whole school community and is taking steps to establish strong relationships with students, staff, families, and community.	Leadership does not communicate well with the school community. There is evidence of inconsistent or ineffective relationships with students, staff, families, and community.					
Organization and Follow-through	The school's leadership demonstrates strong organization. (For example, there is follow-through on decisions and assignments, regular written communication, etc.)	Leadership demonstrates good organization in most areas, but there are areas which need improvement. (For example, there is follow-through on some decisions but not all.)	Leadership is developing organization skills and taking steps to strengthen areas that need improvement.	Leadership is not well organized and has not taken steps to improve.					
Keeping and Modeling vision	The school's leadership keeps and models the vision for the whole school community and keeps learning, teaching, and assessment at the forefront of the school's agenda.	For the most part, the school's leadership keeps and models the vision for the whole school community and keeps learning, teaching, and assessment at the forefront of the school's agenda.	Leadership has taken steps to keep and model the vision for the whole school community and keeps learning, teaching, and assessment at the forefront of the school's agenda.	Leadership shows little understanding of or commitment to the vision.					
Developing Leadership of Others	The school's leadership encourages and develops the leadership of others. Faculty are involved in making all significant decisions.	For the most part, the school's leadership encourages and develops the leadership of others. Faculty are involved in making most significant decisions.	The school's leadership has begun to encourage and develop the leadership of others. Faculty are involved in making some significant decisions.	The school's leadership does little to foster the leadership of others. Decision making is not shared.					

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## Focus Area 2: Governance, Leadership, and Budget

I N D I C A T O R	Budget				
	Fiscal Responsibility	4	3	2	1
	Money is spent in accordance with the board-approved budget and school district fiscal policies.	The majority of money has been spent in accordance with the board-approved budget and school district fiscal policies.	There has been a substantial expenditure that is not reflected in the board-approved budget or school district fiscal policies.	More than one substantial expenditure is not reflected in the board-approved budget or school district fiscal policies.	
	Expenditures of money and other resources, including outside funding, support the achievement of the school's vision, priorities, and goals for improving learning.	The majority of expenditures of money and other resources, including outside funding, support the achievement of the school's vision, priorities, and goals for improving learning.	Some expenditures of money and other resources, including outside funding, do not support the achievement of the school's vision, priorities, and goals for improving learning.	Many expenditures of money and other resources, including outside funding, do not support the achievement of the school's vision, priorities, and goals for improving learning.	

## Focus Area 3: Teaching and Learning – Goals and Results

PERFORMANCE LEVEL	4 Approve	3 Approve with Action Steps	2 Approve with Action Steps	1 No Confidence
CURRICULUM I N D I C A T O R	High Standards	The school has articulated high standards for student work. However, the standards draw almost exclusively from sources internal to the school. Most students, staff, and parents are aware of the standards, but a significant number are not.	Work is underway to articulate clear standards for judging student work.	There are no clear standards for judging student work, and the school is not working to establish them.
	Coherence	Majority of curriculum is coherent and supportive of student learning both in written articulation and delivery but some portion(s) are not.	There is evidence that the school is working toward a coherent and clearly articulated curriculum that supports student learning, both through planning and delivery.	There is no curriculum or academic plan. Delivery of curriculum is weak.
	Structure to Support Learning	Most of the structure and schedule of the school day supports the achievement of teaching and learning goals, but a portion does not.	Portions of the structure and schedule support the achievement of teaching and learning goals, and the school is working to strengthen them to support the achievement of these goals.	School structure and schedule do not support the achievement of teaching and learning goals, and no steps are being taken to make improvements.
	Effective Instruction	A strong theory and practice of teaching and learning is clearly articulated and supports the school's achievement of the school's goals for all students. Effective instructional practices are modeled by the vast majority of the school staff.	There is evidence that the school is working toward a clearly articulated theory and practice of teaching and learning to support the school's goals. Effective instructional practice is modeled by some of the school's staff, and there is evidence that the school is working toward schoolwide effective practice.	There is no articulated theory of teaching and learning to support the school's goals. Few, if any, staff model effective instructional practice.

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## Focus Area 3: Teaching and Learning – Goals and Results

I N D I C A T O R	Assessment				3	2	1		
	Ongoing Assessment and Multiple Measures		4						
	Student learning is regularly assessed, using multiple measures, and assessment results are analyzed to identify the needs of individuals and groups of students and to improve teaching and learning.		Student learning is regularly assessed, but few measures are used. Results are analyzed to some degree to identify student needs and to improve teaching and learning.		Student learning is regularly assessed, but few measures are used. Little organized effort is made to analyze the results in order to identify student needs or to improve teaching and learning.		Student learning is infrequently assessed. There is little or no analysis of existing data.		
	Criteria for assessing students' work are written, consistent schoolwide, and public to parents and students. Student progress is reported regularly in writing to parents and students.		Criteria for assessing students' work are written and consistent schoolwide, but not known by all parents and students. Student progress is reported regularly in writing to parents and students.		The school has criteria for assessing student work, but is working to make it a written, consistent, and public document, and to improve the consistency and quality of reports of student progress.		Assessment criteria are unpublished and vary across the school. Reporting of student progress is inconsistent.		
	All students in the school are engaged in rigorous academic courses linked to citywide learning standards.		Most students in the school are engaged in rigorous academic courses linked to citywide learning standards, but a number of low-level courses remain.		Many students are engaged in rigorous academic courses linked to citywide learning standards, and the school is working to ensure that all students are enrolled in them.		The school's curriculum is not academically rigorous, and many students are enrolled in low-level courses. There is no plan to address the problem.		
	All students have equal access to learning opportunities, and physical and social barriers have been removed.		Most students in the school have equal access to learning opportunities, but an identifiable subgroup(s) does not. Some physical and/or social barriers remain.		There is evidence that the school is working to provide equal learning opportunities to all students.		Learning opportunities are inequitably provided and there is little to no effort to improve. Physical and social barriers exist with no plan to remove them.		

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## Focus Area 3: Teaching and Learning – Goals and Results

EQUITY AND ACCESS	4	3	2	1
STUDENT SUPPORTS	Title I, SPED, and bilingual services are equitably and adequately provided to all eligible students.	Title I, SPED, and bilingual services are equitably and adequately provided to the majority of eligible students.	There is evidence that the school is working to equitably and adequately provide Title I, SPED, and bilingual services.	Title I, SPED, and bilingual services are not equitably or adequately provided and little or no effort is being made at improvement.
	Student learning needs have been identified and teaching practices, curriculum, and structures are shaped to respond to them. There are additional learning supports and opportunities for all students who need them.	The majority of teaching practices, curriculum, and structures are shaped to respond to identified student needs, but identifiable portions are not. Additional learning supports and opportunities are provided to many of the students who need them.	There is evidence that school is working to shape teaching practices, curriculum, and structures to respond to identified student needs. The school is working to provide additional learning opportunities and supports to the students.	Student needs have not been identified and/or there is little or no effort to shape teaching practices, curriculum, and structures to respond to student needs. Few, if any, additional learning supports and opportunities are provided, and little or no effort is being made to improve the situation.
RESULTS	In relation to the school's standards and the district's school performance indicators (see below), student achievement is high and steadily improving.	Student achievement is high or steadily improving.	Student achievement is not high, but is showing signs of improvement.	Student achievement is neither high nor steadily improving.
	Boston Pilot School School-Performance Indicators include: <ol style="list-style-type: none"> <li>Academic performance in reading and mathematics (cohort) as measured by the Stanford 9 Test (reduction in level 1 and increase in level 3 and 4)</li> <li>Academic performance in reading and mathematics (annual) as measured by the Stanford 9 Test (reduction in level 1 and increase in level 3 and 4)</li> <li>Performance-based assessment based on percentages in levels 1, 2, 3, and 4</li> <li>Dropout reduction – annual (middle and high schools)</li> </ol>			
	5. Dropout reduction – cohort (high schools) 6. Improved daily student attendance 7. Improved promotion rate 8. Percentage of students tested 9. Core and advanced course completion/passing rates (middle and high schools) 10. MCAS – School averages in subjects as they become available			

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## Focus Area 3: Teaching and Learning – Goals and Results

		4	3	2	1
INDICATOR	Data-Based Planning	The school has carefully analyzed student performance and developed and implemented a plan for improving that performance.	The school has carefully analyzed student performance and has developed, but not yet implemented, a plan for improvement.	The school is in the early stages of data analysis and planning for improvement.	The school has done little or no data analysis or planning.
	Achievement and Equity	Student achievement is equitably distributed across subgroups of students, as defined by race, gender, language proficiency, income, etc., or the gap has substantially decreased among these groups.	Student achievement is inequitably distributed across subgroups of students but the gaps among these groups have decreased. The school has carefully analyzed student performance and developed and implemented a plan for improving the performance of lower-achieving groups.	Student achievement is inequitably distributed across subgroups of students and the gaps among these groups have not substantially decreased. The school has developed a plan for improving the performance of lower-achieving groups, but the plan is not fully implemented.	Student achievement is inequitably distributed across subgroups of students and the gaps among these groups have not substantially decreased. The school has done little or no analysis of the problem or planning to address it.

## Focus Area 4: Ongoing Professional Support and Improvement

PERFORMANCE LEVEL	4 Approve	3 Approve with Action Steps	2 Approve with Action Steps	1 No Confidence
	Plan to Address Needs	Schoolwide Practices	Individual Support	Formal Assessment
D I N I	The school's professional development plan addresses critical needs for improving teaching and learning and a plan for successfully addressing them.	The majority of the school's professional development plan addresses critical needs for improving teaching and learning, but some needs are not addressed.	The school is working to create and implement a professional development plan that addresses critical needs for improving teaching and learning.	The school does not have a professional development plan, and/or it does not support its identified needs for teaching and learning.
	Regular and consistent schoolwide professional development practices, such as standards-based curriculum planning and looking at student work, take place throughout the school year. Ample time is set aside for these practices.	Professional development practices, such as standards-based curriculum planning and looking at student work, take place regularly and are nearly schoolwide, but more time needs to be allocated.	The school is working to establish schoolwide professional development practices, such as standards-based curriculum planning and looking at student work.	Schoolwide professional development practices occur sporadically, if at all.
	Every teacher is supported in developing and pursuing an individual plan of professional development.	Teachers are supported in their individual professional development, but the support needs to be more formalized.	The school is working to support every teacher in developing and pursuing an individual plan of professional development.	There is no formal support for individual teachers' professional development.
	There is a formal, regularized, and publicly known process for supporting and assessing teacher performance. There is evidence that the feedback teachers receive through this process is helpful for improving their practice.	There is a formal, regularized, and publicly known process for supporting and assessing teacher performance, but it is not thoroughly understood by the school community. There is evidence that some of the feedback teachers receive through this process is helpful for improving their practice.	The school is working to improve the process. The school is working to develop a formal, regularized, and publicly known process for supporting and assessing teacher performance and to make the feedback received helpful for improving practice.	There is no formal, regularized, and publicly known process for supporting and assessing teacher performance and few or no steps have been taken to develop one. The feedback teachers receive is not helpful.

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## Focus Area 4: Ongoing Professional Support and Improvement

	4	3	2	1
I N D I C A T O R	<b>Supportive Intervention</b>	Staff members whose practice is in need of improvement receive appropriate extra attention and support.	Staff members whose practice is in need of improvement generally receive appropriate extra attention and support, but some do not.	Staff members whose practice is in need of improvement do not receive appropriate extra attention and support.
	<b>Administrator Assessment</b>	There is a formal, regularized, and publicly known process for supporting and assessing administrator performance. There is evidence that the feedback administrators receive through this process is helpful for improving their practice.	There is a formal, regularized, and publicly known process for supporting and assessing administrator performance, but it is not thoroughly understood by the school community. There is evidence that some of the feedback administrators receive through this process is helpful for improving their practice.	There is no formal, regularized, and publicly known process for supporting and assessing administrator performance and few or no steps have been taken to develop one. The feedback administrators receive is not helpful.
	<b>Hiring Process</b>	The school's hiring process is open, with publicly known criteria that support the achievement of the school's vision and mission.	The school's hiring process is open, with publicly known criteria, but not all criteria support the achievement of the school's vision and mission.	The school's hiring process is insular and closed.
	<b>Orientation</b>	New staff are given appropriate extra support and a thorough orientation to the school, including its vision and mission.	For the most part, new staff are given appropriate extra support and a thorough orientation to the school, including its vision and mission.	New staff do not receive extra support or adequate orientation. The school has not taken steps to develop a process.

## Focus Area 5: Family/Community Outreach and External Partnerships

PERFORMANCE LEVEL	4 Approve	3 Approve with Action Steps	2 Approve with Action Steps	1 No Confidence
Outreach to Families	There are well-defined strategies for reaching out to families and involving them in ongoing efforts to improve student outcomes, and there is evidence that these strategies are successful with the majority of families.	There are many well-defined and largely successful strategies, but an identifiable group of parents is not being reached and/or these strategies are not being used in some portions of the school.	There is evidence that the school is working to develop well-defined and successful strategies and/or to spread their use throughout the school.	Few efforts are made to reach out to parents in order to meaningfully involve them in improving student outcomes.
Ongoing Dialogue	There is ongoing dialogue between families, partners, teachers, and school leadership around goals, roles, and respectful relationships. There is a process for meaningfully addressing family concerns that honors cultural and language differences.	There is ongoing dialogue, but goals and roles are not fully understood by all participants. There is a process for addressing family concerns, but it does not fully address cultural and language differences.	The school recognizes the need for ongoing dialogue and is taking steps to foster it. It has developed a process for addressing family concerns, but has not fully implemented it.	There is little or no effort to foster ongoing dialogue. Sporadic dialogue occurs, but only in crisis. There is no process for addressing family concerns. Families do not speak up because they fear it will impact their children's treatment in school.
Participation	There are multiple roles and opportunities for families and other partners to participate in the school, particularly in its academic programs. Family members and other partners are in the school on a daily basis. Participation is high.	There are multiple roles and opportunities for families and other partners to participate in the school. Family members and other partners are in the school on a regular basis, but participation is not as high as it should be.	There are some roles and opportunities for families and other partners to participate in the school. Family members and other partners are in the school periodically, and the school is working to create more opportunities to bring them in, but more roles and opportunities would probably increase participation.	There are few roles and opportunities for families and other partners to participate in the school and participation is low. Family members and partners are rarely in the school during the school day.
Strong Partnerships	The school has established substantial partnerships. All partnerships, (e.g., community-based organizations) support the achievement of the vision and mission of the school.	The school has established some significant partnerships in support of the achievement of the vision and mission of the school, but they could be strengthened.	The school has begun to establish partnerships, some of which strongly support the achievement of the vision and mission of the school. Some of the established partnerships do not support the vision and mission.	The school either has not established strong partnerships, or has accepted any and all partnerships offered without regard to their appropriateness to the vision and mission of the school.

# Chicago Public Schools

## Pathways to Achievement Self-Analysis Guide

In the early 1990s, the Chicago Public Schools launched a set of initiatives to support school development and accountability. Among those initiatives was Pathways to Achievement, a three-tiered process that was the major systemwide school-improvement initiative of the Chicago Public Schools aimed at improving student achievement. In its second iteration, as it is presented on the Annenberg Institute Web site (see sidebar), the focus was on providing resources and assistance to schools, as opposed to labeling or sorting them. A primary component of this was *self-analysis*.

The purpose of the self-analysis was to support and extend the internal capacity for analysis, reflection, and planning that led to change and continuous improvement. The self-analysis process focused on five pathways to improved achievement (student learning):

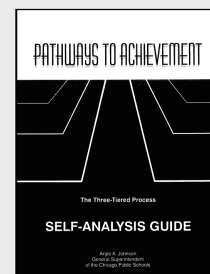
- School Leadership
- Parent and Community Partnerships
- A Student-Centered Learning Climate
- Professional Development and Collaboration
- A Quality Instructional Program

Each of these pathways was broken down into smaller areas that were supported by short descriptions and illustrations of best practice. These five pathways were intended to complement student-performance assessments and were viewed as working together to create the conditions for improved student learning.

This self-analysis process was the first step of an annual continuous-improvement cycle beginning in the fall and continuing in the winter, with school-improvement planning; in early spring, with budget planning; and in late spring, with student assessment and end-of-year school documentation. This cycle was to be the lever that helped schools improve.

### THE CHICAGO SELF-ANALYSIS PROCESS

*Pathways to Achievement: The Three-Tiered Process; Self-Analysis Guide*, a description of the Chicago self-analysis process, including standards of practice and performance indicators, is available on the Web at [www.annenberginstitute.org/tools/images/Chicago.pdf](http://www.annenberginstitute.org/tools/images/Chicago.pdf)



Today, the self-analysis process as presented here is no longer used, although several schools take part in an internal review as part of the Illinois State Board of Education's quality review process, with support and guidance from the Chicago Public Schools. Nonetheless, the standards of practice and performance indicators used in the self-analysis process may prove helpful and informative for schools conducting their own internal review.