

EQUITY QUALITY INDICATORS Scoring Guide

Scoring Rubric			
Beginning	Developing	Proficient	Advanced
1	2	3	4

Curriculum				
1. Do all students have access to challenging and rigorous standards-based curriculum?	1	2	3	4
2. Does early identification of students who are behind facilitate diagnostic information gathering, targeting instruction and intervention strategies?	1	2	3	4
3. Are students taught with on-grade level material?	1	2	3	4
4. How does the school ensure that every student has access to standards-based curriculum?	1	2	3	4
5. Are high expectations clearly communicated to all students?	1	2	3	4
6. For students who are below grade level, are there significant strategies in place to fill their knowledge gaps and to accelerate their performance up to the standard?	1	2	3	4
7. Are strategies for identifying and intervening for struggling students are fully articulated and effective?	1	2	3	4
Instruction				
8. How well are teachers trained, certified and prepared to teach their subject matters?	1	2	3	4
9. How often do teachers collaborate to adjust instruction for students in need?	1	2	3	4
10. How well does instruction develop academic skills and learning strategies for all students?	1	2	3	4
11. How well do teachers understand strategies for acceleration of student learning?	1	2	3	4
12. How well do teachers write across the curriculum?	1	2	3	4
13. How well is the climate for learning and motivation supported and effectively managed?	1	2	3	4
Assessment				
14. Are there multiple opportunities for success created by increasing the number of formative assessments?	1	2	3	4
Family and Community Involvement				
15. To what degree does the community foster a sense of belonging?	1	2	3	4
16. To what degree is the school community supportive?	1	2	3	4
17. To what extent is the school community inclusive?	1	2	3	4
Leadership				
18. Are teachers aware of the vision and mission of the school?	1	2	3	4
19. To what extent are decisions about academic achievement made on the basis of school data?	1	2	3	4
20. To what extent does school leadership promote the achievement of all learners?	1	2	3	4
21. To what extent does school leadership reflect the input of various	1	2	3	4

stakeholders (students, parents, community, mainstream staff)?				
22. How well does the school align with federal, state and district policies that seek to close the achievement gap?	1	2	3	4
Resources				
23. To what extent do struggling students have access to the same resources as other students?	1	2	3	4
24. To what extent does the use of resources demonstrate alignment with the mission and objectives of the school?	1	2	3	4
25. How often do stakeholders have input in the process of allocating resources (planning, coordination, monitoring and review)?	1	2	3	4
Data analysis				
26. How well are progress data from indicators, goals and benchmarks disaggregated and impact of strategies on target populations noted?	1	2	3	4
27. Do data determine short term needs and lead you to adaptive, short term goals?	1	2	3	4
28. How open is the community to feedback on past successes and failures throughout the district/school?	1	2	3	4
29. How well is data used to review and guide teacher placement and support effectiveness?	1	2	3	4
30. How effective is the school in identification of root causes of low performance?	1	2	3	4
31. How well does the school celebrate successes?	1	2	3	4
32. How well does the school train parents in the use of data?	1	2	3	4
Staff Development				
33. Is professional development targeted toward specific data driven goals found in the school improvement plan such as closing achievement gaps?	1	2	3	4
34. To what extent does staff learn from each other to help all students reach literacy including writing across the curriculum?	1	2	3	4
35. How well is collaborative scoring used to identify areas for teachers development?	1	2	3	4
36. To what extent does the school train teachers on power standards and clarify methods for the daily use of the standards?	1	2	3	4
37. To what extent does the school train teachers on performance assessments and clarify performance expectations?	1	2	3	4
38. To what extent does the school train its teachers to use and create formative assessments?	1	2	3	4
39. To what extent does the school train its teachers on the use of data, data teams and managing meetings?	1	2	3	4
40. To what extent does the school challenge its teachers, guidance counselors and staff to communicate high expectation?	1	2	3	4
Implementation				
41. To what extent does the school implement the targeted strategies to accelerate student performance?	1	2	3	4
42. To what extent does the school principal visit classrooms for support and data gathering on teacher needs?	1	2	3	4
43. To what extent do mid-course reflections lead to mid-course corrections?	1	2	3	4

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EQUITY INDICATOR: CURRICULUM			
1. Do all students have access to challenging and rigorous standards-based curriculum?			
BEGINNING	DEVELOPING	PROFICIENT	ADVANCED
Tracking exists. Higher level courses have under-representation from specific groups. Schedules do not permit student in lower levels in one area to take high level course in another. Remedial courses are not standards-based or on grade level. Opportunities for challenge are rare or limited for students who are performing above grade level.	Some tracking and obstacles to higher level courses exist. There are efforts to meet the needs of students who are behind and to challenge them to work at more challenging levels. Efforts are made to eliminate racial imbalance in upper level courses. Opportunities for challenge are rare or limited for students who are performing above grade level.	Students are challenged and have access to higher level courses. Presence of underperforming groups in higher level classes is proportionate to the general population. Acceleration strategies assist students who seek to catch up in areas where they struggle and students who wish to work above grade level.	Students are placed in grade level curriculum with support in areas of difficulty. No structural obstacles to higher level courses exist. Acceleration to the standards and beyond is the norm for all students.

EQUITY INDICATOR: CURRICULUM			
2. Does early identification of students who are behind facilitate diagnostic information gathering, targeting instruction and intervention strategies?			
BEGINNING	DEVELOPING	PROFICIENT	ADVANCED
Diagnosis of student performance levels is provides spotty feedback for designing student learning.	Diagnosis of student performance levels is mostly summative providing modest feedback which is used for designing and individualizing for some student learning.	Diagnosis of student performance levels is formative and summative providing useful feedback for designing and individualizing student learning.	Diagnosis of student performance levels is systematic formative and summative providing feedback used for designing individualized student learning plans.

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EQUITY INDICATOR: CURRICULUM			
3. Are students taught with on-grade level material?			
BEGINNING	DEVELOPING	PROFICIENT	ADVANCED
<p>Students are taught where they are at in terms of current performance.</p> <p>Students are moved at a pace that they are comfortable with.</p> <p>Students report being bored or disengaged.</p> <p>Curriculum is often developmentally beneath students.</p>	<p>Students are taught one level above where they presently perform.</p> <p>Students are moved at a pace that is challenging but realistic.</p> <p>Some students are engaged and find the curriculum relevant.</p>	<p>Teachers use scaffolding to assist students in learning on grade level material while filling gaps from past learning efforts.</p> <p>Students are engaged in relevant curriculum and learning.</p>	<p>Students are stretched to work at grade level and at an accelerated pace with clear improvement goals. Scaffolding and other support is used to help students reach challenging targets. Students are engaged and invested in developmentally appropriate learning and find the curriculum relevant.</p>

EQUITY INDICATOR: CURRICULUM			
QUESTION			
4. How does the school ensure that every student has access to standards-based curriculum?			
BEGINNING	DEVELOPING	PROFICIENT	ADVANCED
<p>Standards documents are made available.</p> <p>Little or no classroom support is offered to implement standards.</p> <p>Students do not know the standards.</p>	<p>Professional development is held on standards.</p> <p>Standards are posted in classrooms and shared with students</p>	<p>Professional development on the standards is supported by coaching in class. Students know the standards. Teachers teach with the standards in mind.</p>	<p>Professional development on the standards is supported by coaching in class and faculty meetings focus on integrating them into the classroom. Students know the standards and teachers use them.</p>

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EQUITY INDICATOR: CURRICULUM			
5. Are high expectations clearly communicated to all students?			
BEGINNING	DEVELOPING	PROFICIENT	ADVANCED
Expectations vary in different areas of the curriculum and from class to class. Summative test grades are the only effective feedback mechanisms in class.	High expectations are modeled and manifested in some classes and areas of the curriculum. Grades are not standards based. Feedback is sporadic.	High expectations are embedded throughout the curriculum. Meeting the standards is the focus of grading and instruction. Effective feedback mechanisms exist in class.	High expectations are modeled and manifest in challenging curriculum, multiple opportunities for meeting standards and effective feedback mechanisms in class.

EQUITY INDICATOR: CURRICULUM			
6. For students who are below grade level, are there significant strategies in place to fill their knowledge gaps and to accelerate their performance up to the standard?			
BEGINNING	DEVELOPING	PROFICIENT	ADVANCED
Acceleration is not clearly understood and limited collaboration occurs between teachers to make it happen. Students are not expected to make up for lost time.	Efforts to create acceleration are replacing typical remedial programming. Teachers seek ways to collaborate and try strategies for accelerating student performance.	Strategies for accelerated development are reviewed in collaborative teacher meetings and used in classrooms regularly.	Strategies for accelerated development are not only used in class but created in collaborative teacher meetings.

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EQUITY INDICATOR: CURRICULUM			
7. Are strategies for identifying and intervening for struggling students fully articulated and effective?			
BEGINNING	DEVELOPING	PROFICIENT	ADVANCED
No clear interventions are set for student identification and/or intervention. Identification of student needs and the application of interventions is done as deemed necessary by teachers.	Identification and intervention strategies are used by some teachers and departments.	Students are systematically identified if they are struggling or below grade level. Programs are in place for support with additional resources of time, materials and personnel.	Struggling students are systematically identified. Anyone below grade level is the focus of programming designed to accelerate. Support systems are student run and teacher supported.

EQUITY INDICATOR: INSTRUCTION			
1. How well are teachers trained, certified and prepared to teach their subject matters?			
BEGINNING	DEVELOPING	PROFICIENT	ADVANCED
Few teachers have certification and preparation in their current assignments.	Some teachers are certified in their current assignments and primary subject areas or grade levels.	All teachers are certified to teach in their subject areas and grade levels.	Teachers have national board certification in their primary areas of competency.

EQUITY INDICATOR: INSTRUCTION			
2. How often do teachers collaborate to adjust instruction for students in need?			
BEGINNING	DEVELOPING	PROFICIENT	ADVANCED
Only limited collaboration exists among staff. Interdisciplinary efforts are limited.	Collaboration occurs occasionally among staff. Interdisciplinary efforts are sporadic.	Collaboration is encouraged. Interdisciplinary efforts are coordinated and executed by teachers.	Collaboration is structured into staff meetings where interdisciplinary efforts are coordinated, executed and monitored.