

# Criterion 1: Equity & High Standards—Raising Student Achievement and Closing the Achievement Gap **SCHOOL ROP RUBRIC**

**Criterion Goals:** All students meet high standards. Race, class, language, culture, income, and gender do not predict academic success or failure.

Beginning	Emerging	Systematic	Sustainable Change
<b>Using the Cycle of Inquiry to raise student achievement and close the achievement gap</b>			
<p>Members of the leadership team are beginning to collect student achievement data, and some analysis of aggregate data is in progress. The school community may lack sufficient disaggregated data. Data analysis may reveal shortcomings in the data collection process. Teachers and the principal are beginning to look at disaggregated data to come to consensus about a problem statement and formulate an inquiry question about student achievement.</p>	<p>The leadership team and many teachers are collecting and using disaggregated baseline data to identify a student achievement problem with an academic focus and a target group of students. They are making plans to address the needs of their target students by providing teachers with professional development in the area of academic focus. Teachers are beginning to collect inventory data on teacher practice. Educators may be experiencing “data overload” and having difficulty focusing their reform efforts.</p>	<p>The leadership team and most teachers carry out the Cycle Inquiry in its entirety. Multiple sources of disaggregated student achievement data are used to make decisions about school academic focus, professional development, resource allocation, and support services. Teachers have come to consensus about what effective implementation of practices looks like and are collecting and using teacher practice data to measure the quality and effectiveness of their practice. After the school community has completed a full Cycle of Inquiry, the data reveal evidence of increased student learning and a narrowed achievement gap.</p>	<p>The leadership team and all teachers use the Cycle of Inquiry regularly. The school community regularly asks inquiry questions and is able to answer them and then refine its questions or compose new ones. Measurable goals for student achievement and teacher practice are being met. Teachers use multiple sources of disaggregated student achievement data in conjunction with teacher practice data to learn which teacher practices raise the achievement of target students. The school community uses this data to decide what support teachers need, hold teachers accountable, shape its next Cycle of Inquiry and determine the allocation of resources to raise student achievement and close the achievement gap.</p>
<b>Adopting and using standards for students</b>			
<p>The school community is creating a process for understanding and adopting standards and benchmarks. Educators are planning to align curriculum, assessments, and student support strategies with these standards.</p>	<p>The school community has adopted content and performance standards and some teachers are using them to design instruction and assessment, support strategies, and their Cycle of Inquiry.</p>	<p>The school community has formally adopted, prioritized, and most teachers are using content and performance standards in many subject areas to plan curriculum, the Cycle of Inquiry, and support strategies for all students. Assessments are aligned with the standards and teachers are able to identify the students not meeting standards. Teachers examine the standards and revise them as necessary to make them meaningful to the school community. Students are becoming familiar with the standards, including exemplars for their work.</p>	<p>Teachers, students, and parents understand and use a complete set of standards and aligned assessments. Teachers regularly examine and prioritize standards and make them accessible to all teachers, students and parents. The school community constantly inquires into the need for any changes necessary for each student to receive differentiated support and meet standards. The school community constantly evaluates the efficacy of any changes adopted.</p>
<b>Creating a school culture that promotes equity</b>			
<p>Though individuals are engaged with the issue, the school community has not yet begun a formal dialogue among staff about equity and closing the achievement gap.</p>	<p>The teachers are beginning to ask questions and talk about equity, raising student achievement, and closing the achievement gap. The staff has identified a target population, and some teachers are beginning to examine both their interactions with target students and the cultural barriers to learning posed by institutionalized racism. The leadership team is making plans to address these barriers through formal dialogue and professional development. They are making plans to increase awareness about students of color and respect among teachers, parents, students, and community members.</p>	<p>The school community is developing a common understanding that race, class, language, culture, income and gender should no longer be predictors of academic success or failure. They have agreed upon strategies, goals, and a timeline for raising student achievement and closing the achievement gap. As part of their Cycle of Inquiry, teachers are actively examining their interactions with target students and asking what instructional practices and aspects of their relationships might contribute to student skills gaps. School leadership provides professional development time for staff to discuss barriers to learning and how institutionalized racism may be reflected in instructional practices, curriculum, and structures at the school. The school community is exploring school structures and practices that promote equitable access to a sound education.</p>	<p>The school community has developed an explicit definition of equity and is beginning to meet its equity goals. The school community openly discusses institutionalized racism at the school and is working to increase awareness and respect among teachers, parents, students, and community members. The school community has set up school structures and practices that promote differentiated instruction and access to high-quality education. Lowest-achieving students are matched with the most qualified teachers. Curriculum and instructional practices are planned with particular attention to the lowest performing students.</p>

## Criterion 2: Depth—Change in the Classroom

**Criterion Goals:** Fundamental changes in teacher practice and school culture end in raising student achievement and closing the achievement gap.

Beginning	Emerging	Systematic	Sustainable Change
<b>Using the Cycle of Inquiry in the classroom</b>			
<p>The leadership team is developing a whole school Cycle of Inquiry and has informed teachers about first steps. Pockets of teachers are beginning to try new strategies aligned with their whole school focus. Teachers are beginning to understand the purpose of the Cycle of Inquiry and the importance of inquiry in the classroom. Teachers are acknowledging the need for better diagnostic data to identify the specific skills gaps of students. Support structures that support systematic teacher inquiry, such as collaboration time and peer coaching, are either inconsistent or not present at all.</p>	<p>Teachers are providing input on the first parts of the whole school Cycle of Inquiry, including problem identification, question-posing, goal setting, and strategy selection. Some individual teachers are beginning to use diagnostic assessments to identify skills gaps and are asking questions and collecting data about the impact of their practice as connected to the whole school cycle. Teachers are collecting inventory data about practices in place at the school and reviewing these in the light of research to identify gaps. Teachers are using new practices as part of the school reform focus, but are not systematically conducting classroom level inquiry into the effectiveness of their practices with their target students. The school is beginning to put systems in place that support inquiry, including collaboration time.</p>	<p>Multiple groups of teachers (often organized by grade level, department, or sometimes by topic area) are working together to conduct formal Cycles of Inquiry connected to the whole school Cycle of Inquiry. Teachers have identified target students and common research-based strategies for addressing their skills gaps. They have developed inquiry questions and are using multiple measures to collect data (including student diagnostic data and teacher practice data) on the effectiveness of their practice with the target students. These groups of teachers collaborate regularly to discuss their inquiry, share results, and learn from research and each other in order to change their practices to raise student achievement and close the achievement gap.</p>	<p>All teachers and all grade and department teams are conducting formal Cycles of Inquiry connected to the whole school cycle. Teacher inquiry is not viewed as an additional task, but the way of doing business at the school. Grade and department level teams collaborate regularly and are asking and answering questions about their practice as it relates to the achievement of their lowest performing students and are regularly meeting goals they have established. They have agreed on research-based practices that they use to address the skills gaps of their target group. They are investigating the effectiveness of their practice on a daily basis and, as a result, are raising student achievement and closing the achievement gap in their classrooms.</p>
<b>Differentiating instruction</b>			
<p>Teachers are aware of individual differences among students and are examining research to develop a greater variety of teaching strategies and curriculum materials that match a range of student needs, interests, and learning styles.</p>	<p>Based on research, initial data analysis, and classroom observation, teachers are beginning to investigate which strategies better meet students' individual needs, interests, and different learning styles. Teachers are beginning to see the connection between gaps in their own practice and gaps in student achievement.</p>	<p>Through the Cycle of Inquiry, peer coaching, and reflection, and a systematic review of research, teachers are examining the impact of their teaching practices on the achievement of their target students. As a result, most teachers are changing their practice to meet the needs, interests, and different learning styles of their target students. Moreover, the achievement of their target students is improving, as evidenced by multiple sources of data.</p>	<p>Through continuous use of the Cycle of Inquiry, all teachers are in the regular habit of examining their students' different needs, interests, needs, and learning styles. Teachers differentiate instruction using a range of research-based teaching strategies that engage every student in working hard at rigorous, engaging curriculum.</p>

*Criterion 2 Continued...*

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**Criterion Goals:** Fundamental changes in teacher practice and school culture end in raising student achievement and closing the achievement gap.

Beginning	Emerging	Systematic	Sustainable Change
<b>Participating in continuous professional development</b>			
Teachers are participating individually in self-selected subject matter projects, discipline-based workshops, or college courses. Groups of teachers are often working together to exchange teaching ideas in areas of common interest. Some teachers are active in networks and professional organizations that meet their individually identified needs. The school community is beginning to see the need to make connections between the focused effort and professional development priorities.	Teachers are beginning to join together in formal and informal collaborations—both within the school and Local Collaborative—to increase their knowledge and skills in curriculum and instruction. They are beginning to use student achievement data to make decisions about individual and collective areas for professional development. Some teachers are participating in formal learning communities and are beginning to share what they have learned with colleagues at the school.	The school community and Local Collaborative use student achievement and teacher practice data to make decisions about individual and collective areas for professional development. Outside experts are regularly and systematically used to increase the teacher expertise needed to address the skills gaps of the lowest achieving students. Many teachers are participating in formal learning communities and are using what they learn to adjust instruction for their lowest achieving students. There are systems in place for these teachers to systematically share what they have learned with other teachers at the school through observation and support. The school community is aligning all of its professional development resources to the school's focused effort.	The school community and Local Collaborative use the results of a full Cycle of Inquiry to make decisions about areas for professional development and outside expertise. They regularly use outside expertise to increase the teacher knowledge and skill in order to meet the school's measurable goals for student achievement and teacher practice. The majority of the school's available resources are being used for professional development.
<b>Developing relationships among teachers</b>			
Teachers are beginning to collaborate with colleagues. The focus of collaborative work and learning is on sharing best practices and learning about innovative practices from outside sources.	Teachers are occasionally collaborating in a variety of configurations within and across grade levels and disciplines. The focus of collaborative work and learning is reaching agreement about which practices to implement. Some systems for self-critique and reflection are emerging. Teachers have many informal ways of holding each other accountable for improvement, and are discussing the need for professional teaching standards.	The school community uses its resources to support long range, school-based professional development. Teachers are using regular collaboration time as a well-established strategy for honest identification of gaps, self-critique, and engaging in the Cycle of Inquiry. Teachers are identifying shared beliefs about best practices, which grow and change constantly as teachers and the school continue to learn. Collaborative structures are supporting new teachers. Teachers are beginning to use professional teaching standards to assess and guide their work and hold each other accountable.	The focus of all collaboration time is using inquiry to improve classroom practice. Based on honest identification of gaps, teachers are taking personal responsibility for results in their classroom—and collective responsibility for the quality, coherence, and effectiveness of schoolwide structures and teaching practices. Through a continuous use of the Cycle of Inquiry, teachers are asking hard questions, reflecting, and engaging in critique of both individual and collective practice, based on agreed-upon schoolwide professional teaching standards.

### Criterion 3: Breadth—Change in the School Community

**Criterion Goals:** All members of the school community—students, parents, teachers, administrators, district staff, school board members, and community members—understand the school standards, reform goals, and workplan. They accept responsibility for student progress, understand and participate in cycles of inquiry, and take collective action to make the school a vital place to teach and learn.

Beginning	Emerging	Systematic	Sustainable Change
<b>Involving the entire community in reform</b>			
<p>The leadership team is beginning to implement strategies to foster widespread participation of all teachers and keeps the stakeholders (teachers, students, parents, district, community members) informed as the initial parts of the workplan are implemented. Small pockets of teachers are participating enthusiastically in classroom and school reform efforts. Conflict among stakeholders is either not yet surfacing, or is surfacing and causing some amount of delay, difficulty, or confusion.</p>	<p>The reform effort is expanding from a few active pockets to many teachers, and some students and parents, who are participating in carrying out the school’s workplan, as well as in collecting and analyzing baseline data about its impact. The school’s work is beginning to reflect stakeholder questions and concerns. The work is beginning to impact more people and to call into question long-standing practices. The effort to focus means giving up some programs. As a result, conflicts may be arising which sometimes lead to helpful clarifications of the reform work and other times slow down the momentum.</p>	<p>Most teachers and many parents and teachers are actively participating in the reform effort. Stakeholder concerns are shaping the school’s workplan. Stakeholders are taking ownership of the school’s reform effort, and they are examining a large number of school policies, programs, practices, and structures. Teachers and the school leadership are beginning to hold each other accountable for progress toward meeting goals. Systems are in place so that new teachers and staff members can easily join the collaborative teacher culture and contribute new perspectives to the reform effort. Stakeholders view conflict as a natural part of the change process; teachers and other stakeholders are becoming comfortable and skilled at working through conflict toward common purposes and shared agreements.</p>	<p>All teachers are actively participating in the reform effort. A representative group of stakeholders is developing and implementing the workplan by providing input, feedback, and action toward raising student achievement and closing the achievement gap. Teachers and the school leadership are staying focused and holding each other accountable for progress toward meeting goals. Stakeholders view conflict as natural part of participation in school change; they are using it to identify problems, clarify priorities, and improve the teaching and learning environment. Improvements are shaping the learning context, including curriculum, pedagogy, assessment, professional development, leadership, governance, new teacher induction, and parent and community partnerships. Relationships with the district and the school board are resulting in site flexibility over decision-making and resources necessary to sustain the change process.</p>
<b>Focusing on parents of color</b>			
<p>The school community is implementing outreach and inclusion efforts to ensure greater participation and involvement among students and parents of color. The school community acknowledges the importance of learning about the perspectives and experience of parents and students of color to making school effective for all students.</p>	<p>The school community is beginning to use some effective strategies to expand participation in its reform efforts. Some perspectives of parents of color are beginning to be reflected in the workplan. Teachers are placing priority on building personalized partnerships with parents to improve instruction and raise achievement.</p>	<p>The school community has identified effective strategies for expanding participation in its reform effort. Parents and students of color are participating as partners with teachers and other stakeholders by influencing the rethinking, adjusting, and improving of the educational experience offered by the school.</p>	<p>Through active outreach, inclusion, and communication, stakeholders are regularly participating in all aspects of the school community and reform effort, including parent-teacher dialogues, the Cycle of Inquiry, governance, and accountability dialogues. Students and parents of color are essential and influential partners in improving educational experiences for students.</p>

## Criterion 4: Leadership—Developing Leadership

**Criterion Goals:** The principal and the leadership team build the systems, processes, and human capacity necessary to develop distributed leadership that can sustain the change process over time. Reform work is continuous and focused on changing teacher practice to raise student achievement and close the achievement gap. The school community works actively to take on challenges in its district and region.

Beginning	Emerging	Systematic	Sustainable Change
<b>Developing leadership among educators</b>			
The principal and some enthusiastic teachers are serving on the leadership team, a group that is taking primary responsibility for making decisions and developing a workplan. While the school community is using initial parts of the Cycle of Inquiry, the purposes of the parts of the Cycle are mostly unclear among those outside the leadership team.	Teachers are serving as important members of the leadership team. They are working to involve others in understanding the big picture of the reform effort and are taking some leadership roles in implementing major strategies from the workplan. This leadership team is taking primary responsibility for making decisions and is regularly using input from teachers and stakeholders.	Many school community members and teachers of diverse perspectives, grade levels and departments are serving on the leadership team. They are working to involve others in understanding the big picture of the reform effort and taking leadership roles in implementing strategies from the workplan. The principal and leadership team are designing new ways to sustain development of skilled and widespread leadership. The data and lessons derived from the Cycle of Inquiry determine leadership decisions and priorities.	Developing and maintaining leadership capacity is an ongoing priority. The principal and other leaders are modeling and supporting others to engage in dialogue about gaps and the development of a coherent set of strategies that will improve equity, raise student achievement, and close the achievement gap. Multiple Cycles of Inquiry are part of the school culture—and are being used as the guiding system for planning, decision-making, and accountability.
<b>Developing professional community among educators</b>			
Teachers are beginning to build learning relationships with colleagues. Professional development and relationships with particular support providers are topical, relatively short-term, or loosely connected to the focused effort.	The principal and leadership team view collective learning among teachers as central to improving student achievement. Consequently, they are developing collective learning relationships with support providers, networks, professional organizations, the Local Collaborative, and district to contribute to long-term and cohesive work on the focused effort.	Individuals, groups of teachers, and the school are maintaining several learning relationships with outside expertise to strengthen the work. These relationships encourage self-critique, assist in self-diagnosis and encourage the school to adjust its work based on data analysis. The school community is taking steps to ensure that all levels of support are coordinated, coherent, and tightly connected to the Cycle of Inquiry.	Teachers and school leadership are in the habit of building and maintaining learning relationships with carefully selected outside experts, including support providers, networks, professional organizations, consultants, and the district. The school community uses these learning relationships to meet new challenges and views them as integral to continuous improvement. There are systems in place to ensure that all levels of support are coordinated, coherent, and connected to the Cycle of Inquiry.
<b>Responding to district, community and state policies</b>			
The attention of the leadership team is focused on managing the school, its students, teachers, parents, and most immediate stakeholders. The principal and leadership team are working to build relationships among the most close-at-hand partners by responding to their concerns. Attention to the larger context for reform—district, community, and state policy systems—is of lesser importance.	The attention of the leadership team is focused on managing the school, parents, teachers, and students, and on making connections with Local Collaborative partners and other schools. The school leadership is creating time and ways for teachers to collaborate between schools. The school community is attempting to establish a mutually beneficial relationship with the district in order to gain both support and flexibility in the reform work.	The school’s context for reform is continually widening to include district and community. The school community is not only responding to these constituencies, but also beginning to manage them. The principal and leadership team are beginning to build agreements with the district about the district’s support for reform—including key issues like professional development, access to data, finding time for teacher collaboration, and delegating the authority the school needs to use its resources flexibly.	The school community is actively managing its context, which includes community, district, and state policy systems, to generate the resources and flexibility it needs for ongoing change. The school and the district have developed a relationship of mutual learning, accountability, and flexibility.
<b>Taking on a leadership role</b>			
The school community is not yet feeling ready to take on a leadership role beyond the school’s own reform work.	School staff is occasionally making presentations and sharing its reform work within the district and with schools in Local Collaborative activities.	The school community is regularly engaging in two-way learning by sharing its work within its Local Collaborative, within the district, in the BASRC network, and in the region.	The school community is playing multiple leadership roles—in the Local Collaborative, district, in BASRC and other networks, and in the region—to publicly share its progress and challenges, to learn from others to develop new partnerships, and to sustain their work.

## Criterion 5: Coherence and Focus—Staying Focused

**Criterion Goals:** Day-to-day school culture, norms, beliefs, structures, and skills for managing knowledge, including Cycles of Inquiry, innovation and continuous improvement. Effort and progress are constant on the part of educators, and they feel a sense of efficacy and accomplishment in the midst of the long-term change process.

Beginning	Emerging	Systematic	Sustainable Change
<b>Focusing on crucial problems and strategies</b>			
<p>The leadership team and some teachers are seeing a mixture of several challenging problems. They are working to sort among them and are selecting a specific problem about student learning to drive the Cycle of Inquiry. School staff is working to connect the activities outlined in the workplan to specific student needs and learning gaps.</p>	<p>The leadership team and many teachers are using tools to refine the focused effort as priorities and gaps in student achievement are identified. Teachers and the principal are just beginning to look at disaggregated data to help focus on which students are struggling and with which skills. Teachers and school staff are having difficulty selecting the few strategies with greatest promise for addressing problems. They are beginning to adjust the workplan in response to the issues and challenges raised by the school through data analysis, accountability dialogues, and ongoing reflection among teachers.</p>	<p>The school community is collecting and using disaggregated student achievement data to formulate a problem statement and to select strategies most likely to address the problems. Teachers, students, school staff, and the community are using data, tools, and inclusive dialogues to develop shared priorities for the work. The school community is continuously refining its focus and its workplan through a consistent use of the Cycle of Inquiry. Based on evidence of student achievement gains for the target students, teachers are researching new strategies and adjusting existing ones.</p>	<p>Through habitual use of the Cycle of Inquiry, individual teachers, groups of teachers, and the entire school community are continuously working together to uncover fundamental problems and issues to understand their root causes. They are adjusting time, strategies, and resources in order to continue those changes that are showing greatest impact on closing the achievement gap. The school community has the ability to document its own progress and to make its own case about where they are and what they need to do to improve student achievement.</p>
<b>Developing a cohesive Cycle of Inquiry and workplan</b>			
<p>The school community is planning and implementing new roles, activities, and elements of the workplan. The leadership team is recognizing the need to begin making connections between the parts of the Cycle of Inquiry, including the problem, inquiry questions, goals, strategies, and systems.</p>	<p>The parts of the school’s Cycle of Inquiry are beginning to show connections. The school community has identified major strategies, but they may not be clearly linked to addressing the problem statement or meeting the measurable goals. Goals for improving teacher practice may not be clearly connected to the goals for student achievement. Classroom inquiry may not be connected to the whole school Cycle of Inquiry.</p>	<p>The workplan shows clear thinking about what kinds of reform work might matter. The data and lessons derived from the school’s Cycle of Inquiry are helping to focus the work of the school. The school’s reform work is linked to a theory of action that connects problem statement, measurable goals, and major strategies. Goals for improving teacher practice are directly connected to the goals for student achievement. The whole school Cycle of Inquiry is connected to the classroom level cycles.</p>	<p>An explicit theory of action is guiding the reform work—that is, the school community is habitually using Cycles of Inquiry to link their problem statement, measurable goals, and major strategies. Inquiry at the school is connected at all levels. Data and lessons derived from the whole school and classroom Cycles of Inquiry are used to make all decisions, including those about curriculum, professional development, resource allocation, and accountability.</p>
<b>Aligning resources to raise student achievement</b>			
<p>The leadership team is considering budgets from several discrete categories of funds in relation to one another for strategic support of the workplan. The leadership team has not yet determined how it will reallocate resources to provide the time, personnel, or funding to implement some parts of the workplan.</p>	<p>The school community is thinking of resources as time, money, and people. They are using several categories of funds for strategic support of the workplan. The leadership is making plans to reallocate resources to provide the time, personnel, and funding to implement all of the necessary components of the workplan. Both people and time are being used in some creative ways.</p>	<p>The school community is regularly reviewing, adjusting, and aligning resources to increase the likelihood of positive impact on student achievement. They are thinking of resources as time, money, and people, and also as capacity (knowledge and skills) to raise student achievement and close the achievement gap. They are strategically aligning resources to support the workplan. The principal and leadership team are planning from “where they want to be” and then looking for matching resources, rather than planning from available funds.</p>	<p>Decisions reflect a clear understanding of the cause and effect relationship between resource use and student achievement. The school leadership has the authority to, and the habit of, aligning its resources with the goals and activities of the current workplan. They are using their funds, schedules, personnel, and staff development to provide coherent support for carrying out the workplan. The school community is focusing all available funds only on those activities that address student needs and identified reform work.</p>