

Pilot School Quality Review Element A: School-wide Instructional Focus

Element #1 is divided into 3 main areas that Pilot Schools value as reflective of strong instructional focus. Quality and delivery of instruction are aligned to the District’s Teaching and Learning Framework rubric. In addition, an open commitment to equity drives all aspects of the school, from teaching and learning, to leaderships, governance, and community engagement. All students are held to the same high expectations and all opportunities are open to all students. Whether small or comprehensive, Pilot Schools are expected to demonstrate personalized learning environments. Overall, a Pilot School should be able to demonstrate a strong focus on effective instruction and clear alignment of what is taught, how it is taught, and what is assessed, in a continuous cycle.

Elements	Emerging	Developing	Effective	Highly Effective
<p>A-1 Quality and Delivery of Instruction What is the school’s instructional focus for the year?</p> <p><u>Sample Evidence can be:</u></p> <ul style="list-style-type: none"> • Rubrics • Schoolwide classroom protocols • Performance Assessments • Student Work • Critical Friends <p>Review Team can request additional evidence if needed</p>				
<p>A-2.1 Educational Equity</p> <p>Key Indicators:</p> <p>a) All students have access to and are included in rigorous and relevant courses; extracurricular activities and college and career preparation.</p> <p><u>Sample Evidence can be:</u></p> <ul style="list-style-type: none"> • Course selection and enrollment is open to all types of students • School culture and environment are inclusive of all children, respectful of diversity, free of violence and conducive to learning. • School has a system and/or a team that identifies, monitors and provides support to students at risk. • Teachers responsible for inclusion receive training and support • Implements flexible co-teaching modalities and uses resource persons, assistants or mediators in the classroom and the school. <p>b) The school provides multiple opportunities and strategies for all students to achieve academic success.</p> <p><u>Sample Evidence can be:</u></p> <ul style="list-style-type: none"> • The curriculum is challenging and consistently integrates culturally relevant learning. 				

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<ul style="list-style-type: none"> • Teachers and staff demonstrate high expectations for students, so that participation in opportunities is not limited to a sub-group of students. • Teachers are trained to modify instructional strategies to meet the needs of different types of learners. • Teachers and staff connect students and families with the support necessary for academic success. • Opportunities and supports for academic help and interest-based learning during and beyond the school day (ex. after school programming and mentoring) are equitably provided to students. <p>c) All students are expected and prepared to perform at high levels. Disparities in achievement and outcomes among student groups and disproportionality in placement in educational programs are eliminated.</p> <p><u>Sample Evidence can be:</u></p> <ul style="list-style-type: none"> • Test scores and outcome data are comparable, regardless of race or poverty of students. • Participation and success in advanced coursework is not predictable by race and poverty of students. • Attendance, successful course completion, graduation, and dropout rates are not predictable by race or poverty of students. • All graduating students are college- and career-ready and supported to have a clear plan, beyond the IGP, upon completion of high school. 				
<p>A-2.2 Personalization</p> <p><i>Sample Guiding Questions:</i></p> <ul style="list-style-type: none"> • How does the school reach out to, include, and provide academic support to students who learn differently and/or experience difficulties in academic and social aspects of learning? • How does the school provide classroom differentiation and interventions, special education referral and services to students who have an Individualized Education Plan and identification of and services to English Language Learners? • How does the school assess individual student progress, create learning plans, and documents and communicate progress of students who need additional support? • How does the school support the development of student voice, provide leadership opportunities for students within the school, challenge students, and connect students to opportunities in the community? <p>Key indicators:</p> <p>a) The school has created many opportunities for small learning environments and personalization so that relationships are fostered among staff, students, and families.</p> <p><u>Sample Evidence can be:</u></p> <ul style="list-style-type: none"> • The school offers a safe environment for learning with clear expectations for positive behavior and interactions. • Student support services and staff exist within the school, including referrals for students to receive services, 				

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<p>student support meeting, and communication with staff and student support staff.</p> <ul style="list-style-type: none"> • Procedures exist and are followed to identify students' additional needs, including childcare, housing, health care, transportation, and counseling. • Title I, Special Education, English Language Learners services and support are equitably and adequately provided to all eligible students. • Enrichment activities, such as art, music, and recreation, are offered during school or after school. • There is a well-designed transition process for students graduating from the school (including for 5th to 6th and 8th to 9th grades, if applicable) that includes exposure to a variety of educational and occupational options and opportunities for support after a student leaves the school. • Educators build on students' prior knowledge to help them learn new skills and elicit input from students to design and reflect on class work. • Instructional practices are designed to meet a range of learners and are differentiated to meet the various needs and strengths of learners through different kinds of support and individualized instruction. • Student involvement in self-assessment and collaborative assessment is ongoing and supportive of motivation, responsibility and new learning. • Each student is formally connected to a staff member who monitors the student's overall progress and consistently communicates with the student and family. This staff member • meets with the student to craft an intervention plan if the student's attendance and/or performance drop. • Students routinely have school-sponsored opportunities to build positive relationships with adults outside the school. • Student voice is routinely listened to in the school through structures such as well-functioning student government or student council. • For middle and high schools, students are active members of the school's governing board. • There are opportunities for students to take on leadership roles in the school and in the community. <p>b) The school community is inclusive of multiple experiences and fosters a culture of mutual respect and appreciation among all staff, students, and families.</p> <p><u>Sample Evidence can be:</u></p> <ul style="list-style-type: none"> • Teachers and families know each other and have mutually positive relationships. • The school environment is inclusive, where students from various racial, ethnic, and socioeconomic communities and backgrounds, as well as students with disabilities, learn, work, and socialize together in integrated settings. 				

Pilot School Quality Review Element B: Group Quality

Pilot Schools practice purposeful staff collaboration wherein teachers share their best practices and work in teams. There is a commitment to a strong collaborative school culture with an emphasis on shared decision-making and shared responsibility for student achievement. Teams assume individual and collective responsibility towards professionalization of their work. Schools actively explore ways to change school culture and form strong partnerships with community organizations to expand student learning opportunities and support services. Teachers, school staff, parents and community members have expanded leadership roles, congruent with principles of distributed leadership.

Sample Guiding Questions:

- What strategies does the school employ to reach out to family and community members and engage them in ongoing efforts to improve student outcomes?
- What kind of community partnerships does the school have?
- How does the school staff encourage two-way communication with family and community members?

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<p>B-1. Community Engagement</p> <p>Key indicator: All families and community members are connected and engaged with the school community.</p> <p>Sample Evidence can be:</p> <ul style="list-style-type: none"> • Communication is meaningful and shared in a language and mode that is accessible to families. • Schools provide families with multiple ways to engage in the school community and the education of their child (Examples: family conferences, student presentations, and family workshops). • Parent leadership and participation in school decision-making and events reflects the diversity of the school community. • The school has opportunities, including groups, teams, and events, for families and community members to serve in significant roles towards fulfilling the school's vision and mission. 				

Elements	Ineffective	Developing	Effective	Highly Effective
<p>B-2. Community Partnerships</p> <p>Key indicator The school has established substantial reciprocal partnerships. All partnerships such as those with colleges, universities, community-based organizations, and industries support the achievement of the vision and mission of the school.</p>				
<p>B-3. Professional Collaborative Culture</p> <p>Key indicators:</p> <ul style="list-style-type: none"> a) School staff meets regularly in various groupings to look at student work and share practice. A culture of collaboration, shared practice, and reflection is evident. Examples of meeting structures include team and faculty meetings, leadership teams, and staff retreats. b) Collaborative practice includes ongoing analysis of the process implemented to achieve the school's outcomes. c) The school has an effective system to improve professional capacity, including classroom visitations by colleagues and/or external consultants to enable ongoing support and guidance to teachers. 				

Pilot School Quality Review Element C: Systemic Approach to Implementation of Autonomies

All Pilot Schools are granted autonomy over staffing, budget, curriculum and assessment, professional development, governance and school calendar/scheduling for students and staff. These autonomous areas are interrelated and are critical to the success of Pilot Schools. Pilot Schools are afforded more flexibility in order to be more innovative, and to empower teachers and engage the community. Although Pilot Schools are exempt from District policies they are required to follow State and Federal mandates, court orders and provisions from applicable collective bargaining agreements. A Pilot School leverages its autonomies to create conditions necessary to affect improved teaching practices and student learning.

Elements	Ineffective	Developing	Effective	Highly Effective
<p>C-1. Knowledge and Understanding of Autonomies</p> <p>Key indicators:</p> <ul style="list-style-type: none"> a) The school leadership, including administrators and teacher leaders, understands and uses the Pilot School principles and practices and areas of autonomy in budget, staffing, curriculum and assessment, governance, and school calendar to advance the vision and mission of the school. b) The rationale for the autonomy leveraged is clearly aligned to a specific goal with a measurable outcome and supports the school's vision and mission. 				
<p>C-2. Staffing Autonomy</p> <p>Key indicators:</p> <ul style="list-style-type: none"> a) The school has an EWA that was developed with substantial teacher input. b) The staffing plan is based on student needs and supports strategies employed by the school. c) The school has a formal, consistent, and publicly known process for supervising and evaluating staff performance. Feedback is appropriate, useful, and timely for improving practice. 				
<p>C-3. Budget Autonomy</p> <p>Key indicators:</p> <ul style="list-style-type: none"> a) Budget decisions are based on student needs and supports strategies that are aligned with the school's mission. b) Expenditures directly affect each student in progressing to proficiency in State standards. c) Allocations support implementation plan to reach achievement goals and benchmarks. 				
<p>C-4. Curriculum, Instruction and Assessment Autonomy</p> <p>Key indicators:</p>				

Elements	Ineffective	Developing	Effective	Highly Effective
<ul style="list-style-type: none"> a) Curriculum standards are developed from multiple sources, including the school, district, state, federal and other frameworks. b) The curriculum connects relevant experiences from the lives of students and their community to expanded opportunities to learn beyond their immediate surroundings. c) Students have opportunities for experiential learning outside of school such as internships, service learning experiences, and community projects, etc. that link back to the academic learning of their classroom. d) The school has adopted a consistent, school-wide approach to literacy that is evident across subject areas and demonstrated in classrooms throughout the school. e) The curriculum reflects connections across the content areas that demonstrate interdisciplinary learning. f) Effective teaching is evident across the school. Activities, materials, tools, and services are age, developmentally and culturally appropriate in accordance with high standards set by the curriculum. g) The school has developed a system of performance for learning of individuals and groups of students that provides ongoing documentation of student progress across multiple measures. h) Student performances of understanding, including portfolios and exhibitions, are part of the ongoing assessment of learning and as culminating presentations/exhibitions of study. i) The school uses data from classroom-based assessment and other achievement measure to develop and implement a plan for ongoing instructional improvement and improvement of student achievement. j) Documentation of student learning is shared with students, families, faculty, and in broader community settings as appropriate to create a recursive system of goal setting, review of progress, adjustment of instruction and celebration of learning. 				
<p>C-5. Governance</p> <p>Key indicators:</p> <ul style="list-style-type: none"> a) The school has a clearly defined governance structure, such as a governing board, administrative leadership team, instructional leadership team, faculty senate, family council, and student government. b) The governance bodies provide evidence of effective, collaborative decision-making that strengthens the school community. c) The governance structures are fully representative of roles in the school community. 				

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<ul style="list-style-type: none"> d) The school has a governing board that meets regularly, at least every two months. e) The governing board keeps the vision and mission at the center of the school’s decisions. f) The governing board has written by-laws that are up-to-date. g) The governing board has a publicly known process to select the principal and to provide principal evaluation input with final approval by the Superintendent in all cases. Feedback to the principal is useful and timely. h) The school leadership models well the use of data to inform curriculum, instruction, and assessment to assess school-wide needs and ongoing planning for improvement. i) Students, staff, and family members, not on the respective governance bodies, know how to bring issues to the governance bodies and are comfortable doing so. j) The respective governance bodies communicate effectively with the school community. Documentation, for example, agendas and minutes, of all meetings are posted publicly and in a timely fashion. k) The school has a collaborative process between administrators and teachers to update the Election-to-Work Agreement. The process is transparent to all staff. l) The school’s Election-to-Work Agreement has all the necessary requirements as outlined in the MOU language. 				
<p>C-6. School Calendar/Scheduling Autonomy</p> <p>Key indicators:</p> <ul style="list-style-type: none"> a) Scheduling autonomy is used to increase planning and professional development time for the faculty and to maximize learning time for students. b) Paperwork has been submitted and approved for all schedule changes. 				
<p>C-7. Fidelity to Pilot School Plan <i>(Schools should be ready to provide evidence or documentation to support any of the key indicators.)</i></p> <p>Key indicators:</p> <ul style="list-style-type: none"> a) The school has an action plan that is actively and regularly revisited by staff to ensure readiness for implementation. 				

Elements	Ineffective	Developing	Effective	Highly Effective
<p>b) A well-defined process to assess effectiveness of strategies identified in the plan.</p> <p>c) Faculty can easily discuss key elements of Pilot School Plan.</p>				

Pilot School Quality Review Element D: Building Capacity

Pilot Schools are interested in building capacity in the service of improving student performance. Building capacity is viewed as closely coupled with the accountability component wherein schools are motivated through collective accountability. Each member of the team has a responsibility linked to a specific role and there is mutual accountability. Moreover, Pilot Schools are held to higher levels of accountability in exchange for increased autonomy. Shared decision-making brings with it shared responsibility for student achievement and progress. The governing body and school staff must demonstrate the capability of carrying out the school plan, related timetables, and budget implementation while being fiscally accountable. Capacity building for Pilot Schools is categorized into four main components: human capital, social capital, program coherence, and resources.

Elements	Ineffective	Developing	Effective	Highly Effective
<p>D-1. Human Capital: The knowledge, skills, commitment, disposition, and intellectual ability of the members of the school's staff</p> <p>Key indicators:</p> <p>a) School has a highly dedicated staff that has a clear vision of the school's goals for their students.</p> <p>b) Teachers are highly committed to their students' success in school and receive support in various forms – through formal and informal mentoring, in-services, the assistance of support staff, and supplemental learning material.</p> <p>c) Teachers feel they would be supported in the future should they need additional help.</p>				
<p>D-2. Social Capital: The intangible network of relationships that fosters unity and trust within a school's staff</p> <p>Key indicators:</p> <p>a) The school reflects a strong team environment.</p>				

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<ul style="list-style-type: none"> b) Staff meets regularly to discuss instructional strategies, program implementation, student data, and other issues, whether through grade-level team meetings or by subject area. c) Formal structures are in place to facilitate collaboration (e.g. PD, PLCs, common preparation periods for teachers). d) Teachers feel that they all work toward common goals and everyone is ready to step in and support any member of the staff who is struggling. 				
<p>D-3. Program Coherence: The degree to which instruction, resources, and staff in the school are coordinated and integrated into a common framework</p> <p>Key indicators:</p> <ul style="list-style-type: none"> a) Teachers make efforts to align their instruction with that of their colleagues. b) The school has a system in place to identify struggling students and provide remediation and support services that are appropriate for their needs and aligned to the instructional and curricular programs already in place in the school. c) School uses benchmark testing data to identify struggling students in a particular area and provides target remediation on a one-to-one basis. d) School has a system of supports to challenge students for acceleration. 				
<p>D-4. Resources: How the school leverages all resources available and draws upon high level of social capital to support its mission and goals.</p>				

Performance Level Rubric

The PSQR Team will use the following guidance to select a performance level for each key action.

The quality standard for each performance level is based upon: the extent to which the PSQR Team finds multiple types ¹and multiple sources ²of evidence AND the extent to which the PSQR Team finds evidence of high levels of adoption and/or implementation of a practice or system.

Rating	Performance Level	Quality Standard
1	Emerging	Evidence indicates that the ideas are emerging. The key action is not a practice or system that has been adopted and/or implemented at the school.
2	Developing	Evidence indicates that the key action (including some indicators) is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be fully determined.
3	Effective	Evidence indicates that the key action (including most indicators) is a practice or system that has been adopted at the school, and is implemented at a level that is improving the school's effectiveness.
4	Highly Effective	Evidence indicates that the key action (including all indicators) is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a strong, significant or sustainable impact on the school's effectiveness.

¹ "Multiple types of evidence" is defined as evidence collected from two or more of the following: document review, stakeholder focus groups; and classroom observations.

² "Multiple sources of evidence" is defined as evidence collected from three or more stakeholder focus groups; two or more documents; and/or evidence that a descriptor was documented in 75% or more of lessons observed at the time of the visit.