

School Quality Standards

Quality Outcomes: *Ensuring Thriving Students & Healthy Communities*

Quality Indicators 1: *Quality Learning Experiences for All Students*

Quality Indicators 2: *Safe, Supportive, Healthy Learning Environments*

Quality Indicators 3: *Learning Communities Focused on Continuous Improvement*

Quality Indicators 4: *Meaningful Student, Family, Community Engagement/
Partnerships*

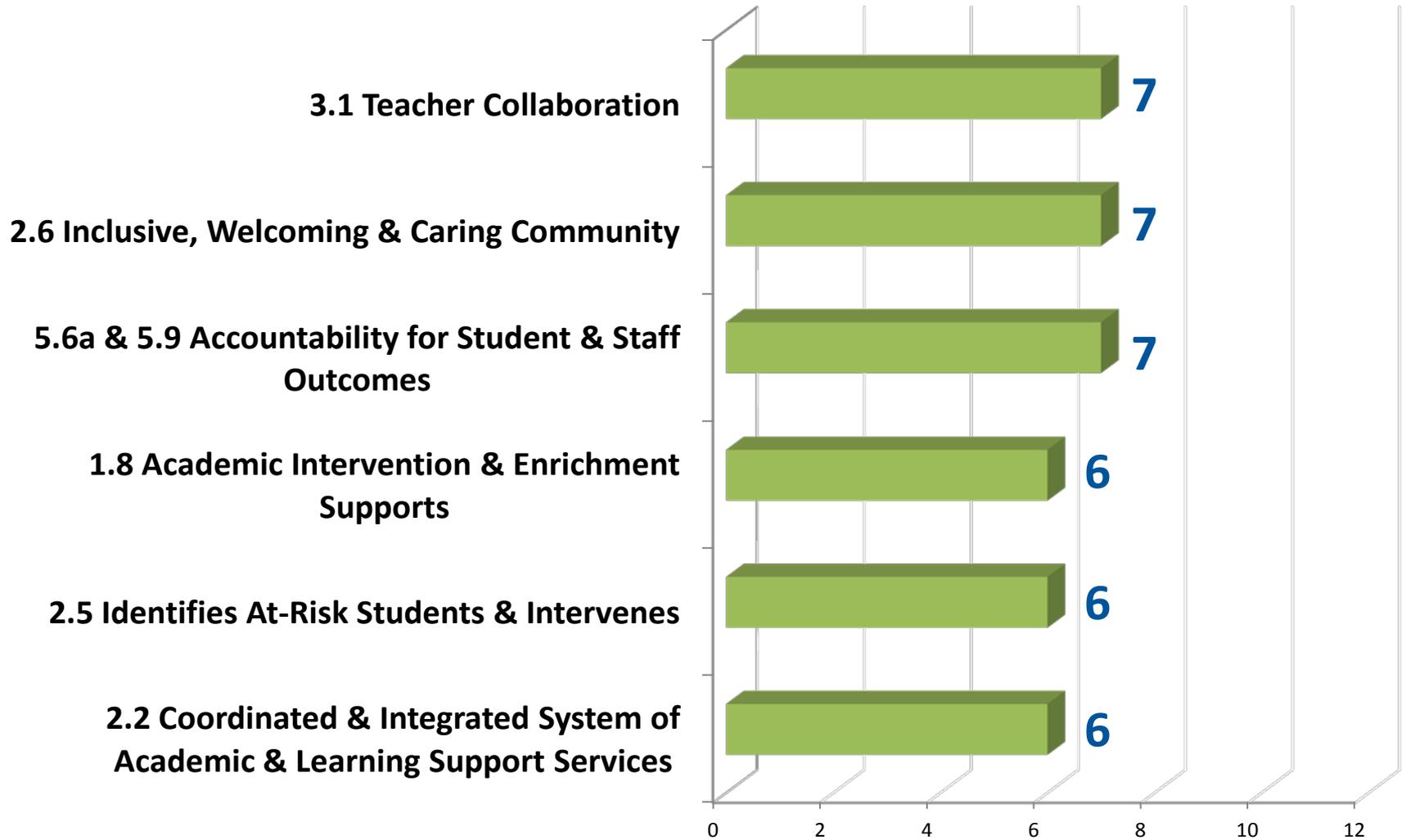
Quality Indicators 5: *Effective Leadership & Resource Management*

Quality Indicators 6: *High Quality Central Office In Services of Quality Schools*

Focus Standards 2011-12

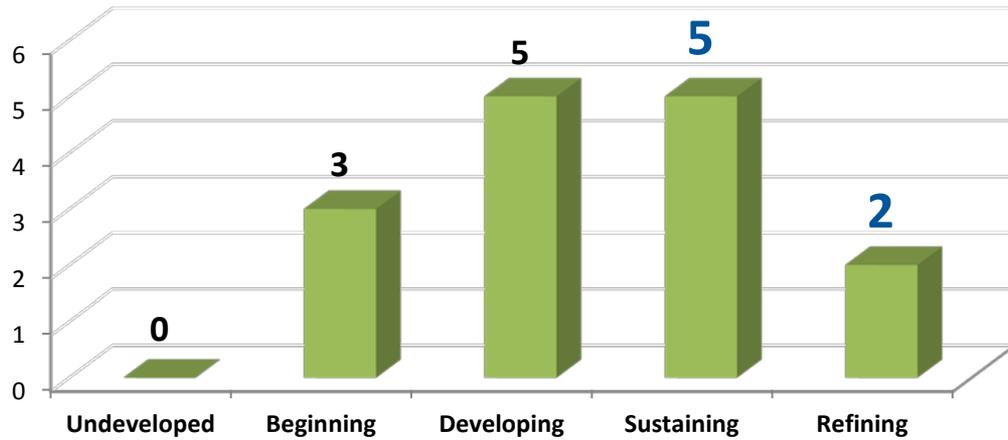
- 1.1 Meaningful & Challenging Curriculum
- 1.2 Safe & Nurturing Learning Experiences
- 1.4 Active & Different Ways of Learning
- 1.7 Students Know What They are Learning, Why, and How it can be Applied
- 1.8 Academic Intervention & Enrichment Supports
- 1.10 Equitable Access to Curriculum
- 1.11 College-going Culture & Resources
- 2.1 Safe & Healthy Center of Community
- 2.2 Coordinated & Integrated System of Academic & Learning Support Services
- 2.5 Identifies At-Risk Students & Intervenes
- 2.6 Inclusive, Welcoming & Caring Community
- 3.1 Teacher Collaboration
- 3.2 Data Collection & Analysis
- 3.4 Professional Learning Activities
- 4.2 Shared Decision-making
- 4.5 Student/Family Engagement on Student Progress
- 4.6 Family Engagement on Student Learning
- 4.7 Standards of Meaningful Engagement
- 5.5 Focus on Equity
- 5.6a & 5.9 Accountability for Student & Staff Outcomes
- 5.1, 5.2, 5.3, & 5.11 Shared Responsibility
- 5.6b Professional Learning
- 5.10 Organizational Management

High Development



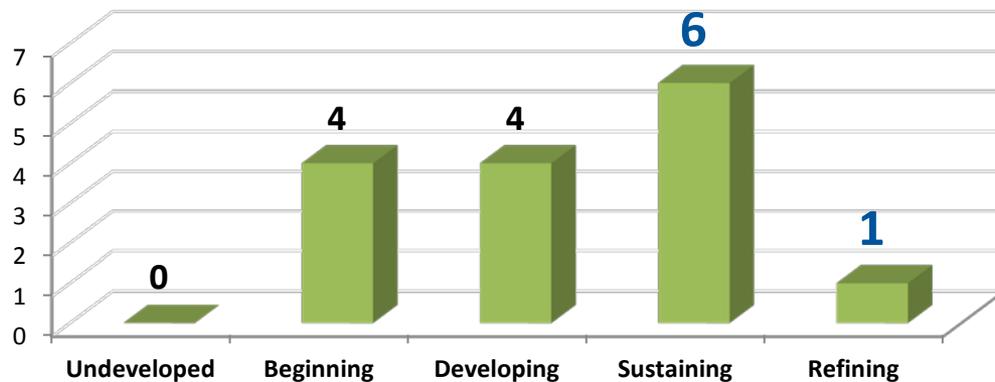
Ratings of **Sustaining (4)** or **Refining (5)**

3.1 Teacher Collaboration



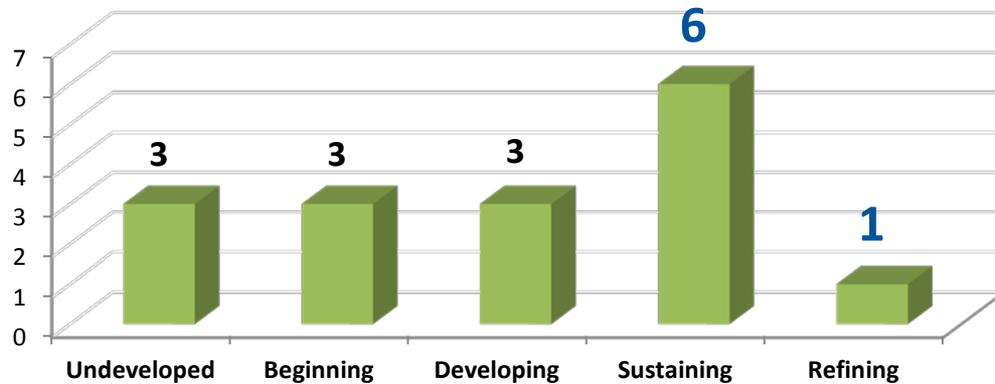
Standard	Sustaining
<p>Standard 3.1:</p> <p>Teacher Collaboration</p> <p><i>A quality school makes sure that teachers work together in professional learning communities focused on student progress.</i></p>	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <p>Most teachers collaborate to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.</p>

2.6 Inclusive, Welcoming & Caring Community



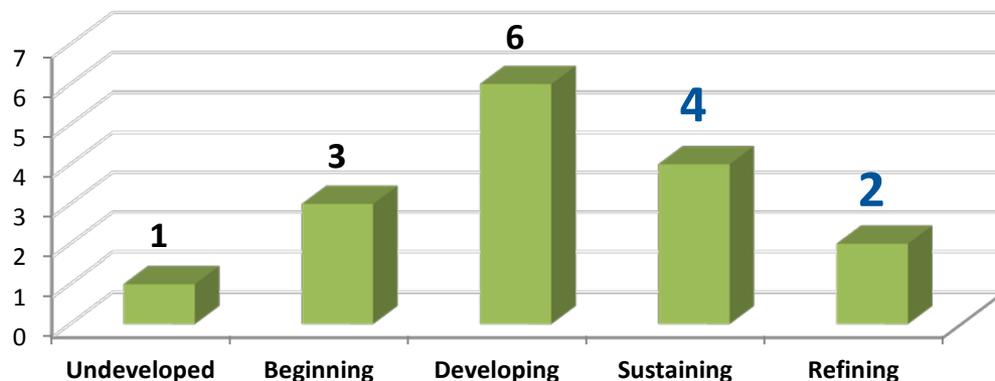
Standard	Sustaining
<p>Standard 2.6:</p> <p>Inclusive, Welcoming, and Caring Community</p> <p>A quality school creates an inclusive, welcoming and caring community which: 1. Fosters respectful communication among students, families, staff, and community. 2. Values individual and cultural differences. 3. Engages and partners with students, families, and community.</p>	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <ol style="list-style-type: none"> Students and parents trust staff. Students and their families are “known” by school staff. Procedures and practices support new students and their families to quickly feel like members of the school community. Procedures and practices support students to resolve and heal conflicts and “restore justice” to the school community. Staff, students, and their families demonstrate care for each other through recognition, encouragement, and efforts to build relationships across different individual/ cultural “lines”. Student-staff interactions, student-student interactions, and family-staff interactions are characterized by caring communication and by responsiveness to individual/cultural differences.

5.6a & 5.9 Accountability for Student & Staff Outcomes



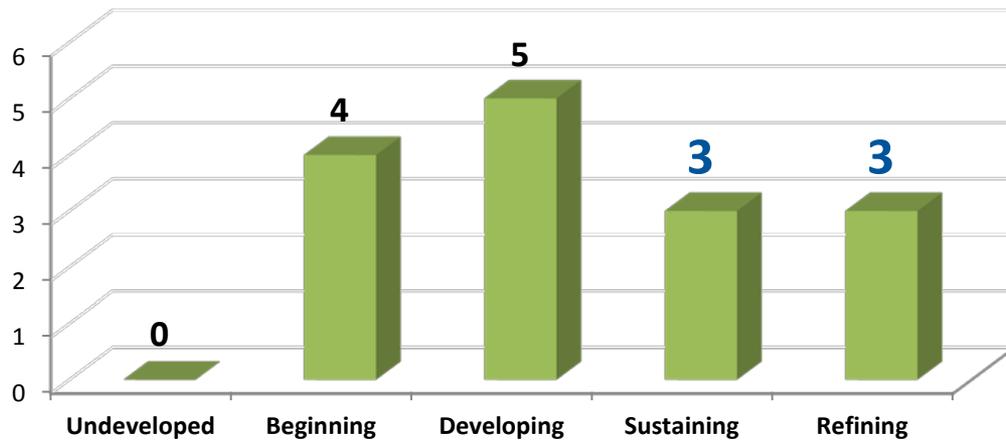
Standard	Sustaining
<p>Standards 6a and 9:</p> <p>Accountability for Student and Staff Outcomes</p> <p><i>A quality school has leadership that:</i></p> <p><i>6) guides and supports the development of quality instruction across the school to ensure student learning;</i></p> <p><i>9) collaboratively develops outcomes, monitors progress, and fosters a culture of mutual accountability.</i></p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <p>The school staff has developed student and staff outcomes, consistently monitor their progress, and exhibit mutual accountability.</p>

1.8 Academic Intervention & Enrichment Supports



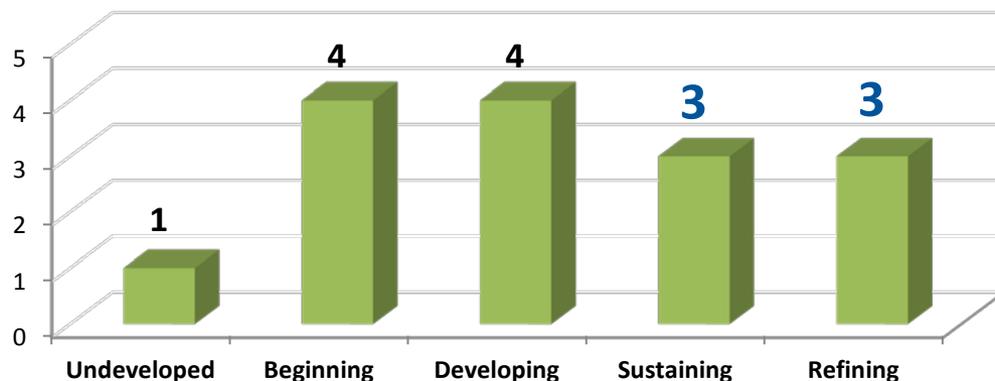
Standard	Sustaining
<p>Standard 1.8:</p> <p>Academic Intervention and Enrichment Supports</p> <p><i>A quality school provides resources and programs before, during, and after school that ensure that all students have the academic intervention and broader enrichment supports they need to be academically successful and engaged as a whole person.</i></p>	<p>There is strong and consistent evidence that the school provides the following:</p> <p>Strategies and systems—during and outside class—for</p> <ul style="list-style-type: none"> • identifying students who are struggling to meet expected learning targets, • identifying <u>why</u> students are struggling, and • referring them to the supports that address their need(s). <p>Strategies and systems—during and outside class—for</p> <ul style="list-style-type: none"> • identifying students who have (quickly) mastered expected learning targets, and • referring them to enrichment opportunities that extend their learning. <p>Strategies and supports—during and outside class—to serve the variety and volume of student needs (including 2nd language learning, special education, and 504 needs).</p>

2.5 Identifies At-Risk Students & Intervenes



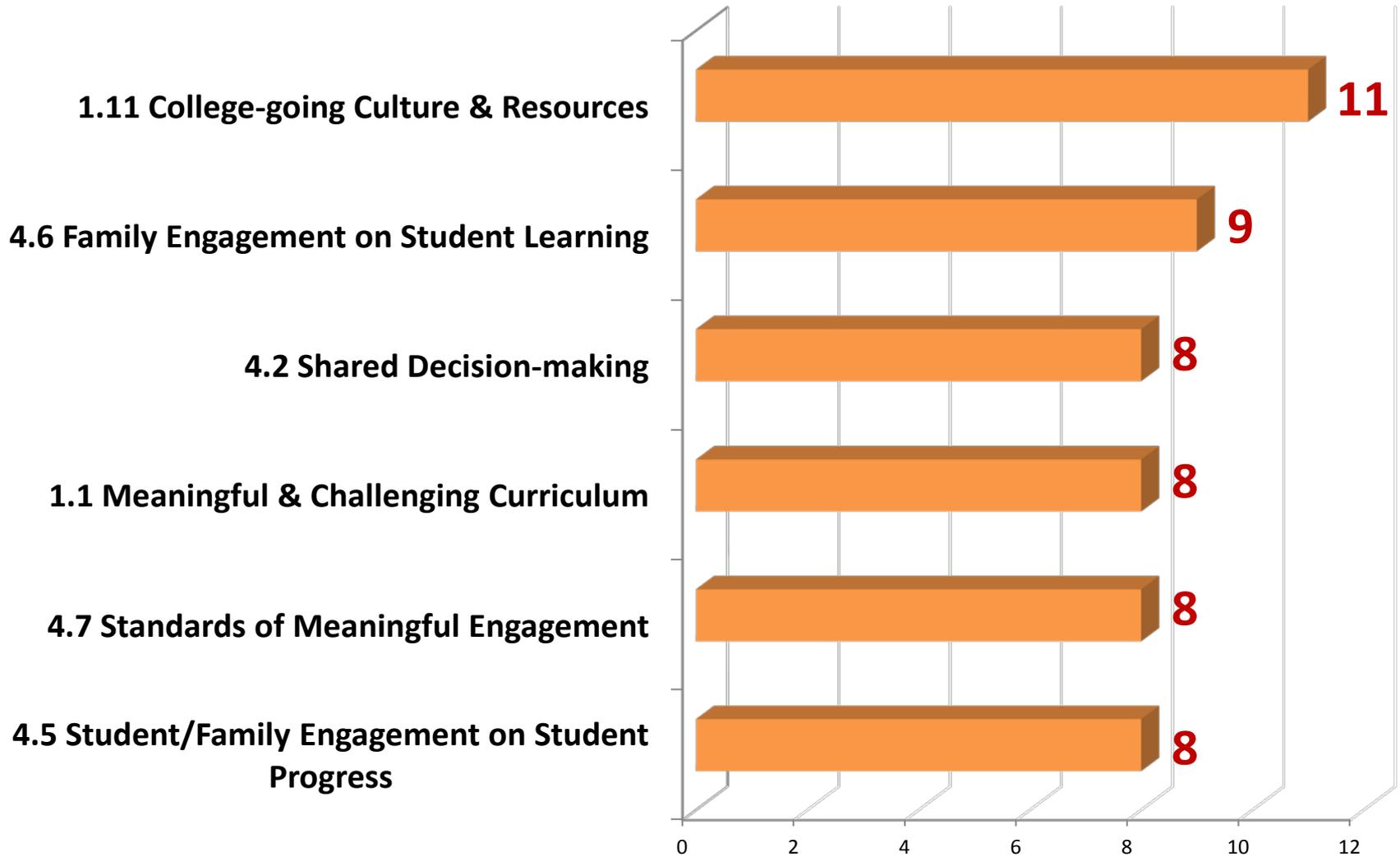
Standard	Sustaining
<p>Standard 2.5:</p> <p>Identifies At-Risk Students and Intervenes</p> <p><i>A quality school identifies at-risk students and intervenes early, to help students develop concrete plans for the future, to counsel them about college and career options, and to engage parents in this advising.</i></p>	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> • Strategies/systems are in place to identify students who are struggling and why they are struggling; to refer them to the supports that address their need(s); and to identify service gaps and seek resources to fill them. • Broad menu of on-site strategies, services and partnerships respond to student/family needs. • Teachers are part of these strategies/ services and/or work closely with these services to ensure student needs are met. • Strategies and/or organizational structures (e.g., houses, academies, etc.) provide social and instrumental supports for all students. Staff can modify these strategies/ structures to meet student needs. • Students and families know what services are available.

2.2 Coordinated & Integrated System of Academic & Learning Support Services



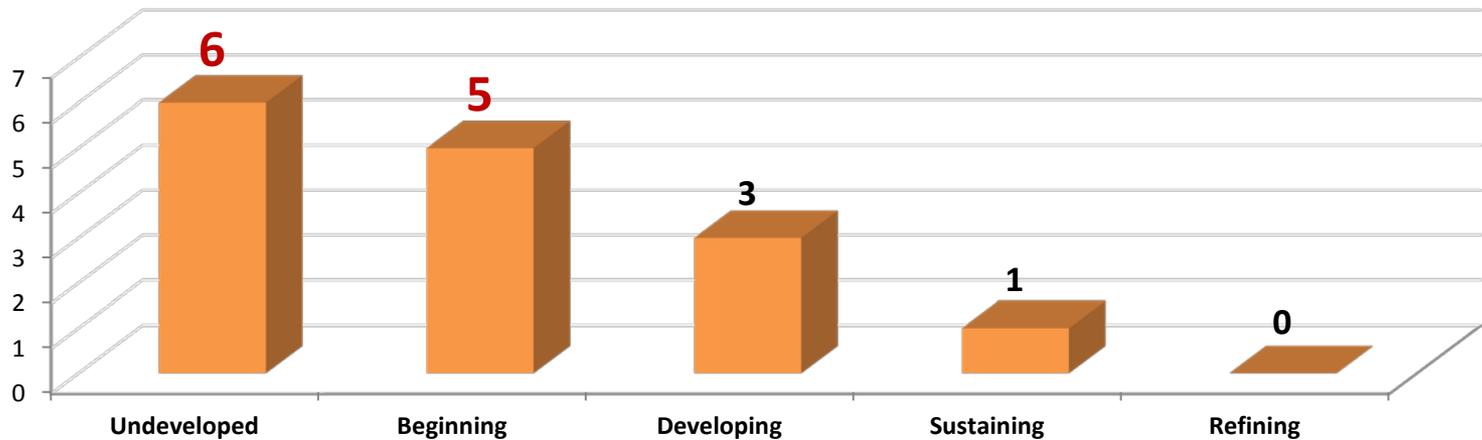
Standard	Sustaining
<p>Standard 2.2:</p> <p>Coordinated and Integrated System of Academic and Learning Support Services</p> <p><i>The four essential areas of focus are: 1) academic achievement and skill development; 2) health, safety, and social-emotional services; 3) youth and community development; and 4) parent, community and student engagement.</i></p>	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> • Strategies/systems are in place to identify students who are struggling and why they are struggling; to refer them to the supports that address their need(s); and to identify service gaps and seek resources to fill them. • Broad menu of on-site strategies, services and partnerships respond to student/family needs. • Teachers are part of these strategies/ services and/or work closely with these services to ensure student needs are met. • Strategies and/or organizational structures (e.g., houses, academies, etc.) provide social and instrumental supports for all students. Staff can modify these strategies/ structures to meet student needs. • Students and families know what services are available.

Low Development



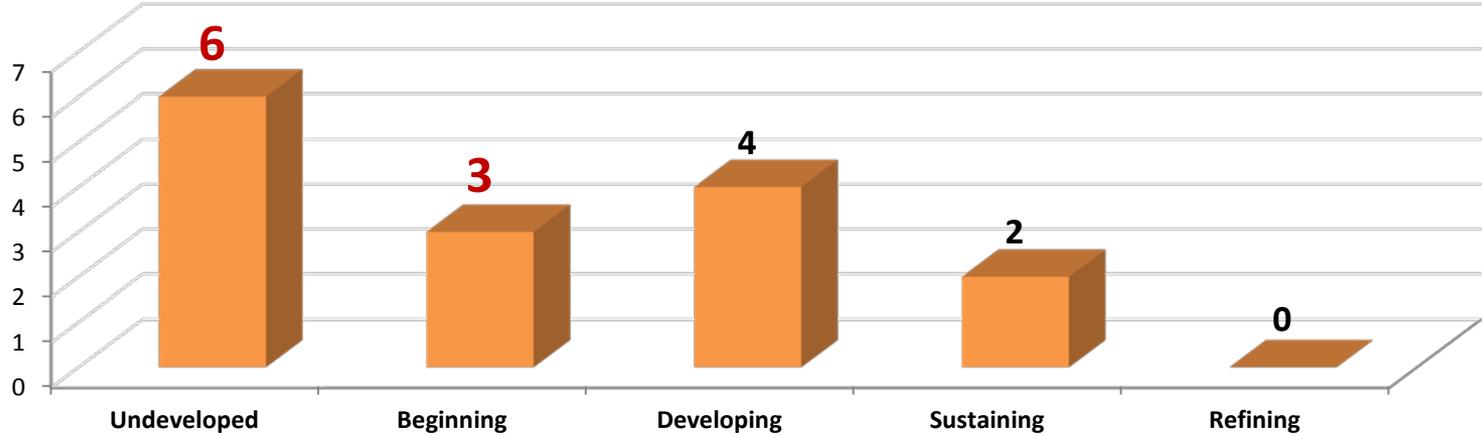
Ratings of **Undeveloped (1)** or **Beginning (2)**

1.11 College-going Culture & Resources



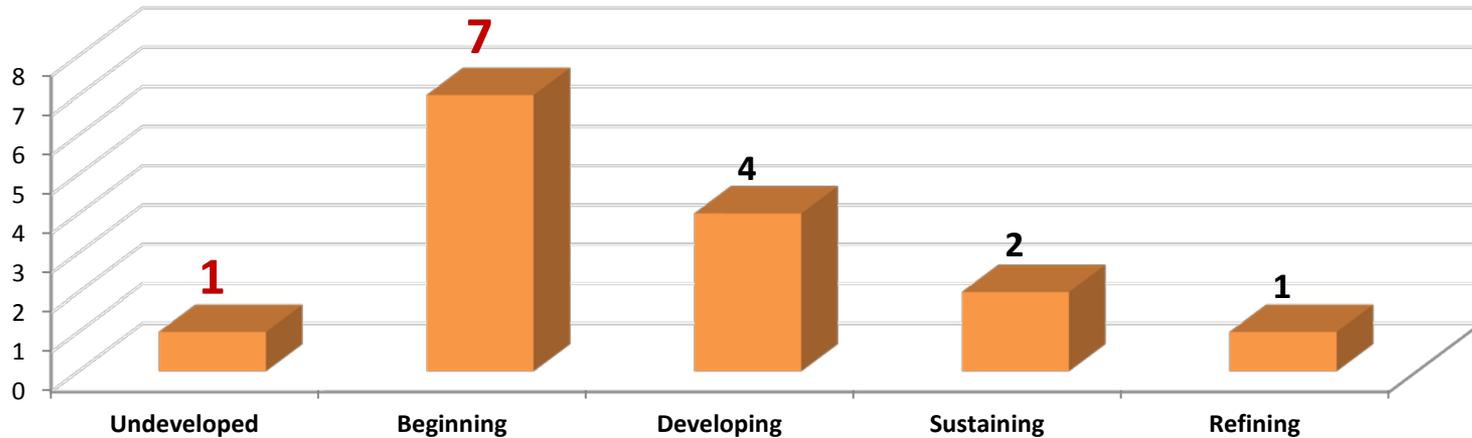
Standard	Sustaining
<p>Standard 1.11:</p> <p>College-going Culture and Resources</p> <p><i>A quality school has a college-going culture with staff and teachers who provide college preparedness resources to inform students and families about the importance of college, their college options, the entrance requirements, and the supports needed to successfully complete college.</i></p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> • Students connect how their learning in class prepares them for future college and/ or career opportunities • Students use college -preparedness resources to understand the importance of college, their college options, the college entrance requirements, and the supports needed to complete college. • Families have opportunities to use college -preparedness resources to understand the importance of college, their college options, the college entrance requirements, and the supports needed to complete college.

4.6 Family Engagement on Student Learning



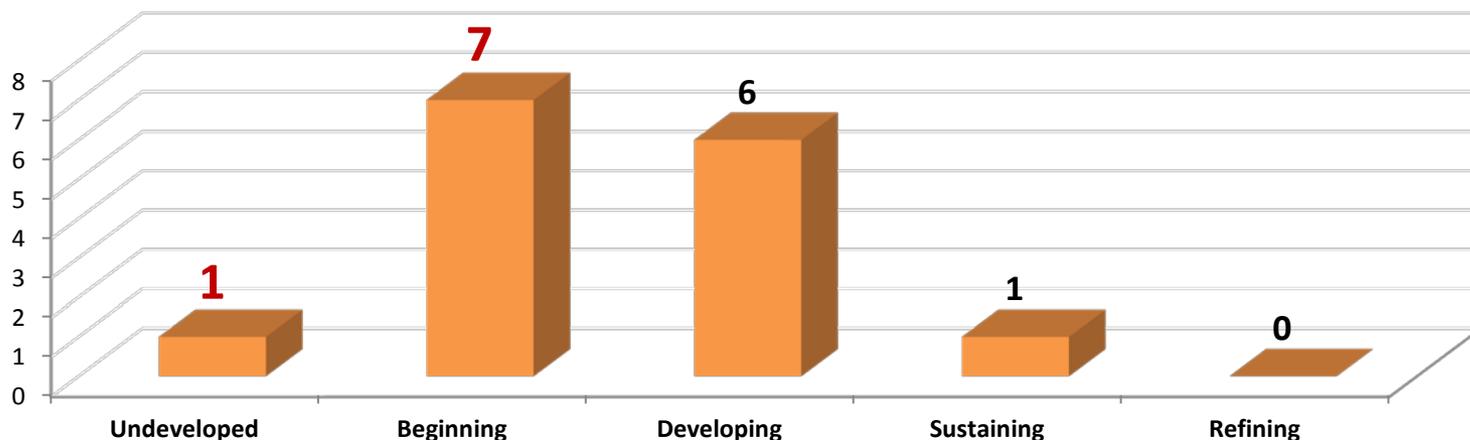
Standard	Sustaining
<p>Standard 6:</p> <p>Family Engagement on Student Learning</p> <p><i>A quality school provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to know, perform, and interact "well" (i.e. with quality); and what potential career/college pathways are before them.</i></p>	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> ▪ The school has multiple high-quality activities and strategies which engage families in knowing what their child is learning; why they're learning it; what it looks like to know, perform, and interact "well" (i.e. with quality); and what potential career/college pathways are before them. ▪ These strategies help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full understanding

4.2 Shared Decision-making



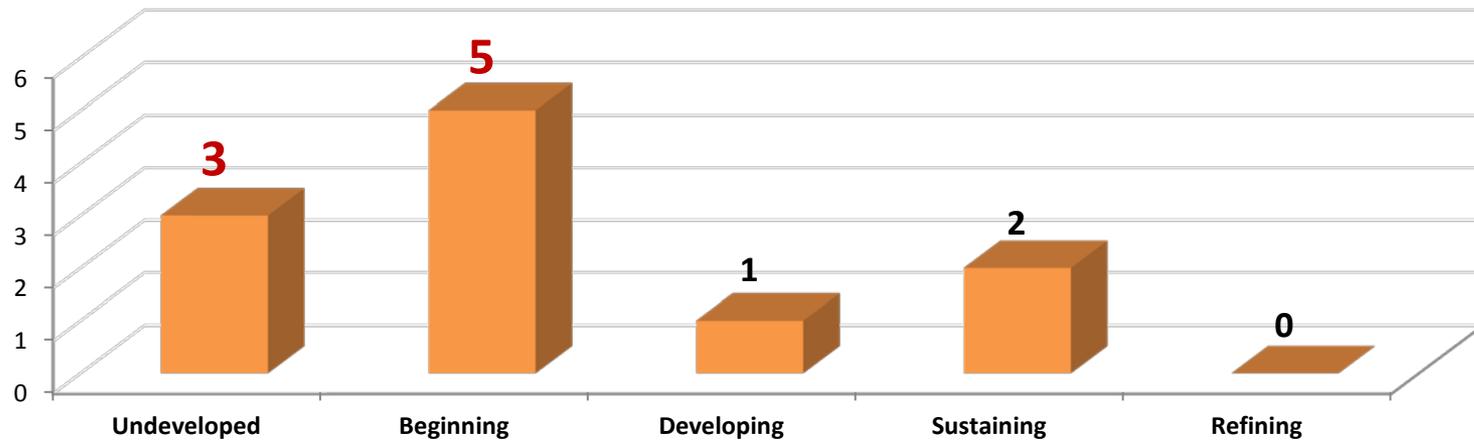
Standard	Sustaining
<p>Standard 2:</p> <p>Shared Decision-making</p> <p><i>A quality school shares decision-making with its students, their families, and the community, as part of working together in partnership.</i></p>	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> ▪ Students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans. ▪ The school has high-quality activities and strategies which build the capacity of students, families, and community to share in decision-making.

1.1 Meaningful & Challenging Curriculum



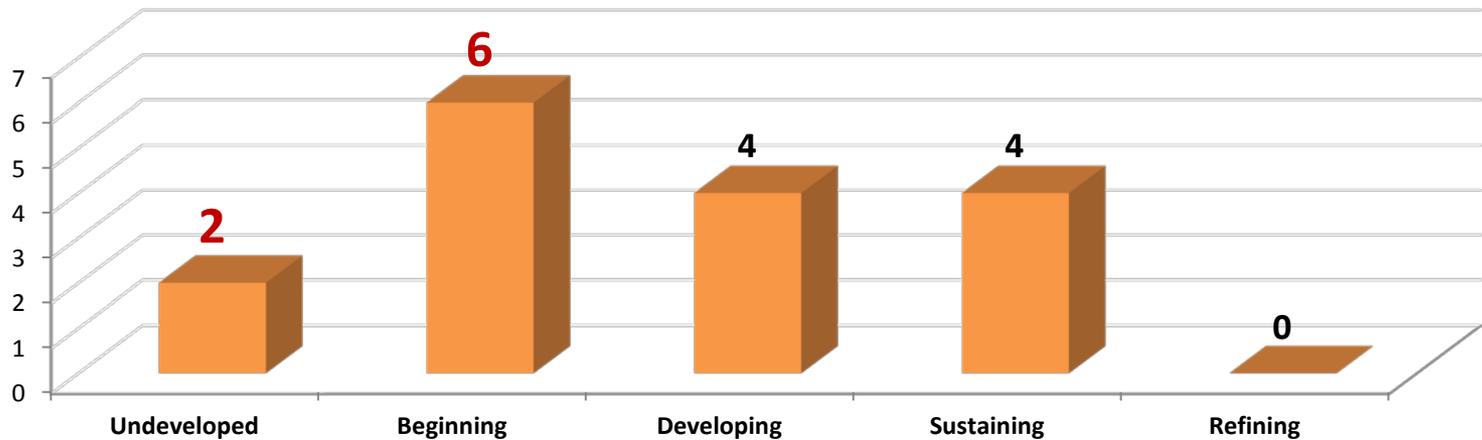
Standard	Sustaining
<p>Standard 1.1:</p> <p>Meaningful and Challenging Curriculum</p> <p><i>A quality school provides students with curriculum that is meaningful and challenging to them. Such curriculum is shaped by student input, targets their assessed learning needs, and takes advantage of their strengths and experiences. It educates them about their history and culture, and that of others. It shows how what is learned in school can help students to solve real problems in their lives.</i></p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> • Students connect prior knowledge/ skills/ experiences to new learning. • Students apply learning to questions or problems rooted in (connected to) their interests, goals, experiences, and communities. • Students use a range of critical thinking skills • Students use academic language and key vocabulary in speaking and writing • Curriculum targets the assessed learning needs of all students, including those not at grade level. • Curriculum provides every student with opportunities to be challenged and to be successful. • Curriculum reflects an academic push, from the adult, to have all students progress far and attain high levels of mastery.

4.7 Standards of Meaningful Engagement



Standard	Sustaining
<p>Standard 7:</p> <p>Standards of Meaningful Engagement</p> <p><i>A quality school builds effective student, family, and community partnerships by implementing standards of meaningful student and family/ community engagement, which are developed and approved by these local key stakeholders</i></p>	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> ▪ The school uses standards of meaningful student, family, and community engagement to build and assess the quality of its communications, meetings, and activities. ▪ These standards are developed and approved by the school’s key stakeholders.

4.5 Student/Family Engagement on Student Progress



Standard	Sustaining
<p>Standard 5:</p> <p>Student/Family Engagement on Student Progress</p> <p><i>A quality school works with students, their families, and the community, so they know well how the student is progressing and participating in the life of the school. The school uses strategies that help these groups overcome the language, cultural, economic, and physical barriers that can frustrate their full participation.</i></p>	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> ▪ The school has multiple high-quality activities and strategies which engage each student and their family in knowing how the student is progressing and participating in the life of the school. ▪ These strategies help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full participation.

SQR Ratings Matrix 2011-12

School Name	Type	Quality Learning	Safe & Supportive	Continuous Improvement	Stud/Family Engagement	Effective Leadership
1	E	3.4	4.8	4.0	4.0	4.6
2	E	3.4	4.5	4.3	3.5	3.7
3	E	3.2	4.3	4.0	3.5	4.2
4	M	3.1	4.5	3.0	4.0	4.0
5	M	3.0	4.0	3.7	3.8	4.0
6	E	3.4	3.5	4.7	2.3	3.8
7	E	2.7	3.0	3.7	2.8	3.3
8	E	3.4	3.0	3.3	2.0	3.3
9	E	2.6	3.3	3.0	2.0	2.8
10	M	2.9	3.3	2.7	1.8	2.7
11	M	2.2	2.3	3.5	1.2	2.7
12	E	1.6	2.5	2.3	1.5	2.0
13	M	2.0	2.3	1.7	2.0	1.8
14	E	1.9	2.3	2.0	1.8	1.8
15	M	1.7	2.0	2.3	1.3	1.3

LEGEND

0.0 - 1.5

1.6 - 2.0

2.1 - 3.3

3.4 - 4.0

4.1 - 5.0