

Rubric Nine: Charlotte Mecklenburg Schools Quality Review Rubric

Achievement - The school demonstrates high levels of academic achievement in the core subjects and the trend of achievement shows improvement at all grades for all students. The school uses available student performance data to take and adjust actions to

- The school's achievement results are comparable to those of similar populations of students in the district/state
- The school is achieving high standards or is improving based on NC ABC program expectations
- The school uses data to adjust student learning processes for ALL students (Achievement Levels I, II, III, and IV)
- Disparities in student achievement are being addressed
- The school addresses the specialized needs of students with disabilities
- The school addresses the specialized needs of students with Limited English Proficiency (LEP)

Curriculum - The curriculum is relevant and appropriate to the needs of all students, across all grades, and for all sub-groups in the student population.

- The curriculum and instructional programs are aligned to the North Carolina Standard Course of Study (NCSCOS)
- The curriculum is designed to meet the individual learning needs of all students
- The curriculum provides students with a broad range of learning experiences

Learning and Teaching - Student learning, progress, and standards are a direct result of challenging instruction and high quality teaching. Decisions are based on use of data and evidence.

- Students are making very good progress. The pace of learning is challenging and appropriate for their grade and level of achievement
- Students demonstrate a high level of time on task
- Students are given responsibility for, and are involved in, their own learning. They are provided with opportunities for independent thinking and problem solving
- Students respond well to opportunities for collaborative working
- Students respond to the high expectations for achievement set by teachers
- Teaching is aligned with the derived, written and posted NC Standard Course of Study (NCSCOS) objectives
- Teachers work collaboratively to plan lessons which are effective and improve instruction
- Teachers demonstrate sound knowledge, skills, and understanding of content/subject taught

- Teachers use questioning strategies that promote higher level thinking and problem solving
- Teaching reflects strategies that appropriately meet the needs of diverse learners
- Teachers use a variety of strategies, data, and information to assess all students' achievement of learning objectives. Information derived is used to inform instruction and make adjustments to teaching as necessary

Leadership & Management - The school has a high-quality leadership and management team with a clear vision, ambition, and goals; a focus on student achievement; a sense of purpose and high aspirations, and strategies which impact directly on students' learning.

Instructional Leadership

- The leadership and management team guides and supports continuous improvement in curriculum and instruction to promote student achievement
- The leadership and management team is visible in classrooms and planning meetings to coach and support staff. The Professional Learning Community (PLC) promotes collaborative practices.
- The leadership and management team sufficiently and strategically deploys instructional expertise to coach and support staff
- The leadership and management team monitors and evaluates the instructional program using multiple data sources. The PLC is aware of results and challenges

Strategic Planning and Vision

- The leadership and management team organizes time, people, and money based on a long term instructional vision for the school that is based on high expectations for all students and is driven by the school's specific needs (as reflected in the SIP)
- The leadership and management team defines specific responsibilities for staff at all levels consistent with this vision (as reflected in the SIP)

Capacity Building

- Working as a Professional Learning Community, the leadership and management team leads an effective instructional team, which supports and develops all teachers

Communication

- The leadership and management team demonstrates effective communication skills. This practice enables the school to run smoothly
- The leadership and management team represents the school and/or district appropriately

Management - Organizational and Operational

- The development of the school's master schedule is data driven and is structured strategically
- The leadership and management team demonstrates the organizational skills to manage the school
- The leadership and management team organizes and supports the use of technology

Learning Environment - The school has a safe and orderly environment and makes full use of its available resources, including technology, to directly impact student learning.

- The school environment is friendly, well-ordered, and welcoming
- The school's policies and practices ensure a safe, orderly, and secure school climate
- The Professional Learning Community is inclusive and cohesive
- There is a sense of identity and pride in the school
- Students show initiative, take responsibility, and contribute to the school community
- Students work in an atmosphere free from oppressive behaviors
- Students and teachers respond well to the school's effective measures to promote good attendance and behavior and to eliminate truancy and violence
- The school ensures that school rules and consequences are clearly defined, communicated, and understood by students, teachers, and parents
- The school maximizes its use of all available resources, including technology, to support student learning

Involvement of Parents/Guardians & the Community - The school has a range of regular, two-way methods for communicating with parents, guardians, and the wider community and takes steps to encourage active engagement in the education of their children and involvement in the life of the school.

- Communication between home and school is ongoing, two-way, and purposeful
- Parents/guardians receive quarterly progress reports which are clear, and useful in helping them understand their child's achievement levels as well as next steps in learning
- Parent/guardian involvement is solicited to enhance the work of the school
- Partnerships are fostered through positive collaboration with community stakeholders to support students' learning