

Rubric to Assess the Quality of Schoolwide Program

The following model was adapted from a rubric developed by the Iowa Department of Education to assess the quality of their schoolwide plans.

Comprehensive Needs Assessment		
Exceptional	Acceptable	Needs Revision
Includes a variety of data gathered from multiple sources.	Includes data gathered from two sources.	Includes data gathered from less than two sources.
Examines student, teacher, school, and community strengths and needs.	Examines student strengths and needs.	Examines student deficits.
School Reform Strategies		
Exceptional	Acceptable	Needs Revision
Strategies increase the quality and quantity of instruction, using evidence-based methods and strategies.	Increased the quality and quantity of instruction.	Increases neither the quality nor quantity of instruction.
Evidence-based reform strategies are directly aligned with the findings of the needs assessment.	Reform strategies aligned with the findings of the needs assessment.	Reform strategies are not directly aligned with the comprehensive needs assessment findings and do not reference evidence-based models.
Provides a detailed, enriched, and accelerated curriculum for all students.	Provides an enriched and accelerated curriculum for select students with plans in place to move toward all students.	Provides a basic curriculum.
Addresses the needs of all children in the school, but particularly those who are low achieving, and meets the needs of students representing all major student populations participating in the schoolwide program.	Addresses the needs of all children in the school, but particularly the needs of students of target populations participating in the schoolwide program.	Addresses the needs of select students and there is no clear plan in place that addresses how the school will determine if identified needs are met.
Addresses specific strategies that assist teachers in determining if student needs are met.	Briefly addresses how the school will determine if these needs are met.	Teachers are directed to meet student needs without specific strategies or approaches.
High Quality and Ongoing Professional Development		
Exceptional	Acceptable	Needs Revision
All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program included in the schoolwide program.	Most staff receive training toward meeting the needs of only select groups of students.	Some staff receives fragmented training unrelated to identified school needs.
All staff receives ongoing and sustained professional development aligned with the goals of the school improvement plan.	Most staff receive ongoing and sustained professional development mostly aligned with the goals of the school improvement plan.	Few staff receive professional development; it addresses their individual training goals and is not necessarily aligned with the goals of the school improvement plan.
Strategies to Increase Parent and Family Engagement		
Exceptional	Acceptable	Needs Revision
Specific strategies to increase parent and family engagement, based upon results of the needs assessment have been identified and implemented.	Specific strategies to increase parent and family engagement have been identified and implemented.	Specific strategies to increase parent and family engagement have not been identified or implemented.
Strong collaboration with community resources are evident.	Some collaboration with community resources are evident.	No collaboration with community resources are observed.
Parents are included as decision makers in a broad spectrum of school decisions.	Parents are included as decision makers in a limited number of school decisions.	Parents have no role in the decision making process of the school.
Collaboration is evident between the elementary school and preschool programs (i.e., state funded preschool, Head Start).	Collaboration efforts have begun between the elementary and preschool programs.	Collaboration and communication seldom occur between the regular elementary school program and preschool programs.

Specific strategies for helping students' transition into the elementary setting have been identified and implemented.	Some strategies for helping students' transition into the elementary setting are identified.	Specific strategies for helping students' transition into the elementary setting have not been identified or implemented.
Teacher Participation in Making Assessment Decisions		
Exceptional	Acceptable	Needs Revision
A team of teachers, administrators, and parents participate in the selection, use, and interpretation of school-based assessments.	Student performance is considered when modifying the school improvement plan.	Assessment decisions are made with little or no input from teaching staff.
Student performance drives modifications and improvements in the selection and use of school-based assessments.	Student performance is considered when modifying the plan; however, it does not always occur.	Student performance is not considered when making decisions about assessment.
Timely and Additional Assistance to Students Having Difficulty Mastering the Standards		
Exceptional	Acceptable	Needs Revision
The school has a well-defined process currently being implemented to identify students experiencing difficulty mastering the state's standards.	The school has a process in place to identify students experiencing difficulty mastering the state's standards.	No process is in place to identify students experiencing difficulty mastering the state's standards.
Timely, effective, and additional assistance is provided for students experiencing difficulty mastering the state's standards.	Effective, and additional assistance is provided for students experiencing difficulty meeting the state's standards.	Additional assistance is sometimes provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
Thematic, integrated instruction, designed to accommodate the needs of various learning styles, is provided.	Students receive some differentiated instruction while working with support staff.	All students are taught using the same methods.
Coordination and Integration of Federal, State, and Local Programs and Resources		
Exceptional	Acceptable	Needs Revision
The school has established its improvement plan based on need and uses all resources available to meet its goals.	The school has established its improvement plan based on need but plans to conduct a full inventory of its resources in order to carry out its goals.	The school has an improvement plan, but its goals are not always based on need, and there is uncertainty as to what the available resources are and how they can be used to address the goals.