

OSTW Application Scoring Rubric

<p>Academic Excellence: (1) High expectations for all students; (2) Alignment of instruction and curriculum to state standards; (3) Depth and real-world, connected learning; (4) Variety of challenging and engaging learning activities; (5) Variety of assessments; (6) Time and flexible scheduling; (7) Supports for students; and (8) Professional development based on student learning needs.</p>			
4	3	2	1
<p>Application provides very CONVINCING and STRONG <u>evidence to support its case</u></p> <p><i>School fully and completely addresses all dimensions. None are omitted or slighted.</i></p>	<p>Application provides fairly SUBSTANTIAL <u>evidence to support its case</u></p> <p><i>School's application substantially considers each dimension..</i></p>	<p>Application provides generally ADEQUATE <u>evidence to support its case</u></p> <p><i>School discusses each dimension in general terms.</i></p>	<p>Application provides MINIMAL or WEAK <u>evidence to support its case</u></p> <p><i>School discusses only some of the dimensions.</i></p>
<p>Application fully describes the programs offered and provides many pertinent examples and considerable detail to support its ratings on the Self-Study. Data thoroughly support assertions. School provides outstanding evidence that it offers a high-quality, state standards-aligned curriculum in all subjects to all students. Electives support and enhance core academics. Students are frequently assessed with a variety of assessments. Timely and meaningful feedback is provided to students. Instruction is highly differentiated on the basis of student needs. School is focused on rigorous teaching and learning. It creates an environment in which students are engaged, excited, challenged to think critically, and provided with many formal and organized opportunities to improve and enrich skills. Strategies for students' transition to high school are proven effective. Teachers ensure that each student develops postsecondary expectations. Teachers frequently collaborate in teams to evaluate student work, design interdisciplinary lessons, and reflect professionally on those practices proven to accelerate student achievement.</p>	<p>Application substantially describes the programs offered. School supports its ratings on the Self-Study. Data substantially support assertions. School provides substantial evidence that it offers a high-quality, standards-aligned curriculum in core subjects to most students. Electives may support academic skill development. Students are assessed on a regular basis, primarily with classroom assessments. Feedback is provided to students, and instruction may be differentiated on the basis of student need in individual classrooms. Most teachers are focused on rigorous teaching and learning and work at creating an environment in which students are challenged to think critically and are provided with informal opportunities to improve and enrich their skills. The school implements several "transition to high school" practices and most students develop postsecondary expectations and experience a challenging curriculum which prepares him/her for college. Teachers may be teamed and occasionally collaborate to evaluate student work, design lessons, and reflect professionally on those practices proven to accelerate student achievement.</p>	<p>Application generally describes the programs offered at the school and provides some details and examples. Data somewhat support assertions. School provides adequate evidence that it offers a standards-aligned curriculum, primarily in language arts and mathematics, to most students. Not all students may have full access to the core curriculum or to elective classes. Students may be assessed on a periodic basis with summative classroom assessments. Feedback provided to students may not be consistent across the school. Teachers work independently of one another and approach instruction, assessment and student achievement from autonomous classroom perspectives. Some teachers are focused on teaching and learning and work at creating a classroom environment in which students may be challenged to think critically and may be provided with opportunities to improve and enrich their skills. The school implements some "transition to high school" practices and some students develop postsecondary expectations. Teachers may collaborate informally to evaluate student work, design lessons and reflect on practice.</p>	<p>Application minimally describes the programs offered at the school. Important details may be missing. Application may not be responsive to the STW Self-Study dimensions. Data may be missing or does not support assertions. School provides minimal evidence that it offers grade-level, standards-aligned curriculum, instruction and assessment in the core content areas to all of its students. Not all students have access to the core curriculum or elective classes. It is not evident that teachers are focused on teaching and learning or that students are challenged to think critically. The school implements few if any "transition to high school" practices. There is minimal or no evidence that teachers work collaboratively to improve student achievement.</p>

Developmental Responsiveness: (1) Personalized for all students; (2) Access to comprehensive services; (3) Teachers who excite learning; (4) Socially significant and relevant to students’ interests; (5) Connections across disciplines; (6) Exploration; (7) Student voice and available adults; (8) Alliances with families; (9) Citizenship and service; (10) Co-curricular activities.

4	3	2	1
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<p>Application fully describes the programs offered and provides pertinent examples and considerable detail to support its ratings on the Self-Study. Data thoroughly support assertions. Strong and convincing case is made. School provides outstanding evidence that it respects and builds programs upon the developmental needs of young adolescents. School creates personalized environment to meet the needs of each student. Small learning communities create close, stable, relationships between adults and groups of students. Every student has an adult advocate. Physical, social, and emotional considerations strongly influence instructional practice and exploratory course development. Most teachers seek to foster student curiosity and creativity. Many opportunities for student voice, service, exploration, additional assistance, and co-curricular activities exist at the school. Most parents consider themselves partners in their child’s learning and are offered opportunities for involvement beyond fundraising. School provides access to a comprehensive and coordinated array of services to foster physical, social, emotional and intellectual development.</p>	<p>Application substantially describes the programs offered. Examples may focus on particular aspects of the school’s program. School supports its ratings on the self-assessment. Data substantially support assertions. School provides substantial evidence that it respects and builds its programs upon the developmental needs of young adolescents. The school works at creating a personalized environment to meet the needs of students. Most students have an adult advocate. Physical, social and emotional considerations generally influence instructional practice and exploratory course development. Many teachers seek to foster student curiosity and creativity. There are formal or informal opportunities for student voice, service, exploration, additional assistance and co-curricular activities at the school. Parents are welcomed to the school and encouraged to partner in their child’s learning. They are offered opportunities for levels of involvement beyond fundraising and many are involved at various levels. The school provides access to services to foster healthy physical, social, emotional and intellectual development.</p>	<p>Application generally describes the programs offered at the school and provides some details and examples. Data somewhat support assertions. School provides adequate evidence that it builds programs upon the developmental needs of young adolescents. Some teachers create individualized, personalized environments with their own classrooms. Some students have an adult advocate that they can turn to. Physical, social and emotional considerations may influence instructional practice and exploratory course development. There may be limited formal or informal opportunities for student voice, service, exploration, additional assistance and co-curricular activities at the school. It is not evident that the school actively welcomes or engages parents as partners in their child’s learning. Small groups of parents may participate in school governance and assist with special projects. The school provides some access to services that foster healthy physical, social, emotional and intellectual development.</p>	<p>Application minimally describes the programs offered at the school. Important details may be missing. Application may not be responsive to the STW Self-Study dimensions. Data may be missing or does not support assertions. School provides minimal evidence that it builds programs upon the developmental needs of young adolescents. A personalized environment and small learning community is not evident or is minimized by other considerations. Students do not have a formal or informal system of connecting with a caring adult.</p> <p>There are minimal or no opportunities for student voice, service, exploration, additional assistance and co-curricular activities at the school. It is not evident that the school actively welcomes or engages parents as partners in their child’s learning. Few if any parents participate in a meaningful capacity. The school provides minimal services to students that foster healthy physical, social, emotional and intellectual development.</p>

Social Equity: (1) No tracking – access to all; (2) Varied approaches to learning; (3) Adapts to meet student needs; (4) Equal access to all challenging classes; (5) Value of students’ cultures; (6) Student voice valued; (7) Parent participation; (8) Reward system; (9) Faculty diversity; and (10) Fairness and suspension data.			
4	3	2	1
<p>Application provides very CONVINCING and STRONG evidence to support its case</p> <p><i>School fully and completely addresses all dimensions. None are omitted or slighted.</i></p>	<p>Application provides fairly SUBSTANTIAL evidence to support its case</p> <p><i>School’s application substantially considers each dimension..</i></p>	<p>Application provides generally ADEQUATE evidence to support its case</p> <p><i>School discusses each dimension in general terms.</i></p>	<p>Application provides MINIMAL or WEAK evidence to support its case</p> <p><i>School discusses only some of the dimensions.</i></p>
<p>School provides outstanding evidence that there is equal access to a high-quality education for all students (i.e., boys, girls, ESL learners, students with disabilities). All students have classroom teachers of the highest professional quality and resources are allocated and distributed equitably. Faculty and administrators expect high-quality work from all students and are committed to helping each student produce it. Students who need extra help are identified and provided with appropriate interventions including tutoring, mentoring, after school classes, etc. Culture and linguistic diversity is respected and incorporated into the school’s culture. Classrooms are organized heterogeneously and there are no low-level programs into which students are tracked. The school continually works to adapt and modify its curriculum and programs to better meet the learning needs of students. All students are recognized for both cognitive and non-cognitive achievement. The school-wide system of discipline and rules are clear, fair and administered equitably. A review of the suspension/expulsion data raises no concerns and needs no further clarification.</p>	<p>School provides substantial evidence of equal access to a high-quality education for <u>most</u> students. Most students have classroom teachers of the highest professional quality. School works to allocate and distribute resources equitably. Faculty and administrators generally expect high-quality work from most students and provide opportunities for students to produce it. Students who need extra help are identified and provided with assistance opportunities. Culture and linguistic diversity are respected and showcased. Classrooms are generally organized heterogeneously. There are no low-level programs into which students are tracked. The school works to adapt and modify its curriculum and programs to meet the learning needs of students. Students are recognized for cognitive and non-cognitive achievement. The school-wide system of discipline and rules is clear, fair and administered equitably. A review of the suspension/expulsion data raises no significant concerns, but there may be need for further clarification of either the data or the underlying policies.</p>	<p>School provides adequate evidence that there is access to a high-quality education for some of its students (i.e. boys, girls, ESL learners, students with disabilities). Allocation and distribution of resources may not be equitable. Faculty and administrators may not expect high-quality work from every student. Specialized opportunities or supports may be available for students at the ends of the spectrum of learners (honors vs. students well below grade-level), but not for all students. Students who need extra help may be offered only limited assistance. Culture and linguistic diversity is noted and appreciated. Classrooms may be organized heterogeneously or homogeneously, and sometimes classes may be organized depending on subgroup needs. School may separate students into distinctive teams or learning groups based on their ability. Students are recognized primarily for cognitive achievement. The school-wide system of discipline and rules may not always be clear, fair or administered equitably. A review of the suspension/expulsion data may raise some concerns. There also may be need for further clarification of either the data provided or the underlying policies.</p>	<p>School provides minimal evidence that all students have access to high-quality classes and teachers. Allocation and distribution of resources may not be equitable. Classrooms may be organized haphazardly. Criteria for placement may not be consistent or equitable. There may not be a school-wide system of discipline with fair and clear rules of behavior and equitable consequences. Some subpopulations may have needs that go unmet or that are not recognized. Review of school’s longitudinal achievement data shows that significant groups of students may not be progressing at the rate that they need to. The school may track students and thus limit opportunity for students to move upward into higher tracks. School may have larger differences across subgroups in its suspension/expulsion data. Students who need help may have to wait long periods of time before they get assistance. Special Education students may not be fully integrated into regular mainstream program. ESL students may not be fully represented in the most rigorous (‘honors’) classes. A review of the school’s pattern of suspensions or expulsion raises concerns whether some groups of students are treated in a different manner than others.</p>

Organizational Structure/Process: (1) Shared vision; (2) Leadership responsibility; (3) Learning is community norm; (4) Professional development; (5) Connection to ‘system’; (6) Self-accountability; (7) Will to overcome barriers; (8) Connections to colleges/universities; and (9) Involves all stakeholders.

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<p>School provides outstanding and convincing evidence that the school and its district are organized to grow and sustain adolescent learning and achievement. The school is a “high-performing” community where everyone is learning all of the time (not just students, but teachers, parents, administrators, etc.). A common vision of what a high-performing school is and does drives school change. Shared and sustained leadership of all stakeholders propels the school forward and preserves its institutional memory and purpose. Everyone knows what the plan and vision are and works toward that end. The school sets high standards for itself and continually strives for improvement. The stakeholders (district, school, parents and community) hold themselves accountable for student success. The school and district collects, analyzes and uses data (from classroom assessment to state assessment), as well as research-based practices as a basis for decision-making and resource allocation. The school has strong established structures and collaborative processes in place to continue on-going improvement. The school is supported well by its district. School fully involves all stakeholder groups in the self-assessment process.</p>	<p>School provides substantial evidence that it is organized to grow and sustain adolescent learning and achievement. The school is a “high-performing” community where learning all of the time for everyone is highly valued. A common vision of the school is substantially reflected in the school’s programs. Shared leadership of many stakeholders moves the school forward and helps preserve its institutional memory and purpose. Stakeholders generally understand the plan and vision of the school and use this as the basis for improvement. The school holds itself accountable for students’ success. The school works on collecting, analyzing and using data (from classroom assessment to state assessment) for decision-making. The school has substantial processes in place to continue ongoing improvement. The school may or may not be well supported by its district office and it works diligently to adjust and compensate for resources and support that may not be allocated equitably. Many stakeholders involved in the self-assessment, but insufficient evidence to judge whether “all groups” were involved.</p>	<p>School provides adequate evidence that it is somewhat organized to grow and sustain adolescent learning and achievement. The school attempts to be a learning community. A common vision of the school may not be evident or be the visibly embraced basis for change and improvement. Leadership is limited to a few key stakeholders. The school may set high standards for itself, but may fall short because of limited participation of stakeholder groups. The school does not necessarily hold itself accountable for student success and may cite barriers as reasons. The school may collect data, but it may not use data effectively to analyze problems and develop data-driven decisions. The school has adequate processes in place to inch the school forward in the improvement process. The school may or may not be well supported by its district office and it may or may not work effectively to adjust and compensate for the lack of resources and support. Only leadership team is involved in self-assessment, not the whole school community.</p>	<p>School provides minimal or weak evidence that it is organized to grow and sustain adolescent learning and achievement. The school’s learning community is limited and there may be a non-collaborative or competitive culture. There is little evidence that a common vision exists or is understood by stakeholders. The school may set unrealistically high standards for itself and does not provide evidence that there is a structured path to reach its goals. The school does not necessarily hold itself accountable for student success and may cite barriers and many reasons why students cannot and do not achieve. The school gives little evidence that it collects and uses data effectively for decision-making. There is no or minimal evidence that there are processes and structures in place to affect change either at the school or district office. Unsure who was involved in the self-evaluation process or how they were involved.</p>

Evidence of Continuing Progress – Data History: High-quality middle-grades schools back up their claims to achievement by demonstrating a long-term pattern of continuing progress for all groups of students.

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<p>School provides strong and convincing evidence that it has a long-term history of increasing achievement for <u>all</u> of its students, including its English learners, special education students, both gender groups and all ethnic subpopulations.</p> <p>Evidence is provided that the achievement gap between subgroups has been declining steadily over time.</p> <p>School convincingly shows academic success in all core content areas including English Language Arts, Social Studies, Mathematics and Science.</p>	<p>School provides substantial evidence that it has a long-term history of increasing achievement for <u>most</u> of its students, including English learners, special education students, both gender groups and all ethnic subpopulations.</p> <p>Evidence is also provided that the achievement gap between subgroups has been declining over time.</p> <p>School shows substantial academic success in all core content areas including English Language Arts, Social Studies, Mathematics and Science.</p>	<p>School provides adequate evidence that it has had a positive pattern of increasing achievement over the last three years.</p> <p>Evidence is also provided that there has been some growth for most subgroups, but the achievement gap between subgroups may or may not be closing.</p> <p>School adequately shows academic success in all core content areas including English Language Arts, Social Studies, Mathematics and Science.</p>	<p>Application lacks sufficient detail to determine the achievement history of the school and/or review of the school’s achievement data shows a long-term pattern of limited growth.</p> <p>Significant groups of students may not be progressing at the rate they need to.</p> <p>School minimally shows academic success in all core content areas including English Language Arts, Social Studies, Mathematics and Science.</p>

Foci for School's Future Work: Ohio Schools to Watch are always in the process of becoming better, not in a state of being perfect.

4	3	2	1
<p>Application provides very CONVINCING and STRONG evidence to support its case</p> <p><i>School fully involves all stakeholders in the planning process.</i></p>	<p>Application provides fairly SUBSTANTIAL evidence to support its case</p> <p><i>Many stakeholders involved in the planning process, but insufficient evidence to judge whether "all" were involved.</i></p>	<p>Application provides generally ADEQUATE evidence to support its case</p> <p><i>Only Leadership Team is involved in planning process, not the whole school community.</i></p>	<p>Application provides MINIMAL or WEAK evidence to support its case</p> <p><i>Reader is unsure who is involved in the planning process or how they were involved.</i></p>
<p>The school provides convincing and strong evidence that it has a well-developed plan to guide its future work. The narrative actively addresses all areas of weakness identified through the STW self-study process and describes how the school will work toward improving these weaknesses.</p> <p>The plan is both well-grounded in current realities and far-reaching in its aims. The plan convincingly describes how the school will (over time) create a high-quality, student-oriented, standards-aligned, state-of-the-art learning environment.</p> <p>Application indicates that the school has a full understanding of the STW criteria and has well-articulated strategies for implementing these recommendations.</p> <p>The application provides outstanding evidence that the school has the capacity to carry out its plan. The school has the will and the desire to carry the plan to completion.</p>	<p>The school provides substantial evidence that it has a plan to guide its future work. The narrative actively addresses most areas of weakness identified through the STW self-study process and describes how the school will work toward improving these weaknesses.</p> <p>The plan may not be fully developed, but the school provides substantial evidence that the school could finalize such a plan within a few weeks if efforts were focused in that direction.</p> <p>The plan substantially describes how the school will (over time) create a high-quality, student-oriented, standards-aligned, state-of-the-art learning environment.</p> <p>The application provides substantial evidence that the school has the capacity to carry out its plan. The school has the will and the desire to carry the plan to completion.</p>	<p>School provides adequate evidence that the school has a general notion about where it wants to go in the future. The narrative generally addresses some areas of weakness identified through the STW self-study. Interim targets or final vision may not be fully developed.</p> <p>The plan generally explains how the school will (over time) create a high-quality, student-oriented, standards-aligned, state-of-the-art learning environment. There is evidence that the school may continue to make progress in the next three to five years.</p> <p>The application provides adequate evidence that the school may have the capacity to carry out its plan.</p>	<p>Application lacks sufficient detail to determine where the school is headed in the near future and/or review of the school's plan shows a limited understanding of what it means to work toward growth.</p>