

HIGH RELIABILITY SCHOOLS

LEADING INDICATORS BY LEVEL

Level 1 Safe, Supportive, and Collaborative Culture

- 1.1**—The faculty and staff perceive the school environment as safe, supportive, and orderly.
- 1.2**—Students, parents, and the community perceive the school environment as safe, supportive, and orderly.
- 1.3**—Teachers have formal roles in the decision-making process regarding school initiatives.
- 1.4**—Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- 1.5**—Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.
- 1.6**—Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.
- 1.7**—The school acknowledges the success of the whole school as well as individuals within the school.
- 1.8**—The school manages its fiscal, operational, and technological resources in a way that directly supports teachers.

Level 2 Effective Teaching in Every Classroom

- 2.1**—The school communicates a clear vision as to how teachers should address instruction.
- 2.2**—The school supports teachers to continually enhance their pedagogical skills through reflection and professional growth plans.
- 2.3**—The school is aware of and monitors predominant instructional practices.
- 2.4**—The school provides teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
- 2.5**—The school provides teachers with job-embedded professional development that is directly related to their instructional growth goals.
- 2.6**—Teachers have opportunities to observe and discuss effective teaching.



Level 3 **Guaranteed and Viable Curriculum**

- 3.1**—The school curriculum and accompanying assessments adhere to state and district standards.
- 3.2**—The school curriculum is focused enough that teachers can adequately address it in the time they have available.
- 3.3**—All students have the opportunity to learn the critical content of the curriculum.
- 3.4**—The school establishes clear and measurable goals that are focused on critical needs regarding improving overall student achievement at the school level.
- 3.5**—The school analyzes, interprets, and uses data to regularly monitor progress toward school achievement goals.
- 3.6**—The school establishes appropriate school- and classroom-level programs and practices to help students meet individual achievement goals when data indicate interventions are needed.

Level 4 **Standards-Referenced Reporting**

- 4.1**—The school establishes clear and measurable goals focused on critical needs regarding improving achievement of individual students.
- 4.2**—The school analyzes, interprets, and uses data to regularly monitor progress toward achievement goals for individual students.

Level 5 **Competency-Based Education**

- 5.1**—Students move on to the next level of the curriculum for any subject area only after they have demonstrated competence at the previous level.
- 5.2**—The school schedule accommodates students moving at a pace appropriate to their situation and needs.
- 5.3**—The school affords students who have demonstrated competency levels greater than those articulated in the system immediate opportunities to begin work on advanced content or career paths of interest.