

# School Checklist for Standards Implementation

- Collaborative meetings are routinely devoted to the examination of real student work compared to academic standards.
- There are schoolwide assessments administered to every student in the same class (secondary) or grade (elementary) at periodic intervals.
- Professional development is based on the analysis of teacher familiarity with and application of essential skills in standards-based instruction.
- Student performance in key standards is posted monthly or quarterly, with the “percentage proficient or higher” tracked during the year.
- Faculty agrees on the standards-based scoring of an anonymous piece of student work.
- The principal personally participates in evaluating student work with teachers.
- Students who do not meet academic standards receive immediate and decisive intervention, including tutoring and schedule adjustments.
- A review of the agenda and minutes of faculty meetings reveals an overwhelming focus on academic achievement and collaborative scoring of student work.
- Meetings are held jointly with other schools at least once a semester to ensure that there are comparable expectations for student achievement.
- The school schedule includes time for teacher collaboration for unit development.
- The school schedule includes time for teachers to observe peers.
- Teachers evaluate student achievement on the basis of performance compared to standards and not on the normal curve, any comparison to other students, or average performance during the grading period.
- Analysis of data – including test data, classroom assessments, and professional practices in teaching, curriculum, and leadership – are regularly reviewed. The building leader can readily articulate specific changes made since the previous semester that are directly related to this data analysis.
- The building leadership regularly identifies best practices, documenting in detail successful practice in teaching, curriculum, and leadership, and sharing it with all faculty members.
- The building leadership conducts a “weed the garden” exercise at least once a semester and can identify initiatives and activities that have been dropped in the past six months.
- The school analyzes data at the level of classroom and building to analyze the relationship between teaching, curriculum, and leadership indicators and student results.
- School goals are data-driven, regularly measured, and stated in language understood by faculty and students.