SCHOOL STANDARDS DIAGNOSTIC

LEARNING CAPACITY DOMAIN

Instructions

Completing the Standards Diagnostic
The Standards Diagnostic for the Domain should be used as a guide during the Engagement Review Team's deliberations for each Standard and Key Concepts in order to rate the rubric. The Lead Evaluator enters the team's decisions for the ratings for each Standard once the team has completed its deliberations and determined the score for each level of the rubric. Teams should complete their deliberations for the ratings for each Standard as a whole team, not in smaller Domain groups. Team members should not individually score the Standards.

Evidence Notes
The team should enter a brief summary of the evidence and results used for decision-making along with any additional notes for how the Standard was rated in the evidence notes section. The evidence notes do not need to be in a narrative format, but should contain sufficient information to provide the Lead Evaluator with evidence to assist in the writing of the Engagement Review Report.

Team members will also need a copy of the i3 rubric for use with the Standards Diagnostic.

LEARNING CAPACITY DOMAIN

2.1 Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.

Key Concepts:
- Personalized and equitable learning opportunities are provided for all learners to develop skills and achieve content and learning priorities (Engagement)
- Implementation of instructional strategies is monitored and adjusted to ensure all learners have personalized and equitable learning opportunities to develop skills and achieve content and learning priorities
- Data are collected, analyzed and used to measure results and improve equitable opportunities for learners to develop skills and achieve content and learning priorities (Results)
- eProve™ Effective Learning Environments Observation Tool® (eleot®) data from the review (Results)
    - A1. Learners engage in differentiated learning opportunities and/or activities that meet their needs
    - A2. Learners have equal access to classroom discussions, activities, resources,

technology and support
- B2. Learners engage in activities and learning that are challenging but attainable
- B3. Learners demonstrate and/or are able to describe high-quality work
- D3. Learners are actively engaged in the learning activities
- D4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments
- E1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored
- Longitudinal results are used to demonstrate growth and improvement in providing equitable opportunities for students to develop skills and achieve content and learning priorities (Sustainability)
- Personalized and equitable learning opportunities are embedded and supported throughout the institution (Embeddedness)

Potential Evidence and Results to Review:
- Analyzed institution eleot data
- Analyzed inventory results related to personalized learning and/or high expectations for learning
- Documentation of personalized learning activities, such as lesson plans, project plans, student work
- Institution's learning expectations for all students
- Results of data from assessments related to students' personalized learning experiences
- Professional learning activities related to personalized and equitable learning strategies
- Observations of evidence of personalized learning activities posted in the hallways and classroom areas

EVIDENCE NOTES:

2.2   The learning culture promotes creativity, innovation and collaborative problem-solving.

Key Concepts:
- All learners engage in projects and inquiry-based activities across courses and subjects (Engagement)
- Educators implement specific actions and instructional activities to ensure learner engagement and development of creative, innovative, and problem-solving skills (Implementation)
- The institution executes processes to monitor the quality of the implementation of learning experiences that promote creativity, innovation and collaborative problem solving (Implementation)

- Data are collected, analyzed and used to measure the development of creativity, innovation and problem-solving of learners (Results)
- eleot® data from the review (Results)
  - A4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions
  - B2. Learners engage in activities and learning that are challenging, but attainable
  - B4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher-order thinking (e.g., analyzing, applying, evaluating, synthesizing)
  - D2. Learners make connections from content to real-life experiences
  - D4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments
  - G2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning
  - G3. Learners use digital tools/technology to communicate and/or work collaboratively for learning
- Longitudinal results demonstrate growth and improvement in the development of creativity, innovation, and problem solving of learners (Sustainability)
- Educators demonstrate shared beliefs about learner engagement and development of creative, innovative, and problem-solving skills in all courses and subjects (Embeddedness)

Potential Evidence and Results to Review:
- Analyzed institution eleot data
- Analyzed student and teacher survey results
- Analyzed student and teacher inventory results
- Analyzed Student Engagement Survey results
- Professional learning sessions evaluations related to instructional strategies that promote 21st-century skills
- Evidence of student projects, ideally in various phases of completion
- Observations of evidence of project and inquiry-based activities posted in the hallways and classroom areas

EVIDENCE NOTES:

2.3 The learning culture develops learners' attitudes, beliefs and skills needed for success.

Key Concepts:

- All learners are provided opportunities to develop communication skills, dispositions toward learning, experiences that teach self-direction and monitoring of their own learning progress (Engagement)
- Implementation of instructional strategies provide numerous experiences for learners to develop communication skills, self-direction, and monitor their own learning progress
- Data are collected, analyzed and used to assess the learning culture of the institution and the effectiveness of actions implemented to develop learners' attitudes, beliefs and skills needed for success (Results)
- eleot® data from review (Results)
  - B3. Learners demonstrate and/or are able to describe high-quality work
  - D1. Learners' discussions/dialogues/exchanges with each other and the teacher predominate
  - D4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments
  - E1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored
  - E2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work
  - E3. Learners demonstrate and/or verbalize understanding of the lesson/content
  - F1. Learners speak and interact respectfully with teacher(s) and each other
  - G2. Learners use digital tools/technology to conduct research, solve problems and/or create original works for learning
  - G3. Learners use digital tools/technology to communicate and/or work collaboratively for learning
- Longitudinal data demonstrated improvements of the institution's learning culture and the effectiveness of actions implemented in improving the development of learners' attitudes, beliefs and skills needed for success (Sustainability)
- Commitment to shared beliefs and actions for developing learners' communication skills and dispositions toward learning are consistently practiced by all stakeholders throughout the institution (Embeddedness)

Potential Evidence and Results to Review:
- Analyzed institution eleot data
- Analyzed student and teacher survey results
- Analyzed student and teacher inventory results
- Analyzed Student Engagement Survey results
- Professional learning sessions evaluations related to developing students' communication skills and positive dispositions
- Evidence of student presentations, written work, projects and digital creations demonstrating communication skills

- Evidence of student developed learning goals/plans or student self-monitoring of learning progress

EVIDENCE NOTES:

2.4 The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.

Key Concepts:
- All learners interact with their adult advocate and peers for the purpose of developing relationships and having support for their educational experiences (Engagement)
- The institution implements and monitors a formal structure that has clearly defined activities, resources, and time for learners to develop positive relationships with adults and peers (Implementation)
- Data are collected, analyzed, and used to determine the effectiveness of the program to ensure learners develop positive relationships with adults and peers that support their educational experiences (Results)
- eleot® data from review (Results)
  - A3. Learners are treated in a fair, clear and consistent manner
  - A4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions
  - B5. Learners take responsibility for and are self-directed in their learning
  - C1. Learners demonstrate a sense of community that is positive, cohesive, engaged and purposeful
  - C3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks
  - C4. Learners demonstrate a congenial and supportive relationship with their teacher
  - F1. Learners speak and interact respectfully with teacher(s) and each other
- Longitudinal data and evidence from the implementation of formal structures demonstrate learners' improvements in the development of positive relationships with adults and peers that support their educational experiences (Sustainability)
- Commitment to and consistent actions by staff and students related to the development of positive relationships occur throughout the institution (Embeddedness)

Potential Evidence and Results to Review:
- Description of formal structure and practices that provide learners consistent access to an adult advocate
- Evaluations of the formal student advocacy program
- Analyzed inventory results from teachers and students

- Analyzed survey results from teachers, students and parents
- Analyzed Student Engagement Survey results
- Analyzed institution eleot data
- Observations of adult/student and peer interactions and relationships throughout the institution

EVIDENCE NOTES:

2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

Key Concepts:
- All educators implement the curriculum developed and adopted by the institution (Engagement)
- Processes are used to monitor the quality and fidelity of the implementation of the adopted curriculum across the institution (Implementation)
- Data are collected, analyzed, and used to evaluate the quality and effectiveness of the curriculum to meet the institution's learning expectations, and student preparedness for the next level and to provide data for potential revisions to the curriculum (Results)
- eleot data from review (Results)
    - B2. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher
    - B3. Learners demonstrate and/or are able to describe high-quality work
    - C3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks
    - E3. Learners demonstrate and/or verbalize understanding of the lesson/content
- Longitudinal data and results provide evidence of the effectiveness of the implementation of the curriculum and the institution's curriculum revision process (Sustainability)
- All educators inherently understand, practice, and protect both the institution's curriculum and commitment to its learning expectations (Embeddedness)

Potential Evidence and Results to Review:
- Analyzed inventory results from teachers and students
- Analyzed survey results from teachers, students and parents
- Analyzed Student Engagement Survey results
- Analyzed institution eleot data
- Formal description of process to adopt, align and evaluate curriculum

- Results of student achievement across grade levels and content areas related to the institution's learning expectations
- Evaluations of professional development sessions related to curriculum adoption, alignment and evaluation

EVIDENCE NOTES:

2.6 The institution implements a process to ensure the curriculum is aligned to standards and best practices.

Key Concepts
- All educators are engaged in a process to align curriculum to standards and best practice (Engagement)
- Systematic process is implemented to ensure the written curriculum is aligned to a recognized and rigorous set of standards and is implemented with quality and fidelity (Implementation)
- Data are collected, analyzed, and used to evaluate the curriculum to ensure the curriculum is aligned to expectations and results in learner achievement of the learning expectations (Results)
- eleot® data from review (Results)
    - B2. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher
    - B3. Learners demonstrate and/or are able to describe high-quality work
    - C3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks
    - E3. Learners demonstrate and/or verbalize understanding of the lesson/content
- Longitudinal data and evidence indicates ongoing implementation of a process to ensure the curriculum is aligned to standards and best practice and results in learner achievement of the learning expectations (Sustainability)
- All instructional staff directly and indirectly responsible for the curriculum protect and hold each other accountable for its consistent application across all classrooms and content areas (Embeddedness)

Potential Evidence and Results to Review:
- Analyzed inventory results from teachers and students
- Analyzed institution eleot data
- Formal description of process to ensure curriculum is aligned to a rigorous and recognized set of standards
- Curriculum revision and review cycles

- Curriculum framework and documents for all content areas (Note: The textbook is a resource for the curriculum but is not the curriculum.)
- Process used to determine whether the curriculum aligns with institution's purpose

EVIDENCE NOTES:

2.7 Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.

Key Concepts:
- All educators are engaged in the monitoring and adjusting of instruction to meet individual learners' needs and the institution's learning expectations (Engagement)
- Processes are executed to monitor and adjust the implementation of instruction and ensure quality and fidelity of instructional practices to meet learners' needs (Implementation)
- Data are collected and analyzed to identify improvements in student learning based on the use of data to monitor and adjust instruction (Results)
- eleot® data from review (Results)
    - A1. Learners engage in differentiated learning opportunities and/or activities that meet their needs
    - B2. Learners engage in activities and learning that are challenging but attainable
    - C3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks
- Longitudinal data from instructional monitoring processes demonstrate improvements to student learning and changes to instructional practices based on the use of data over time (Sustainability)
- The use of data to meet the individual learner's needs is actively supported and practiced by all educators (Embeddedness)

Potential Evidence and Results to Review:
- Analyzed inventory results from teachers and students
- Analyzed institution eleot results
- Analyzed Student Engagement Survey results
- Formal description of process to ensure instruction is adjusted to meet individual students' needs
- Formative and summative student performance results
- Examples of differentiated learning activities based on analysis of data
- Instructional guidelines and expectations for teaching and meeting needs of individual learners
- Analysis of results of classroom and instructional data

EVIDENCE NOTES:

2.8 The institution provides programs and services for learners' educational futures and career planning.

Key Concepts:
- All learners are engaged in programs and services to identify interests that will enable future educational and career planning (Engagement)
- Implementation and monitoring of formal programs and services to support educational/career interests, student planning for success at the next level, and development of individual learner goals for educational and career planning (Implementation)
- Data are collected, analyzed and used to evaluate the effectiveness of programs and services for students' educational futures and career planning in meeting learner needs (Results)
- eleot® data from review (Results)
    - C1. Learners demonstrate a sense of community that is positive, cohesive, engaged and purposeful
    - C3. Learners are supported by the teacher, their peers and/or resources to understand content and accomplish tasks
    - D2. Learners make connections from content to real-life experience
    - E1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored
    - G3. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning
- Longitudinal data and evidence show growth and improvement in students' educational futures and career planning based on the implementation of quality programs and services (Sustainability)
- Planning for educational futures and careers is embedded in programs and activities across all areas of the institution (Embeddedness)

Potential Evidence and Results to Review:
- Description of formal structure and practices that provide learners access to programs and services to plan for their future
- Examples of student goals and plans
- Analyzed inventory results from teachers and students
- Student graduation rates and/or promotion rates
- Institution profile that contains information on college acceptance, career choices, graduation rate, etc.
- Observations of information posted around the classrooms and school facility that communicates career options, career planning, goal-setting, etc.

EVIDENCE NOTES:

2.9 The institution implements processes to identify and address the specialized needs of learners.

Key Concepts:
- Educators are involved in the identification of students who might need specialized services, programs or resources (Engagement)
- The institution implements and coordinates programs, services, and resources to address learners' needs in the social, emotional, developmental, and academic areas and monitors and adjusts to ensure quality implementation (Implementation)
- Data are collected, analyzed, and used to monitor and adjust services and to evaluate the effectiveness of programs and services in meeting the specialized needs of learners (Results)
- eleot® data from review (Results)
    - A1. Learners engage in differentiated learning opportunities and/or activities that meet their needs
    - A4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions
    - C3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks
    - E2 Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work
- Longitudinal data and evidence show growth and improvement in meeting the specialized social, emotional, developmental, and academic needs of learners based on the implementation processes for identification and provision of services (Sustainability)
- Staff demonstrate consistent commitment and aligned actions to meet the specialized social, emotional, developmental and academic needs of individual students across the institution (Embeddedness)

Potential Evidence and Results to Review:
- Descriptions of referral processes for specialized needs of learners related to social, emotional, developmental and academic needs (including academic support or enrichment)
- Descriptions of internal programs and services provided and/or external partnerships to provide services and resources
- Analyzed inventory results from teachers and students
- Analyzed survey results from teachers, students and parents

- Analyzed Student Engagement Survey results
- Analyzed institution eleot data
- Examples of interventions used to address specialized needs of learners, particularly for those who do not qualify for formal programs
- Analyzed data regarding the effectiveness of programs and services in meeting student needs, including student performance data

EVIDENCE NOTES:

2.10 **Learning progress is reliably assessed and consistently and clearly communicated.**

Key Concepts:
- All educators consistently and frequently communicate learning progress to appropriate stakeholders, including the learner, in clear and understandable language and formats (Engagement)
- Processes are executed to monitor the implementation of the common grading practices aligned to specific criteria that represent attainment of content knowledge and skills across all classrooms and programs (Implementation)
- Formative and summative data are collected, analyzed, and used to monitor learning progress and the implementation of the common grading practices across all classrooms and programs (Results)
- eleot® data from review (Results)
    - B3. Learners demonstrate and/or are able to describe high quality work
    - E1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored
    - E3. Learners demonstrate and/or verbalize understanding of the lesson/content
    - E4. Learners understand and/or are able to explain how their work is assessed
- Longitudinal data and evidence demonstrate improvements in assessing and reporting learning based on the implementation of clear criteria, use of formative and summative data, and communication processes (Sustainability)
- Educators consistently support and protect grading and assessment practices that represent attainment of content knowledge and skills across all classrooms and programs (Embeddedness)

Potential Evidence and Results to Review:
- Examples from classrooms regarding communication about learning expectations
- Examples of common grading and reporting practices that link to specific standards or expectations such as the use of standard-based reporting tools (Note: This is not a percentage-based grading scale.)
- Analyzed student achievement data from formative and summative assessments

- Analyzed inventory results
- Examples of communication methods with learners and parents/family/legal guardians regarding learners' progress

EVIDENCE NOTES:

2.11 Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

Key Concepts:
- All educators are engaged in processes to use formative and summative data to improve student learning for individual and collective groups of students (Engagement)
- Processes are used by educators to monitor and verify learners' progress toward meeting learning expectations and modify instruction to transform learning experiences for students (Implementation)
- Instructional staff analyze and use student learning data to monitor the effectiveness of changes in their instructional practices and improve and verify individual student progress toward meeting learning expectations (Results)
- Longitudinal data provide evidence of ongoing improvements to instructional practices and improvement in student learning based on data-driven changes to instructional practice (Sustainability)
- Educators in all classrooms and instructional programs commit to and demonstrate their consistent use of data to verify learner progress and modify instructional practices to improve student learning (Embeddedness)

Potential Evidence and Results to Review:
- Processes and opportunities for staff to analyze and use data
- Professional development training and support for the use of data to improve instruction
- Examples of instructional activities and/or curriculum changes made based on the analysis of data
- Teacher evaluation results, lesson plans, and walk-through instruments that focus on use of data to modify instruction (such as personalized learning activities and differentiated learning activities)
- Explanation of school's formal assessment system that includes formative and summative assessments
- Analyzed student performance data demonstrating student growth and improvement

EVIDENCE NOTES:

2.12 The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.

Key Concepts:
- Staff members are involved in the institution's formalized cycle and timeline to evaluate all academic and organizational programs and services (Engagement)
- The institution implements formative evaluations (e.g., action research, program evaluation) to improve and refine its programs, practices, and organizational conditions that impact student learning (Implementation)
- Data from evaluations of programs and services are used to improve the quality and fidelity of the implementation of programs and services and inform decision-making regarding the effectiveness of the programs and services in improving student learning and organizational effectiveness (Results)
- Evaluation processes include ongoing and systemic analysis and use of trend and comparison data related to student learning and organizational programs and services (Results)
- Longitudinal results of the evaluation of programs and services demonstrate ongoing implementation of evaluations of multiple programs and services and evidence of the use of that data for decisions regarding programs and services (Sustainability)
- The institution demonstrates actions of embodying a data-driven culture for decisions regarding academic and organizational programs and services (Embeddedness)

Potential Evidence and Results to Review:
- Results from formal program evaluations
- Examples of action research or informal evaluation processes
- Examples of decisions made for the selection, implementation, and continued use of programs and/or practices based on data and results from the evaluation of the program
- Analyzed surveys and/or focus group data that describe the school's overall effectiveness
- Analyzed student performance results

EVIDENCE NOTES: