



Overview of the SchoolWorks Quality Criteria 3rd Edition Developed for The 2008 Broad Prize for Urban Education

What are the SchoolWorks Quality Criteria?

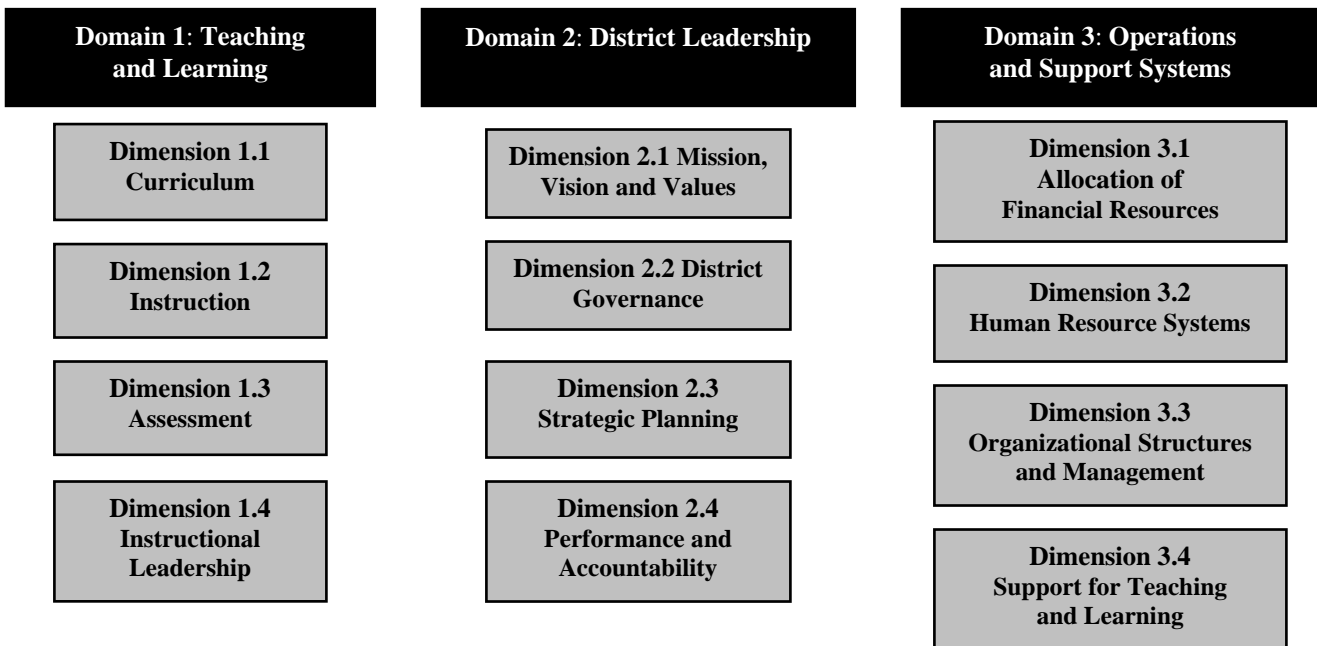
The SchoolWorks Quality Criteria (SQC) consists of a set of standards used to assess critical aspects of district and school culture, organization and the academic program. SchoolWorks Quality Criteria and Indicators are based on research of best educational practices.

The SQC was developed by SchoolWorks in partnership with TBF to evaluate Broad Prize finalist districts. This document provides a summary of the criteria.

How are the SchoolWorks Quality Criteria organized?

The SchoolWorks Quality Criteria are organized into three **domains** or basic properties: **Teaching and Learning**, **District Leadership** and **Operations and Support Systems**. Each domain is further defined by **dimensions** (or variables) necessary to define a property.

Each **dimension** has a corresponding **key question**, both of which have research-based criteria that serve as the standards upon which to base judgment. Each **criterion** is further defined by a set of **indicators** that link to the criterion (indicators are not included in this overview).



Domain 1: Teaching and Learning

Dimension 1.1 Curriculum

Does the curriculum effectively support student learning?

- The written curriculum contains the essential knowledge and skills.
- Materials to support and enhance implementation of the curriculum are available.
- The curriculum is implemented with fidelity.
- Clear and regular procedures to review and update the curriculum are in place.

Dimension 1.2 Instruction

Does instruction provide extensive opportunities for student learning?

- Instruction is based on clear and appropriate learning objectives.
- Instruction utilizes effective strategies.
- Instruction considers the learning needs of all students.
- Instruction promotes effective practices for student learning.

Dimension 1.3 Assessment

Are assessments used frequently and accurately to inform instructional decisions and promote student learning??

- Assessment information to make decisions about improving student performance is available.
- Assessments are designed to monitor student learning.
- Assessment information is central to programmatic decisions.
- Assessment information is used to modify instruction to support the learning needs of all students.

Dimension 1.4 Instructional Leadership

Does leadership provide instructional oversight and implement strategies to facilitate and improve teaching and learning?

- Instructional leadership is available to guide and improve teaching and learning
- Leadership serves as an instructional resource and model.
- Leadership provides frequent feedback on school and classroom practices.
- Leadership is highly visible and accessible to support teaching and learning

Domain 2: District Leadership

Dimension 2.1

Mission, Vision and Values

Is there a shared understanding of, and commitment to, the mission, vision and core values?

- Stakeholders share an understanding of the district's mission, vision, core values and a focus on student achievement.
- Stakeholders share a commitment to the district's mission, vision, core values and high levels of student achievement.
- The district's mission, vision, core values are used to drive operations and promote high levels of student achievement.

Dimension 2.2

District Governance

Does the governing body provide competent stewardship and oversight of the district?

- The school board effectively and efficiently executes its business.
- The governing body focuses its work on policy development and oversight of district performance.
- The governing body leads the district in a continual refinement of strategic objectives based on a transparent analysis of student needs, resources and opportunities

Dimension 2.3

Strategic Planning

Does the district articulate its vision through a sound plan that is based on data and prioritizes student achievement?

- A variety of data is relevant to district performance and student achievement.
- The district analyzes data to determine key priorities for increasing student achievement.
- The district has a multi-year, research-based strategic plan that is focused, measurable and actionable.
- The district plan is executed through a transparent cycle of action and reflection that includes a broad range of stakeholders.

Dimension 2.4

Performance and Accountability

Does the district set and hold clear expectations for performance?

- The district sets clear performance goals for all schools that are linked to strategic goals for student achievement.
- There are clear performance goals for staff at all levels (district administrators, school leaders and teachers) linked to strategic goals and student achievement.
- There is a transparent system of incentives and support-based consequences based on performance.

Domain 3: Operations and Support Systems

Dimension 3.1

Allocation of Financial Resources

Do financial decisions demonstrate support for student achievement and district success?

- The district is fiscally sound.
- Financial decisions and processes are equitable and focused on advancing student achievement.
- Financial decisions are clearly made based on the district's strategic goals and the continual analysis of district's evolving needs.

Dimension 3.2

Human Resource Systems

Does the district find, select and retain staff to effectively support student achievement?

- District and student achievement goals drive staff recruitment and selection.
- Human resource (HR) systems are transparent, well managed and data driven
- Hiring, placement and termination processes are strategic.

Dimension 3.3 Organizational Structure and Management

Are organizational structures and management purposefully and effectively designed to support student achievement??

- The district provides a safe environment.
- The organizational structure is designed to address strategic goals and promote high student achievement.
- Personnel are effectively managed to support student achievement and district goals.

Dimension 3.4

Support for Teaching and Learning

Does the district provide opportunities for collaboration and participation in training to support staff improvement and student achievement?

- Professional development (PD) is data-driven and designed to improve the quality of teaching and the accomplishment of goals.
- Common planning time for faculty and staff is purposeful, regular, structured and focused on teaching and learning.
- Evaluation and feedback structures increase teacher and leadership capacity and performance.
- Professional development (PD) is evaluated to support student learning and school programs.