

North Carolina / NCStar

Indicator Report - School Indicators

Student Success Indicators

Dimension A - Instructional Excellence and Alignment - High expectations for all staff and students (A1.01 - A1.10)

- A1.01 The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices. (5082)
- A1.02 ALL teachers improve their practice by responding to principal's observations and/or observations by peers. (5083)
- A1.03 The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all. (5084)
- A1.04 ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results. (5085)
- A1.05 ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students. (5086)
- A1.06 ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based. (5087)
- A1.07 KEY ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)
- A1.08 ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery. (5089)
- A1.09 The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships). (5090)
- A1.10 All teachers use online curricula with content, assignments, and activities clearly aligned to identified standards (state or national). (5307)

Dimension A - Instructional Excellence and Alignment - Curriculum and instructional alignment (A2.01 - A2.28)

- A2.01 Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress. (5091)
- A2.02 Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (5092)
- A2.03 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (5093)
- A2.04 KEY Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094)
- A2.05 ALL teachers develop weekly lesson plans based on aligned units of instruction. (5095)
- A2.06 ALL teachers reinforce elements of mastered knowledge that can be retained through review, questioning, and inclusion in subsequent assignments. (5096)
- A2.07 ALL teachers include vocabulary development as learning objectives. (5097)
- A2.08 ALL teachers teach and model the metacognitive process (goals, strategies, monitoring, and modification) and specific learning strategies and techniques. (5098)
- A2.09 ALL teachers include self-checks, peer-checks, and documentation of learning strategies as part of assignment completion. (5099)
- A2.10 ALL teachers teach methods of logic, synthesis, evaluation, and divergent thinking. (5100)
- A2.11 ALL teachers build student's metacognitive skills by teaching learning strategies and tools and their appropriate application as well as providing students with processes for determining their own mastery of tasks. (5101)
- A2.12 ALL teachers encourage self-direction by giving students choice in the selection of topics and the application of learning strategies. (5102)
- A2.13 Units of instruction include standards-based objectives and criteria for mastery. (5103)

- A2.14 Units of instruction include specific learning activities aligned to objectives. (5104)
- A2.15 Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves. (5105)
- A2.16 Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students. (5106)
- A2.17 ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others. (5107)
- A2.18 ALL teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others. (5108)
- A2.19 ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula. (5109)
- A2.20 All teachers use appropriate technological tools to enhance instruction. (5306)
- A2.21 All teachers use online curricula whose goals are measureable and clearly state what students will know or do at the end of instruction. (5308)
- A2.22 All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development. (5321)
- A2.23 All teachers assign rich reading and the application of the reading in written work and discussion. (5327)
- A2.24 All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes objectives for student management of their learning. (5330)
- A2.25 The teacher builds students' ability to use a variety of learning tools. (5339)
- A2.26 All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn. (5342)
- A2.27 Instructional Teams and teachers embed cultural education into learning experiences in the curriculum. (6825)
- A2.28 Instructional Teams and teachers utilize culturally relevant examples in curriculum and instruction to strengthen students' learning. (6826)

Dimension A - Instructional Excellence and Alignment - Data analysis and instructional planning (A3.01 - A3.10)

- A3.01 Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (5110)
- A3.02 Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs. (5111)
- A3.03 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (5112)
- A3.04 Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment. (5113)
- A3.05 The school assesses each student at least 3 times each year to determine progress toward standard-based objectives. (5114)
- A3.06 ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives. (5115)
- A3.07 Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations. (5116)
- A3.08 Online programs generate accessible and actionable student data about their use, performance, and progress. (5305)
- A3.09 All teachers differentiate assignments to provide the right balance of challenge and attainability for each student. (5350)
- A3.10 All teachers use assessment data and match instruction and supports to individual student needs. (6827)

Dimension A - Instructional Excellence and Alignment - Student support services (A4.01 - A4.22)

- A4.01 KEY The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)
- A4.02 Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)
- A4.03 Instructional teams utilize student learning data to determine whether a student requires a referral for special education services. (5121)

- A4.04 The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. (5122)
- A4.05 ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions. (5123)
- A4.06 KEY ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)
- A4.07 The LEA/School has a system in place for determining the nature and extent of early learning opportunities each student has access prior to school entry. (5125)
- A4.08 ALL pre-k teachers ensure that all students are involved in activities each day that are designed to stimulate development in all domains: social-emotional, physical, approaches to learning, language, and cognitive development. (5126)
- A4.09 The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers). (5127)
- A4.10 The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation. (5128)
- A4.11 The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs). (5129)
- A4.12 The school provides all high school students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation. (5130)
- A4.13 The LEA/School provides all high school students with opportunities to enroll in and master rigorous coursework for college and career readiness. (5131)
- A4.14 The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits). (5132)
- A4.15 The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships). (5133)
- A4.16 KEY The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level. (5134)
- A4.17 The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention. (5856)
- A4.18 All teachers connect students' out-of-school learning with their school learning. (5315)
- A4.19 All teachers employing blended learning methods make sure that technology and data enhance relationships, but do not pretend to substitute for them. (5317)
- A4.20 All teachers help students articulate their personal aspirations and connect their learning to the pursuit of these aspirations. (5348)
- A4.21 The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency. (5355)
- A4.22 All teachers are responsive to students' cultural backgrounds and incorporate culturally-relevant material in their classrooms. (6824)

Dimension B - Leadership Capacity - Strategic planning, mission, and vision (B1.01 - B1.07)

- B1.01 The LEA has an LEA Support & Improvement Team. (5135)
- B1.02 The Leadership Team serves as a conduit of communication to the faculty and staff. (5857)
- B1.03 KEY A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)
- B1.04 The principal effectively and clearly communicates the message of change. (5138)
- B1.05 The principal offers frequent opportunities for staff and parents to voice constructive critiques of the school's progress and suggestions for improvement. (5139)
- B1.06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (5858)
- B1.07 The school's Leadership Team/ Health Council regularly reviews data which reflect the school's health, nutrition and safety policies, school environment, work-site wellness, attendance and discipline records and will use the data to make decisions about school improvement and professional development needs. (5859)

Dimension B - Leadership Capacity - Distributed leadership and collaboration (B2.01 - B2.06)

- B2.01 School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)
- B2.02 The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (5142)
- B2.03 KEY The school has established a team structure among teachers with specific duties and time for instructional planning. (5143)
- B2.04 The principal makes sure everyone understands their role in continuously elevating professional practice. (5144)
- B2.05 The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (5145)
- B2.06 The traditional roles of the principal and other administrators are distributed to allow adequate time for administrative attention to instruction and student supports. (5146)

Dimension B - Leadership Capacity - Monitoring instruction in school (B3.01 - B3.06)

- B3.01 The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (5147)
- B3.02 The principal collects and acts on data from a variety of sources and in a timely manner. (5148)
- B3.03 KEY The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (5149)
- B3.04 The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice. (5150)
- B3.05 The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out. (5151)
- B3.06 School leaders and peer mentors regularly observe and measure instances of online, hybrid, or blended teaching to ensure instruction is implemented fully and with fidelity. (5304)

Dimension C - Professional Capacity - Teacher quality and experience (C1.01 - C1.07)

- C1.01 The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (5152)
- C1.02 The principal plans opportunities for teachers to share their strengths with other teachers. (5153)
- C1.03 The LEA/School has established, communicated, and provided to employees clear goals and measures for employee's performance and provide targeted training or assistance for any employee receiving an unsatisfactory evaluation or warning. (5154)
- C1.05 The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees. (5156)
- C1.06 The LEA/School offers an induction program to support new teachers in their first years of teaching. (5157)
- C1.07 ALL pre-K teachers have specialized education in early childhood education or child development. (5158)

Dimension C - Professional Capacity - Quality of professional development (C2.01 - C2.04)

- C2.01 KEY The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (5159)
- C2.02 ALL teachers develop individual professional development plans based on classroom observations and self-assessments. (5161)
- C2.03 The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (5163)
- C2.04 The LEA/School structures professional development to provide adequate time for collaboration and active learning. (5164)

Dimension C - Professional Capacity - Talent recruitment and retention (C3.01 - C3.05)

- C3.01 The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (5165)

- C3.04 KEY The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (5168)
- C3.05 The LEA/School has a system for performance-based incentives that is transparent and fair. (5169)

Dimension D - Planning and Operational Effectiveness - Resource Allocation (D1.01 - D1.03)

- D1.02 KEY The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities. (5171)
- D1.03 The principal provides optimum conditions for the Leadership Team to make decisions and act on their decisions. (5172)

Dimension D - Planning and Operational Effectiveness - Facilities and technology (D2.01 - D2.09)

- D2.01 ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology. (5173)
- D2.02 ALL teachers enable students to place selected work into a digital portfolio that is updated throughout the student's school experiences and provides a picture of interests, skills, competencies, and growth over time. (5174)
- D2.03 Students with disabilities are provided with and taught effective ways to use assistive technology (as needed) to support their individual learning needs. (5175)
- D2.04 The LEA/School consistently implements a process to determine and to acquire necessary instructional technology. (5176)
- D2.05 The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)
- D2.06 All teachers build students' ability to learn in contexts other than school. (5314)
- D2.07 Instructional teams determine which blended learning model is appropriate for the school or individual classroom. (5313)
- D2.08 All teachers receive initial and ongoing training and support in effective use of blended learning methods. (5312)
- D2.09 All students receive adequate, up-to-date equitable access to technology. (6828)

Dimension E - Families and Community - Family Engagement (E1.01 - E1.13)

- E1.01 ALL teachers maintain a file of communication with parents/guardians. (5177)
- E1.02 ALL teachers regularly assign, check, mark, and return homework. (5178)
- E1.03 ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives. (5179)
- E1.04 ALL teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning. (5180)
- E1.05 The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)
- E1.06 KEY The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (5182)
- E1.07 The school's documents (Parent Involvement Guidelines, Mission/Vision Statements, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students. (5183)
- E1.08 Professional development for teachers includes support for working effectively with families. (5184)
- E1.09 The school provides parents/guardians with practical guidance to maintain regular and supportive verbal interactions with their children, to establish a quiet place for children's studying at home, and to model respectful and responsible behaviors. (5185)
- E1.10 The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home. (5186)
- E1.11 All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom. (5187)

- E1.12 The school ensures that all parents understand social/emotional competency and their role in enhancing their children's growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions. (6330)
- E1.13 The school ensures that all parents understand motivational competency (a growth mindset, the value of mastery, and connecting learning tasks with students' personal aspirations) and how they can enhance motivational competency at home. (6795)

Dimension E - Families and Community - Community Engagement (E2.01 - E2.04)

- E2.01 Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations. (5188)
- E2.02 The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website. (5189)
- E2.03 The high school tracks the post-secondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community. (5190)
- E2.04 The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school. (5191)

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