

School Improvement - Bernhardt Student Achievement

	One	Two	Three	Four	Five
Approach	Instructional and organizational processes critical to student success are not identified. Little distinction of student learning differences is made. Some teachers believe that not all students can achieve.	Some data are collected on student background and performance trends. Learning gaps are noted to direct improvement of instruction. It is known that student learning standards must be identified.	Student learning standards are identified and a continuum of learning is created throughout the school. Student performance data are collected and compared to the standards in order to analyze how to improve learning for all students.	Data on student achievement are used throughout the school to pursue the improvement of student learning. Teachers collaborate to implement appropriate instruction and assessment strategies for meeting student learning standards articulated across grade levels. All teachers believe that all students can learn.	School makes an effort to exceed student achievement expectations. Innovative instructional changes are made to anticipate learning needs and improve student achievement. Teachers are able to predict characteristics impacting student achievement and to know how to perform from a small set of internal quality measures.
Implementation	All students are taught the same way. There is no communication with students about the academic needs or learning styles. There are no analyses of how to improve instruction.	Some effort is made to track and analyze student achievement trends on a school wide basis. Teachers beginning to understand the needs and learning gaps of students.	Teachers study effective instruction and assessment strategies to increase their students' learning. Student feedback and analysis of achievement data are used in conjunction with implementation support strategies.	There is a systematic focus on the improvement of student learning school wide. Effective instruction and assessment strategies are implemented in each classroom. Teachers support one another with peer coaching and/or action research focused on implementing strategies that lead to increased achievement.	All teachers correlate critical instructional and assessment strategies with objective indicators of quality student achievement. A comparative analysis of actual individual student performance to student learning standards is utilized to adjust teaching strategies to ensure a progression of learning for all students.
Outcome	There is wide variation in student attitudes and achievement with undesirable results. There is high dissatisfaction among students with learning. Student background is used as an excuse for low student achievement.	There is some evidence that student achievement trends are available to teachers and are being used. There is much effort, but minimal observable results in improving student achievement.	There is an increase in communication between students and teachers regarding student learning. Teachers learn about effective instructional strategies that will meet the needs of their students. They make some gains.	Increased student achievement is evident school wide. Student morale, attendance, and behavior are good. Teachers converse often with each other about preventing student failure. Areas for further attention are clear.	Students and teachers conduct self-assessments to continuously improve performance. Improvements in student achievement are evident and clearly caused by teachers' and students' understandings of individual student learning, linked to appropriate and effective instructional and assessment strategies. A continuum of learning results. No students fall through the cracks.