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CSF1: We engage in transformative teaching

Our teaching must rapidly close gaps, address unique needs, and propel all students towards the absolute and rigorous expectations of the standards. Our teaching must inspire a love of learning in all our scholars. We must ensure that our students build an intrinsic thirst for knowledge and develop a strong sense of intellectual independence. Our teaching of content must also merge with the teaching of social habits so that our scholars can be prepared to navigate the complex and sometimes inequitable structures of this world. Our teachers rapidly and continuously develop content and instructional expertise to ensure that every scholar meets these expectations.

Classroom Teaching

Teachers deeply understand their content and know their students such that students are rapidly progressing towards lesson and unit goals by regularly engaging with complex ideas and reasoning.

Unstable	Stable	Strong	Excellent
Content is misaligned to standards, inaccurate, or is not appropriately rigorous. Activities do not support the lesson goal. Teachers talk most of the time or limit thinking time for students in other ways that prohibit progress. Teachers are frequently not sufficiently prepared to deliver their lessons. Teachers misunderstand student need and provide supports that are counter-productive.	Content is accurate, aligned to the standards, and appropriately rigorous. Activities are in a logical order. Teachers ensure that students have time to practice independently. Teachers know their content such that they are able to deliver mistake-free lessons. Teachers notice and uncover what students know and don't know through checks for understanding and regular formative assessment practices. Students with all different types of needs are able to access the lesson through minimal scaffolds.	Content is high quality and meaningful in addition to being aligned and rigorous. Activities drive efficiently toward the lesson goal. Teachers generally place the cognitive load on students at the right times based on the demands of the content and lesson goal. Teachers anticipate and plan for common student misconceptions. Small errors are addressed and students grapple with important misconceptions.	Beyond an efficient design, activities bring students along while challenging them at every step. Teachers make strategic decisions about when and how to respond to student thinking, responding in ways that maintain the cognitive load on students and effectively balance progress toward the lesson goal and filling in gaps in understanding. Teachers have a deep knowledge of their students and a vision for what each student needs to meet lesson goals. Teachers are responsive planners, adjusting plans, interventions and materials to maximize all students' progress toward short and long-term unit goals.

Teacher Development

To attain excellent outcomes for students, teachers invest deeply in their own development and are driving toward short term goals for the classroom that include specific student outcomes and the teacher habits that will cause them.

Unstable	Stable	Strong	Excellent
Several teachers do not exhibit the foundational qualities of an UP. Teachers do not know which group of skills they are working on and do not have coherent short and long term goals. Teacher coaches are unable to protect their coaching time such that coaching is not happening consistently. Coaching is primarily observation-debrief cycles that do not build toward a goal and school-wide PD is not strategic.	A few teachers do not exhibit the foundational qualities of an UP teacher. Most teachers are working on the correct group of skills in the pathway. Teacher coaches are normally able to protect their coaching time. School-wide PD is responsive to school needs.	At most 1-2 teachers in the school do not exhibit the foundational qualities of an UP teacher. Teachers feel ownership over their progress toward short and long term goals that are aligned with the pathway. Coaches prioritize their caseload and select thoughtful coaching points. Teacher coaches utilize a variety of tools to support growth, such as observation-debrief cycles, live coaching, prep cycles, team-driven peer coaching, and targeted PD.	All teachers exhibit the foundational qualities of an UP teacher by demonstrating a growth mindset for themselves and their students, contributing positively to their teams, exhibiting a high degree of professionalism in their work, and taking ownership over their own development. All teachers rapidly advance along a developmental pathway until all students are regularly achieving the lesson goals and students have internalized the strength of character necessary to succeed on the path to college. Coaches create avenues for all staff to receive feedback and grow in their work. Teacher coaches skillfully and efficiently match coaching tools to developmental needs based on an intimate and ambitious vision for what each teacher needs to propel their practice.

CSF2: We build positive school cultures of high expectations and joy

We believe that high expectations help create an environment that is conducive to engaged learning and true intellectual freedom. We ensure that scholars understand that our expectations of them will lead them on a path to being engaged citizens that will positively shape the world around them. Our safe and orderly school climates enable students to take positive risks, discover their passions, and achieve success. Through joyous routines and strong relationships, we seek every possible opportunity to celebrate our scholars' achievement in way that build our students' confidence, sense of worth, and love of learning.

Classroom Culture

Students are deeply engaged in the learning process and students demonstrate a love of learning.

Unstable	Stable	Strong	Excellent
Students frequently do not follow the rules of the school and rule breaking is a sign of popularity. The teacher's tone is negative and students are dismissive of the teacher, creating a cycle of negative behavior and negative response. Rewards and consequences are used inconsistently and/or students regularly react negatively to consequences. Student routines are absent, waste time, or distract from lesson goals. Negative peer interactions are common and often go unaddressed.	Students are compliant in the classroom and the majority of students follow the school rules. The teacher's tone is positive and warm, and the teacher reacts appropriately to negative student behavior. Rewards and consequences are used to help students meet the school's rules. Routines help build student compliance and increase the efficiency of the class. Celebrations are irregular and teacher-led.	Students are engaged in the classroom, the majority of students follow the rules of the school, and the school's values are meaningful guideposts for students. The teacher's high expectations for student success proactively shape student behavior. Students alter their behavior based on rewards and consequences when those incentives are needed to reinforce the school's rules and values. Routines focus student attention on learning and bring urgency to the classroom. Students joyfully celebrate each other's success during specified times.	Students almost always follow the rules of the school independently, can articulate the rules' broader purpose in their own terms, and show leadership in the school's values. The teacher makes students feel known in the classroom and recognized for their interests and success. When rewards and consequences are used, they help students live up to their own high expectations. Students exhibit a sense of responsibility for routines that promote the school's values. Students genuinely celebrate each other's academic and social success without prompting.

Adult Culture

Staff live the UP Values, believe in themselves and their students and take purposeful action to build an inclusive environment.

Unstable	Stable	Strong	Excellent
A number of staff regularly struggle with the UP Values, and/or the UP Values are not present in the school.

Staff demonstrate a lack of awareness of the identities of our students, community and staff.

Staff talk about students using fixed mindset language, focusing on student shortcomings and limits to student potential. Staff have fixed mindsets about their own work, rejecting or ignoring feedback and resisting change.

There are a significant number of 'detractors' on staff, turnover is high or projected to be high, staff members report negative treatment by staff or supervisors based on their identity, or there are staff who do not feel welcomed and valued in the school. | Leadership utilizes the UP Values to facilitate developmental conversations such that few staff members violate the UP Values and violations do not persist over time.

Dedicated efforts are made to address gaps in cultural competency and to establish a baseline understanding of local history and cultures.

Staff demonstrate a growth mindset for students and a belief that all students can succeed. Staff are receptive to feedback on their own performance.

There are very few 'detractors' on staff, turnover is projected to be moderate, staff members report equal treatment by staff and supervisors based on their identity and staff generally feel welcomed and valued in their school | Staff affirmatively demonstrate the UP Values and staff members recognize and celebrate positive UP Value moments.

Staff members engage with students and each other about their identities and staff demonstrate a respect for the differences other staff members and an appreciation for the history of our communities.

Staff build a school-wide belief that all students can succeed and take action when they see evidence of a fixed mindset. Staff bring a growth mindset to their work, reflecting honestly about their own strengths and weaknesses and believing in their own ability to develop as a professional.

Most staff would recommend working at UP Academy, advocates outnumber detractors by 10x, turnover is projected to be low, staff members report equitable treatment based on the identity and staff overwhelmingly feel welcomed and valued in their school. | Our staff live the UP Values every day in their day-to-day interactions and independently encourage each other to meet the UP Values.

Staff openly celebrate student and staff identities and local cultures throughout the year in large and small ways.

Staff confidence that all students will succeed on the path to college and achieve their full potential is infectious, and staff encourage and support each other's' growth through a culture of open feedback and learning.

All staff feel welcomed and valued in their school and staff are vocal advocates for working at, attending and expanding UP Academies. |

CSF3: We execute our systems with precision

Our students are most likely to advance on the path to college and be successful in our schools when we build systems to support all facets of what it takes to make a school truly extraordinary. We have very limited time with our students before they move on to high school. We operate on the public dollar, and our resources are very limited. We must support students with complex needs. To sustain excellence for all students in the face of these challenges, we must be systematic in our approach to student supports, deploy seamless and detailed operating procedures, and prioritize our actions using data.

Student Support Systems

The student support infrastructure rapidly progresses all students toward an absolute bar of social and academic achievement.

Unstable	Stable	Strong	Excellent
Students are not being identified for RTI efficiently and/or interventions are largely ineffective. The Dean's Office causes issues in the school by contributing to high referral rates, requiring supports from outside of the culture team or escalating student crises. Teachers don't take responsibility for re-integrating students into class. Staff responses to students in crises may make the situation worse by derailing other aspects of the school or students remain in escalated states without intervention.	The highest-need students get their appropriate interventions through the RTI process. The culture team is normally able to process students in the Deans Office without escalating the issue and return students to class without incident. Teachers are usually able to re-integrate students into class. Most student crises are de-escalated without derailing other aspects of the school.	Most students in need of support are identified through RTI and are purposefully matched to interventions. The Dean's Office is calm and structured with students working productively. Students take responsibility for their behavior and return to class willing to repair relationships and ready to participate. Teachers successfully re-integrate students into class. Trained staff members productively support students in crises with limited disruption.	The Response to Intervention process is efficient, comprehensive, and well utilized. High quality supports / interventions are in place to address all student needs. Students return from the Dean's Office ready to participate in class in the least amount of time required, and Dean's Office processing helps to improve students' ability to control their thinking and make positive choices Teachers proactively build and rebuild relationships with referred students. Students in crisis receive therapeutic support from qualified staff without disrupting the learning process.

Operational Systems

Every resource and every minute of the day is strategically and creatively deployed to increase the capacity of school beyond expectations and to provide a consistently high-quality learning environment for all students.

Unstable	Stable	Strong	Excellent
Behavior during transitions is detrimental to culture, and transitions are under-supervised or disorganized. For a variety of reasons, from schedule errors to late buses to coverage gaps, a large number of students are frequently missing significant amounts of learning time. School materials are frequently broken, missing and/or hard to find such that students and staff do not have consistent access to the materials they need to do their job. The facilities disrupt or prevent a safe teaching and learning environment, and the school frequently feels or is unsafe.	Transitions throughout the day are predictable, routine, and supervised, and occasional lapses do not set the school off track. Whole school systems are well executed, though doing so may require monitoring or coaching by the school's Leadership Team. The schedule and its implementation generally support the school's priorities. Staff and students are usually able to access the materials they need. The facilities support a safe teaching and learning environment.	Students enter, exit and move throughout the building with urgency and staff are fully engaged in their duties. Staff execute against whole school systems and routines with fidelity and a commitment to 100%. Operational procedures maximize student time spent on learning Staff and students always have access to the materials or services they need and know how to use them. Facilities are clean, clutter-free, and well-organized, and promote a positive learning environment.	Students enter, exit and move throughout the building with urgency, positivity and purpose, and staff use duties as an opportunity to strengthen student relationships. Operational excellence is a whole school mindset, staff members execute the school's operating procedures with fidelity, and hold each other accountable where needed. The school leverages its resources creatively to achieve more than expected. The school facilities stand out, exude joy and precision, and reinforce our mission and vision for diversity and inclusivity.

Data Systems

Starting in the classroom, we continuously monitor key data points, routinely assess our progress and prioritize our efforts using data.

Unstable	Stable	Strong	Excellent
Critical needs of the school are not being addressed because decisions do not take into account or are contradicted by evidence. Most stakeholders don't have key information and/or the data they have is not reliable. Student data has serious inaccuracies.	Analysis is driven by leadership or key champions and primarily occurs during designated times. Stakeholders can access reliable data, but it may require significant effort to access the most important information. School leadership is taking action based on trends in key indicators, although the actions do not always accurately address the root cause.	Analysis and reflection is built into routines across the school, such that data review is happening habitually throughout the week. Students and families set goals and monitor progress against goals. Staff members are empowered to execute the first iteration of intervention when an off-track indicator is identified.	School priorities and high stakes initiatives are implemented based on a deep understanding of the root causes of performance. All stakeholders are eager to look at data, make appropriate inferences from data, and can quickly access both the well-defined indicators that they track regularly and dive deep analysis tools. Staff members respond fluently and autonomously to trends in data, such that potential challenges are intercepted early and/or escalated efficiently.

CSF4: We partner with our families and communities

We cannot achieve our mission if we do not engage in authentic and meaningful relationship building. No one knows our students like their families. Our families must feel heard and valued in our work. They entrust us with their students every day. We must earn that trust and showcase through our words and actions that it is an honor to serve them and their students. We must also work to be active participants in our communities by forging partnerships with local organizations. We must aim to be more than just a school in the neighborhood; we must become a source of pride and a trusted member of the community.

Family Engagement

Families are partners with the school in their child's education, and families have authentic relationships with school staff members.

Unstable	Stable	Strong	Excellent
There is incomplete or negative evidence of positive family relationships with the school. When family communication occurs, it is focused on negative events. Family / community events are a strain on the school with low participation rates. The school has no active Parent Council.	Families would recommend the school to others. 50% of families receive regular personalized communication, at least every other week, including positive phone calls home. The school has several high-quality events throughout the year to bring families, students and school staff together to showcase and celebrate student progress. Participation is below expectations. There is a Parent Council that meets at least 4 times a year.	Families have a staff member that they trust at the school, and most families feel welcomed, heard and valued in the school. 75% of families receive regular personalized communication, at least every other week, including positive phone calls home. 60%+ of families attend parent-teacher conferences & other events. The school has a well-run Parent Council that provides families with opportunities to give input to school leaders on key decisions that will impact their child's education.	Families feel welcomed, heard and valued in the school, and support the educational philosophy of the school. All families receive regular personalized communication, at least every other week, including positive phone calls home. 90%+ of families attend parent-teacher conferences & other events. Families vocally support the school in public in both organized and informal ways. The Parent Council is well-attended, helps to support school initiatives, and could influence the leadership team's priorities.

Community Partnerships
The school is seen as an integral member of the community in which it resides.*

Unstable	Stable	Strong	Excellent
The school has significant blind spots on the history of the community, who the key influences are and/or how to engage productively with community members. The school has no relationship with key local influencers or has failed to partner with network staff in reaching out to or following up with local influencers.	The school, in collaboration with the network, invites key local influencers to at least one high-quality event throughout the year. The school can identify the influential community members, community organizations, local business, local officials and law enforcement agencies, and could get in touch if necessary.	The school has at least one high-quality event throughout the year that is open to the community and helps build a bridge between the community and the school. The school is well-represented at local community events. The school, in collaboration with the network, has developed positive working relationships with community members, community organizations, local businesses, local officials and law enforcement that the school can leverage to support its goals.	The school has forged strong partnerships with local community groups such that students are regularly interacting with community organizations in school and/or after school. People in community know the school and have a positive impression of UP Academy. Local officials & key community leaders are visible in the school & at school events. The success of the school and the school's strong relationships makes the school a backbone for the community that productively brings together community members, community organizations, local businesses, local officials and law enforcement.

*__Note:__ *UP Education Network staff will, in some cases, be responsible for developing community relationships and will work with school leaders to ensure there is clarity over ownership of key stakeholder relationships.*