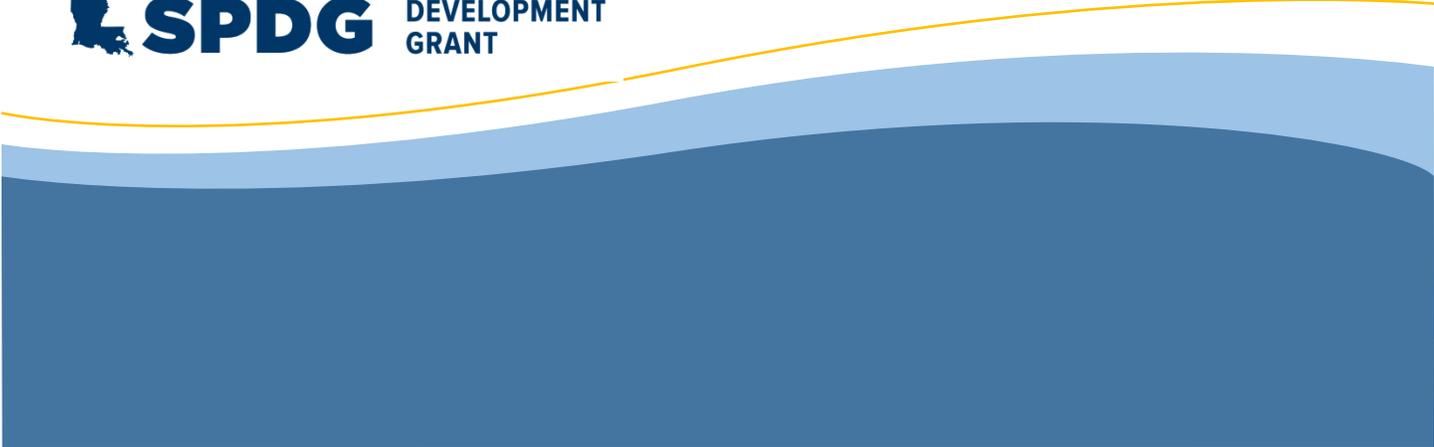


# School Level Quality Indicators (QI)

*Louisiana*  
**SPDG** STATE  
PERSONNEL  
DEVELOPMENT  
GRANT





# *School Quality Indicators (QI) User's Guide*

## **Grant Information**

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- The Louisiana State Personnel Development Grant (LASPDG) is a federal grant of the Louisiana Department of Education funded by the Office of Special Education Programs (OSEP)
- LASPDG is a five year grant with 4 focus areas:
  1. Culturally Responsive Practices
  2. Inclusive Practices
  3. Family Engagement
  4. Data-Based Decision Making
- There are 12 participating LEAs and 4 mentor districts in the grant
- For more information visit [www.laspdg.org](http://www.laspdg.org)

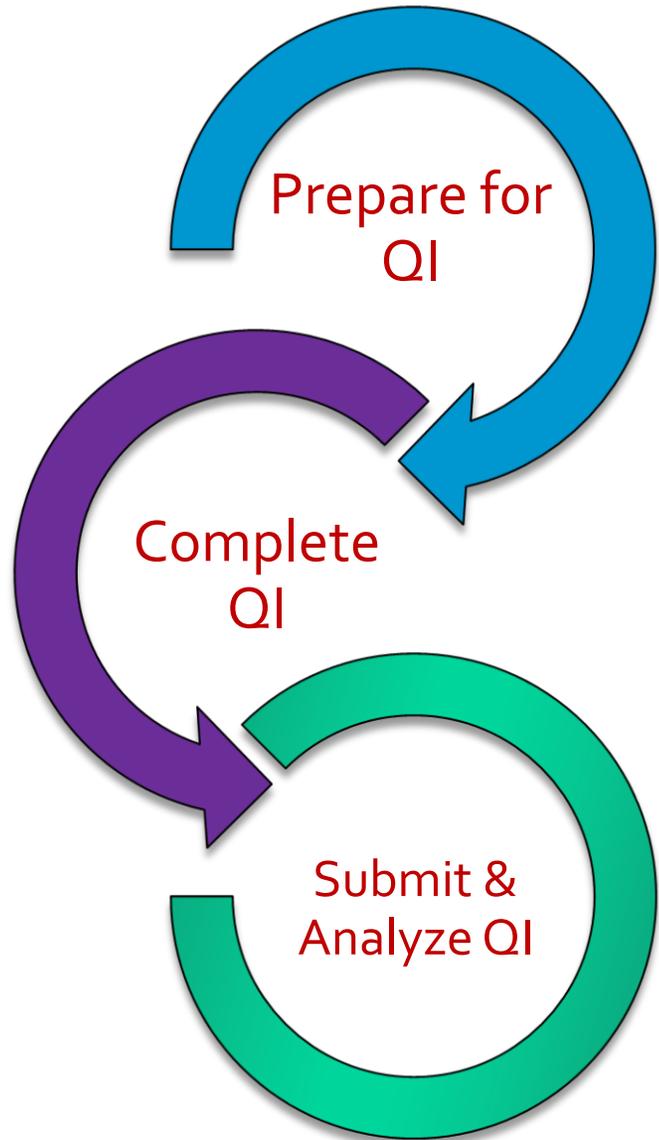
## **Purpose of Quality Indicators (QI)**

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- Each participating LASPDG LEA completes 2 types of Quality Indicators each year:
  1. LEA Quality Indicators-completed by LEA Team
  2. School Quality Indicators-completed by each school leadership team at each school within the LEA
- Both the LEA and the School QI consist of 3 focus areas: Culturally Responsive Practices, Inclusive Practices, and Family Engagement
- The QI is a self-assessment tool to identify areas of strength and need for improvement by focus area
- The QI data can be used to compare and contrast LEA, all schools, and individual school efforts



# Steps to Complete School Quality Indicators (QI)



## Step 1

- Use a paper copy of the School QI Forms included in this packet or download the School QI Forms electronically at [www.laspdg.org/content.cfm?id=400&](http://www.laspdg.org/content.cfm?id=400&)
- Watch the webinar on how to complete the form at the web address above

## Step 2

- An existing school leadership team should read each statement on the School QI and decide if the practice is currently "*In Place, Partially in Place, or Not in Place*"
- For those statements marked "*Partially in Place or Not in Place*", use the space provided to address current efforts
- This process should be repeated for all 3 focus areas (Family Engagement, Culturally Responsive Practices, and Inclusive Practices)

## Step 3

- Retain a copy of the School QI at the school
- Consult with your district contact regarding instructions on how to submit all 3 parts of the School QI
- Once your data are entered online, your district contact can provide summary reports and graphs of each school's QI data



## **Frequently Asked Questions (FAQ)**

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- *Who should complete the School QI?*

An existing school leadership team should complete the School QI and reach consensus for each focus area statement.

- *Who will see our school's QI data?*

LASPDG Personnel will receive the data and analyze the results; these data will be discussed with your LEA Leadership Team.

- *After my school completes the school QI, where do I send the scores?*

Your district contact will be giving school-specific instructions as to what to do when a school completes the School QI. Depending on your district contact's decision, the district contact may collect the scores from the school, or the district contact may give a school instructions on how to enter scores online at [www.laspdg.org](http://www.laspdg.org) under ONLINE REPORTING.

- *What happens if our school scores low on the School QI?*

This is a self-assessment that will identify areas of strengths and areas of need. This process will work best the more honest a team is when completing the statements.

- *After we complete the School QI, does a school have access to any reports?*

Yes. There are summary reports, graphs that compare school with the LEA, and graphs that compare the school with all LASPDG schools that are readily available through the district contact login. Discuss login with your district contact and ask about access to these reports.

- *How often does our school need to complete the School QI?*

Every year the school will need to complete the School QI (typically this is completed in the Fall) as long as they are participating in the grant.



School Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Family Engagement School Level Quality Indicators

There are 3 focus areas that include quality indicators: Family Engagement, Culturally Responsive Practices, and Inclusive Practices. The Family Engagement Quality Indicators are designed to determine if a school has the necessary structures in place to ensure meaningful family engagement. These indicators are divided into 4 domains: Communication, Family Support, Decision Making, and Partnerships.

The Quality Indicators should be completed annually in the Fall by the School Leadership Team comprised of stakeholders from general education, special education, administration, etc. Output reports will be generated electronically to display summative results for each focus area.

Directions: The School Leadership Team will place a check in the box that most accurately describes the school's progress on each indicator.

Domain 1: Communication	Not In Place	Partially In Place	In Place
1. A variety of methods such as phone calls, newsletters, or e-mail are used to communicate with families.			
2. Families are informed of academic programs.			
3. Families are informed of their student's progress.			
4. Families are offered a variety of ways to give feedback to the school.			
5. The communication between the school and families supports students' learning and growth.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
Domain 2: Family Support	Not In Place	Partially In Place	In Place
6. Documented policies and practices recognize diversity among families.			
7. Information and resources are made available to all families.			
8. Learning opportunities are provided to better meet the social and cultural needs of families.			
9. Families have access to information to support learning at home such as teachers' websites, course descriptions, weekly schedules, or assignments.			
10. Families are provided opportunities to participate in professional development.			
11. The support provided to families by the school supports students' learning and growth.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			

Domain 3: Decision Making	Not In Place	Partially In Place	In Place
12. Engaging families as partners in the decision-making process is supported.			
13. The diversity of families in the school is represented on the school leadership team and other committees.			
14. Families are provided current information regarding decision-making practices as well as their rights.			
15. The school's engagement with families in the decision-making process supports students' learning and growth.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
Domain 4: Partnerships	Not In Place	Partially In Place	In Place
16. An inviting and welcoming environment exists for all families.			
17. Families' interests, talents, and availability to support the school are identified.			
18. Opportunities such as career day or cultural celebrations are available for families to share their knowledge and experience with the school.			
19. Family members who are unable to be physically present in the school building have opportunities to contribute in other ways.			
20. School personnel are provided resources to create partnerships with all families.			
21. The partnerships that the school has with families support students' learning and growth.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			

School Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Culturally Responsive Practices School Level Quality Indicators

There are 3 focus areas that include quality indicators: Family Engagement, Culturally Responsive Practices, and Inclusive Practices. The Culturally Responsive Practices Quality Indicators are designed to determine if a school has practices in place to meet the needs of all students, regardless of their cultural background. These indicators are divided into 4 domains: Organizational Support, School Climate, Curriculum and Instruction, and Behavior Support.

The Quality Indicators should be completed annually in the Fall by the School Leadership Team comprised of stakeholders from general education, special education, administration, etc. Output reports will be generated electronically to display summative results for each focus area.

**Directions:** The School Leadership Team will place a check in the box that most accurately describes the school's progress on each indicator.

Domain 1: Organizational Support	Not In Place	Partially In Place	In Place
1. The administration works collaboratively with faculty, staff, and families to ensure equitable treatment for all students.			
2. The school has professional development training in cultural competence (i.e., the ability to interact meaningfully and respectfully with individuals from culturally diverse backgrounds).			
3. Administration, faculty and staff are knowledgeable about differences in cultural practices that impact student behavior and achievement.			
4. The school has a two way communication process with families regarding academic and behavioral strategies.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
Domain 2: Climate	Not In Place	Partially In Place	In Place
5. The school has a culture in which all students, including those with diverse cultural backgrounds, are involved in decision-making.			
6. The school's climate reflects a message of respect for all students and family members regardless of cultural background, ethnicity, and/or socioeconomic status.			
7. Cultural competence is reflected in curriculum, lesson planning, written materials, cultural/historical activities, community involvement, cultural celebrations, and other diversity markers.			
8. School data (achievement, behavior, placement, etc.) reflects that appropriate targets (including subgroups) are being met.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			

Domain 3: Curriculum & Instruction	Not In Place	Partially In Place	In Place
9. Teachers' instruction reflects diversity toward racial, ethnic, cultural, language, and ability groups.			
10. Lessons are relevant to students and their personal experiences.			
11. Teachers utilize instructional materials that reflect visuals and perspectives from diverse groups.			
12. Teachers use a range of assessment strategies that provide students from diverse backgrounds opportunities to demonstrate their knowledge and skills.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
Domain 4: Behavior Support	Not In Place	Partially In Place	In Place
13. The school has procedures and strategies for addressing student behavior occur in a climate of respect and trust.			
14. Teachers are knowledgeable about behaviors that are consistent with students' cultural background.			
15. Teachers utilize strategies to address behavioral concerns that are consistent with students' cultural background.			
16. Administration, faculty, and staff are aware of the potential for bias and how these may affect their interactions with students and their families.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			

School Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Inclusive Practices School Level Quality Indicators

There are 3 focus areas that include quality indicators: Family Engagement, Culturally Responsive Practices, and Inclusive Practices. The Inclusive Practices Quality Indicators are designed to determine if a school has the necessary structures in place to ensure inclusive practices are implemented. These indicators are divided into 6 domains: Foundations, Collaboration, Service Delivery, Instructional Practices, Behavior Support, and Administrative Responsibilities.

The Quality Indicators should be completed annually in the Fall by the School Leadership Team comprised of stakeholders from general education, special education, administration, etc. Output reports will be generated electronically to display summative results for each focus area.

Directions: The School Leadership Team will place a check in the box that most accurately describes the school's progress on each indicator.

Domain 1: Foundations of Inclusive Practices	Not In Place	Partially In Place	In Place
1. Administration, faculty, and staff hold high expectations for students with disabilities.			
2. Decisions related to inclusive schooling incorporate frequent, timely, and meaningful input from families and other stakeholders.			
3. The school's data indicate that most students receive the majority of their education in the general education setting.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
Domain 2: Collaboration	Not In Place	Partially In Place	In Place
4. Shared problem solving is reflected in school structures and procedures (e.g., co-teaching and other instructional teams, committees, school governance structures, pre-referral, eligibility).			
5. Administration, faculty, and staff use data (placement, achievement, graduation rate) as the basis for making decisions.			
6. Paraprofessional and support staff roles in general education classrooms (e.g., instruction and behavior support personnel) are articulated and implemented.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			

<b>Domain 3: Service Delivery</b>	<b>Not In Place</b>	<b>Partially In Place</b>	<b>In Place</b>
7. The school's schedule supports students with disabilities in general education classrooms.			
8. Service delivery options such as instruction, support services, extra-curricular, etc. are flexible based on students' needs.			
9. Co-teaching is utilized as a service delivery option.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
<b>Domain 4: Instructional Practices</b>	<b>Not In Place</b>	<b>Partially In Place</b>	<b>In Place</b>
10. Students with disabilities have access and participate in academic activities with non-disabled peers.			
11. Supplemental aids and services are used to ensure that students access and progress in the general curriculum.			
12. Data-driven decisions are made based on the assessments before, during, and after instruction.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
<b>Domain 5: Behavior Support</b>	<b>Not In Place</b>	<b>Partially In Place</b>	<b>In Place</b>
13. The school uses positive behavior support strategies that include school-wide plans, classroom plans, and individual student plans.			
14. Students needing behavior intervention plans based on functional behavior assessment receive them, and all their teachers (i.e., general and special education) have a meaningful role in implementing such plans.			
15. Behavior intervention plans (BIPs) are written and implemented consistently. Data are reviewed frequently, with plans adjusted accordingly.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			
<b>Domain 6: Administrative Responsibilities</b>	<b>Not In Place</b>	<b>Partially In Place</b>	<b>In Place</b>
16. The administration creates an inclusive school climate for students, families, and staff.			
17. The administration ensures inclusive schooling efforts using multiple instruments that assess academic outcomes, behavioral outcomes, and stakeholder perceptions.			
18. The administration provides resources to support teachers and other staff in creating and sustaining inclusive schooling.			
Use the space provided to address indicators that are described as "Not In Place" or "Partially In Place":			