

SYSTEM FOR STUDENT GROWTH AUDIT TOOL

Use this tool to audit the strength of your systems and identify opportunities for improvement.
Rate each statement based on how consistently it is true across your school.

RATING SCALE:

☐ Always

☐ Usually

☐ Sometimes

☐ Rarely

SYSTEM 1: CURRICULUM SYSTEM

Do all teachers teach the intended outcomes?

		Always	Usually	Sometimes	Rarely
1	I know exactly what students are expected to learn for each unit.	☐	☐	☐	☐
2	The curriculum I teach is aligned to the Arkansas Academic Standards.	☐	☐	☐	☐
3	I teach the district's guaranteed and viable curriculum.	☐	☐	☐	☐
4	I use common learning targets that are consistent across my grade level or course.	☐	☐	☐	☐
5	My lessons stay focused on the intended learning outcomes.	☐	☐	☐	☐
6	The instructional materials I use support the district curriculum.	☐	☐	☐	☐
7	Our team collaborates to ensure students receive the same essential learning, regardless of teacher.	☐	☐	☐	☐
8	I know what students must master before moving to the next unit or grade level.	☐	☐	☐	☐

EVIDENCE LEADERS SHOULD LOOK FOR:

- | | |
|--|---|
| ☐ Curriculum maps or pacing guides | ☐ Standards-aligned lesson plans |
| ☐ Common learning targets | ☐ Common assessments |
| ☐ District-approved instructional resources | ☐ PLC planning documents |
| ☐ Student work aligned to standards | ☐ Teacher understanding of essential standards |

SYSTEM 2: INSTRUCTIONAL SYSTEM

Are students doing the cognitive work?

		Always	Usually	Sometimes	Rarely
1	Students are actively engaged in learning throughout the lesson.	☐	☐	☐	☐
2	Teachers ask questions that require students to think, explain, and justify their answers.	☐	☐	☐	☐
3	Students do more of the thinking than the teacher.	☐	☐	☐	☐
4	Instruction is aligned to the rigor of the Arkansas Academic Standards.	☐	☐	☐	☐
5	Teachers regularly check for understanding and adjust instruction.	☐	☐	☐	☐
6	Students are expected to discuss, write, solve, or create during lessons.	☐	☐	☐	☐
7	TESS instructional expectations are consistently evident across classrooms.	☐	☐	☐	☐
8	Walkthrough data is used to identify instructional strengths and next steps.	☐	☐	☐	☐

EVIDENCE LEADERS SHOULD LOOK FOR:

- | | |
|---|---|
| ☐ Students explaining their thinking | ☐ High-quality questioning and discussion |
| ☐ Grade-level, rigorous tasks | ☐ Student collaboration and discourse |
| ☐ Frequent checks for understanding | ☐ Teacher responding to student evidence |
| ☐ Student ownership of learning | ☐ Consistent instructional practices across classrooms |

SCHOOL/TEAM: _____

DATE: _____

SYSTEM 3: ASSESSMENT SYSTEM

Do CFAs actually measure proficiency? Do we analyze thinking or just percentages?

		Always	Usually	Sometimes	Rarely
1	Common Formative Assessments (CFAs) measure the intended learning targets.	☐	☐	☐	☐
2	Assessments match the rigor of the Arkansas Academic Standards and ATLAS.	☐	☐	☐	☐
3	Teachers use common assessments across the grade level or course.	☐	☐	☐	☐
4	Assessment questions require students to demonstrate understanding, not just recall.	☐	☐	☐	☐
5	Teachers analyze student work to identify misconceptions and next instructional steps.	☐	☐	☐	☐
6	Assessment results are used to adjust instruction and intervention.	☐	☐	☐	☐
7	Students receive timely, actionable feedback on their learning.	☐	☐	☐	☐
8	PLC teams use assessment data to improve instruction, not just report percentages.	☐	☐	☐	☐

EVIDENCE LEADERS SHOULD LOOK FOR:

- | | |
|---|--|
| ☐ Common Formative Assessments (CFAs) | ☐ Standards-aligned assessment items |
| ☐ Balanced Depth of Knowledge (DOK) levels | ☐ Student work samples with teacher feedback |
| ☐ PLC data analysis protocols | ☐ Error analysis or misconception discussions |
| ☐ Intervention or reteaching plans based on assessment results | ☐ Common scoring guides or proficiency criteria |

SYSTEM 4: INTERVENTION SYSTEM

Is intervention driven by evidence? How quickly do students receive support?

		Always	Usually	Sometimes	Rarely
1	Students are identified for intervention using multiple sources of data.	☐	☐	☐	☐
2	Students receive intervention soon after a need is identified.	☐	☐	☐	☐
3	Intervention is matched to each student's specific skill gaps.	☐	☐	☐	☐
4	Intervention occurs consistently as scheduled.	☐	☐	☐	☐
5	Student progress is monitored regularly.	☐	☐	☐	☐
6	Intervention groups are adjusted based on student progress.	☐	☐	☐	☐
7	Teachers and interventionists regularly collaborate to review student data.	☐	☐	☐	☐
8	The effectiveness of intervention is routinely evaluated.	☐	☐	☐	☐

EVIDENCE LEADERS SHOULD LOOK FOR:

- | | |
|--|---|
| ☐ Universal screening and assessment data | ☐ Clear intervention criteria |
| ☐ Student intervention schedules | ☐ Skill-based intervention groups |
| ☐ Progress monitoring data | ☐ Data meeting/RTI documentation |
| ☐ Evidence of instructional adjustments | ☐ Students exiting or entering intervention based on results |

SYSTEM 5: LEADERSHIP SYSTEM

What evidence tells us instruction is actually improving?

		Always	Usually	Sometimes	Rarely
1	Leaders conduct regular classroom walkthroughs.	☐	☐	☐	☐
2	Teachers receive timely, actionable feedback.	☐	☐	☐	☐
3	Walkthrough data is analyzed to identify schoolwide trends.	☐	☐	☐	☐
4	Professional learning is based on walkthrough and student data.	☐	☐	☐	☐
5	Leaders monitor the implementation of instructional expectations.	☐	☐	☐	☐
6	PLC meetings focus on improving teaching and learning.	☐	☐	☐	☐
7	School improvement decisions are driven by evidence, not opinions.	☐	☐	☐	☐
8	Leaders regularly monitor whether instructional changes improve student outcomes.	☐	☐	☐	☐

EVIDENCE LEADERS SHOULD LOOK FOR:

- | | |
|---|---|
| ☐ Walkthrough schedules and completion rates | ☐ Teacher feedback records |
| ☐ Schoolwide walkthrough trend reports | ☐ Professional development plans tied to data |
| ☐ PLC agendas and meeting notes | ☐ Instructional action plans |
| ☐ Student achievement and growth data | ☐ Evidence of continuous improvement cycles
Plan -> Implement -> Monitor -> Adjust) |

HOW TO USE THIS TOOL

1. Rate each statement based on how consistently it is true across your school.
2. Look for patterns of strength and areas for growth within each system.
3. Use the evidence lists to guide conversations and next steps.
4. Revisit regularly to monitor progress and celebrate improvement.

STRENGTHS OBSERVED ACROSS SYSTEMS:

PRIORITY AREAS & NEXT STEPS:
