

Diagnostic Review Tool

Establishing Baseline Data Across the Five Domains

PURPOSE

To identify a school's current status across each domain using both quantitative and qualitative data, this diagnostic tool supports leadership teams in clarifying strengths, surfacing gaps, and guiding initial goal setting.

HOW TO USE THIS TOOL

1. Gather a leadership team including teachers, instructional coaches, and family/community representatives.
2. Review each indicator of success.
3. Use multiple data sources (e.g., student performance, surveys, walkthroughs, attendance records, interviews).
4. Rate each indicator using the rubric below.
5. Identify strengths and prioritize 1–2 focus areas per domain for improvement planning.

RATING SCALE

- 1—Not in Place:** No evidence or inconsistent implementation
2—Emerging: Some practices in place, not yet systemic
3—Developing: Clear practices underway, not fully embedded
4—Strong: Practice is systemic and consistent schoolwide
5—Sustained: Practice is embedded, monitored, and refined

| Domain 1: Academic Achievement | | |
|---|--------------|---------------|
| Indicator | Rating (1-5) | Evidence/Note |
| Growth in foundational skill areas (e.g., early literacy, math) | | |
| Formative and interim assessment trends | | |
| Narrowing of opportunity/performance gaps | | |
| Strengths: | | |
| Priority Areas for Improvement: | | |
| Domain 2: Cultural Transformation | | |
| Indicator | Rating (1-5) | Evidence/Note |
| Shared vision and staff commitment | | |
| Norms of collaboration and collective efficacy | | |
| Functioning, data-driven PLCs | | |
| Targeted professional learning aligned to needs | | |
| Strengths: | | |
| Priority Areas for Improvement: | | |
| Domain 3: Student Engagement and Beliefs | | |
| Indicator | Rating (1-5) | Evidence/Note |
| Increased attendance/reduced chronic absence | | |
| Observable engagement in rigorous tasks | | |
| Student goal-setting and progress monitoring | | |
| Positive shifts in self-efficacy and academic identity | | |
| Strengths: | | |
| Priority Areas for Improvement: | | |
| Domain 4: Family and Community Engagement | | |
| Indicator | Rating (1-5) | Evidence/Note |
| Diverse family participation in events/governance | | |
| Family voice influences priorities | | |
| Sustained community partnerships | | |
| Culturally responsive communication and outreach | | |
| Strengths: | | |
| Priority Areas for Improvement: | | |

| Domain 5: Systemic Sustainability | | |
|--|---------------------|----------------------|
| Indicator | Rating (1–5) | Evidence/Note |
| Systems for instructional leadership and data use | | |
| School-based leadership development pipelines | | |
| Practices embedded in structures, not personalities | | |
| Alignment between school improvement plans and district goals | | |
| Strengths: | | |
| Priority Areas for Improvement: | | |
| Summary Analysis <ul style="list-style-type: none"> • Most Developed Domain: • Most Pressing Area for Improvement: • Immediate Action Step (next 30 days): | | |