2	DEVELOPING

Academic, social, and aspirational inequities across the student body may have been identified, but no formal or strategic actions have been undertaken to address them. Underperforming students (defined as performing below grade level) typically fail to catch up to their peers, and school data indicate that these students generally come from economically, socially, or educationally disadvantaged backgrounds. The school's courses, curricula, and instruction do not promote common high expectations for all students. The academic program is a complex hierarchy of tiered tracks and teachers are not trained in classroom differentiation or other personalization strategies. Student performance and behavioral data are collected and reviewed at the school level, but individual and student-subgroup data are not disaggregated or analyzed. While all students have access to enriching school activities and co-curricular programs, actual participation patterns reveal that disadvantaged students participate at significantly lower rates. Some staff members, parents, and community members display considerable resistance to adopting strategies that would promote a more equitable school structure.

3	PERFORMING

Inequities across the student body are monitored regularly, at least annually. The school is beginning to use disaggregated data and formative assessments to identify individual student needs. The school offers some support opportunities to academically struggling students, but interventions are not systemic or integrated into regular courses. Some academic tracks have been eliminated, but barriers to accessing higher-level courses remain in place. A small number of staff remain resistant to adopting strategies that promote greater equity. Participation in enriching school activities and co-curricular programs is relatively consistent across the student body, including those students who may have formerly been disengaged. Student voice and personalization are considered when programs are developed or refined.

4	ADVANCED

The learning community has embraced the belief that all children can succeed. Teachers actively promote positive self-images and high academic expectations for all children. Every student is enrolled in academically rigorous, college-preparatory courses, and the school does not offer "watered-down" or outdated courses that do not prepare students for success in college or modern careers. Classroom instruction goes beyond more traditional didactic practices to include personalized, student-centered strategies that engage and support diverse learning styles. Course expectations—including those for assignments, assessments, and grading—are explicit and public. A coherent system of performance monitoring and student interventions promotes academic acceleration (not traditional remediation) for both underperforming and high-performing students. A variety of academic options and graduation pathways provide opportunities for students to participate in the design of their own personalized educational experiences.

SCORE YOUR LEARNING COMMUNITY

Place an **X** on the scale below to indicate your LC's performance in this dimension.

	1	2	3	4
ADDRESSED	NOT ADDRESSED	DEVELOPING	PERFORMING	ADVANCED

PERSONALIZATION + RELEVANCE

2 DEVELOPING

Teachers use a limited repertoire of instructional strategies. Curriculum design and lesson planning reflect whole-group learning targets with little personalization or differentiation. The school is not organized to provide personalized learning or mitigate performance gaps, and teachers do not have timely access to data on individual student learning needs or progress. In-depth inquiry, student collaboration, and the application of real-world skills are absent from most courses and lessons.

3 PERFORMING

The school's vision and mission have been revised to reflect a school-wide commitment to serving all students. Teachers are actively learning about personalization and differentiation. Most teachers have received professional development and support for using formative assessments, new learning technologies, and student-centered strategies that can help identify student needs and increase academic personalization. Courses are still fairly traditional, classroom-based experiences, but teachers are beginning to use instructional practices proven to engage diverse types of learners. The school has implemented an advisory structure for students, but both students and teachers report that the time is not being used effectively.

4 ADVANCED

The faculty has made a bold public commitment to creating a student-centered culture and learning environment, and personalized instructional strategies designed to meet the intellectual, developmental, social, and emotional needs of every student reflect this commitment. Teachers regularly review student data to diagnose learning needs and improve instructional practice. The school has implemented systems that help teachers get to know their students well. The school provides a variety of curriculum options, universal access to digital technologies, and multiple learning pathways both within and outside of the classroom. Students take a proactive role in designing their own education and planning for future learning. By using personal learning plans, portfolios, rubrics, online course-management tools, or other strategies, teachers help students manage their own educational experience. Teachers and school leaders regularly communicate with parents, encourage their involvement in the academic life of their children, and use Web-based tools to ensure that parents are knowledgeable about their children's academic progress. Classroom instruction emphasizes real-world concepts and applications, including hands-on learning, problem solving, research, technological literacy, and current national and international issues.

SCORE YOUR LEARNING COMMUNITY

Place an **X** on the scale below to indicate your LC's performance in this dimension.

	1	2	3	4
ADDRESSED	NOT ADDRESSED	DEVELOPING	PERFORMING	ADVANCED

2 DEVELOPING	3 PERFORMING	4 ADVANCED
Students are often engaged in time-consuming, lower-skill activities that add relatively little tangible academic value to the school day. Course-enrollment patterns reveal that low-achieving students from disadvantaged households tend to be enrolled in less-challenging courses that are taught by new or less-qualified teachers. Most classroom-based assessments rely on multiple-choice questions that measure only content knowledge and basic skills. Teachers infrequently engage students in long-term projects, complex problem solving, and other tasks that require the application of knowledge and higher-level reasoning skills. Remedial courses deliver less-rigorous instruction at a slower pace, and underperforming students are not always given the additional time they need to catch up to their peers. Special-education students are often separated from their peers, and the stigma associated with this label tends to reinforce negative self-images of academic or personal potential.	The lowest academic tracks have been eliminated, and most students are enrolled in college-preparatory courses. Prerequisites for higher-level courses—including honors, Advanced Placement and dual-enrollment courses—have been added so that any motivated student can access challenging learning experiences regardless of past academic performance. Some teachers are collaborating to develop interdisciplinary courses that explore concepts from multiple perspectives, but these opportunities are not accessible to all students. Student data are analyzed to identify underachieving students, and teachers are investigating and using intervention strategies focused on learning acceleration (not remediation), but these support strategies are not yet integrated into regular courses and coursework.	The administration and faculty have developed a common definition of academic rigor that is based on real-world learning needs, including research on the skills and knowledge needed to succeed in demanding postsecondary-degree programs and globally competitive modern careers. A concise set of academic objectives has been clearly articulated for every course and communicated to every student. Most units and lessons are thematic, cross-curricular, and explicitly address "21st century skills," such as finding and organizing information to solve problems, planning and conducting long-term investigations, analyzing and synthesizing data, applying knowledge and skills in new situations, self-monitoring and self-directing, communicating and writing well, and working independently and in teams. Students are given time to investigate ideas in depth, and all students are engaged in long-term projects, exhibitions, and other performance-based demonstrations of learning. A variety of instructional strategies allow students to learn at their own pace and in ways that work most effectively for them. Teachers utilize interactive instructional techniques and regularly collaborate on intensive projects.

SCORE YOUR LEARNING COMMUNITY

Place an **X** on the scale below to indicate your LC's performance in this dimension.

	1	2	3	4
ADDRESSED	NOT ADDRESSED	DEVELOPING	PERFORMING	ADVANCED

2 DEVELOPING	3 PERFORMING	4 ADVANCED
Some efforts have been made to align coursework with career and college-ready learning standards, but in practice many teachers continue to use lessons that are unaligned or outdated. The school uses a standardized credit system based on seat time, and other traditional practices to measure academic progress and determine readiness for graduation. There is a great deal of variation from classroom to classroom in grading practices and standards. Students are often unaware of learning expectations for courses and lessons, and they rarely receive descriptive feedback on assignments. High-stakes external assessments often unilaterally drive instruction and lesson design.	School-wide curricula and instruction have been aligned with common learning standards, but this effort has not been systematic or systemic. RSU and school leaders have engaged in conversations about adopting a true standards-based system, and the principal and teacher-leaders have visited schools that are using effective standards-based practices. Teachers are employing multiple formative assessment strategies in the classroom, and academic support is being provided to ensure that struggling students have learned material before they move on to the next lesson. Some departments have developed common rubrics to enhance the consistency of grading and reporting, but this practice has not been embraced by all teachers or institutionalized school-wide. In some cases, learning expectations remain unclear and many students are still unaware of their own learning strengths and weaknesses or which learning standards teachers are addressing.	The school has publicly committed to becoming a true standards-based learning community, and graduation policy has been modified to require all students to demonstrate mastery of learning standards and high levels of college and career readiness before receiving a diploma. The faculty has prioritized learning standards in every content area so that the most essential content, skills, and habits of mind are covered in depth before teachers move on to additional material and standards. Multiple assessments are used to determine that students have mastered what they have been taught, and underperforming students are provided with additional instructional time, academic support, and alternative learning options to ensure that they are able to learn and demonstrate achievement in ways that work best for them. All teachers use common scoring guides that provide detailed descriptions of required learning proficiencies at each developmental stage and expected level of performance.

SCORE YOUR LEARNING COMMUNITY

Place an **X** on the scale below to indicate your LC's performance in this dimension.

	1	2	3	4
ADDRESSED	NOT ADDRESSED	DEVELOPING	PERFORMING	ADVANCED

2 DEVELOPING	3 PERFORMING	4 ADVANCED
The school primarily uses a "one-size-fits-all" approach to assessment, and most assessments employ fixed-response, selected-response, and multiple-choice questions that primarily measure recall. When students struggle to demonstrate what they have learned, assessment practices seldom change when students are retested. Teacher feedback often lacks clear guidance that will help students recognize learning needs and progress toward proficiency. Student learning is assessed infrequently, and assessment data are rarely used to modify instructional strategies.	More teachers are employing multiple assessment strategies in the classroom, but these practices are unevenly applied across the school and only occasionally result in personalized instructional modifications. Faculties are supported in increasing their understanding of assessment design and in matching assessments to specified learning goals. The school has started using more innovative assessment strategies—including exhibitions and portfolios—but many student projects display a lack of academic rigor, sophistication, or intellectual curiosity. The school has provided a few professional development opportunities to improve faculty understanding of effective assessment design and how assessment strategies can also be a learning tool for teachers and students. Assessment data is being reviewed and analyzed sporadically to inform instructional practices.	The teaching faculty has embraced assessment as a critical component of the learning process. The school has created a coherent system of varied, curriculum-embedded assessments that are aligned with standards and designed to capture a broad range of student learning. Teachers have received training in using assessments to identify and respond to student learning needs and are skilled in the use of diagnostic assessment. Formative, performance-based assessment strategies are used in every classroom throughout the school year to identify emerging student needs so that teachers can modify instruction and coordinate support before students fall behind. Performance assessments and demonstrations of learning are challenging, relevant, and model real-life situations and applications. Learning expectations are clearly communicated to all students at the beginning of courses and lessons, and students understand the assessment methods used by teachers. Teachers provide specific, detailed, and timely oral and written feedback to students on their learning strengths and weaknesses. Students are provided with differentiated assessment opportunities, where appropriate, so that they have ample opportunity to exhibit learning using multiple approaches. Equitable assessment practices ensure that all students have the time, resources, and support they need to demonstrate proficiency.

SCORE YOUR LEARNING COMMUNITY

Place an **X** on the scale below to indicate your LC's performance in this dimension.

	1	2	3	4
☐				
ADDRESSED	NOT ADDRESSED	DEVELOPING	PERFORMING	ADVANCED

2 DEVELOPING

Some teachers rely on outdated textbooks and learning materials that primarily espouse an American or Eurocentric point of view. The school only offers instruction in one or two European languages, and there are no alternative options for students interested in learning other world languages. History and social science courses focus primarily on the American experience and rarely explore the emerging global interconnectedness of societies and cultures. The school's vision and mission do not address international learning or multicultural awareness. Students and teachers have reported incidences of racial, ethnic, and religious slurs being used during or outside of school. English-language learners spend most of the day in separate classes, and students, parents, and community members from other countries are rarely invited to share their backgrounds and experiences with students.

3 PERFORMING

School leaders and teachers recognize the importance of exposing students to global issues and perspectives, and the school's action plan outlines specific objectives for expanding international-learning opportunities for students. The school has added new world-language courses and is working to forge partnerships with regional high schools and local colleges to enhance world-language opportunities. The school offers programs designed to increase multicultural understanding among staff and students, but these opportunities are often elective, offered after normal school hours, or unconnected to curriculum and instruction. Teachers make efforts to recognize and honor the cultural diversity of their students, and lessons are often modified to include material relevant to the social and cultural backgrounds represented in the class. ELL students, immigrant families, well-traveled students, and leaders of local cultural institutions are occasionally invited to present their experiences in classes. Students increasingly participate in exchange programs, travel-abroad opportunities, volunteerism, internships, leadership programs, and other opportunities that expose them to different societies and cultures.

4 ADVANCED

Enhancing student understanding of international issues and world cultures is not only an explicitly stated goal of the school, but school leaders and staff have made a concerted effort to incorporate international knowledge, cultural diversity, and global values into all programs and learning opportunities. Students have access to a variety of world-language learning options and experiences. International issues and perspectives are emphasized across the content areas and embedded in the curriculum and learning materials, particularly in world history, geography, anthropology, literature, art, culture, economics, politics, and current-event lessons. Humanities, history, and social studies courses go beyond "flags, fun, food, and festivals" to explore the global interconnectedness and interdependence of societies, cultures, and economies. Learning opportunities designed to foster a greater understanding of diverse cultures and belief systems are integrated into the school day and into co-curricular programs. Students, parents, and staff who are members of immigrant or minority groups are seen as valued community resources and are often called upon to share their expertise and experiences.

SCORE YOUR LEARNING COMMUNITY

Place an **X** on the scale below to indicate your LC's performance in this dimension.

1	2	3	4

☐
ADDRESSED   NOT ADDRESSED   DEVELOPING   PERFORMING   ADVANCED

2 DEVELOPING

Access to computers and online resources is limited due to scheduling issues, and inadequate supply of computers, outdated hardware and software, or a lack of skilled technical support. The school is not wireless and persistent technical issues occasionally shut down or disable the network. The faculty does not use common online applications to plan, organize, and manage courses, or to track student data related to lessons, performance, and demographics. The school does not provide professional development in the use of new digital learning technologies, and some staff members remain uncomfortable using digital learning applications in the classroom. The school does not have a long-range technology plan.

3 PERFORMING

The school has a computer lab equipped with new computers, a variety of learning software, and a full-time learning-technology specialist, but an insufficient supply of computers, scheduling issues, and other minor problems limit teacher and student access to technology. Teachers are growing increasingly skilled in using digital tools and applications, but these practices are often limited to online researching, word processing, emailing, and other basic strategies. A few teachers in the school are highly skilled in using technology to increase student engagement and performance, but the school does not provide structured opportunities for advanced practitioners to model instruction or share best practices with their colleagues. Most students take at least one general course in digital and online literacy prior to graduation, but the school does not offer courses in practical technology skills—such as computer programming, digital photography, or graphic design— and computer skills are only occasionally integrated into regular courses. A secure, stable network provides reliable connectivity throughout the school facility.

4 ADVANCED

Technology use across the school is transformative, changing the way that teachers teach and students learn. The school is a one-to-one learning environment, and each student has a laptop computer that can be used throughout the school day and after school hours. Student learning extends beyond the classroom to include real-world tasks or communication with experts outside of the school. Teachers take advantage of course-management software, a common student- information system, open-source applications, and other digital tools to facilitate the planning, organization, and communication within and across courses. The faculty consciously promotes and models digital citizenship and online responsibility, including respect for intellectual property, appropriate documentation of online sources, and ethical conduct and safety in online social interactions. Learning technologies and online resources are used on a daily basis in most courses, and every teacher has developed strategies to effectively integrate digital tools into their pedagogy. Technology is used to engage students in sophisticated knowledge construction, complex problem solving, peer collaboration, and the virtual exploration of global issues, and every student is required to demonstrate a high level of technological literacy prior to graduation. A strategic, long-range technology plan takes into account emerging needs and increases technology resources over time.

SCORE YOUR LEARNING COMMUNITY

Place an **X** on the scale below to indicate your LC's performance in this dimension.

1	2	3	4

☐
ADDRESSED   NOT ADDRESSED   DEVELOPING   PERFORMING   ADVANCED

2 DEVELOPING

Teaching practice is largely individualistic and uninformed by current research, collegial feedback, formative assessments, or student data. Classroom doors are generally closed and faculty members rarely observe one another teaching or have focused discussions about specific instructional strategies or student needs. The administrative team is largely focused on managerial responsibilities, and only a limited amount of time is devoted to investigating proven best practices, analyzing student-performance trends, and participating in professional learning. School policies do not explicitly support ongoing professional learning, and teacher schedules and workloads do not provide time for collaborative work and study. Some tensions among the faculty may go unresolved for long periods of time.

3 PERFORMING

Teacher interactions indicate that there is a growing sense of trust, appreciation, and mutual respect for one another's contributions to the school community. Several teachers have been trained to facilitate professional sharing among teachers, and a significant percentage of the teaching faculty meets every month to discuss student work and instructional strategies. The administrative team has taken steps to stay informed about current research, analyze student data, distribute best-practice literature to the faculty, and support the ongoing professional learning of every teacher. Time for collaborative preparation and planning is provided to teachers during the school day, but this time is often unstructured, loosely facilitated, or unproductive in terms of improving classroom instruction across the school.

4 ADVANCED

Faculty interactions are characterized by the kind of collegiality, trust, and respect that result from strong personal relationships, professionalism, and mutual appreciation. Teachers regularly observe one another's practice and provide constructive feedback that is based on a shared understanding of effective teaching, learning goals, and student needs. The faculty has developed a shared language for discussing instruction, assessment, and other critical elements of teaching and learning. All teachers are involved in consistent, group-based professional conversations that are well established, organized, skillfully facilitated, and goal-driven. Group agendas and conversations focus on addressing the specific tasks and strategies of student-centered, inquiry-based teaching and assessment. Faculty meetings are characterized by enthusiasm, intellectual curiosity, and a sense of collective responsibility for improving student learning and outcomes, particularly among traditionally underperforming student subgroups.

SCORE YOUR LEARNING COMMUNITY

Place an **X** on the scale below to indicate your LC's performance in this dimension.

	1	2	3	4
☐				
ADDRESSED	NOT ADDRESSED	DEVELOPING	PERFORMING	ADVANCED

2 DEVELOPING	3 PERFORMING	4 ADVANCED
The school has a public vision and mission, but these statements have not been reviewed for many years and no longer reflect the needs of the current student body or the values and contributions of the current staff. The school's improvement plan does not represent a collective commitment or reflect the expressed values of the school community. State and federal funds for school improvement and professional development often go underutilized or unused. Many major decisions appear to contradict the school's mission statement, but faculty, students, and parents rarely discuss these inconsistencies. Teaching, assessment, and reporting practices are inconsistent across grade levels, departments, and classrooms.	The school has collaboratively developed a public vision and mission that reflects the contributions and values of diverse stakeholders in the school community, although some staff members and parents remain critical of the school's new direction. Despite broad-based participation in its development, the action plan tends to reflect the personal interests and desires of a few strong voices. School leaders have discussed the action plan with all staff members and some community leaders. These communication efforts have increased support among parents, the public, and the local media. The principal has presented the school's action plan to the school board and received general approval of its goals and strategies. Major decisions are increasingly aligned with the school's vision, mission, and action plan, and instructional practices are being modified to reflect the school's stated goals and values.	In collaboration with staff, students, parents, community members, and local policy makers, the school has created a bold, student-centered, long-term vision for ongoing school improvement and professional growth. The mission and vision statements express a unified value system that is based on personalizing teaching and learning, promoting common high expectations, cultivating student aspirations and ambitions, and nurturing the holistic development and wellness of every student. The language of the vision and mission is clear, understandable, and powerful, and it exemplifies the shared principles and ideals of the school community. These statements have been formally endorsed by the school board, local policy makers, and business and community leaders. The vision and mission are used to guide all budgetary, staffing, and instructional decisions, and to shape annual action plans. The action plan and all relevant documents are publicly available online, and school and community stakeholders are familiar with its major goals and strategies.

SCORE YOUR LEARNING COMMUNITY

Place an **X** on the scale below to indicate your LC's performance in this dimension.

	1	2	3	4
☐				
ADDRESSED	NOT ADDRESSED	DEVELOPING	PERFORMING	ADVANCED

2 DEVELOPING

Some efforts have been made by school leaders to energize the staff, but general morale and motivation remain low. Adult interactions occasionally lapse into complaints, gossip, and other negative commentary about students, colleagues, or the school itself. Teachers unevenly enforce rules about student behavior, and persistent classroom-management issues too often become the focus of teacher attention and disrupt learning for students. Students have few opportunities to participate in school governance, and parents and community members infrequently or unevenly participate in school programs and events. Co-curricular and extracurricular activities do not engage students from a variety of backgrounds, and exclusionary cliques are common across the student body. Staff, students, and parents occasionally report incidences of bullying and derogatory language by students.

3 PERFORMING

The school has formal procedures that allow students, staff, and parents to voice concerns directly to the administrative and leadership teams. Innovation and risk-taking by teachers are accepted, although it is seldom encouraged or expected by school leaders. Improved collegial relationships are having a noticeable impact on staff motivation and morale. Administrators and teachers have developed a communication plan that is helping to keep parents and community members informed about the school and engaged in its activities. Student behavioral issues tend to be minor, and there is little evidence of bullying or harassment by students. Students from diverse backgrounds participate in co-curricular and extracurricular activities, but the same handful of students tend to assume leadership roles.

4 ADVANCED

The school's commitment to equity is not just proclaimed in its mission statement, but is evident in every program, course, and interaction. Adults in the school do not make unconstructive critical statements about students, colleagues, or the school itself. School leaders and faculty encourage innovation, risk-taking, and professionalism in the classroom, and effective teaching is recognized and rewarded. The school community has collaboratively created and endorsed a system of shared beliefs, traditions, and practices that celebrate positive values and encourage a safe and inclusive school environment. The entire faculty feels individually and collectively responsible for the academic success, personal growth, and well-being of every student. Students feel a sense of pride in their school and ownership over their learning. Students from diverse social and cultural backgrounds are active in school governance and serve as leaders in co-curricular and extracurricular activities. Administrators and faculty actively attempt to resolve any tensions or problems that may arise. Co-curricular programs and course-embedded lessons address diversity awareness and the importance of cultural sensitivity, and students are encouraged to explore and question their own beliefs about race, ethnicity, sexual orientation, and disability. School leaders and staff do not tolerate hurtful language, prejudicial behavior, or the perpetuation of false stereotypes about other people and cultures. Student successes both in and outside of the classroom are publicly celebrated.

SCORE YOUR LEARNING COMMUNITY

Place an **X** on the scale below to indicate your LC's performance in this dimension.

1	2	3	4

☐
ADDRESSED   NOT ADDRESSED   DEVELOPING   PERFORMING   ADVANCED

2 DEVELOPING	3 PERFORMING	4 ADVANCED
The curriculum is a series of classroom-based courses culminating in a high school diploma, and students infrequently engage in learning experiences outside the classroom. Interdisciplinary collaboration is rare, and teachers infrequently use strategies to make content more relevant or to connect students with local issues, leaders, organizations, and opportunities. Student choice is primarily limited to course selection, and most courses do not integrate personalization strategies that address different learning styles and needs. The school has not taken steps to develop partnerships with local businesses or collegiate institutions, and it does not have established internship or dual enrollment programs. Technical education is entirely separate from the academic program. Students are given few opportunities to earn academic credit outside of classroom-based courses.	Multiple course options are available, although course content and sequences are largely predetermined and learning expectations are applied unevenly. Most courses are still taught in traditional classrooms, but teachers are gradually redefining their conceptions of what an effective learning environment can or should be. Online credit-recovery provides students who have failed one or more courses with alternative learning options that allow them to catch up to their peers and graduate on time. The school is responsive when students propose alternative pathways to meeting graduation requirements, but the faculty has not developed a system to encourage innovative, student-designed projects. Teachers in the academic program are beginning to collaborate with educators from the local technical program, and several integrated courses expose students to rigorous academic content while giving them the opportunity to develop applied skills. Partnerships with local business and collegiate institutions have led to the development of new internship and dual enrollment programs, but only a small number of students are taking advantage of these opportunities.	The school and faculty have adopted a general pedagogical philosophy that teaching strategies, learning environments, and time can be variable, but learning standards will remain constant. The school provides a variety of learning pathways to every student—including classroom-embedded, co-curricular, and outside-of-school pathways–that accommodate different learning styles while applying the same universally high academic expectations. Students are encouraged to take an active role in planning their own education, and opportunities to propose and co-design additional projects or courses of study are provided. Access to and participation in alternative learning options is consistent across all student subgroups, and all pathways prepare students for success in college and globally competitive modern careers. The learning community's local partnership with the career and technical education program is integrated into and aligned with the school's academic program, and students are encouraged to select courses from both programs. Vibrant internship and dual enrollment programs enroll a significant percentage of the student body.

SCORE YOUR LEARNING COMMUNITY

Place an **X** on the scale below to indicate your LC's performance in this dimension.

	1	2	3	4
☐ ADDRESSED	NOT ADDRESSED	DEVELOPING	PERFORMING	ADVANCED

2	DEVELOPING

Teachers have little information about the learning needs of incoming students, and the school has not developed a strategy for keeping parents informed about and involved in their children's education. Teachers rarely communicate student-learning needs across grade levels, and academic course progressions are not always articulated or aligned from one grade to the next. The school does not receive student data from its sending schools. Although individual teachers take a personal interest in their students' development, there is no systemic strategy for helping teachers identify student needs as they transition into high school or progress from grade to grade. The school has little information on student outcomes following graduation, such as data on college enrollment, remediation, and persistence rates.

3	PERFORMING

Better communication with sending and receiving schools is beginning to occur, but these strategies tend to focus on administrative or logistical issues, not data exchange or student needs. The curriculum in most courses is aligned with collegiate expectations, although some students continue to be enrolled in courses that do not result in true college-ready preparation. The school has created an advisory structure that pairs every incoming student with at least one adult in the school, but the purpose of the program has not been clearly articulated and some advisories tend to be disorganized or unfocused. The school offers a variety of extended learning options, internships, and college-preparation programs to juniors and seniors, but these opportunities are largely being utilized by historically high-performing students. The school tracks information on graduates, but rarely analyzes it to improve programs and support strategies for current students.

4	ADVANCED

School leaders and teachers have established strong connections between sending and receiving schools that focus on both programmatic alignment and student-needs issues. Teachers at different grade levels routinely discuss individual student learning needs—particularly for academically struggling students from disadvantaged backgrounds—and school structures ensure that every student is known well by at least one adult in the school. Courses and curricula have been articulated across grade levels, and with sending middle schools and postsecondary expectations, to mitigate content gaps and ensure a seamless continuum of learning. Teachers are knowledgeable about all content-area expectations and grade-level standards, particularly the specific standards for students transitioning into and out of their grade level. The school gathers and analyzes postsecondary data on their graduates and uses that information to improve postsecondary-planning programs and support systems.

SCORE YOUR LEARNING COMMUNITY

Place an **X** on the scale below to indicate your LC's performance in this dimension.

1   2   3   4

☐

ADDRESSED   NOT ADDRESSED   DEVELOPING   PERFORMING   ADVANCED

2 DEVELOPING	3 PERFORMING	4 ADVANCED
Interventions and support strategies are only offered occasionally outside of regular courses and school hours. When available, academic support is not integrated with regular courses and primarily consists of repeating material at a slower pace using the same general instructional strategies employed in regular classes. Special education is a separate academic track, and students enrolled in this program not only spend a great deal of time isolated from their peers, but they experience social stigma related to the label. Detailed data on absenteeism, behavioral incidences, and course failures are not consistently tracked or regularly analyzed to identify potential at-risk or underperforming students who may be in danger of failing or dropping out. School disciplinary policies lead to suspensions and other measures, compounding learning deficits for many students.	Intervention and support strategies are available to all students, but they are rarely evaluated for effectiveness or modified from year to year in response to fluctuations in student performance or needs. Academic support is viewed as an "add on," not as an essential component of effective teaching and learning that should be integrated into courses to accelerate learning for all students. Academic-support personnel receive little professional development, rarely coordinate with classroom teachers, and often employ the same instructional strategies that proved ineffective in regular courses. The school is taking steps to develop a comprehensive intervention system, but support strategies are not systemic, remain insufficiently challenging, and are provided too late in the school year to have a meaningful influence on performance.	All teachers in the school take professional responsibility for student outcomes, including course incompletion and low aspirations, and the school's accountability and support systems ensure that all students receive the personalized interventions and instructional time they need to achieve high learning standards. Teachers across content areas regularly discuss the learning needs of their shared students, while co-developing personalized support strategies for struggling and at-risk students. Academic support is focused on acceleration, not traditional remediation, and strategies are regularly evaluated to determine if student outcomes are improving. All students—both high-performing and low-performing—are engaged in some form of individualized academic acceleration, which has reduced the negative self-images and stigma typically associated with support options. Incoming ninth-graders are pre-assessed to determine learning needs, and interventions are provided at the first indication that a student is falling behind.

SCORE YOUR LEARNING COMMUNITY

Place an **X** on the scale below to indicate your LC's performance in this dimension.

☐
ADDRESSED

1   2   3   4

NOT ADDRESSED   DEVELOPING   PERFORMING   ADVANCED

| 2 | DEVELOPING | | 3 | PERFORMING | | 4 | ADVANCED |

2 DEVELOPING

The instructional strategies employed by teachers are often hampered by time constraints and generally emphasize content coverage rather than depth of student learning. The school calendar, daily schedule, and other important information are not consistently updated or publicly available online for students and parents. School facilities are generally closed to the public on evenings, weekends, and during the summer, and few community organizations use the school for meetings, events, or programs. Students are not given personal space, such as reading nooks or workstations. Students do not use extra time to increase their readiness for college, work, or adult life.

3 PERFORMING

Teachers have discussed how learning spaces and time can be used more efficiently or effectively, and the majority of teachers are making efforts to incorporate proven practices that make better use of instructional time. The school, however, has not adopted formal policies to support these innovations. School facilities are being used more frequently for community activities and extended learning programs, but these opportunities are rarely integrated with the school's academic program and student participation is sporadic. Extended school hours, a year-round calendar, and other flexible scheduling approaches are starting to be employed.

4 ADVANCED

All teachers ensure that lessons and pedagogy are being refined to make efficient and effective use of instructional time. Learning time is varied, enabling students to master skills and gain knowledge based on their unique learning needs rather than an inflexible common schedule. The school has redesigned its facilities and space to ensure that they are conducive to learning, and administrators have identified and prioritized needed improvements and upgrades. The school has made concerted efforts to become a learning center for the community, and school facilities are frequently utilized after normal school hours and on weekends throughout the year. The weekly school schedule includes time for professional sharing, collaborative lesson planning, and professional development for all teachers. School leaders have investigated developmentally appropriate class-scheduling strategies, longer blocks of time, extended school days, off-campus learning, and other flexible scheduling strategies that can empower teachers and students to work and learn more creatively. The school has taken steps to create flexible, multipurpose learning spaces that can be used in a variety of innovative and non-traditional ways by both students and teachers.

SCORE YOUR LEARNING COMMUNITY

Place an **X** on the scale below to indicate your LC's performance in this dimension.

| | 1 | 2 | 3 | 4 |

☐
ADDRESSED   NOT ADDRESSED   DEVELOPING   PERFORMING   ADVANCED

2 DEVELOPING	3 PERFORMING	4 ADVANCED
Annual student data are made available to school leaders and teachers, but it is often too late in the year to guide action plans, curriculum modifications, or professional development. The school uses a largely paper-based system for tracking and analyzing student data, and information is stored in different files and locations, making it difficult to access and organize. Frequent errors are uncovered in school and student data—even in state and federal reporting—and responsibilities for collecting and reporting data are not clearly defined. Teachers are unskilled in using data to identify student learning needs, and instruction is often predetermined and standardized even in courses that include a mix of student learning styles, performance histories, grade levels, or cultural backgrounds.	The school has developed a defined process for collecting, archiving, tracking, and analyzing student data that uses computers, databases, and other relevant digital applications for storing, retrieving, and analyzing data. Although the school has converted to a centralized data system, historical data remain disorganized and have not yet been entered into the new system. Data is regularly shared with the staff, but it is often confusing or misunderstood and only occasionally leads to changes in organizational design or instructional practice. School leaders have recruited skilled staff members and teachers to ensure the integrity, reliability, and utility of the school's data system. All teachers use data systems for grading and reporting, but many teachers are not yet using data diagnostically to improve instruction and personalize learning for students.	Current and historical student data are an integral part of the school's decision-making process and academic program. The faculty is trained in how to use data to guide program improvements and help personalize instruction for all students. The school has a data-collection system in place that allows the faculty to look beyond test results and general percentages to identify institutional strengths and weaknesses, as well as patterns of performance across courses, content areas, grade levels, student subgroups, and individual students. The school has clearly defined performance objectives, and student data are tracked and reviewed to determine progress made toward achieving long-term goals. Professional learning groups regularly use disaggregated student data to guide their own professional growth, and teachers regularly make data-informed instructional modifications intended to address the identified needs of their students. Parents have online access to essential information and updates about their child's education. A thoughtful communication strategy utilizes online technologies to keep parents, local policy makers, and the public apprised of school-performance data and ongoing efforts to improve student outcomes.

SCORE YOUR LEARNING COMMUNITY

Place an **X** on the scale below to indicate your LC's performance in this dimension.

	1	2	3	4
☐				
ADDRESSED	NOT ADDRESSED	DEVELOPING	PERFORMING	ADVANCED

2	DEVELOPING

Supervision and accountability procedures are largely top-down and teachers view efforts to evaluate their practice primarily in terms of job security, not professional improvement. Professional development opportunities are randomly selected, sporadically offered, and unconnected to a coherent plan for ongoing, school-wide improvement. Very little common-planning or preparation time is built into the school schedule for teachers, and faculty members rarely collaborate on curriculum design and interdisciplinary lessons. The school offers late-start and early release days, but many teachers use these opportunities to catch up on personal work or deal with short-term logistical issues. Funding streams are generally disconnected and available resources are not used to support a strategic, long-term school-improvement plan.

3	PERFORMING

The school has an action plan that is reviewed and revised annually, but it is somewhat confusing, cumbersome, and overly ambitious. The faculty has developed academic-improvement goals, but these goals are general and not specific to content areas or student subgroups. Teachers are energized to improve instruction and learning opportunities for students, although new ideas and initiatives are often introduced haphazardly, resulting in some inefficiencies, confusion, and burdensome workloads. Teachers are beginning to see themselves as knowledge workers, and a culture of professional inquiry, self-reflection, and evidence-based teaching is emerging. Some teachers are participating in self-designed study groups, but the school has not yet offered the training and support necessary to institutionalize professional learning groups across the school. Teachers regularly participate in conferences and seminars, yet school leaders have not developed a coherent professional-development plan that is based on academic goals and identified student-learning needs.

4	ADVANCED

The school's action plan is ambitious, but achievable, and focused on a relatively limited number of targeted, high-priority goals each year. School-wide academic-improvement goals are based on identified programmatic or instructional weaknesses, and specific goals have been set for content areas and student subgroups. The action plan is driven by multiple measures—not just standardized assessment results—including student-level data and community demographics. School goals are clearly and regularly communicated to the school community. Progress toward achieving action-plan objectives is monitored throughout the school year, and transparency, collaboration, and consistent communication ensure accountability to the vision and objectives of the action plan. Disaggregated student data and assessment results are used to inform strategic planning and professional development, and the impact of professional learning is continually monitored using teacher surveys, assessment trends, and other data. Teachers view themselves not as employees or passive recipients of professional development, but as a community of leaders, knowledge producers, and student mentors. The school budget, grant funding, and other resources support the priorities and actions outlined in the school's improvement plan.

SCORE YOUR LEARNING COMMUNITY

Place an **X** on the scale below to indicate your LC's performance in this dimension.

☐

ADDRESSED

1	2	3	4
NOT ADDRESSED	DEVELOPING	PERFORMING	ADVANCED

2 DEVELOPING

Administrators select new teaching hires with little input from staff members, students, parents, and other stakeholders in the community. Teacher performance is not considered in the annual evaluation process, and disparities in student outcomes across courses are not investigated, discussed, or understood. New teachers receive little formal professional support, and the official guidance they receive is primarily focused on procedural issues, not instructional improvement. The school has a difficult time retaining experienced or motivated faculty, which has resulted in high turnover rates and persistent inconsistencies in programs and standards. Nearly all teacher time is spent in the classroom, and interdisciplinary collaboration is rare. The school does not have a formal professional-development program, and when professional-development opportunities are provided they are not aligned with the school's vision, mission, action plan, or identified staff needs.

3 PERFORMING

Teachers contribute to the hiring process, including participation on interview committees, although the school tends to hire the most qualified candidates without sufficiently considering whether their background, personality, motivation level, and other factors are a good fit for the school community or its student needs. The school's induction process creates a welcoming environment for new hires by pairing new, less-experienced faculty with a veteran mentor teacher who provides regular guidance throughout the first year. After the initial induction period, structured opportunities for ongoing instructional coaching, professional learning, collaboration, and career growth taper off significantly.

4 ADVANCED

The school has a rigorous, multi-stage teacher-selection process that has been collaboratively developed with input from staff, students, and representative stakeholders within the school community. Every prospective teacher is evaluated against a clear, concise teacher profile that is aligned with the school mission and that outlines expectations for content knowledge, pedagogical skill, professional conduct, ongoing learning, and other essential attributes of highly effective teaching. Background, personality, motivation level, and other critical job-performance factors are considered during the hiring process to help ensure that new teachers are not only qualified, but a good fit for the school community and its needs. Beginning teachers are paired with an experienced mentor teacher who provides regular support, guidance, and in-class instructional modeling during the first two to three years of practice. Supervision and evaluation procedures are differentiated to accommodate the strengths and needs of teachers at different stages of their careers. Thoughtful professional-advancement and performance-recognition procedures motivate teachers to increase their professional expertise, pursue advanced degrees, assume leadership roles, and make valuable contributions to the school community.

SCORE YOUR LEARNING COMMUNITY

Place an **X** on the scale below to indicate your LC's performance in this dimension.

	1	2	3	4
☐ ADDRESSED	NOT ADDRESSED	DEVELOPING	PERFORMING	ADVANCED

2	DEVELOPING

School administrators are primarily focused on budgetary, building, and behavioral management, and relatively little of their time is devoted to instructional leadership. Major decisions are made by the superintendent or principal with little input from staff or students, and these decisions often seem random or unconsidered to many members of the school community. The principal has not clearly articulated his or her vision for the school or its academic program, and many administrative decisions are not aligned with the school's stated learning goals, action plan, or identified student needs. The principal is largely uninformed about the instructional practices being used throughout the school, and has not made professional development a school or budgetary priority.

3	PERFORMING

The principal's vision for the school has energized some faculty members and stakeholders, but a few outspoken faculty, student, and parent voices remain opposed to the new direction. Despite good intentions, building-management and budgetary issues continue to absorb a significant amount of the principal's time, which has diminished his or her ability to take a stronger leadership role in improving instructional quality throughout the school. The principal and other administrators regularly praise and encourage the teaching staff, but they display little actual knowledge about or understanding of the teaching and learning taking place throughout the school on a daily basis. The principal recognizes that a good leader empowers others to assume leadership roles and work more effectively, and he or she has made a public commitment to promoting more shared-leadership opportunities in the school. During the summer, school leaders meet with faculty to review and refine the school's action plan, but administrators often fail to assess progress throughout the year and hold staff members accountable when responsibilities and tasks are not completed. The school has created a leadership team that includes diverse representation from across the school community, but the leadership team is not consulted when some major decisions related to the school mission, action plan, and academic program are being made.

4	ADVANCED

The principal is a skilled instructional leader who understands teaching, regularly observes classrooms, and spends the majority of his or her time trying to understand the needs of the student body and develop a student-centered academic program that can meet those needs. The principal has articulated a bold, clear, and compelling vision for the school that is supported by a majority of the faculty, students, and parents. The principal and administrative team are committed to providing high-quality professional development to all teachers, and efforts are made to cultivate leadership skills, increase professional knowledge, and use feedback from teachers and students to improve practices and leadership strategies. Administrators make teaching assignments based on identified student needs and specific academic goals, not on tradition or personal preference. Performance data are used to make a compelling case for redesigning school structures and modifying practices in ways that will address student needs more effectively. A commitment to transparency and robust communications keeps all stakeholders apprised of efforts being made to realize the school's vision and mission. The principal recognizes that the school is a public, democratic institution, and that faculty, parents, and other stakeholders need to be involved in major governance decisions. The principal not only honors all voices and listens to concerns, but he or she acts responsively and proactively to address issues before they become a major problem.

SCORE YOUR LEARNING COMMUNITY

Place an **X** on the scale below to indicate your LC's performance in this dimension.

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1   2   3   4

ADDRESSED   NOT ADDRESSED   DEVELOPING   PERFORMING   ADVANCED

2 DEVELOPING

The school's governance structure and decision-making process have not been clearly articulated or publicly shared, and participation in major school decisions remains closed to most stakeholders. Most decisions are top-down and made with little input from the staff despite some attempts to broaden participation in governance. The school has not institutionalized processes that encourage and support aspiring teacher-leaders, and school-supported professional development does not explicitly address leadership-building skills. School priorities have not been clearly articulated or communicated, which has created confusion about staff responsibilities and led to a general reticence about taking risks or trying new approaches.

3 PERFORMING

The school has developed a shared governance structure, but roles, operational specifics, and accountability procedures remain somewhat vague and undefined. Teachers and other staff members have a greater understanding of the rationale for and intention of decisions made by the principal, and efforts to improve communication and transparency are fostering greater trust and confidence in the administrative team. Leadership roles are routinely offered to the staff, but decision-making authority is limited and leadership responsibilities fall within narrowly defined parameters. Teachers do not feel entirely comfortable questioning administrative decisions, suggesting alternative approaches, or incorporating new strategies into their classroom practice. The principal operates under the belief that he or she needs to be involved in every school decision, which creates a "bottleneck" when it comes to implementing and advancing new initiatives.

4 ADVANCED

The school has created a leadership committee made up of a representative selection of stakeholders (administrators, teachers, students, parents) from diverse socioeconomic, cultural, and special-needs backgrounds. A consistent leadership team—made up of skilled, knowledgeable, and motivated faculty—plays a major role in leading school-improvement efforts, shaping the school's strategic plan and academic goals, advocating for the concerns of staff and students, and improving communication and understanding between the administration (school board, superintendent, school administrators) and all stakeholders in the school community. All teachers are held to high expectations, but they are also given the decision-making autonomy they need to address and remain responsive to student needs. The school culture is collaborative, respectful, and collegial, and the staff members take pride in conducting themselves in a professional and respectful manner during interactions with students, parents, and the public. The faculty is involved in critical instructional decisions, including the selection of instructional resources, the design of professional development, and the creation of the school's action plan. Administrators and other school leaders listen to and honor all voices in the school community, especially voices that have traditionally been marginalized or underrepresented.

SCORE YOUR LEARNING COMMUNITY

Place an **X** on the scale below to indicate your LC's performance in this dimension.

	1	2	3	4
☐				
ADDRESSED	NOT ADDRESSED	DEVELOPING	PERFORMING	ADVANCED

2	DEVELOPING

The school culture is largely characterized by complacency and a "don't rock the boat" mentality, and many important decisions are made in the effort to sidestep potential resistance or pushback from staff and parents. There are no formal structures or processes in place to examine student data at the classroom or team level, largely due to a desire to avoid singling out a specific teacher, group, or department. The principal and other school leaders routinely avoid confrontation or discussions about persistent issues, and poor student-performance results are not openly or honestly discussed with individual teachers. Poor scores on state assessments and other unflattering data may be hidden, excused, or minimized. Inappropriate and unprofessional behavior is often tolerated, which has eroded trust and collegiality among the staff. The school culture remains largely resistant to self-reflection, and the belief that "we're doing good enough" persists despite evidence that too many students are failing to succeed or graduate.

3	PERFORMING

The superintendent, principal, and leadership team have developed a strategic plan for confronting challenges that may arise in response to school-improvement efforts. Decisions are increasingly guided by identified student needs, research on school effectiveness, and sound principles—not by a fear of confrontation, resistance, or possible failure. The school community is no longer making excuses for poor student scores or other unfavorable data, but is taking steps to identify the root causes and undertake strategic actions to address the issues. Administrators, teachers, and other staff have collaboratively developed standards and norms for professional behavior and interactions, although unprofessional behavior by some individuals continues to go unacknowledged by administrators and colleagues. The school's action plan is bold and ambitious, but the principal and leadership team have been unwilling to advocate for key elements with the superintendent and school board, even though the strategies are in the best interest of their students.

4	ADVANCED

The principal, administrators, and teacher-leaders skillfully handle contentious issues and defend equitable ideals and practices—even in the face of actual or potential attacks—that promote positive learning outcomes for all children. Good intentions and well-laid plans are not undone by careless words or actions, but they are achieved through collaboration, professionalism, and goal-driven moral courage. Each faculty member assumes personal responsibility for addressing interpersonal issues before they turn into problems. School leaders are self-reflective, process concerns and conflicts openly, and move the collective dialogue beyond personal issues and interests. School faculty and staff advocate for the school's improvement work within the community, and the principal and leadership team work closely with the superintendent and school board to advance critical policies that support a learner-centered academic program. When difficult situations arise, the principal proactively communicates with staff, students, parents, and the larger community to minimize the spread of misinformation, including reaching out to school board and local media. In general, challenges are not avoided or postponed, but embraced by administrators, faculty, and staff.

SCORE YOUR LEARNING COMMUNITY

Place an **X** on the scale below to indicate your LC's performance in this dimension.

	1	2	3	4
ADDRESSED	NOT ADDRESSED	DEVELOPING	PERFORMING	ADVANCED