

| | Mission/Vision | Narrative Snapshot | |
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| 3 | <p>A clear, comprehensive, and compelling mission/vision. Detailed information provided on the school's mission/vision and the role it plays in creating a strong learning community. Clear evidence that this was created by a large group of community members and stakeholders. Topics may include: the vision for the school environment, goals for students/staff, the creation of a strong learning environment, the role of high standards, and the role of cultural awareness.</p> | <p>A clear, comprehensive, and compelling description of the school that adds greater context to the evaluation of student and school success. Topics addressed include: school size, demographics, grades served, mobility rates, meet/exceed benchmark rates, staff population info, language programs, free/reduced lunch rates, special/noteworthy school programs etc.</p> | 3 |
| 2 | <p>A clear mission/vision. Some information provided on the school's mission/vision and the role it plays in creating a strong learning community. Some evidence that this was created by a group of community members and stakeholders. Topics may include: the vision for the school environment, goals for students/staff, the creation of a strong learning environment, the role of high standards, and the role of cultural awareness.</p> | <p>A clear description of the school that adds some context to the evaluation of student and school success. Topics addressed include some of the following: school size, demographics, grades served, mobility rates, meet/exceed benchmark rates, staff population, language programs, free/reduced lunch rates, special/noteworthy school programs etc.</p> | 2 |
| 1 | <p>A limited vision/mission. Few details are provided on the vision for the school environment, goals for students and staff, the creation of a strong learning environment, the role of high standards, or the role of cultural awareness. No evidence that this was created by a large group of community members and stakeholders.</p> | <p>A limited school description adds only minimal context to the evaluation of student and school success. Few details are present - not enough to fully give a picture of the school environment.</p> | 1 |
| 0 | <p>Stated mission has no clear connection to goals. Lacking clear vision.</p> | <p>Description of the school has few to no details and does not add to the evaluation of the student and school success.</p> | 0 |

| | Success in Closing the Gap | Research / Data | |
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| 3 | A clear, comprehensive, and compelling review of the techniques and strategies used to close the gap. Details are provided for the following elements: specific evidence of growth (data), successful programs, professional development strategies, areas of focus and teaching strategies. Provides a clear and replicable model for how this school is achieving results. Provides a clear link between strategies/programs and results. Both math and reading programs are covered with clarity and sufficient detail. | A clear, comprehensive and compelling description of how the school uses outside research, internal data, and assessment methods to validate their approaches. Specific programs, assessment tools, and student data are discussed along with details on issues such as how long programs have been in place, where research came from, how often assessments are conducted. Description adds substantially to the overall understanding of student success. | 3 |
| 2 | A clear and detailed review of techniques and strategies used to close the gap. Details are provided for some of the following elements: specific evidence of growth (data) successful programs, professional development strategies, areas of focus, and/or teaching strategies. Provides a limited connection between strategies/programs and results. Both math and reading programs are covered. | A clear and detailed description of how the school uses outside research, internal data, and assessment methods to validate their approaches. Some specific programs, assessment tools, and student data are discussed along with some details on issues such as how long programs have been in place, where research came from, how often assessments are conducted. Description adds to the overall understanding of student success. | 2 |
| 1 | A limited review of the techniques and strategies used to close the gap. Little detail is provided and the link between programs/ techniques and results is not very clear. Math and reading programs are not clearly differentiated. | A limited description of how the school uses outside research, internal data, and assessment methods to validate their approaches. A few details are provided on programs, assessment tools, and student data. Description adds little to the overall understanding of student success. | 1 |
| 0 | No link between programs/ techniques and results. Few to no details are provided and the information is poorly organized and hard to understand. | Little evidence of the role data and research play in student success at the school. Description adds little to the overall understanding of student success. | 0 |

| | On Track to Graduate | Leadership / Focus | |
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| 3 | A clear, comprehensive, and compelling description of how the school ensures students are prepared for the transition to their next school and ultimately for graduation. Clear and compelling description of strategy of interventions for students below grade level which clearly links to achievement growth and student success. Percentage of students exiting school below grade level in math, reading, and writing included. | A clear, comprehensive, and compelling description of the role of leadership at the school and in creating a successful learning environment. Leadership at all levels is discussed and details are provided on how leadership is essential to school, student, and staff success. | 3 |
| 2 | A clear description of how the school works to ensure students are prepared for the transition to their next school and ultimately for graduation. Clear description of strategy of interventions for students below grade level with some links to achievement growth and student success. Percentage of students exiting school below grade level in math, reading, and writing included. | A clear description of the role of leadership at the school. Some links are made between student success and leadership strategies. Some details are provided on how leadership is essential to school and student success. | 2 |
| 1 | Limited description of how the school works to ensure students are prepared for the transition to their next school and ultimately for graduation. Limited description of strategy of interventions for students below grade level with few links to achievement, growth, and student success. Percentage of students exiting school below grade level included but not for all areas. | A limited description of the role of leadership in the school. Few details are provided and the link between leadership strategies and student success is vague/ unclear. | 1 |
| 0 | No clearly defined description of how the school works to ensure students are prepared. No clear description of the strategy of interventions for students below grade level. Percentage of students exiting school below grade level not included. | No clearly defined role for leadership. No details are provided. | 0 |

| | Professional Development | High Expectations | |
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| 3 | A clear, comprehensive, and compelling description of the role and importance of professional development at the school. Description of how professional development is tied to a strategy for student achievement and school goals. Specific programs, onsite or off, are discussed including details such as frequency, availability, and effect. Overall school improvement processes are addressed. | A clear, comprehensive, and compelling description of the importance of high expectations for all students. Evidence is provided that this is a school-wide commitment. Connections are made between the school / student success and this belief. | 3 |
| 2 | A clear description of the role and importance of professional development at the school. Overall school improvement processes are addressed. Some additional details are provided about programs, school attitude, and availability of programs. | A clear description of the importance of high expectations for all students. Some evidence that there is a school-wide commitment to high expectations for all students. | 2 |
| 1 | Professional development is discussed but there are few details about the role of professional development or how it impacts the school, staff and students. School does not appear to have clear overall improvement processes. | A limited description of the role of high expectations for all students. Few details are provided. | 1 |
| 0 | No clearly defined role for professional development at the school. No details provided. | No clearly defined description of the role of high expectations. Little to no evidence that there is a school-wide commitment to high expectations for all students. | 0 |

| | Quality Teaching | Family / Community Engagement | |
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| 3 | A clear, comprehensive, and compelling description of the importance of quality teaching and the impact on student achievement. Issues such as cultural competency, innovative teaching strategies, teacher collaboration, and the role of the school in fostering high quality instruction are addressed. | A clear, comprehensive, and compelling description of the role of family and community engagement and the means the school engages to bring in diverse families. Multiple strategies are discussed and details are provided on family outreach including, how the outreach occurs, how often, the response. Details are provided on community partnerships that the school engages in. | 3 |
| 2 | A clear description of the importance of quality teaching and the impact on student achievement. A few of the following issues are addressed: cultural competency, innovative teaching strategies, teacher collaboration, and the role of the school in fostering high quality instruction. | A clear description of the role of family and community engagement and the means the school engages to bring in diverse families. Some details are provided on family outreach and community partnerships. | 2 |
| 1 | A limited description of the role quality instruction plays at the school. Few details are provided. | A limited description of the role of family and community engagement and the means the school engages to bring in families. Some details are provided on either family or community outreach. | 1 |
| 0 | No clearly defined approach to quality teaching at the school. No details are provided. | The school has no clearly defined family/community engagement strategy. | 0 |

| | Accountability | School Data | |
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| 3 | A clear, comprehensive and compelling description of the role of accountability at the school. Data-based decision making is evident. Assessment data is used in the school improvement process for continued improvement. | In reviewing the school's data sheet, school report card, and AYP report there is clear and compelling evidence of closing of the achievement gap. The gap closure is significant and across multiple subgroups. The school made AYP and received at least a Strong rating on the school report card. The school compares favorably with comparison schools in report card chart. | 3 |
| 2 | A clear description of the role of accountability at the school. Data-based decision making is sometimes evident. Assessment data appears to be used in the school improvement process for continued improvement. | In reviewing the school's data sheet, school report card, and AYP report there is clear evidence of closing of the achievement gap. The gap closure is significant in at least 2 subgroups. The school either met AYP or received a Strong on the report card. | 2 |
| 1 | A limited description of the role of accountability at the school. There is a very limited description of the role of data in the school's improvement process and decision making. | There is some evidence of gap closure. However, the closure is less significant and may not affect multiple subgroups. The school may not have met AYP and may have a lower report card rating. | 1 |
| 0 | The school has no clearly defined accountability system. Few details are provided. | There is little evidence of gap closure. The closure is insignificant and does not affect multiple subgroups. The school did not meet AYP, received only a Satisfactory rating and is doing poorly compared to comparison schools. | 0 |