

Opportunity Gap Closing Practices	Exemplary Implementation	Advanced Implementation	Early to Mid Implementation	Early Planning
<p><b>Criterion 1a: Broadening Learning Opportunities, with Particular Attention to Reducing Disparities in Learning Created by Tracking and Ability Grouping</b></p>	<p>The curriculum experienced broadly among the school's students includes a range of subjects, activities and experiences that provide a high quality, challenging education.</p> <p>The evidence in submitted documents shows that the school has little or no formal or informal tracking or ability grouping, with zero tracking in some academic areas. The school has eliminated low-track classes. The school allows any student who wants to take honors, IB and AP courses to do so and provides supports as needed.</p> <p>There is evidence of a high rate of inclusion of low-SES students and students of color in honors, AP and IB classes.</p> <p>Students broadly participate in college counseling programs and in PSATs, SATs, and ACTs.</p> <p>Remaining work is exclusively, or nearly exclusively maintenance.</p>	<p>The curriculum experienced broadly among the school's students includes a range of subjects, activities and experiences that provide a high quality, challenging education.</p> <p>The evidence in submitted documents shows that the school has minimal tracking or ability grouping and has an active plan for further reduction. The school has eliminated low-track classes. The school has minimal requirements for students to take honors, IB and AP courses.</p> <p>There is evidence of inclusion of low-SES students and students of color in honors, AP and IB classes.</p> <p>Students broadly participate in college counseling programs and in PSATs, SATs, and ACTs. Some work remains, but substantive progress is evident.</p>	<p>The curriculum experienced broadly among the school's students includes subjects, activities and experiences that provide a quality education.</p> <p>The school is developing structures and practices to meet the needs of all students.</p> <p>The school has created a plan to reduce its tracking or ability grouping. The evidence in submitted documents shows that the school has largely eliminated low-track classes and is opening access to honors, AP and IB courses.</p> <p>The school plans to proactively seek to include low-SES students and students of color in honors, AP and IB classes.</p> <p>There is some early evidence of eliminating tracking.</p>	<p>The school may have begun preliminary planning to broadly implement a varied and high-quality curriculum, but plans are not complete and implementation has not yet begun.</p> <p>Access to the arts, science or other enrichment experiences is limited or closed. The evidence in submitted documents shows that the school has demonstrated a commitment to address and resolve this issue, but plans are not complete and/or implementation has not yet begun.</p>

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<p><b>Criterion 1b: Enriching and Deepening Learning Opportunities</b></p>	<p>The curriculum experienced broadly among the school's students includes arts, science, and other enrichment experiences.</p> <p>The curriculum is designed to meet the needs of students while engaging them in meaningful learning.</p> <p>The evidence shows a substantial amount of innovative, project-based learning in a range of subjects grounded in the interests, knowledge and experiences of students.</p>	<p>The curriculum experienced broadly among the school's students includes arts, science, and other enrichment experiences.</p> <p>The curriculum is designed to meet the needs of students while engaging them in meaningful learning.</p> <p>The evidence includes some project-based learning grounded in the interests, knowledge and experiences of students.</p>	<p>Curriculum includes substantial enrichment experiences.</p> <p>The school is developing structures and practices to meet the needs of all students while engaging them in meaningful learning.</p> <p>There is evidence of a plan to include project-based learning grounded in the interests, knowledge and experiences of students.</p>	<p>Access to the arts, science or other enrichment experiences is limited or closed.</p> <p>The school may have begun preliminary planning to meet the needs of all students while engaging them in meaningful learning, but plans are not complete and implementation has not yet begun.</p> <p>The evidence submitted documents that the school has demonstrated a commitment to include project-based learning, but plans are not complete and/or implementation has not yet begun.</p>

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<p><b>Criterion 2a: Creating and Maintaining a Healthy School Culture, with Attention to Diversity</b></p>	<p>The school has an extraordinarily safe, welcoming environment that embraces the diversity of race, ethnicity, religion, gender and sexual orientations among students.</p> <p>There is evidence that the school has reduced instances of bullying, harassment or discrimination. Clear policies, systems and practices for reporting, investigating, and addressing such instances are in place and equitably enacted. Such policies and practices attend to student social-emotional well-being and to improving systems to prevent future incidents.</p> <p>There is ample evidence of the benefits of positive school climate, and remaining work is exclusively, or nearly exclusively, maintenance.</p>	<p>The school has a safe, welcoming environment that embraces the diversity of race, ethnicity, religion, gender and sexual orientations among students.</p> <p>There is evidence of an established program to reduce instances of bullying, harassment or discrimination. Policies and practices for reporting, investigating, and addressing such instances are in place and equitably enacted.</p> <p>There is some evidence of the benefits of positive school climate. Substantive progress is evident, but some work remains.</p>	<p>The school has a plan in place and has taken initial steps to create a safe, welcoming school environment that embraces the diversity of race, ethnicity, religion, gender and sexual orientations among students.</p> <p>The school is beginning to establish a program to reduce instances of bullying, harassment or discrimination. Policies and practices for reporting, investigating, and addressing such instances while ensuring equity are included in the plan.</p> <p>There is some early evidence of benefits of positive school climate.</p>	<p>The school is beginning to develop a plan to create to create a safe, welcoming school environment that embraces the diversity of race, ethnicity, religion, gender and sexual orientations among students.</p> <p>Plans to reduce instances of bullying, harassment or discrimination are not complete or implementation has not yet begun.</p>

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<p><b>Criterion 2b: Reassessing Student Discipline Policies</b></p>	<p>The school has equitably and effectively implemented non-exclusionary approaches to discipline.</p> <p>The school has an active and successful plan to help students learn positive behavior, maintain self-control, and work toward repairing relationships when feasible.</p> <p>Suspended students and their families understand their rights and obligations, and a clear appeal process is in place.</p> <p>In the limited instance of exclusionary discipline, students have an environment outside of school (or in in-school suspension) in which to (1) receive educational and social-emotional supports and (2) complete a reintegration process that welcomes them back to the school.</p> <p>There is ample evidence that the discipline plan is successful, and remaining work is exclusively, or nearly exclusively, maintenance.</p>	<p>The school has implemented non-exclusionary approaches to discipline. Progress towards effectiveness and equity is significant.</p> <p>The school has an active plan to help students learn positive behavior, maintain self-control, and work toward repairing relationships when feasible.</p> <p>Suspended students and their families understand their rights and obligations, and a clear appeal process is in place.</p> <p>In the limited instance of exclusionary discipline, students have an environment outside of school (or in in-school suspension) in which to (1) receive educational and/or social-emotional supports and (2) complete a reintegration process that welcomes them back to the school.</p> <p>There is some evidence of the success of the discipline plan. Substantive progress is evident, but some work remains.</p>	<p>The school is in the relatively early stages of implementing non-exclusionary approaches to discipline.</p> <p>The school is developing a plan to help students learn positive behavior, maintain self-control, and work toward repairing relationships when feasible.</p> <p>Suspended students and their families are informed of their rights and obligations.</p> <p>Suspended students are provided with educational services.</p> <p>There is some early evidence of its effectiveness.</p>	<p>The school has begun planning to address and resolve exclusionary discipline issues, but plans are not complete and/or implementation has not yet begun.</p>

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<p><b>Criterion 3: Provide More and Better Learning Time during the School Year and Summer</b></p>	<p>The school has equitably implemented exemplary programs to extend or enrich learning time, deliberately designed to include all students.</p> <p>Programs go well beyond remediation and credit recovery to focus on broadening and deepening students' knowledge and understanding. These areas may include, but also should reach beyond, core curricular topics.</p> <p>The school likely partners with external organizations to create rich experiences.</p> <p>There is significant evidence that learning time is increased in both quantity and quality.</p> <p>Remaining work is exclusively, or nearly exclusively, maintenance</p>	<p>The school has equitably implemented programs to extend or enrich learning time, deliberately designed to include all students.</p> <p>Programs go beyond remediation and credit recovery to focus on broadening and deepening students' knowledge and understanding. These areas may include, but also reach beyond, core curricular topics.</p> <p>There is some evidence that learning time is increased in both quantity and quality but some work remains.</p>	<p>The school has a plan for programs to extend or enrich learning time, deliberately designed to include all students.</p> <p>The school is beginning to implement such programs.</p> <p>There is some early evidence of program success.</p>	<p>Creating more and better learning time has been identified as an issue to work on.</p> <p>The school is beginning to assess how current time is being used and is in the beginning stages of developing a whole school plan.</p>

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<p><b>Criterion 4: Use a Variety of Assessments Designed to Respond to Student Needs</b></p>	<p>The school has established sound practices for using testing and other assessments to inform instruction in a healthy, student-centered way.</p> <p>Teachers are actively engaged in the analysis of students' assessment results to understand students' needs, revise curriculum and improve instruction.</p> <p>Assessment is varied, and teachers rely on multiple forms of assessment to analyze student learning. The school provides time and resources to support this analysis.</p> <p>Students receive prompt, informative feedback.</p> <p>Standards based accountability systems are not the primary driver of instruction.</p> <p>The school has implemented a teacher evaluation system that promotes collegiality and minimizes the impact of accountability test scores.</p> <p>Remaining work is exclusively, or nearly exclusively, maintenance</p>	<p>The school has established sound practices for using testing and other assessment to inform instruction in a healthy, student-centered way.</p> <p>Teachers regularly use students' assessment results to revise curriculum or improve instruction.</p> <p>Students receive prompt, useful feedback.</p> <p>Standards based accountability systems are not the primary driver of instruction.</p> <p>The school has developed a teacher evaluation system that promotes collegiality and minimizes the impact of accountability test scores.</p> <p>Some work remains, but substantive progress is evident.</p>	<p>The school has established some sound practices for using testing and other assessment to inform instruction.</p> <p>At times teachers use students' assessment results to inform instruction.</p> <p>Students generally receive prompt, informative feedback.</p> <p>Standards based accountability systems are not the primary driver of instruction.</p> <p>The school is developing a teacher evaluation system that promotes collegiality and minimizes the impact of test scores.</p> <p>There is some early evidence of sound practices for using testing and other assessment to inform instruction.</p>	<p>The school has identified assessments as an issue to address and resolve.</p> <p>Plans are not emerging and implementation has not yet begun.</p>

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<p><b>Criterion 5: Support Teachers as Professionals</b></p>	<p>The school successfully employs a variety of collegial and sustained professional development activities that build upon school-level expertise, build teacher leadership, and provide ample opportunities for teacher collaboration.</p> <p>The school has a high-quality induction program.</p> <p>Professional learning emphasizes the development of a cadre of well-trained teachers who have a deep understanding of diversity and how to address diverse learning needs without promoting inequitable learning experiences.</p> <p>The school develops healthy and beneficial attitudes and beliefs among administrators, teachers, school personnel and students regarding teaching, learning, and student ability.</p> <p>Remaining work is exclusively, or nearly exclusively, maintenance.</p>	<p>The school's professional development is collegial and includes three of the following: a high-quality induction system, programs that build on school-level expertise, promotion of teacher leadership, and ample opportunities for teacher collaboration.</p> <p>Professional learning includes skill development in meeting the needs of all students without promoting inequitable learning experiences.</p> <p>The school is developing healthy and beneficial attitudes and beliefs among administrators, teachers, school personnel and students regarding teaching, learning, and student ability.</p> <p>Some work remains, but substantive progress is evident.</p>	<p>The school's professional development is generally collegial and builds upon school level expertise, while seeking to develop teacher leadership.</p> <p>Professional learning includes skill development in meeting the needs of all students without promoting inequitable learning experiences.</p> <p>There is some early evidence of using a variety of collegial and sustained professional development activities.</p>	<p>The school has begun planning to professional development opportunities that support teachers as professional, but plans are not complete and/or implementation has not yet begun.</p>

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<p><b>Criterion 6: Meet the Needs of Students with Disabilities in an Environment that Ensures Challenge and Support</b></p>	<p>The school is distinguished for providing rich, supported learning opportunities for students with special needs.</p> <p>The school has fully resourced programs designed to appropriately identify and support students with special needs in the least restrictive learning environment.</p> <p>Only the most severely disabled students are placed in self-contained classes. Inclusion is the norm, and inclusion classes are not low-track classes filled with high-needs learners.</p> <p>The school supports all modifications and provides layers of support for special education students and students with special needs.</p> <p>Special education students are actively engaged in the social life of the school.</p> <p>Remaining work is exclusively, or nearly exclusively, maintenance.</p>	<p>The school has fully resourced programs designed to support students with special needs in the least restrictive learning environment.</p> <p>Only the most disabled students are placed in self-contained classes. The school has an inclusion program, and inclusion students are found in all levels of classes. Inclusion classes are not predominantly low-track classes filled with high-needs learners.</p> <p>The school often supports all modifications and provides layers of support for special education students and students with special needs.</p> <p>Special education students are often engaged in the social life of the school.</p> <p>Some work remains, but substantive progress is evident.</p>	<p>Although the school has programs designed to support students with special needs in the least restrictive learning environment, those programs are in need of additional support.</p> <p>The school has an inclusion program with few students in self-contained classes.</p> <p>The school supports all modifications and provides layers of support for special education students and students with special needs.</p> <p>There is opportunity for special education students to participate in the social life of the school.</p> <p>More opportunities in all areas need to be provided, but there is some early evidence of well-supported programs designed to support students with special needs in the least restrictive learning environment.</p>	<p>The school has begun planning to address and resolve this issue, but plans are not complete and/or implementation has not yet begun</p>

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<p><b>Criterion 7: Provide Students with Additional Needed Services and Supports, Including Mental and Physical Health Services</b></p>	<p>The school has a comprehensive program that meets the physical and mental health, eye care, dental care and nutrition needs of the students and/or their families.</p> <p>Many services are delivered within the school.</p> <p>Accessing offsite services is also seamless with transportation and communication between school staff and external providers.</p> <p>Teams who provide such services meet regularly to develop comprehensive plans to address their needs. This might also include connections to other public and/or social service organizations that provide housing, legal or clothing assistance.</p> <p>Remaining work is exclusively, or nearly exclusively, maintenance.</p>	<p>The school has substantial resources that meet the physical and mental health, eye care, dental care and nutrition needs of the students and/or their families.</p> <p>Some services are provided within school.</p> <p>Families and students have reliable access to other services that are provided by off-site partners.</p> <p>There is some regular communication between service providers and the schools.</p> <p>Some work remains, but substantive progress is evident.</p>	<p>The school has a plan and some beginning programs to provide students with physical and mental health, eye care, dental care and nutrition services.</p> <p>School staff are informed about and building relationships with off-site service providers and working to establish services on-site.</p> <p>There is early evidence the plan's impact.</p>	<p>The school has identified this as an issue that needs to be addressed. Student and family needs as well as community resources will be assessed and a plan will be developed.</p> <p>Implementation has not yet begun.</p>

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<p><b>Criterion 8: Create a Challenging and Supported Culturally Relevant Curriculum</b></p>	<p>Throughout the school, curricular and pedagogical approaches consciously build on the interests, strengths and home cultures of the school's students.</p> <p>Instructional practices and content are aligned with students' experiences.</p> <p>There are ample examples of deliberate decisions to infuse culturally relevant pedagogy into the content of literature, class projects, assignments, events and field trips, ethnic studies courses, connections to families and communities, interventions and other resources.</p> <p>These curricular experiences are accompanied by strong supports for students and their teachers, to ensure that learners are challenged and successful at a high academic level.</p> <p>Remaining work is exclusively, or nearly exclusively, maintenance.</p>	<p>In most of the school curricular and pedagogical approaches consciously build on the interests, strengths and home cultures of the school's students.</p> <p>Instructional practices and content are aligned with students' experiences.</p> <p>There are examples of deliberate decisions to infuse culturally relevant pedagogy into the content of literature, class projects, assignments, events and field trips, ethnic studies courses, connections to families and communities, interventions and other resources.</p> <p>Some of these curricular experiences are accompanied by supports for students and their teachers, to ensure that learners are challenged and successful at a high academic level.</p> <p>Some work remains, but substantive progress is evident.</p>	<p>Some courses have curricular and pedagogical approaches that consciously build on the interests, strengths and home cultures of the school's students.</p> <p>Instructional practices and content are often aligned with students' experiences.</p> <p>There are a few examples of deliberate decisions to infuse culturally relevant pedagogy into the content of literature, class projects, assignments, events and field trips, ethnic studies courses, connections to families and communities, interventions and other resources.</p> <p>There is a plan to develop more courses with this approach.</p> <p>There is early evidence the plan's impact.</p>	<p>The school is developing a plan for curricular and pedagogical approaches consciously build on the interests, strengths and home cultures of the school's students.</p> <p>Their intention is to infuse culturally relevant pedagogy into the content of literature, class projects, assignments, events and field trips, ethnic studies courses, connections to families and communities, interventions and other resources.</p> <p>Implementation has not yet begun.</p>

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<p><b>Criterion 9: Build on the Strengths of Emergent Bilingual Students and Ensure Equitable Access to Academic Opportunities for EB students</b></p>	<p>The school excels in approaching its EB students as emerging bi-linguals, building on the language strengths they bring to school and engaging EB students equitably across their programs.</p> <p>The school has a program or programs explicitly designed to serve EB students that is research based and implemented thoroughly.</p> <p>The school implements strategies that provide students with access to multi or bilingual support as needed in core content classes, supporting students at all levels of fluency.</p> <p>Professional Development is designed to equip all teachers with the skills necessary to serve EB students.</p> <p>There is meaningful communication between the school and EB families.</p> <p>Remaining work is exclusively, or nearly exclusively, maintenance.</p>	<p>The school approaches its EB students as emerging bi-linguals, building on the language strengths they bring to school. The school has a program or programs to support EB students that is research based (may be at early phase of implementation).</p> <p>The school implements strategies that provide students with access to multi or bilingual support as needed in core content classes, supporting students at all levels of fluency and/or including EB students in all aspects of the school.</p> <p>There is some effort at Professional Development to equip teachers with skills to serve EB students.</p> <p>There is communication between the school and EB families.</p> <p>Some work remains, but substantive progress is evident.</p>	<p>The school approaches its CLD students as emerging bi-linguals, building on the language strengths they bring to school.</p> <p>The school has developed a plan and begun implementation for at least one research-based program that will provide bilingual and academic supports to EB students.</p> <p>There is some evidence of efforts to ensure equitable access to EB students across academic and extracurricular programs.</p> <p>There is some communication between the school and CLD families.</p> <p>There is early evidence the plan's impact.</p>	<p>The school acknowledges that it needs to approach its CLD students as emerging bi-linguals, building on the language strengths they bring to school.</p> <p>The school will develop a plan to provide bilingual supports to students, to ensure equitable access to academic and extracurricular programs, and to build regular communication with families.</p> <p>Implementation has not yet begun.</p>

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<p><b>Criterion 10: Sustain Equitable and Meaningful Parent and Community Engagement</b></p>	<p>Parents and community members are a central part of this school's leadership.</p> <p>Several different structures, programs and policies formalize these relationships. Teachers and staff receive professional development about how to engage diverse parents and communities. Parent and community conferences and meetings are regularly held at times convenient for working families and childcare and live translation is provided. The school has a full time translator that can help parents and community members with limited English engage in the school. Several partnerships with the community bring additional resources into the school. Remaining work is exclusively, or nearly exclusively, maintenance.</p>	<p>Parents and community members are part of this school's leadership. There are some structures, programs and policies that formalize these relationships. Teachers and staff receive professional development about how to engage diverse parents and communities. Parent and community conferences and meetings are often held at times convenient for working families and often childcare and live translation is often provided. The school has translation assistance that can help parents and community members with limited English engage in the school. Partnerships with the community bring additional resources into the school. Some work remains, but substantive progress is evident.</p>	<p>Parents and community members are welcome at this school. Policies formalize these relationships. Efforts are being made to increase parent and community engagement including one or more of the following: professional development about how to engage diverse parents and communities, making meetings accessible, providing translation assistance for parents and community members with limited English and partnerships with the community. There is early evidence the plan's impact.</p>	<p>The school has identified increasing engagement from parents and community members as a priority. Parent and community needs are being assessed and a plan to increase engagement is being developed. Implementation has not yet begun.</p>