XQ Design Principles Rubric

This tool is designed to help high school communities gather and assess evidence about where they are on their journey to becoming the best high school they can be—a school that fully realizes its potential to achieve a bold, holistic, student-centered school design that uniquely manifests the XQ Design Principles.

To create this rubric, XQ partnered with Springpoint, which brought well-recognized expertise in developing systems that allow school communities to see their practice clearly, understand it, and improve it.

The rubric is grounded in the six XQ Design Principles, which build on a large body of research and practice about the design elements that effective high schools hold in common:

- Strong mission and culture
- Meaningful, engaged learning
- Caring, trusting relationships
- Youth voice and choice
- Community partnerships
- Smart use of time, space, and tech

These design principles are at the heart of every XQ school, each of which has been created thoughtfully and intentionally by a multi-stakeholder team to serve the needs of its community.

How XQ schools manifest these principles varies in large ways and small, and each school follows its own growth trajectory. Despite their differences, the schools’ powerful, shared commitment to common principles affirms that there really is no “one-size-fits-all” in achieving an effective, coherent school design that serves students well.

As further guidance, each XQ school elevates a broad vision of student success developed uniquely by and for its school community. All grounded in a belief that young people’s ability to achieve academic success is deeply related to their success in achieving key developmental outcomes of social and emotional learning, metacognition, and identity formation.
The XQ Design Principles Rubric is a framework that any school can use to guide the long-term, iterative work of continuous improvement. Its detailed indicators help schools assess their organizational growth, set goals and priorities, and measure progress in a range of key areas. In short, the rubric helps ambitious high schools understand where they are on the journey to excellence—and how to take practical steps to achieve their goals.

And all are dedicated to a common aspiration to provide students with the experiences, opportunities, and supports they need to grow as XQ Learners, as defined by the five XQ Learner Outcomes:

- Masters of all fundamental literacies
- Holders of foundational knowledge
- Original thinkers for an uncertain world
- Generous collaborators for tough problems
- Learners for life

### Rubric Scale

In the rubric, each design principle has a set of indicators that help isolate discrete facets of practice within a particular principle. The rubric scale has 4 rating delineations and their key words are as follows:

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<thead>
<tr>
<th>SUSTAINED</th>
<th>ESTABLISHED</th>
<th>DEVELOPING</th>
<th>EMERGING</th>
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<tr>
<td>all/almost all</td>
<td>most</td>
<td>several</td>
<td>a few</td>
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<tr>
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Design Principle Definitions & Corresponding Indicators

The six Design Principles, their definitions, and corresponding indicators reflecting each principle in practice are as follows:

01 — STRONG MISSION AND CULTURE
A unifying set of values and principles that provide common purpose, express belief in the potential of every student, and define every aspect of a school.

- A. Growth mindset-aligned mission that believes in all learners
- B. Equity at the center of the mission
- C. Mission-aligned school goals shared by all stakeholders
- D. Leader as caretaker of the mission

02 — MEANINGFUL, ENGAGED LEARNING
Innovative approaches to curriculum and teaching that use real-world, interdisciplinary learning experiences to enable students to develop and apply deep content knowledge and complex skills.

- A. Curriculum and pedagogical understanding
- B. Teaching and learning for deep understanding
- C. Milestones, assessments, and cognitive lift
- D. Flexible and interdisciplinary learning
- E. Deep understanding of learners’ progress
- F. Metacognitive development

03 — CARING, TRUSTING RELATIONSHIPS
Consistent emphasis on truly getting to know students, both inside and outside the classroom, and on building positive relationships among students and between students and adults.

- A. Relationships and primary person
- B. Trust and high expectations
- C. Self-understanding and identity formation
- D. Belonging powered by relationships and relevancy

04 — YOUTH VOICE AND CHOICE
An approach to teaching, learning, and an overall school culture that focuses on giving all students opportunities to build their identities as learners and develop the capacity for agency and autonomy.

- A. Voice and choice
- B. Youth empowerment
- C. School-supported agency and autonomy

05 — COMMUNITY PARTNERSHIPS
Powerful partnerships—with community and cultural institutions, business and industry, higher education, nonprofit organizations, and health and service providers—that provide support, real-world experiences, and networking opportunities for students, enabling them to envision and set goals for the future.

- A. Mission-aligned partnerships
- B. Diverse and community embedded partnerships
- C. Symbiotic partnerships

06 — SMART USE OF TIME, SPACE, AND TECH
Non-traditional, flexible uses of time, technology, space, place, financial resources, and roles to increase the effectiveness of teaching and learning.

- A. Innovative practices
- B. Data-driven continuous improvement
- C. Flexible ways to utilize space and time
- D. Flexible ways to optimize human capital & development
- E. Technology to bolster the learner experience
Equity Commitment & Promotion

Given the moral, pedagogical, and legal imperative of ensuring equity and justice for all members of an educational community, the rubric scale also captures the evolution of school-based equity practices.

The language of “historically marginalized groups” is used throughout the scale to allow for flexibility to apply to a range of contexts and ensure equity-based responses, such as making sure that Black boys and young men are not disproportionately subjected to disciplinary action; girls and young women are included in upper-level STEM courses; and Black, Indigenous, People of Color (BIPOC) learners, learners with disabilities, and English language learners are included in advanced classes.

Because some marginalized groups may not be disaggregated in formal/standardized data sets, such as LGBTQIA+ identities, school leaders should expand the definition of inclusion to account for representation, access, and success. As part of this work, all schools should collect and review disaggregated learner data and consider their lowest 10 percent performers as an additional demographic of the student body.

At the SUSTAINED level, equity is a schoolwide value held by all or almost all stakeholders, equity practices are integral to all systems and structures, and the school has developed a cycle of assessing learner outcomes to identify inequities, focusing on historically marginalized groups. As a result, all or almost all learners experience the benefits of the practice, and the school actively seeks to change any practices that negatively impact any learner or group of learners.

At the ESTABLISHED level, equity is a schoolwide value held by most stakeholders, equity practices are regularly attended to, and the school has developed a cycle of assessing learner outcomes to identify inequities, focusing on historically marginalized groups. As a result, most learners experience the benefits of the practice, and the school actively seeks to change any practices that negatively impact any learner or group of learners.

At the DEVELOPING level, equity is a stated value and equity practices are in place, such that some learners experience the positive effects of these practices and some equity practices exist to assess how systems, structures, and practices impact groups of learners, with the goal of improving practice to ensure equitable outcomes for all learners, focusing on historically marginalized groups.

At the EMERGING level, while equity may be a stated value and equity practices have been initiated, because only a small number of learners experience these new practices, overall practice at the school may still (unintentionally) replicate the effect of systems of oppression that result in inequitable learning experiences and outcomes, particularly for learners who are members of historically marginalized groups.
01

A unifying set of values and principles that provide common purpose, express belief in the potential of every student, and define every aspect of a school.
1A  
Growth mindset-aligned mission that believes in all learners

**SUSTAINED**

The school's mission underscores a **consistent** commitment to developing an academic and growth-oriented mindset as evidenced by the belief that **all** learners are held to high academic expectations and can master rigorous content, engage in problem solving and critical thinking, work collaboratively with their peers, communicate effectively, and pursue their own passions as learners; the school actively monitors academic expectations and **always** addresses insufficiently high expectations for any group of learners.

**ESTABLISHED**

The school's mission underscores an **established** commitment to developing an academic and growth-oriented mindset as evidenced by the belief that **all** learners, are held to high academic expectations and can master rigorous content, engage in problem solving and critical thinking, work collaboratively with their peers, communicate effectively, and pursue their own passions as learners; the school actively monitors academic expectations and **usually** addresses insufficiently high expectations for any group of learners.

**DEVELOPING**

The school's mission underscores an **inconsistent** commitment to developing an academic and growth-oriented mindset as evidenced by the belief that **most** learners are held to high academic expectations and can master rigorous content, engage in problem solving and critical thinking, work collaboratively with their peers, communicate effectively, and pursue their own passions as learners.

**EMERGING**

The school's mission underscores an **infrequent** commitment to developing an academic and growth-oriented mindset as evidenced by the belief that **some** learners are held to high academic expectations and can master rigorous content, engage in problem solving and critical thinking, work collaboratively with their peers, communicate effectively, and pursue their own passions as learners.
1B  
Equity at the center of the mission

**SUSTAINED**
Equity and anti-racism are mission priorities and the school consistently operationalizes these values throughout all systems and structures in service of the mission. All adults, through instructional practices and school systems and structures, enable each learner to be held to the same outcomes and provide equal opportunities for deeper learning to all learners. An equity focus is incorporated into all school systems and strategies, and the school community consistently engages in reflection, self-assessment, and internal auditing to uncover and eliminate all inequities.

**ESTABLISHED**
Equity and anti-racism are mission priorities and the school usually operationalizes these values throughout most of its systems and structures in service of the mission. Most adults, through instructional practices and school systems and structures, enable each learner to be held to the same outcomes and provide equal opportunities for deeper learning to all learners. An equity focus is incorporated into most school systems and strategies, and the school community frequently engages in reflection, self-assessment, and internal auditing to uncover and eliminate all inequities.

**DEVELOPING**
Equity and anti-racism are mission priorities and the school sometimes operationalizes these values throughout some of its systems and structures in service of the mission. Some adults, through instructional practices and school systems and structures, enable each learner to be held to the same outcomes and provide equal opportunities for deeper learning to all learners. An equity focus is incorporated into some school systems and strategies, and the school community inconsistently engages in reflection, self-assessment, and internal auditing to uncover and eliminate all inequities.

**EMERGING**
Equity and anti-racism are mission priorities and the school occasionally operationalizes these values throughout a few of its systems and structures in service of the school's mission. Few adults, through instructional practices and school systems and structures, enable each learner to be held to the same outcomes and provide equal opportunities for deeper learning to all learners. An equity focus is incorporated into few school systems and strategies, and the school community infrequently engages in reflection, self-assessment, and internal auditing to uncover and eliminate all inequities.
**1C Mission-aligned school goals shared by all stakeholders**

**SUSTAINED**

The school mission is consistently articulated in a clear and compelling way with aligned, transparent, and ambitious goals shared by everyone; all or almost all stakeholders express excitement about the mission and commitment to nurturing a community where all learners can thrive. School structures consistently solicit and incorporate a diverse array of stakeholder voices into the school’s work on mission, alignment, goal setting, and model iteration. These structures consistently empower stakeholders to communicate productively across lines of difference and power, and they include mechanisms for ensuring no learner voices, such as those from historically marginalized groups, are excluded.

**ESTABLISHED**

The school mission is usually articulated in a clear and compelling way with aligned, transparent, and ambitious goals shared by everyone; most stakeholders express excitement about the mission and commitment to nurturing a community where all learners can thrive. School structures usually solicit and incorporate a diverse array of stakeholder voices into the school’s work on mission, alignment, goal setting, and model iteration. These structures usually empower stakeholders to communicate productively across lines of difference and power, and they include mechanisms for ensuring no learner voices, such as those from historically marginalized groups, are excluded.

**DEVELOPING**

The school mission is inconsistently articulated in a clear and compelling way with aligned, transparent, and ambitious goals shared by everyone, resulting in hierarchical decision-making and omission of some groups’ voices; some stakeholders express excitement about the mission and commitment to nurturing a community where all learners can thrive. School structures inconsistently solicit and incorporate stakeholder voices into the school’s work on mission, alignment, goal setting, and model iteration. These structures inconsistently empower stakeholders to communicate productively across lines of difference and power, and while they may sometimes include mechanisms for ensuring no learner voices, such as those from historically marginalized groups, are excluded. This may result in inequities in which some individuals’ or groups’ voices are amplified and prioritized.

**EMERGING**

The school mission is infrequently articulated in a clear and compelling way with aligned, transparent, and ambitious goals shared by everyone, resulting in hierarchical decision-making and omission of some groups’ voices; a few stakeholders express excitement about the mission and commitment to nurturing a community where all learners can thrive. School structures infrequently solicit and incorporate stakeholder voices into the school’s work on mission, alignment, goal setting, and model iteration. These structures infrequently empower stakeholders to communicate productively across lines of difference and power, and may result in inequities in which some individuals’ or groups’ voices are amplified and prioritized.
1D Leader as caretaker of the mission

**SUSTAINED**

School leadership always ensures that the mission and vision of the school are embodied in all aspects of the school's model; there is a consistent plan to teach and reinforce key expectations to all school stakeholders (i.e., learners, teachers, staff, and community members) that will lead to the desired school culture. The leader consistently ensures the mission is a litmus test for all decisions and changes, and as a result almost all aspects of the school are aligned to support the mission. The leader ensures decisions are consistently made in a transparent way, and dissenting opinions are always acknowledged. All stakeholders can articulate how decisions are made and their role in the decision-making process.

**ESTABLISHED**

School leadership usually ensures that the mission and vision of the school are embodied in all aspects of the school's model; there is usually a plan to teach and reinforce key expectations to all school stakeholders (i.e., learners, teachers, staff, and community members) that will lead to the desired school culture. The leader usually ensures the mission is a litmus test for all decisions and changes, and as a result most aspects of the school are aligned to support the mission. The leader ensures decisions are frequently made in a transparent way, and dissenting opinions are usually acknowledged. Most stakeholders can articulate how decisions are made and their role in the decision-making process.

**DEVELOPING**

School leadership inconsistently ensures that the mission and vision of the school are embodied in all aspects of the school's model; there is sometimes a plan to teach and reinforce key expectations to all school stakeholders (i.e., learners, teachers, staff, and community members) that will lead to the desired school culture. The leader sometimes ensures the mission is a litmus test for decisions and changes, and as a result some aspects of the school are aligned to support the mission. The leader ensures decisions are inconsistently made in a transparent way, and dissenting opinions are sometimes acknowledged. Several stakeholders can articulate how decisions are made and their role in the decision-making process.

**EMERGING**

School leadership infrequently ensures that the mission and vision of the school are embodied in all aspects of the school's model; there is infrequently a plan to teach and reinforce key expectations to all school stakeholders (i.e., learners, teachers, staff, and community members) that will lead to the desired school culture. The leader infrequently ensures the mission is a litmus test for all decisions and changes, and as a result few aspects of the school are aligned to support the mission. The leader ensures decisions are occasionally made in a transparent way, and dissenting opinions are infrequently acknowledged. A few stakeholders can articulate how decisions are made or their role in the decision-making process.
Meaningful, engaged learning

Innovative approaches to curriculum and teaching that use real-world, interdisciplinary learning experiences to enable students to develop and apply deep content knowledge and complex skills.
2A Curriculum and pedagogical understanding

**SUSTAINED**
Curriculum *always or almost always* drives toward building a deep understanding of content and exhibition of complex skills that supports attainment of the XQ Learner Outcomes by *all* learners, rather than demonstrating low-level skills across surface-level content. Teaching and learning experiences are *always or almost always* intentionally designed to develop learners’ ability to pursue and understand information, examine and question the world, galvanize audiences and lead change efforts, and express themselves to others in the 21st century. Outcomes are *consistently* reviewed to safeguard equitable access to the curriculum, including for learners from historically marginalized groups, and are *consistently* tuned and crosswalked with standards and with industry and community stakeholders to ensure real world relevance and consistent transferability of skills.

**ESTABLISHED**
Curriculum *usually* drives toward building a deep understanding of content and exhibition of complex skills by *most* learners rather than demonstrating low-level skills across surface-level content. Teaching and learning are *usually* centered around developing learners’ ability to pursue and understand information, examine and question the world, galvanize audiences and lead change efforts, and express themselves to others in the 21st century. Outcomes are *frequently* reviewed to safeguard equitable access to that curriculum, including for learners from historically marginalized groups, and are *frequently* tuned and crosswalked with standards and with industry and community stakeholders to ensure real world relevance and consistent transferability of skills.

**DEVELOPING**
Curriculum *sometimes* drives toward building a deep understanding of content and exhibition of complex skills by *some* learners rather than demonstrating low-level skills across surface-level content. Teaching and learning are *sometimes* centered around developing learners’ ability to pursue and understand information, examine and question the world, galvanize audiences and lead change efforts, and express themselves to others in the 21st century. Outcomes are *inconsistently* reviewed to safeguard equitable access to that curriculum, including for learners from historically marginalized groups, and are *inconsistently* tuned and crosswalked with standards and with industry and community stakeholders to ensure real world relevance and consistent transferability of skills.

**EMERGING**
Curriculum *occasionally* drives toward building a deep understanding of content and exhibition of complex skills by *few* learners rather than demonstrating low-level skills across surface-level content. Teaching and learning are *occasionally* centered around developing learners’ ability to pursue and understand information, examine and question the world, galvanize audiences and lead change efforts, and express themselves to others in the 21st century. Outcomes are *infrequently* reviewed to safeguard equitable access to that curriculum, including for learners from historically marginalized groups, and are *infrequently* tuned and crosswalked with standards and with industry and community stakeholders to ensure real world relevance and consistent transferability of skills.
2B Teaching and learning for deep understanding

SUSTAINED
Teachers **consistently** employ culturally responsive and sustaining instructional practices (e.g., teachers educating themselves about the cultural experiences of their specific learners and teachers helping learners to connect new content to culturally relevant examples and metaphors from learners’ communities and everyday lives) to enable deeper learning by **all** learners. There are **consistent** examples in **all or almost all** classes of practices and content that enable learners to see their identities reflected in the classroom, and students are **consistently** able to articulate the connections between what they are learning and their lived experiences, identity and aspirations. Instructional practices **consistently** shift the cognitive load from the teacher to the learner facilitating learners’ development of skills, executive functions, and ability to grapple with rigorous content in multiple ways (i.e. cognitive load) rather than memorizing large amounts of information. **All** learners perform the cognitive work by reading, writing, discussing, collaborating, analyzing, computing, or problem-solving. Driving questions **consistently** give students multiple opportunities to practice skills and knowledge, and are **consistently** designed to maximize thinking and discourse (e.g., cognitive lift) and prepare students for the learning milestone.

ESTABLISHED
Teachers **frequently** employ culturally responsive and sustaining instructional practices (e.g., teachers educating themselves about the cultural experiences of their specific learners and teachers helping learners to connect new content to culturally relevant examples and metaphors from learners’ communities and everyday lives) to enable deeper learning by **most** learners. There are **frequent** examples in **most** classes of practices and content that enable learners to see their identities reflected in the classroom, and students are **frequently** able to articulate the connections between what they are learning and their lived experiences, identity and aspirations. Instructional practices **frequently** shift the cognitive load from the teacher to the learner by facilitating learners’ development of skills, executive functions, and ability to grapple with rigorous content in multiple ways (i.e. cognitive load) rather than memorizing large amounts of information. **Most** learners perform the cognitive work by reading, writing, discussing, collaborating, analyzing, computing, or problem-solving. Driving questions **usually** give students multiple opportunities to practice skills and knowledge, and are **usually** designed to maximize thinking and discourse (e.g., cognitive lift) and prepare students for the learning milestone.

DEVELOPING
Teachers **inconsistently** employ culturally responsive and sustaining instructional practices (e.g., teachers educating themselves about the cultural experiences of their specific learners and teachers helping learners to connect new content to culturally relevant examples and metaphors from learners’ communities and everyday lives) to enable deeper learning by **some** learners. There are **inconsistent** examples in **some** classes of practices and content that enable learners to see their identities reflected in the classroom, and students are **inconsistently** able to articulate the connections between what they are learning and their lived experiences, identity and aspirations. Instructional practices **inconsistently** shift the cognitive load from the teacher to the learner by facilitating learners’ development of skills, executive functions, and ability to grapple with rigorous content in multiple ways (i.e. cognitive load) rather than memorizing large amounts of information. **Some** learners perform the cognitive work by reading, writing, discussing, collaborating, analyzing, computing, or problem-solving. Driving questions **sometimes** give students multiple opportunities to practice skills and knowledge, and are **sometimes** designed to maximize thinking and discourse (e.g., cognitive lift) and prepare students for the learning milestone.

EMERGING
Teachers infrequently employ culturally responsive and sustaining instructional practices (e.g., teachers educating themselves about the cultural experiences of their specific learners and teachers helping learners to connect new content to culturally relevant examples and metaphors from learners’ communities and everyday lives) to enable deeper learning by **a few** learners. There are **infrequently** examples in **a few** classes of practices and content that enable learners to see their identities reflected in the classroom, and students are **infrequently** able to articulate the connections between what they are learning and their lived experiences, identity and aspirations. Instructional practices **infrequently** shift the cognitive load from the teacher to the learner by facilitating learners’ development of skills, executive functions, and ability to grapple with rigorous content in multiple ways (i.e. cognitive load) rather than memorizing large amounts of information. **A few** learners perform the cognitive work by reading, writing, discussing, collaborating, analyzing, computing, or problem-solving. Driving questions **infrequently** give students multiple opportunities to practice skills and knowledge, and are **infrequently** designed to maximize thinking and discourse (e.g., cognitive lift) and prepare students for the learning milestone.
2C
Milestones, assessments, and cognitive lift

SUSTAINED
Learning milestones (i.e., requirements), assessments, grading, and feedback are consistently aligned to a college and career ready bar with progress purposefully grounded in mastery of skills and knowledge. Assessments consistently provide authentic audiences and exit criteria that stress real world transfer of skills and knowledge. All learners perform the cognitive work of an assessment/learning milestone by reading, writing, discussing, collaborating, analyzing, computing, or problem-solving. Learning milestones and assessments are dynamic and consistently tuned to ensure all learners experience cognitive work aligned to a college and career ready bar and that no opportunity gap exists for learners from historically marginalized groups. Feedback consistently focuses on students debriefing the learning experience and practice of learning; it is consistently targeted, actionable and relevant; and it consistently comes from multiple lenses (e.g., teacher, learner, fellow learners, industry professionals, etc.).

ESTABLISHED
Learning milestones (i.e., requirements), assessments, grading, and feedback are frequently aligned to a college and career ready bar with progress purposefully grounded in mastery of skills and knowledge. Assessments frequently provide authentic audiences and exit criteria that stress real world transfer of skills and knowledge. Most learners perform the cognitive work of an assessment/learning milestone by reading, writing, discussing, collaborating, analyzing, computing, or problem-solving. Learning milestones and assessments are dynamic and frequently tuned to ensure all learners experience cognitive work aligned to a college and career ready bar, and that no opportunity gap exists for learners from historically marginalized groups. Feedback frequently focuses on students debriefing the learning experience and practice of learning; it is frequently targeted, actionable and relevant; and it frequently comes from multiple lenses (e.g., teacher, learner, fellow learners, industry professionals, etc.).

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Learning milestones (i.e., requirements), assessments, grading, and feedback are infrequently aligned to a college and career ready bar with progress purposefully grounded in mastery of skills and knowledge. Assessments infrequently provide authentic audiences and exit criteria that stress real world transfer of skills and knowledge. A few learners perform the cognitive work of an assessment/learning milestone by reading, writing, discussing, collaborating, analyzing, computing, or problem-solving. Learning milestones and assessments are dynamic and infrequently tuned to ensure all learners experience cognitive work aligned to a college and career ready bar and that no opportunity gap exists for learners from historically marginalized groups. Feedback infrequently focuses on students debriefing the learning experience and practice of learning; it is infrequently targeted, actionable and relevant; and it infrequently comes from multiple lenses (e.g., teacher, learner, fellow learners, industry professionals, etc.).
2D Interdisciplinary learning

**SUSTAINED**
Learning experiences are **consistently** and **intentionally** designed to be interdisciplinary with multiple opportunities to think critically and use multiple disciplines to solve big problems, learn from the real world, and step beyond the four walls of the classroom. Opportunities for learning enable **all** learners to build foundational knowledge and personal, people, and workplace skills (e.g., understanding and navigating systems, understanding cultural contexts and narratives, understanding and navigating power, using empathy and listening, etc.).

**ESTABLISHED**
Learning experiences are **frequently** and **intentionally** designed to be interdisciplinary with multiple opportunities to think critically and use multiple disciplines to solve big problems, learn from the real world, and step beyond the four walls of the classroom. Opportunities for learning enable **most** learners to build foundational knowledge and personal, people, and workplace skills (e.g., understanding and navigating systems, understanding cultural contexts and narratives, understanding and navigating power, using empathy and listening, etc.).

**DEVELOPING**
Learning experiences are **inconsistently** designed to be interdisciplinary with multiple opportunities to think critically and use multiple disciplines to solve big problems, learn from the real world, and step beyond the four walls of the classroom. Opportunities for learning enable **some** learners to build foundational knowledge and personal, people, and workplace skills (e.g., understanding and navigating systems, understanding cultural contexts and narratives, understanding and navigating power, using empathy and listening, etc.).

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Learning experiences are **infrequently** designed to be interdisciplinary with multiple opportunities to think critically and use multiple disciplines to solve big problems, learn from the real world, and step beyond the four walls of the classroom. Opportunities for learning enable **a few** learners to build foundational knowledge and personal, people, and workplace skills (e.g., understanding and navigating systems, understanding cultural contexts and narratives, understanding and navigating power, using empathy and listening, etc.).
Deep understanding of learners’ progress

**SUSTAINED**

All learners and adults have real-time access to relevant data from formal and informal assessments. Adults consistently use data (e.g., student work review, performance on assessments, etc.) at the individual learner level, classroom level, and school level to adjust instruction, intervention, and planning in order to accelerate learning, promote deep understanding, and ensure that no opportunity gap exists for learners from historically marginalized groups. Comprehensive systems and protocols (e.g., frequent conferencing) exist for adults to give constructive feedback, learners to self-reflect, and adults and learners to collaborate in service of creating clear individualized plans that allow all learners to appropriately increase metacognitive skills as well as self-direction and ownership in their learning. All learners have a clear understanding of what they know and can do and their next steps for continued growth and development.

**ESTABLISHED**

Most learners and adults have real-time access to relevant data from formal and informal assessments. Adults frequently use data (e.g., student work review, performance on assessments, etc.) at the individual learner level, classroom level, and school level to adjust instruction, intervention, and planning in order to accelerate learning, promote deep understanding, and ensure that no opportunity gap exists for learners from historically marginalized groups. Intentionally designed systems and protocols (e.g., frequent conferencing) exist for adults to give constructive feedback, learners to self-reflect, and adults and learners to collaborate in service of creating clear individualized plans that allow most learners to appropriately increase metacognitive skills as well as self-direction and ownership in their learning. Most learners have a clear understanding of what they know and can do and their next steps for continued growth and development.

**DEVELOPING**

Some learners and adults have real-time access to relevant data from formal and informal assessments. Adults inconsistently use data (e.g., student work review, performance on assessments, etc.) at the individual learner level, classroom level, and school level to adjust instruction, intervention, and planning in order to accelerate learning, promote deep understanding, and ensure that no opportunity gap exists for learners from historically marginalized groups. Some systems and protocols (e.g., frequent conferencing) exist for adults to give constructive feedback, learners to self-reflect, and adults and learners to collaborate in service of creating clear individualized plans that allow some learners to appropriately increase metacognitive skills as well as self-direction and ownership in their learning. Some learners have a clear understanding of what they know and can do and their next steps for continued growth and development.

**EMERGING**

A few learners and adults have real-time access to relevant data from formal and informal assessments. Adults infrequently use data (e.g., student work review, performance on assessments, etc.) at the individual learner level, classroom level, and school level to adjust instruction, intervention, and planning in order to accelerate learning, promote deep understanding, and ensure that no opportunity gap exists for learners from historically marginalized groups. No schoolwide systems and protocols (e.g., frequent conferencing) exist for adults to give constructive feedback, learners to self-reflect, and adults and learners to collaborate in service of creating clear individualized plans, although a few one-off structures may allow a few learners to appropriately increase metacognitive skills as well as self-direction and ownership in their learning. A few learners have a clear understanding of what they know and can do and their next steps for continued growth and development.
### Metacognitive development

**SUSTAINED**
All adults in the school community embrace the responsibility to support learners in developing metacognitive skills (e.g., positive self-concept, realistic self-appraisal, etc.) and to foster the positive relationships necessary for metacognitive growth and deeper learning. Learners **consistently** self-reflect and understand their development both in their academic and socio-emotional learning. Learners are **consistently** able to articulate what they are learning and how it fits into their long term growth and goals. Learners can clearly articulate the arc of their learning journeys. Systems and structures throughout the school and school community **consistently** support learners’ metacognitive development and provide multiple opportunities for learners to reflect and grow academically and socio-emotionally and develop cultural and community awareness.

**ESTABLISHED**
Most adults in the school community embrace the responsibility to support learners in developing metacognitive skills (e.g., positive self-concept, realistic self-appraisal, etc.) and to foster the positive relationships necessary for metacognitive growth and deeper learning. Learners **frequently** self-reflect and understand their development both in their academic and socio-emotional learning. Systems and structures throughout the school and school community **usually** support learners’ metacognitive development and provide multiple opportunities for learners to reflect and grow academically and socio-emotionally, and develop cultural and community awareness.

**DEVELOPING**
Some adults in the school community embrace the responsibility to support learners in developing metacognitive skills (e.g., positive self-concept, realistic self-appaisal, etc.) and to foster the positive relationships necessary for metacognitive growth and deeper learning. Learners **frequently** self-reflect and understand their development both in their academic and socio-emotional learning. Learners are **inconsistently** able to articulate what they are learning and how it fits into their long term growth and goals. Learners can clearly articulate the arc of their learning journeys. Systems and structures throughout the school and school community **inconsistently** support learners’ metacognitive development and provide multiple opportunities for learners to reflect and grow academically and socio-emotionally, and develop cultural and community awareness.

**EMERGING**
A few adults in the school community embrace the responsibility to support learners in developing metacognitive skills (e.g., positive self-concept, realistic self-appraisal, etc.) and to foster the positive relationships necessary for metacognitive growth and deeper learning. Learners **infrequently** self-reflect and understand their development both in their academic and socio-emotional learning. Learners are **infrequently** able to articulate what they are learning and how it fits into their long term growth and goals. Systems and structures throughout the school and school community **infrequently** support learners’ metacognitive development and provide multiple opportunities for learners to reflect and grow academically and socio-emotionally, and develop cultural and community awareness.
Caring, trusting relationships

Consistent emphasis on truly getting to know students, both inside and outside the classroom, and on building positive relationships among students and between students and adults.
3A  
Relationships and primary person

**SUSTAINED**
Systems and structures are consistently in place for learners to connect and build strong relationships with adults, their peers, and the broader community to enable deeper learning and to create the conditions for metacognitive and adolescent development. There is a structure in place (primary person, crew, advisory, etc.) that effectively monitors every learner’s academic and social emotional development, supports every learner in goal setting, and consistently and appropriately marshals critical support as needed. Every learner is well-known by at least one adult in the school and always or almost always accesses support as needed.

**ESTABLISHED**
Systems and structures are frequently in place for learners to connect and build strong relationships with adults, their peers, and the broader community to enable deeper learning and to create the conditions for metacognitive and adolescent development. There is a structure in place (primary person, crew, advisory, etc.) that effectively monitors most learner’s academic and social emotional development, supports most learners in goal setting, and frequently and appropriately marshals critical support as needed. Most learners are well-known by at least one adult in the school and usually access support as needed.

**DEVELOPING**
Systems and structures are inconsistently in place for learners to connect and build strong relationships with adults, their peers, and the broader community to enable deeper learning and to create the conditions for metacognitive and adolescent development. There is a structure in place (primary person, crew, advisory, etc.) that effectively monitors some learner’s academic and social emotional development, supports some learners in goal setting, and inconsistently marshals critical support as needed. Some learners are well-known by at least one adult in the school and sometimes access support as needed.

**EMERGING**
Systems and structures are infrequently in place for learners to connect and build strong relationships with adults, their peers, and the broader community to enable deeper learning and to create the conditions for metacognitive and adolescent development. There is a structure in place (primary person, crew, advisory, etc.) that effectively monitors a few learner’s academic and social emotional development, supports a few learners in goal setting, and infrequently marshals critical support as needed. A few learners are well-known by at least one adult in the school and occasionally access support as needed.
3B  Trust and high expectations

**SUSTAINED**
There is a pervasive trust and belief in all learners’ ability to achieve at the highest levels given the right supports and scaffolds to autonomy; this mindset, which is held by both adults and learners, is a product of an overall trusting environment that enables risk taking, personal growth, and a willingness to learn from mistakes. All adults unequivocally acknowledge the intersectional impacts of structural racism, sexism, classism, and other forms of discrimination in education and society at large and consistently work to dismantle the obstacles to achievement that learners from historically marginalized groups face. The school always addresses discord within the community through systems that empower stakeholders to challenge inequitable structures and facilitate learning from conflict. All stakeholders can articulate the school’s process for conflict resolution and welcoming people back into the community after harm has been done.

**ESTABLISHED**
There is an established trust and belief in all learners’ ability to achieve at the highest levels given the right supports and scaffolds to autonomy; this mindset, which is held by both adults and learners, is a product of an overall trusting environment that enables risk taking, personal growth, and a willingness to learn from mistakes. Most adults acknowledge the intersectional impacts of structural racism, sexism, classism, and other forms of discrimination in education and society at large and usually work to dismantle the obstacles to achievement that learners from historically marginalized groups face. The school usually addresses discord within the community through systems that empower stakeholders to challenge inequitable structures and facilitate learning from conflict. Most stakeholders can articulate the school’s process for conflict resolution and welcoming people back into the community after harm has been done.

**DEVELOPING**
There is an inconsistent trust and belief in learners’ ability to achieve at the highest levels given the right supports and scaffolds to autonomy; this mindset, which is held by both adults and learners, is a product of the school’s commitment to an overall trusting environment that enables risk taking, personal growth, and a willingness to learn from mistakes, although that environment may not be fully operationalized yet. While some adults acknowledge the intersectional impacts of structural racism, sexism, classism, and other forms of discrimination in education and society at large, some do not, and therefore adults inconsistently work to dismantle the obstacles to achievement that learners from historically marginalized groups face. The school sometimes addresses discord within the community through systems that empower stakeholders to challenge inequitable structures and facilitate learning from conflict. Several stakeholders can articulate the school’s process for conflict resolution and provide examples of the school welcoming people back into the community after harm has been done.

**EMERGING**
There is an occasional trust and belief in learners’ ability to achieve at the highest levels given the right supports and scaffolds to autonomy; this mindset, which should be held by both adults and learners, should be a product of an overall trusting environment that enables risk taking, personal growth, and a willingness to learn from mistakes, but is not apparent in the school environment – although this environment may be identified as a goal, it has not been operationalized. A few adults acknowledge the intersectional impacts of structural racism, sexism, classism, and other forms of discrimination in education and society at large; therefore adults infrequently work to dismantle the obstacles to achievement that learners from historically marginalized groups face. The school occasionally addresses discord within the community. A few stakeholders can articulate the school’s process for conflict resolution.
3C
Self-understanding and identity formation

**SUSTAINED**
There is a consistent belief that each learner’s journey toward academic success is interwoven in both their identity formation and their ability to trust those around them; a deep understanding of learners is consistently evident in the learning environment, which is designed to help learners explore and construct their identities, understand varied cultures, and make meaning of themselves and the world around them. The school community provides opportunities for all stakeholders to share, express, and celebrate their identities and cultures as well as engage in conversations around power, privilege, and difference. Stakeholders consistently have opportunities to learn from the diversity that exists within and beyond the school community. Adults consistently work to dismantle the obstacles to identity formation that learners from historically marginalized groups face. The school community consistently facilitates opportunities designed to help stakeholders reflect upon, understand, and value their intersecting identities.

**ESTABLISHED**
There is an established belief that each learner’s journey toward academic success is interwoven in both their identity formation and their ability to trust those around them; a deep understanding of learners is usually evident in the learning environment, which is designed to help learners explore and construct their identities, understand varied cultures, and make meaning of themselves and the world around them. The school community provides opportunities for most stakeholders to share, express, and celebrate their identities and cultures as well as engage in conversations around power, privilege, and difference. Stakeholders frequently have opportunities to learn from the diversity that is present within the school community. Adults usually work to dismantle the obstacles to identity formation that learners from historically marginalized groups face. The school community frequently facilitates opportunities designed to help stakeholders reflect upon, understand, and value their identities.

**DEVELOPING**
There is an inconsistent belief that each learner’s journey toward academic success is interwoven in both their identity formation and their ability to trust those around them; a deep understanding of learners is sometimes evident in the learning environment, which is designed to help learners explore and construct their identities, understand varied cultures, and make meaning of themselves and the world around them. The school community provides opportunities for some stakeholders to share, express, and celebrate their identities and cultures as well as engage in conversations around power, privilege, and difference. Stakeholders frequently have opportunities to learn from the diversity that is present within the school community. Adults sometimes work to dismantle the obstacles to identity formation that learners from historically marginalized groups face. The school community sometimes facilitates opportunities that help stakeholders reflect upon, understand, and value their identities.

**EMERGING**
There is an infrequent belief that each learner’s journey toward academic success is interwoven in both their identity formation and their ability to trust those around them; a deep understanding of learners is occasionally evident in the learning environment, which is designed to help learners explore and construct their identities, understand varied cultures, and make meaning of themselves and the world around them. The school community provides opportunities for a few stakeholders to share, express, and celebrate their identities and cultures as well as engage in conversations around power, privilege, and difference. Stakeholders infrequently have opportunities to learn from the diversity that is present within the school community. Adults infrequently work to dismantle the obstacles to identity formation that learners from historically marginalized groups face. The school community infrequently facilitates opportunities that help stakeholders reflect upon, understand, and value their identities.
3D
Belonging powered by relationships and relevancy

SUSTAINED
There is a *consistent* inclusive, asset-based approach to building a sense of belonging in the school for both learners and adults; all learners feel welcome, safe, and known, and all adults are able to execute culturally relevant and sustaining educational practices. The school *consistently* employs strategies for building and maintaining relationships, and all or almost all stakeholders can articulate connections between themselves and their school community.

ESTABLISHED
There is an *established* inclusive, asset-based approach to building a sense of belonging in the school for both learners and adults; most learners feel welcome, safe, and known, and most adults are able to execute culturally relevant and sustaining educational practices. The school *usually* employs strategies for building and maintaining relationships, and most stakeholders can articulate connections between themselves and their school community.

DEVELOPING
There is an *inconsistent* inclusive, asset-based approach to building a sense of belonging in the school for both learners and adults; some learners feel welcome, safe, and known, and some adults are able to execute culturally relevant and sustaining educational practices. The school *inconsistently* employs strategies for building and maintaining relationships, and several stakeholders can articulate connections between themselves and their school community.

EMERGING
There is an *occasional* inclusive, asset-based approach to building a sense of belonging in the school for both learners and adults; a few learners feel welcome, safe, and known, and a few adults are able to execute culturally relevant and sustaining educational practices. The school *infrequently* employs strategies for building and maintaining relationships, and a few stakeholders can articulate connections between themselves and their school community.
Youth voice and choice

An approach to teaching, learning, and an overall school culture that focuses on giving all students opportunities to build their identities as learners and develop the capacity for agency and autonomy.
4A
Growth mindset-aligned mission that believes in all learners

SUSTAINED
Systems and structures consistently exist for learners to have voice, choice, and agency in their education and their community including the ability to dream big and shape their experiences, craft and monitor their own goals, and reflect on their education in order to shape their identity as unique individuals. Systems and structures exist for all learners to consistently provide feedback about their individual and collective needs and interests to teachers and administration in order to shape all facets of the school.

ESTABLISHED
Systems and structures usually exist for learners to have voice, choice, and agency in their education and their community including the ability to dream big and shape their experiences, craft and monitor their own goals, and reflect on their education in order to shape their identity as unique individuals. Systems and structures exist for most learners to frequently provide feedback about their individual and collective needs and interests to teachers and administration in order to shape most facets of the school.

DEVELOPING
Systems and structures sometimes exist for learners to have voice, choice, and agency in their education and their community including the ability to dream big and shape their experiences, craft and monitor their own goals, and reflect on their education in order to shape their identity as unique individuals. Systems and structures exist for some learners to sometimes provide feedback about their individual and collective needs and interests to teachers and administration in order to shape some facets of the school.

EMERGING
Systems and structures infrequently exist for learners to have voice, choice, and agency in their education and their community including the ability to dream big and shape their experiences, craft and monitor their own goals, and reflect on their education in order to shape their identity as unique individuals. Systems and structures exist for a few learners to infrequently provide feedback about their individual and collective needs and interests to teachers and administration in order to shape a few facets of the school.
04 | Youth voice and choice

4B
Youth empowerment

**SUSTAINED**
Learning is consistently flexible enough for learners to personalize their path toward postsecondary goals. Learners consistently are comfortable taking risks, making mistakes, learning from them, and applying that learning across myriad contexts. All learners have opportunities to engage in rigorous and relevant work that empowers them to have high expectations for themselves. Adults consistently hold space for learners to articulate what they need and to see themselves as having the agency to act on it.

**ESTABLISHED**
Learning is usually flexible enough for learners to personalize their path toward postsecondary goals. Learners usually are comfortable taking risks, making mistakes, learning from them, and applying that learning across myriad contexts. Most learners have opportunities to engage in rigorous and relevant work that empowers them to have high expectations for themselves. Adults usually hold space for learners to articulate what they need and to see themselves as having the agency to act on it.

**DEVELOPING**
Learning is sometimes flexible enough for learners to personalize their path toward postsecondary goals. Learners sometimes are comfortable taking risks, making mistakes, learning from them, and applying that learning across myriad contexts. Some learners have opportunities to engage in rigorous and relevant work that empowers them to have high expectations for themselves. Adults sometimes hold space for learners to articulate what they need and to see themselves as having the agency to act on it.

**EMERGING**
Learning is infrequently flexible enough for learners to personalize their path toward postsecondary goals. Learners infrequently are comfortable taking risks, making mistakes, learning from them, and applying that learning across myriad contexts. Few learners have opportunities to engage in rigorous and relevant work that empowers them to have high expectations for themselves. Adults occasionally hold space for learners to articulate what they need and to see themselves as having the agency to act on it.
4C
School-supported agency and autonomy

SUSTAINED

All adults understand that their charge is to champion learners as active agents in their own learning. All adults provide consistent opportunities for young people to build their identities as learners and develop the capacity for agency and autonomy while consistently working to dismantle the systems of oppression that historically marginalized groups face. All adults in the community recognize and value young people's individual journeys and facilitate individualized goal-setting, aspiration-building, and learning processes aligned with learners’ goals and passions. Personal growth is celebrated by all members of the community, and the whole school consistently engages in public recognition of individual journeys.

ESTABLISHED

Most adults understand that their charge is to champion learners as active agents in their own learning. Most adults provide consistent opportunities for young people to build their identities as learners and develop the capacity for agency and autonomy while usually working to dismantle the systems of oppression that historically marginalized groups face. Most adults in the community facilitate individualized goal-setting, aspiration-building, and learning processes aligned with learners’ goals. Personal growth is celebrated by most members of the community, and the whole school frequently engages in public recognition of individual journeys.

DEVELOPING

Some adults understand that their charge is to champion learners as active agents in their own learning. Some adults provide consistent opportunities for young people to build their identities as learners and develop the capacity for agency and autonomy while sometimes working to dismantle the systems of oppression that historically marginalized groups face. Many adults in the community facilitate individualized goal-setting, aspiration-building, and learning processes aligned with learners’ goals. Personal growth is celebrated by many members of the community, and the whole school sometimes engages in public recognition of individual journeys.

EMERGING

Few adults understand that their charge is to champion learners as active agents in their own learning. Few adults provide consistent opportunities for young people to build their identities as learners and develop the capacity for agency and autonomy while occasionally working to dismantle the systems of oppression that historically marginalized groups face. A few adults in the community facilitate goal-setting, aspiration-building, and learning processes aligned with learners’ goals. Personal growth is celebrated by a few members of the community, and the whole school infrequently engages in public recognition of individual journeys.
Community partnerships

Powerful partnerships—with community and cultural institutions, business and industry, higher education, nonprofit organizations, and health and service providers—that provide support, real-world experiences, and networking opportunities for students, enabling them to envision and set goals for the future.
5A Mission-aligned partnerships

SUSTAINED
Partnerships with the school consistently support the school’s mission, vision, and goals in a way that all stakeholders (learners, staff, parents, etc.) can articulate the value of the partnership. The school consistently evaluates its partnerships to ensure ongoing alignment to the learners’ evolving needs and goals, including regular exposure for learners to a diverse group of role models and mentors. All learners are matched with meaningful experiences outside of the classroom that connect to their passions, accelerate learning, provide opportunities to explore college and career pathways, build learners’ resumes, and provide learners with necessary social capital to thrive in the world beyond high school.

ESTABLISHED
Partnerships with the school usually support the school’s mission, vision, and goals in a way that all stakeholders (learners, staff, parents, etc.) can articulate the value of the partnership. The school usually evaluates its partnerships to ensure ongoing alignment to learners’ evolving needs and goals, including regular exposure for learners to a diverse group of role models and mentors. Most learners are matched with meaningful experiences outside of the classroom that connect to their passions, accelerate learning, provide opportunities to explore college and career pathways, build learners’ resumes, and provide learners with necessary social capital to thrive in the world beyond high school.

DEVELOPING
Partnerships with the school sometimes support the school’s mission, vision, and goals in a way that all stakeholders (learners, staff, parents, etc.) can articulate the value of the partnership. The school sometimes evaluates its partnerships to ensure ongoing alignment to learners’ evolving needs and goals, including regular exposure for learners to a diverse group of role models and mentors. Some learners are matched with meaningful experiences outside of the classroom that connect to their passions, accelerate learning, provide opportunities to explore college and career pathways, build learners’ resumes, and provide learners with necessary social capital to thrive in the world beyond high school.

EMERGING
Partnerships with the school infrequently support the school’s mission, vision, and goals in a way that all stakeholders (learners, staff, parents, etc.) can articulate the value of the partnership. The school infrequently evaluates its partnerships to ensure ongoing alignment to learners’ evolving needs and goals, including regular exposure for learners to a diverse group of role models and mentors. Few learners are matched with meaningful experiences outside of the classroom that connect to their passions, accelerate learning, provide opportunities to explore college and career pathways, build learners’ resumes, and provide learners with necessary social capital to thrive in the world beyond high school.
5B Diverse and community embedded partnerships

SUSTAINED
A diverse set of partnerships exist to represent the full spectrum of passions, dreams, interests, and needs of learners and the community. The school consistently prioritizes partnerships that can build learners’ social capital and shape their worldview. The school consistently pursues and cultivates partnerships that connect community members and non-educators with the school so that learners can engage with and learn from those with different expertise, insights, and excitement about their field.

ESTABLISHED
A varied set of partnerships exist to represent most of the spectrum of passions, dreams, interests, and needs of learners and the community. The school usually prioritizes partnerships that can build learners’ social capital and shape their worldview. The school usually pursues and cultivates partnerships that connect community members and non-educators with the school so that learners can engage with and learn from those with different expertise, insights, and excitement about their field.

DEVELOPING
Some partnerships exist to represent some of the spectrum of passions, dreams, interests, and needs of the learners and the community. The school inconsistently prioritizes partnerships that can build learners’ social capital and shape their worldview. The school inconsistently pursues and cultivates partnerships that connect community members and non-educators with the school so that learners can engage with and learn from those with different expertise, insights, and excitement about their field.

EMERGING
Few partnerships exist to represent a few of the passions, dreams, interests, and needs of learners and the community. The school infrequently prioritizes partnerships that can build learners’ social capital and shape their worldview. The school infrequently pursues and cultivates partnerships that connect community members and non-educators with the school so that learners can engage with and learn from those with different expertise, insights, and excitement about their field.
5C Symbiotic partnerships

**SUSTAINED**
The partnership between the school and the partner is *almost always* a celebrated, honored, and symbiotic relationship with both the school and the partner mutually benefiting; as a result, the school *consistently* gains ties to and a deeper understanding of the community, and the community gains a deeper understanding of the school. The partnership contributes to closing opportunity gaps for *all or almost all* learners in their community.

**ESTABLISHED**
The partnership between the school and the partner is *usually* a celebrated, honored, and symbiotic relationship with both the school and the partner mutually benefiting; as a result, the school *usually* gains ties to and a deeper understanding of the community, and the community gains a deeper understanding of the school. The partnership contributes to closing opportunity gaps for *most* learners in their community.

**DEVELOPING**
The partnership between the school and the partner is *sometimes* a celebrated, honored, and symbiotic relationship with both the school and the partner mutually benefiting; as a result, the school *sometimes* gains ties to and a deeper understanding of the community, and the community gains a deeper understanding of the school. The partnership contributes to closing opportunity gaps for *some* learners in their community.

**EMERGING**
The partnership between the school and the partner is *infrequently* a celebrated, honored, and symbiotic relationship with both the school and the partner mutually benefiting; as a result, the school *infrequently* gains ties to and a deeper understanding of the community, and the community gains a deeper understanding of the school. The partnership contributes to closing opportunity gaps for *few* learners in their community.
06

Smart use of time, space, and tech

Non-traditional, flexible uses of time, technology, space, place, financial resources, and roles to increase the effectiveness of teaching and learning.
6A Innovative practices

SUSTAINED
Innovative systems and structures consistently enable a school’s broad vision of learner success, multiply the effectiveness of teaching and learning for all learners, align strategically to the school’s core mission and vision, and ensure all learners are equipped to become inquisitive, thoughtful, collaborative, caring, and reflective individuals able to succeed in multiple aspects of life, participants and contributors in a robust democratic society, and antiracist advocates in a global world. The school consistently employs non-traditional, creative, and flexible uses of resources and people in a way that is strategic to realizing the overall mission of the school.

ESTABLISHED
Innovative systems and structures usually enable a school’s broad vision of learner success, multiply the effectiveness of teaching and learning for all learners, align strategically to the school’s core mission and vision, and ensure most learners are equipped to become inquisitive, thoughtful, collaborative, caring, and reflective individuals able to succeed in multiple aspects of life, participants and contributors in a robust democratic society, and antiracist advocates in a global world. The school usually employs non-traditional, creative, and flexible uses of resources and people in a way that is strategic to realizing the overall mission of the school.

DEVELOPING
Innovative systems and structures sometimes enable a school’s broad vision of learner success, multiply the effectiveness of teaching and learning for all learners, align strategically to the school’s core mission and vision, and ensure some learners are equipped to become inquisitive, thoughtful, collaborative, caring, and reflective individuals able to succeed in multiple aspects of life, participants and contributors in a robust democratic society, and antiracist advocates in a global world. The school sometimes employs non-traditional, creative, and flexible uses of resources and people in a way that is strategic to realizing the overall mission of the school.

EMERGING
Innovative systems and structures infrequently enable a school’s broad vision of learner success, multiply the effectiveness of teaching and learning for all learners, align strategically to the school’s core mission and vision, and ensure a few learners are equipped to become inquisitive, thoughtful, collaborative, caring, and reflective individuals able to succeed in multiple aspects of life, participants and contributors in a robust democratic society, and antiracist advocates in a global world. The school infrequently employs non-traditional, creative, and flexible uses of resources and people in a way that is strategic to realizing the overall mission of the school.
6B Data-driven continuous improvement

SUSTAINED
There are comprehensively developed systems and data reflection points in place to allow stakeholders to (re)evaluate the model through an intentional cycle of learning, reflecting, and iterating. There are systems and structures in place to consistently monitor inclusion in the community, including access to advanced learning opportunities and disproportionate representation in remediation or disciplinary action, and they iterate to address inequities.

ESTABLISHED
There are sufficiently developed systems and data reflection points in place to allow stakeholders to (re)evaluate the model through an intentional cycle of learning, reflecting, and iterating. There are systems and structures in place to regularly monitor inclusion in the community, including access to advanced learning opportunities and disproportionate representation in remediation or disciplinary action, and they iterate to address inequities.

DEVELOPING
There are limited systems and data reflection points in place to allow stakeholders to (re)evaluate the model through an intentional cycle of learning, reflecting, and iterating. There are limited structures in place to occasionally monitor inclusion in the community, which may include access to advanced learning opportunities and disproportionate representation in remediation or disciplinary action, and sometimes leads to iteration to address inequities.

EMERGING
There are rudimentary systems and data reflection points in place to allow stakeholders to (re)evaluate the model through an intentional cycle of learning, reflecting, and iterating. There are no or ad hoc systems and structures in place to monitor inclusion in the community and so rarely leads to iteration to address inequities.
6C Flexible ways to utilize space and time

**SUSTAINED**
Space is *always* used in service of learners to create an environment that is inspiring, collaborative, and learner-centered. Structures and policies *consistently* reflect the belief that the school belongs to the learners and should be physically designed with their needs and desires prioritized. Time is *consistently* managed as one of the school’s most valuable resources, and is *always* used to maximize learner agency and voice, enabling all learners to be their best selves. The school *consistently* assesses its use of space and time to ensure no learners’ needs go unaddressed.

**ESTABLISHED**
Space is *usually* used in service of learners to create an environment that is inspiring, collaborative, and learner-centered. Structures and policies *usually* reflect the belief that the school belongs to the learners and should be physically designed with their needs and desires prioritized. Time is *usually* managed as one of the school’s most valuable resources, and is *usually* used to maximize learner agency and voice, enabling most learners to be their best selves. The school *usually* assesses its use of space and time to ensure no learners’ needs go unaddressed.

**DEVELOPING**
Space is *sometimes* used in service of learners to create an environment that is inspiring, collaborative, and learner-centered. Structures and policies *sometimes* reflect the belief that the school belongs to the learners and should be physically designed with their needs and desires prioritized. Time is *sometimes* managed as one of the school’s most valuable resources, and is *sometimes* used to maximize learner agency and voice, enabling some learners to be their best selves. The school *sometimes* assesses its use of space and time to ensure no learners’ needs go unaddressed.

**EMERGING**
Space is *occasionally* used in service of learners to create an environment that is inspiring, collaborative, and learner-centered. Structures and policies *infrequently* reflect the belief that the school belongs to the learners and should be physically designed with their needs and desires prioritized. Time is infrequently managed as one of the school’s most valuable resources, and is *occasionally* used to maximize learner agency and voice, enabling a few learners to be their best selves. The school *occasionally* assesses its use of space and time to ensure no learners’ needs go unaddressed.
6D Flexible ways to optimize human capital & development

**SUSTAINED**
Recruiting, hiring, and retention practices are **always** leveraged as mechanisms to build a team of adults who reflect the backgrounds, experiences, and identities of learners, families, and the community and are invested in and committed to the school’s mission, the pursuit of iteration and professional growth, strong learner relationships characterized by trust and high expectations, and antiracist action and advocacy. Leadership **always** navigates tough decisions on staffing strategically and **always** with the best interest of learners in mind. The school’s leadership **consistently** challenges traditional adult roles and responsibilities in order to promote innovation and flexibility of the school model and to empower learners, especially from historically marginalized groups. Systems for adult development ensure that **all** adults are part of a professional learning community and receive personalized supports that enable them to feel empowered to build their skills, enrich their practice, and grow their autonomy within the role.

**ESTABLISHED**
Recruiting, hiring, and retention practices are **usually** leveraged as mechanisms to build a team of adults who reflect the backgrounds, experiences, and identities of learners, families, and the community and are invested in and committed to the school’s mission, the pursuit of iteration and professional growth, strong learner relationships characterized by trust and high expectations, and antiracist action and advocacy. Leadership **usually** navigates tough decisions on staffing strategically and **usually** with the best interest of learners in mind. The school’s leadership **usually** challenges traditional adult roles and responsibilities in order to promote innovation and flexibility of the school model and to empower learners, especially from historically marginalized groups. Systems for adult development ensure that **most** adults are a part of a professional learning community and receive personalized supports that enable them to feel empowered to build their skills, enrich their practice, and grow their autonomy within the role.

**DEVELOPING**
Recruiting, hiring, and retention practices are **sometimes** leveraged as mechanisms to build a team of adults who reflect the backgrounds, experiences, and identities of learners, families, and the community and are invested in and committed to the school’s mission, the pursuit of iteration and professional growth, strong learner relationships characterized by trust and high expectations, and antiracist action and advocacy. Leadership **sometimes** navigates tough decisions on staffing strategically and **sometimes** with the best interest of learners in mind. The school’s leadership **sometimes** challenges traditional adult roles and responsibilities in order to promote innovation and flexibility of the school model and to empower learners, possibly resulting in the silencing of learners from historically marginalized groups. Systems for adult development ensure that **some** adults are a part of a professional learning community and receive personalized supports that enable them to feel empowered to build their skills, enrich their practice, and grow their autonomy within the role.

**EMERGING**
Recruiting, hiring, and retention practices are **occasionally** leveraged as mechanisms to build a team of adults who reflect the backgrounds, experiences, and identities of learners, families, and the community and are invested in and committed to the school’s mission, the pursuit of iteration and professional growth, strong learner relationships characterized by trust and high expectations, and antiracist action and advocacy. Leadership **occasionally** navigates tough decisions on staffing strategically and **infrequently** with the best interest of learners in mind. The school’s leadership **occasionally** challenges traditional adult roles and responsibilities in order to promote innovation and flexibility of the school model and to empower learners, possibly resulting in the silencing of learners from historically marginalized groups. Systems for adult development ensure that a **few** adults are a part of a professional learning community and receive personalized supports that enable them to feel empowered to build their skills, enrich their practice, and grow their autonomy within the role.
Technology is always leveraged strategically by all stakeholders in service of learning to provide opportunities for creativity, autonomy, and self-direction for any time and any place learning. Technology consistently opens doors to significant learning experiences and opportunities for learners in a way that enriches both learning experiences and human to human interactions, creating sustainable, unique pathways for every learner. Technology consistently provides more opportunities and diverse access points for learners than would otherwise be available. Adults consistently work to dismantle systems, structures, and policies that foment inequitable access to technology for learners from historically marginalized groups.

Technology is usually leveraged strategically by all stakeholders in service of learning to provide opportunities for creativity, autonomy, and self-direction for any time and any place learning. Technology usually opens doors to significant learning experiences and opportunities for learners in a way that enriches both learning experiences and human to human interactions, creating sustainable, unique pathways for every learner. Technology usually provides more opportunities and diverse access points for learners than would otherwise be available. Adults usually work to dismantle systems, structures, and policies that foment inequitable access to technology for learners from historically marginalized groups.

Technology is sometimes leveraged strategically by all stakeholders in service of learning to provide opportunities for creativity, autonomy, and self-direction for any time and any place learning. Technology sometimes opens doors to significant learning experiences and opportunities for learners in a way that enriches both learning experiences and human to human interactions, creating sustainable, unique pathways for every learner. Technology sometimes provides more opportunities and diverse access points for learners than would otherwise be available. Adults inconsistently work to dismantle systems, structures, and policies that foment inequitable access to technology for learners from historically marginalized groups, which may result in inequities.

Technology is occasionally leveraged strategically by all stakeholders in service of learning to provide opportunities for creativity, autonomy, and self-direction for any time and any place learning. Technology occasionally opens doors to significant learning experiences and opportunities for learners in a way that enriches both learning experiences and human to human interactions, creating sustainable, unique pathways for every learner. Technology occasionally provides more opportunities and diverse access points for learners than would otherwise be available. Adults infrequently work to dismantle systems, structures, and policies that foment inequitable access to technology for learners from historically marginalized groups, which may result in inequities.