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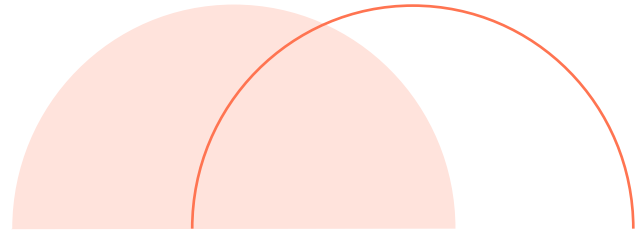
How XQ schools manifest these principles varies in large ways and small, and each school follows its own growth trajectory. Despite their differences, the schools' powerful, shared commitment to common principles affirms that there really is no "one-size-fits-all" in achieving an effective, coherent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

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**
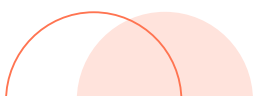- **Learners for life**

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.

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:

SUSTAINED	ESTABLISHED	DEVELOPING	EMERGING
all/almost all *always/almost always* *consistently*	*most* *usually* *frequently*	*several* *sometimes* *inconsistently*	*a few* *occasionally* *infrequently* *none or almost none*

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 identify 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.
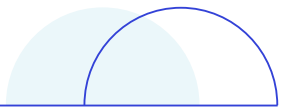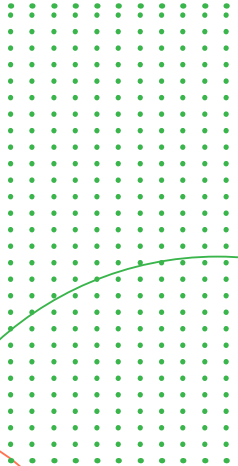
01

◆ **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.

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.
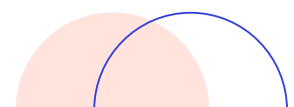
ESTABLISHED

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.

01 | Strong Mission and Culture

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.
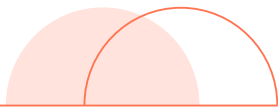
02

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.

02 | Meaningful, Engaged Learning

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.

O2 | Meaningful, Engaged Learning

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.

O2 | Meaningful, Engaged Learning

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.).

DEVELOPING

Learning milestones (i.e., requirements), assessments, grading, and feedback are **inconsistently** aligned to a college and career ready bar with progress purposefully grounded in mastery of skills and knowledge. Assessments **inconsistently** provide authentic audiences and exit criteria that stress real world transfer of skills and knowledge. **Some** 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 **inconsistently** 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 **inconsistently** focuses on students debriefing the learning experience and practice of learning; it is **inconsistently** targeted, actionable and relevant; and it **inconsistently** comes from multiple lenses (e.g., teacher, learner, fellow learners, industry professionals, etc.).

EMERGING

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.).

02 | Meaningful, Engaged Learning

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.).

EMERGING

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.).

2E
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.

02 | Meaningful, Engaged Learning

2F
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-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. 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.
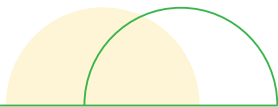
03

◆ 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.

O3 | Caring, trusting relationships

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.

03 | Caring, trusting relationships

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 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.

03 | Caring, trusting relationships

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.
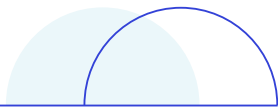
04

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.

04 | Youth voice and choice

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.
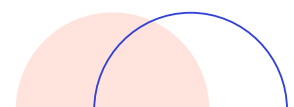
ESTABLISHED

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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.

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.
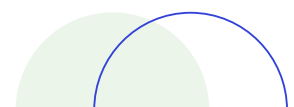
ESTABLISHED

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DEVELOPING

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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.

04 | Youth voice and choice

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.
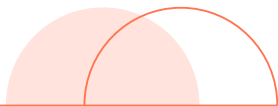
05

◆ 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.

05 | Community partnerships

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 a **few** learners in their community.
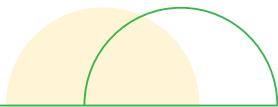
06

◆ 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.

06 | Smart use of time, space, and tech

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.

06 | Smart use of time, space, and tech

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.

06 | Smart use of time, space, and tech

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.

06 | Smart use of time, space, and tech

6E
Technology to bolster the learner experience

SUSTAINED

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.
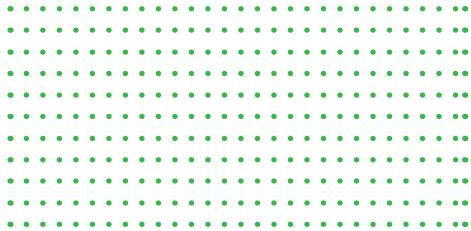
ESTABLISHED

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DEVELOPING

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.

EMERGING

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.