

# R A T I N G   G U I D E

## School Culture and Leadership

A rating of **DEFICIENT** is appropriate if any of the following exist:

- **\*\***There is no formal, on-going program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21<sup>st</sup> century learning expectations
- The school is not equitable and inclusive if over the course of the high school experience every student is not enrolled in any heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages)
- The principal, working with other building leaders, fails to provide instructional leadership that is rooted in the school's core values, beliefs, and learning expectations
- The school is not safe

**\*\*The Commission expects that a member school will have a formal plan in place no later than January 2014 regardless of where the school falls in the decennial cycle.**

A rating of **LIMITED** is appropriate if the school has a formal, on-going program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21<sup>st</sup> century learning expectations; is minimally inclusive and equitable; the principal marginally provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations; and the school is safe, but:

- Every student over the course of the high school experience is enrolled in only one heterogeneously grouped core course ( English/language arts, social studies, math, science, or world language)
- The school board and superintendent fail to provide the principal with the sufficient decision-making authority to lead the school

A rating of **ACCEPTABLE** is appropriate if the school has a formal, on-going program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21<sup>st</sup> century learning expectations; is equitable and inclusive; the principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations; the school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all; and:

- Every student over the course of the high school experience is enrolled in a minimum of two heterogeneously grouped core courses within two academic areas (English/language arts, social studies, math, science, or world languages)
- Student load and class size enable teachers to meet the learning needs of individual students
- The school board and superintendent provide the principal with the sufficient decision-making authority to lead the school
- The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students
- The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21<sup>st</sup> century learning expectations
- In order to improve student learning through professional development, the principal and professional staff:
  - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
  - use resources outside of the school to maintain currency with best practices
  - dedicate formal time to implement professional development
  - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment

A rating of **EXEMPLARY** is appropriate if all the descriptors in the **ACCEPTABLE** rating are met and:

- Every student over the course of the high school experience is enrolled in two or more heterogeneously grouped core courses within two academic areas over a period of two academic years (English/language arts, social studies, math, science, or world languages)
- School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning
- Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership
- Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning