

Assessment Rubric for the Twelve Principles*

1	No action has been taken on this indicator.
2	We are beginning to address this indicator.
3	Our school has developed a strategy to address this indicator, and we have made substantial progress towards implementation.
4	Our school has fully adopted this strategy to address this indicator, and we continually adjust the implementation plan to improve its impact on quality learning.

Data Code	Principle 1: Engaged Learners – Students are engaged learners who are responsible for and actively involved in their own learning.				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1.0	It is an expectation of the school community that students meet the Vital Results in <i>Vermont’s Framework of Standards and Learning Opportunities</i> . The expectations of high academic achievement, active citizenship and preparation for career, life and work are stressed.				
1.1	Teachers and administrators have developed agreed upon strategies to assist students in becoming engaged learners.				
1.2	A sustainable system of professional development and support is present to provide teachers and administrators with the skills necessary to create and support environments where engaged learning is valued and evident.				
1.3	Staff members work together to create a learning environment in which students persist in their education, make informed choices, develop into competent problem-solvers and critical thinkers and are actively responsible for their own learning. This commitment is evident in the school’s action plan.				
1.4	Avenues exist for students to use portfolios and exhibitions to demonstrate achievement of the Vital Results, Fields of Knowledge and Learning Opportunities outlined in <i>Vermont’s Framework</i> .				
1.5	Opportunities exist for students to be involved in school leadership, including but not limited to committee work, teacher hiring, parent and family involvement in program design and input on policy.				
1.6	Plans exist to recruit and retain teachers and administrators who are interested in supporting the school’s vision to personalize learning.				
1.7	Staff members work together to build a culture that results in the school being a desirable place to work.				
1.8	Comprehensive counseling programs that facilitate students’ academic, social, personal and career development are in place and used.				
1.9	Student government plays a vital role in the school decision-making process. Students have opportunities to develop leadership skills.				
1.10	The school has implemented strategies to increase the number of students taking the SATs.				

*Adapted from the United States Department of Education’s New American High Schools Program.

Data Code	Principle 2: Challenging Standards – Each student is expected to demonstrate that he or she has met challenging standards based on <i>Vermont’s Framework of Standards and Learning Opportunities</i> or national standards.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
2.0	The curriculum is rigorous and aligned to state and national standards. Indicators of student performance and examples of work reflect that standards have been developed and met.				
2.1	Goals and objectives regarding challenging standards flow from the school’s vision and are evident in the school’s action plan.				
2.2	The school is replacing “general track” and “lower level” classes with courses containing rigorous academic content. Heterogeneous grouping for students is valued and supported.				
2.3	High universal expectations are supported by a variety of learning opportunities. Students demonstrate success in a variety of ways including meeting challenging standards through capstone projects, completing career academies, portfolio demonstration, passing Advanced Placement exams and successfully completing dual enrollment courses for college credit.				
2.4	School improvement efforts strongly support providing challenging academic opportunities for each student.				
2.5	The school uses performance-based assessments.				
2.6	Students successfully pass Advanced Placement exams.				
2.7	The school and students show evidence of meeting New England Association of Schools and Colleges (NEASC) standards.				

Data Code	Principle 3: Multiple Pathways – High schools provide each student with a variety of learning opportunities and multiple pathways to meet graduation requirements.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
3.0	All students develop personal learning plans (PLPs) that include academic goals and the means to achieve them.				
3.1	PLPs are in place reflecting a pre-assessment of students’ learning styles, interest inventories, aspirations, current skills and knowledge. PLPs are supported with an array of pathways to meet standards for graduation.				
3.2	The school has a written staff development plan, adjusted annually, which is data-driven and directly related to providing a variety of learning opportunities and multiple pathways for students to meet graduation requirements.				
3.3	Professional development assistance and special materials are provided to help teachers increase their focus on varied learning opportunities through personalized learning and the creation of multiple pathways.				
3.4	All students are able to demonstrate their learning with multiple methods including standardized assessments, student portfolios and demonstration projects. The use of portfolios, capstone projects and exhibitions are encouraged to demonstrate mastery of graduation requirements.				
3.5	Teachers, parents, business representatives and community members review projects and offer suggestions for continued student growth and development.				
3.6	Students can choose from a variety of methods to meet challenging graduation requirements.				
3.7	Students have access to alternative education programs. Dropout prevention, recovery and truancy programs are in place. Staff members are aware of these programs and make appropriate referrals.				
3.8	Transcript reviews take place in order to determine whether the student experience is rich and varied.				
3.9	The school is developing standards-based transcripts.				

Principle 4: Personalized Learning – High schools create small, personalized and safe learning environments that provide students with stable support from adults, caring connections to mentors and a sense of belonging.		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
4.0	All students develop personal learning plans that include academic goals and the means to achieve them.				
4.1	The high school experience is appropriately constructed to ensure a successful transition to college, work and adulthood.				
4.2	Students have opportunities to develop post-high school plans that will contribute to smooth transitions to college, work and adulthood.				
4.3	Special senior-year programs are in place to make the final year of high school as productive and meaningful as possible.				
4.4	Procedures to support the establishment of transition programs from middle to high school exist locally. The school and district have transition plans from primary and middle grades to high school.				
4.5	Protocols exist to support multiple pathways to graduation beyond satisfying Carnegie units.				
4.6	Each student at this school is valued for his or her unique talents, interests and aspirations. Students are treated with respect.				
4.7	Each student has an adult member of the school community who serves to personalize that student's educational experience.				
4.8	Programs are in place within the community to regularly acknowledge and celebrate student success.				
4.9	Programs are in place to build awareness and appreciation of diversity and cultural issues.				

Principle 5: Flexible Structures – High school schedules and organizations are flexible to allow time for varied instructional activities and to provide an integrated learning experience. Learning is the constant; time is the variable.		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
5.0	The school's mission statement clearly values flexible structures that support personalized learning.				
5.1	Curriculum and instruction are designed to support expectations for student learning.				
5.2	The schedule supports the school's mission and provides opportunities for off-campus learning.				
5.3	Time frames are adapted to accommodate learning activities.				
5.4	All students participate in several job shadowing or internship activities during high school.				

Data Code	Principle 6: Real-Life Experiences – Students learn about careers and college opportunities through real-life experiences and adult interaction, including work-based learning, service learning, career exploration, job shadowing and career academies.				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
6.0	The school has established expectations for student learning that specifically state what all students should know and be able to do by the time they graduate. These expectations reflect the skills, competencies, concepts and understandings identified by district, state and national standards and by professional organizations.				
6.1	Each student in this school has the opportunity to nurture his or her individual talents and aspirations through applied learning, job shadowing, service learning and career exploration experiences.				
6.2	The school provides opportunities to extend student learning beyond traditional course offerings and the school campus.				
6.3	Teachers participate in experiences to build their knowledge of applied learning, engage in career exploration and use work-based learning and service learning as strategies to create varied learning opportunities and multiple pathways.				
6.4	The school has policies in place that support work-based learning and have risk management strategies in place, such as procedures for transporting students and ensuring proper insurance coverage. Teachers, students, staff, parents, business representatives and community members are aware of these policies.				

Data Code	Principle 7: Instructional Leadership – Adults in the school use research-based practices and effective administrative and instructional strategies to support increased student performance.				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
7.0	The mission statement and expectations regarding instructional leadership guide the procedures, policies and decisions of the school and are evident in the school's culture.				
7.1	The school has a document developed by the faculty that defines the school's mission and academic expectations for student learning and has specific, measurable ways to indicate successful performance.				
7.2	Research-based professional development programs sustain, build, attract and retain effective, skilled administrators and teachers.				
7.3	The school has a demonstrated commitment to changing teaching pedagogy to increase student performance.				
7.4	Teachers receive professional development regarding high school renewal and innovation and the need to personalize learning for all students.				
7.5	Teachers with fewer than five years of classroom experience are given intensive support and supervision.				
7.6	Teachers view this school as a desirable place to work.				

Data Code	Principle 8: Alignment – Supported by research-based professional development, high schools align their curricula, instruction and assessment with Vermont’s <i>School Quality Standards</i> .				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
8.0	The mission statement and expectations of the school are aligned with Vermont’s <i>School Quality Standards</i> and guide the school’s policies, procedures and decision-making process.				
8.1	The mission statement and expectations for student learning were developed by the school community and approved and supported by the faculty, the school board and any other schoolwide governing organization.				
8.2	The school uses a variety of data to regularly review the mission statement and expectations for student learning to assure that they reflect student needs, community expectations, the district mission and state standards.				
8.3	The content of the curriculum is intellectually rigorous and provides opportunities for the authentic application of knowledge and skills.				
8.4	The curriculum is integrated and aligned and emphasizes depth of understanding over breadth of coverage.				
8.5	The school has effective curricular coordination and articulation between and among all academic areas within the school as well as with district sending schools to ensure that expectations for student learning are addressed.				
8.6	Standardized assessments are aligned with college entrance requirements.				

Data Code	Principle 9: Shared Purpose – Every high school adopts and publicizes a compelling vision and mission that uses a results-oriented approach to promote continuous improvement.				
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
9.0	The mission statement of the school is developed jointly by faculty, students, parents and community members. It represents the school community’s fundamental values and beliefs about student learning and the purpose of the school and is consistent with or identical to the district’s mission statement.				
9.1	The school’s mission statement is clearly communicated and understood by all stakeholders and drives all significant school practices and policies.				
9.2	The school uses a variety of data for regular reviews of the mission statement and expectations for student learning to assure that they reflect student needs, community expectations, the district mission and state standards.				
9.3	Student exit interviews are used to evaluate students’ satisfaction with their high school experiences and to give students the opportunity to make suggestions for improvement. A process for parental input is included.				
9.4	For planning purposes, the school collects data on post-high school activities and success rates of its graduates.				

Data Code	Principle 10: Pre-K-16 Continuity – Every high school is a member of a pre-K-16 education system and is a partner with middle schools, colleges and post-graduation training programs to help students make successful transitions.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
10.0	The school and district foster productive business/community/higher education partnerships to support student learning, ensure students enter the public school system with an appropriate level of readiness for school and assist students in making successful transitions to adulthood.				
10.1	Students have access to career academies, apprenticeships and dual enrollment opportunities. Articulation agreements with post-secondary institutions are in place.				
10.2	The school and district seek to build collaborative relationships to pool financial resources, share expertise and pursue outside sources of funding in order to support effective pre-K-16 systems.				
10.3	Secondary and post-secondary faculty members team-teach courses.				

Data Code	Principle 11: Family Participation – Families are active participants in their young adults’ education and have varied opportunities to volunteer, serve on decision-making groups, assist students in setting learning goals, monitor results and support learning at home.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
11.0	The mission statement and expectations of family participation guide the procedures, policies and decisions of the school and are evident in the school’s culture. Family advisory groups play active roles in the school culture.				
11.1	The faculty and staff engage students and their families as partners in education and encourage family participation in school programs and support groups.				
11.2	All parent conferences are conducted in a manner that facilitates family involvement in a student’s educational experience.				
11.3	Students play an active role in parent/teacher conferences.				
11.4	Families are knowledgeable of school services and make appropriate use of those services.				

Data Code	Principle 12: Community Partnerships – Every high school forms active partnerships with families, community members, business people, civic leaders and policy-makers to ensure fiscal support and to expand student learning opportunities.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
12.0	School decisions, policies, procedures and district plans support community partnerships that expand student learning opportunities.				
12.1	The school has formed active partnerships, including dual enrollment and articulation agreements, with post-secondary institutions to expand student learning opportunities.				
12.2	The school works with local technical education centers, the Department of Employment and Training, the Department of Education, the Agency of Human Services, Workforce Investment Boards and other relevant parties to expand student learning opportunities and ensure development of the high-level skills necessary for workforce development.				
12.3	The school offers work-based learning experiences that include high school, business and post-secondary components.				
12.4	Service learning opportunities exist to enrich student learning and to meet community needs.				
12.5	Students participate in developmentally appropriate mentoring and School-to-Work programs.				
12.6	College students are involved in mentoring programs with secondary students.				
12.7	Secondary students are involved in mentoring programs with elementary and middle school students.				