

## Learning Criteria to Support 21<sup>st</sup> Century Learners Rubric

Achievement in the core subjects of English language arts, math and science and others identified by the school.

	Pervasive	Considerable	Partial	Initiated	Absent
The school has met AYP requirements for the last 3 years    YES    NO					
Extent to which student performance in Core Learning is expressed in objective terms					
Extent to which the school has trend data that reflects sustained performance at high levels for over 3 years					
Extent to which all staff fully understand the indicators for Core Learning and can relate their work to achievement in the indicators					
Extent to which all staff have access to and understanding of school performance data in Core Learning					
Extent to which core data has been disaggregated in all subgroups					
Extent to which there is no significant difference in student performance across subgroups					
Extent to which the school has developed benchmarked comparisons for Core Learning with schools that are similar in focus, community, and structure.					
<b>Comments:</b>					

**Stretch Learning-** Demonstration of rigorous and relevant learning beyond minimum requirements (participation and achievement in higher level courses, specialized courses, etc.)

	Pervasive	Considerable	Partial	Initiated	Absent
Student performance in Stretch Learning is expressed in objective terms					
Extent to which the school has trend data that reflects sustained performance at high levels for over 3 years					
Extent to which all staff fully understand the indicators for Stretch Learning and can relate their work to achievement in the indicators					
Extent to which all staff have access to and understanding of school performance data in Stretch Learning					
Extent to which Stretch data has been disaggregated in all subgroups					
Extent to which there is no significant difference in student performance across subgroups					
Extent to which the school has developed benchmarked comparisons for Stretch Learning with schools that are similar in focus, community, and structure.					
Extent to which the school reports student learning results in areas of Stretch Learning					
Extent to which the school engages all students in rigorous and relevant instruction					
Extent to which instruction is focused around students' interests, learning styles and aptitudes					
Extent to which there are expectations for all students to achieve at high levels					
Extent to which local diploma requirements exceed those required by the state					
Extent to which interdisciplinary work and projects (e.g., senior exhibitions) are common among all students					
Extent to which students have opportunities to earn college credits by graduation (dual enrollment)					
Extent to which enrollment in honors or advanced math or science courses is increasing					
Extent to which students have opportunities to complete career majors or career/technical education programs					
Extent to which students are completing four or more credits in a career area					
Extent to which students are completing four or more credits in fine arts					
Extent to which students are completing three or more years of foreign language					
The school tracks the value of scholarships earned at graduation YES NO					
Extent to which students are awarded specialized certificates (e.g., Microsoft, Cisco Academy)					
Extent to which the school requires individual learning plans for students other than special needs students					

**Learner Engagement**

Data, structures, and conditions that reflect:

- Positive behaviors that indicate full participation in the learning process by students, but also by administrative and teaching staffs.
- Students’ and the staff’s sense of satisfaction, belonging, security, and accomplishment.
- a motivated commitment to learning, now and in the future

	Pervasive	Considerable	Partial	Initiated	Absent
Measures of Learner Engagement are expressed in objective terms					
The school collects trend data that reflects high levels of Learner Engagement for over 3 years					
All staff fully understand the indicators for Learner Engagement and can relate their work to achievement in the indicators					
All staff have access to and understanding of school performance data in Learner Engagement					
Learner Engagement data has been disaggregated in all subgroups					
There is no significant difference in Learner Engagement across subgroups					
The school has developed benchmarked comparisons for Learner Engagement with like groups of schools in focus, community, and structure.					
Extent to which the school reports on Learner Engagement					
Extent to which student (and community and staff) surveys are used to measure attitudes and opinions					
Extent Student risk behaviors are analyzed					
Extent to which dropout rates are low or are decreasing					
Extent to which attendance rates are high or increasing					
Extent to which graduation rates are high or increasing					
Extent to which discipline referrals are low or decreasing					
Extent to which participation rates in extracurricular activities are high or are increasing					
Extent to which enrollment in higher education is high or increasing					
Extent to which tardiness rates are low and or decreasing					
Extent to which the school measures the degree to which teachers know their students					
Extent to which positive peer relationships exist in the school					
<b>Comments:</b>					

<b>Personal Skill Development</b>					
<ul style="list-style-type: none"> <li>• Measures of personal, social, service, and leadership skills</li> <li>• Demonstrations of positive behaviors and attitudes.</li> </ul>					
	Pervasive	Considerable	Partial	Initiated	Absent
Student performance in Personal Skill Development is expressed in objective terms					
Extent to which the school has trend data that reflects sustained performance at high levels for over 3 years					
Extent to which all staff fully understand the indicators for Personal Skill Development and can relate their work to achievement in the indicators					
Extent to which all staff have access to and understanding of school performance data in Personal Skill Development					
Extent to which Personal Skill Development data has been disaggregated in all subgroups					
Extent to which there is no significant difference in student performance across subgroups					
Extent to which the school has developed benchmarked comparisons for Personal Skill Development with like groups of schools in focus, community, and structure.					
Extent to which the school reports student learning results in areas of Personal Skill Development					
Extent to which participation or hours in service learning is high or increasing					
Extent to which number of students holding leadership positions in clubs or sports is high or increasing					
Extent to which the school has developed inventories of personal skills: time management, ability to plan and organize work, leadership/followership, etc.					
Extent to which there is evidence of respect for diversity in the school					
Extent to which there is evidence of the ability of students to work as members of a team					
Extent to which trustworthiness, perseverance, and other character traits are exhibited in daily activities					
Extent to which students develop skills and knowledge in the area of conflict resolution					
<b>Comments:</b>					

## Summary

Component	Pervasive	Considerable	Partial	Initiated	Absent
<b>Core Academic Learning</b> – Achievement in the core subjects of English language arts, math and science and others identified by the school.					
<b>Stretch Learning-</b> Demonstration of rigorous and relevant learning beyond minimum requirements (participation and achievement in higher level courses, specialized courses, etc.)					
<b>Learner Engagement</b> Data, structures, and conditions that reflect: <ul style="list-style-type: none"> <li>• positive behaviors that indicate full participation in the learning process by students, but also by administrative and teaching staffs.</li> <li>• students’ and the staff’s sense of satisfaction, belonging, security, and accomplishment.</li> <li>• a motivated commitment to learning, now and in the future</li> </ul>					
<b>Personal Skill Development</b> <ul style="list-style-type: none"> <li>• measures of personal, social, service, and leadership skills</li> <li>• demonstrations of positive behaviors and attitudes.</li> </ul>					

