

**CRITERION A-1:** The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high levels. Supported by the governing board and the central administration, the school's purpose is defined further by expected schoolwide learning results and the academic standards. The expected schoolwide learning results stress attainment of the academic standards.

**STAGES**

4	3	2	1
<p>Representatives of all segments of the school community collaborate to establish a coherent vision of what students should know and perform upon exit from high school. By virtue of its collaborative development, this vision is consistent with and supported by board and district policies*. An ongoing process exists for monitoring and review of the vision.</p> <p>This coherent vision is based on student needs, state, national and local standards. This vision is congruent with current research and practices, state curricular frameworks and a belief that all students can learn.</p> <p>The curricular and instructional goals are based on the school's vision of desired student learning results, established graduation requirements, college entrance requirements, perceived student needs and interest, and a belief that all students can learn.</p> <p>The school's vision and schoolwide learning results drive all curricular and instructional goals and activities to include the related planning and system processes, staff development, time and resource allocation and program development.</p>	<p>The school's vision was developed with representatives of all shareholder groups. The school/community's vision for the learning results is acknowledged and supported by the district and board. A periodic process exists for monitoring and review.</p> <p>The staff's vision of what students should know and be able to do upon exit from high school is consistent with national, state and local standards, curriculum frameworks and current educational research and practice.</p> <p>The school-community vision statement and implementation plan articulates a process that all students will participate in a curriculum that is challenging, rigorous and meaningful.</p> <p>The curricular and instructional goals are based on the school's vision of desired student learning results, established graduation requirements, college entrance requirements, perceived student needs and interest, and a belief that all students can learn.</p>	<p>The school's vision statement is global. It reflects school goals which focus on students gaining the knowledge necessary to meet basic or college preparatory requirements. The vision was developed with some input from the faculty and members of the school/community.</p> <p>The school's shareholders are beginning to discuss expected schoolwide learning results for all students based on the school's vision and academic standards. The curricular and instructional goals are defined primarily by departments and lack alignment to the standards.</p>	<p>The school/community have a formal statement of philosophy, and goals that is kept on file at the school and meets external needs for such a document. These documents are not often used in making decisions regarding curricular instruction and staff development.</p> <p>The district and school's goals and/or philosophy statements are incongruent and have been developed independent of each other.</p> <p>The district and school's curricular areas are beginning to utilize academic standards.</p> <p>At the classroom level, curricular goals for student learning are determined by the individual teacher, based on the factual information to be covered and student performance on standardized tests.</p>

\*District involvement may vary for charter schools, i.e., may not be applicable or defined differently.