

CRITERION A-2: The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

STAGES

4	3	2	1
<p>The school has a functioning governance structure, with clear lines of authority and responsibility. The vision is consistent with and supported by board and district* policies. There is participation of central office personnel, if applicable, and board in the development of the vision, and expected schoolwide learning results of the school. The principal communicates with the district and board to facilitate mutual support of district and site expectation of student learning results and academic standards. The district, board, and school leaders work cooperatively in a culture that ensures student achievement of the expected schoolwide learning results and academic standards are the focus of the school's efforts. Authority and responsibility are allocated within a culture that promotes effective functioning of staff at all levels. There is parent participation in the school's governance. Complaint and conflict resolution policies and procedures are clear and operable. The school's leadership, comprised of members from all role groups (principal, teachers, students, parents, support staff, other community), participate in a formalized governance system that represents and involves all educational shareholders in the school community. Decisions are made collaboratively and support the implementation of a standards-based education and every student achieving the standards.</p>	<p>The school has a functioning governance structure, with clear lines of authority and responsibility. The vision is consistent with and supported by board and district* policies. There is participation of central office personnel, if applicable, and board in the development of the vision, and expected schoolwide learning results of the school. The principal communicates with the district and board to facilitate mutual support of district and site expectation of student learning results and academic standards. The district, board, and school leaders work cooperatively to ensure that student achievement of the expected schoolwide learning results and academic standards are the focus of the school's efforts. Authority and responsibility are allocated in a way that works toward promotion of effective functioning of staff. There is parent participation in the school's governance. Complaint and conflict resolution policies and procedures are in place. The school's leadership, comprised of members from all role groups (principal, teachers, students, parents, support staff, other community), participate in a formalized governance system that represents and to some degree involves educational shareholders in the school community. Decisions are usually made collaboratively and support the implementation of standards-based education and every student achieving the standards. The school leadership team and the principal work to maintain effective communication within the school and with the school community, and Board of Education.</p>	<p>The school has a functioning governance structure, with clear lines of authority and responsibility. The vision (purpose) is consistent with and supported by board and district policies. There are aspects of the clarity regarding the relationship between the vision, board and district policies that needs strengthening. There is some participation of central office personnel, if applicable, and board in the development of the vision and expected schoolwide learning results of the school. The principal meets routinely with the district staff to present school plans and needs, and the district communicates these needs to the board. The school's expected schoolwide learning results and academic standards are informally acknowledged and incidental to district policy. The principal receives input from the school-site council on the school plans. The governing authority delegates implementation of these policies to the professional staff. There is parent participation in the school's governance. The school community understands the governing authority's role. The principal serves as the manager of the school and conveys district and school goals and policy to the staff to ensure compliance and that students achieve the standards. The principal shares the school vision with members of the school community and everyone is encouraged to help students achieve the standards.</p>	<p>The school has a functioning governance structure, with semi-clear lines of authority and responsibility. There is lack of clarity of the relationship between the vision, board and district policies. The board policy and district procedures related to student learning are developed in isolation of the school community and communicated in written form to the principal. There is little participation of central office personnel and board in the development of the vision and expected schoolwide learning results of the school. The principal is the decision maker, reacting to school problems and or district/state/federal mandates independently. He/She independently plans for school change, receiving permission or direction from the district and considers recommendations from the school staff at his/her discretion. While working in isolation, he/she delegates tasks to others in the school as the need arises. The principal's primary goals are to have a well-managed, orderly, functioning plant and that students achieve the standards. The principal's focus is on school improvement and compliance. He/She receives input from school organizations on the school plans to satisfy legal and district requirements including achieving the standards. Means of monitoring annual results of the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) are conducted to meet legal requirements.</p>

Continued on next page

Continued on next page

Continued on next page

CRITERION A-2 continued

STAGES

4	3	2	1
<p>The school leadership team and the principal maintain effective communication within the school and with the school community, and Board of Education and involve school leaders to facilitate mutual support and commitment to the school's expectation for every student to achieve the standards.</p> <p>Means of monitoring results of the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) are effectively carried out.</p>	<p>Means of monitoring annual results of the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) are effectively carried out.</p>	<p>The governing authority monitors results. The governing authority carries out clear evaluation on the identified goals.</p> <p>Means of monitoring annual results of the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) are carried out to meet legal requirements.</p>	

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