

Opportunity Gap Closing Practices	Exemplary Implementation	Advanced Implementation	Early to Mid Implementation	Early Planning
<p>Criterion 1a: Broadening Learning Opportunities, with Particular Attention to Reducing Disparities in Learning Created by Tracking and Ability Grouping</p>	<p>The curriculum experienced broadly among the school's students includes a range of subjects, activities and experiences that provide a high quality, challenging education.</p> <p>The evidence in submitted documents shows that the school has little or no formal or informal tracking or ability grouping, with zero tracking in some academic areas. The school has eliminated low-track classes. The school allows any student who wants to take honors, IB and AP courses to do so and provides supports as needed.</p> <p>There is evidence of a high rate of inclusion of low-SES students and students of color in honors, AP and IB classes.</p> <p>Students broadly participate in college counseling programs and in PSATs, SATs, and ACTs.</p> <p>Remaining work is exclusively, or nearly exclusively maintenance.</p>	<p>The curriculum experienced broadly among the school's students includes a range of subjects, activities and experiences that provide a high quality, challenging education.</p> <p>The evidence in submitted documents shows that the school has minimal tracking or ability grouping and has an active plan for further reduction. The school has eliminated low-track classes. The school has minimal requirements for students to take honors, IB and AP courses.</p> <p>There is evidence of inclusion of low-SES students and students of color in honors, AP and IB classes.</p> <p>Students broadly participate in college counseling programs and in PSATs, SATs, and ACTs. Some work remains, but substantive progress is evident.</p>	<p>The curriculum experienced broadly among the school's students includes subjects, activities and experiences that provide a quality education.</p> <p>The school is developing structures and practices to meet the needs of all students.</p> <p>The school has created a plan to reduce its tracking or ability grouping. The evidence in submitted documents shows that the school has largely eliminated low-track classes and is opening access to honors, AP and IB courses.</p> <p>The school plans to proactively seek to include low-SES students and students of color in honors, AP and IB classes.</p> <p>There is some early evidence of eliminating tracking.</p>	<p>The school may have begun preliminary planning to broadly implement a varied and high-quality curriculum, but plans are not complete and implementation has not yet begun.</p> <p>Access to the arts, science or other enrichment experiences is limited or closed. The evidence in submitted documents shows that the school has demonstrated a commitment to address and resolve this issue, but plans are not complete and/or implementation has not yet begun.</p>

Opportunity Gap Closing Practices	Exemplary Implementation	Advanced Implementation	Early to Mid Implementation	Early Planning
<p>Criterion 1b: Enriching and Deepening Learning Opportunities</p>	<p>The curriculum experienced broadly among the school's students includes arts, science, and other enrichment experiences.</p> <p>The curriculum is designed to meet the needs of students while engaging them in meaningful learning.</p> <p>The evidence shows a substantial amount of innovative, project-based learning in a range of subjects grounded in the interests, knowledge and experiences of students.</p>	<p>The curriculum experienced broadly among the school's students includes arts, science, and other enrichment experiences.</p> <p>The curriculum is designed to meet the needs of students while engaging them in meaningful learning.</p> <p>The evidence includes some project-based learning grounded in the interests, knowledge and experiences of students.</p>	<p>Curriculum includes substantial enrichment experiences.</p> <p>The school is developing structures and practices to meet the needs of all students while engaging them in meaningful learning.</p> <p>There is evidence of a plan to include project-based learning grounded in the interests, knowledge and experiences of students.</p>	<p>Access to the arts, science or other enrichment experiences is limited or closed.</p> <p>The school may have begun preliminary planning to meet the needs of all students while engaging them in meaningful learning, but plans are not complete and implementation has not yet begun.</p> <p>The evidence submitted documents that the school has demonstrated a commitment to include project-based learning, but plans are not complete and/or implementation has not yet begun.</p>