

## Eight Components of High-Performing, High-Poverty Schools Self-Evaluation Rubric

What is my school's or district's progress?	BEGINNING			EMBEDDING			SUSTAINING		
	No Action Has Been Taken	Efforts Are Limited	Results Are Being Gained	Efforts and Results Are Being Enhanced			Practices Are Widespread, Policies Are in Place, and Results Are Increasing		
Does my school or district . . .	1	2	3	4	5	6	7	8	9
Ensure effective district and school leadership?									
Engage parents, communities, and schools to work as partners?									
Understand and hold high expectations for poor and culturally diverse students?									
Target low-performing students and schools, starting with reading?									
Align, monitor, and manage the curriculum?									
Create a culture of data and assessment literacy?									
Build and sustain instructional capacity?									
Reorganize time, space, and transitions?									