

2026-2027 EDIES RUBRIC

The awards for the outstanding elementary, middle, and secondary schools are determined by criteria developed by the New Hampshire Excellence in Education Awards Board of Directors and applied by selection committees composed of experienced New Hampshire educators and community leaders.

The committees study school applications and assess schools through on-site visitations. Only one school at each of the three levels may be recognized each year, although no schools may be recognized if there are not applicants of sufficient merit.

The selection committees determine if schools deserve recognition as schools of excellence, and the winners are announced at the annual New Hampshire Excellence in Education Awards Celebration.

C & I

CURRICULUM &
INSTRUCTION

The curriculum and instructional practices are presented in a rigorous, relevant and engaging learning environment.

C & C

COMMUNITY & CULTURE

The school organizes community members, ensuring they all have a role in building the school's climate and culture.

VISION

FOCUS &
COMMUNICATION

The school's vision, mission and goals are clearly articulated, well communicated and guide practice.

INFORMED

PERSONALIZATION &
DATA

The school has an effective system for utilizing data and information that supports personalization.

EMPOWERED

COLLABORATIVE &
GROWING

There is a culture of empowerment among students, staff, teachers, administration, and community members.

THE CURRICULUM AND INSTRUCTIONAL PRACTICES ARE PRESENTED IN A RIGOROUS, RELEVANT AND ENGAGING LEARNING ENVIRONMENT

INDICATORS	EXEMPLARY	FULLY EVIDENT	PARTIALLY OR NOT YET EVIDENT
Evidence of instruction that provides opportunities for students to extend their own learning	3	2	1
Evidence that students are provided opportunities to assess their own learning	3	2	1
Evidence that instruction includes questions that increase in rigor and levels of thinking (DoK)	3	2	1
Evidence that students are able to generate rigorous questions and respond to questions posed by peers.	3	2	1
Evidence that instruction includes opportunities for students to engage in rich academic conversation with adults and peers.	3	2	1
Evidence that students complete relevant, real-world tasks connected to college and career readiness.	3	2	1
Evidence that instruction is designed based on rigorous and relevant expectations.	3	2	1
Evidence that students engage with multiple sources of information, both primary and secondary, and use a variety of resources to solve problems or seek solutions	3	2	1
Evidence that instruction is aligned to learner needs.	3	2	1
Evidence that the learning environment is centered on a culture of respect and commitment to learning.	3	2	1
Evidence that instruction is based on a documented district-level curriculum.	3	2	1
Evidence of growth in the curriculum and instructional practices that provide a rigorous, relevant and engaging learning environment.	3	2	1
Instruction includes a variety of perspectives, authors, sources, histories, and contributions that reflect the backgrounds, cultures, and experiences of students and the broader community.	3	2	1
Learning experiences are designed to reduce barriers and provide multiple ways and opportunities for students to access, participate in, and demonstrate learning.	3	2	1
Total:			

THE SCHOOL IS WELCOMING TO MEMBERS OF THE SCHOOL AND LARGER COMMUNITY, ENSURING THEY ALL HAVE A ROLE IN BUILDING THE SCHOOL'S CLIMATE AND CULTURE

INDICATORS	EXEMPLARY	FULLY EVIDENT	PARTIALLY OR NOT YET EVIDENT
Evidence there are multiple opportunities for parent engagement.	3	2	1
Evidence that the community provides opportunities for extended learning opportunities.	3	2	1
Evidence that community partnerships provide meaningful opportunities for experiential learning.	3	2	1
Evidence of varied avenues of communication to accommodate all stakeholders.	3	2	1
Evidence that the school utilizes volunteers in a meaningful and organized way.	3	2	1
Evidence the school welcomes input from all members of the school and local community.	3	2	1
Evidence of growth in creating a school that fosters an environment that is welcoming to members of the school and larger community, ensuring they all have a role in building the school's climate and culture.	3	2	1
Classroom environments foster a sense of belonging where students feel valued, recognized, and connected to the learning community.	3	2	1
Students experience the school and classroom environment as safe, welcoming, and supportive of their sense of belonging.	3	2	1
Total:			

THE SCHOOL'S VISION, MISSION AND GOALS ARE CLEARLY ARTICULATED, WELL COMMUNICATED AND GUIDE PRACTICE

INDICATORS	EXEMPLARY	FULLY EVIDENT	PARTIALLY OR NOT YET EVIDENT
Evidence that personal learning goals are communicated and understood by students.	3	2	1
Evidence that a consistent language is used by all school community members.	3	2	1
The school's vision/mission is clearly posted or displayed.	3	2	1
Evidence that school members can articulate how decisions are aligned to support the vision, mission and goals.	3	2	1
Evidence that the school's vision, mission and goals guide practice.	3	2	1
Evidence of growth in the articulation and communication of the school's vision, mission and goals.	3	2	1
Total:			

THE SCHOOL HAS AN EFFECTIVE SYSTEM FOR UTILIZING DATA AND INFORMATION THAT SUPPORTS PERSONALIZATION

INDICATORS	EXEMPLARY	FULLY EVIDENT	PARTIALLY OR NOT YET EVIDENT
Evidence that personal and classroom goals are determined based on relevant data.	3	2	1
Evidence of personal connections between students and adults.	3	2	1
Evidence that data is used as part of a system of flexible grouping and progress monitoring.	3	2	1
Evidence that multiple points of data are used as part of professional learning communities and collaborative conversation.	3	2	1
Evidence that students are provided with opportunities for setting personal learning goals and are provided with appropriate resources and assessments to measure their progress.	3	2	1
Evidence of growth in the school's system for utilizing data and information that supports personalization.	3	2	1
Teachers and school leaders regularly review student data to identify patterns in achievement, participation, discipline, supports, and access to opportunities and use this information to guide and adapt improvement efforts.	3	2	1
	Total:		

THERE IS A CULTURE OF EMPOWERMENT AMONG STUDENTS, STAFF, TEACHERS, ADMINISTRATION, AND COMMUNITY MEMBERS

INDICATORS	EXEMPLARY	FULLY EVIDENT	PARTIALLY OR NOT YET EVIDENT
Evidence that there is a structure to ensure collaborative decision making.	3	2	1
Evidence that there are opportunities and encouragement for leadership at all levels.	3	2	1
Evidence that there is a thoughtful and purposeful approach to developing school culture.	3	2	1
Evidence the school provides programming to support and address the various needs of the school community.	3	2	1
There is evidence that the entire school community holds high expectations for the achievement of all students.	3	2	1
Evidence of growth in promoting a culture of empowerment among students, staff, teachers, administration, and community members.	3	2	1
Student perspectives and experiences are considered when developing or improving school practices, programs, supports, and learning opportunities.	3	2	1
Total:			