College and Career Readiness School-Wide Self-Assessment Rubric

for High School Reform

developed by

Mott Middle College

and

The Center for Michigan Middle and Early College Partnerships

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Introduction and Background

This rubric was designed to guide high school administrators, teachers, and support staff through a continuous process of reflective practice and action research to help them reach the goal of preparing all students with the knowledge and skills necessary for success in college academic and/or career certification programs.

The instrument was developed by the staff of Mott Middle College (MMC) and is based on the knowledge and experience gained since the school was established in 1991. At the time, few resources were available to offer guidance and direction. The Middle College National Consortium (MCNC) – a school-based, data driven practitioner network – was invaluable in offering support and wise counsel during the challenging and exciting first years and has proved to be an indispensable partner since then. Its Four Pillars for Student Success in College Classes in High School have served as the foundation for the development and effectiveness of MMC:

- Deep sustained collaboration with college partners
- Aligned academic programs from the 9th grade through 60 credits
- Student support appropriate to the needs of the students and the demands of the college
- Continuous organizational improvement[1]

Since 2003 MCNC has partnered with NCREST – the National Center for Restructuring Education, Schools, and Teaching based at Teachers College, Columbia University – to analyze student performance and teacher efficacy and create and capture knowledge emerging from best practices. In 2011, NCREST published *Ten Key Decisions in Creating Early Colleges – Design Options Based on Research.*[2] They posed ten key questions which every early college should consider in designing new alternatives to serving students underrepresented in higher education.

Decision 1:   What students will we serve?

Decision 2:   What core structures does the school need?

Decision 3:   Where will the school be located?

Decision 4:   What blend of high school and college courses will students take?

Decision 5:   How do we get students ready to begin college coursework?

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[1] http://www.mcnc.us/wp-content/uploads/2013/10/MCNC-Four-Pillars-for-Student-Success.pdf

[2] NCREST (2011). Ten Key Decisions in Creating Early Colleges: Design Options Based on Research, New York, NY: Teachers College

Decision 6:   How do we support students in their college classes?

Decision 7:   How will we find and support the right faculty?

Decision 8:   What does high-school college collaboration really mean?

Decision 9:   How do we obtain and keep sustainable funding?

Decision 10:   How will we know if we're succeeding?

While specifically targeted to designers of early colleges, NCREST'S ten key questions can serve all educational reformers who are committed to helping all students, and particularly those underserved, undereducated, and underprepared, to earn a postsecondary credential, whether within a single high school, through dual enrollment or in an on-campus early middle college.

In 2013, the American Institutes for Research (AIR) published *Early College, Early Success: Early College High School Initiative Impact Study.* [3] Their research provided strong evidence for the positive impact of both early colleges and dual enrollment on students. Both appeared to mitigate the traditional educational attainment gaps between advantaged and disadvantaged students. Students in early colleges or dual enrolled had a greater opportunity than their peers to enroll in college, persist in their studies and graduate from college.

In 2014, Mott Middle College and The Center for Middle and Early College Partnerships developed *The College and Career Readiness School-Wide Self-Assessment Rubric for High School Reform.* This instrument is used by the Center as it coaches the members of MEMCA (Michigan Early/Middle College Association) and other educators who are committed to serving traditionally unprepared students for post-secondary success through a process of reflection and action research. It is arranged in seven sections, presented sequentially; for example, Section I focuses on the creation of a school culture that stresses caring, connection and community. This first and essential step requires educators to examine the human environment in their school which must exist for effective teaching, learning and school reform to occur. By emphasizing this as the first focus of school reform, schools can avoid falling into a familiar trap — changing the name of a school or modifying its definition or location, thereby dealing only with labels or external appearances without actually changing how administrators, teachers, staff live and work together to support the successful personal and academic growth of all students.

Accordingly, this is where thoughtful and deep school reform must begin -- by attending to the development of a caring, connected learning community where students thrive as they are guided for readiness and success in college academic or career certification programs. The value of the rubric is that it can serve as a roadmap for all school personnel through a sequential process of reflection and action research. It is divided into seven sections and proceeds in each section through four essential phases to completion: Planning, Pilot, Evaluation and Full Implementation. The seven sections are:

I.   Creation of a school culture of caring, connection and community

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[3] American Institutes for Research, (2011). Early College, Early Success: Early College High School Initiative Impact Study. Washington, DC

II. Creation of a school culture focused on the preparation of all students for college academic or career certification readiness and success
III. Development of programs for college academic and career certification readiness and success
IV. Continuous teacher professional development
V. Continuous parent education and engagement
VI. Documentation of students' college academic or career certification success after high school
VII. Implementation of a process of reflective practice and action research to drive continuous high school improvement and reform

Mott Middle College

College and Career Readiness School-Wide Self-Assessment Rubric

for High School Reform

Section I: **Is the school focused on the creation of a culture of caring, connection and community, understanding, safety and trust?**

Description: Evidence of the school's commitment to create a nurturing culture in which all members of the staff feel appreciated, needed and connected to each other in a common goal, and assume their responsibility to extend that culture to all students.

Self-Assessment Determine under which phase of implementation your program falls. In the box below the appropriate phase, and using additional pages if necessary, describe your program's participation and provide evidence to support your assessment.	Phase 1: Planning Stage The program is developing policies and procedures, engaging in goal-setting, recognizing a need to address the component.	Phase 2: Pilot Stage The program is in its initial year or years of implementation. Initial data is being collected.	Phase 3: Evaluation Stage The data is being evaluated, and the program is revising plans and implementing revisions based on the data.	Phase 4: Full Implementation Stage The component is fully embedded into and implemented across the design, language, culture, structure, and pedagogy of the program.
1. Has the school developed a statement of its commitment to care about, connect with and include all its staff and students in its efforts to achieve success?				
2. Has the school developed a process to ensure that all staff and students see evidence that they are appreciated, needed and connected to each other?				

Self-Assessment Determine under which phase of implementation your program falls. In the box below the appropriate phase, and using additional pages if necessary, describe your program's participation and provide evidence to support your assessment.	Phase 1: Planning Stage The program is developing policies and procedures, engaging in goal setting, recognizing a need to address the component.	Phase 2: Pilot Stage The program is in its initial year or years of implementation. Initial data is being collected.	Phase 3: Evaluation Stage The data is being evaluated, and the program is revising plans and implementing revisions based on the data.	Phase 4: Full Implementation Stage The component is fully embedded into and implemented across the design, language, culture, structure, and pedagogy of the program.
3. Has the school developed specific programs to ensure the inclusion of all staff and students as members of a caring, connected community?				
4. Does the school focus on each individual staff member and student—his/her present status, interests, needs and goals?				
5. Do the educators in the school view their responsibility as quasi-counselors to students, to support them as members of a caring, connected community?				
6. Do the educators in the school feel empowered to serve individual students' needs as they understand them?				
7. Has the school developed a process of seeking and obtaining feedback from staff and students as to their perception of their sense of connection with the school?				

Section II: Is the school's culture focused on the preparation of all students for college academic and/or career certification readiness and success?

Description: Evidence of the school's commitment to engage all administrators, teachers, support staff, parents and students in its core mission.

Self-Assessment Determine under which phase of implementation your program falls. In the box below the appropriate phase, and using additional pages if necessary, describe your program's participation and provide evidence to support your assessment.	Phase 1: Planning Stage The program is developing policies and procedures, engaging in goal-setting, recognizing a need to address the component.	Phase 2: Pilot Stage The program is in its initial year or years of implementation. Initial data is being collected.	Phase 3: Evaluation Stage The data is being evaluated, and the program is revising plans and implementing revisions based on the data.	Phase 4: Full Implementation Stage The component is fully embedded into and implemented across the design, language, culture, structure, and pedagogy of the program.
1. Has the school developed a comprehensive definition of college academic or career certification readiness and success?				
2. Has the school documented its mission and commitment to college academic or career certification readiness and success for all students?				
3. Has the administration helped all staff understand their responsibility to help all students become college academic or career certification ready and successful?				

Self-Assessment Determine under which phase of implementation your program falls. In the box below the appropriate phase, and using additional pages if necessary, describe your program's participation and provide evidence to support your assessment.	Phase 1: Planning Stage The program is developing policies and procedures, engaging in goal setting, recognizing a need to address the component.	Phase 2: Pilot Stage The program is in its initial year or years of implementation. Initial data is being collected.	Phase 3: Evaluation Stage The data is being evaluated, and the program is revising plans and implementing revisions based on the data.	Phase 4: Full Implementation Stage The component is fully embedded into and implemented across the design, language, culture, structure, and pedagogy of the program.
4. Does the administration engage in discourse with staff about the latest research on college academic and career certification readiness and success?				
5. Do all teachers engage in reflective practice about their own teaching for college academic and career certification readiness and success?				
6. Does the administration support using teachers' reflections as the basis for collaborative action research to help all students achieve college academic or career certification readiness and success?				
7. Does the school have high expectations with incentives and support systems to help all students achieve college academic or career certification readiness and success?				
8. Does the school help all students learn about the college and career options open to them?				

Section III.   **Does the school have a comprehensive program for college academic and/or career certification readiness and success?**

Description: Documentation of integration and implementation of the key components of college academic and career certification readiness

i.   Academic programs to develop key student cognitive strategies and new key course content

Self-Assessment: Determine under which phase of implementation your program falls. In the box below the appropriate phase, and using additional pages if necessary, describe your program's participation and provide evidence to support your assessment.	Phase 1: Planning Stage: The program is developing policies and procedures, engaging in goal setting, recognizing a need to address the component.	Phase 2: Pilot Stage: The program is in its initial year or years of implementation. Initial data is being collected.	Phase 3: Evaluation Stage: The data is being evaluated, and the program is revising plans and implementing revisions based on the data.	Phase 4: Full Implementation Stage: The component is fully embedded into and implemented across the design, language, culture, structure, and pedagogy of the program.
1.Do all teachers have the knowledge and skills needed to help all students develop the key cognitive strategies required for college and career success including problem solving, analytic research, interpretation, precision and accuracy, and critical reasoning?				
2. Do all teachers have the knowledge and skills needed to design, deliver, assess, review, reflect on and modify as needed course content, assignments, and grading of enough rigor to prepare students for college academic and/or career certification success?				

Self-Assessment Determine under which phase of implementation your program falls. In the box below the appropriate phase, and using additional pages if necessary, describe your program's participation and provide evidence to support your assessment.	Phase 1: Planning Stage The program is developing policies and procedures, engaging in goal setting, recognizing a need to address the component.	Phase 2: Pilot Stage The program is in its initial year or years of implementation. Initial data is being collected.	Phase 3: Evaluation Stage The data is being evaluated, and the program is revising plans and implementing revisions based on the data.	Phase 4: Full Implementation Stage The component is fully embedded into and implemented across the design, language, culture, structure, and pedagogy of the program.
3. Do all teachers differentiate instruction by proactively adjusting teaching and learning methods to accommodate each student's learning needs and preferences in order to achieve maximum student growth?				
4. Do all teachers use multiple ways to measure student learning expository writing, written criterion-referenced assessment, performance assessment, and student self-assessment?				
5. Does the school engage in a frequent and consistent process to monitor students' academic progress?				
6. Does the school design and implement multiple academic interventions to help prepare all students for college and career readiness?				

ii. **Behavioral and social programs to develop key student self-management skills**

Self-assessment Determine under which phase of implementation your program falls. In the box below the appropriate phase, and using additional pages if necessary, describe your program's participation and provide evidence to support your assessment.	Phase 1: Planning Stage The program is developing policies and procedures, engaging in goal setting, recognizing a need to address the component.	Phase 2: Pilot Stage The program is in its initial year or years of implementation. Initial data is being collected.	Phase 3: Evaluation Stage The data is being evaluated, and the program is revising plans and implementing revisions based on the data.	Phase 4: Full Implementation Stage The component is fully embedded into and implemented across the design, language, culture, structure, and pedagogy of the program.
1. Has the school embedded programs and practices to help all students seamlessly transition between their high school and college environments?				
2. Does the school regularly monitor the behavioral and social progress of all students?				
3. Do all professional staff contribute to designing and implementing interventions for students experiencing behavioral and social difficulties in school?				
4. Are the school's student support programs linked with the colleges to ensure comprehensive wraparound services?				

iii. **Programs to develop knowledge about post-secondary education and careers**

Self-assessment Determine under which phase of implementation your program falls. In the box below the appropriate phase, and using additional pages if necessary, describe your program's participation and provide evidence to support your assessment.	Phase 1: Planning Stage The program is developing policies and procedures, engaging in goal setting, recognizing a need to address the component.	Phase 2: Pilot Stage The program is in its initial year or years of implementation. Initial data is being collected.	Phase 3: Evaluation Stage The data is being evaluated, and the program is revising plans and implementing revisions based on the data.	Phase 4: Full Implementation Stage The component is fully embedded into and implemented across the design, language, culture, structure, and pedagogy of the program.
1. Does the school incorporate college and career certification readiness programs to prepare all students for the culture, norms and choices of colleges and careers?				
2. Does the school offer college and career counseling support to help students clarify their interests, talents and goals?				
3. Does the school provide learning opportunities beyond the classroom, such as work internships, volunteer service learning and work?				

Section IV.
Does the school have a comprehensive teacher professional development program that strengthens their ability to prepare students for the key components of college and career readiness as identified by educational researcher David T. Conley (*College Knowledge, 2005) Jossey-Bass.)*

Description: Documentation of breadth of teacher professional development programs for college and career readiness.

Self-assessment Determine under which phase of implementation your program falls. In the box below the appropriate phase, and using additional pages if necessary, describe your program's participation and provide evidence to support your assessment.	Phase 1: Planning Stage The program is developing policies and procedures, engaging in goal setting, recognizing a need to address the component.	Phase 2: Pilot Stage The program is in its initial year or years of implementation. Initial data is being collected.	Phase 3: Evaluation Stage The data is being evaluated, and the program is revising plans and implementing revisions based on the data.	Phase 4: Full Implementation Stage The component is fully embedded into and implemented across the design, language, culture, structure, and pedagogy of the program.
1. Do the school's instructional leaders help teachers focus their teaching on their courses' "big" ideas and concepts?				
2. Do the school's instructional leaders help teachers expand and update their knowledge of their content area?				
3. Do the school's instructional leaders help teachers learn techniques, activities and assignments that help students develop the cognitive strategies needed for college and career success such as analysis, creative problem-solving and higher-order thinking skills?				

Section V. Has the school developed and implemented parent education and engagement programs that can enhance and support the college and career readiness of all students?

Description: Documentation of programs to educate and engage parents as partners and monitors of their child's progress

Self-assessment Determine under which phase of implementation your program falls. In the box below the appropriate phase, and using additional pages if necessary, describe your program's participation and provide evidence to support your assessment.	Phase 1: Planning Stage The program is developing policies and procedures, engaging in goal setting, recognizing a need to address the component.	Phase 2: Pilot Stage The program is in its initial year or years of implementation. Initial data is being collected.	Phase 3: Evaluation Stage The data is being evaluated, and the program is revising plans and implementing revisions based on the data.	Phase 4: Full Implementation Stage The component is fully embedded into and implemented across the design, language, culture, structure, and pedagogy of the program.
1. Does the school help parents learn about their shared responsibilities with teachers for their child's academic, behavioral and social progress toward college and career readiness?				
2. Does the school meet regularly with parents, individually and in groups, to discuss the progress of their child toward college academic or career certification readiness and success?				

Self-assessment Determine under which phase of implementation your program falls. In the box below the appropriate phase, and using additional pages if necessary, describe your program's participation and provide evidence to support your assessment.	Phase 1: Planning Stage The program is developing policies and procedures, engaging in goal setting, recognizing a need to address the component.	Phase 2: Pilot Stage The program is in its initial year or years of implementation. Initial data is being collected.	Phase 3: Evaluation Stage The data is being evaluated, and the program is revising plans and implementing revisions based on the data.	Phase 4: Full Implementation Stage The component is fully embedded into and implemented across the design, language, culture, structure, and pedagogy of the program.
3. Does the school meet regularly with parents to present and discuss whole-school student data?				
4. Does the school share school-wide successes and challenges with parents on a regular basis?				

Section VI:

Has the school gathered evidence of its success in preparing all students to be college academic or career certification ready, and eventual college completers or career qualified?

Description: Documentation of evidence of the school's success in preparing all students for future success in college academic or career certification programs

Self-assessment Determine under which phase of implementation your program falls. In the box below the appropriate phase, and using additional pages if necessary, describe your program's participation and provide evidence to support your assessment.	Phase 1: Planning Stage The program is developing policies and procedures, engaging in goal setting, recognizing a need to address the component.	Phase 2: Pilot Stage The program is in its initial year or years of implementation. Initial data is being collected.	Phase 3: Evaluation Stage The data is being evaluated, and the program is revising plans and implementing revisions based on the data.	Phase 4: Full Implementation Stage The component is fully embedded into and implemented across the design, language, culture, structure, and pedagogy of the program.
1. Has the school designed and implemented an evaluation process to measure its success in preparing all students to be college academic or career certification ready?				
2. Has the school designed and implemented a follow up process to determine whether students are college completers or career qualified?				
3. Does the school gather longitudinal data to measure the success of its efforts over time?				

Section VII:

Implementation of a process of reflective practice and collaborative action research to drive continuous high school improvement and reform in order to increase the number of students who are prepared for college academic or career certification readiness and success?

Description: Documentation of evidence of the school's institutionalization of reflective practice and action research on behalf of continuous school change and reform to prepare all students for college academic or career certification readiness and success

Self-assessment Determine under which phase of implementation your program falls. In the box below the appropriate phase, and using additional pages if necessary, describe your program's participation and provide evidence to support your assessment.	Phase 1: Planning Stage The program is developing policies and procedures, engaging in goal setting, recognizing a need to address the component.	Phase 2: Pilot Stage The program is in its initial year or years of implementation. Initial data is being collected.	Phase 3: Evaluation Stage The data is being evaluated, and the program is revising plans and implementing revisions based on the data.	Phase 4: Full Implementation Stage The component is fully embedded into and implemented across the design, language, culture, structure, and pedagogy of the program.
1. Has the school defined reflective practice and collaborative action research to all staff?				
2. Has the school explained how reflective practice and collaborative action research can solve an immediate problem or become a school-wide process of progressive problem solving for continuous change and reform on behalf of all students?				

Self-assessment Determine under which phase of implementation your program falls. In the box below the appropriate phase, and using additional pages if necessary, describe your program's participation and provide evidence to support your assessment.	Phase 1: Planning Stage The program is developing policies and procedures, engaging in goal setting, recognizing a need to address the component.	Phase 2: Pilot Stage The program is in its initial year or years of implementation. Initial data is being collected.	Phase 3: Evaluation Stage The data is being evaluated, and the program is revising plans and implementing revisions based on the data.	Phase 4: Full Implementation Stage The component is fully embedded into and implemented across the design, language, culture, structure, and pedagogy of the program.
3. Has the school invited all staff to become actively involved in reflective practice and collaborative action research through meetings, focused conversations and shared writings?				
4. Does the school provide time and opportunities for the staff to engage in collaborative action research?				
5. Does the school document and share with all staff the changes and reforms introduced as a result of its members' collaborative action research?				
6. Is the school committed to ongoing reflective practice and collaborative action research by staff as its primary means of school change and reform to increase the number of students who are prepared for college and career success?				