

Early Middle College High School/Program Self-Reflection and Continuous Improvement Rubric

EMC Name: _____

Primary Contact: _____

College Partner: _____

Start Date: _____

LOCATION	Excellent 4	Very Good 3	Fair 2	Weak 1	Not Addressed 0
Possible: 4 Awarded: _____	1. The location of the Early Middle College High School or Program: <ul style="list-style-type: none"> <input type="checkbox"/> Capitalizes on the "power of site" principle <input type="checkbox"/> Promotes equity and access for all EMC students <input type="checkbox"/> Embodies a college-going culture for EMC students <input type="checkbox"/> Showcases a strong secondary and postsecondary partnership 	Good work, but lacks 1-2 important elements	Lacks "power of site" element	Location is not reflective of an EMC model	

LOCATION Comments:

MOU	Excellent 4	Very Good 3	Fair 2	Weak 1	Not Addressed 0
Possible: 5 Awarded: _____	<p>2. The Memorandum of Understanding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Addresses responsibility and accountability of all partners <input type="checkbox"/> Clearly outlines financial obligations of all partners <input type="checkbox"/> Outlines a schedule for regular meetings to proactively engage in continuous improvement and resolve conflicts <input type="checkbox"/> Fosters data and curriculum sharing to inform decision-making <input type="checkbox"/> Clarifies access and use of facilities and shared services 	Good work, but lacks 1-2 important elements	Beginnings of collaboration; lacks many elements	Inadequate to meet objectives/intent of an EMC	

MOU Comments:

EMC CHARACTERISTICS	Excellent 4	Very Good 3	Fair 2	Weak 1	Not Addressed 0
Possible: 5 Awarded: _____	3. Designated EMC staff: <ul style="list-style-type: none"> <input type="checkbox"/> Are focused on college readiness for EMC students <input type="checkbox"/> Have a primary focus on equity and access for all populations <input type="checkbox"/> Proactively identify and schedule EMC students based on first generation status, underserved, underachieving, and underrepresented characteristics <input type="checkbox"/> Use a systemic mechanism for collecting, analyzing, reflecting, and applying learning from quantitative/qualitative data <input type="checkbox"/> Focuses on meeting students' content, credit, and skill deficiencies 	Good work, but lacks 1-2 important elements	Beginnings of collaboration; lacks many elements	Little to no useful work evident	

EMC CHARACTERISTICS Comments:

EMC OPERATIONS	Excellent 4	Very Good 3	Fair 2	Weak 1	Not Addressed 0
Possible: 5 Awarded: _____	<p>4. The EMC offers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A democratic school governance model with clear expectations of a 5-year high school graduation plan adopted by the local school board <input type="checkbox"/> A clearly designated EMC administrator and counselor <input type="checkbox"/> Relevant/rigorous/regular professional development using quality research that focuses on the EMC population <input type="checkbox"/> Regular educator evaluations with ongoing feedback <input type="checkbox"/> Highly effective leadership characterized by a coaching framework, with infrequent turnover and a reliable succession plan 	Good work, but lacks 1-2 important elements	Operational system has been planned but many elements still missing	Little to no useful work evident	

EMC OPERATIONS - Comments:

ALIGNMENT OF EMC PHILOSOPHY TO LOCAL NEED/PURPOSE	Excellent 4	Very Good 3	Fair 2	Weak 1	Not Addressed 0
Possible: 4 Awarded: _____	5. A comprehensive understanding of the EMCs need/purpose is extensive, thoughtful, and non-generic in detail including collective documented knowledge of: <ul style="list-style-type: none"> <input type="checkbox"/> The EMCs' assets <input type="checkbox"/> The EMCs' liabilities <input type="checkbox"/> Identification of the "middlers" <input type="checkbox"/> The unmet educational needs of the EMC student 	Need/purpose is valid but lacks 1-2 elements	Need/purpose discussion has begun, but generic or superficial	Need/purpose not helpful or not convincing	

ALIGNMENT OF EMC PHILOSOPHY TO LOCAL NEED/PURPOSE - Comments:

UNIQUE ENVIRONMENT FOR LEARNING	Excellent 4	Very Good 3	Fair 2	Weak 1	Not Addressed 0
Possible: 4 Awarded: _____	<p>6. The EMC environment illustrates:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Independent learning, cultural competency, and self-management that is modeled, taught, and expected by all EMC educators <input type="checkbox"/> A thoughtful understanding of the developmental and learning needs of the targeted student population <input type="checkbox"/> The need for an active EDP with annual updates <input type="checkbox"/> An understanding of the implications of generational poverty on college readiness 	Good work, but lacks 1-2 important elements	Environment is slowly shifting, but still lacks many elements	Little evidence of college preparedness exists	

UNIQUE ENVIRONMENT FOR LEARNING - Comments:

INTEGRATED COMPLEX COLLEGE READINESS CURRICULUM	Excellent 4	Very Good 3	Fair 2	Weak 1	Not Addressed 0
	<p>7. The school's 'college readiness' curriculum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is sequenced <input type="checkbox"/> Clearly addresses academic preparation and alignment with the postsecondary partner <input type="checkbox"/> Includes study skills development <input type="checkbox"/> Social maturity skills necessary for college success <input type="checkbox"/> Is designed using criteria relevant to the school's anticipated population (e.g., culturally relevant curriculum) <input type="checkbox"/> Is thorough and ensures that all students can meet Michigan Merit Curriculum (MMC) requirements and earn the MEMCA certificate <p style="text-align: center;">- Continue -</p>	<p>Good work, but lacks 1-2 important elements</p>	<p>Beginnings of good design, but lacks many elements</p>	<p>Little to no useful work evident; inadequate to meet objectives</p>	

INTEGRATED COMPLEX COLLEGE READINESS CURRICULUM (continued)	Excellent 4	Very Good 3	Fair 2	Weak 1	Not Addressed 0
Possible: 8 Awarded: ____	<input type="checkbox"/> Provides the foundation for how the parent, guardian or adult mentor can arrange activities outside of school to help the EMC student <input type="checkbox"/> Is segmented to allow administration of early and regular student assessment				

INTEGRATED COMPLEX COLLEGE READINESS CURRICULUM - Comments:

EMC WRAP AROUND SERVICES	Excellent 4	Very Good 3	Fair 2	Weak 1	Not Addressed 0
Possible: 5 Awarded: ____	<p>8. Services (i.e., where applicable: tutoring, social workers, ELL support, special education, etc.) included in your EMC model have been:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chosen with the target population’s needs in mind and implemented with appropriate guidance, counseling, and credit transfer information <input type="checkbox"/> Reviewed with a lens toward legal requirements (i.e., FERPA) <input type="checkbox"/> Designed for special education students with a personalized curriculum in mind <input type="checkbox"/> Created to recognize early warning/intervention/ retention strategies that alert the secondary and postsecondary EMC staff, as well as the student <input type="checkbox"/> Rendered jointly by the secondary and postsecondary partner 	Design solid but lacks 1-2 elements	Design needs substantial work on more than two elements	Little thought apparent about support	

UNIQUE ENVIRONMENT FOR LEARNING - Comments:
