



# Rubric *for* Postsecondary Readiness

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*for* DISTRICTS

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AUG 2020

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## Welcome Rubric Overview

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Secondary leaders lay the foundation for students to be lifelong learners and determine their own future. In today's world, that means preparing them to succeed in their chosen postsecondary path. This rubric and its accompanying [worksheet](#) can help you evaluate and grow your district's postsecondary readiness. **It looks at seven focus areas on a three-point scale:**

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# 1

## Beginning

We have not yet started plans in this area. We consistently display most of the descriptors in this category.

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# 2

## Practicing

Plans are in place to implement these practices and processes and they occur with some regularity. We consistently display most of the descriptors in this category.

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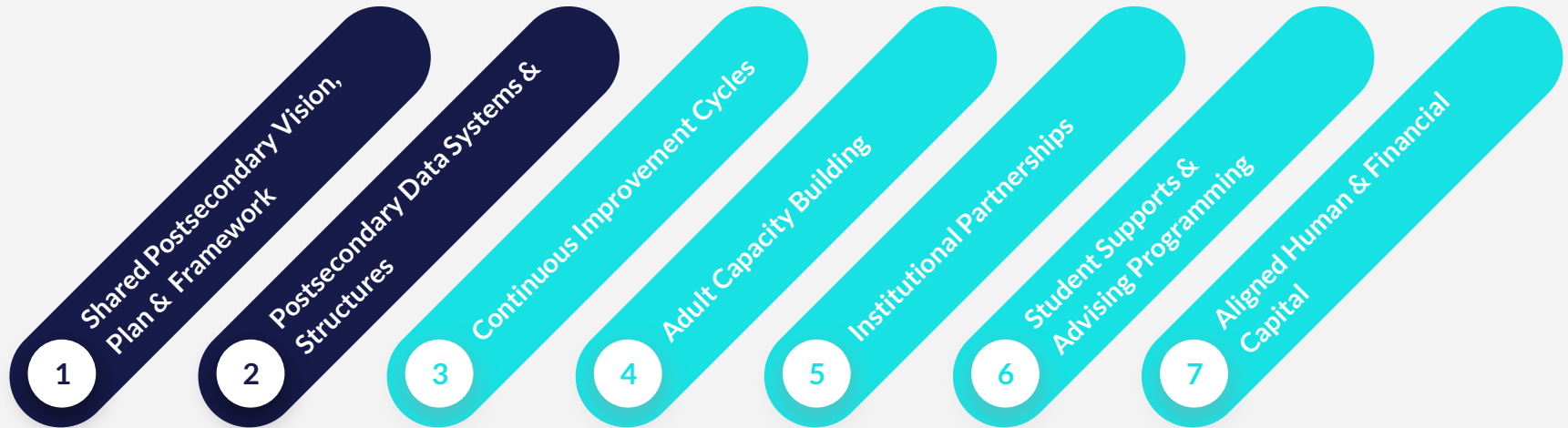
# 3

## Persisting

Practices and processes have moved from plans to habit and routine and serve as a model for others. We consistently display most of the descriptions in this category.

# Seven Focus Areas

● Core Areas    ● Secondary Areas



Core Areas are those practices that must be in place in order to achieve comprehensive improvements in postsecondary outcomes. We encourage districts to focus on improving Core Areas before addressing Secondary Areas in order to ensure a strong foundation for success across all areas.

# Shared Postsecondary Vision, Plan & Framework

Districts have goals, plans, and an accountability framework reflective of a shared postsecondary vision

## Beginning

- District has not yet fully developed its vision for student postsecondary success
- Improvement planning framework does not include postsecondary pathway priorities and strategies
- Postsecondary pathway success strategies are broad and fragmented and may not align with other improvement priorities & strategies
- External organizations duplicate district strategies
- Equity gaps are mostly unaddressed in postsecondary success priorities and strategies
- District has not yet communicated its vision for postsecondary success

## Practicing

- A district-wide vision codifies student postsecondary success as critical to the district's mission and aligned to its core values
- School improvement planning framework includes postsecondary pathway priorities and strategies
- Some postsecondary pathway success strategies are narrowly-focused, coherent, and align to other improvement priorities & strategies
- Some external organizations complement district strategies
- Some postsecondary success priorities and strategies address equity gaps
- District intermittently communicates its vision for postsecondary success
- Vision and framework are developed with some input from stakeholders and community representatives
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## Persisting

- A district-wide vision codifies student postsecondary success as critical to the district's mission and aligned to its core values
- School improvement planning framework includes postsecondary priorities & strategies; school accountability framework incorporates key college readiness metrics (e.g. enrollment %, FAFSA completion, student persistence)
- Almost all postsecondary pathway success strategies are narrowly-focused, coherent, and align to other improvement strategies
- Utilization of external organizations complement district strategies
- All postsecondary success priorities and strategies fully address equity gaps
- District intentionally communicates its vision for postsecondary success, clarifies repeatedly, and tailors to different constituents
- Vision and framework are developed with the input of key stakeholders & community voice

# Postsecondary Data Systems & Structures

District and school leadership utilize a user-centered comprehensive college readiness data and analytic platforms

## Beginning

- District student information system does not include data on key postsecondary pathway indicators
- Limited rules for capturing and cleaning data
- Little or no collaboration between district and postsecondary pathway providers around shared data
- Most data tools & dashboards are de-contextualized from user needs. Limited feedback from external stakeholders
- Little or no data collaboration between district and schools on key postsecondary pathway indicators

## Practicing

- District has a student information system linked to key datasets (NSC, NCES, IPEDS); limited capacity to report on key postsecondary pathway indicators
- Some rules for capturing and cleaning data
- Informal data sharing between district and postsecondary pathway providers
- Most data tools & dashboards are user-centered; analytic design includes some feedback from external stakeholders
- Intermittent data collaboration between district and schools on key postsecondary pathway indicators
- Central office staff support and develop some school-based data specialists and building leaders on postsecondary data analytics through an opt-in approach

## Persisting

- District has a comprehensive student information system that has the capacity to report on key postsecondary pathway indicators and is linked to key datasets (NSC, NCES, IPEDS)
- Consistent and clear rules for capturing and cleaning data
- Formalized data sharing agreements between district and postsecondary pathway providers
- Almost all data tools & dashboards are user-centered. Analytic design is reflective of feedback from external stakeholders
- Data collaboration between district & schools that improves system efficacy
- Central office staff support and develop most school-based data specialists and building leaders on postsecondary data analytics through an opt-out approach

# Continuous Improvement Cycles

District executes postsecondary improvement cycles with fidelity that lead to practice changes

## Beginning

- Inconsistent continuous improvement cycles focused on postsecondary data
- Limited collection of key-postsecondary data
- Postsecondary pathway continuous improvement process has not yet been codified
- District provides limited support and resources to school teams
- No formal or tracked priorities, initiatives, or action steps related to postsecondary success initiatives sustained over time

## Practicing

- Partially planned or inconsistent continuous improvement cycles & problem solving focused on postsecondary data
- Regular collection of and process for some key postsecondary data
- Some data reflection protocols & norms used
- District provides some support and resources to school teams
- Some priorities, initiatives, & action steps related to post-secondary success sustained over time. Some sharing of priorities with stakeholders

## Persisting

- Established and consistent school and district continuous improvement cycles & problem solving focused on postsecondary data that lead to system-wide practice changes for all students
- Regular collection of and process for most key postsecondary data. Data collection challenges addressed
- Data reflection protocols and norms used regularly
- District provides ongoing support and resources to targeted school teams based on data trends
- Priorities, initiatives, & action steps related to postsecondary success sustained over time and communicated to stakeholders

# Adult Capacity Building

Adults across the district are knowledgeable about the postsecondary pathway landscape and practice culturally responsive pedagogy

## Beginning

- Central office leaders and principal supervisors engage in limited professional learning about postsecondary pathways
- District personnel owns the design and facilitation of most postsecondary pathway professional learning
- Most college and career readiness focused professional learning and ongoing coaching is not job-embedded, sustained, tailored, and reflects stand-alone, 1-day workshops
- Limited educator reflective dialogue centered on cultural competence, culturally responsive practice, and adult identity
- Districts provide limited informational resources to school staff on the latest research on postsecondary pathways, college match, financial aid, etc.

## Practicing

- Central office leaders and principal supervisors engage in some professional learning about postsecondary pathways
- District personnel owns the design and facilitation of most postsecondary pathway professional learning
- Some postsecondary-focused professional learning is job-embedded, sustained, & reflects adult learning principles
- Some educators across the district engage in reflective dialogue centered on cultural competence, culturally responsive practice, adult identity. Dialogue occurs in a silo
- District provides some informational resources to school staff on the latest research on postsecondary pathways, college match, financial aid, etc.
- 1-2 role-alike “networks for postsecondary improvement”

## Persisting

- District provides professional learning about postsecondary pathways to central office leaders and principal supervisors
- District personnel build the capacity of school staff to design and facilitate postsecondary-focused professional learning across the district, leading to the diffusion of new practice
- Postsecondary-focused professional learning is job-embedded, sustained, and reflects adult learning principles
- Educators across the district engage in reflective dialogue centered on culturally responsive practice. Educators connect these reflections with student postsecondary aspirations
- District provides comprehensive and diverse informational resources to school staff on the latest research on postsecondary pathways, college match, financial aid, etc.
- Multiple, role-alike, interdependent, “networks for postsecondary improvement”

# Student Supports & Advising Programming

District institutionalizes a research-backed postsecondary success credit-bearing class in a majority of schools

## Beginning

- Little or no support from districts to schools to offer postsecondary pathway courses (dual enrollment, IB, AP, CTE, etc.)
- No alignment of teacher, counselor, and school leader professional learning to postsecondary pathway courses and curricula
- Student access to postsecondary pathway courses varies
- College and career advisory class implemented informally and intermittently across the district
- District offers a limited number of academic supports that help teachers and counselors facilitate academic interventions for priority students
- Limited postsecondary advising structures or internal capacity

## Practicing

- District provides informal support to schools to offer some postsecondary pathway courses (dual enrollment, IB, AP, CTE, etc.)
- Limited alignment of teacher, counselor, and school leader professional learning to postsecondary pathway courses and curricula
- Student access to postsecondary pathway courses varies
- Research-backed advisory class for high school students that honors students' aspirations and develops non-cognitive skills and mindsets needed for success in college and beyond exists in some schools
- Postsecondary advising offered across the district, but is not integrated into longer-term curriculum
- District offers a variety of academic supports that help teachers and counselors facilitate academic interventions for priority students

## Persisting

- District provides direct support to schools to offer postsecondary pathway courses (dual enrollment, IB, AP, CTE, etc.)
- Alignment of teacher, counselor, and school leader professional learning to postsecondary pathway courses and curricula
- Students have equitable access to postsecondary pathway courses
- System-wide, consistent, credit-bearing, research-backed advisory class for high school students that honors students' aspirations, develops non-cognitive skills and mindsets needed for success in college and beyond, and provides equitable and high quality postsecondary advising
- Postsecondary advising integrated into long-term curriculum and academic programming
- District offers a variety of timely academic supports that help teachers and counselors facilitate academic and non-cognitive interventions for priority students



# Institutional Partnerships

District collaboratively partners with postsecondary partners and supports alumni across a range of postsecondary pathways

## Beginning

- Few or no formalized partnerships between district & postsecondary partners
- External support is minimal & ad hoc
- No systemic facilitation of postsecondary pathway activities: field trips, info sessions, site visits, etc
- Ongoing support to alumni is provided by schools or individual teachers & counselors
- No system-wide activities or initiatives designed to mitigate summer melt

## Practicing

- District has developed some partnerships with postsecondary partners. Partners provide supplemental postsecondary pathway knowledge to students
- Partnerships are formalized with MOUs and focused on logistics
- District facilitates and tracks regular postsecondary pathway activities
- District provides ongoing assistance to alumni that opt-in to supports
- Some system-wide programs, designed with partners, are provided to a subset of students to mitigate summer melt
- Brainstorming meetings between partners to ensure alignment between school requirements and postsecondary pathway expectations

## Persisting

- District has a range of postsecondary partners, that support students and schools most in need. Partners provide supplemental postsecondary pathway knowledge to students
- District collaborates with high capacity partners and engages in dialogue to improve program implementation. Partners have reviewed their roles & responsibilities
- District facilitates regular and wide-ranging postsecondary activities
- District provides ongoing, opt-out, support to alumni post-graduation through a variety of strategies (joint summer bridge programs, technology nudges, etc.)
- Wide-range of system-wide programs, designed with postsecondary partners, are provided to a majority of students to mitigate summer melt
- Collaborative planning with partners to ensure alignment between school requirements and postsecondary pathway expectations

# Aligned Human & Financial Capital

District aligns human and financial capital to postsecondary improvement strategies

## Beginning

- Limited funding secured and delineated in budget to sustain postsecondary programs
- Funding is ad-hoc and may not align to high impact programs
- Funding is overly reliant on 1-2 sources
- Limited central office staffing of system-level postsecondary personnel
- Postsecondary pathway competencies are not present in the recruitment, selection, or professional learning for key staff
- Limited or no alignment between human resource policies and postsecondary
- Postsecondary success teams operate mostly in a silo with limited collaboration
- Limited budgetary or human capital commitment to counselor staffing & ratios
- Counselors used for non-core responsibilities

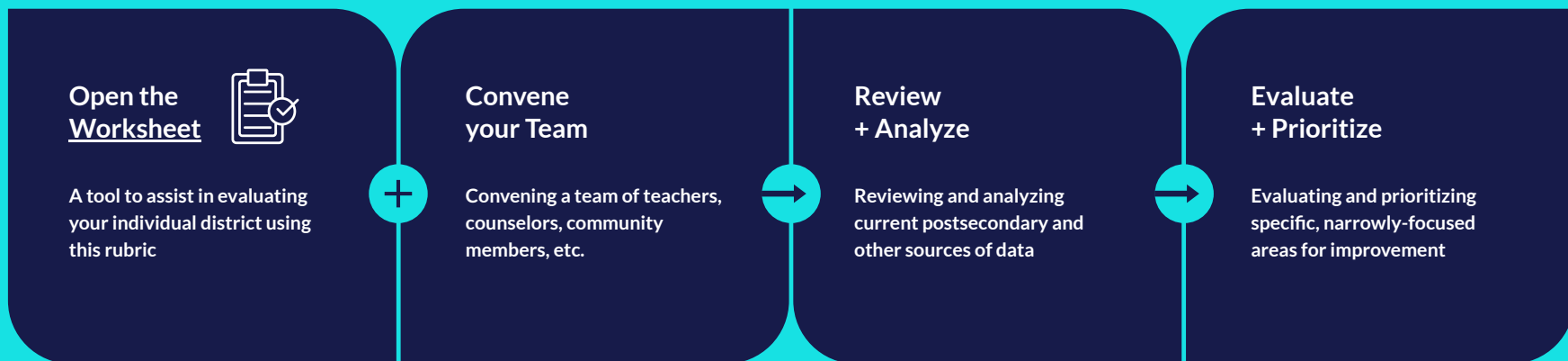
## Practicing

- Short-term funding secured & delineated in budget to sustain postsecondary programs
- Some funding aligns to high-impact, research-based, programs that build system capacity
- Limited attention to equity
- Funding is overly reliant on 1-2 sources
- Some central office staffing of system-level postsecondary teams
- Postsecondary pathway competencies embedded into recruitment, selection, and professional learning for some key staff
- Some alignment between human resource policies and postsecondary goals
- Some district-wide human capital commitment to adequate counselor staffing and ratios
- Informal collaboration between postsecondary success team and other departments.
- Postsecondary success data and initiatives introduced at cabinet meetings

## Persisting

- Long-term funding secured and delineated in budget to sustain postsecondary programs
- Funding aligns to high-impact, research-based programs that build system capacity and is equity-focused
- District obtains funding from diverse sources
- Central office staffing allocates appropriate capacity to system-level college and career readiness team. Team's purpose is clear
- Postsecondary pathway competencies embedded into recruitment, selection, and professional learning for key staff
- Human resources policies support postsecondary pathway goals
- Staffing ratios allow for a full range of counseling services and limited non-core responsibilities
- Regular cross-department postsecondary success collaborative structures.
- Postsecondary success focus in cabinet meetings

## Ready to Assess Your District?



This accompanying [worksheet](#) to this rubric assists leaders in making a personalized assessment of their district's postsecondary readiness and helps districts outline a plan for improving district-wide postsecondary practices. The process is cyclical + should start before or early in the school year + be revisited 2-3 times throughout the year.

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## Sources

Click to Link to the Source

Collaborative for Academic, Social, & Emotional Learning

Houston Independent School District

Annenberg Institute for School Reform @ Brown University

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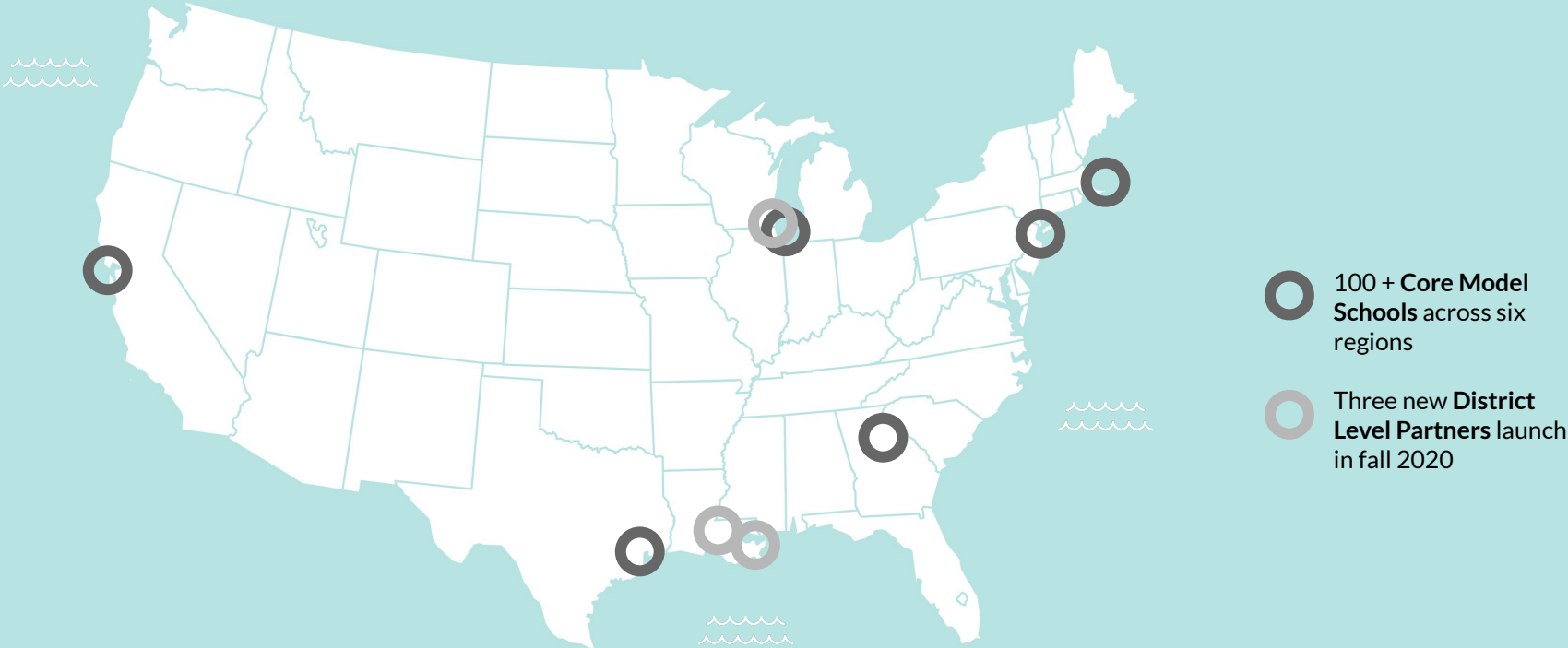
**A little background  
on us and how we can  
work together**

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Every young  
person will have  
an equitable  
opportunity to  
achieve their  
greatest  
postsecondary  
aspirations.



# Coast to Coast

Today we operate our core model in partnership with schools in six regions from coast to coast. In the fall of 2020 we are launching our new District Partnership Pilot to serve entire districts.



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## OneGoal's Differentiators



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We offer partners a flexible, high-impact, low-cost solution that addresses the institutional and system-level barriers to student success.

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### Student Community

We foster communities of first-generation students who support one another as they explore their options, hone skills, and make the critical transition to college or other postsecondary pathway.

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### Teacher-Led

We recognize and celebrate educators' expertise. We provide training and support to launch the program + ongoing professional development to equip staff to be postsecondary success experts.

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### Personalized Learning Platform

Flexible online platform offers individualized support and standardized content. Students + teachers see personalized postsecondary roadmap + data to track their progress.

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### Culturally Relevant Pedagogy

Our curriculum, grounded in Culturally Relevant Pedagogy, empowers our students to use their strengths and identities to shape and pursue their postsecondary aspirations.



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## Learn More + How We Can Help



### visit

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visit [onegoalgraduation.org](https://onegoalgraduation.org) to discover more about our work

### request

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request a [brochure](#) to learn more about how the program works and how we collaborate with partners

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 **OneGoal.**