



# Rubric *for* Postsecondary Readiness

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*for* HIGH SCHOOLS

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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 is a roadmap to help you evaluate and grow your school'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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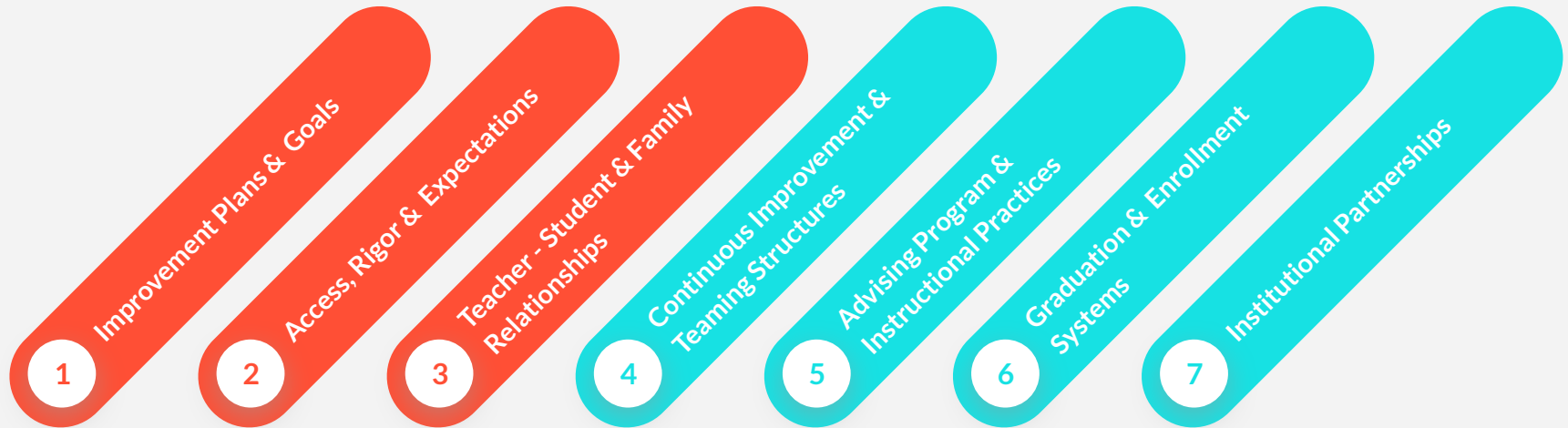
# 3

## 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 schools to focus on improving Core Areas before addressing Secondary Areas in order to ensure a strong foundation for success across all areas.

# Improvement Plans & Goals

School leaders develop a shared, coherent and narrowly focused postsecondary improvement vision, goals and strategies

## Beginning

- Non-specific and generic post-secondary success goals, plan and vision
- Ad-hoc focus of post-secondary improvement priorities
- Plans & goals do not address equity gaps across student demographics (race, FRL, ELL, diverse learners)
- Limited resource (financial & staff) alignment to post-secondary goals & strategies

## Practicing

- Comprehensive definitive & actionable post-secondary improvement plans, including vision, goals, strategies developed and reviewed at leadership level
- Coherent & narrow focus of post-secondary success improvement priorities; variable alignment of structures & professional learning
- Most plans & goals address equity gaps across student demographics (at least one-half of equity gaps)
- Some resource (financial & staff) alignment to post-secondary goals & strategies (eg. dedicated teacher leadership focused on postsecondary improvement)

## Persisting

- Comprehensive definitive & actionable post-secondary improvement plans, including vision, goals, strategies documented and communicated through PD sessions
- Coherent & narrow focus of post-secondary success improvement priorities; full alignment of structures & professional learning
- All Plans & goals fully address equity gaps & align solutions & intervention (at least 80% of equity gaps)
- Resource (financial & staff) alignment to post-secondary goals & strategies

# Access, Rigor & Expectations

Schools adopt/continue high expectations for students across the school and practice equitable placement and access of students to early college/CTE/etc. classes

## Beginning

- Low expectations for students in college preparatory classes & for post-secondary success as evidenced by a lack of rigorous content and/or generic messages around post-secondary enrollment. Less than one-quarter of students in post-secondary preparatory class
- Minimal staff members, mostly postsecondary coaches/counselors, are committed to students' post-secondary goals & aspirations. Approx. half of staff can identify post-secondary goals and aspirations of students
- Students are placed into classes with limited input; limited access to AP/IB/CTE classes
- Minimal staff members engaged in supporting students and families to enroll and access postsecondary pathways
- All staff have a baseline knowledge of post-secondary options & processes with new staff trained within six months of hire

## Practicing

- Some students are expected to achieve high academic standards in a college preparatory class & expected to achieve post-secondary success. More than one-half of students in a least one post-secondary preparatory class
- Some school staff, including postsecondary college counselors and many junior/senior teachers, is collectively committed to students' post-secondary goals & aspirations. Nearly all staff can identify post-secondary goals and aspirations of students.
- Wider access to rigorous courses to more students, limited gaps by student demographics. Students provide input to their course selection process
- Most staff are engaged in supporting students & families to enroll & access postsecondary pathways, including CTE programs. Approx. one-half of students have had such interactions

## Persisting

- All students, regardless of background, are expected to achieve high academic standards in several college preparatory classes expected to achieve post-secondary success. At least eighty percent of students are in at least one post-secondary preparatory class
- The school staff is collectively committed to students' post-secondary goals & aspirations can identify post-secondary goals and aspirations of students
- Placement of students in rigorous courses is coordinated to increase access & input for all students; staff has identified & addressed needed changes in teaching practices
- Staff facilitate post-secondary choice & pathway conversations with almost all students & families. At least ninety percent or more students have had such interactions

# Teacher - Student & Family Relationships

Teachers institutionalize key relationship building practices and strategies in their classrooms

## Beginning

- Few (less than ten percent of) teachers incorporate aspects of students' identities into classroom instruction
- Limited sense of belonging in classes
- Few teachers actively listen & attempt to learn more about students' experiences & background
- Most (about eighty percent of) instruction is direct & prescriptive
- Limited involvement of or reference to families and communities in classroom activities
- Few teachers work in partnership with families to support students' sense of belonging, identity, and values

## Practicing

- About half of teachers incorporate aspects of students' identities into classroom instruction
- About half teachers create a sense of belonging in classes
- About half teachers actively listen & attempt to learn more about students' experiences & background
- About half of instruction is direct and prescriptive, while other instruction is facilitative and inclusive
- Some involvement or reference to families and communities in classroom activities
- Some (less than one-quarter) teachers work in partnership with families to support students' sense of belonging, identity, and values

## Persisting

- Most teachers (at least eighty percent) incorporate aspects of students' identities & goals into classroom instruction
- Almost all teachers create a sense of belonging in classes
- Almost all teachers actively listen & attempt to learn more about students' experiences & background
- Teachers serve as facilitators of core knowledge
- Directly involves or references families and communities in classroom activities
- More than one-half of teachers work in partnership with families to support students' sense of belonging, identity, and values

# Continuous Improvement & Teaming Structures

Executed continuous improvement cycles around postsecondary initiatives and structures, facilitated by Site Directors, that build postsecondary capacity across the campus

## Beginning

- No/limited (less than four per school year) post-secondary leadership team meetings
- No formal structure, direction, or alignment of postsecondary leadership team
- Minimal or limited relational trust between postsecondary leadership team members
- Inconsistent continuous improvement cycles focused on postsecondary data; limited collection of key postsecondary data (FAFSA, applications, best fit lists, scholarships, etc.)
- No formal documented and tracked priorities, initiatives, or action steps related to post-secondary success initiatives sustained over time

## Practicing

- Monthly postsecondary leadership team meetings with some clarity of roles & ownership. Meetings operate in “update” mode vs. “problem solving” mode
- Formally documented and shared structure, direction, & alignment of post-secondary leadership team
- Moderate relational trust between postsecondary leadership team members
- Consistent continuous improvement cycles & problem solving focused on postsecondary data
- Some priorities, initiatives, & action steps related to post-secondary success sustained over time
- Standardized systems & platforms of postsecondary data collection (FAFSA, applications, best fit lists, scholarships, etc.)

## Persisting

- Consistent post-secondary leadership team meetings that empower teacher leadership & voice
- Clear structure, direction, & alignment of postsecondary leadership team
- Strong relational trust between post-secondary leadership team members
- Consistent continuous improvement cycles & problem solving focused on postsecondary data that lead to school-wide practice changes for all students
- Priorities, initiatives, & action steps related to post-secondary success sustained over time
- Standardized systems & platforms of post-secondary data collection (FAFSA, applications, best fit lists, scholarships, etc.)

# Advising Program & Instructional Practices

School staff institutionalize an advising program and become knowledgeable about culturally relevant instructional practices and are open to aligning school-wide structures to CRP focused classes

## Beginning

- No curriculum-based attention paid to the non-cognitive skills & needs of students required for postsecondary success during instructional planning & delivery
- Most work in this realm with students is deficit rather than asset-based
- No formal class work in academic assessment & career planning
- Limited student leadership opportunities and peer networks throughout the school

## Practicing

- School utilizes a generic curriculum focused on developing students' noncognitive skills required for postsecondary success; class is offered for a limited time parameter
- About one-half of teachers utilize instructional practices, such as reflection, collaborative structures, student-centered design, and academic risk-taking, that support student non-cognitive development
- About one-half of students participate in academic assessment & career planning within a formal college & career access class aligned to their identity, values, & aspirations
- Faculty supports the development of some student leadership opportunities and peer networks throughout the school
- Limited reinforcement of these non-cognitive skills in other classes or school structures

## Persisting

- School consistently incorporates a culturally relevant curriculum focused on developing students' noncognitive skills required for postsecondary success. Curriculum serves as a foundation for school's advising program
- Most teachers utilize instructional practices, such as reflection, student-centered design, and academic risk-taking, that support student non-cognitive development
- At least ninety percent of students participate in academic assessment & career planning within a college & career access class & develop formal plans aligned to their identity, values & aspirations
- Faculty supports the development of some student leadership opportunities and peer networks throughout the school and aligns them to students' identities, values, and aspirations
- Teachers & school leaders reinforce non-cognitive skills outside of core class
- Curriculum is a part of a credit-bearing, advisory-focused, class & spans multiple years



# Graduation & Enrollment Systems

Schools support off track students through individualized supports and utilize a formalized system to help students navigate the enrollment process

## Beginning

- No systems exist to support students & families to identify the best-fit post-secondary options
- Less than one-quarter of students and families receive individualized support from a counselor or other member of the post-secondary leadership team
- Annual at best monitoring of students' post-secondary milestones (credit accumulation, graduation, enrollment, financial aid)
- There is no system in place to provide support related to post-secondary opportunities for students at-risk of dropping out

## Practicing

- School has a system in place (Naviance, Grad Track), has documented and tracks a process to help students navigate the post-secondary enrollment process
- About half of students & families receive individualized support from school staff
- Quarterly monitoring of students' post-secondary milestones (credit accumulation, graduation, enrollment, financial aid)
- Staff have begun to develop a system to provide support related to post-secondary opportunities for some students at-risk of dropping out (based on academic and noncognitive data)

## Persisting

- Institutionalized system & process to help students navigate the post-secondary enrollment process
- At least ninety percent of students & families receive individualized support from school staff
- Systemic monthly identification, diagnosis, & support of students' post-secondary milestones (credit accumulation, graduation, enrollment, financial aid)
- A regularly implemented system exists to provide support related to post-secondary options for all students at risk of dropping out (based on academic and noncognitive data)
- Counseling process is designed to increase a student's understanding of the connection & relevance of what they do now to their future plan

# Institutional Partnerships

Schools collaboratively partner with postsecondary partners and provide support to alumni

## Beginning

- Few or no formalized partnerships between district/school & post-secondary partners exist
- External support is minimal & ad hoc
- No systemic (only ad hoc) facilitation of post-secondary pathway activities: field trips, info sessions, site visits, etc.

## Practicing

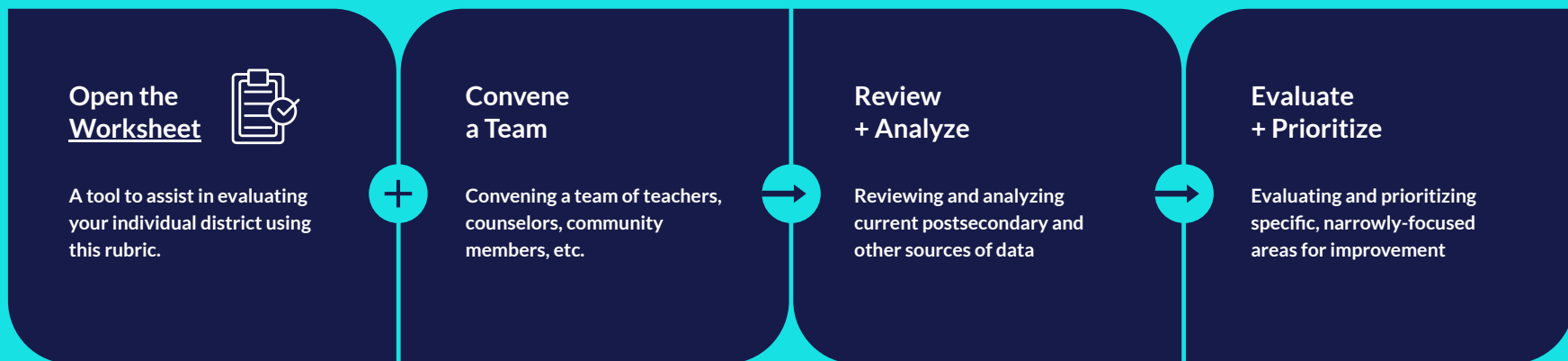
- District has developed some partnerships for a range of post-secondary pathways for small numbers of students (less than one-quarter of students)
- Partnerships are formalized with MOUs or similar clarifying documents
- School facilitates, plans and tracks, regular post-secondary pathway activities: field trips, info sessions, site visits, etc.
- Informal engagement opportunities exist for alumni to support student postsecondary planning

## Persisting

- District/school & a range of post-secondary partners, have designed systems & partnerships for supporting student needs identified by the school for most students
- School/district provides ongoing support to alumni post-graduation
- All partners have a clear documented & reviewed understanding of their roles & responsibilities in these systems
- School facilitates regular post-secondary pathway activities: field trips, info sessions, site visits, etc. that encompass a range of college & career options
- School leverages alumni to support student postsecondary planning

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## Ready to Assess Your School?



This accompanying [worksheet](#) to this rubric assists leaders in making a personalized assessment of their school'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

[The Internal Coherence Framework](#)

[Massachusetts Department of Elementary & Secondary Education](#)

[Gear Up](#)

[Oregon Department of Education](#)

[Network for College Success](#)

[Collaborative for Academic, Social, & Emotional Learning](#)

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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.



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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.

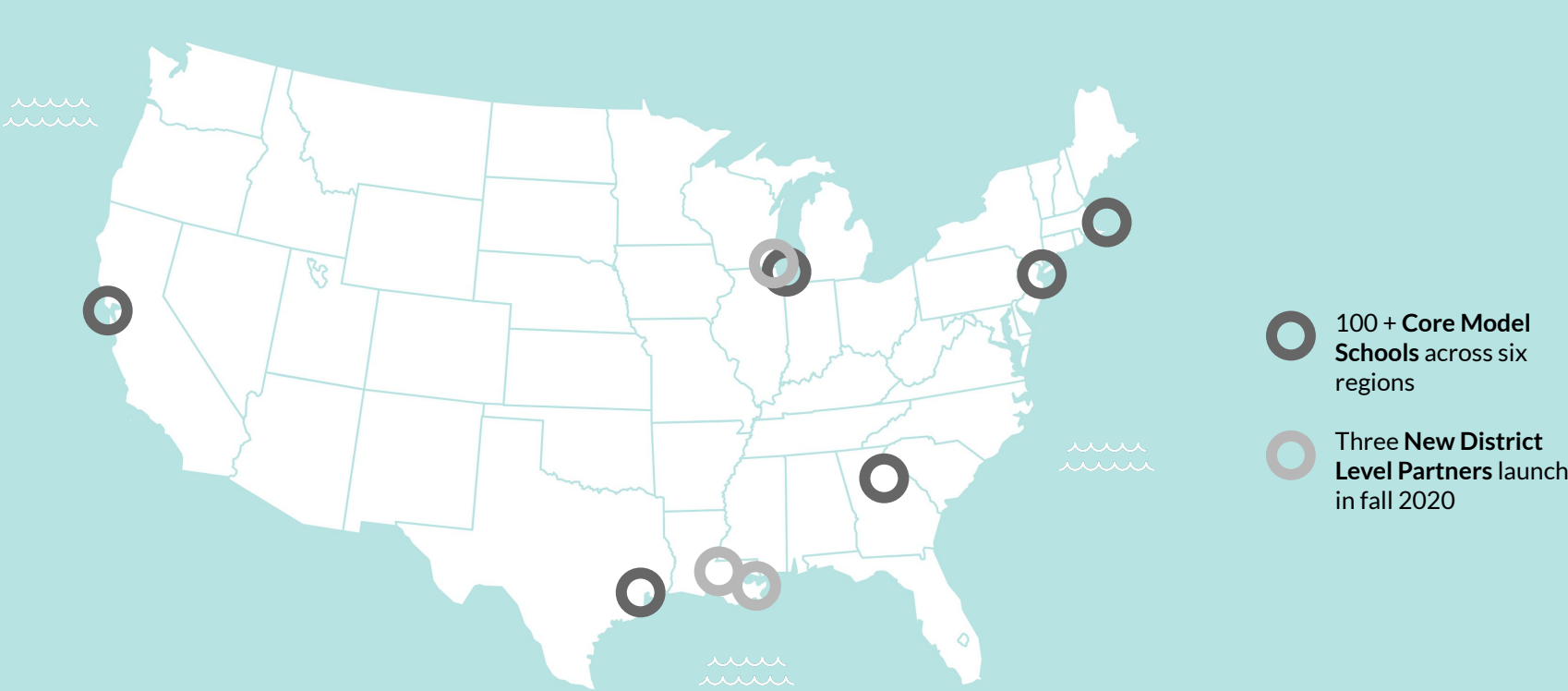
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### Culturally Relevant Pedagogy

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

# 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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## 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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## Andrew Schmitz

Senior Director of Professional Learning + Coaching,

e. [andrew.schmitz@onegoalgraduation.org](mailto:andrew.schmitz@onegoalgraduation.org)

c. 262.751.3222



