

NEW TECH NETWORK

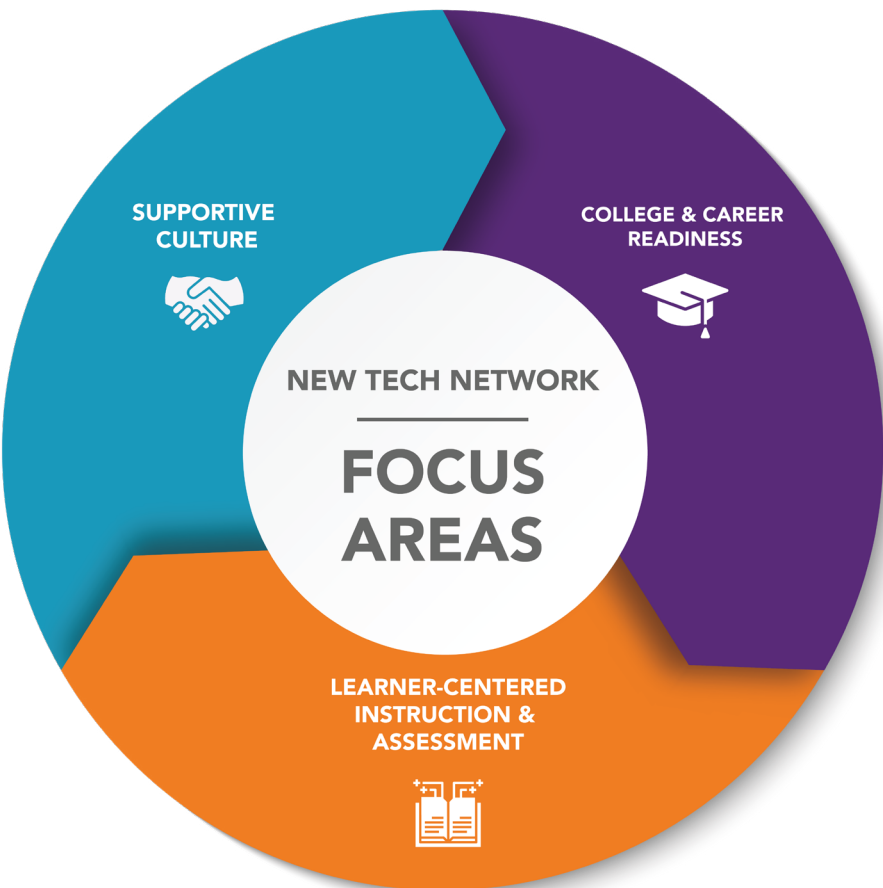
SCHOOL SUCCESS RUBRIC

OVERVIEW

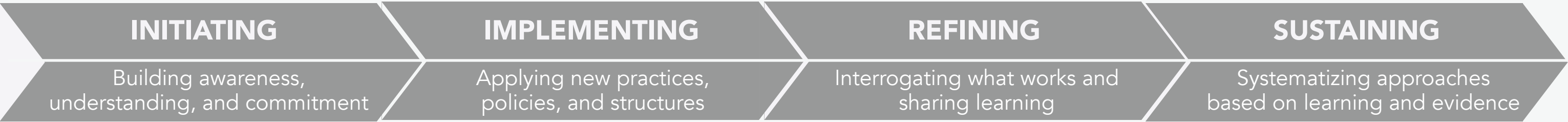
The NTN School Success Rubric is intended to help both elementary and secondary schools reflect on their implementation of the New Tech Network model and to move towards a more meaningful, equitable, and inclusive learning environment for all students. The rubric is organized around three focus areas: Supportive Culture, College & Career Readiness, and Learner-Centered Instruction & Assessment. Each focus area in the rubric includes both high-level domains and more specific subdomains that make up the key attributes of the focus area. Indicators for each subdomain are mapped across developmental phases (shown below).

HOW TO USE THIS RUBRIC

NTN recommends school leadership teams use the rubric as a self-assessment tool to reflect on their progress and implementation of the New Tech Network model. In collaboration with their NTN coach, teams should identify areas for improvement and set specific and actionable goals. Those goals should inform adult learning plans and cycles of improvement. This rubric is not intended to be evaluative, but rather a tool to support ongoing growth and development.



DEVELOPMENTAL PHASES



SCHOOL SUCCESS RUBRIC

COLLEGE AND CAREER READINESS

		INITIATING	IMPLEMENTING	REFINING	SUSTAINING
SHARED PURPOSE	VISION	Build/refine a vision for student success centered on equity and college and career readiness for all students ¹ ; assess alignment of policies and structures to that vision	Implement a process to reflect on the school's vision and improve the alignment of policies and structures to the vision; begin to build stakeholder support and ownership of the vision	Improve alignment of policies and structures to the school's vision based on input from key stakeholders; continue to build broad stakeholder support and ownership of the vision	Ownership of the school's vision is shared among key stakeholders; policies and structures are well-aligned to the vision; processes for ongoing reflection and alignment are in place
	FAMILY AND COMMUNITY PARTNERSHIPS	Develop a shared commitment to building meaningful family and community partnerships that leverage the assets of the community in service of student success	Implement practices that build meaningful family and community partnerships that leverage the assets of the community in service of student success	Refine practices for building meaningful family and community partnerships based on feedback and analysis of data, disaggregated by subgroups	Family and community partnerships are well-established and contribute to the success of students; staff continue to build meaningful partnerships with families and community members
READINESS AND ACCESS	LEARNING OUTCOMES	Establish a shared commitment to a broad set of learning outcomes focused on the knowledge, skills, and mindsets for college and career	Implement a set of learning outcomes across all courses/grade levels focused on the knowledge, skills, and mindsets for college and career	Engage in regular analysis of student progress on the learning outcomes, disaggregated by subgroups to inform targeted supports for students	Targeted supports for students on the learning outcomes are implemented school-wide and continuously improved upon, resulting in growth across all subgroups
	EQUITABLE ACCESS AND INCLUSION	Build a shared understanding of policies and practices to support equitable access and inclusion (de-tracking, restorative discipline, student-led initiatives) ²	Implement policies and practices to support equitable access and inclusion for all students (de-tracking, restorative discipline, student-led initiatives)	Refine policies and practices to support equitable access and inclusion based on analysis of data, disaggregated by subgroups	Policies and practices to support equitable access and inclusion are well-established; staff regularly seeks ways to further support equitable access and inclusion
	COLLEGE AND CAREER READINESS	Build a shared mindset of the importance of ensuring that all students are supported to be prepared, aware, confident, and eligible for college and career ³	Implement age-appropriate strategies and structures to support all students to be prepared, aware, confident, and eligible for college and career; begin to track key academic readiness indicators	Refine strategies and structures to support all students to be prepared, aware, confident, and eligible for college and career; disaggregate data by subgroups to identify targeted supports for students	Strategies and structures for supporting all students to be prepared, aware, confident, and eligible are well-established and continuously improved upon; evidence of closing gaps between subgroups

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SUPPORTIVE CULTURE

		INITIATING	IMPLEMENTING	REFINING	SUSTAINING
STUDENT CULTURE	CONNECTEDNESS AND BELONGING	Create a shared commitment to fostering a relationship-rich environment focused on connectedness and belonging ⁴	Implement culture practices that support a relationship-rich environment focused on connectedness and belonging	Refine culture practices to further support a relationship-rich environment focused on connectedness and belonging	All subgroups report a sense of connectedness and belonging; effective practices implemented school-wide and continuously improved upon
	CULTURALLY AFFIRMING	Build a shared commitment to affirm the cultural identities of students and cultivate understanding of the diverse identities of others ⁵	Implement culture practices that affirm the cultural identities of students and cultivate understanding of the diverse identities of others	Refine culture practices to further affirm the cultural identities of students and deepen understanding of the diverse identities of others	All subgroups report feeling their identities are affirmed; effective practices implemented school-wide and continuously improved upon
	LEARNING COMMUNITY	Build a shared commitment to cultivating a learning community focused on collaboration and student voice	Implement culture practices that foster a learning community focused on collaboration and student voice	Refine culture practice to foster a learning community focused on collaboration and student voice based on student feedback and needs	All subgroups report a sense of a learning community; effective practices implemented school-wide and continuously improved upon
	SOCIAL EMOTIONAL WELL-BEING	Establish a shared commitment to supporting the social emotional well-being of all students ⁶	Implement culture practices that support the social emotional well-being of all students	Refine culture practices that support students' social emotional well-being based on student feedback and needs	Effective practices for supporting students' social emotional well-being are implemented school-wide and continuously improved upon
ADULT CULTURE	ASSET-BASED MINDSETS	Establish a shared commitment to an asset-based mindset and belief that all students can achieve at high levels; begin to build internal awareness and empathy ⁷	Support the development of an asset-based mindset and the belief that all students can achieve at high levels; build internal awareness and empathy	Refine strategies that support an asset-based mindset and the belief that all students can achieve at high levels; deepen internal awareness and empathy	Staff consistently demonstrates an asset-based mindset and belief that all students can achieve at high levels; continue to deepen internal awareness and empathy
	SUPPORTIVE ENVIRONMENT	Establish a shared commitment to a supportive environment focused on relational trust ⁸ , risk-taking, and collaboration in service of student success	Implement practices for a supportive environment focused on relational trust, risk-taking, and collaboration in service of student success	Refine practices to continue to build a supportive environment based on staff feedback and needs	Practices for a supportive environment are well-established and continuously improved upon; staff report high levels of support and satisfaction
	PROFESSIONAL GROWTH	Build a shared commitment to support both individual growth and shared learning ⁹	Implement practices and structures to support both individual growth and shared learning	Refine practices and structures to support individual growth and shared learning based on the needs of the staff	Practices and structures for individual growth and shared learning are well-established; all staff demonstrate growth
	SHARED LEADERSHIP	Establish the need for shared leadership ¹⁰ across the school to increase responsibility for student success, including a focused leadership team	Implement structures and processes to support shared leadership across the school; a focused leadership team establishes and reflects on school goals	Refine structures and processes to support shared leadership; begin to build internal capacity to onboard new staff and continue to set and reflect on school goals	Opportunities for shared leadership are well-established, including an effective and focused leadership team and the capacity to onboard new staff

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LEARNER-CENTERED INSTRUCTION AND ASSESSMENT

		INITIATING	IMPLEMENTING	REFINING	SUSTAINING
INSTRUCTION	PROJECT/PROBLEM-BASED LEARNING	Build a shared understanding of the role of project/problem-based learning to support deep learning rooted in inquiry; develop a shared commitment to school-wide implementation ¹¹	Design and implement project/problem-based learning to support deep learning rooted in inquiry across all core disciplines/grade levels; consider interdisciplinary learning opportunities	Refine project/problem-based units and tasks based on collaborative analysis of student work and task quality; deepen implementation of projects/problems across the school	Project/problem-based learning is deeply embedded as the core instructional approach school-wide, and projects/problems continue to improve in quality
	LEARNER-CENTERED PRACTICES	Develop a shared commitment to learner-centered practices that are responsive to student needs, actively support growth on learning outcomes, and foster positive academic self-concept ¹²	Implement learner-centered practices across all courses/grade levels; begin to embed practices within projects to be responsive to student needs, scaffold growth on learning outcomes, and foster positive academic self-concept	Refine the use of learner-centered practices as the approach to daily instruction within projects to improve responsiveness to student needs, scaffold growth on learning outcomes, and foster positive academic self-concept	Learner-centered practices are well-established as the approach to daily instruction within projects - with evidence of improved responsiveness, growth on learning outcomes, and positive academic self-concept
	CULTURALLY RESPONSIVE AND SUSTAINING PRACTICES	Build a shared understanding of students' cultural assets to build on and sustain; audit curriculum to identify whether materials represent diverse voices, especially those of historically marginalized groups; build an understanding of how to support students to analyze local or global issues from a variety of perspectives ¹³	Implement practices that build on and sustain students' cultural assets; include diverse resources with an emphasis on centering the joy and experience of historically marginalized groups; provide age-appropriate opportunities for students to analyze local or global issues from a variety of perspectives and engage in positive change	Refine practices to further build on and sustain students' cultural assets; regularly embed diverse resources that center the joy and experience of historically marginalized groups in projects; refine age-appropriate opportunities for students to analyze local or global issues from a variety of perspectives and engage in positive change	Students across all subgroups report feeling their cultural assets are valued and sustained; evidence of students able to understand diverse experiences and perspectives, as well as the ability to analyze local or global issues and engage in positive change
LITERACY	ELEMENTARY LITERACY	Audit literacy curriculum and practices to ensure alignment with a focus on foundational literacy school-wide and space for PBL implementation ¹⁴	Implement research-based literacy practices school-wide; focus on foundational literacy (phonics) alongside projects and scaffold literacy performance tasks within projects	Refine literacy practices based on analysis of student work; adapt curriculum to further embed and support literacy within projects	Evidence of improvement across all subgroups in literacy and students being on-track to leave ready to produce middle school level work
	SECONDARY LITERACY	Build commitment to supporting disciplinary literacy skills school-wide ¹⁵ ; audit literacy curriculum to ensure alignment with PBL and support of foundational skills as needed	Implement project-embedded disciplinary literacy tasks school-wide; support foundational literacy skills as needed	Refine disciplinary literacy tasks and implement scaffolding based on analysis of student work; continue to support foundational literacy skills as needed	Evidence of improvement across all subgroups in literacy and students being on-track to graduate ready to produce college-level work

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LEARNER-CENTERED INSTRUCTION AND ASSESSMENT

These elements of Learner-Centered Instruction and Assessment were formerly included in the Assessment portion of Version One of the School Success Rubric.

		INITIATING	IMPLEMENTING	REFINING	SUSTAINING
ASSESSMENT	FORMATIVE	Establish a shared understanding of assessment practices that inform teacher instruction and emphasize student growth, including the use of rubrics to assess growth on the learning outcomes ¹⁶	Implement equitable assessment and grading practices that inform teacher instruction and emphasize student growth; begin to use rubrics to assess growth on the learning outcomes	Refine assessment practices to increasingly inform teacher instruction and emphasize student growth; refine the use of rubrics and calibrate staff on learning outcome rubric indicators	Assessment practices that inform teacher instruction and emphasize growth are consistently implemented and continuously improved upon; use of rubrics is well-established
	ASSET-BASED FEEDBACK	Build a shared commitment to asset-based feedback ¹⁷ that builds student strengths and provides opportunities for growth on learning targets	Implement asset-based feedback practices that builds on student strengths and provides opportunities for growth on learning targets	Refine asset-based feedback practices to further build on student strengths and support student growth on learning targets	Asset-based feedback practices are consistently implemented and continuously improved upon; evidence of students using feedback to improve
	EQUITABLE GRADING	Establish a shared understanding of equitable grading practices that are transparent, support student growth, and help to build intrinsic motivation	Implement equitable grading practices that are transparent, support student growth, and help to build intrinsic motivation	Refine grading practices to increasingly support student growth and intrinsic motivation	Equitable grading practices are consistently implemented across all courses/grade levels with evidence of improved intrinsic motivation in students
	PERFORMANCE-BASED	Develop a shared commitment to the use of varied performance assessments that allow students to demonstrate learning and progress towards college and career readiness	Implement curriculum embedded and varied performance assessments that allow students to demonstrate learning and progress towards college and career readiness	Create system for students to demonstrate learning and growth towards college and career readiness (portfolios, senior projects, defenses, student-led conferences)	A system for students to demonstrate learning and growth towards college and career readiness is well-established and continuously improved upon

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SUPPORTIVE CULTURE

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SCHOOL SUCCESS RUBRIC

GLOSSARY

Academic Self-concept - Composite view of one’s academic self formed through experiences with the environment among other factors/influences; perceptions of their ability to attain academic success; academic facet of general self-concept.

Asset-based - Focusing on student strengths and viewing diversity in thought, culture, and traits as positive assets. Valuing students for what they bring to the classroom rather than being characterized by what they may need to work on or lack.

Aware - Students expect to attend college; have thoroughly researched postsecondary options, financial aid, and career paths; and have applied to several organizations that meet their learning and career objectives.

Belonging - An individual’s sense of being accepted, valued, included, and encouraged by others.

College Access - The ways in which educational institutions and their policies aim to ensure students have equitable opportunities to take full advantage of their education and potential.

College & Career Readiness - The knowledge, skills, and dispositions needed to be successful in post-secondary education and/or training.

Confident - Students develop a positive academic self-concept around college and career, including seeing oneself in college and believing they can be successful in college and beyond.

Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals

Cultural Identity - To identify with a particular group based on various cultural categories, including nationality, ethnicity, race, gender, and religion.

Culturally Responsive and Sustaining - A cultural view of learning and human development in which multiple expressions of diversity are recognized and regarded as assets for teaching and learning (NY State Education Dept)¹

Disciplinary Literacy - The skills (particular to a specific discipline) required to both process information and create comprehensible output of information.

Disciplinary Literacy Task - A performance assessment that allows students to develop and demonstrate their disciplinary literacy skills. Often occurs as an individual written performance task focused on disciplinary literacy skills.

Educational Equity - A balanced approach to learning where all students receive whatever they need that all students receive whatever they need every day to develop to their full academic and social potential and thrive (Elena Aguilar).

Eligible - Students meet course requirements needed for four-college eligibility and therefore have a variety of options for postsecondary learning.

Equitable Access - The removal of any barriers that might prevent some students from equitable participation in certain courses, academic programs, resources, or supports.

Equitable Grading - Assessment that is mathematically correct, gives all students the opportunity to succeed regardless of their background and resists grader biases, and motivates students by encouraging growth over time.²

Foundational Literacy - Early literacy skills that need to be taught explicitly and systematically, specifically: phonological awareness, alphabetic basics, and phonics (decoding and encoding).

Historically Marginalized - Individuals or social groups who, by virtue of their race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status, have historically been placed on the margins or periphery of the mainstream social and economic hierarchy.

Inclusion - The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized.

Interdisciplinary Learning - Using learning from different subjects and disciplines to explore a theme or an issue, meet a challenge, solve a problem or complete a final project.

Inquiry - Instructional approach that elicits student questions, wonder, and curiosity and supports them in learning based on those questions.

Internal Awareness - Examining and recognizing the deeply held beliefs, behaviors, and practices that influence instructional design and interactions with others.

Learner-centered - Instruction that puts the majority of the work of finding and processing information and developing and using skills on the learner (with teacher support and being responsive to student needs).

Learning Outcomes - A broad set of knowledge, skills, work habits, and character traits that are believed to be critically important to success in college and career.

Literacy Performance Task - A performance assessment (see Purposeful Assessment) that allows students to develop and demonstrate their literacy skills. Often occurs as an individual written performance task.

Performance Assessment - An assessment/task that requires learners to show applied understanding of knowledge and skills. Goes beyond simple regurgitation of memorized or known facts.

Prepared - Students have the knowledge, skills, and attributes needed to be successful in college without having to take remedial courses.

Problem-based Learning - A student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem.

Project-based Learning - A student-centered approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around an authentic challenge, problem, or need.

Relational Trust - The belief that members of a school community will support one another and uphold expectations.

Restorative Discipline - A relational approach to building school climate and addressing student behavior.

Rubric - A set of leveled criteria for assessing a learners’ product or performance. Rubrics include dimensions (rows), indicators (bullets) and score levels (column titles).

Scaffolding - The temporary structures that assist learners in doing something they’re not able to do on their own - yet. Quality scaffolding is purposeful, interactive, collaborative, supports academic discourse, and is either differentiated or has access points for learners at a variety of levels.

Shared Leadership - The creation of leadership roles outside of formal roles and titles, including expanded decision-making opportunities for teachers, staff members, students, parents, and community members.

Social Emotional Well-being - The knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.³

Stakeholders - Anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, families, community members, and district personnel.

Subgroup - Any group of students who share similar characteristics, such as gender identification, racial or ethnic identification, socioeconomic status, physical or learning disabilities, language abilities, or school-assigned classifications.

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