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 four focus areas: Outcomes, Culture, Instruction, and 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

<table>
<thead>
<tr>
<th>INITIATING</th>
<th>IMPLEMENTING</th>
<th>REFINING</th>
<th>SUSTAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building awareness, understanding, and commitment</td>
<td>Applying new practices, policies, and structures</td>
<td>Interrogating what works and sharing learning</td>
<td>Systematizing approaches based on learning and evidence</td>
</tr>
</tbody>
</table>
New Tech Network’s decades of experience guiding schools through comprehensive transformation is guided by these four Focus Areas. NTN developed the Focus Areas to align the work of whole school transformation and to help school communities understand the overarching goals that impact the work through all phases of our school development process.

**MEANINGFUL & EQUITABLE INSTRUCTION**
Center the instructional approach on authentic, complex thinking, and problem-solving. Based on our experience, high-quality, relevant project-based learning (PBL) is the best way for students to experience deep, contextual, and shared learning and acquire and demonstrate proficiency in college and career ready outcomes.

**PURPOSEFUL ASSESSMENT**
Cultivate shared, school-wide understandings of equitable, purposeful assessment and grading practices that inform teacher instruction, emphasize individual student growth, and demonstrate progress towards college and career readiness. These include performance assessments for students to demonstrate their learning in age-appropriate ways.

**SUPPORTIVE & INCLUSIVE CULTURE**
Foster a school-wide culture of belonging, care, community, and growth for adults and students. This type of culture helps ensure that students and teachers alike have ownership over the learning experience and school environment.

**COLLEGE & CAREER READY OUTCOMES**
Prepare each student for postsecondary success with the knowledge, skills, and mindsets to be ready for college and career: Collaboration, Knowledge and Thinking, Written Communication, Oral Communication, and Agency.
## COLLEGE AND CAREER READY OUTCOMES

### SHARED PURPOSE

#### VISION
- **Initiating**: Build/refine a vision for student success centered on equity and college and career readiness for all students; assess alignment of policies and structures to that vision
- **Implementing**: 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
- **Refining**: 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
- **Sustaining**: 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
- **Initiating**: Develop a shared commitment to building meaningful family and community partnerships that leverage the assets of the community in service of student success
- **Implementing**: Implement practices that build meaningful family and community partnerships that leverage the assets of the community in service of student success
- **Refining**: Refine practices for building meaningful family and community partnerships based on feedback and analysis of data, disaggregated by subgroups
- **Sustaining**: 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

#### LEARNING OUTCOMES
- **Initiating**: Establish a shared commitment to a broad set of learning outcomes focused on the knowledge, skills, and mindsets for college and career
- **Implementing**: Implement a set of learning outcomes across all courses/grade levels focused on the knowledge, skills, and mindsets for college and career
- **Refining**: Engage in regular analysis of student progress on the learning outcomes, disaggregated by subgroups to inform targeted supports for students
- **Sustaining**: Targeted supports for students on the learning outcomes are implemented school-wide and continuously improved upon, resulting in growth across all subgroups

#### EQUIitable ACCESS AND INCLUSION
- **Initiating**: Build a shared understanding of policies and practices to support equitable access and inclusion (de-tracking, restorative discipline, student-led initiatives)
- **Implementing**: Implement policies and practices to support equitable access and inclusion for all students (de-tracking, restorative discipline, student-led initiatives)
- **Refining**: Refine policies and practices to support equitable access and inclusion based on analysis of data, disaggregated by subgroups
- **Sustaining**: 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
- **Initiating**: 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
- **Implementing**: 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
- **Refining**: 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
- **Sustaining**: 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

### NOTES

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For more information and resources, visit the NTN Help and Learning Center.
<table>
<thead>
<tr>
<th>STUDENT CULTURE</th>
<th>连接存在感和归属感</th>
<th>实施文化实践，支持连接存在感和归属感的环境</th>
<th>精炼文化实践，进一步支持连接存在感和归属感的环境</th>
<th>维持</th>
<th>所有子群体报告一种连接存在感和归属感的感觉；实施有效的实践，持续改进。</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULTURALLY AFFIRMING</td>
<td>建立对文化认同感的承诺，学生和教师之间的文化身份，以及对多元文化身份的理解</td>
<td>实施文化实践，支持文化认同感的承诺，对多元文化身份的理解</td>
<td>精炼文化实践，进一步支持文化认同感的承诺，对多元文化身份的理解</td>
<td>维持</td>
<td>所有子群体报告一种文化认同感的感觉；实施有效的实践，持续改进。</td>
</tr>
<tr>
<td>LEARNING COMMUNITY</td>
<td>建立对学习社区的承诺，协同合作和学生声音</td>
<td>实施文化实践，支持学习社区的承诺，协同合作和学生声音</td>
<td>精炼文化实践，进一步支持学习社区的承诺，协同合作和学生声音</td>
<td>维持</td>
<td>所有子群体报告学习社区的感觉；实施有效的实践，持续改进。</td>
</tr>
<tr>
<td>SOCIAL-EMOTIONAL WELL-BEING</td>
<td>建立对社会情感健康的承诺，学生的所有</td>
<td>实施文化实践，支持社会情感健康的承诺，学生的所有</td>
<td>精炼文化实践，进一步支持社会情感健康的承诺，学生的所有</td>
<td>维持</td>
<td>所有子群体报告社会情感健康的承诺；实施有效的实践，持续改进。</td>
</tr>
<tr>
<td>ASSET-BASED MINDSETS</td>
<td>建立对资产为基础的承诺和信念，认为所有学生可以达到高水平</td>
<td>支持发展资产为基础的思维和信念</td>
<td>精炼策略，支持资产为基础的承诺和信念</td>
<td>维持</td>
<td>所有子群体报告资产为基础的承诺和信念；实施持续改进。</td>
</tr>
<tr>
<td>SUPPORTIVE ENVIRONMENT</td>
<td>建立对支持性环境的承诺，信任，冒险和合作以服务学生成功</td>
<td>实施支持性环境的实践，信任，冒险和合作以服务学生成功</td>
<td>精炼实践，继续建立支持性环境以服务工作人员的反馈和需要</td>
<td>维持</td>
<td>实施支持性环境的实践，信任，冒险和合作以服务工作人员的反馈和需要；实施持续改进。</td>
</tr>
<tr>
<td>PROFESSIONAL GROWTH</td>
<td>建立对专业成长的承诺，包括个体成长和共享学习</td>
<td>实施专业成长的实践，包括个体成长和共享学习</td>
<td>精炼实践，进一步支持专业成长，包括个体成长和共享学习</td>
<td>维持</td>
<td>实施专业成长的实践，包括个体成长和共享学习；实施持续改进。</td>
</tr>
<tr>
<td>SHARED LEADERSHIP</td>
<td>建立对共享领导的承诺，包括一个聚焦的领导团队</td>
<td>实施共享领导的结构和过程，包括一个聚焦的领导团队</td>
<td>精炼结构和过程，支持共享领导，包括一个聚焦的领导团队</td>
<td>维持</td>
<td>实施共享领导的结构和过程，包括一个聚焦的领导团队；实施持续改进，包括有效的和聚焦的领导团队。</td>
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</table>

NOTES

为获取更多信息和资源，请访问新科技网络帮助和支持中心

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# School Success Rubric

## Meaningful and Equitable Instruction

<table>
<thead>
<tr>
<th>Initiating</th>
<th>Implementing</th>
<th>Refining</th>
<th>Sustaining</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project/Problem-Based Learning</strong></td>
<td>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</td>
<td>Design and implement project/problem-based learning to support deep learning rooted in inquiry across all core disciplines/grade levels; consider interdisciplinary learning opportunities</td>
<td>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</td>
</tr>
<tr>
<td><strong>Learner-Centered Practices</strong></td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td><strong>Culturally Responsive and Sustaining Practices</strong></td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td><strong>Elementary Literacy</strong></td>
<td>Audit literacy curriculum and practices to ensure alignment with a focus on foundational literacy school-wide and space for PBL implementation</td>
<td>Implement research-based literacy practices school-wide; focus on foundational literacy (phonics) alongside projects and scaffold literacy performance tasks within projects</td>
<td>Refine literacy practices based on analysis of student work; adapt curriculum to further embed and support literacy within projects</td>
</tr>
<tr>
<td><strong>Secondary Literacy</strong></td>
<td>Build commitment to supporting disciplinary literacy skills school-wide; audit literacy curriculum to ensure alignment with PBL and support of foundational skills as needed</td>
<td>Implement project-embedded disciplinary literacy tasks school-wide; support foundational literacy skills as needed</td>
<td>Refine disciplinary literacy tasks and implement scaffolding based on analysis of student work; continue to support foundational literacy skills as needed</td>
</tr>
</tbody>
</table>

## Notes
# SCHOOL SUCCESS RUBRIC

## PURPOSEFUL ASSESSMENT

### INITIATING

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>ACTION</th>
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</thead>
<tbody>
<tr>
<td>FORMATIVE</td>
<td>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</td>
</tr>
<tr>
<td>ASSET-BASED FEEDBACK</td>
<td>Build a shared commitment to asset-based feedback that builds student strengths and provides opportunities for growth on learning targets</td>
</tr>
<tr>
<td>EQUITABLE GRADING</td>
<td>Establish a shared understanding of equitable grading practices that are transparent, support student growth, and help to build intrinsic motivation</td>
</tr>
<tr>
<td>PERFORMANCE-BASED</td>
<td>Develop a shared commitment to the use of varied performance assessments that allow students to demonstrate learning and progress towards college and career readiness</td>
</tr>
</tbody>
</table>

### IMPLEMENTING

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>ACTION</th>
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</thead>
<tbody>
<tr>
<td>FORMATIVE</td>
<td>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</td>
</tr>
<tr>
<td>ASSET-BASED FEEDBACK</td>
<td>Implement asset-based feedback practices that build on student strengths and provides opportunities for growth on learning targets</td>
</tr>
<tr>
<td>EQUITABLE GRADING</td>
<td>Implement equitable grading practices that are transparent, support student growth, and help to build intrinsic motivation</td>
</tr>
<tr>
<td>PERFORMANCE-BASED</td>
<td>Implement curriculum embedded and varied performance assessments that allow students to demonstrate learning and progress towards college and career readiness</td>
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</tbody>
</table>

### REFINING

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>ACTION</th>
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</thead>
<tbody>
<tr>
<td>FORMATIVE</td>
<td>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</td>
</tr>
<tr>
<td>ASSET-BASED FEEDBACK</td>
<td>Refine asset-based feedback practices to further build on student strengths and support student growth on learning targets</td>
</tr>
<tr>
<td>EQUITABLE GRADING</td>
<td>Refine grading practices to increasingly support student growth and intrinsic motivation</td>
</tr>
<tr>
<td>PERFORMANCE-BASED</td>
<td>Create system for students to demonstrate learning and growth towards college and career readiness (portfolios, senior projects, defenses, student-led conferences)</td>
</tr>
</tbody>
</table>

### SUSTAINING

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>ACTION</th>
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</thead>
<tbody>
<tr>
<td>FORMATIVE</td>
<td>Assessment practices that inform teacher instruction and emphasize growth are consistently implemented and continuously improved upon; use of rubrics is well-established</td>
</tr>
<tr>
<td>ASSET-BASED FEEDBACK</td>
<td>Asset-based feedback practices are consistently implemented and continuously improved upon; evidence of students using feedback to improve</td>
</tr>
<tr>
<td>EQUITABLE GRADING</td>
<td>Equitable grading practices are consistently implemented across all courses/grade levels with evidence of improved intrinsic motivation in students</td>
</tr>
<tr>
<td>PERFORMANCE-BASED</td>
<td>A system for students to demonstrate learning and growth towards college and career readiness is well-established and continuously improved upon</td>
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### NOTES

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REFERENCES

COLLEGE AND CAREER READY OUTCOMES


SUPPORTIVE AND INCLUSIVE CULTURE


MEANINGFUL AND EQUITABLE INSTRUCTION


PURPOSEFUL ASSESSMENT

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).
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.
Educational Equity - A balanced approach to learning where all students receive whatever they need every day to develop to their full academic and social potential and thrive (Elena Aguilar).
Equitable Access - Students meet course requirements needed for four-college eligibility and therefore have a variety of options for postsecondary learning.
Equitable Grade - 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.
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), indications (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.
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.