COLLEGE GOING CULTURE RUBRIC

Date Completed: _____

The overarching goal of cultivating a college going culture is for all students to be prepared for a full range of post-secondary options through structural, motivational, and experiential college preparatory opportunities.

College going cultures are likely to exist in schools where:

- Students are expected to achieve high academic standards in a college preparatory curriculum
- The school staff is collectively committed to students' college goals
- College is a visual reality
- Informal and formal communication networks promote and support college expectations

Fundamental precursors to creating a college going culture include:

- A commitment from the school leadership team and staff
- An understanding that all teachers and counselors are college counselors
- A dedication to a partnership model of college preparation that includes active involvement from teachers, counselors, administrators, and parents.

Directions: As a team, please review each phase of the college going rubric and circle where you feel your district is in their current endeavors.

College Going Culture:

Phase 1	Phase 2	Phase 3	Phase 4
Student Expectations			
Selected students are considered capable of taking rigorous coursework.	Some staff members have high expectations for all students with discrepancies based on socioeconomic status, ethnicity, gender, etc.	Most staff view students as capable of learning rigorous content and high-level thinking with a school wide focus on raising **all** student expectations.	All students are viewed as potential high achievers with a school-wide focus on sustaining high expectations for all students.

Phase 1	Phase 2	Phase 3	Phase 4
Few students believe that college is attainable.	Some high-achieving students see college as a goal and take the rigorous classes to prepare.	Most students see college preparation as a normal part of their schooling with most students putting forth the effort to succeed in high-level classes.	All students and adults see college as expected; support is available to all students through tutoring, counseling, interventions, etc.
Academic Goals			
No or few school-wide academic achievement goals identified with little or no teacher collaboration.	School-wide academic achievement goals identified but vague with minimal awareness among teachers or students.	Data is used to identify needs and create a plan for specific, concrete and focused goals.	Disaggregated data is used to target improvement for each group of students.
Students are "tracked" by perceived ability into homogenous groups	Some progress is made to provide wider access to rigorous courses to more students; learning tends to be only loosely tied to standards-based curriculum.	Placement of students in rigorous courses is coordinated to increase access for **all** students; staff has identified and addressed needed changes in teaching practices.	**All** students have access to classes that prepare them for postsecondary education; all students are taught the same rigorous curriculum by qualified teachers.

Learning Community:

Phase 1	Phase 2	Phase 3	Phase 4
Communication			
Communication with stakeholders is inconsistent and one-way (to inform only).	Some stakeholders receive general information about colleges with some effort to address language and cultural barriers.	Communication is mostly two-way and regularly informs most stakeholders about the development of a college-going culture.	Creative strategies are used to engage all stakeholders in the development of a college going culture as evidenced by a wide participation in information meetings and other school activities.
Communication is often used to convey negative information about students to parents and guardians.	Some positive communication to parents and students is inconsistently provided; information on what students are learning is vague.	Most parents and students are regularly informed regarding student accomplishments, most stakeholders understand what students are learning and why.	**All** stakeholders are partners in a shared goal to raise student achievement; communication is used to celebrate successes and acknowledge efforts as well as address areas of concern.

Phase 1	Phase 2	Phase 3	Phase 4
Parents are encouraged to contact teachers and counselors only during scheduled conference times.	Parents are encouraged to contact teachers and counselors if there are problems or crises.	Information about student assessment and grading procedures is available, and parents are encouraged to contact teachers and counselors.	Parents understand student assessment and grading procedures, and contact teachers and counselors when there are questions or there is a need for clarification.

Leadership

Phase 1	Phase 2	Phase 3	Phase 4
No GEAR UP Leadership Team is in place, or team is formed but seldom meets.	GEAR UP Leadership Team is in place but functions in isolation from school-wide reform efforts.	GEAR UP Leadership Team communicates with most key stakeholder groups in the development of a college-going culture that is integrated into school-wide reform efforts.	GEAR UP Leadership Team communicates regularly with all key stakeholders in order to develop a college-going culture that is integrated into school-wide reform efforts.

Partners

Phase 1	Phase 2	Phase 3	Phase 4
District/Board involvement consists mainly of centralized mandates.	Some district personnel are utilized as resources.	District personnel are supportive of school efforts; district and school goals match; school needs are addressed in a timely manner.	District personnel work in collaboration with the school; school strengths and accomplishments are recognized at the district level.
Limited involvement of community and college partners.	Community and college partners are invited to participate in some planning activities.	Some community and college partners regularly participate in leadership team planning and implementation efforts.	Many community and college partners are included as an integral part of the district's infrastructure.

Strategic Thinking

Phase 1	Phase 2	Phase 3	Phase 4
No consistent vision and strategic planning is used.	Vision and mission statements are published but not used strategically to move all stakeholders to a shared direction.	Shared vision is known and accepted by most stakeholders and used for a student-focused agenda.	**All** stakeholders are regularly engaged in actualizing the shared vision and mission.

Data Use

Phase 1	Phase 2	Phase 3	Phase 4
There is little understanding of the use of data for planning and for facilitating desired outcomes.	Some use of data, but usually limited to test scores; some data is interpreted and shared with stakeholders.	Most stakeholders understand and use data to examine and plan school and district activities, needs, and plans.	Data is used regularly to develop, implement, and modify the school improvement plan; there are formative assessments given to all students on a consistent basis.

Phase 1	Phase 2	Phase 3	Phase 4
Meeting Focus			
Meetings focus on operations and information dissemination; agendas are usually adult centered.	Some meetings focus on student achievement and provide some opportunities for staff involvement.	Meetings are focused on teaching and learning; various data and research is used for discussion and planning.	Meetings regularly focus on using disaggregated data, stakeholder input, research, and professional reading.
Resources			
Few staff are aware of resources available to support efforts to raise student achievement.	Some programs and resources are loosely coordinated, with inconsistent impact on students.	Resources are identified and utilized through a coordinated process by most stakeholders.	Integration of all resources maximizes impact on student achievement, and school-wide plans include a systemic process for identifying, obtaining, and expanding resources.

Rigorous Academic Curriculum:

Phase 1	Phase 2	Phase 3	Phase 4
Access to Rigorous Courses			
Only selected students are enrolled in rigorous courses for all content areas.	Some students have access to rigorous courses in all content areas.	Most students have access to rigorous courses in all content areas.	Master schedule is planned with rigor in mind for all students and rigorous courses are offered in all content areas.
Academic Support			
Little support is available to assist "low-achieving" students to build their capacity to succeed in rigorous coursework.	Interventions are offered to some students, but lack challenging content and are not worthy of students' time.	Support is provided to most students to give them access to grade level appropriate curriculum that is challenging, worthy of their time, and provides development of higher level thinking skills.	All students have access to support and enrichment that contains grade level appropriate rigorous content, encourages higher-level thinking and uses a variety of resources, including up-to-date technology.
Alignment to Common Core Standards			
Courses are not aligned with the Common Core Standards; few students are engaged in rigorous standards-based tasks and projects.	Some courses are aligned with some students in selected courses engaged in standards-based tasks and projects.	Most math and literacy courses are aligned with standards; most students are engaged in rigorous standards-based tasks and projects.	All math and literacy courses are aligned with Common Core Standards and other subjects are aligned to state or ACT standards; all students are engaged in rigorous standards-based tasks and projects.

Phase 1	Phase 2	Phase 3	Phase 4
Assessment			
Little or no agreement on a consistent process to measure and report student performance other than tests requiring recall of information; students and parents receive limited feedback.	Some agreement on measuring student performance by using a variety of assessment measures; some staff provide regular feedback to students and parents.	There is an agreed upon framework for measuring student progress and providing regular feedback to students, teachers, and parents.	All staff utilizes a variety of assessment strategies to assess student progress and provides regular feedback to students, teacher, and parents; students learn to assess their own and other's work against standards and expectations.
Evidence of Success			
Few students meet the EPAS college readiness benchmarks.	Some students meet the EPAS college readiness benchmarks.	Most students meet the EPAS college readiness benchmarks.	All students meet the EPAS college readiness benchmarks.

High Quality Teaching:

Phase 1	Phase 2	Phase 3	Phase 4
Teacher Qualifications			
Few highly qualified teachers teach in certified areas.	Some highly qualified teachers teach in certified areas.	Most teachers are highly qualified and certified in what they teach.	All teachers are highly qualified and certified in the areas they teach.
High percentage of new teachers each year.	Some teacher mobility, some fully-qualified teachers stay.	Few teachers leave, most highly-qualified teachers stay.	Fully-qualified teachers are committed to staying and encourage others to apply.
Professional Development			
Student data and input from teachers is rarely used to identify professional development needs.	A few professional development sessions use data and input from teachers to determine the agenda and activities.	Most professional development is based on student and teacher needs as determined by data analysis and teacher input.	Analysis of student data is built in to all decisions on professional development needs and implementation.
Professional development is often a one shot event with participants viewed as passive recipients.	Some professional development is comprehensive and rigor-focused with practical applications.	Most professional development is comprehensive and rigor-focused with practical applications.	Comprehensive school-wide professional development emphasizes all teachers as learners.

Phase 1	Phase 2	Phase 3	Phase 4
Standards-Based Learning			
Little discussion of aligning standards-based curriculum within and across grade levels and disciplines; little time set aside to plan collaboratively.	Limited time for discussion about alignment of standards-based curriculum across grade levels and disciplines.	Regular meetings held within and across grade levels and disciplines for alignment of standards-based curriculum. Time is devoted to common planning and vertical teaming.	Regular meetings held within and across grade levels and disciplines for strategies to align standards-based curriculum school-wide. Sufficient time for vertical teaming and common planning.
Authentic Learning			
Instructional strategies are not based on student needs and interests.	Few teachers utilize alternative instructional strategies based on student needs and interests.	Many teaches draw from a common subset of instructional strategies and activities to engage students.	All teachers draw from a common subset of instructional strategies and activities to engage students.

Intensive Academic and College-Going Support:

Phase 1	Phase 2	Phase 3	Phase 4
Student Assessment			
Student progress is not monitored on a regular basis.	Student progress is monitored irregularly and identifies only the most obvious struggling students for interventions.	Student progress is monitored to identify student needs and interests on a regular basis.	Student progress is monitored consistently and often to identify all student needs and interests in a timely manner.
Support Programs			
Few or no tutoring services are available to students.	Some tutoring services are offered but utilized only by some students.	Students with academic difficulties are able to utilize tutoring services through a growing number of programs integrated into the school.	A variety of tutoring programs are offered on a flexible schedule.
Academic Enhancement			
No academic enhancement programs available.	Academic enhancement programs are available on a limited basis for students viewed as high-achieving.	Academic enhancement programs are available to most students willing to do the work.	A variety of enhancement programs are available to all students who wish to participate and do the work.

Phase 1	Phase 2	Phase 3	Phase 4
Few or no student academic clubs; low membership in existing clubs; emphasis is placed on sports rather than academics.	Some students participate in academic clubs but participation is inconsistent.	Most students participate in existing clubs and are requesting additional academic organizations.	A wide variety of student academic clubs are offered with high student participation; students perceive these clubs as preparation for college.
Planning for Postsecondary Education			
No students participate in academic assessment and career exploration.	Some students participate in academic assessment and career exploration	Most students participate in academic assessment and career exploration	All students participate in academic assessment and career exploration
Few students have an academic plan for postsecondary education.	Some students access information and assistance to develop a college prep academic plan.	Most students access college-going information; staff and key partners actively work to encourage all students to seek information and develop a 6-year academic plan.	All students are encouraged and supported in developing a 6-year academic plan for college preparation.
Little or no college information is provided to students and parents.	Some college information is available from the counselor for students to utilize.	College information is provided in a variety of models; all staff are knowledgeable about college and provide information to students regularly using a variety of strategies.	**All** stakeholders develop and implement creative ways to provide information, including integration with classroom curriculum, and collaboration with high school and colleges. Faculty and counselors empower students with college preparation skills and knowledge.
Counselor as Advocate			
Counselor serves as "gatekeeper" and limits access to college prep courses and opportunities for "smart students only".	Counseling practices include encouraging and assisting some selected students to access information to utilize available resources.	Counselor is viewed as having a central role in school-wide change to improve student achievement for **all**.	Counselor is an advocate for all students and motivates **all** stakeholders to encourage **all** students to achieve at high levels
Coordinated Services			
School plan does not include a coordinate approach to provide services for students; many students fall through the cracks.	A set of loosely related services defined as "counseling and guidance" are performed almost exclusively by counselors.	Coordinated services are linked to a plan to provide services to most students; some prevention and intervention services are available.	Program includes services easily accessible to all students; school utilizes an ongoing monitoring system to assess student progress and program effectiveness.

Phase 1	Phase 2	Phase 3	Phase 4
Counselors operate in isolation from school, community, and district and tend to work with students exclusively on an individual basis.	Counselors spend most of their time doing administrative and technical tasks.	Most counselors develop close alliances with teachers and link their work with students in the classroom; focus is on student academic preparation and career guidance.	Counselors are an integral part of the leadership team and use skills and knowledge of research-based reform models for **all**.
Few students get served effectively because school tries to "do it all"; counselors often overloaded with responding to daily crises of individuals.	Some counselors, on an individual basis, utilize the strengths and leadership of teachers, parents, and students to provide a more effective service delivery system.	Counselors, in collaboration with other stakeholders, plan ways to utilize internal and external resources more effectively so most students' needs are met.	Ample services and programs are integrated to build school-wide support services system. All students receive the needed attention; barriers to learning are effectively addressed.

College Going Identity:

Phase 1	Phase 2	Phase 3	Phase 4
Multicultural Preparation			
Few teachers are prepared to address multicultural issues within curriculum; issues arising from cultural differences within the classroom are not addressed.	Some teachers are prepared to address multicultural issues; some address issues related to cultural differences within the classroom.	Most teachers infuse multicultural issues into some areas of their curriculum; only a slight achievement gap between cultural differences.	All teachers are prepared to connect coursework with multicultural curriculum in all subject areas; cultural achievement gaps are non-existent.
First Generation College Preparation			
No college preparatory activities are provided to first generation students and parents.	College prep activities are occasionally offered for families but participation is minimal.	College prep activities are offered regularly for families in the school; college and community partners are involved in planning and implementation of these activities.	Families and partners attend and are involved in planning college prep activities on campus and in the community.

Phase 1	Phase 2	Phase 3	Phase 4
Outreach to Families			
Outreach to families about college prep consists mostly of printed materials.	Outreach to families about college prep consists of printed materials, phone calls or other inconsistent means of communication.	Outreach strategies to inform families about college preparation include creative ideas for increasing parent engagement and information.	Outreach strategies utilize best practices and creative ideas to ensure that all parents receive information on college preparation.
Scheduling, site accessibility, translation and child care not considered when planning events, few participants.	Scheduling and site are considered for some events; basic translation provided but limited and not culturally appropriate.	Most family events are scheduled at times and places convenient for parents and students; adequate child care and translation services are provided; staff addresses cultural needs of participants.	Parents and community leaders partner with staff to develop accommodating schedules and locations; staff utilizes a wide variety of resources to publicize events; child care provide; refreshments are offered.
There is no access for information for parents.	Information on college prep classes, admission requirements, and financial aid is given on a limited basis and targets high achieving students and families.	Most staff members work together to see that most students and parents are informed about classes that will enable students to succeed in a college prep program in high school; information on college admission requirements and financial aid are disseminated to most students and parents in a variety of ways throughout the year.	Educators, community groups, and college partners work together to ensure that all families have access to essential information about classes that will enable students to succeed in a college prep program in high school; admission requirements and financial aid are disseminated to **all** students and parents in a variety of ways throughout the school year.