

SCHOOL SELF-ASSESSMENT RUBRIC (SSAR)

School _____ District _____ Date _____

Role: Teacher Administrator Counselor Paraprofessional Parent Student
 Postsecondary Partner Community Partner Business Partner Other: _____

After reviewing the School Self Assessment Rubric, which identifies the 6 Conditions for a school to develop a college-going culture, check the Phase **where the school is now**, for each of the Areas under each Condition.

| I. DEVELOPMENT OF A COLLEGE-GOING CULTURE | | | | | |
|--|---------|---------|---------|---------|---------|
| A. A College-Going Culture | Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
| • Student Expectations | | | | | |
| • Academic Goals | | | | | |
| • Rigorous Coursework | | | | | |
| • Information About College Going | | | | | |
| B. A Learning Community | Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
| • Communication | | | | | |
| • Leadership | | | | | |
| • Partners | | | | | |
| • Strategic Thinking | | | | | |
| • Data Use | | | | | |
| • Meeting Focus | | | | | |
| • Resources | | | | | |
| II. RIGOROUS ACADEMIC CURRICULUM | | | | | |
| | Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
| • Access To Math & Rigorous Courses | | | | | |
| • Academic Support | | | | | |
| • Alignment to State Standards | | | | | |
| • Assessment | | | | | |
| • Evidence of Success | | | | | |
| III. HIGH QUALITY TEACHING | | | | | |
| | Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
| • Teacher Qualifications | | | | | |
| • Professional Development | | | | | |
| • Standards-Based Strategies | | | | | |
| • Alternative Strategies/Authentic Learning | | | | | |
| IV. INTENSIVE ACADEMIC AND COLLEGE-GOING SUPPORT | | | | | |
| A. Academic Support | Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
| • Student Needs Assessment | | | | | |
| • Support Programs | | | | | |
| • Academic Enhancement | | | | | |
| • Intersession Programs | | | | | |
| B. Comprehensive results-based counseling and guidance | Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
| • Planning for Postsecondary Education | | | | | |
| • Counselor as Advocate | | | | | |
| • Coordinated Services | | | | | |
| V. COLLEGE-GOING IDENTITY | | | | | |
| | Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
| • Teacher Preparation | | | | | |
| • First Generation College Preparation | | | | | |
| • Culture-Based Student Support | | | | | |
| VI. FAMILY-NEIGHBORHOOD-SCHOOL SUPPORTS | | | | | |
| | Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
| • Outreach to Families | | | | | |
| • Parent Policies | | | | | |
| • Leadership Role | | | | | |