



SCHOOL SUCCESS RUBRIC

New Tech Network

		AT RISK	EMERGING	ADVANCED
FIDELITY OF IMPLEMENTATION	CURRICULUM & INSTRUCTION	<ul style="list-style-type: none"> • School has not developed a clear set of school wide learning outcomes or has not incorporated them into the curriculum or assessment. • Most courses are not using PBL as primary mode of instruction, or lack important project documents such as entry documents or rubrics. • Few teachers are creating engaging and rigorous projects. • Projects lack scaffolding and support strategies to support students or some scaffolding is not woven into the context of projects. • Teachers provide little or no scaffolding of the learning outcomes. • Little or no meaningful cross-curricular cooperation is occurring. • Projects lack connections to community members, groups, or resources to help contribute to the project or evaluate students' products. 	<ul style="list-style-type: none"> • School has developed a clear set of school-wide learning outcomes based on 21st Century skills and has incorporated them into many areas of the curriculum and assessment. • Most courses use PBL as primary mode of instruction, using entry events and rubrics to introduce and assess projects. • Teachers are creating or modifying projects that are authentic, encourage active exploration and require students to apply what they have learned (6 A's). • Teachers use a variety of techniques to scaffold student skills defined in the learning outcomes. • Scaffolding and remediation strategies are woven into the projects and do not occur out of the context of the project. • Course curriculum is integrated and cross-curricular projects are common among all subjects. • Some projects are community based, require connections with community resources and organizations, or have community members help evaluate students' projects. 	<p>In addition to the "Emerging" criteria:</p> <ul style="list-style-type: none"> • School has developed a clear set of school wide learning outcomes based on 21st Century skills and has incorporated them into all areas of the curriculum and assessment. • All courses use PBL as primary mode of instruction and teacher evaluation is tied to successful development and implementation of standards-based projects. • Teachers are creating projects that are rigorous, require adult connections, and are authentically assessed (6 A's). • Projects are diverse in format, entry event, and products. • School has a thoughtful and systemic approach to scaffolding the learning outcomes. • Many courses are integrated in team teaching environments and cross-curricular projects are common among all subjects. • Many projects are community-based, require connections with community resources and organizations, or have community members help evaluate students' projects. • Students contribute to project development or create their own projects (i.e. Senior Projects).
	TECHNOLOGY	<ul style="list-style-type: none"> • School has not attained a 1:1 networked computer to student ratio in any classrooms with current performance standards and applications. • School network is inadequate, unstable or unreliable. IT staffing is insufficient to support computer and network infrastructure. • Staff and/or students do not use email as part of regular classroom practice. • NTN Echo collaborative learning environment is not used by staff or students. • School is unable to secure district or outside funding for technology replacement and upgrades. 	<ul style="list-style-type: none"> • School has attained a 1:1 networked computer to student ratio in all classrooms that is connected to the internet. • School network provides individual and shared storage space for staff and students. • IT support is sufficient to support computer and network infrastructure. • Staff and students regularly use e-mail for classroom and school communication. • Echo collaborative learning environment is used in most classes to support the teaching methodology. • School has secured funding for additional technology replacement and upgrades through district or outside funding sources. 	<p>In addition to the "Emerging" criteria:</p> <ul style="list-style-type: none"> • School network is fast, stable, reliable, and provides individual and shared storage space for staff and students. • IT support provides robust support with little or no down time and is very responsive to issues as they arise. • NTN Echo is heavily used by staff and students as communication and collaboration tool (within and between schools). NTN Learning System tools are widely used to support the teaching methodology and inter-school sharing. • Teachers regularly incorporate other digital and online tools to support student engagement and instruction • School has secured funding through outside sources, or so that does not have to rely on district money to refresh and update computers and other site technology
	SCHOOL CULTURE & AUTONOMY	<ul style="list-style-type: none"> • School has failed to develop an identity separate from other institutions. • Many staff or students feel anonymous or disconnected with the school community. • School has failed to create a professional environment of trust and responsibility for both staff and students. • School suffers from discipline, violence, vandalism and theft. 	<ul style="list-style-type: none"> • School has a unique identity. • Staff and students have a positive association with the school and a commitment to its goals and vision. • School culture promotes respect and responsibility. • Students report feeling respected, cared about, and well known by staff and other students. • School encourages professional behavior while avoiding traditional student management techniques such as tardy bells, hall passes, or detentions. • Fights, graffiti, vandalism and theft are decreasing in frequency. 	<p>In addition to the "Emerging" criteria:</p> <ul style="list-style-type: none"> • School culture closely mimics the professional environment of the workplace where all are treated with respect, trusted to do the right thing, and given the responsibility to make the school as good as it can be. • Students and staff are empowered to help set school rules, policies and activities. • Students and staff take great pride in the schools culture and actively work to reinforce and defend it. • Fights, graffiti, vandalism and theft are virtually non-existent.



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ENSURING SUSTAINABILITY	PROFESSIONAL CULTURE	<ul style="list-style-type: none"> • Effective processes are not in place for staff members to collaborate, share in the decision-making process and have a voice in the direction of the school. • Staff does not regularly discuss curriculum and teaching strategies through Critical Friends or other protocols • Effective strategies are not in place for all staff to receive feedback to reflect on their own progress and the progress of the school • Staff is not developing a capacity to support its own staff in PBL and 21st Century classroom practices • Staff is not using formative assessments in the classroom to guide classroom activities • Staff does not use their NTN coach as a resource for continued improvement 	<ul style="list-style-type: none"> • Transparent and effective processes are in place in which staff members collaborate, share in the decision-making, and have a voice in the direction of the school • Staff has dedicated time (weekly or bi weekly) to meet, collaborate and discusses curriculum and teaching strategies through Critical Friends or other protocols • Staff is developing the ability to provide staff development to its own staff • Staff regularly use formative assessment data to determine the effectiveness of the classroom and adjust when needed • Effective strategies are in place to provide feedback that allows all staff to reflect on their own performance and the progress of the school • Teachers actively use their NTN Coach as a resource for continued improvement • Accomplishments of the school and staff members are celebrated 	<ul style="list-style-type: none"> • Along with staff members, parents, district representatives, community members, etc. are actively involved providing feedback and have a voice in the setting the direction of the school • In addition to Critical Friends, the staff conduct classroom observations and other techniques to provide increased feedback and support to teachers • Staff use formative and summative data to help improve student learning and the school experience • Staff review projects and examine student products to reflect on rigor and relevance • Staff is involved in helping to sustain the school by providing effective training and professional development in PBL Curriculum Development and 21st century classroom practices • At least one staff member has time dedicated to training and supporting the staff in PBL and 21st century classroom practices • All staff plans for sustainability including active participation from local community, business, and/or university partners 			
	PARTNERSHIP DEVELOPMENT	NTN Partnership	<ul style="list-style-type: none"> • Teachers do not collaborate with other teachers in the NTN network, or don't attending Meeting of the Minds • School staff does not attend the national conference. 	NTN Partnership	<ul style="list-style-type: none"> • Teachers play an active role in collaborating with other teachers within the NTN network by attending Meeting of the Minds and communicating with teachers throughout the Network. • School regularly sends a team to the NTN national conference. 	NTN Partnership	<ul style="list-style-type: none"> • Teachers play a role in training their own staff in the Learning System, present projects at Meeting of the Minds or other NTN functions, or submit projects to the NTN project library. • School regularly sends most of their staff to the NTN national conference. • School regularly hosts tour groups sponsored by NTN
		College/ Higher Education Partnerships	<ul style="list-style-type: none"> • Students do not have access to college courses • School has not established a partnership with a local higher education institution and has student teachers and regular visits from this partner 	College/ Higher Education Partnerships	<ul style="list-style-type: none"> • Students have access to college courses • School has established a partnership with a local college and has student teachers and regular visits from this partner 	College/ Higher Education Partnerships	<ul style="list-style-type: none"> • All students take courses from a broad range of rigorous college offerings both on campus, online and at the college. • School influences practices at the local higher education institution • Research is done on campus to capture the success of the 21st century classrooms.
Parent / Community/ Business Partnerships		<ul style="list-style-type: none"> • Parent group does not exist, or lacks structure • Partnerships with local business do not exist • Students are not participating in community service activities • Site is not well known within the community. • Site does not host events that raise the awareness of the school in the community. 	Parent / Community/ Business Partnerships	<ul style="list-style-type: none"> • Parents contribute to the school by volunteering to serve on panels, and participating in shared decisions. • Partnerships with local business provide internship opportunities to students and have been integrated into several projects. • School supports a community service component and all students participate in at least one community service activity. • Site known and respected in the community. • Site hosts tours and events that raise the awareness of the school in the community. 	Parent / Community/ Business Partnerships	<ul style="list-style-type: none"> • Parent group contributes in the financial sustainability of the school by facilitating large scale events or activities within the community • Business partnerships play an advisory role, provide significant resources and financial support for the school • School has developed community partnerships and process that allow all students to meet a service learning requirement by working with others to solve a problem important to them and their communities • School is well known within the region as a model 21st century high school • Site hosts high-profile tours which may generate revenue 	



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STUDENT ACHIEVEMENT	FINANCIAL	<ul style="list-style-type: none"> •School has no clear long term budget. •School or district has been unable to secure or reallocate adequate and reliable district funding to support the various elements of the program. •School or district has been unable to secure grant or other soft money to support the various elements of the program. 	<ul style="list-style-type: none"> •School has a clear long term budget that supports the various elements of the program. •School has been able to secure grant or other soft money to allow the school to implement with high fidelity. 	<ul style="list-style-type: none"> •School or district has been able to secure or reallocate adequate and reliable district funding to support various elements of the program. •Businesses and community groups view the school as a valuable asset and have supported the school with financial and other resources.
	ACADEMIC SUCCESS	<ul style="list-style-type: none"> •Many students are not proficient in the knowledge and skills as defined by the state or district content standards •School is experiencing significant achievement gaps between various groups on campus •Many students are receiving Ds and Fs •Graduation and retention rates are lower than similar schools. •Student scores on state or district assessments are lower than those of similar schools 	<ul style="list-style-type: none"> •Students demonstrate proficient knowledge and skills as defined by the state or district content standards (met targets). •Students are successfully completing rigorous college-prep courses. •Achievement gap between various groups on campus is shrinking. •Graduation and retention rates meet or exceed rates of similar and/or local schools. •Student scores on state or district assessments meet or exceed those of similar and/or local schools. •Student scores on other standardized assessments (SAT, ACT, etc) met or exceed those of similar and/or local schools. 	<ul style="list-style-type: none"> •All students graduate completing the courses necessary for college entrance. •All students graduate successfully completing several college courses. •Achievement gaps between various groups are virtually non-existent.
	LEARNING OUTCOMES	<ul style="list-style-type: none"> •Many students fail to demonstrate a strong, professional work ethic •Students demonstrate a passive learning attitude waiting for instructor direction •Students are unaware of strengths and weakness regarding the school-wide learning outcomes •Students don't use technology effectively to do productive work •Students lack critical thinking, problem solving and creativity in the process of complete complex tasks •Students are unable to thoughtfully reflect on their skills and abilities 	<ul style="list-style-type: none"> •Students demonstrate a strong, professional work ethic and takes personal responsibility for their success •Students demonstrate self-directed learning and seek appropriate help when they need it •Students are aware of strengths and weakness regarding the school-wide learning outcomes and work to improve their performance •Students effectively use technology to conduct research, communicate, and create documents •Some students have successfully used their knowledge and skills in a community experience (i.e. service learning, internship) •Students demonstrate the ability to thoughtfully reflect on their skills and abilities (i.e. reflection journals, portfolios) 	<ul style="list-style-type: none"> •Students consistently score well on each of the learning outcomes defined by the school •Students effectively use technology as a means to do productive work, collaborate with others, and access a broad range of resource and media •Students demonstrate critical thinking, problem solving and creativity in the process of complete complex tasks •All students have successfully used their knowledge and skills in a community experience (i.e. service learning, internship, senior projects) •Students demonstrate the ability highlight their strengths and goals in pursuit of a college or career experience (i.e. portfolio, resume)
	POST SECONDARY	<ul style="list-style-type: none"> •Alumni report feeling poorly prepared for life after high school •Few students applied or were accepted to a post-secondary education experience •Few alumni report much community involvement 	<ul style="list-style-type: none"> •Nearly all alumni feel that their high school experience prepared them well for their next steps •Nearly all alumni have enrolled in some sort of post-secondary education or have embarked on a career in the field of their choosing •Many alumni report participating in activities that support the community 	<ul style="list-style-type: none"> •Alumni report a high college completion rate •Older alumni report working in a field that is rewarding and at a sufficient salary •Alumni have a reputation for giving back to the community through volunteer work and other community building activities •Alumni have a reputation for a spirit of entrepreneurship

