

**MCNC SCHOOL
SELF ASSESSMENT
DOCUMENT**

MIDDLE COLLEGE NATIONAL CONSORTIUM

Self Assessment

and

Gateway to the Innovation Lab

2011



PURPOSE: This document is intended to be used by Middle College High Schools to reflect on their own progress toward implementing the Middle College National Consortium’s Design Principles. It is also a “gateway” into the Innovation Lab. Schools that are at the Innovation Lab level on the Design Principles can serve as resources for those who are working to improve their practice.

DESIGN PRINCIPLES

1. Dynamic High School - College Partnerships
2. Outcome Driven Teaching and Learning
3. Multiple Performance-Based Student Assessment
4. Comprehensive Student Support for College Success
5. Democratic Governance that Focuses on Improving Student Outcomes
6. Collaborative Professional Development

The design principles, fully implemented, are intended to lead to the following student outcomes:

LONG RANGE

1. All students will graduate MCHS schools with at least 24 transferable college credits earned. Students will graduate from MCHS schools at higher rates than comparison schools (e.g. other district schools).
2. At least 80% of students will complete associates degrees or bachelors degrees within 6 years of graduating from MCHS schools.

INTERMEDIATE

3. Course pass rates for both high school and college classes will be 95% or above.
4. Rates of attendance will be 95% or above.
5. Student performance on standardized tests will exceed that of comparison schools (e.g. other district schools).
6. Disaggregated student groups (by race/ethnicity, gender, or other) will show relatively equal improvements in knowledge and skills.

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Design Principle 1.1: Dynamic High School College Partnerships – Location, Collaboration & Organizational Structure

Locating schools on or in proximity to a college campus is integral to student motivation and success, and fosters an enduring collaborative partnership. It is a visible symbol to the community of dual accountability. Students are treated as college students and see themselves as college completers. The organizational structure also reflects the shared responsibility of the high school, college, and school district. Some Middle College High Schools may not be located on the physical campus, but there is transparent and robust interaction -- and access to college facilities, classes and faculty for the teachers and students of the high school.

Strong, dynamic high school-college partnerships minimize the boundary between high school and college and lead to high quality educational and employment opportunities. These require the development of relationships among administrators, faculty, and staff at the secondary and postsecondary levels, as well as business representatives, parents and members of the community.

Planning/ Development	Progress in Implementation	Mature Implementation	MCNC Innovation Lab
<p>The school is not located on or near a college campus. A partnership between the high school and college is established and roles and responsibilities are formalized in a written document (e.g. MOU).</p> <ul style="list-style-type: none"> Preliminary efforts have been made to involve parents, businesses, and/or community members in the life of the school. 	<p>The school is located on or near a college campus and has made progress in establishing an organizational structure in which the school, college, and school district work together.</p> <ul style="list-style-type: none"> A formal written agreement (e.g. MOU) is in place. The school is making progress in developing collaborative relationships that reduce the boundaries between high school and college and contribute to student achievement. At least <u>two</u> of the items listed under Mature Implementation are in place. 	<p>The school has developed collaborative relationships that allow for the minimization of boundaries between the high school and college environments and contribute to student achievement. The following are in place:</p> <p><i>Administrative</i></p> <ul style="list-style-type: none"> The HS principal is officially part of college governance structure. A designated college liaison is highly placed in the college administration. A collaborative committee comprised of high school and college representatives advises on organizational and curricular implementation. There is structured communication among faculty, counselors, and administrators from both institutions. 	<p>All of the items associated with Mature Implementation are in place.</p> <p>In addition,</p> <ul style="list-style-type: none"> The school and the college are engaged in a dynamic partnership that has resulted in initiatives affecting additional students (in addition to the MC students). Structures exist for the college and school district to work with the school on long term planning. There is a high level of commitment by all to the school's sustainability. The MC is a leader in education innovation in the community. There are opportunities for jointly planned and implemented: <ul style="list-style-type: none"> Professional development Student supports Academic plan development Reviews of data.

		<p><i>Logistics</i></p> <ul style="list-style-type: none"> • There are aligned schedules for convenient college course enrollment. • Students regularly use college services: counseling, libraries, tutoring programs, theater facilities, career education labs, gym, etc. • Data on individual students is routinely shared by the school and college. • The system for awarding dual credit is well established. • A long term financial commitment is in place <p><i>Community</i></p> <ul style="list-style-type: none"> • Business partners offer students internship and/or job opportunities. • Partnerships with community members and businesses contribute to student achievement. • The school district views the school as an integral part of the K-12 system. 	
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Rationale for the Assessment: Provide a rationale for your assessment of implementation level, including specific evidence that supports your assessment.

Design Principle 2: Outcome Driven Teaching and Learning

Middle College High Schools regularly engage students in rigorous, in-depth academic work, use active intellectual inquiry, and include sustained writing and revision in all classes. High standards are set for all students and teachers. As students move towards College Readiness, developing literacy, numeracy, and 21st Century skills is a priority.

Planning/ Development	Progress in Implementation	Mature Implementation	MCNC Innovation Lab
<p>An education plan has been drafted or is being planned with involvement of both high school and college faculty.</p> <p>There is evidence of the use of active teaching and learning (e.g. project based and contextual learning, focus on inquiry, literacy, numeracy and 21st Century skills).</p>	<p>An education plan has been developed with involvement of both high school and college faculty.</p> <p>There is progress being made toward implementation of the items included in Mature Implementation, with at least <u>three</u> of these well established.</p>	<p>The school has an education plan developed by high school and college faculty that engages students in rigorous academic work. In addition, the following are in place:</p> <p>A Core Curriculum which features:</p> <ul style="list-style-type: none"> • 9-12/13 grade curriculum alignment with the college curriculum. • High school/college alignment around <ul style="list-style-type: none"> ○ Literacy, ○ Numeracy, ○ Communication skills • Assignments that provide opportunities for analysis, and application. • Evidence of student- centered intellectual inquiry • Frequent and public sharing of quality work. • Integrated technology and 21st Century skills included in the curriculum. • Experiential learning opportunities (projects, internships, community service) <p>Instruction includes:</p> <ul style="list-style-type: none"> • Skill building to meet college expectations. • Scaffolded instruction and assignments. • Systemic accommodations to meet the needs of challenged learners. 	<p>All of the items associated with Mature Implementation are in place. In addition the following is in place:</p> <ul style="list-style-type: none"> • There is evidence of work to ensure that students are prepared for eventual matriculation into 4-year colleges. • There is a clear pathway and support for all teachers to master teaching strategies that scaffold future student success in college. • There is deep engagement of college and high school departmental faculty around strengthening and aligning curriculum (e.g. specifically in math, English, history, etc.)

Rationale for the Assessment: Provide a rationale for your assessment of implementation level, including specific evidence that supports your assessment.

Design Principle 3: Multiple Performance-Based Student Assessment

Middle College High Schools design systems of assessment that provide multiple opportunities for students to publicly exhibit what they know and can do. Assessments grow out of classroom work and provide ongoing information on student progress to the school community.

	Planning/ Development	Progress in Implementation	Mature Implementation	MCNC Innovation Lab
	<p>Student knowledge and skills are primarily assessed through tests, but plans are underway to broaden assessment strategies.</p>	<p>Students are assessed using methods in addition to testing.</p> <ul style="list-style-type: none"> • Progress is being made in the development of a school-wide performance assessment strategy. • There is progress being made toward implementation of the items included in Mature Implementation, with at least <u>three</u> of these well established. 	<p>The school-wide student assessment strategy incorporates:</p> <ul style="list-style-type: none"> • Explicit high expectations for all aligned to College and Career Ready National Standards. • Students are assessed on the development of college readiness skills (with 4-year college entry as a goal). • Assessment is interwoven with classroom activities. • There are multiple and diverse opportunities to demonstrate learning. • There is use of both tests and performance-based student assessments. • There is a structured means of assessing students' 21st Century skills. • Student assessment data is useful, transparent, and accessible to the school, teacher, student, and parents. • Data drives both instruction and school wide decision- making. 	<p>All of the items associated with Mature Implementation are in place. In addition:</p> <ul style="list-style-type: none"> • Capstone/Portfolio or Senior Projects are used to assess college readiness. • Multiple criteria are used to assess readiness for high school graduation. • College and high school faculty jointly plan assessments and review assessment data. • Multiple criteria are used for college placement purposes.

Rationale for the Assessment: Provide a rationale for your assessment of implementation level, including specific evidence that supports your assessment.

Design Principle 4: Comprehensive Student Support

Enabling students to attain high standards requires that attention be paid to students’ academic and affective needs. All students are known well because schools are small. Students recognize and value guidance as a key to success. Students know that adults care. There are flexible and innovative structures to support students academically and socially.

Implementation Level: Please check the box that represents the overall implementation level of “Student Support.”

	Planning/ Development		Progress in Implementation		Mature Implementation		MCNC Innovation Lab
<ul style="list-style-type: none"> The school is working to design systems of student support, both academic and personal, and planning to include such structures as <i>House</i>, <i>Advisory</i>, or <i>Seminar</i>. The school and its classes are both small in size. The school is orderly and safe. 	<ul style="list-style-type: none"> There is a minimum of one professional school counselor to develop support and guidance services and all staff are clearly concerned with students’ lives. There is progress being made toward implementation of the items included in Mature Implementation, with at least <u>three</u> of these well established. 		<p>In order to meet students’ academic, affective, and social needs, schools have the following structures and supports:</p> <ul style="list-style-type: none"> All school staff serves as counselors or mentors. Pre-enrollment orientation provides clear expectations and a roadmap for success. A <i>House</i> or <i>Advisory</i> system meets regularly. <i>Seminar</i>* is offered for students enrolled in college classes. There is a clear 4-5 year academic plan that guides course selection, including extensive opportunities for college course-taking Structured post-secondary counseling is available to all students. Substantive help is provided for special needs students, including English Language Learners. There is regular communication with parents about the progress and needs of students. A guidance office, including at least one professional school counselor, provides a menu of individual and group counseling services. A range of extra-curricular activities are available. 		<p>All of the items associated with Mature Implementation are in place. In addition schools demonstrate or have evidence of:</p> <ul style="list-style-type: none"> An articulated plan of student support for all students that insures strong academic, social and emotional outcomes. A system of student supports that provides a blend of the best resources available at the high school and the college. Academic departments that offer student support tied to the content areas. 		

* *Seminar* provides assistance with college expectations, systems, and specific courses. It also provides students with personal and social support.

Rationale for the Assessment: Provide a rationale for your assessment of implementation level, including specific evidence that supports your assessment.

Design Principle 5: Democratic School Governance

Purposefully designed structures provide for everyone’s voice to be heard and respected in the decision-making process with regard to hiring personnel, managing budgets, determining curriculum and pedagogy, developing students’ activities, and other policies that affect the daily life of students and faculty.

Planning/ Development	Progress in Implementation	Mature Implementation	MCNC Innovation Lab
<p>The school is planning ways to make decision-making inclusive.</p>	<p>Some aspects of school decision-making, such as those listed above, involve teachers, counselors and/or students.</p> <p>There is progress being made toward implementation of the items included in Mature Implementation, with at least <u>two</u> of these well established.</p>	<p>Governance structures of the school are designed so that all members of the school community have a voice in important decisions such as those listed above. In addition, the following is true:</p> <ul style="list-style-type: none"> • Governance structures ensure and facilitate shared decision making by all members of the school community. • A system of Peer Review is in place. • Teaching and learning are central in discussions about important decisions. • Structures/systems facilitate input by high school and college faculty regarding important decisions. • There are clear written descriptions of staff roles and responsibilities. • Students, administrators, faculty, counselors, and parents are on key committees. • Professional development helps staff gain knowledge of governance practices and issues. • Where applicable, collaborative relationships are established with local unions. 	<p>All of the items associated with Mature Implementation are in place. In addition:</p> <ul style="list-style-type: none"> • The school demonstrates ongoing growth and sophistication in its democratic governance. • The school serves as a model for others in the community in development of leadership and democratic school governance. • Teacher Leaders participate in PD activities that ensure there will be consistent leadership for the school

Rationale for the Assessment: Provide a rationale for your assessment of implementation level, including specific evidence that supports your assessment.

Design Principle 6: Research Based, Collaborative Professional Development

Staff participates in on-going, embedded professional development that focuses on student success. Professional development and the development of learning communities are high priorities. Reflective practice is the center of professional development. New teachers are helped to understand and implement the goals of the community.

Planning/ Development	Progress in Implementation	Mature Implementation	MCNC Innovation Lab
<p>The school is planning to make professional development a central and valued part of its program. A person or committee has responsibility for this.</p> <p>If there is a new principal, he or she has received formal mentoring.</p>	<p>The school has a professional development strategy that is integrated with its development as a middle or early college high school.</p> <p>If there is a new principal, he or she has received formal mentoring.</p> <p>There is progress being made toward implementation of the items included in Mature Implementation, with at least <u>two</u> of these well established.</p>	<p>Professional development is integrated with the schools' development as a middle college high school. As a part of this:</p> <ul style="list-style-type: none"> • There is frequent, regularly scheduled PD time. • Professional development is based on student needs data. • Teachers meet in small groups/teams to focus on practice and offer mutual assistance. • Mentoring of new teachers is formalized. • The school is involved in local and national conferences and associations, including those offered by the MCNC • Outcome data are used in planning for school improvement in PD sessions. • Principals participate in residencies offered by the MCNC. 	<p>All items associated with Mature Implementation are in place. In addition, schools:</p> <ul style="list-style-type: none"> • Have a fully active Peer Review Team which has undergone online and face to face training. • The PD involves public sharing of best practices and student work. • The school actively participates in CFRs, both as subject and as reviewers. • There is a high level of commitment to participating in MCNC professional development and other initiatives. • Participation in PD leads to important changes in practice within the school.

Rationale for the Assessment: Provide a rationale for your assessment of implementation level, including specific evidence that supports your assessment.