



## Monitoring Team Progress

# PLT Assessment, Rubric, and Protocol

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A PLT assessment and rubric developed by the Network for College Success to monitor team progress in four areas. Using the corresponding protocol, team members should complete the assessment individually and then average the scores as the basis for a team discussion. Counseling Departments may also administer the assessment to gauge progress.



## Postsecondary Leadership Team (PLT) Assessment

### STUDENTS

**PLT Guiding Beliefs**

- All students must have viable college and career options once they graduate from high school. A transition plan is key to their postsecondary success.
- Relationships with high school faculty, staff, and administrators are vital to students' postsecondary success.
- College and career expectations must be held for all students.
- Creating a schoolwide college and career culture is every stakeholder's job and responsibility if we are striving to achieve equity for our students.
- We must understand who is in our building and use data to guide effective decision-making.

Creating a College and Career Culture			Level of Proficiency (circle only one Level per Indicator)		
Component	Critical Attributes	Indicator	Beginning (1)	Practicing (2)	High Performing (3)
Students demonstrate an understanding of our school's expectations to have a college or career plan and utilize the supports in place toward their goal(s).	<ul style="list-style-type: none"> <li>• College Match/Choice</li> <li>• College Applications and Free Application for Federal Student Aid (FAFSA)</li> <li>• 4-Year Graduation Rate</li> <li>• 9-12 On-Track Rates</li> <li>• Curriculum, Guidance Lessons, Seminars</li> <li>• Schoolwide Programming</li> <li>• Naviance</li> <li>• College and Career Exploration</li> <li>• Credit Recovery</li> </ul>	<b>Match</b>	Students are exposed to the concept of "match" and its relationship to their academic qualifications.	Students apply to postsecondary options based on their "match" level or choices available to them (based on qualifications).	Students enroll in postsecondary options based on their qualifications.
		<b>Application Process</b>	Students are exposed to the process of applying to college.	Students understand policies and practices regarding the college application process at our school and utilize them to meet their needs.	Students clearly follow the college application process by submitting applications, corresponding with colleges, and communicating additional needs to school staff.
		<b>Financial Aid</b>	Students are exposed to the key concepts of financial aid and scholarships.	Students understand the financial aid process: FAFSA completion, award letters, loans, and scholarship applications.	Students can independently navigate their FAFSA applications, analyze award letters, and decide on appropriate loans. Students actively seek out scholarship opportunities to make an informed decision on college choice.

## Postsecondary Leadership Team (PLT) Assessment

### PROFESSIONAL DEVELOPMENT

**PLT Guiding Beliefs**

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- Relationships with high school faculty, staff, and administrators are vital to students' postsecondary success.
- College and career expectations must be held for all students.
- Creating a schoolwide college and career culture is every stakeholder's job and responsibility if we are striving to achieve equity for our students.
- We must understand who is in our building and use data to guide effective decision-making.

Creating a College and Career Culture			Level of Proficiency (circle only one Level per Indicator)		
Component	Critical Attributes	Indicator	Beginning (1)	Practicing (2)	High Performing (3)
Our school demonstrates a common language and shared practices that build an effective College and Career Culture and supports the needs and goals of our students.	<ul style="list-style-type: none"> <li>• Network for College Success—Counselor and Coach Collaborative</li> <li>• Participation in Professional Organizations</li> <li>• Postsecondary Schoolwide Professional Development</li> <li>• Support for Diverse Learners</li> <li>• Classroom Management</li> <li>• Equity of Voice</li> <li>• Participation in Leadership Teams</li> <li>• College Visits</li> </ul>	<b>School Culture</b>	We engage in a conversation that supports the development of a schoolwide college and career culture.	We have schoolwide professional development to address our vision of a college and career culture.	We use common language schoolwide in all classrooms that reflect our vision of a college and career culture.
		<b>Programming</b>	We identify programs to support our schoolwide postsecondary efforts.	We effectively engage faculty and staff in the implementation of our postsecondary programs.	We effectively engage faculty and staff in the implementation, evaluation, and adjustment of our postsecondary programs to inform our practice for the future.
		<b>Financial Aid</b>	We introduce our faculty and staff to the financial aid process, including the steps to complete the FAFSA and a variety of scholarships.	Faculty and staff are engaged in supporting our students and families to understand the FAFSA and complete scholarships.	Faculty and staff facilitate college choice discussions to help students and families understand college affordability.



## Postsecondary Leadership Team (PLT) Assessment

### EXTERNAL PARTNERSHIPS

**PLT Guiding Beliefs**

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- College and career expectations must be held for all students.
- Creating a schoolwide college and career culture is every stakeholder's job and responsibility if we are striving to achieve equity for our students.
- We must understand who is in our building and use data to guide effective decision-making.

Creating a College and Career Culture

Level of Proficiency (circle only one Level per Indicator)

Component	Critical Attributes	Indicator	Beginning (1)	Practicing (2)	High Performing (3)
Our school creates external partnerships that complement our vision of a College and Career Culture that help support the needs and goals of our students.	<ul style="list-style-type: none"> <li>• College Exposure/Splash</li> <li>• Exposure to Selective and Highly Selective Colleges</li> <li>• College and Career Fairs</li> <li>• College Exposure and College Choice Workshops</li> <li>• Tutoring</li> <li>• Scholarships</li> <li>• Career/Internship Placements</li> <li>• Dual Credit</li> </ul>	<b>Collaboration and Engagement</b>	Our school has identified relationships with external partners and resources that support our college and career efforts.	Our school has established functioning relationships with external partners and offers resources that support our college and career efforts.	Our external partners and resources play an integral role in our planning, evaluation, and implementation of college and career efforts.
		<b>Building Relationships</b>	We have a process to introduce external partners or resources to our school and our vision.	Our work with external partners and resources reflects alignment with school goals and vision.	We work with our external partners or resources to reflect on our vision and goals, and include their input as we make adjustments.
		<b>Student Impact</b>	We have a process to make students aware of our various partnerships and resources in our school.	Students have a clear understanding of the resources provided by our external partners and utilize them appropriately.	Our external partners' collaboration and engagement with our school-based teams has measurable impact on our student outcomes.



## Postsecondary Leadership Team (PLT) Assessment

### FAMILIES

**PLT Guiding Beliefs**

- All students must have viable college and career options once they graduate from high school. A transition plan is key to their postsecondary success.
- Relationships with high school faculty, staff, and administrators are vital to students' postsecondary success.
- College and career expectations must be held for all students.
- Creating a schoolwide college and career culture is every stakeholder's job and responsibility if we are striving to achieve equity for our students.
- We must understand who is in our building and use data to guide effective decision-making.

Creating a College and Career Culture

Level of Proficiency (circle only one Level per Indicator)

Component	Critical Attributes	Indicator	Beginning (1)	Practicing (2)	High Performing (3)
Our school effectively engages families in the dialogue and practice of creating a College and Career Culture based on students needs.	<ul style="list-style-type: none"> <li>• Parent Engagement</li> <li>• Report Card Pick-up</li> <li>• Family Interventions</li> <li>• High School Exploration for Incoming Freshmen</li> <li>• Parent University</li> <li>• College Affordability</li> <li>• Decision Day</li> <li>• Award Letter Review</li> </ul>	<b>Expectations</b>	We have created family-oriented tools and programs to introduce families to our expectations of a college and career culture.	Families engage actively in the college and career activities at our school.	Families design and participate in rituals and ceremonies that celebrate our students' postsecondary accomplishments.
		<b>Process</b>	We provide families with guidance and programming on the college and career application process and the available options for their students.	Families understand the college and career application process, and how student GPA and test scores impact their options.	Families can navigate the college application process, correspond with colleges, and communicate additional application needs to school staff.
		<b>Financial Aid</b>	We provide families with an introduction to, guidance on, and support around the financial aid process (or FAFSA).	Families understand the financial aid process: FAFSA completion/correction, financial aid verification, and analyzing award letters.	Families can navigate the financial aid process and utilize the information to make an informed college and career choice with their children.

**PLT Level of Proficiency for Component**

(Add each column to get TOTAL POINTS)

- Total Pts Range of [1-4]—BEGINNING
- Total Pts Range of [5-7]—PRACTICING
- Total Pts Range of [8-9]—HIGH PERFORMING

**TOTAL PTS**

(Sum of Points for Beginning, Practicing, and High Performing Levels)

	Beginning (1)	Practicing (2)	High Performing (3)
<b>STUDENTS</b>	1 PT x _____ = _____ (# circled) (TOTAL pts)	2 PTS x _____ = _____ (# circled) (TOTAL pts)	3 PTS x _____ = _____ (# circled) (TOTAL pts)
<b>PROFESSIONAL DEVELOPMENT</b>	1 PT x _____ = _____ (# circled) (TOTAL pts)	2 PTS x _____ = _____ (# circled) (TOTAL pts)	3 PTS x _____ = _____ (# circled) (TOTAL pts)
<b>EXTERNAL PARTNERSHIPS</b>	1 PT x _____ = _____ (# circled) (TOTAL pts)	2 PTS x _____ = _____ (# circled) (TOTAL pts)	3 PTS x _____ = _____ (# circled) (TOTAL pts)
<b>FAMILIES</b>	1 PT x _____ = _____ (# circled) (TOTAL pts)	2 PTS x _____ = _____ (# circled) (TOTAL pts)	3 PTS x _____ = _____ (# circled) (TOTAL pts)



## Postsecondary Leadership Team (PLT) Assessment: Analyzing Results Protocol

- Take ten minutes to review your team’s results. Refer to the Rubric as necessary.
- Plot the overall rating per section in the table below.
- Thinking about the results and the work of your team, answer the guiding questions.
- Once completed, the team will come together to debrief and share out.

Component	What is your overall rating in this area?	Is there anything surprising in your results?	What does your evidence show?	What could be a goal to take this work to the next level?
<b>Students</b> <ul style="list-style-type: none"> <li>• College Match</li> <li>• Application Process</li> <li>• Financial Aid</li> </ul>				
<b>Professional Development</b> <ul style="list-style-type: none"> <li>• School Culture</li> <li>• Programming</li> <li>• Financial Aid</li> </ul>				
<b>External Partnerships</b> <ul style="list-style-type: none"> <li>• Collaboration and Engagement</li> <li>• Building Relationships</li> <li>• Student Impact</li> </ul>				
<b>Families</b> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Process</li> <li>• Financial Aid</li> </ul>				