



**Montana Board of Public Education
Performance Framework Rubric
Postsecondary Readiness (Grades 9–12 Only)**

Postsecondary readiness is demonstrated through evidence that students are graduating prepared for college and/or career opportunities, as reflected in academic preparation, advising and planning, participation in college or career pathways, and postsecondary outcomes, where available.

The Office of Public Instruction defines College and/or Career Readiness as 12th grade students having the skills, knowledge, and abilities needed to succeed in life after high school, whether that's college and/or career. This measure is based on benchmarks of success that include academic and content knowledge, cognitive and higher order thinking strategies, and critical thinking and problem solving. Below is the rubric used for the Accreditation process and measures how schools are ensuring students graduate college and/or career ready by either participating in the STARS Act or engaging in college and career readiness planning by graduation.

9. College and/or Career Readiness Opportunities	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<i>Guiding Question:</i> How is the school ensuring that students graduate college and/or career ready? 10.55.606(3) (High School)	☐ School has less than 5% of graduates at Level 1 of the STARS Act OR ☐ Less than 20% of all students by graduation have engaged in college and career readiness planning.	The school provided evidence of: ☐ 5% -10% of graduates at Level 1 of the STARS Act OR ☐ At least 20% of students engaged in college and career readiness planning by graduation	The school provided evidence of: ☐ 10.01%–15% of graduates performing at Level 1 under the STARS Act OR ☐ At least 50% of students engaged in college and career readiness planning by graduation	The school provided evidence of: ☐ At least 15% of graduates at Level 1 of the STARS Act OR ☐ At least 80% of students engaged in college and career readiness planning by graduation
DISTRICT MUST CHOOSE PRIOR TO SUBMISSION. (OPI will make STARS Act information available prior to submission) <u>GUIDANCE</u> Do not submit student work samples as evidence. Submit information from the cycle year or prior year. College and career readiness planning may happen in the 8th grade and can be utilized for this rubric. Engaging in College and Career Readiness Planning: A process that helps students make decisions throughout their academic journey, enabling self-discovery, career exploration, academic planning, and college preparation. It outlines a student's academic, personal, and career goals and maps out the steps required to achieve them.				
<u>SAMPLE EVIDENCE MAY INCLUDE</u> <u>STARS ACT:</u> <i>This information comes from Infinite Campus.</i> Engaged in College and Career Readiness Opportunities Sample Evidence May Include: Report that shows percentage of students AND/OR MCIS AND/OR Report from Level All				

The examples below are provided to illustrate the types of practices schools may use to demonstrate how students are prepared for college and career readiness. Schools may use different or additional strategies that meet the same intent.

Examples may include:

A. Academic Preparation

- Course offerings and instructional practices aligned to graduation requirements and postsecondary expectations
- Support for students to meet credit, assessment, and graduation requirements
- Opportunities for students to demonstrate readiness through coursework, assessments, or performance-based measures
- Academic advising to ensure students are on track for graduation and postsecondary options

B. College Readiness

- Opportunities for students to earn college credit through dual credit, Advanced Placement, or other postsecondary coursework
- Support for college entrance exams, applications, or placement requirements
- Guidance related to college selection, application processes, and enrollment steps
- Exposure to college expectations through campus visits, partnerships, or advising activities

C. Career Readiness

- Career exploration activities aligned to student interests and postsecondary goals
- Work-based learning opportunities such as internships, job shadowing, or industry partnerships
- Career and technical education pathways or credentials, where applicable
- Instruction or advising focused on employability skills and workforce readiness

D. Advising and Individualized Planning

- Individualized graduation or postsecondary plans reviewed with students
- Advising structures that support informed decision-making about college or career pathways
- Ongoing monitoring of student progress toward postsecondary goals
- Targeted supports for students who are not on track to graduate or meet readiness benchmarks

E. Monitoring and Outcomes

- Tracking graduation rates and completion of postsecondary readiness requirements
- Review of college enrollment, persistence, career placement, or credential attainment data, where available
- Use of outcome data to inform program improvements and student supports
- Documentation of postsecondary readiness efforts as part of continuous improvement processes

Optional Evidence Schools May Provide

- Documentation of the college-ready benchmark on the ACT composite, according to the Montana University System
- Documentation of CTE concentrators
- Documentation of completion, with a passing grade, of a dual enrollment course, Advanced Placement (AP), or International Baccalaureate (IB) course
- Documentation of military ready indicators, including ASVAB participation or results, as applicable
- Work-based learning documentation showing successful completion
- Graduation plans or advising documentation
- Course completion or credit attainment data
- Postsecondary enrollment, placement, persistence, or outcome data, where available