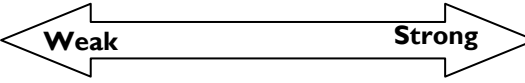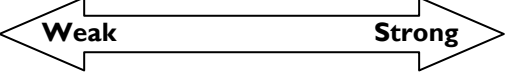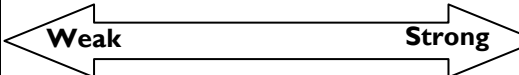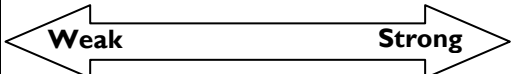# Framework for Assessing the Quality of Enrichment Programming

For the purposes of this rubric, "enrichment" is defined as instruction and programming in subjects other than the four standard core academic subjects (ELA, math, social studies, science) including but not limited to arts, music, health and fitness, technology, and foreign languages.

	Key Principles	Evidence of <u>Strong</u> Implementation	Evidence of <u>Weak</u> Implementation	Assessment
Support School-wide Priorities	Enrichment programming supports established school-wide priorities, building cohesion between core academics and other subjects to enhance student learning and outcomes.	• Enrichment provides opportunities for reinforcement and application of academic concepts • Explicit connections to curriculum frameworks • School has a clearly defined instructional focus that extends to enrichment through common language, instructional practices evident in each class	• Enrichment does not provide opportunities for reinforcement or application of academic concepts • Connection to frameworks is loose, haphazard, or non-existent • School has no clearly defined academic focus, or that focus is targeted only in core classes	Weak ←——————→ Strong **Notes:**
Build Mastery	Enrichment provides an opportunity for students to build mastery in content beyond core academic subjects, deepening skills and interests.	• School offers sequential programming, with classes that go into greater depth over time • Enrichment is taught by staff who have expertise in specialized content • Developmentally-appropriate level of student choice in selecting enrichment • Students are encouraged to pursue interests as they move through elementary, middle and high school	• School provides little or no opportunities for students to engage in and master content over time, with a lot of "one-off" enrichment programs • Enrichment staff don't have necessary content expertise • Students have limited or no opportunity to pursue interests of their choosing	Weak ←——————→ Strong **Notes:**
Ensure Consistency	Maintain the same school-wide expectations and norms across academic and enrichment courses.	• School leaders consistently message school-wide expectations for students, teachers, and partners in enrichment • Partners who teach enrichment are given supports from school about expectations, policies, and culture • Teachers and partners integrate common language and instructional strategies into enrichment classes that align with those used in core classes	• School does not reinforce the same expectations in enrichment as in core classes and/or has a second set of expectations for enrichment • Partners leading enrichment don't receive support on school-wide expectations, policies, and culture • Teachers and partners share little to no common language or instructional strategies, exhibiting weak alignment between core classes and enrichment classes	Weak ←——————→ Strong **Notes:**

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	Key Principles	Evidence of <u>Strong</u> Implementation	Evidence of <u>Weak</u> Implementation	Assessment
Assess and Monitor Quality	Enrichment quality is assessed, monitored, and continuously improved over time as students develop strong interests and it is clear which programs are successful.	• School analyzes feedback from students, teachers, and partners on enrichment experiences • School leaders visit enrichment classes to assess student learning/engagement and program quality • School sets criteria for "what good work looks like" for enrichment classes • Offerings are refined in response to needs identified through an analysis of academic and non-academic data • There is a designated school leader(s) responsible for managing enrichment programming options and their quality	• School does not assess the quality of enrichment or collect feedback from students, teachers, partners • School leaders rarely or never observe enrichment classes • Students, teachers, and partners do not know "what good work looks like" for enrichment • School has a vast menu of enrichment offerings that are not purposefully designed/selected • There is no designated school leader(s) responsible for managing the selection and quality of enrichment programming	Weak ⟵⟶ Strong **Notes:**
Build a Positive School Climate	Enrichment is leveraged as an opportunity to build and strengthen a positive school climate.	• Through enrichment, teachers and partners share their passions and build positive relationships with students • Enrichment classes are designed to culminate in a final product, performance, or presentation that provide opportunities for students to experience success and demonstrate learning in authentic ways • Enrichment programming provides opportunities for families and the broader community to engage in school	• Enrichment is not seen as a way to build relationships between students and adults • Enrichment classes have no consistent, formal way for students to demonstrate their learning and do not culminate in a final product, performance, or presentation • Families and the broader community are not informed about or included in enrichment programming	Weak ⟵⟶ Strong **Notes:**