



## Equity, Access, and Choice

The superintendent and board set the expectation that pathways will appeal to be used to engage and successfully serve any student regardless of his or her prior academic achievement, language proficiency, or postsecondary aspirations. No matter what pathway areas of focus and delivery models are established; students in the district have equal access to any pathway *based on interest alone*.

District leaders expect middle grade administrators and teachers to support students in making an informed pathway choice at the end of their 8th-grade year by ensuring that students are exposed to career opportunities in a variety of industry sectors and know their high school pathway options. As important, students are academically prepared to succeed in rigorous pathway programs of study and are assisted in making the transition from middle school to high school pathways.

### Reflect on Your Practice

- What supports and services has the district leadership team or individual departments on the team provided to promote equitable access and opportunity before?
- What checks and balances have been utilized to flag places where additional attention is needed to achieve equitable opportunity and achievement?

### Foundational Steps

- Reviewing the racial, gender, and socio-economic demographics in the district compared to the city.
- Reviewing and responding to the distribution of racial, gender, socio-economic, and ability demographics at schools across the district.
- Developing an agreed-upon process for regularly reviewing leadership team support and impact data across demographics and school sites.

## D2. Equity, Access, and Choice

	1 Emerging	2 Developing	3 Advancing	4 Transforming
<b>Policies and Practices that Ensure Equity, Access, and Choice</b>				
<b>D2.1 Practices that Promote Equity and Rigor</b>	The superintendent and cabinet members articulate that <b>equity and access are priorities</b> .	The director for secondary education, high school principals, and pathway teachers co-construct and agree upon a <b>set of district equity and access expectations</b> director of curriculum and instruction, to which they will all hold themselves mutually <b>accountable</b> . Proposed new pathways must ensure adherence to expectations before being approved.	The district curriculum and instruction director, director of secondary education, high school principals, and pathway teachers <b>assess</b> achievement of equity and access expectations by pathways, such as <b>proportionate representation</b> of students by gender, ethnicity, socioeconomic, geographical, ability and English language learner status.	The director of secondary education, high school principals, and pathway teachers collaboratively establish <b>data-driven mechanisms</b> to monitor issues of pathway equity and access and use data to make improvements, as necessary.
<b>D2.2 Policies that Ensure Access and Choice</b>	The superintendent and school board establish policies and procedures that support <b>school or pathway choice</b> .	The superintendent and school board establish policies and practices ensuring that all student populations, including English language learners, special education students, GATE students, and others, have <b>equitable access</b> to and receive the support they need to be successful in pathways.	The superintendent and school board establish policies and procedures that support issues related to student access and choice, including equitable participation in work-based learning (WBL) and transportation to/from pathway of choice and WBL opportunities.	In addition to items in previous columns, the superintendent and cabinet ensure that systems are in place to guarantee that the policies related to pathway access and student choice will be sustained over time.
<b>Middle School Preparation</b>				
<b>D2.3 Student Recruitment and Pathway Selection</b>	The directors of secondary education and communication work with middle school principals to establish and implement a set of multi-lingual, multimedia strategies for <b>marketing all pathway options to middle school students</b> and their families. Outreach strategies are implemented to emphasize the potential value that pathways have for every student.	The director of secondary education establishes equitable, randomized procedures to ensure that most, if not all, students can enroll in their <b>first or second choice</b> of pathways. The director devises procedures that allow students to <b>change pathways</b> at least once if they discover that their initial selection is not a good match.	The district Career Technical Education (CTE) and Curriculum and Instruction (C&I) directors, along with counselors and community partners, work with elementary and middle school teachers to develop a coordinated, sequenced series of <b>career exploration activities</b> that may include career speakers, videos, career investigations, and/or ways for middle school students to “experience” pathways.	In addition to items in previous columns, through the use of portfolios, multi-year <b>college and career success plans</b> , or other tools, the director of curriculum and instruction, middle school administrators, counselors, and teachers support students to reflect upon career exploration activities, interests, and career assessments to inform their pathway selection process and post-secondary plans.

	1 Emerging	2 Developing	3 Advancing	4 Transforming
<b>D2.4 Academic Preparation in Middle School</b>	The director of secondary education and director of curriculum and instruction establish structures to promote <b>collaboration among middle and high school teachers and principals</b> to vertically map curriculum and ensure that middle school students are academically ready to enter high school pathways.	Middle and high school teacher collaboration extends beyond vertically mapping curriculum to include mapping academic readiness as defined by grade-level proficiency in math and English language arts, engagement in single- and multi-disciplinary <b>project-based learning</b> , and meeting benchmarked levels of graduate profile competencies.	The director of curriculum and instruction collaborates with middle school teachers and principals to identify and/or create an <b>academic support curriculum</b> that aligns with the vertical map and selected academic readiness indicators.	In addition to work in previous column, the director of curriculum and instruction works with middle school administrators and teachers to <b>systematize the process</b> to identify, assess, support, and monitor the progress of each middle grade student who needs or requests academic support.