



# Leadership Commitment and Accountability

To plan and adopt a system of quality pathways, district and school leaders, the business community, local postsecondary institutions, labor unions, and community and parent groups commit to a shared vision and dedicate the necessary resources to put the vision into practice and sustain it.

Leaders commit to regular examination of pathway quality (see Pathway Framework), with the objective of moving each pathway to a high level of quality. Pathway improvement is directly aligned with and measured by student outcomes related to a set of college, career, and community readiness indicators. Leaders also commit to supporting ongoing pathway improvement.

## Reflect on Your Practice

- How have departments represented on the district leadership team divided leadership on a shared effort in the past?
- What kinds of agreements and strategies have been the most helpful for sharing and distributing leadership?

## Foundational Steps

- Gaining leadership team agreement on which departments should support which focus areas.
- Developing a process for collecting, storing, and reviewing district leadership team agreements and action plans.

# D1. Leadership Commitment and Accountability

	1 Emerging	2 Developing	3 Advancing	4 Transforming
<b>Leadership</b>				
<b>D1.1 Shared Vision and Commitment</b>	Superintendent and board assert a <b>clear vision</b> of preparing all students for college and career success. Business, postsecondary, community <b>leaders, and cabinet members embrace this vision</b> . The superintendent appoints a district <b>College and Career Readiness (CCR) Director</b> to lead and support these efforts,	District executive leadership collaborates with stakeholders to create and adopt a working draft of a college and career-ready <b>graduate profile</b> . Principal supervisor(s), site leaders, cabinet, <b>publicly endorse</b> the profile and serve as <b>champions</b> . The <b>CCR Director</b> supports pathway development as a <b>primary strategy</b> for implementing the profile and improving outcomes.	The CCR Director identifies, trains, certifies, and deploys a cadre of <b>pathway coaches and/or staff</b> who support pathway teams to implement the graduate profile and operate as communities of practice.	District leaders <b>align all district initiatives and priorities</b> with the vision and graduate profile. Cabinet members draft and approve <b>investments, processes, and procedures</b> that support pathway expansion. At least one cabinet member sits on a leadership team that supports the CCR Director and their team to implement pathways.
<b>D1.2 Communication and Messaging</b>	The district communication officer, along with district and school site leaders and community partners, establishes a comprehensive communication plan that begins with the vision and includes key messages for and strategies to engage a range of stakeholders.	Guided by the communication plan, the superintendent, school board members, the executive cabinet, school principals, and community leaders use consistent language to articulate to their constituents the vision and purpose for college and career readiness and how it aligns with other district priorities and initiatives.	Guided by the communication plan, the superintendent, school board members, the executive cabinet, school principals, and community leaders use consistent processes to elicit input on offerings and feedback on practice to ensure stakeholder support and effective implementation.	The plan places priority on the early engagement of teachers and site administrators, recognizing that the majority of the implementation of quality pathways falls squarely on their shoulders. It attends to the need for teachers and site administrators to have a deep understanding of pathway quality.
<b>D1.3 Distributed Leadership</b>	District leaders: <ul style="list-style-type: none"> <li>Allocate resources to form <b>pathway communities of practice</b> that commit to cross-sharing and learning to improve pathway quality.</li> <li>Carve out time for pathway and school <b>site leader communities of practice</b> to support the successful implementation of pathways.</li> </ul>	A <b>cross-district leadership team</b> that includes representative site and pathway leaders: <ul style="list-style-type: none"> <li><b>Develops a work plan</b> designating specific responsibilities to departments.</li> <li>Meets regularly to <b>address implementation challenges</b>, establishes supporting structures and processes, aligns resources, ensures two-way site-district communication, gathers and analyzes data.</li> </ul>	The cross-district leadership team builds relational trust, interrogates data, and openly acknowledges and <b>addresses institutionalized challenges</b> that serve as barriers to effective and equitable pathway expansion. <p><b>Invites outside partners</b> to offer alternative and valued perspectives, suggest creative solutions, provide necessary support, and help resolve issues.</p>	The superintendent, school board, and cross-district leadership team partner with a <b>formalized broad-based community coalition</b> that guides cross-sector strategy, helps to build community-wide alignment, leverages and influences policy.

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<b>D1.4 Board Support and Strategic Alignment</b>	The school board <b>proposes major goals</b> for all students to be ready for college, career, and community success. The school board introduces <b>resolutions</b> , policies, and investments that support a system of pathways.	The school board adopts the <b>graduate profile, related goals</b> , and approves resolutions, <b>policies, and investments</b> that support a system of pathways, balanced accountability aligned with the graduate profile, and increased equitable student access to quality pathways.	The board ensures that the adoption of pathways is <b>aligned with other district priorities, strategies, and plans</b> ; addresses conflicting or contradictory practices and policies; and strives to create an internal <b>confluence of efforts</b> organized around a single plan.	The board supports and receives reports about collaboration with community leaders to <b>leverage resources</b> , reduce duplication of efforts, <b>maximize capacity</b> , and <b>coordinate respective organizational plans</b> .

### Pathway Formation and Quality

<b>D1.5 Pathway Development/Expansion</b>	The CCR Director creates or <b>adopts a formalized process</b> for planning, developing, and supporting new pathways.	District executive leadership identifies a <b>target percentage</b> of students to be served by pathways by a particular year. In consultation with site and pathway leaders, the CCR Director creates a <b>projection chart</b> to plan for annual growth in schools, pathways, and grade levels.	District leaders, along with business, industry, workforce and economic development partners, ensure that the plan for expanding pathways focuses on <b>industry themes that align</b> with student interests and <b>regional workforce needs</b> .	Executive cabinet, district directors, and site principals continue to <b>dedicate the necessary resources and support</b> to ensure all pathways grow in enrollment and improve in quality to meet the target percentage by the target date.
<b>D1.6 Pathway Quality and Continuous Improvement</b>	District directors for curriculum, instruction, and secondary education support teacher leaders, site administrators, and pathways to commit to <b>continuous improvement</b> and assess current level of quality, set goals, and create action plans for improvement.	District executive leaders support pathway communities of practice to collaboratively <b>follow their action plans</b> for ongoing improvement of pathway quality.	District directors for curriculum, instruction, and secondary education monitor progress and dedicate resources to support pathway certification and sustain pathway <b>quality</b> ,	District leaders establish interventions to provide <b>intensive support</b> to pathways that do not reach quality certification expectations within a reasonable number of years, as well as <b>alternative actions</b> if they persistently fail to do so.

### Accountability

<b>D1.7 Data and Accountability</b>	The assessment and accountability officer and IT director manage <b>data collection systems</b> that allow site leaders and pathway teachers to <b>disaggregate</b> student data by pathway.	The district’s assessment and accountability officer and IT director establish mechanisms by which school and district administrators and pathway teachers <b>can access aggregated and disaggregated student data</b> for effective decision making and <b>continuous improvement</b> .	The district’s assessment and accountability officer supports communities of practice to explore multiple measures to demonstrate student progress pursue continuous improvement, and embrace reciprocal accountability for student outcomes.	The district’s assessment and accountability officer facilitates a process to establish K–12 benchmarks and common rubrics to routinize the practice of reviewing data and assessing student progress toward meeting graduate profile outcomes.
<b>D1.8 Success Indicators</b>	In lieu of adopted goals, site, district, and community <b>leaders discuss</b> educational, social/emotional, economic, and other indicators they would <b>expect to impact</b> as a result of implementing a system of career pathways, as well as the roles each leader and organization might play in supporting progress toward the indicators.	The cross-district leadership team <b>establishes an initial set of success indicators</b> to measure goal achievement and pathway impact. They facilitate a process to gather and record data for each of the indicators.	Community coalition confirms the indicators selected by the district, <b>adds indicators of community social and economic wellbeing</b> (e.g., incidents of juvenile crime, youth unemployment rates, youth voter registration rates), and creates cross-organizational <b>data sharing agreements</b> to populate a <b>data dashboard</b> .	The community coalition formalizes the format and use of a <b>data dashboard</b> , data collection and reporting processes, and communication strategies, and then <b>publicly shares progress</b> on the indicators to demonstrate mutual accountability and commitment to sharing responsibility for results.