



## Equity, Access, and Achievement

A college and career readiness pathway pursues both excellence and equity as mutual goals. A pathway establishes high achievement expectations for all students and practices non-discriminatory and inclusive policies, practices, and pedagogy. The pathway is equitably accessible to and serves well any interested student, regardless of race, ethnicity, gender, sexual orientation, socioeconomic status, special needs, or prior academic achievement. An equity-focused pathway intentionally reflects the diversity and strengths of its school, community, and district, and the grouping of its students is heterogeneous, flexible, and equitable.

### Reflect on Your Practice

- What supports and services have individuals on the pathway team provided to promote equitable access and opportunity?
- What checks and balances have been utilized to flag places where additional attention is needed to achieve heterogeneous interaction and achievement?

### Foundational Steps

- Reviewing the racial, gender, and socio-economic demographics in the pathway compared to the school.
- Developing a process for tracking and regularly reviewing disaggregated student enrollment, participation, and achievement data for all of the courses in the program of study.
- Drafting clear expectations regarding who is responsible for implementing
- which aspects of college planning and community engagement.

## P2. Equity, Access, and Achievement

1 Emerging	2 Developing	3 Advancing	4 Transforming
<b>P2.1 Open Access and Equitable Opportunities</b>			
<p>The pathway:</p> <ul style="list-style-type: none"> <li>Relies primarily on informal encouragement from counselors, teachers, family, or friends for recruitment.</li> <li>Attracts a privileged or otherwise homogeneous group of students.</li> <li>Uses prior academic achievement or background/history as criteria for enrollment.</li> <li>Establishes academic achievement requirements for students to continue within the pathway.</li> </ul>	<p>The pathway:</p> <ul style="list-style-type: none"> <li>Shifts its admissions process from random or informal student encouragement to one that is based on student choice.</li> <li>Develops plans to broaden recruitment efforts with middle school students.</li> <li>Develops a plan to ensure open access for all students.</li> <li>Assesses continuation criteria, such as GPA, for maintaining pathway participation.</li> </ul>	<p>The pathway:</p> <ul style="list-style-type: none"> <li>Establishes admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/history.</li> <li>Establishes admission processes and practices designed to ensure that students and their families can select the pathway based on informed choice and student interest.</li> <li>Uses diversity as a core principle underlying recruitment efforts with middle school students</li> <li>Ceases to track students once they are enrolled within the pathway and does not have academic achievement requirements to remain in the pathway.</li> </ul>	<p>In addition to achieving the Advancing criteria, the pathway:</p> <ul style="list-style-type: none"> <li>Includes students, business, and local community partners in formalized recruitment efforts.</li> <li>Establishes practices and policies to promote open access and diversity through collaboration with business and community partners.</li> </ul>
<b>P2.2 Diverse Student Representation</b>			
<p>The pathway:</p> <ul style="list-style-type: none"> <li>Designs admission processes and practices that yield a student demographic and achievement distribution that does not reflect efforts to achieve diversity.</li> </ul>	<p>The pathway:</p> <ul style="list-style-type: none"> <li>Demonstrates admission processes and practices that yield some early evidence of progress toward greater diversity with respect to student demographics and achievement distribution.</li> </ul>	<p>The pathway:</p> <ul style="list-style-type: none"> <li>Demonstrates admission processes and practices that have yielded one or two years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution.</li> </ul>	<p>In addition to achieving the Advancing criteria, the pathway's admission processes and practices:</p> <ul style="list-style-type: none"> <li>Results in multiple years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution.</li> </ul>
<b>P2.3 Promoting Equitable Achievement</b>			
<p>The pathway:</p> <ul style="list-style-type: none"> <li>Demonstrates data that are in the developmental stages of collection and/or analysis.</li> <li>Reviews data that may show inconsistent results in eliminating achievement gaps across groups.</li> </ul>	<p>The pathway:</p> <ul style="list-style-type: none"> <li>Demonstrates data that show at least one year of improvement in eliminating gaps across groups in some student performance indicators.</li> </ul>	<p>The pathway:</p> <ul style="list-style-type: none"> <li>Demonstrates data showing multiple years of improvement in eliminating gaps across most groups in most student performance indicators.</li> </ul>	<p>The pathway:</p> <ul style="list-style-type: none"> <li>Demonstrates data showing multiple years of improvement in eliminating gaps across all groups in most student performance indicators.</li> </ul>

**1 Emerging****2 Developing****3 Advancing****4 Transforming****P2.4 College Plan**

<p>Pathway teachers:</p> <ul style="list-style-type: none"> <li>■ Cooperate with counselors to assure that students enroll in and complete the required courses that will qualify them for college entrance.</li> <li>■ Share their personal knowledge about college options.</li> </ul>	<p>In addition to the previous column, the pathway team:</p> <ul style="list-style-type: none"> <li>■ Collaborates with counselors to help students set individualized postsecondary goals.</li> <li>■ Collaborates with counselors to provide counseling or advisement to students about college eligibility and admission.</li> </ul>	<p>In addition to the previous column, the pathway team:</p> <ul style="list-style-type: none"> <li>■ Collaborates with counselors and families to support all pathway students in creating an individualized postsecondary plan to reach their goals.</li> <li>■ Establishes a college-going culture by providing tools, processes, and activities that empower students to assess their postsecondary options and make informed decisions.</li> </ul>	<p>In addition to the practices outlined in the Advancing category, the pathway team regularly reviews data to determine whether:</p> <ul style="list-style-type: none"> <li>■ All pathway students identified postsecondary goals and created an individualized plan to reach those goals.</li> <li>■ Students are provided with tools, processes, and activities to execute postsecondary plans and monitor progress.</li> </ul>
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**P2.5 College Access Continuum**

<p>The pathway:</p> <ul style="list-style-type: none"> <li>■ Provides ad-hoc college access experiences for some students at some grade levels.</li> </ul>	<p>As described in the College and Career Readiness Classroom Framework, the pathway:</p> <ul style="list-style-type: none"> <li>■ Provides students with sequenced college access experiences that span the continuum from college awareness, college exploration, college preparation, to college participation.</li> <li>■ Provides college access opportunities at each pathway grade level.</li> </ul>	<p>In addition to the previous column, the pathway:</p> <ul style="list-style-type: none"> <li>■ Implements a sequenced plan that guides teacher practice and curriculum development to build student capacity in the organization and study skills needed to succeed at a postsecondary institution.</li> <li>■ Provides college access opportunities at each pathway grade level in alignment with the needs identified by postsecondary partners.</li> </ul>	<p>In addition to achieving the Advancing criteria, the pathway:</p> <ul style="list-style-type: none"> <li>■ Provides students with opportunities to learn about and analyze the changing demands for future trends of postsecondary degrees, certifications, and micro-badges.</li> <li>■ Uses a formalized process to regularly gather input from post-secondary partners regarding the quality of student preparation for and participation in postsecondary articulation learning experiences.</li> </ul>
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**P2.6 Community Engagement Continuum**

<p>The pathway:</p> <ul style="list-style-type: none"> <li>■ Provides ad-hoc community engagement experiences for some students.</li> </ul>	<p>As described in the College and Career Readiness Classroom Framework, the pathway:</p> <ul style="list-style-type: none"> <li>■ Provides students with sequenced community engagement experiences that span the continuum from community awareness, community exploration, community preparation, to community participation.</li> <li>■ Provides community engagement opportunities at each pathway grade level.</li> </ul>	<p>In addition to the previous column, the pathway:</p> <ul style="list-style-type: none"> <li>■ Implements a sequenced plan that guides teacher practice and curriculum development and culminates in increased social capital as well as civic, digital, and financial literacy for all students.</li> <li>■ Provides opportunities at each pathway grade level for all students, in alignment with the civic, digital, and financial needs identified by community partners.</li> </ul>	<p>In addition to achieving the Advancing criteria, the pathway:</p> <ul style="list-style-type: none"> <li>■ Provides students with opportunities to learn about and analyze the growing need for and future trends of civic, digital, and financial literacy.</li> <li>■ Uses a formalized process to regularly gather input from community partners regarding the quality of student preparation for and participation in community engagement learning experiences.</li> </ul>
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