



## Define Student Success

It is important to have clarity about the outcome you are aiming for at the onset. It is the site leader's responsibility to articulate and transparently communicate the student success goals the school site is striving for and holding itself accountable to. Clearly defined outcomes also allow the leader to construct an effective support structure and productively evaluate services. The definition of success is not static. As education and industry standards change, so should student success outcomes.

### Reflect on Your Practice

- How have individuals on the leadership team helped identify the competencies needed for success in the past?
- How have team members used data to inform practice in the past?
- What kinds of data have been the most helpful for guiding planning?
- What would it take to create a unified, high-level set of expectations for student success?

### Foundational Steps

- Agreeing on which data should be prioritized for which focus areas.
- Incorporating into the school information system a place for storing agreed upon college and career readiness data by pathway and developing a process for monitoring the data input and generating reports.

# SL1. Define Student Success

1 Emerging	2 Developing	3 Advancing	4 Transforming
<b>SL1.1 Shared Vision</b>			
<p>Site leaders:</p> <ul style="list-style-type: none"> <li>Articulate a clear school vision that all students will graduate prepared for college <i>and</i> career. Collaboratively establish school-wide learning outcomes aligned with the district graduate profile.</li> <li>Develop a set of pathway-specific student learning outcomes that are aligned with the site and district learning outcomes.</li> <li>Convene a site leadership team consisting of pathway leads, the administrative team, counselor(s), campus work-based learning coordinators, and consultants to regularly review and support the pathway implementation process.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Build the pathway development work based on the school board's vision of a college and career-ready <b>graduate profile</b>. Publicly endorse the profile and serve as visible champions of it.</li> <li>Review pathway programs of study to ensure they are designed to facilitate the achievement of the pathway, site, and district learning outcomes.</li> <li>Clarify leadership team purpose and goals and provide the meeting time, space, and support to accomplish the goals.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Help implement, assess, and <b>revise site learning outcomes</b> in light of data on student performance and current college and industry standards.</li> <li>Ensure each pathway has the assigned instructional faculty needed to implement the program of study.</li> <li>Convene regular leadership team meetings with formal agendas and outcomes.</li> </ul>	<p>In addition to achieving the Advancing criteria, the site leadership team:</p> <ul style="list-style-type: none"> <li>Drafts a <b>communication plan</b> to share the school's commitment to college and career readiness (CCR), so the broader community understands how CCR is the lynchpin of the school's approach to increased achievement.</li> <li>Uses revisions in student learning outcomes to inform changes to curriculum, instruction, and assessment.</li> <li>References learning outcomes when planning supports, reviewing data, and determining progress.</li> </ul>
<b>SL1.2 Success Structures</b>			
<p>Site leaders:</p> <ul style="list-style-type: none"> <li>Develop a culture of college and career success by publicly sharing rigorous graduation expectations.</li> <li>Set and monitor an expectation that counselors and pathway staff meet with all students and their families to help students create an individualized 6- to 10-year college and career plan.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Help align pathway program(s) of study with the eligibility requirements of the local college system(s) and industry standards.</li> <li>Ensure all students create and monitor an individualized future plan that includes college and career goals and action steps.</li> </ul>	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> <li>Extend pathway course offerings through dual enrollment or vertical articulation agreements with local post-secondary institutions.</li> <li>Provide a schoolwide virtual process that allows students' action plans to follow-them to the next grade level so they can track progress over multiple years and make revisions annually.</li> </ul>	<p>In addition to achieving the Advancing criteria, site leaders:</p> <ul style="list-style-type: none"> <li>Support counselors, and pathway leads to facilitate student completion of college and industry requirements by meeting with them regularly to review progress and refine practices.</li> <li><b>Publicly share school and pathway progress</b> on goals and indicators, encouraging stakeholder feedback and input.</li> <li>Support the connection of high school counselors with advisors from the college level to facilitate post-secondary articulation and streamlined registration.</li> </ul>

## 1 Emerging

## 2 Developing

## 3 Advancing

## 4 Transforming

### SL1.3 Assessing Achievement

Site leaders:

- Provide access to student level data and support pathway teams to conduct annual reviews of student progress.
- Adopt a stance and practice of self-reflection and continuous improvement.
- Ensure data are collected by pathway(s) through the student information system or another platform, including but not limited to:
  - Number of pathway students;
  - Grade Point Average (GPA);
  - Career Technical Education (CTE) completer rate;
  - Graduation rate;
  - College bound rate;
  - Number of internships;
  - Number of industry certifications; and
  - Number of dual or articulated enrollments.

In addition, site leaders:

- Support pathway teams to meet at least quarterly and analyze performance and learning outcome data to inform improvements in instruction and assessment.
- Conduct self-assessments using the **Site Framework** to identify areas of strength and areas needing improvement.
- Formalize the use of a **data dashboard** along with data collection and reporting processes.

In addition, site leaders:

- Embrace reciprocal accountability for student outcomes and teacher capacity and get feedback from teachers to see if adequate training or support was provided and adjust practices accordingly.
- Annually review Site Framework self-assessment data and draft an improvement action plan.
- Meet semi-annually to analyze pathway implementation progress, teacher capacity, as well as student participation and performance data, and identify pathway areas of strength and challenge across the campus.

In addition to achieving the Advancing criteria, site leaders:

- Provide the district assessment and accountability officer and IT director access to student data **disaggregated** by pathway.
- Collaborate with the district to create a districtwide process and practice of reviewing data and assessing student progress toward meeting graduate profile outcomes.