Ensure Equity

Inequitable outcomes are often predicated by inequitable opportunities. To increase the number of achieving students, site leaders must examine who has access to the resources and learning that makes a difference. College and career readiness depends upon students being able to select pathways of their interests, partake of work-based learning (WBL) opportunities, and receive targeted support and academic preparation aligned with surfaced needs. Monitoring who receives access, support, and preparation will help close the opportunity gap and increase college and career readiness for all.

Reflect on Your Practice

- What have individuals on the site leadership team done in the past to increase other's ability to address the needs of traditionally underserved students?
- What supports and services have team members provided to promote equitable access and opportunity for programs or opportunities across campus?
- What checks and balances have been utilized to flag places where additional attention is needed to increase achievement?

Foundational Steps

- Reviewing the racial, gender, and socio-economic demographics at the school compared to the district.
- Reviewing and responding to the distribution of racial, gender, socio-economic, and ability demographics in pathways across the campus.
- Determining an agreed-upon process for regularly reviewing disaggregated enrollment and outcome data across pathways and responding to it.

SL2. Ensure Equity

1 Emerging	2 Developing	3 Advancing	4 Transforming
SL2.1 Access and Choice			
Site leaders: ■ Regularly review the school's demographics along with the neighborhood, district, and city demographics. ■ Ensure counselors are versed in all pathway options and utilize district multi-lingual, multimedia resources for **marketing pathway options to middle school students** and their families.	In addition, site leaders: ■ Include statements about student equity in the school's mission, vision, and goals. ■ Establish procedures to ensure students can enroll in their **first or second choice** of pathway and devise processes that allow students to **change pathways** at least once if they discover that their initial selection is not a good match.	In addition, site leaders: ■ Consistently message in public settings and in private team and one-to-one meetings, the belief that all students can achieve at high levels regardless of their background. ■ Ensure the school is successful in recruiting student cohorts to each pathway that reflect the overall demographics of the community.	In addition to achieving the Advancing criteria, site leaders: ■ Establish policies and procedures that rectify issues related to access and choice, including equitable transportation to/from dual enrollment and WBL opportunities. ■ Equitably provide pathways with well-designed webpages to share their programs of study, partnerships, and contact information.
SL2.2 Student Support			
Site leaders: ■ Ensure a rigorous curriculum is provided to all students. ■ Develop, in conjunction with the site leadership team, intervention and acceleration support services. ■ Publicly convey clear messages about the value of relationships, student voice, student engagement, and student support.	In addition, site leaders: ■ Establish school policies and processes that enable pathways to readily access support services that address the unique needs of all students including English language learners (ELL), special education students (SPED), Gifted and Talented Education (GATE) students. ■ Provide a continuum of support services that address the needs of different types of learners and support students to meet rigorous requirements. ■ Build systems to conduct **student and family** surveys and provide student engagement, motivation, and interest assessments.	In addition, site leaders: ■ Support pathways to adopt pro-active **student agency** development and differentiated instruction scaffolds to increase student success. ■ Use early-warning systems to proactively identify and assist students in need of additional support. ■ Refine administrative support services and during, before, and after school program offerings based on assessment data and **student and family** feedback.	In addition to achieving the Advancing criteria, site leaders: ■ Support pathways to regularly access district and community technical assistance, as needed. ■ Work to uncover and eliminate institutionalized inequities that hinder student achievement. ■ Encourage teachers to use the Pathway Community of Practice Continuum to assess and refine lesson plan design and revision based on student work review.

1 Emerging	2 Developing	3 Advancing	4 Transforming
SL2.3 Academic Preparation			
Site leaders: ■ Meet with each pathway to encourage self-assessment against Pathway Framework standards and action plan development in challenge areas. ■ Publicly commit to developing pathway-teams' industry theme knowledge base.	In addition, site leaders: ■ Review assessments and action plans with teams. Map the degree to which existing pathways vary in quality and provide professional development based on patterns of need. ■ Provide school space to host industry panels and guest speakers. Provide processes to support teachers going off campus to participate in externships.	In addition, site leaders: ■ Hold pathways accountable for improving student outcomes while allowing for pathway flexibility in determining the curriculum, instructional practices, and pacing used to achieve outcomes. ■ Encourage use of industry principles, habits of work, and best practices from a pipeline of positions beyond just entry-level with ranging educational requirements and salaries.	In addition to achieving the Advancing criteria, site leaders: ■ Ensure that work-based learning experiences are regularly reviewed by industry partners and updated to reflect current labor market trends and professional standards. ■ Ensure that college access experiences are regularly reviewed by post-secondary partners and updated to reflect new college acceptance, industry certification, and graduation requirements. ■ Encourage extended and enriched learning opportunities such as clubs like Health Occupations Students of America (HOSA), and industry competitions that hold students accountable to rigorous standards.