

## Pathway Certification Tool

Version —July 2009

**Purpose:** The Pathway Certification Tool is designed to guide the review and certification of pathways in California high schools that are of high quality and faithful to the ConnectEd guiding principles and core components, listed below.

### Guiding Principles

1. Pathways prepare students for postsecondary education and career.
2. Pathways connect academics to real-world applications.
3. Pathways lead to a full range of postsecondary opportunities.
4. Pathways improve student achievement.

### Core Components

1. **A challenging academic component** prepares students for success—without remediation—in California's community colleges and universities, as well as in apprenticeships and other postsecondary programs.
2. **A demanding technical component** delivers concrete knowledge and skills through a cluster of four or more technical courses.
3. **A work-based learning component** offers opportunities for students to learn through real-world experiences.
4. **Support services** include counseling; supplemental instruction in reading, writing, and mathematics; and other services to help students succeed with a challenging program of study.

### How to Use This Tool

This tool is designed for multiple purposes. The *quality criteria* describe the conditions that must be met for certification. The *quality indicators* list possible ways by which reviewers would know that the conditions have been met. When reviewers examine documentation and visit the school site during the certification process, they will look at the *quality indicators* to determine the degree to which a pathway meets the

expected *quality criteria*. The tool also may be used by pathway teams to guide pathway design and implementation.

### Pilot Phase

The period from 2009 to 2011 will serve as a pilot implementation phase for this Pathway Certification Tool. During this 2-year period, we expect to certify at least 20–30 pathways; refine the tool based on feedback from schools, districts, and partners; secure endorsements from several partner organizations; and validate the tool and process.

### Acknowledgements

ConnectEd thanks colleagues from the National Academy Foundation (NAF), Career Academy Support Network (CASN), and National Career Academy Coalition (NCAC) for providing thoughtful feedback on draft versions of this Pathway Certification Tool and allowing us access to related documents that informed its development. There was an explicit effort to align quality criteria in this tool with the NCAC Self-Assessment Rubric for Career Academies, which is based on the National Standards of Practice for Career Academies that were jointly developed by the above partners, among others. The National Standards of Practice are noted *in italics* throughout this document and accessible at [www.ncacinc.com](http://www.ncacinc.com).

### Certification Elements and Quality Criteria

1. Pathway Design
  - 1.1. Principles
    - 1.1.1. Focus on college and career
    - 1.1.2. Connect academics to real-world applications
    - 1.1.3. Lead to a full range of postsecondary options
    - 1.1.4. Increase student achievement
    - 1.1.5. Raise student aspirations and commitment

- 1.2. Design Structure
  - 1.2.1. Pathway theme
  - 1.2.2. Program of study
  - 1.2.3. Pathway coherence
  - 1.2.4. Pathway size
  - 1.2.5. Student recruitment and selection
  - 1.2.6. Cohort scheduling
  - 1.2.7. Staff collaboration
  - 1.2.8. Postsecondary articulation
- 1.3. Governance
  - 1.3.1. Advisory board with broad representation
  - 1.3.2. Student voice
  - 1.3.3. Parent involvement
- 2. Engaged Learning
  - 2.1. Academic Core
    - 2.1.1. Standards-aligned curriculum
    - 2.1.2. College-preparatory
    - 2.1.3. Real-world relevance
  - 2.2. Technical Core
    - 2.2.1. Demanding technical component
    - 2.2.2. Standards-aligned curriculum
    - 2.2.3. Skill demonstration and certification
  - 2.3. Integrated Curriculum
    - 2.3.1. Multidisciplinary integrated curriculum
    - 2.3.2. Horizontal alignment
    - 2.3.3. Vertical alignment
    - 2.3.4. Habits of Mind/SCANS/21st-Century Skills
    - 2.3.5. Citizenship
  - 2.4. Instruction and Assessment
    - 2.4.1. Project-based approach
    - 2.4.2. Authentic assessment
    - 2.4.3. Balanced assessment
  - 2.5. Work-Based Learning
    - 2.5.1. Coordinated, sequenced, and scaled
    - 2.5.2. Connected to academic and technical coursework
  - 2.6. Support Services and Personalization
    - 2.6.1. Pathway orientation and transition
    - 2.6.2. Supportive atmosphere
    - 2.6.3. Student engagement
    - 2.6.4. Individualized support structures
    - 2.6.5. Differentiated instruction
    - 2.6.6. Academic intervention
    - 2.6.7. Guidance and counseling
    - 2.6.8. College and career planning
- 3. System Support
  - 3.1. District Policies
    - 3.1.1. Pathway choice, equity, and transportation
    - 3.1.2. Recruitment and hiring practices
    - 3.1.3. Accountability and autonomy
  - 3.2. Leadership
    - 3.2.1. Support from school board and superintendent
    - 3.2.2. Support from site administration
  - 3.3. Professional Development
    - 3.3.1. Teacher professional development
  - 3.4. Qualified Staff
    - 3.4.1. Skilled teachers
    - 3.4.2. Teacher leader/pathway coordinator
    - 3.4.3. Work-based learning coordinator
    - 3.4.4. Support from non-pathway staff
  - 3.5. Funding and Facilities
    - 3.5.1. Funding
    - 3.5.2. Physical space
    - 3.5.3. Facilities, equipment, and materials
  - 3.6. Partnerships
- 4. Evaluation and Accountability
  - 4.1. Student Assessment
    - 4.1.1. Data collection and reporting
    - 4.1.2. Career readiness data
  - 4.2. Pathway Evaluation
    - 4.2.1. Evidence of impact
    - 4.2.2. Periodic review and improvement plan
    - 4.2.3. Postsecondary tracking

**1. PATHWAY DESIGN**

**1.1 Principles**

**1.1.1. Focus on college and career:** Pathway is designed to prepare students for college *and* career, not just one or the other. Pathway enables students to complete college entrance requirements as well as acquire career skills so that they may enroll in any form of postsecondary education or training that suits their career goals and aspirations.  
*Standard I*

- Pathway design, vision, mission, and stated goals clearly articulate the importance of providing students with a full range of postsecondary options, including 2-year certificate and degree programs, 4-year degree programs, apprenticeships, the military, and formal employment training.
- As detailed in Section 2.1.2, the pathway, by design, offers the courses required by state colleges and universities to become eligible for admission.
- As detailed in Elements 2.2 and 2.5, the pathway, by design, provides coursework and experiences that nurture students' development of industry knowledge, skills, and competencies that result in better employment opportunities and higher earnings.

**1.1.2. Connect academics to real-world applications:** Pathway integrates challenging academics with a demanding technical curriculum. It alters *how* core academic subjects are taught; it does not lower expectations about *what* is taught. Students master high-level academics through the power of applying knowledge in a real-world context.  
*Standard VII*

- As detailed in Sections 2.1.1 and 2.2.2, all academic and technical coursework delivered through the pathway is aligned with standards.
- As detailed in Element 2.3, teachers across academic and technical disciplines regularly use problem- and project-based teaching and learning strategies to deliver interdisciplinary curriculum and assess student learning through projects and assessments that reflect the pathway's career theme.
- As detailed in Element 2.5, work-based learning experiences provide robust and authentic opportunities to apply classroom learning in the workplace.

**1.1.3. Lead to a full range of postsecondary options:** Pathway does not sort and track students in ways that limit their options after high school. Rather, participation leads to the full range of postsecondary options—2- and 4-year college, apprenticeship, formal employment training, and the military.  
*Standard II*

- Pathway students are made aware of the full range of postsecondary options available to them and develop a college and career plan to guide them in meeting their individual goals.
- Students can articulate their postsecondary options and know the eligibility criteria and benefits of each.
- Annually, an increasing percentage of pathway students graduate high school having met the admission criteria to enter any postsecondary option.

Element	Quality Criteria	Quality Indicators
	<p><b>1.1.4. Improve student achievement:</b> Pathway challenges students to meet their potential by expecting them to complete a rigorous program of study; offering them substantial support services; and nurturing their success by promoting strong relationships among students and their peers, teachers, and other professionals. <i>Standards I, IX</i></p>	<ul style="list-style-type: none"> <li>• Pathway staff holds high expectations for the achievement of all pathway students.</li> <li>• The pathway has a written vision, mission, and outcomes that are available to, and known by, all stakeholders and that are used regularly as a filter through which pathway decisions are weighed. These guiding documents clearly set priorities for student achievement.</li> <li>• Analysis of pathway student data, including GPAs, CAHSEE and CST scores, and formative and summative course assessments, reveal improved student achievement.</li> </ul>
	<p><b>1.1.5. Raise student aspirations and commitment:</b> Pathway seeks to increase the level of students' motivation while in high school with special emphasis on encouraging students to set their sights high. <i>Standard I</i></p>	<ul style="list-style-type: none"> <li>• Pathway vision, mission, and outcomes reflect high expectations for all students.</li> <li>• Pathway staff consistently and frequently communicates, through words and deeds, high expectations to all students.</li> <li>• Pathway maintains a culture of success and academic mastery by encouraging (or requiring) students to continue to revise and resubmit their work until they achieve mastery.</li> </ul>
<p><b>1.2 Design Structure</b></p>	<p><b>1.2.1. Pathway theme:</b> Pathway represents a broad theme that can appeal to and engage a student, regardless of his or her prior academic achievement and postsecondary aspirations. The theme has been thoughtfully selected based on student interest and several other criteria, which may include teacher expertise, regional workforce needs, existence of related career-technical education course sequences, articulation opportunities with nearby postsecondary institutions, and the interest of industry partners. <i>Standard VIII</i></p>	<ul style="list-style-type: none"> <li>• Pathway theme is clearly defined and based on one or a combination of California's major industry sectors.</li> <li>• Pathway theme is neither too narrow to limit student options (e.g., animation) nor too broad to define a coherent program of study (e.g., arts and humanities).</li> <li>• Pathway theme reflects career interests that have been identified by students.</li> <li>• Pathway theme reflects local labor market needs.</li> <li>• Pathway theme selection also takes into account other factors including facilities, budget, postsecondary articulation, industry and community resources, and staff interest.</li> </ul>

Element	Quality Criteria	Quality Indicators
	<p><b>1.2.2. Program of study:</b> Pathway consists of a 4-year program of study that includes core academic courses and at least one technical course at each grade level. By design, the curriculum is sequenced and coordinated. <i>Standards II, VII</i></p>	<ul style="list-style-type: none"> <li>• The program study adequately considers and accommodates the range of student goals and interests and provides opportunities to meet them.</li> <li>• The program of study is neither too prescriptive to limit student options (i.e., all students take exactly the same courses) nor too loosely organized to lack cohesion.</li> <li>• As detailed in Elements 2.3.2 and 2.3.3, the curriculum is aligned horizontally and vertically.</li> <li>• Pathway courses provide accelerated postsecondary transitions and appropriate industry certification, when available.</li> </ul>
	<p><b>1.2.3. Pathway Coherence:</b> Pathway is designed intentionally to draw connections and build relationships on many levels. Students view the pathway as a coherent, comprehensive experience, rather than consisting of many disassociated parts.</p>	<ul style="list-style-type: none"> <li>• Students can articulate the connections between college and career, academic and technical coursework, coursework and work-based learning, both coursework/work-based learning and the pathway theme, middle school and high school experiences, and high school and postsecondary opportunities.</li> <li>• Students can cite meaningful relationships among pathway peers, among pathway staff, and between students and teachers, students and workplace/community partners, and teachers and workplace/community partners. These relationships are based upon a common interest in learning and commitment to student success and are maintained over multiple years.</li> </ul>
	<p><b>1.2.4. Pathway size:</b> The pathway is sufficiently small in size to facilitate the development of a personalized, supportive learning environment where each student’s learning needs are known and addressed, and yet large enough to support scheduling needs. <i>Standard II</i></p>	<ul style="list-style-type: none"> <li>• The pathway enrolls between 300–500 students. If pathway enrolls fewer students, then staff has adequately addressed scheduling needs (i.e., offering a full range of academic and technical courses, maintaining pure classes, ensuring cohort scheduling, etc.).</li> <li>• A structured, personalized learning environment supports the development of meaningful, sustained relationships among and between students and teachers.</li> <li>• Students report feeling that the pathway is a “family.”</li> <li>• Every student is known well by at least one adult in the pathway.</li> <li>• Teachers know students’ individual learning strengths and challenges and provide academic supports, as needed, in a timely fashion.</li> </ul>
	<p><b>1.2.5. Student recruitment and selection:</b> Pathway’s student recruitment and selection process is formalized and ensures open access to students who volunteer for the pathway based on their interests. Pathway demographics reflect those of the school and district. <i>Standard II</i></p>	<ul style="list-style-type: none"> <li>• A strategic effort is made to recruit a broad range of students, including at-risk, minority, English learners, special education, gifted and talented, and low-income youth, as well as non-traditional students (e.g., females for construction careers).</li> <li>• No GPA entry requirement exists, and no students are excluded from the pathway because of prior low achievement.</li> <li>• There is a written process for selecting pathway students.</li> <li>• Clear guidelines describe a widely available recruitment and selection process and orientation for new students and their parents/guardians.</li> </ul>
	<p><b>1.2.6. Cohort scheduling:</b> Most pathway courses are “pure” to enable flexible use of class time and instructional methodologies that promote multidisciplinary projects. <i>Standard II</i></p>	<ul style="list-style-type: none"> <li>• During the master scheduling process, site administrators set priorities for the creation of “pure” pathway classes (i.e., limited to pathway students).</li> <li>• The pathway maintains a specialized, flexible schedule that supports the pathway’s unique programmatic needs.</li> </ul>

Element	Quality Criteria	Quality Indicators
	<p><b>1.2.7. Staff collaboration:</b> School and pathway leadership nurtures a professional learning community among staff that encourages frequent and effective collaboration for purposes of program coordination, curricular integration, and resolution of student problems. <i>Standard V</i></p>	<ul style="list-style-type: none"> <li>• During the master scheduling process, site administrators set priorities for establishing common planning time for grade-level teams of pathway teachers.</li> <li>• Grade-level cohort teams of technical and academic pathway teachers have ample, structured time (generally a common planning period) during the regular school day to use data and formative and summative assessments of student work to inform instruction; develop curriculum maps; design multidisciplinary projects; discuss student progress and develop strategies to support struggling students; ensure vertical and horizontal alignment; and engage in professional development.</li> <li>• Teacher teams use common planning time effectively.</li> </ul>
	<p><b>1.2.8. Postsecondary articulation:</b> Pathway promotes a seamless transition to postsecondary education and training options through articulation agreements, dual enrollment, and other formal and informal activities. <i>Standard VII</i></p>	<ul style="list-style-type: none"> <li>• Articulation agreements have been developed with local community colleges (as well as 4-year universities and other postsecondary institutions) so that pathway students can earn college credit for successful completion of advanced, high school pathway courses.</li> <li>• Pathway has formalized agreements with local community colleges (as well as 4-year universities and other postsecondary institutions) for students to take advantage of concurrent enrollment and dual credit options that allow pathway students to earn college credit for completion of college courses while still in high school.</li> <li>• District, school, or pathway personnel address student transportation needs, fee waivers, cost of college textbooks, student support, and other issues that might impede student success.</li> </ul>
<p><b>1.3 Governance</b></p>	<p><b>1.3.1. Advisory board with broad representation:</b> An active advisory board meets regularly to set policies, develop resources, and advise the program of study. It includes representation from involved employers, students, parents, higher education and community partners, pathway staff, and district and site administration. <i>Standards II, VI</i></p>	<ul style="list-style-type: none"> <li>• Advisory board members interface directly with the broad-based community coalition established at the district-community level to guide pathway design and implementation.</li> <li>• Advisory board meets at least quarterly.</li> <li>• Representatives from each stakeholder group participate actively and regularly in meetings.</li> <li>• At least 50% of advisory board members represent business/industry, with a larger percentage preferred.</li> <li>• Board incorporates viewpoints from all its members.</li> <li>• Board members serve as pathway champions and advocates in the community.</li> <li>• Board members, particularly non-district employees, assume major responsibility for fund development, employer engagement, and community liaison work.</li> <li>• Board members represent the needs and interests of the community.</li> </ul>
	<p><b>1.3.2. Student voice:</b> Students have avenues through which they can provide input into the pathway policies and practices. <i>Standard VI</i></p>	<ul style="list-style-type: none"> <li>• Students are represented on the pathway advisory board and other decision-making bodies.</li> <li>• Pathway staff solicits input from students to improve program delivery.</li> <li>• Pathway leaders value student input.</li> </ul>
	<p><b>1.3.3. Parent involvement:</b> Pathway staff makes an ongoing effort to engage parents as active partners in their students' education and in the pathway. Parents are adequately prepared for their involvement. <i>Standard V</i></p>	<ul style="list-style-type: none"> <li>• Through formalized structures, parents/guardians of pathway students are actively involved in program development, implementation, leadership, and decision-making.</li> <li>• Through established support systems, parents/guardians are aware of their students' performance and provided with tools and information to support students' success.</li> <li>• Pathway and/or the school have a parent liaison who assists with parent outreach and engagement.</li> <li>• Translators are available, as needed, for all parent meetings and pathway activities and events to which parents are invited.</li> <li>• Communications to parents/guardians are sent in students' home languages, as needed.</li> </ul>

Element	Quality Criteria	Quality Indicators
---------	------------------	--------------------

**2. ENGAGED LEARNING**

<p><b>2.1 Academic Core</b></p>	<p><b>2.1.1. Standards-aligned curriculum:</b> The academic curriculum is aligned to state standards and designed to lead to student mastery on standardized tests as well as on more authentic assessment measures. <i>Standard VII</i></p>	<ul style="list-style-type: none"> <li>• All pathway students are expected to master state standards and to demonstrate their mastery on standardized tests as well as through more authentic forms of assessment.</li> <li>• Curriculum is developmentally appropriate; inquiry-based; balances student-centered work with teacher-directed activities; and promotes authentic learning.</li> <li>• Academic pathway teachers promote the development of Habits of Mind/SCANS/21st-Century Skills by utilizing problem- and project-based instruction that requires students to demonstrate teamwork, communication skills, leadership, technology, resource management, project planning, etc.</li> </ul>
	<p><b>2.1.2. College-preparatory curriculum:</b> A demanding pathway program of study prepares students for success—without remediation—in California’s community colleges and universities, as well as in apprenticeships and other postsecondary programs. <i>Standard VII</i></p>	<ul style="list-style-type: none"> <li>• Academic core curriculum prepares students for the full range of postsecondary options, without remediation.</li> <li>• By design, the pathway includes most, if not all, of the mathematics, science, English, social science, and foreign language courses that make students eligible for admission to the state’s colleges and universities (a-g requirements).</li> <li>• Pathway students have access to advanced, honors, AP, IB, and other college-level courses.</li> </ul>
	<p><b>2.1.3. Real-world relevance:</b> Academic core courses deliver standards-based content through authentic, career-related applications. <i>Standard VII</i></p>	<ul style="list-style-type: none"> <li>• Core academic teachers relate their content to the pathway’s theme, when possible.</li> <li>• Teachers collaborate to develop multidisciplinary projects and lessons.</li> <li>• Pathway students can articulate the relationship between what they are learning in school and its application in the world outside of school.</li> <li>• Academic and technical curricula are integrated, in both directions, and course content is both rigorous and relevant.</li> <li>• In order to contextualize learning and engage students, content in all pathway courses reflects the pathway’s theme.</li> </ul>
<p><b>2.2 Technical Core</b></p>	<p><b>2.2.1. Demanding technical component:</b> A sequence or cluster of four or more technical courses delivers basic and advanced industry knowledge and skills. The focus is on preparing youth for high-skill, high-wage employment by emphasizing industry-related knowledge and skills, using authentic applications that bring learning to life.</p>	<ul style="list-style-type: none"> <li>• The pathway includes at least one, but preferably several, well-developed sequences or clusters of four or more high-quality technical courses that provide students with options to pursue different strands or specializations within the pathway’s theme/industry sector (e.g., a health pathway may offer medical professions, biotechnology, and mental health strands).</li> <li>• Students take at least one technical course each year.</li> <li>• Technical course sequences consist of foundation, intermediate, and advanced courses.</li> <li>• Advanced and capstone technical courses take advantage of ROP and/or community college course offerings and resources.</li> <li>• Technical course content has been developed in consultation with the pathway’s industry advisory board.</li> </ul>

Element	Quality Criteria	Quality Indicators
	<p><b>2.2.2. Standards-aligned curriculum:</b> A sequence or cluster of four or more technical courses is aligned to state CTE standards and/or industry standards. <i>Standard VII</i></p>	<ul style="list-style-type: none"> <li>• Pathway teachers have aligned their curriculum with state CTE standards.</li> <li>• Where appropriate, technical courses meet UC “a-g” requirements.</li> <li>• Where applicable, technical course content meets industry and/or national standards.</li> <li>• Instructors of technical courses teach and/or reinforce core academic standards when those standards serve as basic knowledge for student mastery of CTE standards.</li> </ul>
	<p><b>2.2.3. Skill demonstration and certification:</b> Pathway provides students with methods to demonstrate mastery of technical concepts, among them participation in CTE student organizations (e.g., FFA, DECA) and pursuit of industry or state certifications. <i>Standard IX</i></p>	<ul style="list-style-type: none"> <li>• The pathway has, or seeks, national or state industry certification (e.g., NATEF), if available.</li> <li>• Pathway students have the opportunity to earn state or industry skills certification, if available.</li> <li>• Pathway hosts a local chapter of related national CTE student organization(s) and/or competition-based clubs and provides ample opportunity for students to participate fully.</li> <li>• When there is no national student organization associated to with the pathway theme, pathway staff and students may create their own site-based student organization(s).</li> </ul>
<p><b>2.3 Integrated Curriculum</b></p>	<p><b>2.3.1. Multidisciplinary integrated curriculum:</b> Pathway students participate in multidisciplinary projects that integrate academic and technical course content. <i>Standard VII</i></p>	<ul style="list-style-type: none"> <li>• Students participate in at least one well-designed, extended multidisciplinary, integrated project per semester.</li> <li>• Pathway teachers have a process in place by which they map standards and/or performance outcomes to design projects that intentionally address state academic and technical standards in multiple disciplines.</li> <li>• Students report that their coursework is both rigorous and relevant.</li> </ul>
	<p><b>2.3.2. Horizontal alignment:</b> All teachers of the same course in a pathway have common clearly defined learning outcomes. These outcomes are also shared with teachers of concurrent courses in other discipline areas so that multidisciplinary learning outcomes can be identified and reached.</p>	<ul style="list-style-type: none"> <li>• Teachers of the same course meet to discuss and decide on common instructional approaches, expectations, syllabi, and major projects and assessments.</li> <li>• Teachers are not bound by strict daily pacing guides, but are expected to meet defined learning outcomes with their students during timeframes such as months, grading periods, quarters, or semesters.</li> <li>• Major concepts or skills taught across courses during the same year are identified by the teacher team and emphasized in each course to reinforce learning.</li> <li>• Basic reading, writing, computation, and problem-solving skills are explicitly emphasized in every course and students are taught common literacy and numeracy strategies across courses.</li> </ul>
	<p><b>2.3.3. Vertical alignment:</b> The curricular sequence in all subject areas is designed so that content, instruction, and assessment from prior courses serve as the foundation upon which content, instruction, and assessment is built for later courses.</p>	<ul style="list-style-type: none"> <li>• Teacher teams from each grade level meet to discuss the transition of each student and his or her specific learning needs through each grade level.</li> <li>• Teachers within a curricular sequence meet to discuss the transition between courses and to map when major concepts and skills are covered during the sequence.</li> <li>• Grading rubrics, expectations, and learning outcomes follow a logical progression through grade levels that is developmentally appropriate and prepares all students for college and career by graduation.</li> </ul>

Element	Quality Criteria	Quality Indicators
	<p><b>2.3.4. Habits of Mind/SCANS/21st-Century skills:</b> In both academic and technical courses, pathway explicitly teaches students the thinking skills and basic competencies that are necessary for success in the workplace and adult life.</p>	<ul style="list-style-type: none"> <li>• All courses promote the development of Habits of Mind/SCANS/21st-Century skills by using problem- and project-based instruction that requires students to demonstrate skills such as independent learning, teamwork, communication, and leadership.</li> <li>• Students are able to identify the basic workplace and thinking skills they are applying to their coursework and can explain when those skills would be used outside of the school setting.</li> <li>• Technology is used appropriately in each course to enhance student learning and expose students to general workplace and industry-specific standards of technology.</li> </ul>
	<p><b>2.3.5. Citizenship:</b> The pathway fosters a culture of respect for others and encourages student contributions as citizens. <i>Standard VIII</i></p>	<ul style="list-style-type: none"> <li>• Students participate in and/or organize community or school-based volunteer activities.</li> <li>• Teachers incorporate service learning into project-based delivery of curriculum.</li> <li>• Pathway teachers participate in workshops related to promoting good citizenship.</li> </ul>
<p><b>2.4 Instruction and Assessment</b></p>	<p><b>2.4.1. Project-based approach:</b> Inquiry-based instruction enables students to experience authentic theme-based situations that require integrating knowledge and skills from several disciplines. This approach fosters communication and teamwork skills, among other habits of mind, SCANS, and 21st-Century Skills.</p>	<ul style="list-style-type: none"> <li>• On a regular basis, pathway teachers deliver challenging academic and technical content through problem- and project-based assignments, combining these approaches with traditional teaching methods.</li> <li>• Several times a year students are engaged in extended, multidisciplinary projects that relate to the theme that is the focus of the pathway.</li> <li>• Students learn not only from classroom teachers, but also from experts in business and industry.</li> <li>• Teachers collaborate to deliver multidisciplinary projects and lessons.</li> <li>• Industry professionals participate in and/or provide advice on project design.</li> </ul>
	<p><b>2.4.2. Authentic assessment:</b> To complement traditional or standardized student assessments, pathway teachers design assessments of student learning that include opportunities for students to demonstrate skills through authentic applications.</p>	<ul style="list-style-type: none"> <li>• Teachers collaborate to design and conduct student assessments that are authentic (i.e., mirror the behavior of professionals) and to address industry standards.</li> <li>• Assessments measure clear standards and performance goals and show levels of quality performance.</li> <li>• Industry professionals participate in the assessment process.</li> <li>• Students demonstrate their knowledge and skills by producing solutions to relevant and authentic problems.</li> <li>• Students may demonstrate learning through portfolios, exhibitions, displays, simulations, product development, among other projects.</li> </ul>
	<p><b>2.4.3. Balanced student assessment:</b> Pathway teachers use a variety of assessments to gain an accurate understanding of student learning and use that understanding to make adjustments for future instruction. <i>Standards VII, IX</i></p>	<ul style="list-style-type: none"> <li>• Grade-level cohort teams use both formative and summative assessments of student work to guide student learning and revision of student work and to inform instructional practice.</li> <li>• Grade-level cohort teams use multiple measures of student achievement, including standardized tests, traditional teacher-developed tests, and performance-based assessments of student work (e.g., portfolios, projects, exhibitions), to obtain a complete and accurate understanding of student learning.</li> <li>• Teachers can cite examples of how they have used results of student assessments to inform and adjust future instruction.</li> </ul>

Element	Quality Criteria	Quality Indicators
<b>2.5 Work-Based Learning (WBL)</b>	<p><b>2.5.1. Coordinated, sequenced, and scaled:</b> Pathway offers real-world learning opportunities through a 4-year coordinated and structured sequence of work-based learning (WBL) experiences that progresses in duration, intensity, and student expectations and independence. <i>Standard VIII</i></p>	<ul style="list-style-type: none"> <li>• All pathway students participate in a coordinated and structured sequence of WBL experiences, beginning with less intensive experiences in the 9th and 10th grades (e.g., service learning, mentoring, worksite visits, job shadowing) and becoming more intensive in the 11th and 12th grades (e.g., student-run enterprise, internship, virtual apprenticeship).</li> <li>• Students are well prepared for each WBL experience prior to participation.</li> <li>• Employer volunteers are well prepared to host WBL experiences.</li> <li>• Pathway staff develops and/or adapts WBL tools or handbooks to guide coordination.</li> <li>• Through WBL experiences, students regularly interact with professionals, develop transferable workplace competencies, and learn professional behavior and expectations.</li> <li>• WBL programs and activities comply with district policies and state and federal law.</li> <li>• Pathway staff ensures that no student is precluded from participation in WBL experiences because of transportation limitations. If necessary, transportation is arranged for students.</li> <li>• Quality and impact of WBL placements and experiences are monitored and evaluated by pathway teachers and/or the work-based learning coordinator.</li> </ul>
	<p><b>2.5.2. Connected to academic and technical coursework:</b> Work-based learning (WBL) experiences do not occur in a vacuum; they are connected to and reinforce classroom learning. <i>Standard VIII</i></p>	<ul style="list-style-type: none"> <li>• Work-based learning experiences are designed to support, contextualize, and apply what students are learning in their core academic and technical classes.</li> <li>• The WBL coordinator works with worksite supervisors to design and assign student projects that contextualize and reinforce academic and technical course content.</li> <li>• The pathway, school, and/or district have established structures and processes for classroom teachers and workplace supervisors to consult with each other and align student instruction.</li> </ul>
<b>2.6 Support Services and Personalization</b>	<p><b>2.6.1. Pathway orientation and transition:</b> The pathway provides an orientation and other transition services for incoming students. <i>Standard II</i></p>	<ul style="list-style-type: none"> <li>• Pathway staff has developed printed or web-based materials and/or presentations and activities to inform feeder middle school students and their parents about the pathway.</li> <li>• Pathway staff works with feeder middle school staff to ensure that potential pathway students are academically prepared to succeed.</li> <li>• Pathway staff provides materials and/or activities to smooth pathway entry—e.g., informing students about courses, projects, WBL opportunities, available support services, and postsecondary articulation opportunities, and/or assigning pathway students as “buddies.”</li> </ul>
	<p><b>2.6.2. Supportive atmosphere:</b> Pathway maintains personalization through limited size, teacher teamwork, and a supportive atmosphere. <i>Standard II</i></p>	<ul style="list-style-type: none"> <li>• Students see the pathway as unique, personalized, and different from a traditional comprehensive high school and other pathways, if any, in the school.</li> <li>• Every student is known well by at least one pathway staff member.</li> <li>• Students know there are adults in the pathway to whom they can turn for both academic and personal problems that impact their learning.</li> <li>• Pathway teachers are available for academic support and/or tutoring.</li> </ul>
	<p><b>2.6.3. Student engagement:</b> Pathway staff consciously and consistently works to create a culture where students are actively engaged in their learning, both in and out of the school setting.</p>	<ul style="list-style-type: none"> <li>• All students are consistently and actively engaged in projects and coursework, see and can articulate a clear relationship between classroom learning/future education and employment options, and freely express how much they value being part of the pathway.</li> <li>• Students report being eager to come to school as well as to participate in pathway-related community and workplace activities.</li> <li>• Student attendance is high.</li> <li>• Students are engaged in and recognize the value of learning in the community and workplace.</li> </ul>

Element	Quality Criteria	Quality Indicators
	<p><b>2.6.4. Individualized support structures:</b> Pathway offers structured programs, which may include advisories, mentors, and/or looping, designed to support students’ personal and academic success. <i>Standard II</i></p>	<ul style="list-style-type: none"> <li>• The pathway is intentionally structured to support the development of a meaningful, sustained relationship between students and adults.</li> <li>• If the pathway offers an advisory program, each student is assigned a staff member who serves as his/her advisor in grades 9–12 and monitors student progress, provides home-school communication, and ensures that students take advantage of available support services.</li> <li>• Successful advisory programs have developed clear goals that are aligned with the pathway’s vision, mission, and outcomes; are formalized; operate during the regular school day; and provide structured and regular opportunities for delivering some guidance services, support, and personalization.</li> <li>• If the pathway offers mentoring, each student is assigned an adult mentor who monitors and supports students’ academic progress, provides guidance, serves as a resource, assists with career development, and ensures compliance with district policies and procedures.</li> </ul>
	<p><b>2.6.5. Differentiated instruction:</b> Daily instruction is designed with the knowledge that students vary in their preferred method of gaining information and understanding ideas. Teachers use multiple methods of presenting course content to address each student’s learning needs.</p>	<ul style="list-style-type: none"> <li>• Pathway teachers assess each student’s preferred learning style and specific learning needs. They consult with their team about the best teaching adaptations for each student.</li> <li>• Pathway teachers are trained in the implementation of differentiated instruction and use it effectively to meet the learning needs of each student.</li> <li>• Pathway teachers provide targeted support to individual students based on the student’s identified learning needs.</li> </ul>
	<p><b>2.6.6. Academic intervention:</b> Pathway students performing below grade level are supported by a range of services, which may include supplemental instruction, tutoring, credit recovery, before- and/or after-school programs, and academic support programs.</p>	<ul style="list-style-type: none"> <li>• To the extent possible, supplemental instruction in math and English is related to the pathway theme and delivered through hands-on, student-centered instructional methodologies such as problem- or project-based learning.</li> <li>• Tutoring may be offered by teachers, peers, college students, and/or industry professionals.</li> <li>• Computer-assisted learning may be used to support and/or supplement tutoring.</li> <li>• Credit recovery options may include extended day, summer, intersession, and/or online coursework.</li> <li>• Interventions should be available to students at various times—during the regular school day, before school, after school, during the summer and/or intersession—and, as appropriate, in accessible locations (students’ homes, community centers, etc.).</li> <li>• Pathway students have access to AVID and/or other academic support programs.</li> </ul>
	<p><b>2.6.7. Guidance and counseling:</b> Pathway has a designated counselor who knows pathway students and is familiar with the unique characteristics and needs of the pathway. <i>Standard IV</i></p>	<ul style="list-style-type: none"> <li>• The pathway has a designated counselor who             <ul style="list-style-type: none"> <li>– assists with student recruitment;</li> <li>– knows each student well and supports each student’s academic success;</li> <li>– is familiar with the pathway design, course offerings, teachers, and programmatic needs;</li> <li>– facilitates cohort scheduling;</li> <li>– promotes equity in student programming to ensure that the student demographics of the pathway reflect those of the school;</li> <li>– works with advisory teachers to develop and deliver advisory curriculum;</li> <li>– participates actively in pathway staff meetings;</li> <li>– promotes home-school communication;</li> <li>– guides students in developing and monitoring college and career plans; and</li> <li>– ensures that students graduate ready for college and career.</li> </ul> </li> </ul>

Element	Quality Criteria	Quality Indicators
	<p><b>2.6.8. College and career planning:</b> Each pathway student has a multi-year college and career plan that is informed by a range of college and career planning activities, extends through high school, and guides decisions about postsecondary education, training, and career pursuits. <i>Standard VII</i></p>	<ul style="list-style-type: none"> <li>• Site and pathway leaders work with feeder middle schools to develop a robust, sequenced, and developmental career exploration process in the middle school years.</li> <li>• Pathway students receive formalized, sequenced career counseling that includes career awareness, career interest inventories, industry-relevant field trips, and job shadows.</li> <li>• With guidance from a counselor or advisor, and in consultation with a parent/guardian, all students develop a college and career plan by the 9th grade, if not before.</li> <li>• Plans include results from interest inventories, learning style and work preference assessments, career exploration activities (e.g., speakers, worksite visits, job shadowing, informational interviews, research), as well as students’ academic and career goals.</li> <li>• Plans are reviewed and modified annually to ensure that students are on-track to meet their goals and to graduate ready for both college and career.</li> <li>• Pathway students and their parents/guardians receive comprehensive and timely guidance and information about postsecondary options (i.e., entrance requirements, required tests, application process, and financial aid).</li> <li>• Students receive individual counseling that helps them relate their interests, strengths, and talents to possible careers.</li> </ul>
<p><b>3. SYSTEM SUPPORT</b></p>		
<p><b>3.1 District Policies</b></p>	<p><b>3.1.1. Pathway choice, equity, and access:</b> District, school, and pathway policies and procedures support student choice in their selection of pathway options, ensure equity in placement of students in pathways, and ensure that transportation issues do not preclude students from participating in the pathway of their choice.</p>	<ul style="list-style-type: none"> <li>• Pathway leader works with site and district leadership to review existing policies and procedures and the extent to which they support or impede pathway student choice, equity, and access.</li> <li>• As appropriate, new policies have been developed and/or existing ones modified to ensure student choice, increase equity in student placement practices, support greater student access to pathways, and address student transportation needs.</li> </ul>
	<p><b>3.1.2. Recruitment and hiring practices:</b> District policies and practices value the recruitment, hiring, retention, and evaluation of pathway team members, as well as the need for pathway staff stability that supports ongoing pathway maturation and sustainability. <i>Standard III</i></p>	<ul style="list-style-type: none"> <li>• District leadership regularly reviews existing hiring policies and procedures to ensure that they result in the hiring of highly qualified academic and technical teachers and counselors for pathways.</li> <li>• The district has completed an analysis of its current teacher workforce to determine if it employs teachers who will provide high-quality instruction in its pathways.</li> <li>• Current recruitment practices target needs identified in this analysis; target under-represented demographic groups; and seek applicants with the unique skills, knowledge, and expertise necessary to teach in pathways.</li> <li>• Site and/or district leaders communicate pathway staffing needs to local teacher preparation institutions and articulate the unique skills that they seek in pathway staff.</li> </ul>

Element	Quality Criteria	Quality Indicators
	<p><b>3.1.3. Accountability and autonomy:</b> District policies hold school sites and pathways accountable for improving student outcomes, but allow for site and pathway autonomy in determining the curriculum, instructional methodologies, pacing, and scheduling that will result in reaching those student outcomes.</p>	<ul style="list-style-type: none"> <li>• District policies do not impose requirements for daily or weekly pacing guides that preclude pathway teachers from designing and delivering standards-aligned multidisciplinary projects that may not adhere to strict curriculum coverage expectations.</li> <li>• District policies and site practices allow ample time for pathway teams to demonstrate their ability to influence student results through the delivery of an engaging, multidisciplinary project-based curriculum.</li> </ul>
<p><b>3.2 Leadership</b></p>	<p><b>3.2.1. Support from school board and superintendent:</b> The district Board of Education and Superintendent are strong proponents of a multiple pathways approach, publicly endorse it, and offer active support. <i>Standard III</i></p>	<ul style="list-style-type: none"> <li>• School board members and the Superintendent are on record of supporting the pathway, its mission, and goals.</li> <li>• School board members and the Superintendent serve as pathway liaisons to the broader community.</li> <li>• A broad-based community coalition has been created to support and guide effective implementation of pathways in the district.</li> </ul>
	<p><b>3.2.2. Support from site leadership:</b> The high school principal and other administrators publicly advocate for the pathway and are actively involved in its funding, facilities, staffing, scheduling, and support. Site leaders have a common understanding of, vision for, and commitment to multiple pathways and their potential to reduce high school dropout rates, raise student achievement, increase high school completion and postsecondary transition, and boost students' earning power. <i>Standard III</i></p>	<ul style="list-style-type: none"> <li>• Site leadership ensures the pathway has a high profile at the school.</li> <li>• A strong leadership team consisting of the site principal, pathway director, teachers, and community partners collaborate in pathway planning, implementation, and sustainability.</li> <li>• Site administration's support for the pathway is evidenced by assignment of qualified staff; designation of appropriate facilities; allocation of necessary resources; development of a master schedule that supports "pure" classes and common planning time for grade-level cohort teams; and other site decisions that support pathway success.</li> </ul>

Element	Quality Criteria	Quality Indicators
<b>3.3 Professional Development</b>	<p><b>3.3.1. Teacher professional development:</b> Site and district administrators provide or help arrange training for pathway teachers in curricular integration, project-based teaching strategies, student support, and employer involvement, among other areas. <i>Standard V</i></p>	<ul style="list-style-type: none"> <li>• Pathway teachers have assessed their professional development needs and created a professional development plan based on those needs.</li> <li>• Based on their needs, pathway teachers are provided with or have the freedom to arrange ample ongoing, job-embedded professional development that may include job shadowing or summer externships designed to facilitate the connection between classroom learning and real-world applications.</li> <li>• Pathway budget provides opportunities for grade-level cohort teams and individual teachers to participate in conferences and workshops.</li> </ul>
<b>3.4 Qualified Staff</b>	<p><b>3.4.1. Skilled teachers:</b> Because a pathway’s success rests on good teaching and teamwork among a cross-disciplinary group of teachers, site principals must hire and/or assign qualified and willing teachers to fulfill this role. <i>Standard IV</i></p>	<ul style="list-style-type: none"> <li>• Pathway teachers are properly credentialed to teach assigned pathway courses.</li> <li>• Teachers willingly participate in the pathway.</li> <li>• Pathway teachers understand and support the mission and goals of the pathway and are committed to share the duties of operating a pathway.</li> <li>• Pathway teachers possess the unique skills and knowledge to teach in a pathway.</li> <li>• New pathway teachers are supported and provided ample opportunity for professional development.</li> <li>• Pathway teachers work effectively in cross-disciplinary teams, care deeply for their students and the success of the pathway, and have become skilled at designing and delivering standards-aligned multidisciplinary projects.</li> </ul>
	<p><b>3.4.2. Teacher leader/pathway coordinator:</b> A pathway teacher has agreed to serve as the pathway leader/coordinator who is responsible for all pathway administrative and facilitative functions. Release time is provided for this role. <i>Standard IV</i></p>	<ul style="list-style-type: none"> <li>• A pathway teacher (sometimes two) has volunteered to be the pathway leader/coordinator responsible for pathway administrative and facilitative functions.</li> <li>• A release period is provided for the pathway leader/coordinator for the additional time required to fulfill the leadership responsibilities that may include the following:                         <ul style="list-style-type: none"> <li>– facilitating pathway staff meetings;</li> <li>– co-chairing the pathway advisory board;</li> <li>– developing and managing the pathway budget;</li> <li>– administering submission of required data to funders and/or governing agencies;</li> <li>– ensuring compliance with all district policies and procedures;</li> <li>– determining professional development needs and coordinating professional development to address those needs;</li> <li>– coordinating development of master schedule with site administrators;</li> <li>– serving as “keeper of the vision”;</li> <li>– coordinating postsecondary and middle school articulation; and</li> <li>– interacting with school and district administration.</li> </ul> </li> </ul>
	<p><b>3.4.3. Work-based learning coordinator:</b> The pathway, school, or district assigns staff dedicated to coordinating the work-based learning program.</p>	<ul style="list-style-type: none"> <li>• A WBL coordinator is assigned the responsibilities of directing work-based learning experiences. Responsibilities may include the following:                         <ul style="list-style-type: none"> <li>– initiating and managing industry partnerships;</li> <li>– establishing a database of partners and opportunities;</li> <li>– developing and/or adapting tools, forms, guides, and other materials to manage WBL experiences;</li> <li>– ensuring compliance with district policies and state and federal laws;</li> <li>– arranging student WBL opportunities and placing students;</li> <li>– providing orientations for workplace supervisors; and</li> <li>– monitoring experiences and evaluating the program.</li> </ul> </li> </ul>

Element	Quality Criteria	Quality Indicators
	<p><b>3.4.4. Support from non-pathway staff:</b> Counselors understand the need for cohort scheduling and provide it for pathway students. Non-pathway teachers understand the value of the pathway and help in the recruitment of students and in providing departmental support. Classified staff helps support the pathway facilities, equipment, and learning materials. <i>Standard IV</i></p>	<ul style="list-style-type: none"> <li>• Non-pathway staff communicates their support for the pathway to students, parents, and community members.</li> <li>• Non-pathway staff does nothing to undermine the success of the pathway.</li> </ul>
<p><b>3.5 Funding and Facilities</b></p>	<p><b>3.5.1. Funding:</b> Pathways can cost more than traditional high school programs. District and school leadership evaluate pathway funding needs and support those needs. <i>Standard III</i></p> <p><b>3.5.2. Physical space:</b> Site principal designates pathway classrooms that are located near each other on the campus to facilitate the development of a cohesive learning community, coordination of projects and special activities, teacher collaboration, and flexible use of instructional time. <i>Standard II</i></p>	<ul style="list-style-type: none"> <li>• District and site leaders leverage existing funding sources and develop new resources to support pathways. Funding sources may include general funds, California Partnership Academies, Specialized Secondary Programs, Perkins Act, federal Small Learning Communities Grants, ROP, SB 70 grants, Prop 1D facility and equipment funds, School Improvement funds (DAIT, SAIT, QEIA), local bond measures, AB 1802 counseling funds, and professional development funds, among others.</li> <li>• District and site leaders pursue non-education funding streams that may include Workforce Investment Act, industry associations, community foundations, and other philanthropy.</li> <li>• District and site leadership establish clear priorities and strategies for sustained fiscal support for pathways.</li> <li>• District, site, and pathway leaders consider fiscal impact of the needs of facilities, identify possible funding sources, and develop plans to secure required funds.</li> <li>• All pathway classrooms are located in physical proximity to facilitate the interdisciplinary, project-based nature of the instructional program; the development of a personalized learning environment; and teacher communication and collaboration.</li> </ul>

Element	Quality Criteria	Quality Indicators
	<p><b>3.5.3. Facilities, equipment, and materials:</b> District and high school administrative support results in adequate pathway facilities, equipment, and learning materials. This support reflects a serious commitment from the district and high school to the success of the pathway. <i>Standard III</i></p>	<ul style="list-style-type: none"> <li>• Pathway facilities are designed to accommodate the unique teaching and learning needs of the pathway.</li> <li>• District, site, and pathway leaders consult with core technical teachers and business and industry partners to determine facility and equipment needs for the pathway.</li> <li>• District, site, and pathway staff conduct analysis of existing facilities to determine if the pathway facilities meet the programmatic needs of its theme and course offerings and plan to remodel existing facilities and/or construct new ones, if needed.</li> <li>• District and site leaders consider creative facility use options, such as sharing facilities at a nearby college or joint apprenticeship center.</li> <li>• Equipment is available to accommodate pathway teaching and learning needs.</li> </ul>
<p><b>3.6 Partnerships</b></p>	<p><b>3.6.1. Active employer and community partnerships:</b> The pathway seeks and welcomes partnerships with local employers, community groups, and individuals. Both through the advisory board and other interactions, there is evidence of a healthy partnership between the pathway/high school and its host community. <i>Standards VI, VIII</i></p>	<ul style="list-style-type: none"> <li>• Industry, postsecondary, and community partners are actively involved in all aspects of pathway development and implementation, including the following:                         <ul style="list-style-type: none"> <li>– serving on the advisory board;</li> <li>– guiding the program of study and related curriculum;</li> <li>– advising technical teachers to ensure the curriculum meets current industry standards;</li> <li>– providing and procuring WBL experiences for students and staff;</li> <li>– providing pathway teachers with project ideas;</li> <li>– advising students on project work;</li> <li>– providing and procuring panel members for student exhibitions;</li> <li>– serving as student mentors and guest speakers;</li> <li>– offering college tours;</li> <li>– assisting with professional development, including teacher externships; and</li> <li>– donating equipment.</li> </ul> </li> <li>• Pathway leaders determine reciprocal roles for pathway students, such as providing student hosts or volunteers, student entertainment, or student project exhibitions for partner events.</li> </ul>

**4. EVALUATION AND ACCOUNTABILITY**

<p><b>4.1 Student Data</b></p>	<p><b>4.1.1. Data collection and reporting:</b> Pathway regularly collects, analyzes, and accurately reports student assessment data including those necessary to describe pathway participants (e.g., grade level, gender, race/ethnicity), to make comparisons to the demographics of the school and district, and to report students' performance on a variety of outcome measures. <i>Standard IX</i></p>	<ul style="list-style-type: none"> <li>• District data systems are able to identify/flag pathway participants in order to conduct the comparisons described below.</li> <li>• Pathway, site, or district collects, stores, and analyzes student data at least annually that may include demographics; credits earned; rates of grade-to-grade transition, college attendance, graduation, dropping out, and graduating on time; industry and student certification data; GPAs; and standardized test scores including the CST and CAHSEE.</li> <li>• When possible, pathway data are compared to same data for the school, district, and state.</li> <li>• Data analysis is used by pathway staff to examine the degree to which student performance data align with pathway vision, mission, and outcomes.</li> <li>• Individual student data are used by grade-level cohort teams to inform instructional decisions.</li> <li>• Aggregate data are reported and made available to all stakeholder groups (students; parents; teachers; pathway, school, and district staff; and industry and community partners) in order to drive pathway improvement.</li> </ul>
--------------------------------	---	--

Element	Quality Criteria	Quality Indicators
	<p><b>4.1.2. Career readiness data:</b> Lacking valid, standardized measures of career readiness, the pathway collects, analyzes, and reports on available indicators of career readiness, which may include pathway completion, occupational certification, proficiency through demonstration, completion of and grades in capstone technical courses, and end-of-course exams. <i>Standard IX</i></p>	<ul style="list-style-type: none"> <li>• Pathway, site, or district collects and analyzes data on the number or percentage of pathway students who complete the program of study (sequence of academic and technical courses, along with WBL experiences) supplemented by an associated assessment of career readiness skills gained.</li> <li>• In pathways where industry/occupational certification is an option, the pathway, site, or district collects data on the number of students earning certification as part of pathway completion.</li> <li>• In pathways where industry-supported, structured competitions are available (e.g., robotics, moot court, DECA, HOSA, etc.), the pathway, site, or district collects data on the number of students successfully competing in local, regional, state, and national events.</li> <li>• Pathway, site, or district collects data on completion and grades in capstone CTE courses, as designated in the state CTE curriculum frameworks, as well as those CTE courses that satisfy one or more “a-g” requirements.</li> <li>• Pathway, site, or district collects data on students who pass end-of-course exams in certified programs, pathways articulated to community colleges and/or other postsecondary institutions, and other measures that indicate readiness for entering the workforce or making a transition into to postsecondary programs.</li> </ul>
<p><b>4.2 Pathway Evaluation</b></p>	<p><b>4.2.1. Evidence of impact:</b> Ongoing, regular analysis of pathway data is used to make programmatic decisions and inform instructional practice. Such analysis shows whether pathways retain their students and whether, and by how much, the pathway improves student performance. <i>Standard IX</i></p>	<ul style="list-style-type: none"> <li>• Pathway has established quality indicators, including expectations for student retention and achievement.</li> <li>• Pathway staff engages in regular analysis of and dialogue about student and program data, with explicit attention to how to use the data to retain students, inform instructional practice, and improve student achievement.</li> <li>• Grade-level cohort teams are held accountable for improving student achievement as measured by multiple indicators of student success including, but not limited to, standardized tests.</li> <li>• District, site, and pathway have an established data-driven improvement process that requires the pathway team to examine student-level, cohort, and disaggregated data to determine where achievement objectives are not being met and to develop a specific plan to address these unmet areas.</li> <li>• Grade-level cohort teams analyze grade-level and individual student data to inform instruction and to determine appropriate supports needed by individual students.</li> <li>• Pathway compares its data to school and district data to determine relative strengths, weaknesses, and improvement.</li> </ul>
	<p><b>4.2.2. Periodic review and improvement plan:</b> Pathway staff and advisory board regularly assess the pathway’s functioning. These periodic reviews result in the development of an improvement plan, whose action items refer back to the pathway’s underlying mission and goals. <i>Standard X</i></p>	<ul style="list-style-type: none"> <li>• District, site, and pathway have established a protocol for evaluating pathway quality and impact that may include an annual review process, pathway certification, or other forms of formative and summative pathway evaluation.</li> <li>• Pathway regularly examines pathway strengths and areas of growth by gathering feedback from key stakeholders, including students.</li> <li>• Pathway develops an action plan with benchmarks and timelines to address areas of concern and to improve student achievement. The plan is designed to reflect the pathway’s mission and outcomes.</li> <li>• Improvement plans are shared with and monitored by the advisory board.</li> </ul>
	<p><b>4.2.3. Postsecondary tracking:</b> Pathway staff conducts a formal follow-up of students for several years after high school graduation and uses data collected for continuous improvement of the pathway.</p>	<ul style="list-style-type: none"> <li>• Resources are sought and/or identified to conduct postsecondary tracking.</li> <li>• Examination of follow-up data may include looking at postsecondary enrollment and completion, annual income since graduation, employment in industry sector, and other key indicators of student and pathway success.</li> <li>• Postsecondary tracking data are used to make decisions about pathway improvement.</li> </ul>