



National Career Academy Coalition (NCAC)

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Directions:

Please use this rubric as a collaborative tool with your pathway team, leadership, Advisory Committee and other stakeholders, to consider and monitor implementation of each pathway. As you consider each item, consider the evidence you have, or evidence you need, to demonstrate meeting the criteria for certification.

Scores and Status

Model Pathway w/Distinction (125-127)

Model Pathway (112-124)

Certified Pathway (77-111)

In-progress Pathway or "Developing Pathway" (below 77)

<p>NSOP 1. Mission and Goals. The pathway school has a written mission, goals, and benchmarks; each pathway within the school has a written mission, goals, and benchmarks which reflect the goals of the school. Each pathway's mission, goals, and benchmarks are developed, reviewed, available, and known by the administrators, teachers, students, parents, Advisory Committee, and others involved in the pathway. These include at least the following elements: connect postsecondary education and career; raise and maintain student aspirations; increase student achievement; show a commitment to equity.</p>			Evidence to include in NSOP Documentation Folders
<p>a. Postsecondary and career connections. Each pathway's aim is to prepare all students within the pathway for postsecondary education and careers. Each pathway enables students to complete postsecondary entrance academic requirements while exposing them to a vertical segment of the occupations within a particular career field, encouraging them to aim as high as they wish.</p>			Evidence
0	1.55	3.1	
There is no evidence of postsecondary or career connections in the mission and goals, nor are there appropriate, time-bound, specific, measurable objectives representing this component.	There is evidence of postsecondary and career connections in the mission and/or goals. However, appropriate, time-bound, specific, measurable objectives representing this component are insufficient or non-existent.	The mission and goals clearly emphasize the strong commitment of each pathway to focus on postsecondary education and career preparation. There are appropriate, time-bound, specific, measurable objectives representing this component.	
<p>b. Student aspirations. Each pathway within the school seeks to raise, maintain, and increase the level of students' motivation while in high school by providing a focus to the program of studies that reflects their own talents, aspirations, and interests. Continued personal awareness and exploration, along with curriculum and experiential components and extra-curricular choices, also help to provide guidance. The biggest limiting factor in many youths' future plans is not ability, but how they perceive their futures.</p>			Evidence
0	1.55	3.1	
There is no evidence of a commitment to raising or maintaining student aspirations in the mission and goals. There are not appropriate, time-bound, specific, measurable objectives representing this component.	The mission and goals reflect a commitment to student aspirations. Appropriate, time-bound, specific, measurable objectives representing this component are inadequate.	The mission and goals clearly emphasize the dedication of each pathway to raise and maintain student aspirations and commitment. There are appropriate, time-bound, specific, measurable objectives representing this component.	
<p>c. Student achievement. Each pathway within the school provides support to all of its students to maintain and increase their achievement in high school. This support comes through close relationships with teachers and fellow students, rigorous and relevant curriculum, and experience with career and education options outside the high school, including a strong focus on personalization with a collaborative environment for all stakeholders.</p>			Evidence
0	1.55	3.1	
There is no evidence of support for increasing student achievement in the mission. There are not appropriate, time-bound, specific, measurable objectives representing this component.	The mission and goals reflect a commitment to support students in maintaining and increasing their achievement. Appropriate, time-bound, specific, measurable objectives representing this component are inadequate.	The mission and goals clearly emphasize the dedication of each pathway to increase student achievement. There are appropriate, time-bound, specific, measurable objectives representing this component.	

<p>d. Commitment to equity. The school ensures that each pathway intentionally reflects the diversity and strengths of its school, community, and district, and the grouping of its students is heterogeneous, flexible, and equitable. Each pathway is equitably accessible to and serves any interested student, regardless of race, ethnicity, gender, sexual orientation, socioeconomic status, special needs, or prior academic level.</p>			Evidence
0	1.55	3.1	
<p>There is no evidence of a commitment to equity in the mission and goals. There are not appropriate, time-bound, specific, measurable objectives representing this component.</p>	<p>The mission and goals reflect a focus on ensuring the demographics of each pathway represent the school population. Appropriate, time-bound, specific, measurable objectives representing this component are inadequate.</p>	<p>The mission and goals clearly emphasize the commitment to ensuring the demographics of each pathway represent the school population. There are appropriate, time-bound, specific, measurable objectives representing this component.</p>	
<p>e. Stakeholder involvement. Stakeholders involved in each pathway have contributed to the development of the mission and goals. Additionally, there are clear benchmarks for assessing how the mission and goals are met.</p>			Evidence
0	1.55	3.1	
<p>There is no evidence of collaboration with relevant stakeholder groups in the development/review of the mission, goals, and associated benchmarks. There is also no evidence the mission and goals were communicated to, and known by, all relevant stakeholder groups. <i>(Relevant stakeholder groups include, at a minimum, pathway students, parents, faculty and staff, partners, and Advisory Committee members.)</i></p>	<p>Evidence demonstrates limited collaboration from relevant stakeholder groups in the development/review of the mission, goals, and benchmarks; AND/OR there seem to be limited efforts to make the mission, goals, and benchmarks available to, and known by, the relevant stakeholder groups. <i>(Relevant stakeholder groups include, at a minimum, pathway students, parents, faculty and staff, partners, and Advisory Committee members.)</i></p>	<p>Evidence demonstrates the mission, goals, and associated benchmarks were developed/reviewed collaboratively and included input from representatives from a range of relevant stakeholder groups. Evidence also demonstrates the mission and goals were communicated to, and are known by, all relevant stakeholder groups, not only the representatives who assisted with development. <i>(Relevant stakeholder groups include, at a minimum, pathway students, parents, faculty and staff, partners, and Advisory Committee members.)</i></p>	

<p>NSOP 2. School Design. The school may consist of wall-to-wall pathways, a cluster of pathways, or one single pathway. Each pathway has a well-defined structure within the high school, reflecting a vertical segment of the occupations within a particular career field.</p>			Evidence to include in NSOP Documentation Folders
<p>a. Cross-grade articulation. Each pathway incorporates a multi-year experience, ending in the senior year. An introduction encompassing career exploration opportunities precedes each pathway experience. Each pathway must have a clear program of study that includes a definitive and sequenced course progression.</p>			Evidence
0	1.55	3.1	
<p>Each pathway incorporates less than two grade levels. The degree to which sequencing is realized is not evident in the master schedule and there is no defined course sequence in the Program of Study for each pathway.</p>	<p>Each pathway incorporates at least two grade levels, including 12th grade. The degree to which sequencing is realized is evident in the master schedule and the course sequence in the Program of Study for each pathway.</p>	<p>Each pathway incorporates more than two grade levels, including 12th grade. The degree to which sequencing is realized is evident in the master schedule and the course sequence in the Program of Study for each pathway.</p>	
<p>b. Student selection. Entry into each pathway is voluntary and accessible to every student. The recruitment/selection process is written and widely available. New students are provided an orientation to available pathway(s) based upon their own talents, aspirations, and interests. Parents or guardians participate in this process and approve of the choice made by their son or daughter. Each pathway's enrollment reflects the general high school population, including students with disabilities and English language learners.</p>			Evidence
0	1.55	3.1	
<p>There is not a clear, systematic process of informing students (including transfers) about each pathway in the school and the process of enrollment and selection. Student pathway selection is largely arbitrary. Only a portion ("of convenience") of the students are informed of the process of pathway choice and enrollment. Parents generally do not participate in the pathway enrollment process. The distribution of demographics (e.g., gender, race, eligibility for free and reduced lunch, exceptional education status, English language learners, prior academic achievement) within each pathway is not reflective of the entire school population, for more than two demographic characteristics.</p>	<p>Students (including transfers) are given at least one opportunity to learn about each pathway in the school and the process of enrollment and selection. Student pathway selection is largely voluntary. Most students are informed of the process of pathway choice and enrollment. Parents are given an opportunity to participate in the pathway enrollment process, but generally do not. The distribution of demographics (e.g., gender, race, eligibility for free and reduced lunch, exceptional education status, English language learners, prior academic achievement) within each pathway is largely reflective of the entire school population, with the exception of no more than two demographic characteristics.</p>	<p>Students (including transfers) are given multiple opportunities to learn about each pathway in the school and the process of enrollment and selection. Student pathway selection is entirely voluntary. Students are well-informed about the process of pathway choice and enrollment. All parents are given a clear opportunity to participate in the pathway enrollment process. The distribution of demographics (e.g., gender, race, eligibility for free and reduced lunch, exceptional education status, English language learners, prior academic achievement) within each pathway mirrors that of the school.</p>	

<p>c. Pathway scheduling. Each pathway's classes consist of pathway students who take the sequential progression of courses together. Pathway students take a minimum of two sequential pathway courses, with at least 80% of the enrollment within these course progressions being pathway students.</p>			Evidence
0	1.55	3.1	
<p>Each pathway's classes are generally open to any student in the school, and enrollment of pathway students is arbitrary. Students within each pathway do not necessarily share class sections with other students in the pathway. Less than 45% of students each pathway's class sections are pathway students.</p>	<p>Each pathway's classes are generally open to only pathway students, but some non-pathway students are enrolled in the class sections. Students within each pathway share at least one class section with other students in the pathway. Approximately 45-79% of the students within each pathway's class sections are pathway students.</p>	<p>Each pathway's classes are open primarily to pathway students, with enrollment of non-pathway students when available. Students within each pathway share at least one class section with other students in the pathway. At least 80% of the students within each pathway's class sections are pathway students.</p>	
<p>d. Small size, supportive atmosphere. Each pathway maintains personalization through limited size, pathway staff teamwork (including counselors, librarian/media specialists, pathway-based administrators, and other support staff), and a supportive atmosphere.</p>			Evidence
0	1.55	3.2	
<p>Each pathway is composed of a sequenced progression of courses. Each pathway is comprised of less than 50% of students who identify with the pathway. There is no formalized process or structure to offer individual support for pathway students. Neither pathway students nor staff identify themselves with the pathway.</p>	<p>Each pathway is composed of a sequenced progression of courses. Each pathway is comprised of 50-79% of students who identify with the pathway. There is limited involvement of counselor(s), media specialists, pathway-based administrators, and/or other support staff. There is a process or structure to offer individual-level support for pathway students, but it is not formalized or institutionalized. Each pathway utilizes its small size to provide individual supports to pathway students and maintain an atmosphere where students feel supported. The sense of belonging within each pathway is not evident among pathway students.</p>	<p>Each pathway is composed of a sequenced progression of courses. Each pathway is comprised of at least 80% of students who identify with the pathway. Each pathway is supported by counselor(s), media specialists, pathway-based administrators, and/or other support staff. Embedded within each pathway is a formal, institutionalized process to offer individual-level support for pathway students. It is evident within each pathway that students and teachers, and at minimum, a counselor and an administrator, feel a sense of belonging within the pathway and identify themselves specifically with the pathway.</p>	

e. Pathway design planning. There is ample opportunity for each pathway's staff, Advisory Committee, and others to plan the pathway together.			Evidence
0	1.55	3.1	
There is no evidence of a regularly scheduled time for pathway team planning; nor is it evident that such time is intentionally set aside for pathway team planning or planning with partners or the Advisory Committee.	It is evident some of the pathway faculty and staff members share time that could be available for pathway team planning among themselves, and with external partners, or the Advisory Committee.	It is evident the schedules of all pathway faculty and staff members offer time for the team to participate in pathway common planning among themselves, with external partners, and with the Advisory Committee.	

<p>NSOP 3. Host Community and High School. Pathways exist in a variety of district and high school contexts, which are important determinants of each pathway's success.</p>			Evidence to include in NSOP Documentation Folders
<p>a. Support from the Board of Education and Superintendent. Pathways are an integral part of the high school improvement strategy for the district and school choice options. The district Board of Education endorses the pathway school and each of its pathways, along with its mission and goals, and is on public record in support. Likewise, the Superintendent publicly endorses the pathway school and offers active support. Both serve as pathway liaisons to the broader community and encourage coordination of similar pathways across the district.</p>			Evidence
0	1.55	3.1	
<p>The Board of Education or Superintendent/Director is aware of each pathway in the high schools and is on public record in support of the initiative. However, there is no indication that pathway schools are an integral part of improvement strategies for the district. Evidence of active support is lacking. Evidence of coordination of similar pathways across the district is not present.</p>	<p>Members of the Board of Education or the Superintendent/Director have participated in pathway-specific activities, e.g., open houses, Advisory Committee meetings, or pathway partner recruitment. At least one member or the Superintendent/Director is aware of each pathway's functioning, partners, activities, mission, and goals.</p>	<p>Each pathway can rely on at least one member of the Board of Education and the Superintendent/Director to serve as pathway school supporters. The pathway school can call on them to participate in specific events, garner support for each specific pathway, and/or represent the pathway school in other community and/or district meetings. Implementation of pathways as an intentional strategy for increasing postsecondary and career readiness, with the potential for growth across the district, is evident.</p>	
<p>b. Support from the principal and high school administration. Pathways are an integral part of the school improvement strategy. The high school principal and other administrators are knowledgeable about each pathway, advocate for it publicly, and are actively involved in its funding, staffing, and support. They contribute to a positive pathway profile within the high school.</p>			Evidence
0	1.55	3.1	
<p>The Principal and administration are knowledgeable about each pathway but embrace neither the pathway model nor each pathway itself as a defining characteristic of the high school. There is no pathway-specific principal or designated administrator.</p>	<p>The Principal and administration are knowledgeable about and support each pathway, and embrace the pathway model and each pathway itself as a defining characteristic of the high school. There is a pathway-specific principal or designated administrator who is knowledgeable about the pathway activities, functioning, partners, mission, and goals.</p>	<p>There is documentation that the Principal fully supports each pathway through advocacy, staffing, scheduling, and other support, with a commitment to the pathway model and each pathway itself as a defining characteristic of the high school. There is a pathway-specific principal or designated administrator who is instrumental to the overall and daily planning, functioning, and monitoring of the pathways.</p>	

<p>c. Adequate funding, facilities, equipment, and materials. District and high school administrative support results in appropriate pathway scheduling, adequate pathway funding, facilities, equipment, and learning materials. Support also advances opportunities for career and technical training. These reflect a serious commitment from the community, district, and high school to the success of the pathway(s).</p>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>Each pathway identifies substantial resource needs (scheduling, funding, facilities, equipment, or materials) that cannot be addressed with existing plans or actions. These result in barriers to supportive programming, and career or technical training and to the general overall functioning of a pathway school.</p>	<p>Each pathway has unmet needs, resulting in barriers to supportive programming, and career or technical training. Pathway leadership has identified realistic ways to address a substantial portion of the unmet needs, with high likelihood of success. Continued support is needed to expand for the pathway school to reach its full potential.</p>	<p>Adequate scheduling, funding, facilities, equipment, and materials have resulted in supportive programming, internships, and career and technical learning. The district and high school administration have provided the needed support for the pathway school.</p>	

<p>NSOP 4. Faculty and Staff. Appropriate staff selection, leadership, credentialing, and cooperation are critical to a pathway's success.</p>			<p>Evidence to include in NSOP Documentation Folders</p>
<p>a. Teacher Leader(s)/Coordinators. One teacher (sometimes two) and a dedicated school administrator take the lead, serving as the Pathway Leaders or Coordinators. They attend Advisory Committee meetings, interact with school administrators and committee members, manage the budget, help coordinate teacher professional development, and coordinate employer, postsecondary education, and parental involvement. Release time and/or a stipend may be provided for this role.</p>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>There is either not a teacher team leader/coordinator for each pathway, or not a dedicated school administrator for the pathway(s). Policies related to release time and/or stipend for the teacher team leader are unclear. The leader/coordinator or the administrator participate in only a few of the activities listed: attends Advisory Committee meetings, interacts with administrators and committee members, manages the pathway(s) budget, helps coordinate team professional development, helps coordinate employer, higher education, parent, and student involvement.</p>	<p>There is at least one teacher who serves as each pathway leader and a dedicated pathway(s) administrator. Their roles are unclear. Reimbursement of time or stipend for the role of team leader is not evident. They participate in approximately half of the activities listed: attends Advisory Committee meetings, interacts with administrators and committee members, manages the pathway(s) budget, helps coordinate team professional development, helps coordinate employer, higher education, parent, and student involvement.</p>	<p>There is a strong team leader/coordinator for each pathway who receives release time and/or stipend for the role, and a dedicated administrator is assigned to the pathway(s). The leader/coordinator(s) and the pathway(s) administrator participate in all of the activities listed: attends Advisory Committee meetings, interacts with administrators and committee members, manages the pathway(s) budget, helps coordinate team professional development, helps coordinate employer, higher education, parent, and student involvement.</p>	
<p>b. Pathway staff. Pathway staff consists of (at minimum) an administrator, a counselor, and one or more pathway teachers; all are credentialed in their fields, work in the pathway, and are committed to its mission and goals. Since each pathway's success rests on effective teaching and teamwork among a sequenced and integrated group of staff, they must be well qualified and willingly involved in this role. They understand and support the philosophy and purpose of the pathway(s), work together as a team, and teach a majority of their classes in the pathway. The pathway staff design instruction and curriculum around a pathway theme and cooperatively share the duties of operating the pathway.</p>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>Less than half of the pathway team members report they willingly became involved in the pathway. Evidence indicates some did not have a choice and were assigned to the pathway. Teachers within the pathway teach less than half of their classes within the pathway (meaning that more than half of their classes are simply "elective" sections rather than pathway sections). Less than half the team members have relevant credentials for their roles as core academic, CTE/themed, administrative, or support positions. It is evident most pathway team members do not understand or support the philosophy and purpose of the pathway. Less than half of the team members work cooperatively as a team, sharing duties of operating the pathway.</p>	<p>Most team members report they volunteered and willingly became involved in the pathway. Teachers within the pathway teach 50% or less of their classes (or students) within the pathway, (meaning that more than half of their classes are simply "elective" sections rather than pathway sections).. Most of the team members have relevant credentials in their roles as core academic, CTE/themed, administrative, or support roles. Not all pathway team members understand or support the philosophy and purpose of the pathway. It is evident approximately half of the team members work cooperatively, sharing duties of operating the pathway.</p>	<p>All team members report they volunteered or willingly became involved in the pathway. Teachers within the pathway teach a majority (more than 50%) of their classes within the pathway (meaning that more than half of their classes are truly pathway sections, and not simply "elective" sections).. Team members have relevant credentials in their roles as core academic, CTE/themed, administrative, or support roles. It is evident all of the pathway team members understand and support the philosophy and purpose of the pathway, and work cooperatively, sharing duties of operating the pathway.</p>	

NSOP 4

<p>c. Support from the counselors, non-pathway teachers, and classified staff. At least one (1) Counselor is a member of the pathway team, is well versed in the theme of their dedicated pathway, and is an expert in supporting postsecondary and career opportunities within the pathway theme. The Counselor understands the need for pathway scheduling and ensure pathway students are scheduled appropriately. Pathway students have access to a high quality counseling program and highly effective, skilled, & knowledgeable Counselors. Non-pathway staff are also important to its operation. They understand the value of the pathway and help in recruiting students for the pathway and providing departmental support. Classified staff help support the pathway facilities, equipment, and learning materials.</p>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>Counselor(s) do not have a strong understanding of pathway scheduling, the value of the pathway, or the critical role of a counselor. The counselors, non-pathway teachers, and classified staff are unfamiliar with the pathway. Counselors are not specifically assigned to students by pathway. Counselors do not provide postsecondary and career planning student support specific to the pathway theme.</p>	<p>Counselor(s) are generally supportive of the pathway, but there is no evidence of their pathway support in providing students counseling in postsecondary and career readiness specific to the pathway theme, and/or in their thorough understanding of pathway scheduling. There is not at least one (1) dedicated pathway Counselor; however, Counselor(s) do work with pathway students and other students in the school. Counselors, non-pathway teachers, and classified staff are familiar with the pathway, and may offer some informal support for daily operations of the pathway structure.</p>	<p>At least one (1) dedicated Counselor is intentionally assigned to this pathway and there is evidence of the Counselor's pathway support in providing students counseling in postsecondary and career planning specific to the pathway theme, and is evidenced in the Counselor's thorough understanding of pathway scheduling. At least one (1) pathway Counselor works primarily with pathway students, but may also have non-pathway students if needed for counseling numbers. The dedicated pathway Counselor, non-pathway teachers, and classified staff are knowledgeable about the pathway, and are structured to offer specific support for daily operations and maintaining the pathway structure within the school.</p>	

<p>NSOP 5. Professional Development and Continuous Learning. Since a pathway places teachers and other adults into roles not normally included in their previous training, providing adequate professional development time, leadership, and support is critical.</p>			Evidence to include in NSOP Documentation Folders
<p>a. Common planning time. The site administrator ensures that pathway staff (the pathway team consisting of administrator, counselor, and at least one teacher) are provided planning time for purposes of program coordination, curricular integration, business involvement, and resolution of student challenges.</p>			Evidence
0	1.55	3.1	
<p>There is no evidence showing pathway planning time used for program coordination, curricular integration, and/or resolution of student problems. There is no evidence of the pathway team having planning time, or evidence shows that less than half of the pathway team members participate in weekly planning on a consistent basis.</p>	<p>There is evidence of the pathway team having planning time, or evidence shows that at least half of the pathway team members participate in weekly planning on a consistent basis. Evidence shows this time is used predominantly for program coordination, curricular integration, and/or resolution of student problems.</p>	<p>There is evidence of the pathway team having intentional planning time, and evidence shows that all identified members of the Pathway team participate in weekly planning on a consistent basis. Evidence shows this time is used for program coordination, curricular integration, and/or resolution of student problems.</p>	
<p>b. Professional development. Experts from outside the high school provide pathway staff with training in the pathway structure, the National Standards of Practice (NSOP), project-based learning, performance assessment, curricular integration, student support, employer involvement, and other relevant pathway-specific professional development.</p>			Evidence
0	1.55	3.1	
<p>Evidence indicates inadequate training in the pathway structure, NSOP, project-based learning, student performance assessment, curricular integration, student support, employer involvement, and other relevant pathway-specific professional development for at least half of the team members. Self-report by at least half of the team members indicate inadequate training in the pathway structure, NSOP, project-based learning, student performance assessment, curricular integration, student support, and employer involvement. There is no plan to on-board and provide this professional development for new pathway team members.</p>	<p>Evidence indicates adequate training in the pathway structure, NSOP, project-based learning, student performance assessment, curricular integration, student support, employer involvement, and other relevant pathway-specific professional development for at least half of the pathway team members. Self-report by at least half of the team members indicates adequate training in the pathway structure, NSOP, project-based learning, student performance assessment, curricular integration, student support, and employer involvement. There is a plan to on-board and provide professional development for new pathway team members, but it has not been implemented.</p>	<p>Evidence indicates adequate training in the pathway structure, NSOP, project-based learning, student performance assessment, curricular integration, student support, and employer involvement. Self-report by all team members indicates adequate training in the pathway structure, NSOP, project based-learning, student performance assessment, curricular integration, student support, employer involvement, and other relevant pathway-specific professional development. A formal plan has been implemented to on-board and provide the necessary professional development for new pathway team members.</p>	

<p>c. Volunteer orientation. Business, community, and postsecondary volunteers are adequately prepared for their roles as speakers, field experience hosts, mentors, internship supervisors, and other volunteer activities in each pathway. This may include orientation and/or written guidelines.</p>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3</p>	
<p>Less than half of the external volunteers and Advisory Committee members report they were adequately prepared for their roles as speakers, field trip hosts, mentors, internship supervisors, and other volunteer activities in each pathway. Less than half of external volunteers report they received a formal orientation. There is no evidence of parent, business, community, and postsecondary volunteers and their volunteer activities within each pathway.</p>	<p>At least half of the external volunteers and Advisory Committee members report they were adequately prepared for their roles as speakers, field trip hosts, mentors, internship supervisors, and other volunteer activities in each pathway. At least half of external volunteers report they received a formal orientation. There is limited evidence of parent, business, community, and postsecondary volunteers and their volunteer activities within each pathway.</p>	<p>All of the external volunteers and Advisory Committee members report they were adequately prepared for their roles as speakers, field trip hosts, mentors and internship supervisors, and other volunteer activities in each pathway. All of the external volunteers report they received an orientation. There is evidence of business, community, and postsecondary volunteers and their volunteer activities within each pathway.</p>	



<p>NSOP 6. Governance and Leadership. Each pathway has a governing structure that incorporates the views of all stakeholders and the leaders of the Advisory Committee.</p>			Evidence to include in NSOP Documentation Folders
<p>a. Network of support. The pathway is connected to an Advisory Committee at the school level or the district level and has industry representation and a voice for each pathway. It has members from the district and high school administration, pathway staff, employers, and postsecondary education. It may also include community representatives, parents, and students. Persons from the pathway industry are heavily represented. The Committee incorporates viewpoints from all members.</p>			Evidence
0	1.55	3.1	
<p>Each pathway is connected to an Advisory Committee at the school level or the district level and has industry representation and a voice for each pathway. It has members from the district and high school administration, pathway staff, employers, and postsecondary education. It may also include community representatives, parents, and students. Persons from the pathway industry are heavily represented. The Committee incorporates viewpoints from all members.</p>	<p>The Advisory Committee for each pathway includes members from at least the following categories: high school administration, pathway teaching staff, supporting employers and institutions of higher education. Less than 50% of the Committee members represent pathway related industries for each pathway program of study. It is evident the Committee respects the viewpoints of most members of in pathway decision-making.</p>	<p>The Advisory Committee for each pathway includes members from each of the following categories: district and high school administration, pathway teaching staff, supporting employers for each program of study within each pathway, postsecondary institutions, community representatives, and pathway parents and students. At least 50% of the Committee members represent pathway related industries from each pathway program of study. Evidence indicates the Committee respects viewpoints from all of the members in pathway decision-making.</p>	
<p>b. Regular meetings. Meetings of the Advisory Committee are held at least quarterly, with defined agendas, outcomes, and meeting minutes. The Advisory Committee helps to set policies for each pathway. It also serves as a center of resource development.</p>			Evidence
0	1.55	3.1	
<p>The Advisory Committee meets no more than once a year. Written agendas and outcomes do not exist and/or do not align with each pathway mission, goals, and benchmarks. Defined roles of the Committee in policy making and resource development are not evident.</p>	<p>The Advisory Committee meets no more than twice a year. Written agendas and outcomes exist but are not sufficiently aligned with each pathway mission, goals, and benchmarks. Defined roles of the Committee in policy making and resource development for each pathway are unclear.</p>	<p>The Advisory Committee meets at least quarterly, with clearly articulated agendas and outcomes aligned with each pathway mission, goals, and benchmarks. Defined roles of the Committee in policy making and resource development are evident.</p>	

<p>c. A productive partnership. There is evidence of a partnership between each pathway/high school and its host community. There is a set of By-laws and/or a memorandum of understanding (MOU) that clearly defines all roles.</p>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>There is no evidence of a partnership between each pathway, Advisory Committee, and community partners, but it is in the planning stages.</p>	<p>It is evident there is a developing partnership between each pathway Advisory Committee, postsecondary, and community partners. By-laws and/or MOUs include vague definitions of roles. The chair/co-chair of the Advisory Committee is not a business or postsecondary partner.</p>	<p>It is evident there is a productive relationship between each pathway and the Advisory Committee, postsecondary, and community partners. By-laws and/or MOUs clearly define roles of the Advisory Committee members. The chair/co-chair of the Advisory Committee is a business or postsecondary partner.</p>	
<p>d. A student voice. Students have avenues through which they can provide input to each pathway's policies and practices, thus providing opportunities for student leadership such as through Career and Technical Student Organizations (CTSOs).</p>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>There is no evidence pathway students provide input to pathway-specific policies and practices. Opportunities for student leadership are limited to no more than 5% of pathway students, through avenues such as each pathway's Advisory Committee, focus groups, organized student government, CTSOs, and/or leadership roles in co- and extra-curricular school based activities.</p>	<p>There is limited evidence pathway students provide input to pathway policies and practices. Between 5% and 25% of the pathway students participate in student leadership through avenues such as each pathway's Advisory Committee, focus groups, organized student government, CTSOs, and/or leadership roles in co- and extra-curricular school based activities.</p>	<p>It is evident student voice is important, and students provide input to the pathway policies and practices. Additionally, at least 25% of pathway students participate in student leadership, through avenues such as the pathway Advisory Committee, focus groups, organized student government, CTSOs, and/or leadership roles in co- and extra-curricular school based activities.</p>	

<p>NSOP 7. Teaching and Learning. The teaching and learning within each pathway meet or exceed external standards and postsecondary entrance requirements while differing from a comprehensive high school by focusing learning around a career theme.</p>			Evidence to include in NSOP Documentation Folders
<p>a. External standards. The academic curriculum is framed around national standards, or approved state standards. The career and postsecondary curriculum is framed around national, state, postsecondary, Common Career Technical Core, and/or career readiness standards.</p>			Evidence
0	1.55	3.1	
<p>The academic curriculum within each pathway is framed around approved state standards and/or national standards. Alignment with industry standards related to the career focus of each pathway is present within the CTE/career themed courses, but there is no evidence of industry certifications and/or dual credit options.</p>	<p>The academic curriculum within each pathway is framed around approved state standards and/or national standards. Alignment with industry standards related to the career focus of each pathway is present within the CTE/career themed courses, and there is evidence of industry certifications and/or dual credit options in some pathway courses. Each pathway team is exploring industry certifications and/or dual credit options.</p>	<p>The academic curriculum within each pathway is framed around approved state standards and/or national standards. Alignment with industry standards related to the career focus of each pathway is present within the CTE/career themed courses, and there is evidence of industry certifications and/or dual credit options in all pathway courses. There are opportunities open to all pathway students for approved industry certifications and dual credit options.</p>	
<p>b. Rigorous learning. Coursework reaches high levels of English and mathematics, in addition to substantial coursework in science, social studies, and career and technical education. All graduates are qualified to attend a full range of postsecondary education options without the need for remediation because they have mastered curriculum that meets postsecondary entrance requirements.</p>			Evidence
0	1.55	3.1	
<p>The Program of Study and/or school- and district-level policies does not demonstrate the requirement of multiple years of English and math, science and social studies and CTE coursework. Less than 50% of the graduates of each pathway are qualified to attend two- or four-year colleges, technical centers, technical colleges, or the military, or other identified postsecondary training (e.g., apprenticeships), as evidenced by their graduation standards and entrance requirements, without the need for remediation.</p>	<p>The Program of Study and/or school- and district-level policies demonstrates the requirement of multiple years of English and math, science and social studies and coursework in CTE. At least 50% of the graduates of each pathway are qualified to attend two- or four-year colleges, technical centers, technical colleges, or the military, or other identified postsecondary training (e.g., apprenticeships), as evidenced by their graduation standards and entrance requirements, without the need for remediation.</p>	<p>The Program of Study and/or school- and district-level policies demonstrate a requirement of four years of English and math, and at least three years of science, social studies, and coursework in CTE. At least 75% of the graduates of each pathway are qualified to attend two- or four-year colleges, technical centers, technical colleges, or the military, or other identified postsecondary training (e.g., apprenticeships), as evidenced by their graduation standards and postsecondary entrance requirements, without the need for remediation.</p>	

<p>c. Sequenced, integrated, and relevant curriculum. Curriculum articulates from the beginning of a pathway through the senior year, with a defined and sequential course progression. Academic curriculum is reinforced within pathway courses through the integration, sequencing, and or relevance of rigorous academic skills and literacy. Learning illustrates applications of academic subjects outside the classroom, incorporates current technology and 21st Century Skills, and includes authentic project-based learning.</p>			Evidence
0	1.55	3.1	
<p>Integration, sequencing, and/or relevance of rigorous academic skills and literacy are not intentional goals of instruction within each pathway. The Program of Study does not show sequential course progression over multiple years. Project-based learning is not evident. The use of career pathway specific technology is not incorporated into teaching and learning.</p>	<p>Integration, sequencing, and/or relevance of rigorous academic skills and literacy are intentional goals of instruction within each pathway. The Program of Study shows sequential course progression over multiple years. Project-based learning is not embedded on a regular basis in pathway classes. The use of career pathway specific technology is not incorporated into the teaching and learning on a consistent basis.</p>	<p>Integration, sequencing, and relevance of rigorous academic skills and literacy are intentional goals of instruction within each pathway. The Program of Study illustrates sequential course progression over the years. Project-based learning is embedded into learning on a regular basis in pathway classes. The use of career pathway specific technology is incorporated into the teaching and learning on a consistent basis.</p>	
<p>d. Postsecondary planning. Students have access to career and postsecondary information, are provided guidance and advisement in these areas, and begin a post-graduate multi-year plan during their sophomore year, which will be reviewed and refined each semester. The plans begin with goals that each student sets, which become an ongoing personalized learning plan. Progress on this plan is reviewed by the student as well as parents/guardians, counselors, and advisors.</p>			Evidence
0	1.55	3.1	
<p>By the end of the junior year, less than half of pathway students have a personalized multi-year plan bridging secondary to postsecondary and careers. Counseling of students that includes career and postsecondary information is not evident. There is no process in which the plans are reviewed.</p>	<p>By the end of their junior year, at least half of the students have a personalized multi-year plan bridging secondary to postsecondary and careers. Counseling of students includes career and postsecondary information for some pathway students through individual, group, and parent inclusive sessions. There is an informal process for students to review their on-going personalized learning plans at least annually.</p>	<p>By the end of their junior year, all students have a personalized multi-year plan bridging secondary to postsecondary and careers. Counseling of students includes career and postsecondary information for all pathway students through individual, group, and parent inclusive sessions. There is a clear process for students to review their on-going personalized learning plans with people in advisory roles at least annually, and the students "own" their plans.</p>	

<p>e. Dual credit options. Options for postsecondary credit exist in a variety of ways and may include articulation agreements, dual credit and/or college credit for upper grades, concurrent credit, transcribed credit, Advanced Placement, International Baccalaureate, Cambridge Advanced International Certificate of Education, and other relevant postsecondary program credit. The pathway upper level curriculum articulates to relevant postsecondary programs.</p>			Evidence
0	1.55	3.1	
<p>Early postsecondary opportunities are limited. There is no evidence the pathway upper level curriculum articulates to relevant postsecondary programs. Less than 25% of the pathway students participate in opportunities for postsecondary credit (e.g., dual enrollment, dual credit, AP, IB, AICE, and other relevant postsecondary programs).</p>	<p>Early postsecondary credit opportunities are available. The pathway upper level curriculum articulates to relevant postsecondary programs. At least 25% of the pathway students participate in opportunities for postsecondary credit (e.g., dual enrollment, dual credit, AP, IB, AICE, and other relevant postsecondary programs).</p>	<p>Early postsecondary credit opportunities are available. The pathway upper-level curriculum articulates to relevant postsecondary programs. At least 50% of the pathway students participate in opportunities for postsecondary credit (e.g., dual enrollment, dual credit, AP, IB, AICE, and other relevant postsecondary programs).</p>	
<p>f. Development of a portfolio. The student portfolio is created and sustained throughout the pathway experience.</p>			Evidence
0	1.55	3.1	
<p>Less than 50% of pathway seniors will graduate with a portable portfolio. There is limited opportunity for pathway students to develop a portfolio representing what they have learned. There is no evidence portfolio development is an expectation for all students in the pathway.</p>	<p>At least 50% of pathway seniors graduate with a portable portfolio developed through the high school experience. There is some work involving development of student portfolios, but it is not sustained throughout the pathway experience.</p>	<p>All pathway seniors graduate with a portable portfolio developed throughout the high school experience. The portfolio reflects what they have learned over their years in the pathway, and includes a resume and other pertinent information and artifacts.</p>	
<p>g. Participation in a capstone project. The senior year capstone project is reflective of each pathway in which students are participating.</p>			Evidence
0	1.55	3.1	
<p>Less than 50% of seniors participate in a capstone experience. There is no expectation for the capstone project to reflect each pathway theme. There is no process for presentations or feedback from industry and postsecondary experts.</p>	<p>At least 50% of seniors participate in a capstone experience. The capstone project reflects each pathway theme. There is no formal process for capstone project presentations and/or feedback from industry and postsecondary experts.</p>	<p>All pathway seniors participate in a well-developed, structured capstone experience (e.g., business/virtual enterprise, community service, innovation in product design/development, internship, leadership project, research project, service learning, work-based learning, etc.) The capstone experience reflects each pathway theme. A panel of industry and postsecondary experts provide feedback on students' capstone presentations.</p>	

<p>NSOP 8. Employer, Postsecondary Education, and Community Involvement. A pathway links the high school to its host community and involves members of the employer, postsecondary education, and civic community in certain aspects of its operation.</p>			Evidence to include in NSOP Documentation Folders
<p>a. Local industry/economic needs. Each pathway's career field is selected to align with the economic and workforce development needs of the community and state. This will ensure that there is adequate preparation of the future workforce and that there are sufficient opportunities for persons currently in this field to be engaged in the pathway.</p>			Evidence
0	1.55	3	
Less than half of the pathway sequenced course progression is aligned with the community industries, economic, and workforce needs. There is no evidence of sufficient employer base to allow for adequate involvement of volunteers (business and postsecondary partners, Advisory Committee members, etc.,).	Most of the pathway sequenced course progression is aligned with the community industries, economic, and workforce needs. There is evidence of sufficient employer base to allow for adequate involvement of volunteers (business and postsecondary partners, Advisory Committee members, etc.,).	The pathway is 100% aligned with the community industries, economic, and workforce needs. There is evidence of sufficient employer base to allow for adequate involvement of volunteers (business and postsecondary partners, Advisory Committee members, etc.,) .	
<p>b. Community involvement. Representatives of employers, postsecondary education, and the community help guide each pathway's curriculum, and provide experiential components such as guest speakers, real-world projects, field experience sites, shadowing opportunities, mentors, student internships, community service opportunities, college and other post-secondary education tours, and teacher externships.</p>			Evidence
0	1.55	3.1	
Each pathway has minimal partners (employers, higher education, community representatives) who provide 1-2 of the following resources: <ul style="list-style-type: none"> • classroom or pathway speakers • field trip/extended learning • job-shadowing opportunities • mentors • student internships • community service opportunities • college tours • teacher externships 	Each pathway has external partners (employers, higher education, community representatives) who provide at least half of the following resources: <ul style="list-style-type: none"> • classroom or pathway speakers • field trip/extended learning • job-shadowing opportunities • mentors • student internships • community service opportunities • college tours • teacher externships 	All of the following resources or activities are provided by at least one external partner (employers, higher education, community representatives): <ul style="list-style-type: none"> • classroom or pathway speakers • field trip/extended learning • job-shadowing opportunities • mentors • student internships • community service opportunities • college tours • teacher externships 	

<p>c. Citizenship. Each pathway fosters a culture of respect for others, regardless of background, and encourages student contributions as global citizens.</p>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>There is no evidence pathway students are exposed to the idea of and encouraged to contribute to global citizenship, nor a focus on creating a pathway culture of respect for others and pride in diversity.</p>	<p>It is unclear how pathway students are exposed to the idea of and encouraged to contribute to global citizenship. There is limited focus on creating a pathway culture of respect for others and pride in diversity.</p>	<p>It is evident pathway students are exposed to the idea of and encouraged to contribute to global citizenship. There is a focus on creating a pathway culture of respect for others and pride in diversity.</p>	
<p>d. Work-based learning Each pathway offers work-based learning opportunities for all interested students either through internships, community service, or other community-based work programs that the Advisory Committee and the school district planning team determine are the best approach for that pathway and community.</p>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>Less than 50% of the pathway students participate in work-based learning prior to graduation. There is no sequential plan of work-based learning experiences.</p>	<p>At least 75% of the pathway students participate in work-based learning prior to graduation. There is not a clearly outlined sequential three to four year plan of work-based learning experiences, developed by the pathway team and Advisory Committee, with specific activities occurring at different grade levels. These can include job shadowing, mentoring, field experiences, tours, college visits, internships, community service, or other.</p>	<p>At least 90% of pathway students participate in work-based learning prior to graduation. Students participate in a sequential three to four year plan of work-based learning experiences, developed by the pathway team and Advisory Committee, with specific activities occurring at different grade levels. These can include job shadowing, mentoring, field experiences, tours, college visits, internships, community service, or other.</p>	

<p>NSOP 9. Student Assessment. Improvements in student performance are central to each pathway’s mission. It is important to gather data that reflect whether students are showing improvement and to report these accurately and fairly to maintain each pathway’s integrity.</p>			Evidence to include in NSOP Documentation Folders
<p>a. Student data are collected. These data include those necessary to describe the student body within each pathway (e.g., grade level, gender, race/ethnicity) and its relationship to the high school in general, as well as student performance on a variety of outcome measures.</p>			Evidence
0	1.55	3.1	
Data submissions for both the pathway- and school-level populations are incomplete for most of the following demographic variables: total enrollment, grade level distribution, gender, race/ethnicity, free and reduced lunch, exceptional/special education, and English language learners.	Data submissions for the pathway- and/or school-level populations are inadequate for some of the following demographic variables: total enrollment, grade level distribution, gender, race/ethnicity, free and reduced lunch, exceptional/special education, and English language learners.	Data submissions for both the pathway- and school-level populations are complete for the following demographic variables: total enrollment, grade level distribution, gender, race/ethnicity, free and reduced lunch, exceptional/special education, and English language learners.	
<p>b. Multiple academic measures. Measures include a variety of accepted indicators of performance (e.g., attendance, retention, credits, grade point averages, state test scores, graduation rates, college going rates), as well as rubric-based assessments on performance tasks. Multiple measures are aligned to approved state standards, and longitudinal data are collected.</p>			Evidence
0	1.55	3.1	
Data submissions for both the pathway- and school-level populations are incomplete for most of the following outcome measures of indicators of performance: attendance, retention, credits, GPAs, graduation rates, college going rates, state test scores, national test scores (e.g., ACT, SAT, NAEP), more rigorous coursework, attendance rate, referral and suspension (in- out- of school) rates, rate of retention in grade, percent of credits earned, GPA, graduation rate, rate of 12th grade readiness for postsecondary, state and/or local test scores, national test scores (e.g., ACT, SAT, NAEP), percent passing advanced coursework with a grade of C or higher (honors, AP, IB, AICE, Dual Enrollment, Dual Credit, etc.).	Data submissions for the pathway- and/or school-level populations are inadequate for some of the following outcome measures of indicators of performance annually: attendance rate, referral and suspension (in- out- of school) rates, rate of retention in grade, percent of credits earned, GPA, graduation rate, rate of 12th grade readiness for postsecondary, state and/or local test scores, national test scores (e.g., ACT, SAT, NAEP), percent passing advanced coursework with a grade of C or higher (honors, AP, IB, AICE, Dual Enrollment, Dual Credit, etc.). Data include the current year and two previous years pathway students.	Data submissions for both the pathway- and school-level populations are complete for the following outcome measures of indicators of performance: attendance, retention, credits, GPAs, graduation rates, college going rates, state test scores, national test scores (e.g., ACT, SAT, NAEP), more rigorous coursework, attendance rate, referral and suspension (in- out- of school) rates, rate of retention in grade, percent of credits earned, GPA, graduation rate, rate of 12th grade readiness for postsecondary, state and/or local test scores, national test scores (e.g., ACT, SAT, NAEP), percent passing advanced coursework with a grade of C or higher (honors, AP, IB, AICE, Dual Enrollment, Dual Credit, etc.).	

<p>c. Technical learning. Measures include knowledge of the field's terminology, technical concepts, and ability to apply academic skills to authentic real-world projects. Where appropriate, industry-recognized credentials, certifications, or licenses are incorporated.</p>			Evidence
0	1.55	3.1	
<p>There is no evidence technical learning is measured through classroom standards specific to CTE or through the application of core academics to authentic real-world projects. Less than 50% of pathway students earn one or more Advisory Committee approved, nationally recognized industry certifications, and/or aligned postsecondary credits meeting postsecondary matriculation requirements.</p>	<p>Pathway students' technical learning in the pathway is being measured, but is not part of the pathway data reviewed by the team. Students master standards specific to CTE/career themed coursework through application of core academics to authentic real-world, pathway-aligned projects. At least 50% of pathway students earn one or more Advisory Committee approved, nationally recognized industry certifications, and/or aligned postsecondary credits meeting postsecondary matriculation requirements.</p>	<p>Pathway students' technical learning is measured in CTE/career themed courses in at least 11th and 12th grades. Students master standards specific to CTE/career themed coursework through application of core academics to authentic real-world, pathway-aligned projects. At least 80% of pathway students earn one or more Advisory Committee approved, nationally recognized industry certifications, and/or aligned postsecondary credits meeting postsecondary matriculation requirements.</p>	
<p>d. Data Analysis. Analysis of the data elements takes place in various settings to support student achievement.</p>			Evidence
0	1.55	3.1	
<p>The data are not analyzed by the pathway team, leadership, or Advisory Committee.</p>	<p>The data are analyzed by the pathway team, leadership, and/or Advisory Committee. The pathway team analyzes pathway data at least quarterly during common planning time. The data are analyzed and reviewed with the Advisory Committee at least each semester. Analysis of the data results in recommendations for instructional changes and plans for student support.</p>	<p>The data are analyzed by the pathway team, leadership, and Advisory Committee. The pathway team analyzes pathway data at least monthly during common planning time. The data are analyzed and reviewed with the Advisory Committee at least quarterly. Analysis of the data results in implementation of recommended instructional changes and plans for student support.</p>	

<p>e. Evidence of impact. These measures show whether, and how much, each pathway improves student performance. Teacher teams use student assessment to evaluate the quality of the education provided in each pathway and to make improvements to the curriculum, instruction, and program structure. A longitudinal study shows whether there are improved student outcomes in terms of reduced dropouts, increased academic success, career readiness preparation, and greater entry into post-secondary education.</p>			<p>Evidence</p>
<p>0</p>	<p>1.55</p>	<p>3.1</p>	
<p>Analysis of pathway and schoolwide data do not demonstrate improved performance averages for pathway students. The degree of the impact of pathway participation is based on 4 or fewer on the following measures: student dropout and graduation rates, GPA, completion of advanced coursework with a grade of C or higher, technical skill attainment, completion of 2-3 or more CTE/themed courses with a grade of C or higher, participation in work-based learning, and postsecondary readiness as measured by each pathway, and in comparison to non-pathway students in the school or district.</p>	<p>Analysis of pathway and schoolwide data demonstrate some improved performance averages for pathway students. The degree of the impact of pathway participation is based on 8 or fewer of the following measures: student dropout and graduation rates, GPA, completion of advanced coursework with a grade of C or higher, technical skill attainment, completion of 2-3 or more CTE/themed courses with a grade of C or higher, participation in work-based learning, and postsecondary readiness as measured by each pathway, and in comparison to non-pathway students in the school or district.</p>	<p>Analysis of pathway and schoolwide data demonstrate improved performance averages for pathway students. The degree of the impact of pathway participation is evident based on each of the following measures: student dropout and graduation rates, GPA, completion of advanced coursework with a grade of C or higher, technical skill attainment, completion of 2-3 or more CTE/themed courses with a grade of C or higher, participation in work-based learning, and postsecondary readiness as measured by each pathway, and in comparison to non-pathway students in the school or district.</p>	

<p>NSOP 10. Sustainability. No new pathway functions perfectly. Even well established and highly functioning pathways benefit from self-examination and refinement. Ensuring and improving the quality of a pathway requires engaging in a regular cycle of improvement.</p>			Evidence to include in NSOP Documentation Folders
<p>a. Pathway implementation. Program leaders regularly assess each pathway's functioning, studying its strengths and weaknesses. This involves gathering feedback from key stakeholders, including students.</p>			Evidence
0	1.55	3.1	
<p>There is no process for analyzing pathway implementation within a continuous improvement framework. Key stakeholder groups do not provide input regarding strengths and weaknesses of each pathway. There is no process for following up on any feedback the team receives.</p>	<p>There is a process for analyzing pathway implementation within a continuous improvement framework. The process and results are not clearly communicated to and known by all stakeholders. Some stakeholder groups provide input regarding pathway implementation. The process for following up on the feedback as part of a cycle of improvement is unclear.</p>	<p>There is a clear process for analyzing pathway implementation within a continuous improvement framework. The process is written and known to all stakeholders. Key stakeholder groups, including students, provide input regarding pathway implementation. The process includes follow-up on the feedback as part of the cycle of improvement.</p>	
<p>b. Pathway refinements. Regular assessments generate plans to address any pathway problems. Such plans include benchmarks for improvement that reflect on a pathway's mission and goals.</p>			Evidence
0	1.55	3.1	
<p>Plans to refine each pathway's design and implementation are not evident. If refinements are noted, they are known to only some of each pathway's members, and/or stakeholders were not involved in the process. The process does not include a review of each pathway's mission, goals, and benchmarks.</p>	<p>Plans to refine each pathway's design and implementation are known to some but not all pathway members and external partners. Plans do not clearly identify improvements, timelines, or the individuals responsible for carrying out the plans. Each pathway's mission, goals, and benchmarks are reviewed but are not modified based on the continuous improvement process.</p>	<p>Plans to refine each pathway's design and implementation are written and clearly known to pathway members and external partners. Plans for improvement include timelines and individuals responsible for carrying out the plans. Based on pathway implementation and student achievement data, each pathway's mission, goals, and benchmarks are reviewed and modified as needed.</p>	