

What Is Important About Your School that Isn't Measured?

1. Who are your students? (who)
2. What is UNIQUE and not measured about your school? (what)
3. How is your program experienced by students? (how)
4. Is anyone better off because of your program? (why)
5. How do you know? (data)

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A Word About Global Access

Global access includes all knowledge, skills, opportunities students experience that prepare them for social and economic mobility when they matriculate from the school. For high schools, global access includes outcomes associated with the acceptance into two- and four-year colleges and universities, the military, and entry into the workforce. It can be measured through successful internships, work readiness rubrics, positive transitions to work, the military, college, or dual enrollment, and certification programs. In elementary and middle schools, global access can be measured through real-world experiences outside of the school through volunteer opportunities, visits to workplaces and colleges, and expeditions beyond school.

Global Access Goals - Grounding Questions

What does it mean to prepare students for the "real" world?

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- What do you do with your students to prepare them to be citizens? Life-long learners? Active members of society?
- How do your students see the connection between what they learn in school and the world beyond?
- What opportunities do your students have to explore their interests and image themselves as professionals?

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Global Access - Goal-creating Questions

- How does your school prepare students for the world outside? (The WHAT)
- What are all the ways that students are exposed to the world outside, including all the
 activities, classes, certificates, credits, credentials? (The HOW)
- How many students (e.g., all, all sixth graders) will be performing at what level (e.g., mastery, understanding)? (The WHO)
- What skills do your students gain? Is anyone better off? (The WHY)
- How do you know it is working? (The Outcome and the DATA)

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Academic Goals - Grounding Questions

What does it mean to prepare students for academically?

- What courses, curriculum, instructional models are available to your students?
- How does the curriculum build student's academic knowledge and skills?
- · What subject areas are most important to you and your students?

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A Word about Academics

A school's academic program is more than a single test – it comprises all learning that occurs during a year and for ALL students and in all forms, not just a single grade level or single test.

Assessing academics involves looking at all ways students are evaluated from credits earned to grades, from portfolios to expeditions. It can also include student progress and improvement over time as measured by standardized assessments or other proxies.

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Academic - Goal Creating Questions

- How does your school prepare students academically, specifically in reading, writing, and math? (The WHAT)
- What are all the ways the students are encouraged to learn include all the activities, classes, certificates, credits, credentials? (The HOW)
- How many students (e.g., all, all sixth graders) will be performing at what level (e.g., mastery, understanding)? (The WHO)
- . What skills do your students gain? Is anyone better off? (The WHY)
- How do you know it is working (e.g., portfolios, grades, NWEA-MAP, STAR), and by what data? (The ${\bf Assessment}$ and the ${\bf DATA})$

A Word About Mission

A school's mission is the heart and soul of the school. It contains what is UNIQUELY TRANSFORMATIVE about the school. The Mission answers the question of "Why This School?"

Mission Goals – Grounding Questions
What does it mean to have a mission?

- How do you build an infrastructure to capture the HEART of a school?
- What experience(s) for students at your school is/are uniquely transformative?

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Mission Goals - Goal-Creation Questions

- What is the uniquely transformative aspect of your school? (The WHAT)
- What are all the ways that students are experiencing your mission, including all the
 activities, classes, certificates, credits, credentials? (The HOW)
- How many students (e.g., all, all sixth graders) will be performing at what level (e.g., mastery, understanding)? (The WHO)
- How is your approach uniquely transformative for your students? What skills do your students gain? Is anyone better off? (The WHY)
- How do you know it is working? (The Outcome and the DATA)

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A Word About Equity

Every Child, Every Day

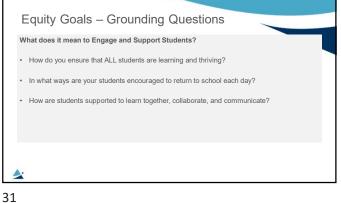
Educational equity means that every child receives whatever she/he/they need to develop to her/his/their full academic and social potential and to thrive, every day. By "thrive," I mean academically as well as social-emotionally. Every child has a right to feel loved and cared for and to feel that they belong to a community. Emotional well-being is as important as academic success in this definition of educational equity.

Educational equity means there is no predictability of success or failure that correlates with any social or cultural factor—a child's educational experience or outcomes is not predictable because of their race, ethnicity, linguistic background, escondic class, religion, gender, sexual orientation, physical and cognitive ability, or any other socio-political identity marker.

Elena Aguilar, Coaching for Equity

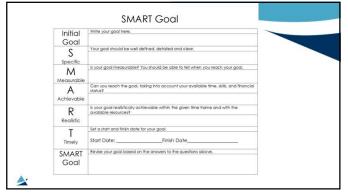
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Equity Goals - Goal-Creation Questions Why do ALL students come to school each day? (The WHAT) What occurs at school that supports students feeling connected, taking care of themselves and others, being kind? (The HOW) How many students (e.g., all, all sixth graders) will be performing at what level (e.g., mastery, understanding)? (The WHO) - What skills do your students gain? Is anyone better off? (The WHY)How do you know it is working? (The Outcome and the DATA)

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