

Revisions to the Alternative Schools Accountability Framework: Recommendations from the Wyoming Technical Advisory Group for the Alternative School Model

July 1, 2016

Introduction

This report is produced by the National Center for the Improvement of Educational Assessment (Center for Assessment) working closely with the Technical Advisory Group (TAG) for the Wyoming Alternative School Accountability system and leadership from the Wyoming Department of Education (WDE). The report serves as a supplement to the Wyoming Alternative School Framework submitted to Select Committee on Statewide Education Accountability on October 15, 2015.

The purpose of the report is to document the process and outcomes from the TAG's work in the spring of 2016 to extend and improve the framework for the Wyoming Alternative Accountability System. The specific foci of the TAG were:

- Review and revise the Alternative Accountability Framework as appropriate to position the WDE for a successful pilot in the 2016-2017 academic year
- Create a proposal for the Student Success Plan (SSP)
- Establish business rules and other specifications necessary to support the pilot
- Identify data collection requirements

This report, along with the pilot *Implementation Guide*, has been prepared in fulfillment of the WDE's legislative charge. In particular, this report covers revisions to the framework and the proposal for the SSP.

Process

Beginning in April through June of 2016, the TAG convened once a month for a total of three in-person meetings in Casper, Wyoming. The TAG membership, which overlapped substantially with TAG from fall of 2015, is comprised of educational leaders representing a variety of roles and perspectives, including alternative school principals and superintendents. The committee also includes representatives from the WDE and consultants. Members of the TAG are identified in Table 1.

Table 1: Technical Advisory Group Membership

Name	Organization
Beth Auge	Teton #1
Teresa Chaulk	Lincoln #1
Chris Domaleski	Center for Assessment
Mike Flicek	Contractor - WDE
Dianne Frazer	WDE
Erika Hall	Center for Assessment
Darlene Hartman-Hallam	Crook #1
Mike Helenbolt	Laramie #1
Deb Lindsey	WDE
Julie Magee	WDE
Michael Maloney	Sweetwater #1
Kathleen Milligan-Hitt	Fremont #1
Kathy Scheurman	WEA
Shawna Trujillo	Natrona #1

The TAG started from the framework and affirmed the goals, uses, and theory of action previously developed. Subsequently, the committee worked through each component of the framework to refine and extend the specifications to support the pilot.

During each of the meetings, the Center for Assessment captured meeting notes to document recommendations reflecting perspectives shared across the group.

The committee operated by consensus to make decisions. There were no topics reflected in the report in which the TAG failed to reach full consensus.

System Components

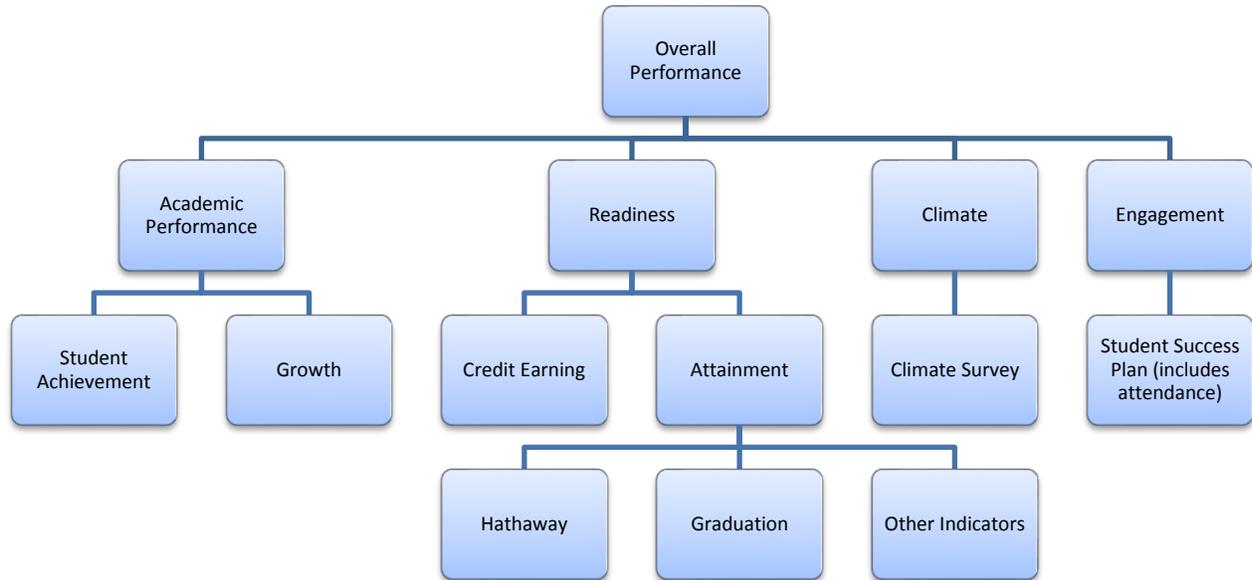
In this section, we review the major decisions affirmed by the TAG to refine and extend the framework to support the pilot. While this report does not repeat the goals, uses, theory of action and design principles articulated in the full October 2015 framework document, it is important to note that the intention of the TAG was to support these aspects of the existing framework.

The components of the framework covered in this report are:

- **School Climate:** the extent to which parents, teachers, and students report that the school achieves and improves with respect to creating a safe, positive environment that promotes collaboration and is conducive to learning and growth
- **Engagement:** the extent to which students attend school regularly and participate in a range of activities that promote holistic development of life skills associated with post-secondary success
- **Readiness:** the extent to which students earn course credit and attain outcomes that position the student for success in college or career
- **Academic Performance:** the extent to which students meet identified performance standards and demonstrate appropriate annual academic growth

Figure 1 portrays the proposed components and indicators of the revised alternative school accountability framework.

Figure 1: Components in the Alternative School Accountability Framework



School Climate

The TAG discussed how to operationalize school climate for the pilot and beyond. The TAG felt that a student survey alone would be appropriate as a climate measure and that parent and staff surveys should not be included in the model. The TAG further recommended that the pilot survey should be mandatory for all alternative schools. The survey will be brief, and a prototype was developed, which is 20 items in length. The brevity is thought to help encourage focused, conscientious participation in the survey.

In order for the surveys to be used in the alternative accountability model, it was recommended that administrations occur twice annually and that a minimum response rate be required. To the extent practicable, the TAG suggests that schools provide an electronic submission of a school participation report. Additionally, the model should take into account both survey outcomes and improvement.

The TAG recommended that the survey should address the following dimensions:

- **Support:** To what extent do students receive guidance and assistance to help them succeed academically and beyond?

- Trust¹: To what extent can staff be relied upon to follow through on things that matter?
- High Expectations: To what extent are students appropriately challenged with meaningful academic work?
- Respect: To what extent do students and staff treat people and property well?

Appendix A of this report contains the proposed items for the pilot school climate survey. Appendix B of this report contains the TAG's recommendations for administration guidance for the pilot.

The TAG also recommended that the climate survey be administered to a sample of schools that are not alternative schools in order to compare outcomes and better inform baseline expectations. Following the pilot in the fall of 2016, data will be analyzed to determine baseline expectations for both participation and performance. Ideally, performance will include both status and growth. Following the second administration in fall 2017, a baseline for growth/ improvement can be evaluated. In general, the TAG felt that status and growth should be classified based on categories of atypically low, typical, and atypically high.

The use of baseline status and growth measures along with confidence intervals might inform these classifications, which can be used to influence the final thresholds, which would be set by the PJP in the fall of 2018.

Finally, the TAG discussed the importance of 'authenticating' the data with respect to other indicators. For example, both an *n*-size and inclusion (i.e., participation) threshold should be established to ensure the information from the climate survey is appropriately generalizable. Baseline data will help establish appropriate authentication criteria.

Engagement

Student engagement represents an attempt to gather evidence to support the claim that students are fully participating in experiences that support the acquisition of skills that positively influence holistic development and success. Engagement will be operationalized via a Student Success Plan (SSP). The SSP can be broadly conceptualized as a student-specific plan or set of objectives to accumulate evidence of positive engagement within and across school years. The SSP should 1) facilitate student attainment of key academic, career and social/emotional development goals and 2) provide educators with relevant, timely information that can be used to promote effective mentoring and targeted guidance.

The TAG proposed to implement the SSP component of the framework by providing guidance and a model template. Following the pilot year, the state resources can be expanded and improved to provide a growing 'toolkit' to schools to aid with effective implementation.

¹ Support and trust are closely related and many proposed items measure both.

A draft template for the SSP was developed that addresses the following dimensions.

1. Personal Data
2. Educational History
3. Learning Style
4. Goals and Interests
5. Course/Credit History and Planning, and Hathaway Progress
6. School and Community/Civic Activities
7. Work Experience
8. Career Preparation Activities and Artifacts

It should be noted that the TAG recommends including attendance as a component of the SSP, as opposed to a separate indicator, as portrayed in the prior version of the framework. This information is recorded in section five of the sample SSP: course credit, history, and planning. In this manner, school leaders will be responsible for tracking attendance and supporting improvement via regular meetings with the student.

The purpose of the template is to provide a strong exemplar of a proposed approach, but schools would be permitted to use their own templates provided the priority elements represented in the model template are addressed. In addition, the TAG recommended that each student in attendance for the full year meet with their SSP Advisor at least two times per school year.

For purposes of accountability, it was agreed that principals would need to sign and submit a document to the WDE acknowledging that the school a) engaged in the SSP process and b) that the materials associated with/resulting from this process will be provided for review upon request.

The administration guidance and a template for the SSP are included as Appendix C to this report.

Readiness

TAG members affirmed that promoting college- and career-readiness is a central priority for alternative schools. Readiness is comprised of two components: credit earning and attainment.

Credit Earning

The TAG proposes to calculate this indicator as credits earned divided by credits attempted. Moreover, credit earning should be calculated for each of grades 9-11. Information regarding credits earned/attempted should be available from student transcripts.

It is likely that the rule of only including full academic year (FAY) students in the indicator will need to be relaxed in order to meet *n*-size requirements. A decision regarding the enrollment period business rule will be considered following the pilot, when information is available to evaluate potential solutions.

Attainment

The alternative school accountability system should also measure the extent to which students earn valued outcomes when they exit the school.

These outcomes include:

- Graduation (includes extended time graduation)
- Hathaway scholarship eligibility
- High School Equivalency Certification
- Post-secondary credit while in high school
- Career industry certification

Because these outcomes can occur in different combinations and are not mutually exclusive, a promising approach for operationalizing this category is a multi-tiered attainment index. This method, illustrated in Table 2, assigns base points for a primary outcome in category A, and awards additional points for earning other prized accomplishments in categories B and C. Only one outcome is eligible in categories A and B, but students may receive multiple outcomes in category C from various sources. A maximum value (e.g., 20) will need to be set on category C to retain appropriate relative weight.

Table 2. Sample of Pilot Attainment Indicators and Values

Category A	Value	Category B	Value	Category C	Value
Graduation	100	Hathaway Opportunity or Greater	20	AP/IB Credit	5
Transfer to Qualifying Post Secondary Program*	80	Hathaway Provisional	10	Postsecondary Credit	5
High School Equivalency	60	Not Hathaway Eligible	0	Industry Certification	5
Dropout	0				

*This category will require additional investigation in the pilot year to determine if it is a meaningful and appropriate designation in the index.

The design in table 2 and the values shown are placeholders. The WDE and the TAG will evaluate the results the following the pilot to make recommendations moving forward. The final performance thresholds will be set by the PJP in fall 2018.

When operational, the values will be summed across categories for each student, and the school's final index point value is simply the average of all points for all students. If an exit code is not included (e.g., student transfers to another school), that record is simply omitted from the graduation rate calculation.

For the 2016-2017 pilot WDE will work to collect the following additional information to facilitate development and evaluation of the attainment index:

- High School Equivalency Exam outcomes
- Completion of CTE pathways
- National Occupational Competency Testing Institute (NOCTI) exam results
- AP/IB credits earned
- Dual/Concurrent enrollment credits earned

The TAG recommends adopting a business rule that that graduation outcomes will be calculated for the school the student spent the majority of the year at, if less than half of the year.

Finally, the TAG notes that with the passage of the Every Student Succeeds Act (ESSA), which occurred after the initial framework was developed, there may be impact to the use of graduation rate in the model. As additional rules and guidelines from the United States Department of Education (ED) emerge, this impact can be assessed more clearly. One approach the TAG considered was using graduation rate in addition to the attainment index as a source of influence on the final model outcomes. Again, potential approaches should be considered with the benefit of more information from ED and information from the pilot.

Academic Performance

Achievement

The TAG recommends that the achievement score for alternative schools be based upon subject area test scores in reading, English/writing, mathematics and science from the ACT in grade eleven and also from the grades nine and ten ACT Aspire tests. Adding scores from two additional grades will increase the n size for the achievement scores for the alternative schools. This should decrease the likelihood that schools will not meet the minimum n and, therefore, increase the likelihood that alternative schools get an achievement indicator score. In addition to increasing the likelihood that schools will get an achievement score, this will also improve the stability of the scores across school years. Finally, Wyoming is in the process of adopting a new state assessment that will test achievement in grades three through ten. This change during the pilot year will more closely resemble the achievement scores that will be obtained once the new state test is implemented.

The technical advisory group (TAG) for the alternative school accountability model recommended an achievement index for the pilot year that has five levels and that the index points for each level be 20, 40, 60, 80 and 100. Table 3 is an illustration of the proposed index. In Table 3, the index was designed so that proficient and above scores earn the maximum index points. This was accomplished by having the grade eleven cut-point for Level 5 equal to the proficient cut-point for the grade eleven ACT subject area tests.

Table 3. Illustration of the Achievement Index for the Alternative School Pilot Accountability Model.

Achievement Level	Grade 9 Aspire	Grade 10 Aspire	Grade 11 ACT*	Index Points
Reading				
Level 5	>= Score	>= Score	>= 150**	100
Level 4	Score - Score	Score - Score	Score - Score	80
Level 3	Score - Score	Score - Score	Score - Score	60
Level 2	Score - Score	Score - Score	Score - Score	40
Level 1	Score - Score	Score - Score	Score - Score	20
Mathematics				
Level 5	>= Score	>= Score	>= 150**	100
Level 4	Score - Score	Score - Score	Score - Score	80
Level 3	Score - Score	Score - Score	Score - Score	60
Level 2	Score - Score	Score - Score	Score - Score	40
Level 1	Score - Score	Score - Score	Score - Score	20
English/Writing				
Level 5	>= Score	>= Score	>= 150**	100
Level 4	Score - Score	Score - Score	Score - Score	80
Level 3	Score - Score	Score - Score	Score - Score	60
Level 2	Score - Score	Score - Score	Score - Score	40
Level 1	Score - Score	Score - Score	Score - Score	20
Science				
Level 5	>= Score	>= Score	>= 150**	100
Level 4	Score - Score	Score - Score	Score - Score	80
Level 3	Score - Score	Score - Score	Score - Score	60
Level 2	Score - Score	Score - Score	Score - Score	40
Level 1	Score - Score	Score - Score	Score - Score	20

Note: Specific scores will be identified using 2016 as a baseline year and the baseline score Wyoming statewide frequency distributions to create relatively equal percentages of students in Levels 1 through 4.

*The Wyoming ACT Scale will be used during the pilot year.

**150 is the cut-point for proficient on the Wyoming ACT Scale.

Table 4 presents an illustration of the method that will be used to identify index score ranges for the achievement index. The proportions in Table 4 are not the actual proportions that will be used. These will be identified using the statewide frequency distribution from the baseline year grade eleven ACT for each subject area test. The values are for illustration purposes only.

Table 4. Illustration of the Method that will be used to Identify Score Ranges for the Achievement Index for the Alternative School Pilot Accountability Model.

Achievement Level	Grade 9 Aspire	Grade 10 Aspire	Grade 11 ACT*	Index Points
Reading				
Level 5	32%	32%	32%	100
Level 4	17%	17%	17%	80
Level 3	17%	17%	17%	60
Level 2	17%	17%	17%	40
Level 1	17%	17%	17%	20
Mathematics				
Level 5	32%	32%	32%	100
Level 4	17%	17%	17%	80
Level 3	17%	17%	17%	60
Level 2	17%	17%	17%	40
Level 1	17%	17%	17%	20
English/Writing				
Level 5	32%	32%	32%	100
Level 4	17%	17%	17%	80
Level 3	17%	17%	17%	60
Level 2	17%	17%	17%	40
Level 1	17%	17%	17%	20
Science				
Level 5	32%	32%	32%	100
Level 4	17%	17%	17%	80
Level 3	17%	17%	17%	60
Level 2	17%	17%	17%	40
Level 1	17%	17%	17%	20

Note. Specific score ranges will be identified using 2016 as a baseline year and the baseline score Wyoming statewide frequency distributions.

To arrive at a school score, the school will be awarded index points for each student attending the school on each subject area test. A mean score will then be computed for all index points on all subject area tests in each of the three grades at each school. This mean score will be the school's achievement score.

A mean test score approach was also considered by the TAG as a potential achievement score. The mean score approach is more precise than either percent proficient or a mean index score, but it is also more complex as a result of scale scores being unique to each subject area and grade in school. The TAG was more supportive of the index approach due to its lower complexity, but the TAG wanted to see a comparison of the two methods during the pilot year. Therefore, each school will have two achievement scores for the pilot year, one that is based upon the achievement index and another that is based upon mean test scores. This will make it possible to determine the extent of agreement in school ranks when the different methods are applied. A final decision about which achievement score will be used will follow this comparison.

Growth

The TAG recommended that the approach used for growth in the alternative school model should mirror that which is planned for the general model. Not only will this be more operationally feasible, but it will permit an apples-to-apples comparison on this indicator across models.

Because the alternative model will be based on the approach used in the full model, the Student Growth Percentile (SGP) is recommended.

Appendix A

Proposed School Climate Survey Items

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	NA	Dimension
1 Teachers at this school believe I can perform well on challenging academic work.						High Expectations
2 Teachers at this school set high standards for academic performance.						High Expectations
3 I trust the staff at this school.						Trust
4 Students have to work hard to do well at this school.						High Expectations
5 Students at this school help each other even if they are not friends.						Trust/ Support
6 Students at this school treat property with respect.						Respect
7 Teachers at this school do not let students give up when the work gets hard.						Support
8 There is at least one staff member at this school who knows me well and shows interest in my education and future.						Support
9 Staff work hard to make sure that students stay in school.						Support
10 Students at this school treat staff with respect.						Respect
11 Students at this school treat each other with respect.						Respect
12 Students at this school are treated with respect by staff.						Respect

13	Teachers give me helpful suggestions about how I can improve my work in class.						Support
14	Teachers at this school expect students to do their best all of the time.						High Expectations
15	Teachers at this school have high expectations for me.						High Expectations
16	Staff at this school treat me with respect						Respect
17	Staff at this school help students when they need it.						Trust/ Support
18	Staff at this school make sure that I am planning for life after high school.						Support
19	Staff at this school treat each other with respect.						Respect
20	Teachers explain things in a different way if students don't understand something.						Support

Additional Information

Item	Options
Gender	<ul style="list-style-type: none"> - Male - Female
Length of time enrolled	<ul style="list-style-type: none"> - This is my first year at this school - This is my second year at this school - This is my third year at this school - I have been at this school for 4 or more years
Ethnicity	<ul style="list-style-type: none"> - Hispanic or Latino or Spanish Origin - Not Hispanic or Latino or Spanish Origin

Race	<ul style="list-style-type: none"> - American Indian or Alaska Native - Asian - Black or African American - Native Hawaiian or Other Pacific Islander - White
I provided honest responses on this survey to the best of my ability	<ul style="list-style-type: none"> - Yes - No
Is there anything else you want to tell us about your experiences at this school?	Open ended

Appendix B

Proposed Administration Guidance for the School Climate Survey

Introduction

In the fall of 2016 and spring of 2017, Wyoming alternative schools will pilot a student survey of school climate. While school climate encompasses a potentially broad number of factors, the focus of this survey is on:

- The extent to which students and teachers treat one another with trust and respect
- The extent to which students feel challenged and supported in their academic work

The primary purpose of the survey is to provide feedback to understand and improve this aspect of school climate and, ultimately, to promote school effectiveness. No individual results will be disclosed; data will only be shared in summary.

Following the pilot administration in 2016-2017, the Wyoming Department of Education will work with the Alternative School Technical Advisory Group to consider any refinements that may be appropriate to the survey and/or the procedures for administration, as well as consider approaches for inclusion in an accountability system to be implemented in 2017-2018.

Coordinator

Each school should identify a survey coordinator who will be responsible for ensuring the survey is administered in accordance with the guidelines described in this document. Responsibilities include:

- Helping build support for participation
- Ensuring notification and content are provided
- Serving as a point of contact between the WDE and the school
- Establishing a schedule for administration
- Providing information about the process and procedure for administration
- Ensuring survey certification and participation record is provided to WDE as applicable
- Following-up to schedule make-up administrations as appropriate

Administration

The survey will be administered online during the week of October 17, 2016, and the week of February 20, 2017. Schools should schedule time that week during a designated class period for students to complete the survey. The WDE will provide the link to the online survey and an access code.

Each administrator should read aloud to the students the administration script included with this document prior to students beginning the survey.

The administrator should verify that each student is working on the survey, but should avoid monitoring any single administration such that the respondent might feel that his or her responses are not confidential.

After the survey administration, the administrator should complete the online school participation report and submit to the WDE. A class participation report is suggested to help ensure the school participation report is correct, but the class participation report is not required.

A make-up administration should be scheduled for any student absent during the regularly scheduled administration. If a student is not present during the entire week of administration, it is not necessary to attempt to schedule another administration.

Administration Script

Please read the following aloud before administering the survey

Today you have the opportunity to take a school climate survey. Your participation is important because we will use your feedback to improve the school for everyone. The survey has questions about your perceptions of respect and trust at this school. Other questions are about the expectations for coursework and the support students receive. You should answer the questions honestly based on your experiences and perceptions.

You will have approximately 20 minutes to complete the survey, although you may not need all the time and you may have more time if you request it.

This is not a test and there are no right or wrong answers. Please read each question carefully and answer based on what you really know or do. Your identity will be kept private, and the results will only be shared with others in summary form.

If you have any questions, please ask now.

Please read the directions on the computer screen and begin. Thank you.

Class Participation Report (Optional)

Each class should complete the following information and return it to the survey coordinator. The survey coordinator will compile this information to submit a school report to the WDE.

School Name: _____

Date of survey administration: _____

Teacher/ proctor name: _____

Class/ period: _____

Number of students who took the survey: _____

Number of students present who declined to participate or were excused from participation: _____

Number of students absent: _____

School Participation Report (Required Online Submission)

Each school should provide the following information to the WDE within 7 days of administration.

School Name: _____

Dates of survey administration: _____

Principal name: _____

Number of students who took the survey: _____

Number of students present who declined to participate or were excused from participation: _____

Number of students absent or otherwise did not participate in the survey: _____

Appendix C

Wyoming Student Success Plan Guidelines for Implementation

Background:

During the 2016-2017 school year, several of Wyoming's alternative schools will participate in a pilot implementation of the Student Success Plan (SSP) initiative. A SSP can be broadly conceptualized as a student-specific plan or set of objectives that facilitates the collection of evidence demonstrating positive student engagement within and across school years. The purpose of the pilot is to obtain feedback related to the utility and feasibility of the proposed SSP process and any support/resources necessary to ensure it is conducted with fidelity. Schools electing to participate in the pilot are expected to implement the SSP as articulated in these guidelines and keep a record of aspects that were successful and areas that should be improved. The SSP will not influence accountability outcomes during this pilot year.

Following the pilot administration, the Wyoming Department of Education and the Technical Advisory Group (TAG) will review the feedback provided and make any necessary adjustments to the SSP guidelines and sample template. The Technical Advisory Group will also determine how a school's implementation of the SSP should be documented and endorsed for inclusion in the alternative school accountability system.

The template which follows represents one of many potential models for the Student Success Plan. Schools may modify, transform or add-to this template as they see appropriate. Similarly, if a school already has materials and procedures in place to support students in planning for their future, they may continue to be used if they are well-documented, facilitate the types of behaviors and interactions previously discussed, and promote review and collection of the following categories of information: student goals and interests, academic history, attendance rate and history, post-secondary preparation activities, and outcomes. Students having an IEP can simply attach this document to their SSP, as it should contain much of the information requested.

Intent of the Student Success Plan:

The Wyoming SSP is intended to facilitate student attainment of key academic, career and social/emotional development goals (such as those defined in the ASCA National Standards for Students) by:

- requiring students to be active participants in planning for their future;
- encouraging the identification of personal, academic and career interests and goals and ongoing evaluation of progress toward meeting those goals;
- highlighting the relationship between academic/work experiences and identified post-secondary or career goals;

- fostering participation in courses and extracurricular activities which align to a student's interests and goals;
- facilitating ongoing communication with faculty, staff and family about academic and career plans and the steps being taken to achieve those plans; and
- promoting independence, mindfulness and a sense of being in control of one's future.

In addition, the SSP is intended to provide educators with relevant, timely information that promotes effective mentoring and targeted guidance. While the Student Success Plan will be student-directed, it should be considered a living document that educators, counselors and students access and update on a regular basis.

Roles and Responsibilities:

The participation of schools, educators and students alike is necessary to ensure the SSP is successful in meeting its goals. The specific roles and responsibilities underlying the SSP process are outlined below. It is assumed that many of the activities and interactions defined in these bullets may already be occurring at some alternative schools through established procedures and initiatives.

Student Responsibilities:

- Complete, review and update the SSP on an ongoing basis.
- Work with the SSP Mentor (see below) to identify courses and activities that align with one's interests, strengths and goals.
- Participate in activities and courses defined within the SSP and look for additional opportunities to meet specified goals.
- Identify and record any evidence that reflects progress toward or attainment of specified academic and career goals (e.g., completion of a course, participation in volunteer activities or training programs, completing an application, interactions with employers/mentors, giving a presentation, student work products, etc.)
- Ask questions and communicate successes, concerns and/or changing plans to the SSP Mentor when they arise.
- Discuss the goals and plans outlined in the SSP with parents and educators.

SSP Mentor Responsibilities (Counselor/Teacher/Administrator- whoever is assigned to take this role with the student(s)):

- Meet with assigned students on a regular basis to discuss progress and identify future goals/activities.
- Provide students with resources that help them understand and explore different post-secondary/career options.
- Support students in the articulation of relevant and attainable short- and long-term goals, given specified interests and plans for the future.

- Work to identify courses and activities that align with a student’s career goals, interests and preferred learning style.
- Provide guidance related to expectations for performance, given post-secondary goals (e.g., grades/credits/test scores required for acceptance to certain colleges/programs; courses needed to obtain a particular certification, preparation of a resume and/or job application, participation in training or certifications programs, etc.).

School Responsibilities (i.e., the Principal or designated SSP Workgroup):

- Establish a standardized process for maintaining and storing each SSP and any associated artifacts provided by the student/mentor (e.g., shared Google drive, etc.)
- Identify and assign SSP mentors to students².
- Provide support to SSP mentors on the SSP process and templates within their school.
- Identify the number and type of interactions the SSP mentor should have with his/her assigned students. (It is expected that SSP mentors will meet with each assigned student at least two times per school year for a student enrolled the full year.)
- Establish a plan for validating that the SSP is being implemented as intended.
- Complete the “SSP Acknowledgement of Implementation” document at the end of each school year and provide it to WDE for accountability.

Model School Success Plan Template:

The template which follows represents one of many potential models for the Student Success Plan. Schools may modify, transform or add-to this template as they see appropriate. Similarly, if a school already has materials and procedures in place to support students in planning for their future, they may continue to be used if they are well-documented, facilitate the types of behaviors and interactions previously discussed, and promote review and collection of the following categories of information: student goals and interests, academic history, attendance rate and history, post-secondary preparation activities, and outcomes. Students having an IEP can simply attach this document to their SSP, as it should contain much of the information requested.

² Each student should have at least one designated SSP Mentor.

III. Learning Style

My preferred learning environment is:

Classroom _____
 Home/Library (working independently) _____
 Work or Industry setting _____

Small group or collaborative setting _____
 Online or Distance Education _____
 Other _____

Comments:

I learn best:

- a. when new information is presented visually - through charts, pictures and diagrams
- b. by listening to detailed explanations and examples in a lecture-type setting
- c. through hands-on work that uses touching or physical activity to demonstrate new concepts, or learning through doing
- d. Other (describe in comments below).

Comments:

IV. Goals and Interests:

What are your personal, academic and career interests?

Date	Questions which may be addressed include...
	<p>What classes do you do well in and enjoy?</p> <p>What activities do you enjoy participating in (either in or out of school)?</p> <p>What careers do you think sound interesting or would you like to learn more about? What about those careers is appealing?</p> <p>What courses are you interested in taking in the future?</p> <p>What activities, organizations or career preparation activities would you like to participate in or learn more about?</p> <p>Are you attempting to complete a Hathaway Success Curriculum?</p>

Describe your personal, educational, and career goals (short-term and long-term).

Date	Questions which may be addressed include...
	<p>What are your short-term personal and academic goals? What are you hoping to accomplish within the next year?</p> <p>Are you hoping to complete a Hathaway success curriculum?</p> <p>What are your post-secondary goals? What would you like to do upon graduation from high school?</p> <p>What activities/courses/opportunities do you think will help you meet these goals?</p> <p>What support do you need to in order to meet these goals? What questions do you have about how these goals might be attained?</p>

V. Course/Credit History and Planning

GRADE 9	Course Taken (* for Hathaway curriculum course)	Grade	Credits	Course Plans for 10th Grade
English/Language Arts				
Math				
Science				
Social Studies				
Electives				
CTE Courses/Degree Major Courses				
Dual & Concurrent Enrollment Courses				
Other (Summer School, Credit Recovery)				
Postsecondary Exploration, Planning, Readiness or Placement Assessments:				
Taken in 9 th Grade:		Planned for Next Year:		
Attendance				
Attendance Rate in 9 th Grade:		Areas of Concern Related to Attendance:		

GRADE 10	Course Taken (* for Hathaway curriculum course)	Grade	Credits	Course Plans for 11th Grade
English/Language Arts				
Math				
Science				
Social Studies				
Electives				
CTE Courses/Degree Major Courses				
Dual & Concurrent Enrollment Courses				
Other (Summer School, Credit Recovery)				
Postsecondary Exploration, Planning, Readiness or Placement Assessments:				
Taken in 10 th Grade:		Planned for Next Year:		
Attendance				
Attendance Rate in 10 th Grade:		Areas of Concern Related to Attendance:		

GRADE 11	Course Taken (* for Hathaway curriculum course)	Grade	Credits	Course Plans for 12th Grade
English/Language Arts				
Math				
Science				
Social Studies				
Electives				
CTE Courses/Degree Major Courses				
Dual & Concurrent Enrollment Courses				
Other (Summer School, Credit Recovery)				
Postsecondary Exploration, Planning, Readiness or Placement Assessments:				
Taken in 11 th Grade:		Planned for Next Year:		
Attendance				
Attendance Rate in 11 th Grade:		Areas of Concern Related to Attendance:		

GRADE 12	Course Taken (* for Hathaway curriculum course)	Grade	Credits	
English/Language Arts				
Math				
Science				
Social Studies				
Electives				
CTE Courses/Degree Major Courses				
Dual & Concurrent Enrollment Courses				
Other (Summer School, Credit Recovery)				
Postsecondary Exploration, Planning, Readiness or Placement Assessments:				
Taken in 12 th Grade:		Planned for Next Year:		
Attendance				
Attendance Rate in 12 th Grade:		Areas of Concern Related to Attendance:		

Summary of Secondary Credits and GPA					
	9	10	11	12	Total
Total Credits Earned					
Credits toward Hathaway					
GPA					

VI. School and Community/Civic Activities

Clubs/Organizations	Activities/ Recognition/Honors	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade

VII. Work/Volunteer Experience

Describe Work/Volunteer Experience	Reference
8 th Grade	
9 th Grade	
10 th Grade	
11 th Grade	
12 th Grade	

VIII. Post-Secondary Preparation Activities/Artifacts

In addition, to the courses and experiences outlined above, what have you done to prepare for your post-secondary and/ or career goals? Please describe and attach copies of any relevant documents/artifacts when available.

Date	Examples may include:
	<ul style="list-style-type: none">- Completed a job or college application- Participated in an ACT/SAT college prep course- Internship or job-shadowing experience- Developed a resume- Developed an exemplar writing sample- Completed the Free Application for Federal Student Aid (FAFSA)- Obtained letters of reference- Visited colleges or technical/vocational schools