

<b>TYPICAL SECONDARY</b>	<b>ASPIRE HIGH</b>	<b>ASPIRING HIGHER</b>
Adults sporadically listen to students.	Adults listen to and learn from students.	Adults co-learn with students.
Teachers give some responsibility to students for their learning.	Teachers encourage students to take full responsibility for their learning.	Teachers expect students to be responsible for their own and other students' learning.
Students have opportunities to share their thoughts and ideas on topics that teachers and administrators decide.	Students create opportunities to share their thoughts and ideas on topics.	Students' thoughts and ideas consistently influence curriculum.
Some teachers know some of the hopes and dreams of some students.	Teachers know students' aspirations and incorporate them into lessons.	Teachers and students design the curriculum around the hopes and dreams of students.
Students do presentations on lessons the teachers determine.	Students participate in the teaching.	Students and teachers co-create lessons and develop curriculum.
Staff invite students to important meetings.	Students invite staff to important meetings.	Students and staff regularly meet together.
Student government/council is a popularity contest and club.	Student government has fluid participation and a meaningful role in school governance.	Student government includes voting positions on school board.
Students self-assess according to rubrics with little impact on grades.	Student self-assessment is part of the grading process.	Students determine their own course grades in conversations with teachers.
The discipline code is determined and enforced by adults with opportunities for students to share "their side."	The code of conduct includes restorative justice practices and peer adjudication.	The code of conduct is created, adhered to, and administered by joint teams of students and teachers.

# ASPIRE HIGHER SECONDARY

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The grade portal posts grades reported by teachers.	The grade portal includes short narratives written by students.	Students enter their own grades and narratives into the grade portal.
Students participate in parent-teacher conferences once or twice a year on set days.	Students lead regular parent-teacher conferences as scheduled by students.	In addition to in-person meetings, a variety of means are used to communicate with parents, both synchronously and asynchronously.
Teachers know each student superficially as one student (among many) in their class.	Teachers and students know one another as learners.	Teacher and student relationships are the basis for learning.
The principal mostly knows students who are “frequent flyers.”	The principal regularly invites students to meetings and conversations.	All principal decisions are made with student input.
Individual learning plans are for students with special needs and accommodations.	All students have a personalized learning plan.	The entire high school experience is personalized.
Ratios of guidance counselors to students make “guidance” about scheduling and academic emergencies.	All teachers take on a guidance role in supporting students academically and aspirationally.	A structured plan ensures community members are involved as mentors.
There is little to no connection to middle schools—the transition occurs all in one day.	There are regular visits to and from middle schools.	Middle school students can take classes at the high school; high school students teach and mentor upcoming middle school students.
First-year orientation is brief and led by adults.	First-year orientation is planned and led by students.	Student-led orientation is followed by ongoing student mentoring throughout the first year.
The connection to the outside community is tenuous and frequently characterized by negative interactions.	Student learning includes community internships.	The community is regularly involved in student learning through in-school and in-community experiences.