



TO: EMSC-VESID Committee
FROM: James A. Kadamus
SUBJECT: High School Completion Initiative
DATE: April 29, 2005
STRATEGIC GOAL: Goals 1 and 2
AUTHORIZATION(S):

Executive Summary

Issue for Discussion

Implementation of high school completion initiative.

Proposed Handling

Not applicable.

Procedural History

The EMSC-VESID Committee discussed the High School Completion Initiative at its January and February 2005 meetings.

Background Information

In December, the Committee received an analysis of the Regents exam performance and educational outcomes of students who first entered grade 9 in the 2000-01 school year. The data showed that the vast majority of general education students who take all five required Regents exams pass at 55. But it also showed a disturbing picture of many students who entered high school unprepared to do high school level work, do not pass their courses and earn fewer than the 22 local high school credits they need for graduation in four years. The Regents exams are not a problem for these students; instead, they do not take the Regents exams.

Our data show that these students are concentrated in 136 high schools in 12 school districts. The data suggest the need for intervention. In January and February, we proposed three approaches that build upon current Regents strategies. One of the

strategies is to expand and strengthen our statewide initiative with the high schools that have the lowest graduation rates and the highest proportions of students taking three or fewer Regents exams in four years by bringing the 12 school districts together to evaluate and implement strategies to improve graduation rates and performance on Regents exams.

This approach is intended to help students in academic difficulty, to help educators in schools with low graduation rates who work with these students, and to provide reasonable opportunities for a small number of students who may be close to passing the Regents exams and who pass their courses but may not do as well on a particular test. The goal is to create capacity to help local educators in the 12 school districts and 136 high schools devise and implement strategies that work.

On March 21-22 a High School Forum was held in Albany. The 12 school districts identified with the lowest graduation rates attended. On May 23-24 a second forum will be held in New York City.

The following information on the March High School Forum is attached:

Attachment A	High School Completion Initiative (excerpt from January 31, 2005 report to Regents)
Attachment B	Questions the SED Internal Work Group Will Consider in Coordinating Implementation of the High School Completion Initiative
Attachment C	Program from March 21-22, 2005 High School Forum: Destination Diploma
Attachment D	Preliminary Participant Evaluation Data
Attachment E	Next Steps Identified by School District Participants and Internal SED Task Force and Statewide Organizations

Recommendation

Not applicable.

Timetable for Implementation

Not applicable.

Attachments

Excerpt from the January 31, 2005 Report to the Regents:
Assessment Review and Action on Student Performance Results for the 2000 Student Cohort: High School Intervention Strategies

Strategy 1 Identify all of the students in academic difficulty and ensure they get adequate help.

- All of the students who score Level 1 on an eighth grade exam, repeat ninth grade or complete two years of high school without taking a Regents exam, would be identified by school authorities and the parents informed.
- Require the schools to report what they are doing to help these students succeed, including evaluating the effectiveness of academic intervention services provided to these students.

January -- June 2005

- Analyze current Commissioner's Regulations on academic intervention services to determine what revisions are needed to implement this strategy.
- Working with the District Superintendents and Superintendents of the Big 5 City School Districts, collect information on what schools are doing to help students in academic difficulty in high schools.

September 2005 and Beyond

- Collect information on a sample of high schools to determine the effectiveness of various academic intervention services models on high school student achievement.
- Disseminate information and provide technical assistance in the implementation of the most effective strategies.

Strategy 2 Expand and strengthen our statewide initiative with the schools that have the lowest graduation rates and the highest proportions of students taking three or fewer Regents exams in four years.

- Develop individual academic plans for all students in danger of failing the ninth grade based on a diagnostic screening of their academic and personal problems.
- Develop "catch up" curriculum and instruction that emphasizes literacy, reading in the content areas, and mathematics.
- Hold schools accountable for failure to carry out State assessment requirements for students who have taken no Regents exams after two years of high schools.
- Create attendance improvement strategies to dramatically increase attendance of students who have been identified as having academic

difficulty.

- Break-up large comprehensive high schools into smaller schools or learning communities that are able to pay more attention to the needs of individual students.
- Expand proven career and technical education programs in the lowest performing high schools.
- Provide summer school programs for mildly and moderately disabled high school students who are pursuing local and Regents diplomas.
- Accelerate implementation of middle school Model B in these districts to strengthen the core academic programs of middle schools that feed the lowest performing high schools.
- Increase intensive English instruction for English language learners.
- Ensure that all teachers in high schools with the lowest graduation rates are certified and receive adequate professional development.
- Educate urban district and school leaders on how to effectively implement these strategies.

January -- February 2005

- Work with superintendents/Chancellor in New York City and other school officials to determine current improvement strategies in use.
- Assign specific District Superintendents to work with identified schools and districts outside of New York City and the Associate Commissioner and staff from the Office of School and Community Services (New York City) to work with targeted schools and districts in New York City.
- Assign staff within the Department to increase efforts of colleges, libraries, museums and other organizations to work with schools, identify and disseminate information about research-based practices, and develop mechanisms for sharing emerging best practices.

March 2005

- Conduct statewide conference on high school improvement for leaders of identified schools as well as for relevant SED staff and its partners.

April -- June 2005

- Work with identified districts to accelerate implementation of middle school Model B to strengthen core academic programs of middle schools that feed their lowest performing high schools.
- Work with identified schools to accelerate implementation of proven career and technical education programs.
- Involve targeted schools in the high school strand of the State reading and math initiatives.
- Revise improvement plans/partnership agreements currently in place in the identified schools and districts based on results of data review and evaluation of current strategies.
- Align technical assistance efforts of SED, its networks and external partners based on these plan modifications.

July 2005 and Beyond

- Implement modified improvement plans in participating sites, including the incorporation of "catch up" summer curriculum in targeted schools.
- Train technical assistance providers in the implementation of identified research-based strategies in each participating district.

December 2005

- Participating districts report to SED concerning implementation efforts and preliminary results; SED publishes updated data on graduation and test taking rates in those schools.
- Include in the New York State school report cards additional information on graduation and how many students take and pass Regents exams.

Strategy 3 Create an appeals process for certain students who pass their courses and are close to passing the Regents exams but may have difficulty demonstrating their knowledge on a particular test.

**QUESTIONS THE SED INTERNAL WORK GROUP WILL CONSIDER IN
COORDINATING IMPLEMENTATION OF THE HIGH SCHOOL COMPLETION
INITIATIVE**

1. What should we require of schools to demonstrate what they are doing to help students who enter high school in serious academic difficulty?
2. How should we evaluate the effectiveness of academic intervention services provided to students who enter high school in serious academic difficulty?
3. What should be our plan for bringing together those districts with the highest proportion of high schools with the lowest performance in terms of graduation and taking Regents exams?
4. Are the intervention strategies proposed in the January/February Regents Items the right list?
5. What national experts can help us with the High School Completion Initiative?
6. How should we involve New York educators who want to help in this initiative but are not part of the 12 districts, e.g., school superintendents and school administrators?
7. How can representatives and resources from higher education, VESID, cultural institutions be brought in to help with this initiative?
8. Should we form an external task force to work on broader issues of high school reform?



Destination Diploma

Demanding - Dynamic - Diverse

*A forum designed to increase
high school completion rates.*

March 21 - 22, 2005

Desmond Hotel and Conference Center
Albany, NY

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THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK
ALBANY, NY 12234

PRESIDENT OF THE UNIVERSITY
AND COMMISSIONER OF EDUCATION

March 21, 2005

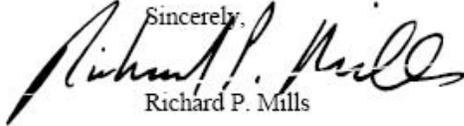
Dear High School Forum Participants,

Welcome to *Destination Diploma: Demanding - Dynamic - Diverse*, a two-day forum on high school reform. This forum is part of the larger Regents initiative to improve high school completion rates across New York State. Please join me to discuss your concerns for the future of the students in your schools.

The two-day forum has been designed to address issues identified by you, using a variety of strategies including study circles, structured discussion of relevant documents, student panels, and presentations by people who have been where you are now. In addition, three key themes that emerge from national research will be integrated into the program:

- *rigor* - an education program which holds high expectations for all students
- *relevance* - an education program through which students experience direct application of knowledge gained
- *relationships* - a school program that puts a premium on building strong relationships among and between all members of the school community.

I thank you in advance for all the good work that you will do today and tomorrow on behalf of your schools and your students. I look forward to learning from your insights when I join you later this afternoon and tomorrow. Again, welcome.

Sincerely,

Richard P. Mills



What is Destination Diploma?

Rigor, relevance and relationships illustrate the key themes of the two-day high school forum **Destination Diploma: Demanding - Dynamic - Diverse**. Building upon recommendations and innovative ideas in *Breaking Ranks II for Creating Systems that Support Successful High Schools*, the forum highlights practical approaches for preparing today's students for the complex and ever-changing world they will enter upon graduation. Bill Gates, in his speech to the Governors' National Education Summit on High Schools, confirms these themes as the new three R's, the basic building blocks of better high schools:

- The first R is Rigor - making sure all students are given a challenging curriculum that prepares them for college or work;
- The second R is Relevance - making sure kids have courses and projects that clearly relate to their lives and their goals;
- The third R is Relationships - making sure kids have a number of adults who know them, look out for them, and push them to achieve.

The high school forum is a kick-off event to a larger initiative of the New York State Board of Regents to improve high school completion rates across the State. A recent report prepared for the Board of Regents, *Assessment Review and Action on Student Performance Results for the 2000 Student Cohort: Intervention Strategies*, defines the critical need for implementation of intervention strategies focused on students in academic difficulty. The data showed that the vast majority of general education students who pass all five required Regents exams pass at 55. But it also showed that many students entered high school unprepared to do high school level work, do not pass their courses and earn fewer than the 22 local high school credits they need for graduation in four years. Data showed that these students are concentrated in 136 high schools in 12 school districts identified in the Regents report.

The goal of the forum is to bring educators and stakeholders together to examine effective strategies for improving graduation rates and performance on Regents exams in the identified schools and districts. The forum design over the two-day period provides maximum opportunity for dialogue and sharing of ideas among participants and focuses on research-based principles and emerging practices that offer promising approaches to addressing important issues facing educators regarding high school completion.

Key elements of the design include:

- A visionary presentation by Pedro Noguera of the Metro Center for Urban Education at NYU that shares his belief that building a better society for the future must be shared by everyone to ensure that the students of today are prepared to become the effective leaders of tomorrow.
- An emerging model outlined by a panel of experienced educators from San Diego that is improving achievement and supporting diverse students through rigorous and relevant teaching and learning.
- Study circles that bring educators together to share their experiences on issues affecting student success; to recognize where there is a commonality of issues across districts; and to identify concrete steps and strategies that could be taken to improve high school completion rates.
- Roundtable and rich-text protocol discussions that provide the opportunity for districts to share and exchange emerging practices and compelling research in a small group setting through dialogue.
- A discussion and presentation by a panel of students from Albany High School providing their personal perspectives on their high school experiences.

The forum concludes with participants reflecting on their forum experiences to create action steps designed to improve the educational opportunities and experiences for students in their districts.



Assessment Review and Action on Student Performance Results for the 2000 Student Cohort: Intervention Strategies

The 2005 report to the New York State Board of Regents, *Assessment Review and Action on Student Performance Results for the 2000 Student Cohort: Intervention Strategies*, proposed the following three intervention strategies to help individual students in difficulty and to improve the overall high school program.

1. Identify all of the students in academic difficulty and ensure they get adequate help.

All of the students who score Level 1 on an eighth grade exam, repeat ninth grade or complete two years of high school without taking a Regents exam, would be identified by school authorities and the parents informed. We would require the schools to report what they are doing to help these students succeed, including evaluating the effectiveness of academic intervention services provided to these students. Identifying students in difficulty will make the problem clear to all and elevate the need for action to intervene with these students.

2. Expand and strengthen our statewide initiative with the schools that have the lowest graduation rates and the highest proportions of students taking three or fewer Regents exams in four years.

This strategy focuses on the 12 school districts that have the 136 high schools with the lowest performance in terms of graduation and taking Regents exams. The role of the State Education Department would be to bring these districts together to examine the most effective strategies for improving graduation rates and performance on Regents exams. The following is the initial list of strategies to be evaluated for implementation:

- Develop individual academic plans for all students in danger of failing the ninth grade based on a diagnostic screening of their academic and personal problems.
- Develop "catch up" curriculum and instruction that emphasizes literacy, reading in the content areas, and mathematics.
- Hold schools accountable for failure to carry out State assessment requirements for students who have taken no Regents exams after two years of high schools.
- Create attendance improvement strategies to dramatically increase attendance of students who have been identified as having academic difficulty.
- Break-up large comprehensive high schools into smaller schools or learning communities that are able to pay more attention to the needs of individual students.
- Expand proven career and technical education programs in the lowest performing high schools.
- Provide summer school programs for mildly and moderately disabled high school students who are pursuing local and Regents diplomas.
- Accelerate implementation of middle school Model B in these districts to strengthen the core academic programs of middle schools that feed the lowest performing high schools.
- Increase intensive English instruction for English language learners.
- Educate urban district and school leaders on how to effectively implement these strategies.



Many of these high schools already have corrective actions under way, and we will support their efforts. In addition, we will enlist the help of urban educators who have raised the achievement of students in schools that are similar to the ones in greatest need, and preferably, from the same school districts. The goal is to create capacity to help local educators in the affected schools devise and implement strategies that work.

From these efforts, a set of tested strategies, which could be of benefit to all of the State's high schools, would be developed.

3. Create an appeals process for certain students who pass their courses and are close to passing the Regents exams but may have difficulty demonstrating their knowledge on a particular test.

There may also be a small number of students who have taken and passed appropriate courses and who may be close to passing a Regents exam but have difficulty demonstrating their knowledge on a particular test. These students may need a reasonable opportunity to demonstrate through coursework that they do know the material. The Regents would create a process conducted under rigorous quality controls through which students could make an appeal to demonstrate that they meet the State learning standards. An appeal may be initiated by a student or by the student's parent or teacher on his/her behalf. Students seeking to make an appeal must meet the following criteria:

1. Take the Regents exam in question two times.
2. Have a score on the Regents exam under appeal within 3 points of the passing score on that exam.
3. Present evidence that they have taken advantage of academic help provided by the school in the subject tested by the Regents exam under appeal.
4. Have an attendance rate of 95 percent for the school year (except for excused absences) during which they last took the Regents exam under appeal.
5. Have a course average in the subject under appeal that meets or exceeds the required passing grade by the school. The course average must be based on the student's official transcript that records grades achieved by the student in each quarter of the school year.
6. Be recommended for an exemption to the graduation requirement by their teacher or Department chairperson in the subject of the Regents exam under appeal.

Students who meet all of these criteria would be eligible to apply to their school principal on a form to be developed by the Commissioner of Education. The principal would chair a standing committee of three teachers (not including the teacher of the student making the appeal) and two administrators (the principal and one other) that would review all appeals and rule on them within five days of submission. The committee may, in its discretion, interview the teacher or Department chairperson recommending the appeal. The committee may interview the student making the appeal to determine that the student has demonstrated the knowledge and skills required under the State learning standards. The school superintendent, or Chancellor in New York City or his/her designee, shall sign off on all appeals. The school superintendent, or Chancellor in New York City or his/her designee, may interview the student making the appeal to determine that the student has demonstrated the knowledge and skills required under the State learning standards.

The school will make a record of all appeals received and granted and report this information to the State Education Department. The record of appeals will appear on the School Report Card. All school records relating to appeals of Regents exams must be available for inspection by the State Education Department.



School Districts Participating in Destination Diploma

The New York State Education Department and the New York State Center for School Safety welcome the following school districts to the *Destination Diploma* forum.

- Amsterdam City
- Buffalo City
- Central Islip
- Freeport
- Hempstead
- Mount Vernon City
- New York City
- Rochester City
- Roosevelt
- Syracuse City
- Wyandanch Union Free
- Yonkers City



I learned . . . that students really do care about their education and safety . . . that it's up to us to speak out and make a difference in our schools . . . that together we can make big things happen.

-Student reflections from Houston Youth Summit

Keynote Speakers

Keynote Presenters - Monday



Douglas Fisher, Ph.D., is a Professor in the Department of Teacher Education at San Diego State University and the Director of Professional Development for the City Heights Educational Collaborative. He is the recipient of an International Reading Association Celebrate Literacy Award as well as a Christa McAuliffe award for excellence in teacher education. He has published numerous articles on reading and literacy, differentiated instruction, and curriculum design as well as books, such as *Improving Adolescent Literacy: Strategies at Work* and *Responsive Curriculum Design in Secondary Schools: Meeting the Diverse Needs of Students*. He has taught a variety of courses in SDSU's teacher-credentialing program as well as graduate-level courses on English language development and literacy. He has also taught classes in English, writing, and literacy development to secondary school students.

Doug Williams has served for the past six years as the Principal of Herbert Hoover High School in the San Diego City School District. In a previous life he was a math teacher, a role which has helped frame his work to increase the math performance of the students he serves. He is a member of the Association of African-American Educators, an organization that is dedicated to raising the achievement levels of African-American children. He has written for Educational Leadership and was recently honored by the State of California Department of Education for his leadership in literacy.



Keynote Presenter - Tuesday

Pedro Noguera, Ph.D., is a professor in the Steinhardt School of Education at New York University. An urban sociologist, Noguera's scholarship and research focuses on the ways in which schools are influenced by social and economic conditions in the urban environment. Noguera has served as an advisor and engaged in collaborative research with several large urban school districts throughout the United States. He has also done research on issues related to education and economic and social development in the Caribbean, Latin America and several other countries throughout the world.

From 1990 - 2000, he was a Professor in Social and Cultural Studies at the Graduate School of Education and the Director of the Institute for the Study of Social Change at the University of California, Berkeley. From 2000 - 2003, Noguera served as the Judith K. Dimon Professor of Communities and Schools at the Harvard Graduate School of Education. Dr. Noguera currently serves as the Executive Director of the Metro Center in New York City.



Agenda for Monday, March 21, 2005

8:00 am	9:00 am	Registration	King Street Courtyard Organizing participants for the forum. Light continental breakfast. Opportunity for forum participants to meet each other and settle in.
9:00 am	9:15 am	Deputy Commissioners' Welcome	King Street Ballroom Deputy Commissioners Kadamus and Cort welcome participants to the forum. Deputy Commissioner Kadamus provides a brief introduction to the initiative designed to increase high school graduation rates.
9:15 am	10:30 am	Opening Session with Doug Fisher, Doug Williams and members of the City Heights Educational Collaborative in San Diego	King Street Ballroom The City Heights Educational Collaborative is a holistic approach to urban revitalization in San Diego, California. School reform is an integral part of that initiative. This dynamic presentation shows how a collaborative of K-12 schools, higher education, and community partners can dramatically improve student achievement. Within Hoover High School, learning occurs in an environment where a mix of practitioners, teaching faculty and family members create a place where resources, theory, research and actual practice come together to serve students.
10:30 am	10:45 am	Break	King Street Courtyard
10:45 am	12:00 pm	First Meeting of Study Circles	See page 13 for locations. Introduction to study circles. Each study circle has a facilitator, participants across districts, and active listeners representing other stakeholders. Using guided questions related to the San Diego experience, district participants share their perspectives, create trust, and understand each other's experiences related to forum themes.
12:00 pm	1:00 pm	Lunch	King Street Courtyard
1:00 pm	2:00 pm	First Set of Roundtable and Rich-Text Protocol Discussions	See page 13 for locations. Sharing and exchange of emerging practices and compelling research through roundtable and rich-text protocol discussions. An array of roundtable presentations from San Diego and the Big Five City School Districts, as well as opportunities to participate in rich-text protocol sessions.
2:00 pm	3:00 pm	Second Set of Roundtable and Rich-Text Protocol Discussions	See page 13 for locations. Sharing and exchange of emerging practices and compelling research through roundtable and rich-text protocol discussions. An array of roundtable presentations from San Diego and the Big Five City School Districts, as well as opportunities to participate in rich-text protocol sessions.

Agenda for Monday continued on next page.

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Agenda for Monday, March 21, 2005

3:00 pm	3:15 pm	Break	King Street Courtyard
3:15 pm	4:30 pm	Second Meeting of Study Circles	See page 13 for locations. Returning to their morning study circle group, district participants identify common issues across districts based on emerging practices from the San Diego Partnership and the Big Five City School District roundtable discussions. Two additional study circles are formed for participation: one for the SED High School Internal Taskforce and one for other stakeholders who were active listeners in the first study circle. Framework for common issues begins to emerge.
4:30 pm	5:15 pm	Short Reflection	See page 14 for locations. Opportunity for district participants to come together as individual districts and reflect on forum results to date. At this time, the SED High School Internal Task Force and other stakeholders will remain in their two previous study circles and have an opportunity to reflect on results.
5:15 pm	5:30 pm	Break	King Street Courtyard
5:30 pm	7:00 pm	Building a Community of Learners	Fort Orange Ballroom Informal dialogue among key State Education Department and urban education policymakers and participants. Music provided by the South Colonie School District jazz band to create an atmosphere for interaction. Potential sharing of resources can occur at each district's discretion. (Followed by dinner "on your own.")

Good will and intentions among teachers and students

Students . . .

- 89% of the students polled across five cities said, "I really want to learn"
- 87% said they respected most of their teachers
- 84% said their teachers respected them

Teachers . . .

- 87% believe their school's curriculum challenges students
- 81% said their colleagues have high expectations for students

Key Findings from Students as Allies - Student and Teacher Survey (October 2004)



Agenda for Tuesday, March 22, 2005

7:00 am	9:00 am	Breakfast and Interactive Session on Transforming High Schools with Pedro Noguera (Speaker begins promptly at 7:45 am.)	King Street Ballroom As educators grapple with strategies for raising student achievement, it becomes increasingly clear that we face our biggest challenge improving high schools. Steeped in tradition and dependent on practices that have long outlived their usefulness, high schools are in dire need of reform. Although the problems confronting high schools show up in all kinds of communities, high poverty, urban high schools are most acutely affected. Pedro Noguera presents a dynamic and profound perspective on the issues of urban schools including racial inequality and diversity. In Transforming High Schools, he will describe the challenges faced by high schools and students in trying to create safe, secure and academically rewarding environments. Pedro will lead the audience in an interactive session focusing on how and why things are the way they are.
9:00 am	10:00 am	Third Set of Roundtable and Rich-Text Protocol Discussions	See page 14 for locations. Sharing and exchange of emerging practices and compelling research through roundtable and rich-text protocol discussions. An array of roundtable presentations from San Diego and the Big Five City School Districts, as well as opportunities to participate in rich-text protocol sessions.
10:00 am	10:45 am	Student Voices	King Street Ballroom Breaking Ranks II clearly articulates that students need to have a voice. A video represents the views of secondary students from the lower Hudson Valley on their academic experiences. A panel of Albany City School District secondary students will share their perspectives regarding themes including: belonging and choice; scheduling; programming and governance; safety and security; teacher involvement and adult connectedness; instructional relevance; and student recognition. Engage the panel in conversation and leave this session with a much richer understanding of what students' perceive to be important to their success.
10:45 am	11:00 am	Break	King Street Courtyard
11:00 am	12:15 pm	Third Meeting of Study Circles	See page 13 for locations. Meetings across districts in the same study circle configuration as the first study circle, including active listeners from other stakeholders. An opportunity to reflect on morning activities and identify directions and strategies that can be brought into the afternoon reflection sessions.



Agenda for Tuesday continued on next page.

Agenda for Tuesday, March 22, 2005

12:15 pm	1:15 pm	Lunch	King Street Courtyard
1:15 pm	2:15 pm	A Time for Reflection	See page 14 for locations. Meetings by individual districts to share perspectives from the forum experience, discuss and identify strategies that can be used immediately to positively impact students, concepts that need further exploration, and opportunities for follow-up that would support student success. Reflection sessions are also scheduled for the SED High School Internal Taskforce and other stakeholders.
2:15 pm	3:00 pm	Bringing It All Together	King Street Ballroom Sharing of reflections by districts summing up their two-day experiences, and charting next steps. Commissioner Mills responds to district presentations, provides reflections on what he learned at the National Governor's Conference, and explains the Regents' interest in this high school completion initiative and their upcoming discussion about the move from 55 to 65 as a passing score on Regents exams.

What students say would help them do better:

- More real-world experience (47%)
- More one-on-one attention from teachers (37%)
- More challenging classes (22%)

Key Findings from Students as Allies - Student and Teacher Survey (October 2004)



Locations of Study Circle, Roundtable, Rich-Text Protocol, and Reflection Sessions

Study Circles and Locations: Monday and Tuesday*

Study Circle A	Shaker Room	Study Circle F	Lodge
Study Circle B	King Street 2	Study Circle G	Suite 156
Study Circle C	King Street 4	Study Circle H	Suite 111
Study Circle D	King Street 6	Study Circle I	Suite 112
Study Circle E	King Street 8	Study Circle J	Suite 120

*During Study Circle One and Three, active listeners will join district participants. During Study Circle Two, active listeners will join together in two separate stakeholder study circles.

Roundtables (☞), Rich-Text Protocols (☐) and Locations

First Set of Discussions: Monday 1:00 pm - 2:00 pm

☐	Balanced Leadership: What 30 Years of Research Tells Us About the Effect of Leadership on Student Achievement	Suite 111
☞	Consensus Scoring - Bringing Standards from Paper to Practice Through Student Work	King Street 2
☞	Connectedness Matters - Youth Perceptions of Life at School	Lodge
☐	Improving Literacy Achievement and Professional Development through a K-12 Urban Partnership	Suite 112
☞	Leadership and Accountability - Lessons Shared by a Principal	Shaker Room
☞	Motivating All Students - Learning the Basics Makes English and History Come Alive	King Street 8
☞	Smaller Learning Communities - Benefiting Students, Teachers, and Parents in New York City	King Street 4
☐	Students as Allies in Improving Their Schools: A Report on Work in Progress	Suite 120
☞	Transforming Emerson High School - Rigor and Relevance that Works	King Street 6
☞	Using Soup to Nuts to Increase Academic Achievement - Service Learning	Suite 156

Second Set of Discussions: Monday 2:00 pm - 3:00 pm

☐	Big Buildings, Small Schools: Using a Small Schools Strategy for High School Reform	Suite 111
☞	Creating a Culture of Academic Success and Higher Achievement through the International Baccalaureate Programme	Suite 156
☞	Collaborative College Partnership Fosters School Success	King Street 6
☞	From Schools at Risk to Schools that Work - Positive Behavioral Interventions and Supports (PBIS) in the Urban Setting	King Street 4
☞	Health Careers - Following a Dream in Syracuse	Suite 120
☞	Helping Students Ramp Up to High Stakes Exams and Beyond	King Street 2
☐	High School After-School: What Is It? What Might It Be? Why Is It Important?	Suite 112
☞	Leadership and Accountability - Lessons Shared by a Principal	Shaker Room
☞	Motivating All Students - Creating Natural Learning Environments in Math and Science	Lodge
☞	Win-Win Professional Development - Colleague to Colleague	King Street 8

Locations of roundtable, rich-text protocol, and reflection sessions continued on next page.



Locations of Study Circle, Roundtable, Rich-Text Protocol, and Reflection Sessions

Third Set of Discussions: Tuesday 9:00 am - 10:00 am

👥 Academic Intervention Services (AIS) - Serving High School General Education and Special Education Students and Their Teachers	King Street 2
👥 Daily Attendance Matters - What Works In Attendance Improvement	Shaker Room
📄 Engaging Parents in an Urban Public High School: A Case Study of Boston Arts Academy	Suite 111
👥 Looking Through the Student Lens - How Leaders Develop Personalized Learning Communities	King Street 6
📄 New Directions in School Reform: Youth-Focused Strategies versus Youth-Centered Reform	Suite 112
👥 Preparing for College and Employment - The Saunders Experience	Suite 156
📄 Special Topic/Transforming High Schools	Suite 120
👥 Students Agree - Independent and Silent Sustained Reading Is for Everybody	Lodge
👥 When Everyone Writes - Struggling Students Succeed	King Street 8
👥 Working With English Language Learners - Successes From San Diego	King Street 4

Locations of Reflection Sessions Monday and Tuesday

Amsterdam, Mount Vernon, and Long Island Districts	4 & 6 King Street Ballroom
Buffalo	Shaker Room
New York City	8 King Street Ballroom
Rochester	Lodge
Syracuse	2 King Street Ballroom
Yonkers	Suite 156
SED High School Internal Taskforce	Suite 111
Stakeholders' Session	Suite 112



First Set of Roundtable (🗣️) and Rich-Text Protocol (📄) Discussions (Monday 1:00 pm)

📄 **Balanced Leadership: What 30 Years of Research Tells Us About the Effect of Leadership on Student Achievement (Suite 111)**

Educators have long known intuitively that school leadership makes a difference. The authors of this article derive advice for school leaders from an analysis of a large sample of quantitative data rather than anecdotes or personal perspectives. The balanced leadership framework was developed from a comprehensive analysis of research on school leadership and school achievement. Because it is grounded in evidence, the framework moves beyond abstraction to concrete responsibilities, practices, knowledge, strategies, tools, and resources that principals and others need to be effective leaders. The authors describe the framework as a tool that will help leaders and leadership teams add value to the work of all stakeholders to improve achievement.

Article by Tim Waters, Robert J. Marzano and Brian McNulty, McREL

🗣️ **Consensus Scoring - Bringing Standards from Paper to Practice through Student Work (King Street 2)**

When teachers work together to construct collaborative assessments, examine student performance on them every six weeks, and look at the aggregate results across similar classes (whether it be Algebra 1 or World History), it raises expectations for both the students and the teachers. Learning from each other, assuring that instruction is aligned with standards, and recognizing that examining student work drives inquiry into practice, teachers are provided with a self-designed structure to learn from each other and explore their own teaching. At Hoover High School in San Diego, administrators, department chairs, and teachers work together to develop common assessments and consensus scoring that encourage teachers to determine how well students understand content and where collectively, the teaching and learning process can improve. Sample assessment items will be provided.

Presented by Douglas Fisher, Hoover High School and San Diego State University English Teacher

🗣️ **Connectedness Matters - Youth Perceptions of Life at School (Lodge)**

The halls and classrooms of every school provide developmental spaces in which young people begin to imagine and try out social identities and relationships that form the basis for adult decisions and behaviors. These spaces also provide information to youth about their individual and collective value at school and in the world. The content of these lessons is often invisible and not subject to the close attention given to academic development. In light of high rates of depression, anxiety, ADHD, and other mental health challenges adolescents increasingly face, it is important to understand what happens in the unwatched developmental spaces youth encounter within their schools. This presentation and discussion focuses on a study aimed at understanding how "connectedness" is formed, the role schools play in fostering it, and strategies to promote connectedness.

Presented by Janis L. Whitlock, Research Associate, Cornell University, ACT for Youth Upstate Center of Excellence



First set of roundtable and rich-text protocol discussions continued on next page.

First Set of Roundtable (👥) and Rich-Text Protocol (📄) Discussions (Monday 1:00 pm)

📄 **Improving Literacy Achievement and Professional Development through a K-12 Urban Partnership (Suite 112)**

San Diego's City Heights Educational Collaborative embodies a school-university partnership that is focused and responsive to the challenges and opportunities that exist in diverse urban communities and schools. While public school achievement is an important goal of this project, a comprehensive approach to education and empowerment also results in breaking the cycle of dependency within an inner city. This article demonstrates that long-term student literacy achievement is a goal, but that increased representation and diversity in college freshman classes, reduction of remedial programs and higher admission scores also result through partnerships. Schoolwide literacy teams; professional development and peer coaching; student teachers, beginning teachers and induction support; and mentoring and tutoring through one-on-one instruction are highlighted.

Article by Douglas Fisher, Nancy Frey, Diane Lapp and James Flood

👥 **Leadership and Accountability - Lessons Shared by a Principal (Shaker Room)**

Leading an urban high school in San Diego towards meeting standards has provided this experienced principal with five lessons learned from his own personal experience in transforming a school. Despite many challenges that often doom schools to failure, this principal has led an increase in student achievement and a decrease in the drop-out rate at Hoover High School. The lessons he has learned can apply anywhere. Join this principal in discussing how the changing role of the principal to that of instructional leader demands that administrators spend time doing what matters most and find ways to let others help do the rest. These five lessons will have the greatest payoff in terms of student achievement.

Presented by Doug Williams, Hoover High School Principal, San Diego City Schools

👥 **Motivating All Students - Learning the Basics Makes English and History Come Alive (King Street 8)**

Without basic skills, today's struggling learner falls further and further behind. Hoover High School recognizes that building basic skills that are consistently delivered across classrooms creates a schoolwide curriculum that is rigorous and makes sense to students. Join the presenter in observing actual footage of teachers in classrooms teaching English, history, and electives. Learn how administrators and teachers can join together to assure that students know what to expect in any classroom setting. No matter which class a student attends, consistent core skills, including shared reading, directed reading thinking activities, note taking and understanding vocabulary, create an atmosphere where students can learn in any content area.

Presented by Christine Johnson, Hoover High School History Teacher, San Diego City Schools



First set of roundtable and rich-text protocol discussions continued on next page.

First Set of Roundtable (🗣️) and Rich-Text Protocol (📄) Discussions (Monday 1:00 pm)

🗣️ **Smaller Learning Communities - Benefiting Students, Teachers, and Parents in New York City (King Street 4)**

New York City's secondary schools are currently implementing an "educational reform process" in which identified high schools are being converted or restructured into smaller learning communities. Research shows that smaller learning communities benefit students, teachers and parents by creating an environment that contributes to positive student outcomes: higher student achievement, improved attendance and graduation rates, and reduced violence and disruptive behavior. Smaller learning communities are good for most students, but they are particularly effective for economically disadvantaged students living in urban communities served by large school districts with large high schools. Join the presenter in exploring NYC's extensive experience in designing and implementing smaller learning communities.

Presented by Jean-Claude Brizard, Executive Director for Secondary Schools, Division of Teaching & Learning, New York City Public Schools

📄 **Students as Allies in Improving Their Schools: A Report on Work in Progress (Suite 120)**

What if teachers and students became steady allies rather than frequent adversaries? What would it take for students to become stakeholders not just in their own success but also in that of their teachers and schools? In Chicago, Houston, Oakland, Philadelphia, and St. Louis, collaborative teams of students and teachers addressed these questions. Students were supported in conducting survey research in their own schools, and engaging in dialogue and constructive action around the research results. The article describes progress on the ongoing initiative "Students as Allies" including the nurturing of non-traditional student leaders, employing participatory research, engaging in thoughtful dialogue, and taking action.

Article from What Kids Can Do, Inc. and MetLife Foundation

🗣️ **Transforming Emerson High School - Rigor and Relevance that Works (King Street 6)**

Join the presenters to learn about the transformation of Buffalo's Emerson High School from a vocational program to a vocational high school with a focus on hospitality that combines running a small business with meeting the academic needs of all its students. As the school has moved to a new location and has become a strong small school, attendance has improved, the Career and Technical Education program has been strengthened, and academic rigor is emerging. The presenters will address the transformation of the school, the CTE program at the school, and meeting the academic needs of its students.

Presented by James Weimer, Emerson High School Principal, and Anita Hanratty and Rebecca Formwalt, Emerson High School, Teachers, Buffalo Public Schools

🗣️ **Using Soup to Nuts to Increase Academic Achievement - Service Learning (Suite 156)**

Imagine your students engaged in exploring the medical professions. Academic achievement can be increased through service learning projects. Service learning is a highly acclaimed method of teaching that utilizes academic skills learned in the classroom to meet real community needs. Come learn how to incorporate service learning projects into any curriculum area and into any school, and hear a student's point of view. The possibilities are endless!

Presented by Clarice K.W. Morris, Coordinator of the Academy of Medical Professions and James Polo, Academy of Medical Professions Student, Yonkers Public Schools



Second Set of Roundtable (🗣️) and Rich-Text Protocol (📄) Discussions (Monday 2:00 pm)

📄 **Big Buildings, Small Schools: Using a Small Schools Strategy for High School Reform (Suite 111)**

A growing number of school districts around the country are using small school development as a central strategy for improving high schools and overhauling the way the district itself does business. Driven by an increasing sense of urgency and frustration with reforms that fail to fundamentally change the quality of instruction or the nature of student-teacher relationships, they are transforming large, under-performing high schools into "education complexes" made up of multiple autonomous small schools under one roof. The author identifies and explores key decision points for school leaders on two basic issues: the pace of change and the locus of control. Additional emerging issues are also outlined for consideration.

Article by Lili Allen and Adria Steinberg, Jobs for the Future

🗣️ **Creating a Culture of Academic Success and Higher Achievement through the International Baccalaureate Programme (Suite 156)**

With a middle/high school as home to 1,800 multi-culturally diverse students, Yonkers middle/high school is an accredited International Baccalaureate World School. The IB Diploma is a demanding pre-university course of study that culminates in international examinations. The program is designed for high achieving and academically motivated students who can gain access to the world's leading universities upon completion of the IB Diploma. Join the presenters in learning about the rigorous academic curriculum provided through highly trained and professional faculty. Join in the discussion of this program's philosophy that the world is our global community and our responsibility. Therefore, in-school academic and after-school activities include participation in altruistic endeavors that support the needs of the local and world populations. Discover how this unique program supports the commitment of staff towards high academic achievement.

Presented by Marcella Lentine, IB/SAS/Coordinator and Pamela Heldman, IB Consultant, Yonkers Public Schools

🗣️ **Collaborative College Partnership Fosters School Success (King Street 6)**

Leonardo daVinci High School has been described by the Buffalo News as "A gem hidden on the West Side of Buffalo." It is a small magnet school that has yielded successful individuals since it opened in 1986. Join the presenters to discuss the academic rigor of the program and the close partnership with D'Youville College which helps students fulfill the program's mission statement which is: "Graduate globally aware and literate young adults who believe in the worth and dignity of themselves and others." Learn how one school has evolved and has focused on providing a framework that enables students to successfully take college-level courses while still enrolled in high school.

Presented by Patricia Preston, Principal and Celene Wnek-Crabbe, Teacher, Leonardo daVinci High School, Buffalo Public Schools



Second set of roundtable and rich-text protocol discussions continued on next page.

Second Set of Roundtable (🗣️) and Rich-Text Protocol (📄) Discussions (Monday 2:00 pm)

- 🗣️ **From Schools at Risk to Schools that Work - Positive Behavioral Interventions and Supports (PBIS) in the Urban Setting (King Street 4)**

Exploring PBIS at the high school level is new for many urban districts. "Growing a program" from elementary to middle to high school is one approach. Join this presenter in exploring options, identifying key factors for success, and sharing experiences at the high school level in an urban area. PBIS is a schoolwide approach to discipline that views student behavioral needs in the same way schools view student academic needs. Using a multi-layered approach, schools develop systems of supports for all students, including those with behavior challenges. PBIS is proactive - emphasizing preventing and/or reducing problems through the direct teaching of behavioral expectations, reinforcement and acknowledgment of students and staff and data-based decision making.
Presented by Linda Blankenhorn, SETRC Professional Development Specialist, Rochester Public Schools

- 🗣️ **Health Careers - Following a Dream in Syracuse (Suite 120)**

Students at Henninger and Fowler High Schools follow their dreams when they experience the Health Careers Program from their freshman year through graduation. A sequence of tech-prep courses, articulated with post-secondary health careers courses, gives students the best of both worlds in this tech-prep academy model. Join the presenters as they share how students: are prepared educationally for pursuits in employment or higher education; can explore options in health professions; are nurtured in service through volunteerism; and experience richness in education partnered with private practitioners and community-based health organizations.
Presented by Jill Stewart, Coordinator, Health Careers Awareness and Ken Ural, Secondary Science Teacher, Syracuse Public Schools

- 🗣️ **Helping Students Ramp Up to High Stakes Exams and Beyond (King Street 2)**

Ramp-Up is Rochester's standards-based program designed to meet the diverse needs of students who continue to need support in becoming more strategic readers. This rigorous program is designed to accelerate students towards on-grade level reading. The core of the program is scaffolding students' learning immersed in literate experiences and encounters that lead them to become more independent learners. Students independently read 25 books during the year through the *25 Books Campaign* designed to have students engage in meaningful conversations and enriching experiences about and around books. Using research-based strategies through author/genre studies, students encounter texts at their instructional levels. All students produce culminating writing projects to demonstrate their skills and participate in Cross-Age Tutoring and service learning projects where they apply and develop what they have learned in real settings. The program's goal is to transform students into proficient readers who are inspired to learn and are able to successfully navigate increasingly more complex text structures presented in different contexts.
Presented by Babette Phillip, Project Supervisor and Connie Leech, Jefferson High School Vice Principal, Rochester Public Schools



Second set of roundtable and rich-text protocol discussions continued on next page.

Second Set of Roundtable (🗣️) and Rich-Text Protocol (📄) Discussions (Monday 2:00 pm)

📄 **High School After-School: What Is It? What Might It Be? Why Is It Important? (Suite 112)**

In most communities across the country, after-school programs for high school youth are an afterthought. But high schools are eligible to apply for after-school program funding under the 21st Century Community Learning Centers program, and in California, state legislation set aside funds especially for programs proposing to serve high school students. The article describes what teenagers do after school; identifies barriers to engagement; provides ideas for what "high school after-school" could be; indicates what "high school after-school" might look like; and suggests a long-term vision that encompasses relationship and social-skill building.

Article: Out-of-School Time Policy Commentary #2, The Forum for Youth Investment

🗣️ **Leadership and Accountability - Lessons Shared by a Principal (Shaker Room)**

Leading an urban high school in San Diego towards meeting standards has provided this experienced principal with five lessons learned from his own personal experience in transforming a school. Despite many challenges that often doom schools to failure, this principal has led an increase in student achievement and a decrease in the drop-out rate at Hoover High School. The lessons he has learned can apply anywhere. Join this principal in discussing how the changing role of the principal to that of instructional leader demands that administrators spend time doing what matters most and find ways to let others help do the rest. These five lessons will have the greatest payoff in terms of student achievement.

Presented by Doug Williams, Hoover High School Principal, San Diego City Schools

🗣️ **Motivating All Students - Creating Natural Learning Environments in Math and Science (Lodge)**

Math and science form a natural learning environment where today's struggling learner can experience success. Watch video clips and join the presenter as physics comes alive through peer reciprocal teaching, literacy strategies interwoven with scientific inquiry, and other strategies, including vocabulary instruction and read alouds that make learning relevant for students. Learn how administrators and teachers working together at Hoover High School can create a high school environment where students truly feel that everyone believes that they can learn even the most complex material.

Presented by Maria Grant, Hoover High School Physics Teacher, San Diego City Schools

🗣️ **Win-Win Professional Development - Colleague to Colleague (King Street 8)**

Collegial coaching, coaching corners, and other teacher-developed and teacher-led professional development in San Diego's Hoover High School build collaboration and community among teachers that leads to schoolwide change and significantly improves student achievement. Join in discussing video segments and observe how a school transforms its professional development strategies from the "sit and get" model relying on experts to building on the leadership skills and talents of a collaborative administrative and teaching team and authentic peer-created professional development opportunities.

Presented by Rita ElWardi, Hoover High School ESL Teacher, San Diego City Schools



Third Set of Roundtable (🗣️) and Rich-Text Protocol (📄) Discussions (Tuesday 9:00 am)

🗣️ **Academic Intervention Services (AIS) - Serving High School General Education and Special Education Students and Their Teachers (King Street 2)**

Explore academic intervention services for Buffalo's high school students with the presenters, with a focus on adolescent literacy. Participants will learn how an AIS teacher can move from "re-doing English (content) classes" to "serving low-performing students" in a meaningful way. Best practices for struggling adolescent readers both in general education and special education will be presented. In addition, the participants will be able to identify the kinds of AIS support needed at the school and district levels. Participants will be able to discuss how this New York State mandate could be realized in their school/district.

Presented by Theresa A. Harris-Tigg, District High School Reading/ELA Support Teacher and David Mauricio, Director of Special Education, Buffalo Public Schools

🗣️ **Daily Attendance Matters - What Works In Attendance Improvement (Shaker Room)**

Students who don't come to school can't learn. Hoover High School recognizes the contribution that regular attendance makes to student achievement. The daily attendance rate at Hoover is consistently 93 to 94 percent, while the rates for most large urban high schools in New York State average 10 percent lower. A guidance counselor from Hoover will describe how a strong attendance policy, truancy sweeps, a peer mentor program, a lockout policy, and calling home/home visits/outreach combine to produce an attendance rate that is the envy of many urban high school administrators.

Presented by Michael Askey, Hoover High School Head Counselor, San Diego City Schools

📄 **Engaging Parents in an Urban Public High School: A Case Study of Boston Arts Academy (Suite 111)**

As a pilot school of the Boston Public Schools, Boston Arts Academy has autonomy over its budget, governance, curriculum and assessment, staffing and schedule. All students take a full course of arts and college preparatory academics. This case study documents the school's success in engaging a majority of parents who have varied prior school experiences and levels of engagement. With its diverse student population of 50% African-American students, 24% white students, 25% Latino students, and 1% Asian students, the school created a vision for involvement of all parents, developed strategies to implement the vision, and ensured that parents feel welcome and well informed. Elements of the school's model for engaging parents are identified for potential adoption by other schools.

Article by Monique Ouimette, Jay Feldman and Rosann Tung, Center for Collaborative Education; published by the Harvard Family Research Project



Third set of roundtable and rich-text protocol discussions continued on next page.

Third Set of Roundtable (🗣️) and Rich-Text Protocol (📄) Discussions (Tuesday 9:00 am)

🗣️ **Looking Through the Student Lens - How Leaders Develop Personalized Learning Communities (King Street 6)**

Personalized learning communities respond to students' uniqueness and create opportunities for differentiated learning. Join in discussion with this Breaking Ranks trainer and former high school principal to discover how leaders can develop unique learning environments for students, including English Language Learners and students with interrupted formal education (SIFE). This session will provide participants with an opportunity to hear insights into Breaking Ranks, and share their own experiences and perspectives.

Presented by Lourdes Burrows, Breaking Ranks Trainer

📄 **New Directions in School Reform: Youth-Focused Strategies versus Youth-Centered Reform (Suite 112)**

School superintendents and other district leaders are demonstrating an increasing willingness to tackle district-wide reform and entertain whole school change efforts. This is especially true when it comes to high schools, institutions largely neglected during previous reform movements. Education research and practice are converging around a set of design elements that are effective and delivering models and technical supports that help ailing schools get from where they are to where they need to be. This article identifies five themes that stand out in what the authors call a youth-centered vision of education reform that can help high schools support student learning.

Article by Karen Pittman and Joel Tolman, The Forum for Youth Investment

🗣️ **Preparing for College and Employment - The Saunders Experience (Suite 156)**

Each student at Saunders Trades and Technical High School not only fulfills comprehensive school, district and state academic requirements, but also completes a three-year technical, vocational or occupational major along with related courses in order to earn a specialized Saunders diploma. Over 80 percent of Saunders graduates attend college. Join the presenters to learn how students at this dedicated magnet school focus on development of both academic and saleable employment skills that enable them to function competently in the world of work and pursue post-secondary educational programs.

Presented by Steve Mazzaola, Principal and Crystal Barnes, Fashion Design Teacher, Saunders Trades and Technical High School, Yonkers City Schools

📄 **Special Topic/Transforming High Schools (Suite 120)**

As educators grapple with various strategies for raising student achievement, it is becoming increasingly clear that we face our biggest challenge in improving high schools. Steeped in tradition and dependent on practices that have long outlived their usefulness, high schools are in dire need of reform. In this article, the author describes the Pathways for Student Success Study, which was a study of the high school reform process with a focus on learning why high schools have proven so difficult to change and improve. The study of 10 schools found that some schools just go through the motions, whereas other schools listen to teachers, parents, and students and make sure stakeholders understand the purpose of reforms.

Article by Pedro Noguera



Third set of roundtable and rich-text protocol discussions continued on next page.

Third Set of Roundtable (🗣️) and Rich-Text Protocol (📄) Discussions (Tuesday 9:00 am)

🗣️ **Students Agree - Independent and Silent Sustained Reading Is for Everybody (Lodge)**

Watch students create commercials promoting silent sustained reading, because everybody is reading at Hoover High School, every day for twenty minutes. Discover how students are motivated to read, and teachers and administrators engage students in reading in an extended third period class - every day. Learn how students and teachers work together to create a learning environment across content areas, and silent, sustained reading for twenty minutes daily has become an expectation embraced by all for improving student achievement. Youth leadership is supported through engaging students in how to select and how to abandon books. Student committee members have selected more than \$80,000 in reading materials for their peers. Join the presenter in exploring sustained reading as a pathway to literacy in all content areas.

Presented by Sheri Sevenbergen, Hoover High School ESL Teacher, San Diego City Schools

🗣️ **When Everyone Writes - Struggling Students Succeed (King Street 8)**

Remove the stigma from an image of remedial writing classes and assure that all students in ninth grade learn to become independent writers, and struggling students will grow in writing skills in a peer-supported environment at Hoover High School in San Diego. This high school has improved its performance rate from 15 percent to 55 percent of its students passing an exit exam in writing. Join this presenter in exploring the gradual release of responsibility for writing from the teacher to the independent student, and experience the rigor and relationships built through peer writing, interactive writing, writing to learn, and power writing.

Presented by Nancy Frey, Hoover High School and San Diego State University English Teacher

🗣️ **Working With English Language Learners - Successes From San Diego (King Street 4)**

Hoover High School is home to many newcomers to our country. Forty-five percent (45%) of Hoover High School students are English language learners; 67 percent of the students come from homes where other than English is spoken. In response, Hoover staff have developed a multi-faceted program that moves English language learners to language fluency and school success. The presenter will share a comprehensive set of strategies used at Hoover.

Presented by Carol Rothenberg, San Diego State University



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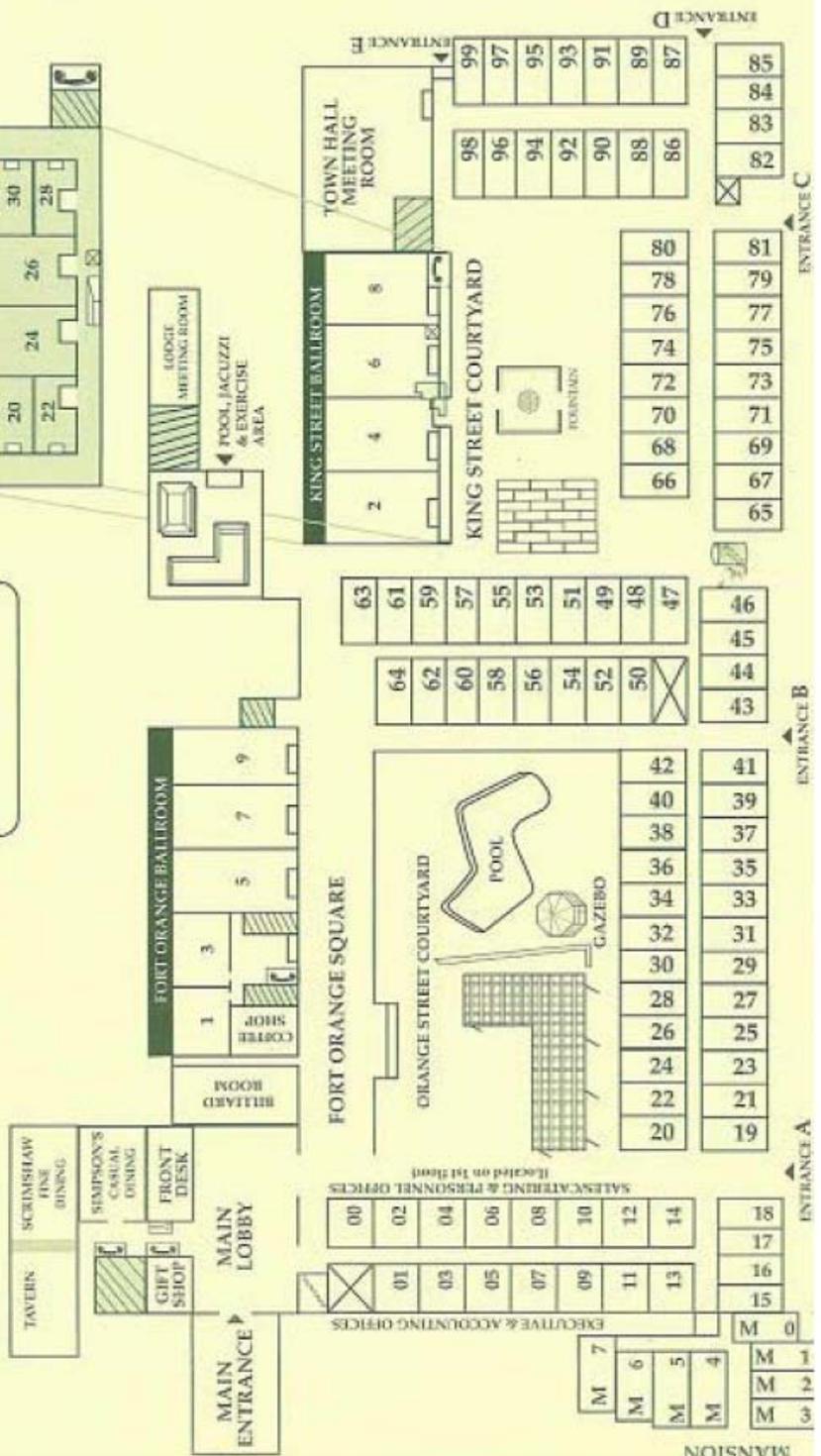
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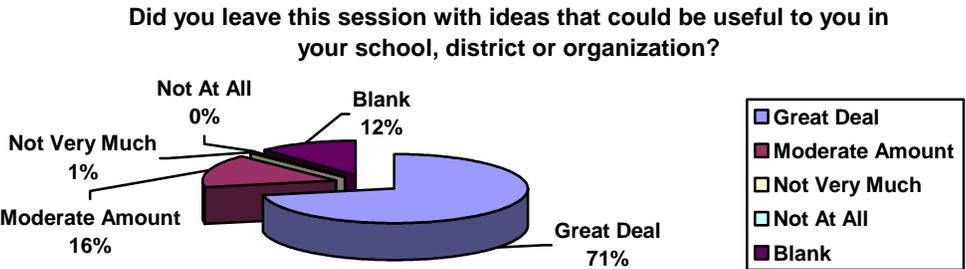
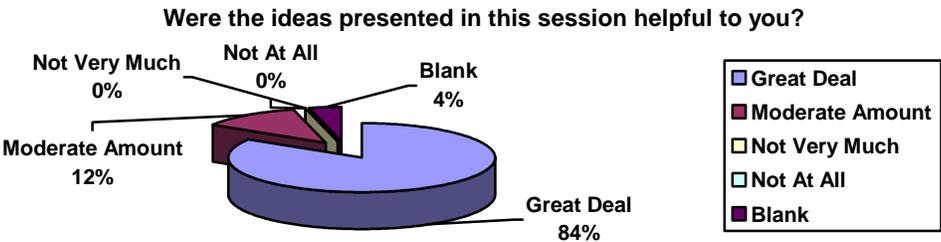


PRELIMINARY PARTICIPANT EVALUATION DATA
(Daily Diaries Day 1: General Sessions)

EMSC Deputy Commissioner's Welcome

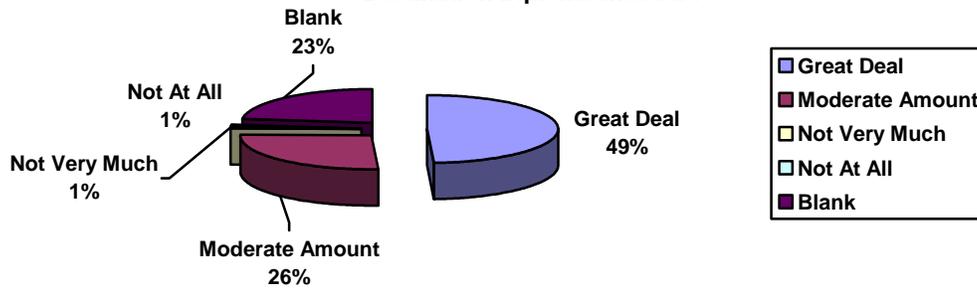


Opening Session: San Diego Partnership Panel

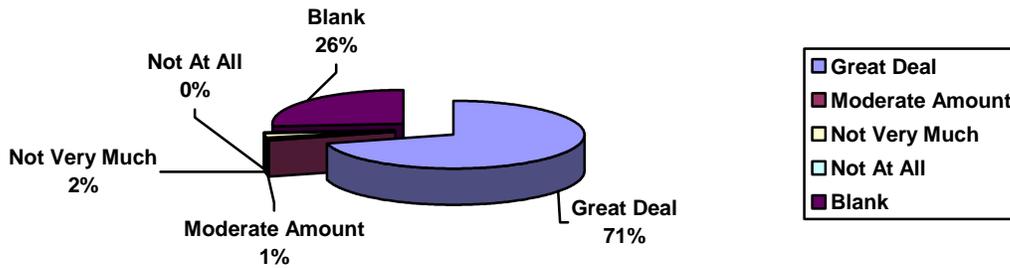


Short Reflection: Within Districts or Organizations

Did you have an opportunity to share your thoughts and ideas about Destination Diploma thus far?



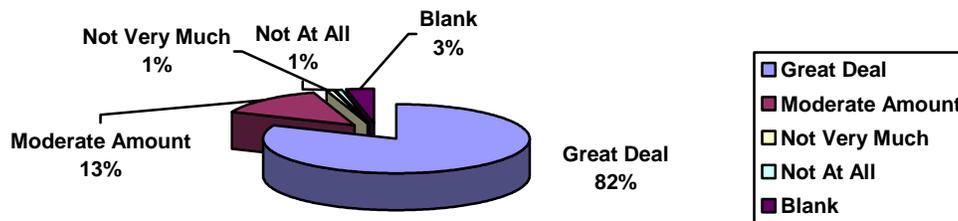
Did this session result in a sharing of the reflections of others?



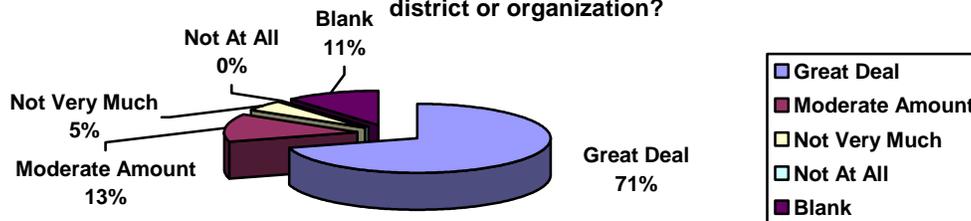
(Daily Diaries Day 2 General Sessions)

Breakfast and Interactive Session with Pedro Noguera

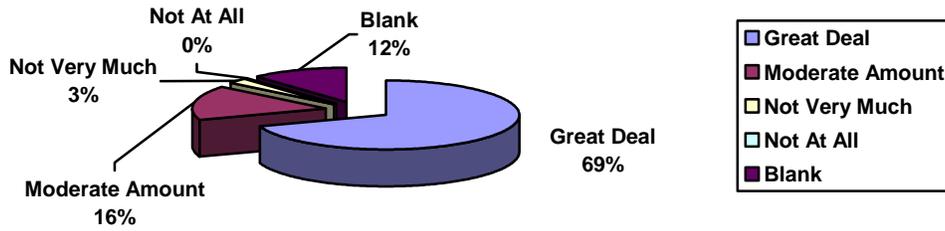
Were the ideas presented in this session helpful to you?



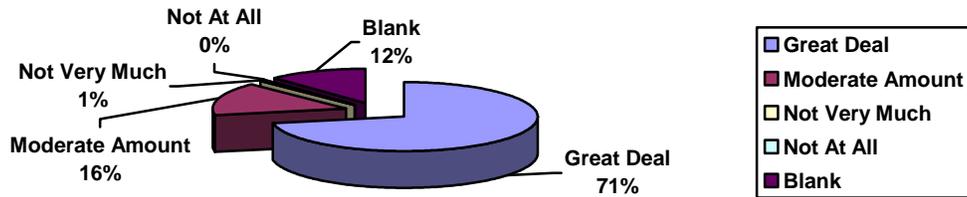
Did you leave this session with ideas that could be useful to you in your school, district or organization?



Was it helpful to hear from the students?

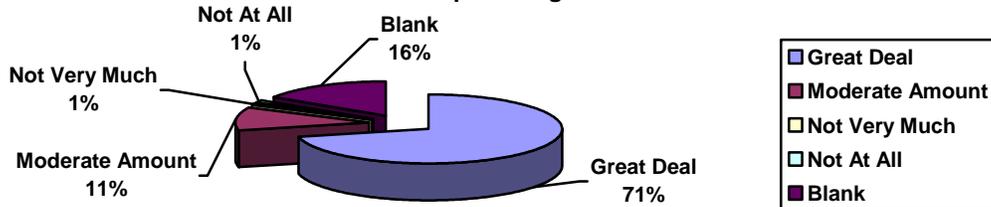


Did you leave this session with ideas that could be useful to you in your school, district or organization?

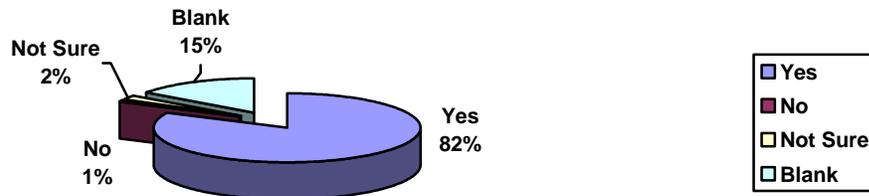


A Time for Reflection: Within Districts or Organizations

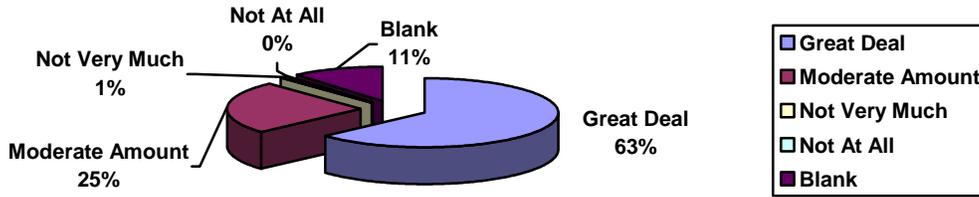
Did you have an opportunity to share your thoughts and ideas about next steps during this session?



Did this session result in a sharing of the reflections of others?

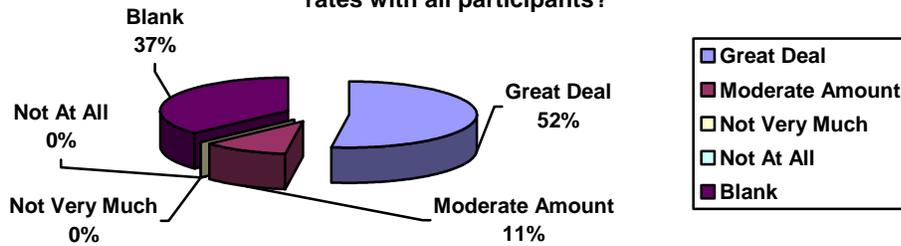


Did this session result in ideas, practices or strategies that may be implemented in your school, district or organization to improve graduation rates?

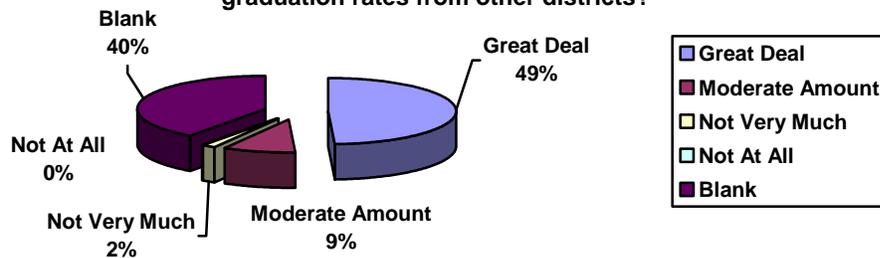


Bringing It All Together

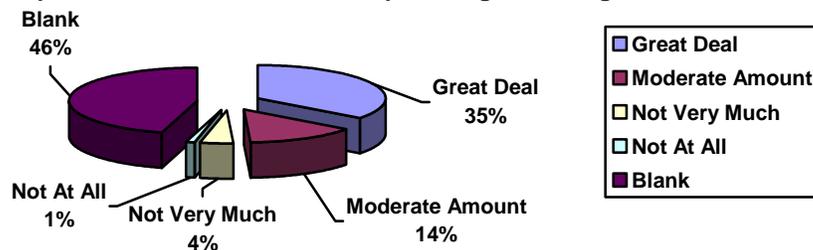
Was it helpful to share ideas, practices or strategies to improve graduation rates with all participants?

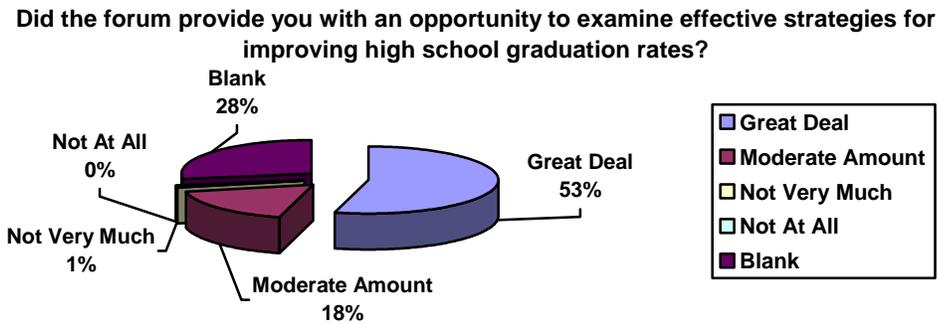
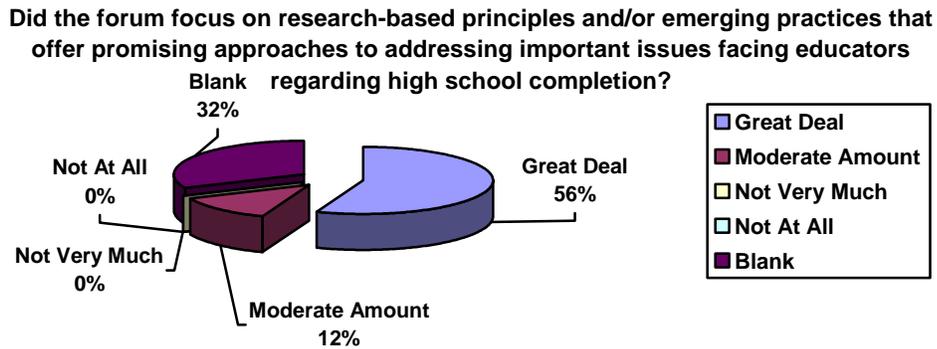
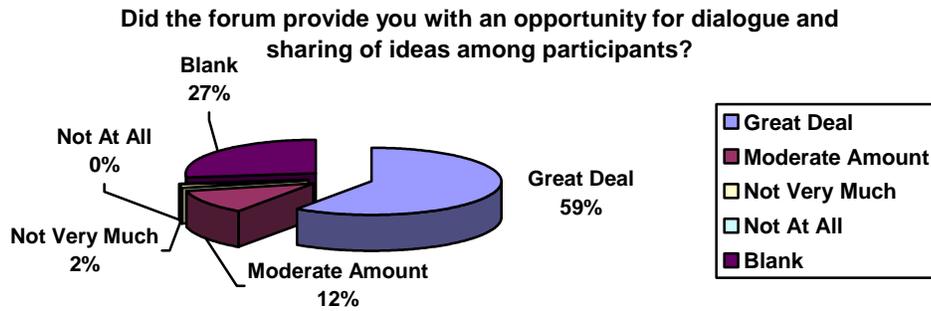


Was it helpful to hear ideas, practices or strategies to improve graduation rates from other districts?



Did the closing comments by Commissioner Mills help you gain a greater understanding of the importance of this initiative to improve high school graduation rates?



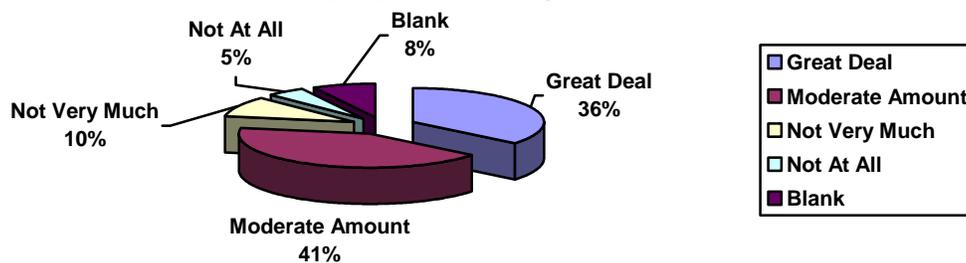


Selected comments regarding the Destination Diploma forum.

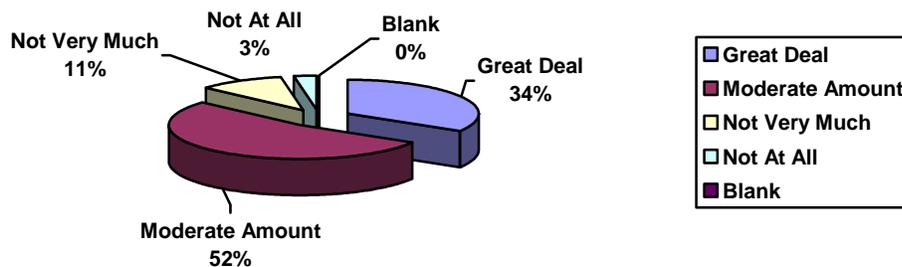
- A great, thought provoking, invigorating conference. Spending 2 days with people who truly care was the best.
- An exciting and exhausting experience, hard work.
- Must have SED support and follow up.
- Need to have sessions that focus how student support services are used to help at risk student's complete high school. (i.e. social work, psychologist, guidance, career counseling, alternate education, counselors, mentors, etc.).
- This is a forum that should be done on a regular basis with other successful speakers.
- This was a great forum that provided practical strategies for administrators and teachers.
- Well done, don't stop now.
- Wonderful, rich information and deep conversation.
- Wonderful. Grateful to be included.

First Meeting of Study Circles

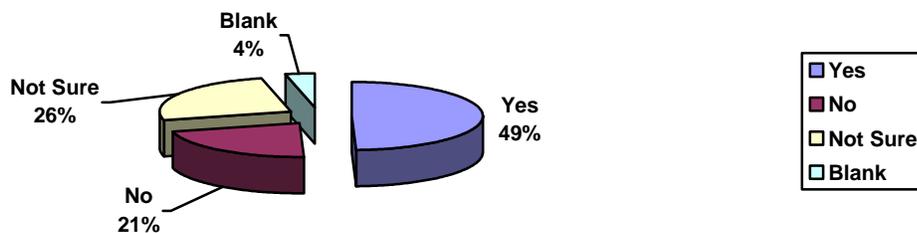
Did you have an opportunity to share your personal experiences and perspectives during this session?



Did this session help you to understand issues from a variety of perspectives?

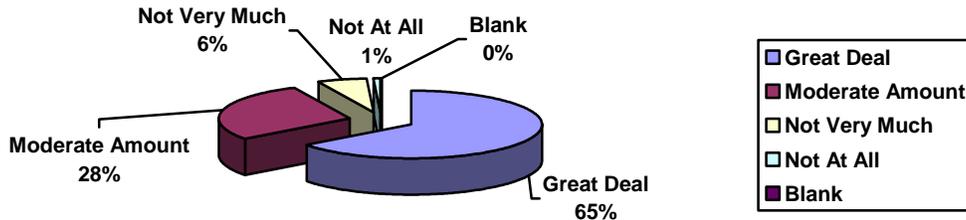


Did you leave this session with some ideas that may be useful in your school, district or organization?

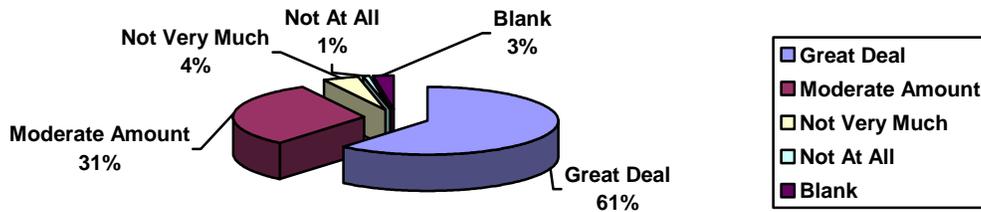


Second Meeting of Study Circles

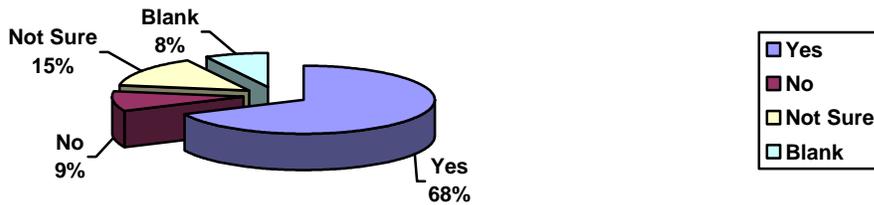
Did you have an opportunity to share your ideas and thoughts during this session?



Did this session help you to recognize and understand where there is a commonality of issues across districts?

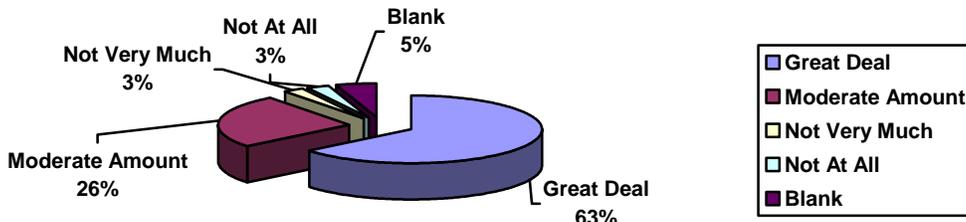


Did you leave this session with some ideas that may be useful in your school, district or organization?

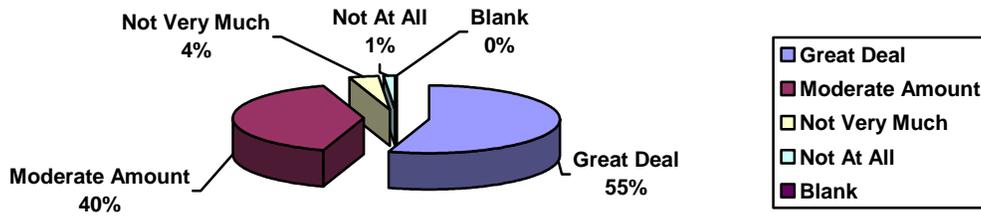


Third Meeting of Study Circles

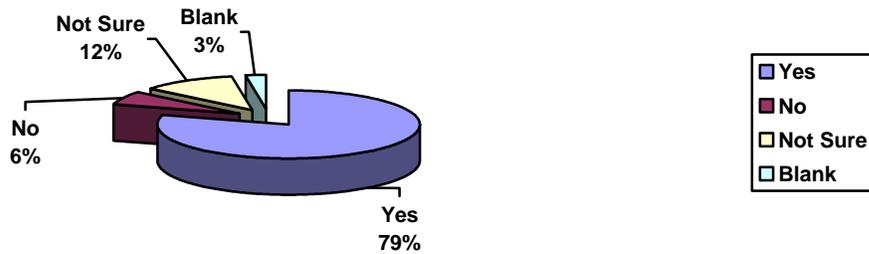
Did you have an opportunity to share your ideas and thoughts during this session?



Did this session help you to identify ideas, strategies or practices that you believe may help improve graduation rates?



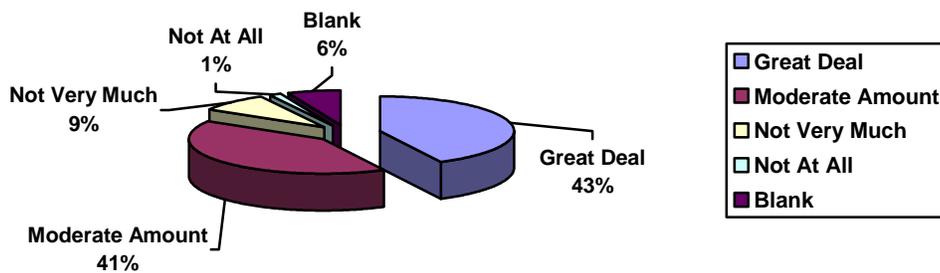
Did you leave this session with concrete steps that you can bring back to your school, district or organization's reflection meeting?



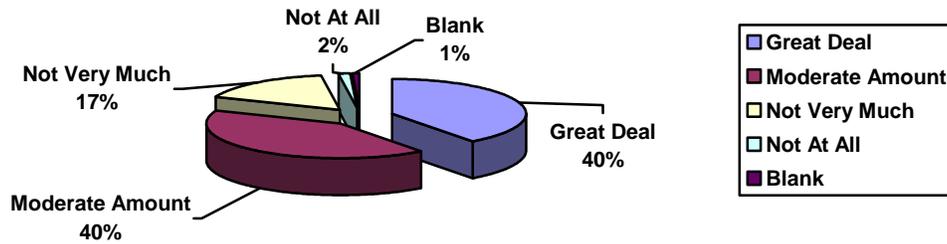
Note the trending toward increased impact of these sessions from the first to the third. Combined San Diego Roundtables, New York State Roundtables, and Rich-Text Protocol Sessions

New York State – Roundtable Discussions

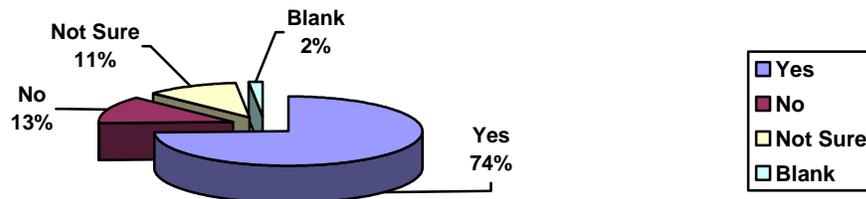
Were the ideas presented/discussed in this session helpful to you?



Did you leave this session with ideas that could be useful to you in your school, district or organization?



Was the group discussion helpful to you in gaining perspectives from different viewpoints?

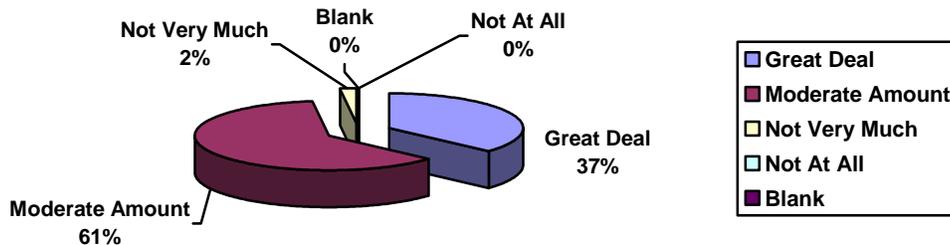


Are there ideas, practices or strategies that were presented/discussed that you would like to learn more about?

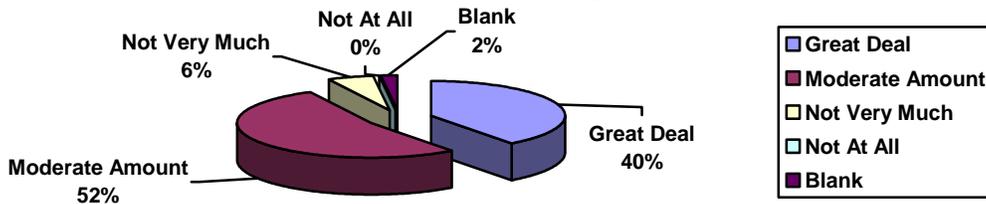
- 180 program.
- Block programming.
- Breaking Ranks program.
- House or academy model.
- How to connect with those doing PBIS on the high school level. What can we do to better things before full buy-in and roll outs of PBIS.
- How to engage parents of low achieving students. How to engage parents who have low level of parent engagement at school.
- I need the nuts and bolts of doing smaller learning communities.
- What non-traditional settings work best and where they can be applied in the traditional school setting.

Rich-Text Protocol Discussions

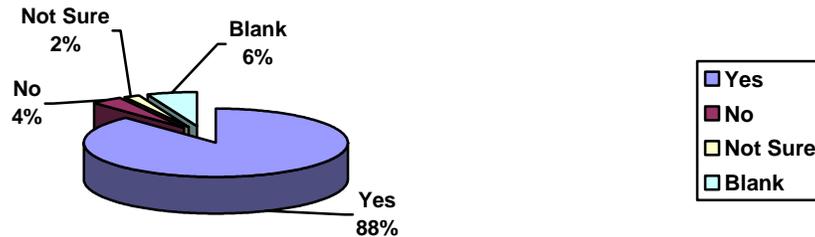
Were the ideas presented/discussed in this session helpful to you?



Did you leave this session with ideas that could be useful to you in your school, district or organization?



Was the group discussion helpful to you in gaining perspectives from different viewpoints?

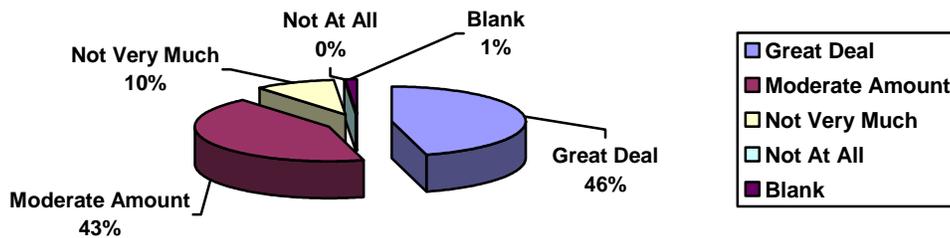


Are there ideas, practices or strategies that were presented/discussed that you would like to learn more about?

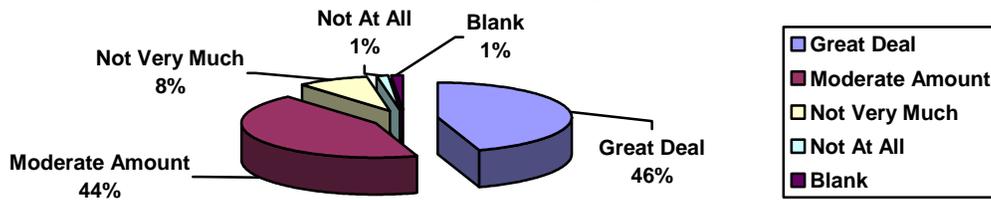
- Alumni Career Day.
- More dialogue with others that have experience in small schools.
- The effects of streaming and gate-keeping.
- Youth as decision makers.

San Diego California – Roundtable Discussions

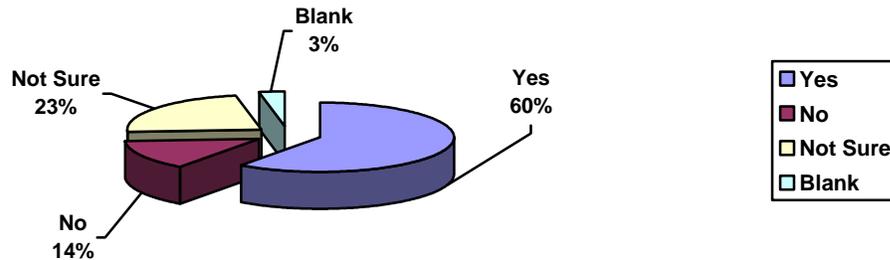
Were the ideas presented/discussed in this session helpful to you?



Did you leave this session with ideas that could be useful to you in your school, district or organization?



Was the group discussion helpful to you in gaining perspectives from different viewpoints?



Are there ideas, practices or strategies that were presented/discussed that you would like to learn more about?

- 4x4 schedule.
- Developing tools for teacher evaluations.
- Development of teacher leadership.
- Leaders such as Doug must be made available to mentor and support developing or new principals/school leaders.
- Link to common assessments.
- Reciprocal teaching discussion frame.
- The nuts and bolts of developing the assessment.
- Use of sheltered instruction.

**Next Steps Following the March 21-22
New York State Destination Diploma Forum
(School District Participants)**

3 things we can use immediately to positively impact students:

Buffalo City

- There will be a principal and teacher forum and action planning session by May 1 focused on successful literacy practices
- By June 2005 there will be in place a professional development plan for literacy in our secondary schools for 2005-06 school year
- One member will pull together all information from this conference to share with colleagues.

New York City

- Student panels – need to hear student voices and diversify those voices
- Identify transportable skills (e.g., develop common language)
- Set goals for schools that can be tracked on a monthly basis.

Rochester City

- Have a district-wide discussion about professional development initiative via union contract guidelines / school needs
- Common focus on literacy transportable skills
- Discussion with superintendent that small is not all

Syracuse City

- Involve SCSD stakeholders in creating a process for our high school/district
- Challenge 10 / transportable skills - read-alouds/ SSR / Total School Read-A-Book
- Integrating teachers and administrator leadership development

Yonkers City

- Challenge 10
- Continual use of data
- One-on-one collegial coaching and 4-corner coaching

7 Urban/Suburban Districts

- Challenge 10
- School-wide literacy initiatives (e.g., WOW, 3 to 5 minute read-alouds)
- Summer Bridges Programs (grade 8 to grade 9)

SED/Regional Networks

- Expand and enrich the high school forum by establishing regional consortia to address high school reform at the building level.
- Assist schools in the development of smaller learning communities.
- Assist schools in establishing high quality mentorship, including programs and student-to-student mentoring

2 things that really intrigue us that we would like to further explore:

Buffalo City

- Scheduling - to support and strengthen learning relationships between teachers and students
- Student Panel/Forums and how to use them

New York City

- Advisories
- Bridge programs

Rochester City

- Give best practices initiatives a chance to be effective vs. “flavor of the month”
- Instructionalizing student engagement in learning and education reform

Syracuse City

- Assessment development and data analysis to (inform) professional development (and) improve student learning
- School-wide literacy strategies including professional development

Yonkers City

- The Seven Strategies
- Procedures, schedules, data and partnerships of the San Diego Reform Movement

7 Urban/Suburban Districts

- Ninth grade Foundation Academy
 - Teacher-to-teacher mentoring and professional development
- SED/Regional Networks
- Explore funding strategies and role of stakeholders in San Diego
 - Apply “Best Practices” strategies (ex. Challenge 10) to middle schools

1 thing we can follow-up on that would enable our students to be successful:

Buffalo City

- By May 2005 we will have in place one district-wide grade 9-12 literacy strategy that crosses all content areas

New York City

- Need for “red flag” interventions (e.g., bridge programs, summer school) for Level 1’s and 2’s in incoming ninth grade, based on data provided in a timely manner.

Rochester City

- Professional practice/graduate partnership

Syracuse City

- Involving stakeholders to create a shared vision and mission for our district/high schools based on our data and a needs assessment with identified, dedicated resources to make it all happen (convene by May/June 2005).

Yonkers City

- Continuation and commitment to high school reform in the City of Yonkers

7 Urban/Suburban Districts

- Will develop a listserv or email distribution list to share information, district-to-district, regarding contemplated and implemented initiatives. There is a need to re-energize connectedness and collaboration at all levels.

SED/Regional Networks

- The technical assistance providers want to use conceptual maps that will help districts present in one page their improvement strategies.

***Next Steps Following the March 21-22
New York State Destination Diploma Forum
(NYSED HS Internal Task Force and Statewide Organizations)***

3 things we can use immediately to positively impact students:

- Share forum materials with all districts through SED and statewide organizations website, newsletters and workshops.
- Connect districts with best/promising practices and processes found in sites, websites, contracts, etc.
- Share with the field the timelines for all future activities in the high school initiative.

2 things that really intrigue us that we would like to further explore:

- How to emphasize relevance and relationships in addition to rigor in studying high schools.
- How to change SED practice to model behaviors (that) we want districts to emulate (i.e., continuous improvement, professional development, communication, adaptive behavior)

1 thing we can follow-up on that would enable our students to be successful:

- Form and sustain a strong partnership between SED and key statewide organizations to support district/schools in their efforts to insure success for all students.