

What Success Looks Like: Key Practices of Unscreened High Schools That Have Dramatically Improved and/or Consistently Surpass the New York State Graduation Rate for Young Men of Color (YMOC)



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New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

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Building People and Organizations

Presenting:
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Graduation/Trends for YMOC* (2015/2016-2017/18 data)



Brooklyn Institute for Liberal Arts 95%

Last three years: 93/85/95% High Needs

Westbury High School 80%

Last three years: 75/81/80% High Needs

Malverne Senior High School 96%

Last three years: 93/95/96% Average Needs



McKinley Vocational High School 77%

Last three years: 77/84/77% High Needs

Sleepy Hollow High School 76%

Last three years: 76/81/76% Average Needs

Graduation/Trends for YMOC* (2017-18 data)



Institute of Technology 76%
Last three years: 87/81/76% High Needs



Valley Stream Central High School 93%
Last three years: 94/96/93% Low Needs

Elmont Memorial High School 95%
Last three years: 90/96/95% Low Needs



Metropolitan

Metropolitan Expeditionary Learning 94%
Last 3 years: 100/100/94% High Needs



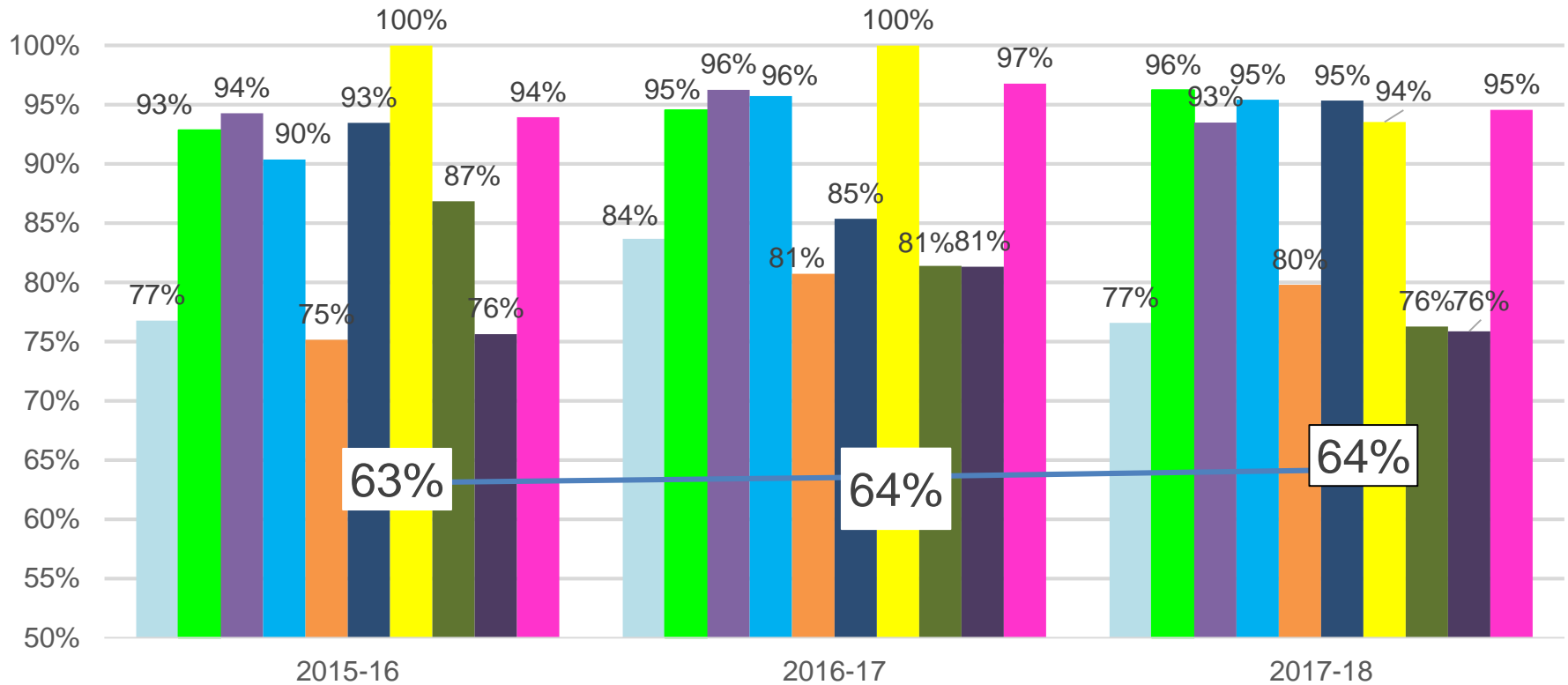
Saunders Trades and Technical Senior High School 95%
Last three years: 94/97/95% High Needs

Our Methodology...Multiple Metrics

- PLC Team: Six well qualified, experienced educators from across New York State conferred over five months
- Spent over 20 days in 10 schools and two districts (school enrollments 375-1,675; YMOC 61% to 97%)
- Visited over 100 classrooms
- Facilitated over 35 focus groups across all school and community stakeholders
- Collected research-based metrics with over 5,000 students and 600 staff (samples below)

Composite Data: Factors Most Important for My Success/Coming to School (Excerpt from PLC Associates, Inc. Data Base)	All N=5182	YMOC N=1823	Staff N=617
1. The way teachers teach and are available when I need help.	87.3%	85.4%	96.8%
2. Opportunities for Advanced Placement for example, AP/College Credit Courses, IB.	82.1%	78.9%	83.1%
3. Having mentors and "people to go to" when I have problems to work through.	80.4%	77.8%	95.8%

Comparative Graduation Rates



MCKINLEY VOC HIGH SCHOOL	MALVERNE SENIOR HIGH SCHOOL
VALLEY STREAM CENTRAL HIGH SCHOOL	ELMONT MEMORIAL HIGH SCHOOL
WESTBURY HIGH SCHOOL	BROOKLYN INSTITUTE FOR LIBERAL ARTS
METROPOLITAN EXPEDITIONARY LEARNING	INSTITUTE OF TECH AT SYRACUSE CENTRAL
SLEEPY HOLLOW HIGH SCHOOL	SAUNDERS TRADES & TECH SR HIGH SCH

* Data provided by the New York State Education Department

Composite Findings: Highlights

1. Systems Approach to Operation of the School

Organization:

- **Clear, intentional design of school day - intact, aligned infrastructure (instructional time, activities, before/after school events, supports)**
- **Strong school leadership with clearly and consistently communicated, exceptional expectations**
- Bell to bell instruction, intensity, “on-target” support
- Variety of classes that are “of interest” to students
- All staff (instructional and non-instructional) have a clear understanding of their roles, responsibilities, and relationships within the school community
- Organized teams lead/contribute to meaningful decision-making (school leadership team, support services, professional learning communities...)
- No gaps - all structures and practices form an integrated, dynamic system

Monitoring:

- **Comprehensive Monitoring/Data Cycles – “We know where each student is, what he/she needs, and execute an appropriate plan of action.”**
 - a) Academic, social/emotional (spreadsheets track student credits, courses needed, Regents results, attendance, grades, behavior...)
 - b) Early warning identification and intervention (detects and intervenes on issues before they become more serious)
 - c) Monitoring at individual, content area, and intermediate assessments and interventions

Composite Findings: Highlights

2. Rigorous, Relevant Curricula/High Impact Instruction

Curriculum:

- **Connections to the “real world” and what students experience**
- **Extensive opportunities/early access - AP courses, college credit, Career Pathways: engineering, bio-med, business and communications, the arts...**
- **Pride in “our history/heritage” - for YMOC, this provides grounding and contributes to enhanced self-esteem**
- Intentionally designed curricula with high levels of challenge and rigor; activities and resources are selected/designed for student interest
- **Students report, “classes are hard,” and “teachers are tough” within a context of a “high care” environment. Teachers go above and beyond what is required and make personal investments in students.**
- Common assessments, utilized formatively

Targeted, High Impact Instruction:

- **High levels of student engagement, students work in groups and with partners**
- **Instruction features attention to literacy** and includes:
 - Clear learning targets connected to standards
 - Student engagement strategies
 - **Inquiry-based instruction (where appropriate)**
 - **Checking understanding with explicit feedback**
 - Differentiated instruction and practice
- Students welcome both positive and negative feedback as relationships set the tone to welcome feedback
- Effective infusion of technology – use as teaching/learning tool, often 1:1 supports

Composite Findings: Highlights

3. Well-Defined Culture With Shared Accountability

School Cultures Reflect:

- **A credo and echo it constantly – day starts with motivational message; positive greetings**
- Strong beliefs, values, mission, purpose, philosophy
- **Recognition of success/accomplishments: individually, as a school community, as a district, etc.**
- Positive environment, opportunity, effort and “daily wins” prevail
- **Serious approach to learning – Teaching and learning are a taken as a critical and crucial undertaking. “Lives are at stake.”**
- Continual focus on being and becoming (future plans) successful
- **High standards and supports promote increased numbers of students enrolling in advanced coursework**

Shared Accountability:

- **Clear expectations for student and staff performance**
- Obvious belief - “This is our school and we take care of it.”
- **Distributive leadership - everyone has a role contributing to school and student success and the decision making process**
- **Extraordinary “Above and Beyond Commitment”**
 - Exceptional commitment beyond school day - staff attending events, activities, sporting events, concerts, weekends (not necessarily with pay)
 - “Everybody in - all hands on deck” in action - staff rallies

What Success Looks Like:

A Look at Schools with the Will and Skill to Beat the Odds

Erie 1 BOCES 10/15, OCM BOCES 10/16, Cap Region BOCES 10/24
Southern Westchester BOCES 10/25, Nassau BOCES 10/28 , New York City 10/29

Opening Session: Welcome and Introductions

Understanding the Why of This Undertaking
Key Findings: The Drivers

Session 1: Self-reflection: Using A Systems Approach

What questions should we be asking? Why is school design so important? What is coherence? How do we start a systems approach?

Session 2: The Why, How and Impact of Student Ownership of Learning

How do we motivate students to own their learning? How do we use student learning targets and formative assessments to measure progress? How do we make instruction high impact for students? How is curricula made interesting, relevant, rigorous, so that it engages students?

Session 3: Improving Results Using Data Cycles: Models That Yield Results

What models are we using to know exactly where students are, in academic and social/emotional areas? How often are we looking at data and making instructional/support system modifications? What data is viewed in data cycles? What are the expectations – individually, by team, as a school?

Session 4: The Together Everyone Achieves More (TEAM) Approach to Building a High Performance Culture

How, as school and district leaders, do we send clear messages and establish collaborative models? What teams are in place and what are their roles? How do we address barriers to change? How do we establish high accountability with distributive leadership?

Closing Session: Remarks

Next Steps – Challenge to the Field: Target 2024- 90% Graduation Rate for YMOC in 5 years!

Dr. Anael Alston, the SED liaison for this project, sums this work with a quote from his recently published blog on [newyorkschooltalk.org](https://www.newyorkschooltalk.org).

*We left the 2019 My Brother's Keeper (MBK) Symposium with an established target of **90% of Young Men of Color graduating high school in five years (2024)**. This goal is specific, measurable, time-sensitive, and **achievable**.*

*The question is, **“Can we muster the courage, political appetite, will and skill across New York State to fill the MBK prescription and meet the audacious goal of realizing success of all of our youth?”***

We believe we can.

Thank You