



High School Innovation Network Final Report

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Uniting the Community for High School Excellence

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High School Innovation Network Project

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Letter to the Community

Is it possible to create high schools in high poverty areas that are able to graduate high numbers of children equipped for college and/or other professional opportunities? And if they exist, what are the factors that facilitate their success? These questions formed the basis for New Detroit's creation of the High School Innovation Network (HSI). The goal of this group is as follows:

Explore, advocate, support and implement strategies to increase the graduation rate and preparedness of Detroit high school students for college, technical training and/or other professional opportunities

For better or worse, the future of Detroit, the metropolitan area and the state of Michigan are all linked. Another fact we can all agree upon is that our graduation rates are too low and dropout rates are too high. As a community we must therefore embrace the reality of our crisis and the opportunity it provides to transform the conditions in which our students are expected to learn.

Over 40 individuals representing the leadership of Detroit's K-12 public, charter, and private school systems; teacher unions, parent, business, higher education and community-based organizations comprised the HSI team. This group readily embraced the challenge of exploring the possibilities. The following report outlines their exploration of successful schools serving students in economic and social conditions reflective of those experienced by Detroit high school students with often dramatically different academic results.

It is the concerted view of these educators, business, union, higher education and community leaders that Detroit must and can transform the learning environments for high school students by embracing and implementing the five key findings outlined in this report including:

- Data Collection, Analyses and Reporting
- Academic Courses
- School Level Leadership
- Strong Adult-Student Relationships
- Public/Private Partnerships

These five findings were seen as the critical elements of success in the "beating the odds" schools that were visited in New York, Chicago, and metropolitan Detroit. Implementation of these strategies required the school districts, unions, parents, students, community organizations, and citizens to work collaboratively. The results are students are attending classes, teachers have a higher degree of satisfaction with their job placements, community partners are highly engaged, and most importantly, students are achieving.

The children of Detroit are our future. Let us work together to ensure they have the greatest opportunity for success.

Shirley R. Stancato

President/CEO

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Executive Summary of Findings & Recommendations

Listed below are the five broad themes which form the basis for the High School Innovation Network’s findings and recommendations. This abbreviated summary is expanded upon in the findings and recommendations sections of the report.

Data Collection, Analyses and Reporting

Findings:

- Data collection and analyses form the foundation of effective school reform. An independent agency can play an important role in collecting, reporting, and analyzing data for a district/school.
- Data are helpful in making decisions about program effectiveness, student success, interventions needed, etc.

Recommendation:

- Create a Center for Detroit School Research that collects data and conducts research on all Detroit students and schools — public, private, religious, independent and charter.
- Work directly with the state to create a Parent’s Guide to Schools with data already collected by the state.
- Conduct a dropout study to identify causes for students dropping out.
- Ensure that high school staff know how to use multiple measures to improve student learning.

Academic Courses

Findings:

- Rigorous and intervening curricula are invaluable for ensuring that all students are given the greatest opportunity to achieve at their highest levels.
- When given the opportunity, urban students enroll and excel in higher level courses.
- Successful reform strategies include programs which give students a process to overcome chronic academic failure.
- Small schools, given the appropriate resources, provide a greater opportunity for all students to perform well.
- School communities are ensuring that they offer a wide portfolio of schools to its students.

Recommendations:

- Create high school curricula that go beyond state mandates.
- Increase the number of students enrolled in Advanced Placement and International Baccalaureate courses.
- Create Small Learning Communities, with appropriate resources.
- Make literacy and numeracy competence a high priority. Create and administer systematic and regular assessments to identify students not achieving.
- Establish a culture of high expectations for all students and differentiate instruction to meet the needs of individual students.
- Ensure that the city has a strong portfolio of schools.
- Develop intervening programs such as “Credit Recovery” for students who are unlikely to graduate from high school on time, due to chronic academic failure.

School Level Leadership

Findings:

- Collaborative school leadership creates a positive school culture that is beneficial to both students and adults.
- Effective professional development is tied to the school’s mission and goals.
- Research found teacher job satisfaction is higher if the teacher selects the school where they work through mutual consent rather than being assigned to a school by the central office by strict seniority.
- All stakeholders should have a voice in what happens in the school.

Executive Summary of Findings & Recommendations *(continued)*

Recommendations:

- Modify school personnel transfer processes from a strict seniority base to a mutual consent model.
- Ensure that school staff has the authority to identify their on-going professional development needs.
- Select principals who demonstrate a vision for their school, aim for excellence, are not easily taken off target, are knowledgeable of high school operations, demonstrate understanding of current effective school research, show an ability to get the best out of their staff, and exhibit enthusiasm for working with the community.
- Ensure that parents and/or adult caregivers are active in their child's school and that schools embrace their involvements.

Strong Adult-Student Relationships

Findings:

- Students cited the importance of effective relationships with adults to their success in school.
- Adult advocates, such as counselors, advisors, or coaches, reduce the adult-student ratio and assist in building effective relationships.
- Students and adults must feel safe in their schools.
- Restorative Discipline practices allow students and staff to positively change their school's atmosphere.

Recommendations:

- Implement strategies to ensure that all students have a caring adult assigned to them.
- The adult-student ratio in schools should be between 5:1 and 10:1.
- Implement programs that include Restorative Discipline to enable students and staff to positively change their school's social and academic environment.

Public/Private Partnerships

Findings:

- Schools benefit from partnerships with outside individuals and organizations.
- School partners may be school developers, student advocates, collaborators, fund developers, to name a few.

Recommendations:

- Provide a process by which businesses and community and faith-based organizations can effectively partner with individual schools or groups of schools.
- Ensure that health and social services are provided in every school.

Introduction

The future of Detroit, its metropolitan area and the state of Michigan are directly tied to our ability to improve the quality of learning and graduation rate of students. These students must be mentored and educated so that they successfully complete high school and graduate equipped with the skills necessary to enter college and/or other 21st century professional opportunities.

To achieve this goal, New Detroit, with the support of the Skillman Foundation launched the High School Innovation Network (HSI), a collaborative effort of Detroiters who believe our children deserve better. Recognizing that it would take the whole community to achieve this mission, New Detroit recruited a network of over 40 Detroit leaders representing multiple perspectives: Detroit Public Schools (DPS), charter schools, private schools, parents, higher education, the teachers union, community-based organizations and businesses.

The Network believes that it is possible to substantially improve the low levels of retention and graduation of high school students in Detroit. To achieve this goal, we have begun to explore, identify, and support strategies to increase the graduation rate and preparedness of Detroit high school students for college, technical training and/or other professional opportunities.

High schools in the city of Detroit, like many others around the country, are facing a crisis. Unfortunately many high schools have difficulty maintaining high levels of student attendance, academic performance and graduation rates. We were able to identify 73 schools that provide education to high school age students in the city of Detroit. (See Table 1.) Collectively they represent comprehensive, theme, exam and alternative high schools. (See Table 2.)

Table 1.
Number of High Schools in the City of Detroit

| | 9-12 | Other* |
|------------------|-------------|---------------|
| DPS | 27 | 7 |
| Charter | 7 | 29** |
| Religious | 2 | 1 |
| Totals | 36 | 37 |

* Other may be any combination: K-12, 7-12, 6-12, etc.

** 10 of these are for adjudicated youth

Table 2.
Types of High Schools in the City of Detroit

| | Comprehensive | Theme ¹ | Exam | Alt | Totals |
|------------------|---------------|--------------------|------|-----|--------|
| DPS | 17 | 9 | 2 | 6 | 34 |
| Charter | 17 | 5 | 0 | 14 | 36 |
| Religious | 1 | 0 | 1 | 1 | 3 |
| Totals | 35 | 14 | 3 | 21 | 73 |

Of 73 high school sites in Detroit, 63 were found in the Michigan Department of Education's database for the purpose of determining their 2007 Adequate Yearly Progress (AYP). Fully seven² (11%) of the schools met AYP and 56 (89%) failed to meet AYP. Of those failing to meet AYP, the majority of schools (84%) failed to meet AYP in both math and English Language Arts (ELA); five schools (9%) failed to meet AYP in Math only. (See Table 3.)

Table 3.
Reason for High Schools Not Making AYP³

| Primary Reason for High Schools Not Making AYP* | | | | | | |
|---|-----------------|-----------|----------|----------------------|-----------|--------|
| | Both Math & ELA | Math Only | ELA Only | 80%* Graduation Rate | Subgroups | Totals |
| DPS | 31 | 3 | 0 | 1 | 0 | 35 |
| Charter | 16 | 2 | 1 | 1 | 1 | 21 |
| Totals | 47 | 5 | 1 | 2 | 1 | 56 |

* Some schools met the graduation rate target with a rate below 80% because their graduation rate improved.

Detroit also faces a low graduation rate and a high drop-out rate. Due to the discrepancies in graduation rates reported by state and federal government and independent sources, the actual graduation rate for Detroit's children and for Detroit Public Schools remains under debate, ranging from a low of 24% to a high of 67%. Detroit's ACT scores are well below state and national averages ranging from 14 to 19⁴.

Regardless of which statistics are accurate, we know that graduation/dropout rates and test scores in Detroit are too low for all but a handful of schools. We know our children and our communities deserve more.

This report is a compilation of the Network's findings. It is divided into seven parts 1) A Summary of the Findings & Recommendations, 2) Introduction, 3) The Data Collection Process, 4) Findings, 5) Recommendations, 6) Next Steps, and 7) Summary. Additionally, several appendices are included to provide further detail.

¹This does not include the three DPS career and technical centers – Crockett, Breithaupt, and Randolph – that do not grant diplomas

²The following seven schools met AYP for the 2007 school year – DPS: Cass, Communication & Media Arts, Davis Aerospace, Detroit School for Fine and Performing Arts, Renaissance; Charter: Allen Academy, George Crockett Consortium HS

³Retrieved [December 15, 2007] <https://oeaa.state.mi.us/ayp/district.asp?Alpha=D>

⁴Excluding the examination high schools –Cass & Renaissance

The Data Collection Process

The Network began its work by learning about the “portfolio of schools” concept being used by cities like New York and Philadelphia. This concept categorizes every high school in a city according to **governance structure** (traditional public, private, public charter), **enrollment/entrance policy** (application, open enrollment, test, judicial placement, etc.) and **thematic focus** (science, music, allied health, engineering, law, etc. .) Additionally, the portfolio of schools concept attempts to monitor the status of students who have fallen off track to graduation and the strategies implemented to help re-engage them in the process of learning. The Network also reviewed current research on how the brain works and how that data should inform classroom instruction to improve academic performance.

The next step was to identify schools locally and nationally that enrolled students with social and economic challenges similar to those in Detroit. The cities and schools visited were chosen because they had student populations similar to Detroit and are making progress towards increasing high school graduation rates and college preparedness.

The group of schools visited was very diverse: large and small; public, charter and private; single gender and coed, 9–12 grades and 7–12 grades; and transfer schools (where students enroll after having problems at their original school or dropping out.) Several of these schools attributed their success in part to their partnerships with community-based organizations and/or colleges. The data collection process took place from June 2007 through January 2008. The site-visits to schools and organizations involved in their transformations were conducted October 14–30, 2007. (See Appendices C–E for schools and organizations visited.)

Findings

Five common and often complementary themes emerged during the review process. The themes included: 1) Comprehensive Data Collection and Analyses, 2) Academic Courses, 3) School Level Leadership, 4) Strong Adult-Student Relationships, and 5) Public /Private Partnerships. What follows is an overview of each theme and specific examples of what Network members learned through research and site visits.

Data Collection, Analyses and Reporting

The collection and analyses of data on the performance of each student was absolutely critical to the success of each school we visited. The data included, but went well beyond, the review and analyses of test scores. The information was used to improve both the high school graduation rates and preparedness of students for college. Data was also analyzed to determine how “on track” 8th graders were to graduate in the typical 4-year high school cycle. It is critical that the data collection includes multiple measures and that they include, but go beyond assessment data. Some examples of the productive use of data included the following:

Mott Middle College High School (MMCHS) used data on student success in college to determine that placing students immediately into core college level classes such as English and mathematics did not help these students succeed in the college environment. Based on a review of their data, MMCHS determined that it was more effective to enroll students in college level computer literacy, study skills and leadership courses prior to their taking the core courses.

The Consortium on Chicago Schools Research (CCSR) has collected data on students in Chicago Public Schools since 1990 after the passage of the Chicago School Reform Act that decentralized governance of the city’s public schools. Researchers at the University of Chicago joined with researchers from the school district and other organizations to form CCSR with the imperative to study this landmark restructuring and its long-term effects. Since then CCSR has undertaken research on many of Chicago’s school reform efforts, some of which have been embraced by other cities as well.”⁵

CCSR also conducts program evaluations, examines graduation/dropout rates, administers annual school climate surveys, determines how well students with high test scores perform in Chicago’s classrooms, and analyzes the connection between graduation/dropout rates and the number of F’s a student receives in core courses during their freshman year, and the number of absences the student accrues.

New York, Philadelphia, Chicago, Boston, and Portland public school districts have collected extensive data on their students to determine, based on district goals, which students are at-risk of not graduating and then providing multiple pathways to graduation for those students. For example, data from Philadelphia show that 80 percent of their dropouts can be determined at risk by 8th and 9th grades. It also showed that 75 percent of their students in foster care; 90 percent of their juvenile justice placements as well as 68 percent of their young girls who gave birth within 4 years of starting high school do not graduate. And New York has determined that nearly all (93 percent) of their high school dropouts have a history of being over-age and under-credited. These districts are now using this data to implement specific interventions to reduce their respective dropout rates.

It is important to note that data are available at individual (public, private, and public charter) schools in Detroit and in separate databases; however, they are not available in a manner that is easily accessible. Additionally the data are not correlated for all schools (public, private, public charter) in a manner that enables effective intervention for students or public reporting for parents and community. Developing this capability is critical if we are to improve the performance of our schools.

An example of the type of information we are suggesting is necessary is found in Chicago. The Chicago Public Schools’ new high school report card includes high school graduation rates, on-track rates, and post-secondary participation rates. This data enables parents to make informed choices and administrators to create effective interventions.

⁵Retrieved [December 23, 2007] <http://ccsr.uchicago.edu/content/page.php?cat=1>

Academic Courses

Rigorous and intervening (programs designed to help students who are behind accelerate their learning and programs to introduce students who are excelling to advanced concepts) curricula are also invaluable components for ensuring that all students are given the greatest opportunity to achieve at their highest levels. These schools have high expectations for all of their students and intervene early. Also both Chicago and New York have centered on providing a variety of schools for high school students i.e. 7–12, single gender, middle/early college, etc.

Thurgood Marshall Academy (TMA) for Learning and Social Change (NYC) is on track to become the first Title I high school in New York City certified in the International Baccalaureate (IB) Middle Years Program. TMA students in grades 6-10 who complete the program receive the highly recognized International Certificate of Achievement. This IB Certificate Program prepares students for university and encourages them to ask challenging questions, learn how to learn, develop a strong sense of their own identity and culture, and develop the ability to communicate with an understanding of people from other countries and cultures, thereby creating a “private school quality” education in a public neighborhood school environment.

While Detroit’s Western International High School is not yet graduating significant number of students, it is moving in the right direction due in part to its provision of AP courses. Western offers its students the opportunity to enroll in six Advanced Placement courses — English 5 AP, English 6 AP, English 7 AP, English 8 AP, Calculus 2 AP and Spanish 7 AP. Western also tracks the progress of recent graduates who are attending college. This information is used to adjust the instruction provided to current students to better prepare them for college.

Loyola High School (Detroit, Mich.) is a Catholic school for young men who have primarily done poorly in other educational settings. The staff of Loyola has created a vibrant learning environment where these young men thrive with almost a 100% graduation rate. Furthermore, all students are expected to complete pre-calculus prior to graduation. This is an example of how high expectations combined with rigorous course work have resulted in 95% of Loyola students entering college.

Mott Middle College High School (Flint, Mich.) reconfigures grade point averages for their incoming 9th graders (Mott’s students are generally those who are in the 9th grade for the 2nd year). Their “Credit Recovery” process removes all grades below a “C”. Students must retake the failed courses, but this allows them to start fresh and graduate with a higher GPA.

Bronx International High School (NYC) focuses on small schools. It has five schools housed in one building. Each school has its own administrators and teachers and approximately 350 students. Lessons are taught in English while students are assisting Non-English learners with translations. Each school also has its own extra-curricular activities i.e. sport teams, clubs, etc. In general, small schools are able to provide a safer environment, stronger adult-student relationships, and better student outcomes.

Two schools — Thurgood Marshall (NYC) and Elmont Memorial Junior Senior High School (NYC) — both enrolled students in grades 7–12. These schools were structured to provide optimum services to junior and senior high school students. Supporters of 7–12 schools indicate that this model helps students over the critical 9th grade dropout hump.

School Level Leadership

The leadership of these schools was, for the most part, collaborative in that staffs play an important role in decision making. Professional development is focused on improving instructional skills and tied to the schools’ mission and goals. School teams work to help establish the curriculum and the culture of the school. Students and staff were proud of their schools and were often referred to as “School Name” Scholars or often stated that this is the “school name” way. A culture of excellence was apparent at all times.

Chicago Public Schools (CPS) has created a goal statement that identifies the need to keep students on track (8–12 grades) rather than just focusing on high school graduation rates. This process has created a common language of achievement for their district and community.

“CPS will place a high priority on strengthening and broadening existing improvement of neighborhood high schools and the development of a wide range of schools and programs to provide all students with high quality secondary schooling, and prepare students for college, careers, and citizenship.”

One important element of creating high performing schools is the process by which instructional staffs are selected. The New Teacher Project (TNTP) is working effectively in several urban school districts including Milwaukee WI, Chicago IL, and New York to create a better relationship between teachers and school administrators. Towards that end, they strive to create environments where teachers are placed in schools by “mutual consent” of the new or transferring teacher, school level selection committee including a majority of current teachers, and the building principal.

TNTP data (charts 1 & 2 below) indicate teachers (new hires and tenured) have a higher level of satisfaction with job assignments when placed by a “mutual consent” process when compared with those placed by “strict seniority.”

Chart # 1

The United Federation of Teachers (UTF) and the NYC Department of Education dramatically changed teacher hiring rules in 2005.

2005 and before

Teachers applied for and were granted transfers based on seniority alone in many schools; other schools and hiring committees with union members holding majority of votes.

2,787 excessed teachers were forced on schools regardless of consent.

New teachers were regularly displaced - or “**bumped**” - by more senior teachers who had rights to their position.

2006 and beyond

Any teacher, regardless of experience, could apply to **transfer**. All transfers require mutual consent.

Excessed teachers must find a new position through the same transfer process as voluntary transfers.

Because there is no forcing of excesses or transfers, there is **no need to bump**.

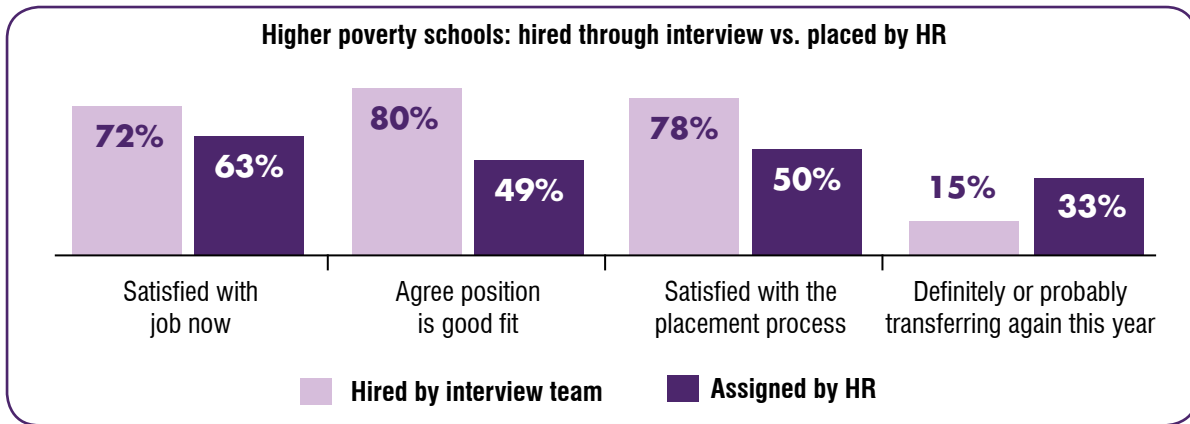
Teacher support

After one hiring season under the new rules, union members ratified a contract extension retaining the new hiring rules with a 90% majority in favor.

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Chart # 2

In Milwaukee, teachers in high poverty schools are happier with their positions and are less likely to transfer when they are hired through mutual consent.



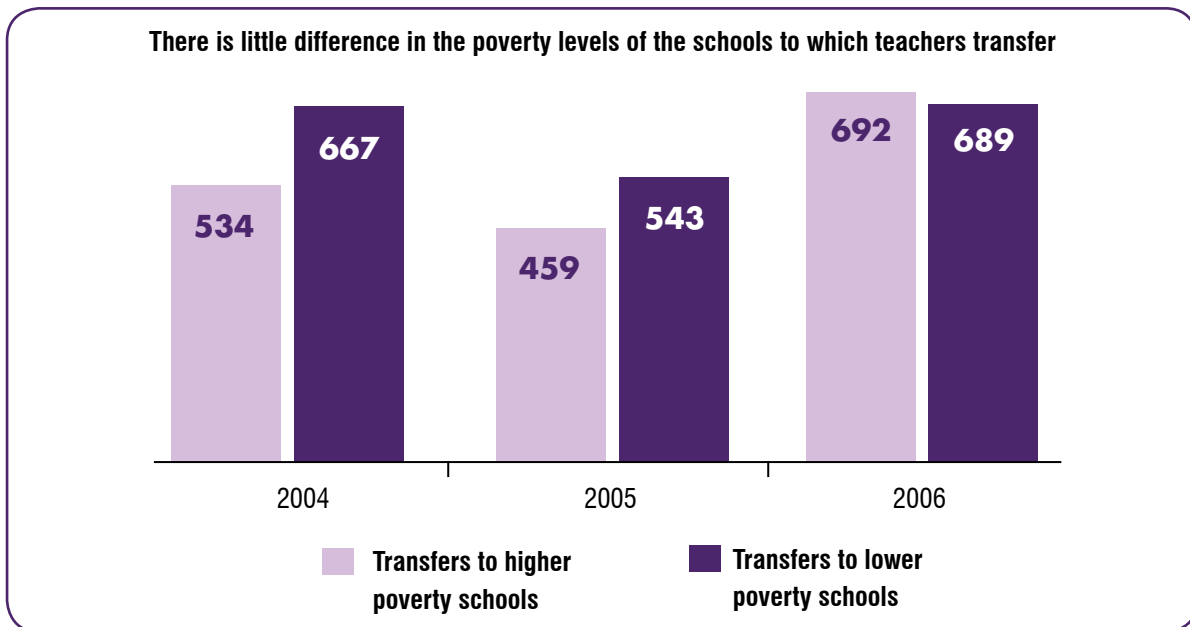
Data also indicate that mutual consent placements are equitable when comparing large and small schools.

Source: TNTP survey conducted in April/May 2007 of 2,014 MPS teachers. Higher poverty schools are those with at least 76% Free and reduced meals. "Satisfied" refers to respondents selecting "very satisfied," "satisfied," or "somewhat satisfied." "Agree" refers to respondents selecting "strongly agree," "agree," or "somewhat agree."

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Chart # 3

Data shows that the Chicago Public School (CPS) transfer system leads to equitable teacher movement between high and low poverty schools.



Data shows that the CPS transfer rules do not disadvantage schools by size — teachers do not consistently move from larger to smaller schools, nor from smaller to larger schools.

Source: CPSHR Data

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The Thurgood Marshall Academy, a New York Public School, provides another example of what can be achieved when a collaborative culture is established between administrators and staff. This team of educators worked collaboratively to pursue accreditation as the first Title One IB certified school in the New York District. Collectively they have secured over \$100,000 from outside sources to provide ongoing IB professional development. This collaborative effort has forged a strong administrative/staff partnership evidenced by only one grievance in 12 years and strong student academic performance.

Strong Adult-Student Relationships

The committee was deeply impressed by the strong relationships that existed in the schools visited. Students constantly cited the importance of effective adult student relationships to their success in school. The adage “I don’t care how much you know until I know how much you care,” was repeatedly demonstrated. The schools were safe havens for both students and staff. Additionally, many of the sites ensured that all students had adult advocates via counselors, advisors, or coaches. These adults were generally serving as mentors to 5–15 students. Professional development for all staff is ongoing and relevant. An atmosphere of mutual respect was apparent. For example:

Western International (Detroit) is surrounded by a community that includes several youth gangs who are known for violence and turf wars. Students however indicated that they felt “safe and free” from their neighborhood gang culture while in the school. For example, one science teacher described what happened when he randomly divided his class into working groups and gave them an assignment.

The students worked diligently in their small groups during the class period, but ran out of time. The teacher then instructed the teams to go to the neighborhood library over the weekend to complete the assignment. As the teacher glanced around the room he observed that many students looked shocked and confused. When he asked “What is the problem?” the students informed him that because many of them were in rival gangs they could not be seen together outside of the school — even though they were working together in his classroom! The collaborative culture created within Western by the administration, teachers and non-instructional staff is so dynamic it is able to break down the street/neighborhood barriers to enable learning to take place.

This was later confirmed when committee members met with several Western students. They explained “the staff will not give up on us! They really care about us!” The students talked about how teachers and staff seemed to really care about them as people. They described the school environment as being more like a family.

The Consortium on Chicago School Research’s annual school climate survey includes a measure of teacher/student relations. Their findings indicate a direct correlation between student/teacher relations, student attendance and academic performance. The CPS District is using this data to implement professional development that assists teachers with better engaging their students.

Elmont Junior Senior High School (NYC) has made “mutual respect” a core belief in their school culture. They use multiple strategies to facilitate this goal. One of the programs they have implemented is “Rachel’s Challenge.” This program came into existence in honor of Rachel Scott, the first child murdered during the 1999 Columbine High School shooting (www.rachelschallenge.com). Rachel’s Challenge is a program that inspires, instructs, and enables students to bring positive change to their school’s atmosphere. It consists of a school assembly, a peer training session, and an evening community event that inspires students and adults towards a life of kindness and compassion. Elmont’s leadership credits this program with dramatically improving student-to-student and teacher-to-student relationships.

Rachel's Challenge employs concepts that are consistent with the broader principles of Restorative Practices (<http://www.iirp.org/whatisrp.php>). Dr. Paul McCold, researcher and founding faculty member of the International Institute for Restorative Practices, states "We know that the sense of belonging and pride in school are related to academic performance and dropout rates, and dropout rates are related to involvement in the criminal justice system and more at-risk behavior."

Unfortunately traditional discipline models often fail to produce the behavioral changes that enhance the learning environments of our schools. Accordingly, Bill Sower, a Michigan, USA schools trainer and former International Institute for Restorative Practices regional coordinator, states, "Out-of-school suspension rewards misbehavior for students who don't want to be in school. In-school suspension promotes the growth of negative subcultures ... which disrupt the whole school climate"

However, case studies and evaluations conducted in schools around the globe demonstrate that restorative practices improve relationships among students and teachers, reduce disciplinary problems and build community. ⁶The adoption of RP practices in schools have produced 30–50 percent reductions in disciplinary infractions and reduced the number of repeat infractions by children identified as "high risk" or juvenile delinquents.⁷

Public/Private Partnerships

It was evident that most, if not all, of the schools visited benefited from strong partnerships with outside individuals and organizations. These partnerships took many forms — school developers, student advocates, collaborators, fund developers, to name a few.

The Thurgood Marshall Academy for Learning and Social Change (NYC) has a unique relationship with its community. "The Rev. Dr. Calvin O. Butts III of The Abyssinian Baptist Church in Harlem is known for his powerful messages and community involvement, but he can also claim credit for being the lead proposal writer for the school which was established in 1993. Through the efforts of The Abyssinian Baptist Development Corporation, a social services organization founded by members of the historic Harlem church, and New Visions for Public Schools, an education reform group that has set up a number of new, small schools, the academy was able to move into a \$32 million complex in spring 2004."⁸

South Brooklyn Community High School (NYC) has partnered with *Good Shepherds* Community Based Organization to provide six advocate counselors to the school. Although the advocates mentor students and work collaboratively with the school's staff, their salaries are paid by *Good Shepherds*.

ACORN in Brooklyn NY has a major impact on shaping the small school movement in many inner city communities. They monitored graduation rates and the effects of high school reform on low-income communities often resulting in the creation of small schools in their communities.

New Visions for Public Schools is working closely with the NYC Department of Education by researching the impact of small schools on improving graduation rates for low-income students and students of color and serving as an intermediary in the NYC school reform. They focus on how on-track indicators (course failures, attendance, etc.) and other leading indicators are used to increase graduation rates, to ensure the right mix of new schools are developed, and ensuring schools are prepared to effectively help Special Education students and English Language Learners.

⁶Retrieved January 30, 2008 <http://www.safersanerschools.org/library/schoolresearch1.html>

⁷Retrieved January 30, 2008 <http://www.safersanerschools.org/library/schoolresearch2.html>

⁸Retrieved [December 21, 2007] http://insideschools.org/fs/school_profile.php?id=163

Recommendations

What we have learned from our research is that a committed community can come together to significantly improve our schools and, more importantly, improve learning and academic outcomes. We must find a way to do the same in Detroit. We believe based upon the successful models we have researched and observed the following recommendations will help us to reach our goal: “...to increase the graduation rate and preparedness of Detroit high school students for college, technical training and/or other professional opportunities.”

Success however will depend upon our commitment to systematic changes on the part of all Detroit high school stakeholders (tradition public school, charter school and private school advocates: parents, teachers, administrators, union leadership, community leaders, business leaders, citizens and students.)

Data Collection, Analyses and Reporting

Data is the foundation of our strategy. Data must include the status of all Detroit high schools⁹ (public, private, public charter) and be readily available to all facets of the Detroit community – educators, business leaders, parents, community and government leaders, university staff, etc. The data must be accurate, objective, easily understood, meaningful, and reportable. Therefore, we recommend:

- Create the ability to collect, analyze and report data for all high schools (public, private, public charter) in the city of Detroit. Data include but are not limited to state assessment scores, attendance (instructional staff and students), classroom grades, teacher-student trust measures, disciplinary actions etc.
 - ✓ Produce an annual report on the status of high school students, including their on track status towards graduation, the numbers who achieve graduation within four and five years and their postgraduate success (acceptance into college and or other professional/technical training or military service. .)
 - ✓ The data collected on overall performance must be easily accessible to parents/caregivers and community at large while protecting the privacy of individual students. All reports must be made available to the public.
 - ✓ Work directly with the state to create a Parents’ Guide to Schools with data already collected by the state.
- Efforts must be made to immediately conduct a graduate follow-up study to assess the effectiveness of our high schools (public, private and public charter) in preparing students for college and other professional opportunities. These data will form “base line” for future studies.
- Efforts must be made to immediately conduct a dropout study to identify the specific causes for students dropping out and implementing strategies to eliminate the problem. The study should include interviews with students as well as a review of school records. The data should be used to assist with dropout recovery programs.
- School systems must ensure that high school staffs know how to use multiple measures to improve student learning. For example:

Several years after Chicago first implemented their Social Promotion Policy they determined that a small group of students were required to enroll in summer school year after year. A careful review of their records indicated that poor eyesight contributed to their problem and that they needed glasses.

⁹Although this report focuses on high schools, data should be collected on all schools levels – elementary, middle and high because of their predictive value for high school outcomes and potential for early interventions.

Dr. Eric Smith, former Charlotte Mecklenburg, (NC) Superintendent, reviewed the course taking patterns of African American students and noted that even with similar PSAT scores African American students were not enrolled in Advanced Placement courses at the same rate as white students. Based on these data, Smith moved to equalize the course enrollment patterns.¹⁰

Charlotte also used survey research to judge their continued effectiveness with their community. They annually conducted surveys with students and families to measure perceptions of “safe and orderly environments” and community collaboration.¹¹

Perception surveys may also be used to determine the degree of satisfaction the community and staff have with school system operations. It is also important to document community satisfaction with local schools and the school district. Failure rates of students may also be used to determine which teachers may need additional professional development, as well as which students may need additional support. Additionally, correlating student failures with measures such as attendance and test scores will provide additional information for creating effective interventions.

Academic Courses

It is important that the curricula be rigorous and relevant to Detroit students. Programs should be developed based on student needs. Students must be encouraged to participate in early/middle college, three-year programs, five-year programs, and Advanced Placement or International Baccalaureate programs. Students who are behind in their studies must be enrolled in individually designed programs to accelerate their growth.

“Small Learning Communities” is an important school reform strategy and Network members support the creation of as many of these facilities as possible. We believe that they are successful when appropriately designed and effectively implemented. However, it is important to note that effective implementation, due to lack of resources, is not always the case in large urban settings. Therefore, these five broad recommendations seek to identify the components of effective schools – large or small. The committee recommends that:

- High school curricula must exceed state standards. State standards must be considered the minimum, not the maximum. Intervening programs should include, but not be limited to: Saturday Academies, Summer Institutes, and Credit Recovery Programs.
- Small Learning Communities must be created with appropriate staff and resources.
- When Smaller Learning Communities cannot be created, their successful attributes (small pupil teacher ratio, rigorous curricula, student advocates, strong adult student relationships, high expectations, etc.) must be put in place.
- Literacy and numeracy must be crucial components of learning. Literacy and numeracy competence must be a high priority. Systematic and regular assessments must identify students not achieving and instruction must be tied to their needs.
- High schools must establish a culture of high expectations and differentiate instruction to meet the needs of individual students.

¹⁰Retrieved Council of the Great City Schools, Foundation for Success, pp 56; September 2002

¹¹The Council of the Great City Schools, Foundation for Success, pp 56; September 2002

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- A strong portfolio (collection) of schools must be created to ensure the right fit for every student. The types of schools and their successes would be made available to all Detroit high school stakeholders. Parents and students must be able to select which school best fits their need.
 - The curriculum must create a consistent framework for instruction, high expectations and a common language and common assessments for students.
 - All programs must be research-based; teachers and others must receive all of the resources needed to fully implement the programs. Programs must also be monitored and evaluated routinely to determine what, if any, adjustments are needed. Programs that are not working must be discontinued.
 - Comprehensive professional development must accompany the implementation of all programs and instructional strategies.
 - School Boards and District Management Agencies must develop policies in support of this curriculum. (note: without policy level support of curricula there may not be consistency in message or delivery of education)
 - Develop “Credit Recovery” or similar procedures for students who based on data are unlikely to graduate from high school on time. These programs remove grades earned below a “C” and require students to retake the class. Students must receive additional tutorial support to ensure the effectiveness of this strategy.

School Level Leadership

A trait of effective school principals is the ability to share leadership with their school stakeholders. This ability does not minimize their authority but enhances their leadership. All stakeholders should have a voice in what happens in the school. It is the responsibility of the principal to create a culture of collaborative leadership. Effective school staffs are always learning. We recommend that:

- Individuals who are selected to become principals demonstrate a vision for their school, aim for excellence, are not easily taken off target, are knowledgeable of high school operations, demonstrate understanding of current effective school research, show an ability to get the best out of their staff, and exhibit enthusiasm for working with the community. These measurable components must form the basis for all principal selection processes.
- School personnel transfers process should move from a strict seniority base to a mutual consent model where the perspective teacher and school administrator agree that the school is the “right” place for them. (See Appendix F)
- School principals must have a governance structure that supports empowerment/accountability for personnel, academic programming and site budgetary issues.¹²
- School leadership must be engaged in continuous professional development and have the authority to determine and acquire additional support needed by their staff.
- Parents and/or adult caregivers must be active in their child’s school; schools must embrace their involvements. Processes should be put in place to both teach parents/caregivers “how” to help their child achieve, as well as assist parents in this process. A variety of participatory models should be offered to accommodate parents’/ caregivers’ schedules. Communication between parents and the school should be continuous.

¹²See <http://schools.nyc.gov/AboutUs/ChildrenFirstToday/default.htm> for additional information about NYC’s empowerment schools.

Strong Adult-Student Relationships

Effective schools are places where children feel safe and there are strong relationships between and among adults, between and among students, and between students and adults. Toward that end, we recommend:

- High schools must implement strategies that ensure all students have a caring adult assigned to them. The adult-student ratio should be low and based on student needs. Schools visited by HSI had student-adult ratios from as low as 5:1 up to 10:1. This can be achieved by collaborating with community based organizations (CBOs) and parent groups as well as by hiring more school staff.
- Out-of-school time must be expanded and coordinated to include enrichment activities that are tied to academic goals and relevant to students so that every child has the option to participate in a positive enriching program after school every day.
- Schools must become safe havens for students and adults. Safety must be the responsibility of everyone – school leaders, students, and the community surrounding the school. Joint discussions and actions must be taken to ensure the safety of everyone in our schools. Schools challenged by disciplinary issues must consider implementing research-based Restorative Discipline (RD) policies/programs. RD has proven effective in reducing suspensions and repeat offenses by students, as well as increasing student attendance. RD is a theory of discipline that focuses on employing the right balance of punishment and support that results in positive changes in student behavior.¹³ (See Appendix G)

Public/Private Partnerships

There are multiple areas where the community (business, faith and community-based organizations) can align itself with schools to help promote the academic achievement of all students. These relationships must be encouraged to create innovative environments that meet the needs of students. Although independent, these partnerships are held to high standards and should be monitored by the appropriate body.

- School systems must provide a process by which business, community and faith-based organizations can partner with individual schools or groups of schools in order to provide resources the school does not have, i.e., additional adults to mentor and support students, support for extra-curricular activities, mentors, etc. toward the accomplishment of the school's stated goal(s). The process should include an evaluation to measure the direct impact on student outcomes. These partnerships must have commonalities with the school/district to be effective, i.e. common goals and purposes. All schools must have meaningful synergistic partnerships. Where possible, these partnerships should aim to create schools with a student population of 500–700 students.
- The district or an external organization should facilitate partnerships with each school. This should include professional development on how to partner with schools, provide support in areas where assistance is needed, and how to create long-term relationships. The professional development should include school staffs and potential partners.
- One priority area for partnerships must focus on increasing the literacy rates for children and families by providing finances and human resources for tutoring.
- Health and social services must be provided in every school.

¹³See <http://www.iirp.org/library/safersanerschools.html> for additional information about Restorative Justice.

Next Steps

Network members believe that it is not sufficient to create a report with findings and recommendations. We must go further by identifying specific next steps that can ultimately lead to a citywide commitment to improving high schools. Toward that end, we recommend selecting schools in one or more of The Skillman Foundation's Good Neighborhood sites as pilots for the following:

1. **Implement the project team's recommendations in at least two area high schools.** We propose the creation of at least one totally new school and the redesign of at least one existing large comprehensive high school based on community readiness and need. These schools should be operational by the September 2009 academic year. Our five key recommendations should help form the foundation for the creation of these schools including:
 - a. Data Collection, Analyses, and Reporting
 - b. School Level Leadership
 - c. Academic Courses
 - d. Strong Adult Relationships
 - e. Public/Private Partnerships

Simultaneously we will conduct the following programs and activities:

2. **Create a "Community Will" communication strategy** – Secure community reaction and ownership for the plan. The radical changes envisioned by the HSI network will require a new mind-set among Detroit high school stakeholders. We will immediately engage the services of a professional communications firm to develop and implement a communications strategy that cultivates the support and investment of high school stakeholders (parents, taxpayers, citizens, students, school administrators, teachers, non-instructional staff, elected officials, community, various ethnic communities, business, and faith-based organization leaders) who are currently engaged. The strategy will also focus on the engagement of stakeholders that are currently disenfranchised, frustrated, or otherwise disconnected from our high school systems.
3. **Engage the district unions** in a collaborative effort to implement research-based best practices in hiring and instructional staff transfers to enhance student learning.
4. **Conduct a Detroit area Dropout Prevention Initiative in partnership with One D¹⁴ and the nationally renowned America's Promise organization** to understand why Detroit youth are dropping out of school; identify the predictors of dropouts; and to determine what can be done to increase the graduation rate.
5. **Initiate the development of a Center for Detroit School Research (CDSR)**
 - a. By April 2008 HSI Network will seek to facilitate a conversation and agreement in principle amongst the leadership of Detroit high schools (public school district, private, charter school districts) and State Superintendent of Schools for the collection of Detroit high school data.
 - b. Create a Research Subcommittee of the HSI Network including but not limited to: New Detroit, DPS research staff, charter school and private school representation, business representation, parents, university staff, CBOs and others from HSI Team, (others to be determined). Conduct additional site visits (to Chicago Consortium or other locations), begin to write the initial proposals, determine possible funding sources, etc.
6. **Conduct a review of existing district/third party partnerships contracts in other districts for the re-design of existing low performing schools and the creation of new innovative high schools.** We will provide the results to Detroit school leaders and encourage their adoption of a Request for Proposals (RFP) process to enable the redesign of currently low performing high schools and creation of completely new high schools.

¹⁴One D is a coalition of six Detroit area organizations who are transforming Regional Detroit to ensure the region works together to achieve measurable goals in five areas of priority: economic prosperity, educational preparedness, regional transit, race relations and quality of life.

Summary

Improving the quality of education we provide Detroit children is a daunting task, but it is not impossible if we work together. We believe the five broad research-based recommendations provided in this report can facilitate improved academic performance, and higher graduation rates, and better prepare Detroit high school students for college, technical training and/or other professional opportunities.

To accomplish this task we must have data that is timely, accurate, accessible, and transparent across all school systems in Detroit (public, private, and charter). We must also get an immediate handle on the reason(s) Detroit students dropout and immediately begin to implement policies and programs to arrest this problem. Additionally, we must ensure that our union/management agreements follow research-based policies that facilitate high quality learning environments.

We believe the opportunity to improve Detroit high schools is now. It is imperative that the Detroit community embrace the findings and recommendations of this report.



Appendices

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Appendix A: Detroit Area School Classifications

Religious

1. University of Detroit Jesuit – Exam
2. Loyola – Alternative
3. Urban Lutheran – Traditional Comprehensive

DPS Traditional Comprehensive

| | | | | |
|-------------|--------------|------------------|----------------------------------|------------------|
| 1. Central | 2. Cooley | 3. Denby | 4. Detroit International Academy | 5. Finney |
| 6. Ford | 7. Kettering | 8. King* | 9. Mumford | 10. Northwestern |
| 11. Osborn | 12. Pershing | 13. Southeastern | 14. Southwestern | 15. Western |
| 16. Chadsey | 17. Cody | | | |

*King has an examination process in place for some of its students

DPS Theme

1. Catherine Ferguson – Pregnant Teens
2. Cody 9th Grade Academy
3. Communication & Media Arts
4. Crockett Allied Health
5. Davis Aerospace
6. Detroit High School for Fine & Performing Arts
7. High School for Technology at Pershing HS
8. Nancy Boykins – Pregnant Teens
9. Trombly – Adult Learners

DPS Examination

1. Cass Technical HS
2. Renaissance HS

DPS Alternative HS

1. Barsamian
2. Crossman
3. Detroit City
4. Douglass
5. Millennium
6. Westside

Charter-Traditional Comprehensive

1. Allen Academy
2. Benjamin Carson Academy
3. Casa Richard
4. Charlotte Fortren
5. Consortium College Prep
6. Detroit Academy of Arts & Sciences
7. Detroit Community Schools
8. George Crockett Academy
9. Hope of Detroit
10. Marilyn Lundy
11. Oakland International
12. Old Redford
13. Ross Hill
14. Universal
15. University Preparatory
16. Voyageur Academy
17. Weston Technical Academy

Charter-Theme

1. Aisha Shule/WEB-African Centered
2. Cesar Chavez Academy
3. Detroit School for Industrial Arts
4. Marvin L. Winans Academy of Performing Arts
5. Michigan Health Academy

Charter-Alternative

1. Blanche Kelso Bruce Academy (10 sites) – Adjudicated Youth
2. Life Skills Center (4 sites)

Appendix B: High School Innovation Network Participants

| First | Last | Title | Organization |
|----------------|------------------|------------------------------------|--|
| 1. Tonya | Allen | Vice President of Program | The Skillman Foundation |
| 2. N. Charles | Anderson | President/CEO | Detroit Urban League |
| 3. Penny | Bailer | Executive Director | City Year Detroit |
| 4. Robert | Berg | Vice President | Berg Muirhead & Associates |
| 5. Shane | Bernardo | Parent | Detroit Parent network |
| 6. Sharlonda | Buckman | Executive Director | Detroit Parent Network |
| 7. Connie | Calloway | Superintendent | Detroit Public Schools |
| 8. Lamont | Corbin | Parent | Detroit Parent Network |
| 9. Betty L. | Edwards | Assistant Director | Detroit Public Schools – Randolph CTC |
| 10. Diane | Fisher | Assistant Superintendent | Detroit Public Schools |
| 11. Eva | Garza-Dewaelsche | President/CEO | SER-Metro Detroit |
| 12. Marytza | Gawlik | Professor | Wayne State University |
| 13. Greg | Handel | Sr. Director/Workforce Development | Detroit Regional Chamber |
| 14. Doris | Higgs | Parent | Detroit Parent Network |
| 15. Shirley | Hightower | Principal | Detroit Public Schools – Chadsey High School |
| 16. Steve | Ilmer | Associate Dean | Wayne State University |
| 17. Ray | Johnson | Consultant | Ray Johnson & Associates |
| 18. Jacqueline | Jones | VP-Public Policy | United Way for Southeastern Michigan |
| 19. DeLisa | Jones | Principal | Loyola High School |
| 20. Sophia | Lafayette | Chief of Staff | Detroit Public Schools |
| 21. Sidney | Lee | Treasurer/Teacher | Det. Federation of Teachers, Michigan Federation of Teachers |
| 22. Martin | Manna | Executive Director | Chaldean American Chamber |
| 23. Juan Jose | Martinez | Superintendent/Principal | Cesar Chavez Schools |
| 24. Fr. David | Mastrangelo | President | Loyola High School |
| 25. Kristen | McDonald | Sr. Program Officer | The Skillman Foundation |
| 26. Walter | McLean | Consultant | W.R. McLean, Inc. |
| 27. Gwen | Miller | Director | Detroit Public Schools – Randolph CTC |
| 28. Georgella | Muirhead | President | Berg Muirhead & Associates |
| 29. Chuck | Okezie | Chair of Education Department | Marygrove College |
| 30. Minnie | Pearce | Title One Parent Liaison | Detroit Public Schools |
| 31. Shannon | Perry | Parent | Detroit Parent Network |
| 32. Dona | Ponepinto | VP-Community Investments | United Way for Southeastern Michigan |
| 33. Dan | Quisenberry | President/CEO | Mich. Assoc. of Public School Academies |
| 34. Karen | Ridgeway | Executive Director, Research | Detroit Public Schools |
| 35. Ozzie | Rivera | Professor | Madonna University |
| 36. Barbara | Schirmer | VP-Academic Affairs & Provost | U of D Mercy |

| First | Last | Title | Organization |
|--------------|----------------|--------------------------|--|
| 37. Linda | Spight | Principal | Detroit Public Schools – Mumford High School |
| 38. Dennis | Talbert | Youth Pastor | Rosedale Park Baptist Church |
| 39. Alice G. | Thompson | CEO | Black Family Development |
| 40. Diane | Tinsley-Fisher | Assistant Superintendent | Detroit Public Schools |
| 41. Alvin | Ward | Principal | Detroit Public Schools – Finney H.S. |
| 42. John | White | Principal | Detroit Public Schools – Ronald McNair Tech. Middle School |
| 43. Paul | Zionts | Dean | University of Michigan |

Appendix C: Metropolitan Detroit Area Site Visits, October 15–16, 2007

| | Monday, October 15 | Tuesday, October 16 |
|--------------------|--|--|
| 7:00 – 7:30 a.m. | Breakfast – overview of day | Breakfast & Travel – independently |
| 7:30 – 8:00 | Travel | |
| 8:00 – 9:00 | | |
| 9:00 – 9:30 | School visit: | Loyola High School |
| 9:30 – 10:00 | Mott Middle College High School | |
| 10:00 – 10:30 | | |
| 10:30 – 11:00 | | |
| 11:00 – 11:30 | | |
| 11:30 – 1:00 | Lunch & Debrief | Lunch & Debrief (at Loyola HS) |
| 1:00 – 2:00 | Travel | Travel |
| 12:00 – 12:30 p.m. | | |
| 12:30 – 1:00 | | |
| 1:00 – 1:30 | | |
| 1:30 – 2:00 | | |
| 2:00 – 2:30 | | |
| 2:30 – 3:00 | | Western International High School |
| 3:00 – 3:30 | | |
| 4:00 – 4:30 | | Debrief (at Western International) |
| 4:30 – 5:00 | | |
| 5:00 – 5:30 | | |
| 5:30 – 6:00 | | |
| 6:00 – 6:30 | | |
| 6:30 – 7:00 | | |
| 7:00 – 7:30 | | |
| 7:30 – 8:00 | | |

Mott Middle College High School

Position in the Portfolio of Schools:

- **Entry Point:** Transfer
- **Established:** 1991
- **Admissions:** Selective
- **Design:** Early college
- **Instruction:** Traditional
- **Mix of Services:**
 - Accelerated college
 - High opportunities
 - High supports for students

Overview

Housed on the campus of the Mott Community College, Mott Middle College (MMC) is a middle college-early college high school serving all of Genesee County's 21 public school Districts through a contract with the Flint Community School District. The school accepts 9th, 10th and 11th grade transfer students who have academic potential, but are at risk of dropping out. There are currently 391 students enrolled in grades 9–13.

Design and Instruction

While MMC has been a middle college since its inception 17 years ago offering the opportunity for students to dual enroll at Mott Community College, five years ago it became an early college such that students are expected to earn 60 college credits or an associate's degree. Their benchmark is to have at least 60 percent of students reach this goal in five years, and 70 percent of students accumulate 24 credits by June of their 12th year in school. This dramatic change in student expectations has catalyzed major changes in classroom teaching and academic supports. Students often double-block in key subject areas like math and English and participate in twice weekly sidebars for homework help. The school is designed in order for students to become self-directed learners, effective communicators, creative/complex thinkers, and cooperative group members.

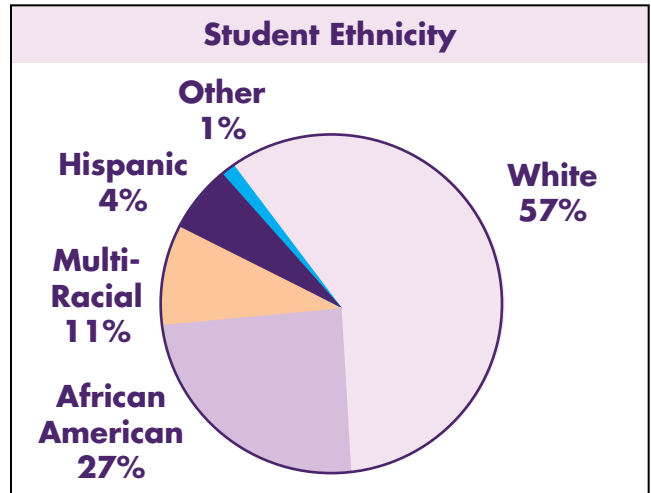
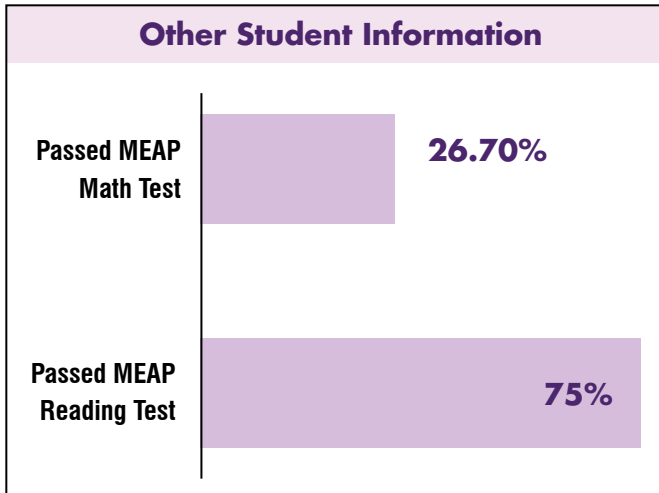
The school is grounded in the Mastery Learning concept, which grades students with A, B, C, I (Incomplete) or N/C, "No Credit" (student must take the class again). The school year is divided into five marking periods that are approximately eight weeks in length. When students transfer to MMC, administrators first review their transcript and only transfer credits where the grade received was a C or better. As a result, students are able to have a "fresh start" and are on the road to a better GPA.

MMC measures self-esteem and academic skill level growth by using pre- and post-assessments instruments. MMC focuses on developing student self-awareness, and uses learning-styles assessment and left brain/right brain/whole brain dominance assessment. Teachers develop teaching strategies that meet the needs of all learning styles and emphasize active learning. Interdisciplinary courses, team taught around a thematic approach, are the hallmark of the curriculum.

Services

Intensive care education at MMC means that every teacher acts first and foremost as a counselor by being an advisor for a small group of students called a Focus Group. This gives MMC students the support they need to stay in school – and succeed. Multiple opportunities at Mott Middle College develop "success connections" that are key to establishing new habits, attitudes, skills, and knowledge that replace old patterns of failure and low self-esteem. Interpersonal skills such as civility, tolerance, and conflict management are integrated across the entire curriculum. All students participate in career internships for which they earn both a grade and career education credit. Students are expected to both *acquire* and *apply* knowledge.

Student Data



Contact information:

Chery Wagonlander, Principal
Mott Middle College High School
2413 West Maple Avenue
Flint, MI 48507-3493
Phone: 810-232-8530 • Fax: 810-232-8660
cwagonla@geneseeisd.org
<http://www.geneseeisd.org/mott/mmc.htm>

Loyola High School

Position in the Portfolio of Schools:

- **Entry Point:** 9–12 grade articulated
- **Established:** 1993
- **Admissions:** Selective
- **Design:** College (BA) preparatory
- **Instruction:** Traditional
- **Mix of Services:**
 - Highly structured environment
 - High opportunities
 - High supports for students

Overview

Loyola High School is an independent high school for young men who face the challenges of an urban environment and who are serious about their future. The idea for creating several all-male academies to address the elevated high school dropout rate of males was conceived by the Detroit Board of Education in the early 1990s. However, it was ruled that the state’s constitution prohibited single-sex public schools. In response, the Jesuits of the Detroit Province in partnership with the Archdiocese of Detroit opened Loyola High School.

Although a Catholic high school, Loyola welcomes students of all faiths, and gives admission priority to young men who are not working to their academic potential and are in danger of not completing high school. Loyola’s program is designed for its students to begin in the 9th grade, but does occasionally accept transfer students. Tuition for the year is \$3,700; some financial aid is available. There are currently 161 students enrolled in grades 9–12.

Design and Instruction

Loyola is focused on preparing each student for the next stage of his formal education beyond high school, and equips him with the skills and values needed to live responsibly and productively. Loyola’s curriculum addresses the needs and interests of each student, and emphasizes the basics of reading, writing, math, science, the arts, and computer skills. Class size is small, averaging 15–20, which allows for maximum interaction between teachers and students. Loyola students leave well prepared to continue their education after graduation in four-year universities, community colleges, or trade schools. In fact, all members of Loyola’s ten graduating classes have been accepted into at least one college or university.

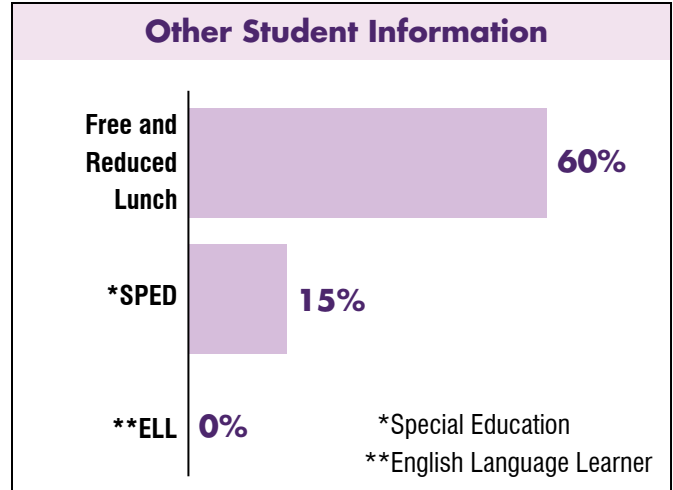
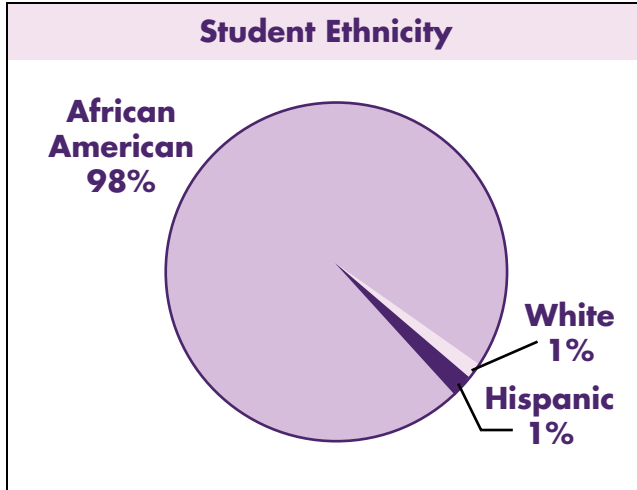
Services

Rooted in the Jesuit philosophy of education that aims to shape and develop the entire person, Loyola fosters self-discipline, reflection, and service to others. The student-counselor ratio provides an unusually high level of individual attention for each student. Each year students engage in community service, which culminates in their senior year with the Christian Service Program.

Juniors and seniors participate in the Loyola Work Experience Program (LWEP) as a component of their academics whereby they work one day a week and one Friday a month in local businesses. This experience gives the students the opportunity to use personal and professional skills in a real-world workplace, while simultaneously helping them assume part of the financial responsibility for their own education. In preparation, all sophomores attended five days of in-school summer training that includes instruction in Microsoft Office, diversity in the workplace, and various clerical skills.

Loyola offers a variety of extracurricular activities including Student Council, Model United Nations, and the Loyola Honor Society. Loyola’s athletic program seeks to instill a high degree of sportsmanship in all its students by promoting dedication, pride, team spirit, and leadership. Students also have opportunities to participate in choral and dramatic performances. Loyola students explore the Metro Detroit area and have journeyed to Washington, D.C., New York City, Appalachia, Paris, and Central America.

Student Data



Contact Information:

Rev. David Mastrangelo, President
Loyola High School
15325 Pinehurst
Detroit, MI 48238
Phone: 313-861-2407 • Fax: 313-861-4718
dmastrangelo@loyolahsdetroit.org

Data Source:

www.schoolmatters.com

Appendix D: New York Site Visits, October 22-23, 2007

| | Monday, October 22 | Tuesday, October 23 |
|--------------------|---|---|
| 7:00 – 7:30 a.m. | Breakfast – overview of the day | Breakfast – overview of the day |
| 7:30 – 8:00 | Travel | Travel |
| 8:00 – 8:30 | | |
| 8:30 – 9:00 | School visits: Group 1 – Bronx International HS Group 2 – Vanguard High School | Bob Hughes, Pres. New Visions for Public Schools. Topic: Role of org, using data to build capacity to increase grad rates, what they would have done differently |
| 9:00 – 9:30 | | |
| 9:30 – 10:00 | | |
| 10:00 – 10:30 | | |
| 10:30 – 11:00 | | |
| 11:00 – 11:30 | Travel | Travel |
| 11:30 – 12:00 | School Visits: Group 1 – South Brooklyn CHS (transfer school run by CBO/district partnership w/wrap around services) | School Visits: Group 1 – Thurgood Marshall Learning Academy |
| 12:00 – 12:30 p.m. | | |
| 12:30 – 1:00 | Group 2 – Harlem Renaissance Diploma Plus (competency based transfer school) | Group 2 – Elmont Memorial HS (large comprehensive HS) |
| 1:00 – 1:30 | | |
| 1:30 – 2:00 | | |
| 2:00 – 2:30 | Lunch – debrief school visits | Travel |
| 2:30 – 3:00 | | Lunch – debrief |
| 3:00 – 3:30 | Travel | |
| 3:30 – 4:00 | JoEllen Lynch, CEO, Partnership Support Organizations, Office of Multiple Pathways to Graduation, NYC DOE | Travel to airport |
| 4:00 – 4:30 | | |
| 4:30 – 5:00 | Tim Daly, Pres. New Teachers Project Topic: Role of local data in teacher | |
| 5:00 – 5:30 | | |
| 5:30 – 6:00 | Bertha Lewis, NY Acorn Topic: The good and bad of HS reform on communities | Depart for Detroit |
| 6:00 – 6:30 | | |
| 6:30 – 7:00 | Travel | |
| 7:00 – 7:30 | Dinner – debrief | |
| 7:30 – 8:00 | | |

South Brooklyn Community High School

Position in the Portfolio of Schools:

- **Entry Point:** Transfer school
- **Admissions:** Open
- **Design:** Student centered
- **Instruction:** Project based learning instructional model
- **Mix of Services:**
 - Highly structured school environment
 - Focus on early intervention and accelerated credit
 - High supports and high opportunities for students

Overview

South Brooklyn Community High School fosters success among older, marginalized students who had previously dropped out of New York City high schools. A collaborative effort between Good Shepherd Services (a community organization) and the New York City Department of Education, this school has become a model for how to reengage young people who want to take ownership of their futures. The school combines a rigorous academic program with individualized counseling, small classes, leadership development and group activities so students make the connections they need to succeed. Students not only graduate, but go on to college, professional training or full-time employment.

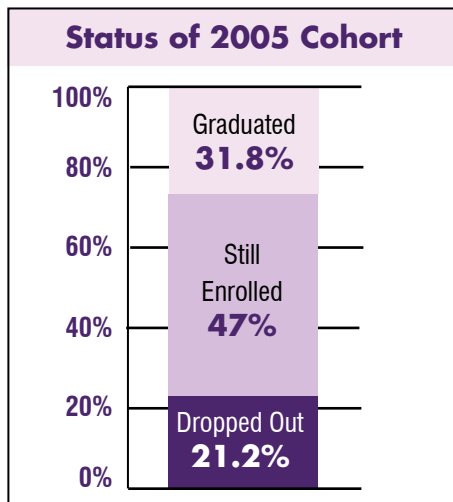
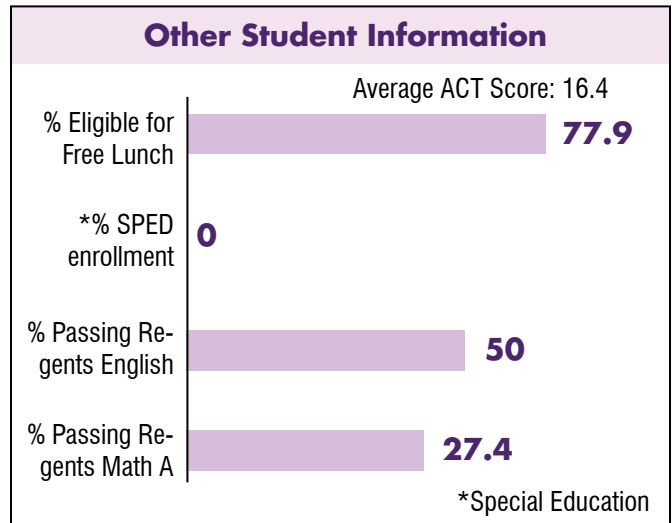
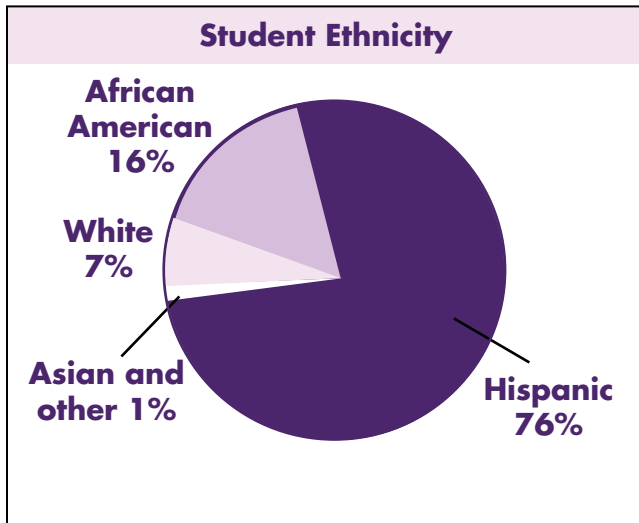
Design and Instruction

The school is premised on the belief that every student can learn and achieve at a high level. Instruction is standards-based preparing them to pass the required Regents Exams. Students attend longer classes and more frequent meetings. Students earn more credits per semester than at a typical high school. The school focuses on the core academic subjects: math, English, science, and social studies while including hands-on activities that help students connect with the learning. The entire faculty is trained in a balanced literacy approach to improve comprehension while making reading a more enjoyable activity. Similarly, writing and technology are integrated into every subject area. Students are assessed in each of their classes every two weeks to measure their progress. When students are not meeting the goals, teachers examine their own practice to develop better strategies.

Services

The needs, interests, capacities, and desires of the students are the raw material around which the school and curriculum are structured. They focus on leadership development, goal setting and community building. Students play major roles in daily operation and growth. The school explicitly fosters relationships between youth, adults, and peers in a safe environment that provides multiple opportunities for participation. Positive peer support is developed through small biweekly group meetings, and monthly community meetings create space for youth and staff to build and maintain a sense of community and mutual responsibility within the school. To further support the needs of its students and ensure their continued attendance, Advocate Counselors provide a strong personalized support system for each student. Through regular meetings with students in school, and if need be, at home, Advocate Counselors locate needed services, including health care and day care. They help students plan for graduation including employment and post secondary education.

Student Data



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<http://schools.nyc.gov/SchoolPortals/15/K698/default.htm>

Elmont Memorial Junior Senior High School

Position in the Portfolio of Schools:

- **Entry Point:** 7–12 grade articulated
- **Admissions:** Open
- **Design:** College (BA) preparatory
- **Instruction:** Traditional
- **Mix of Services:**
 - Traditionally structured school environment
 - Moderately high supports for students

Overview

Elmont Memorial Junior-Senior High School (EMHS) is a large comprehensive high school serving 2,000 students in grades 7–12. It is one of five neighborhood high schools in the Sewanhaka Central High School District in Nassau County, New York just past Queens. The school has received national recognition for achieving high graduation rates (94 percent) and academic preparation of a largely minority population (75 percent African American, 14 percent Hispanic, and 10 percent Asian). A predominantly middle class community (26 percent free and reduced lunch), Principal John Capozzi attributes the school success to a conscious decision to do what it takes for every child to achieve, regardless of their academic preparation prior to entering their school.

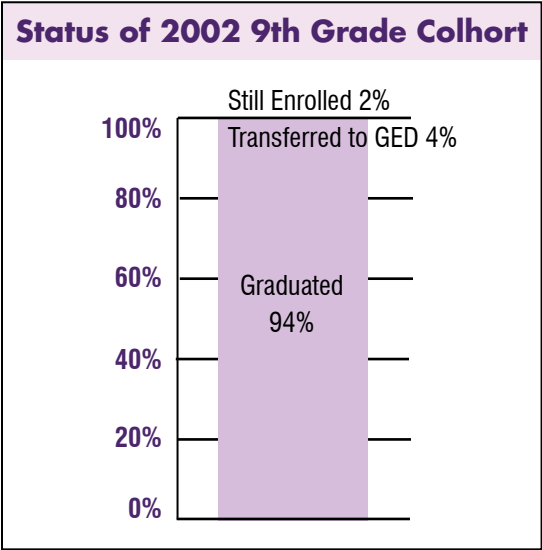
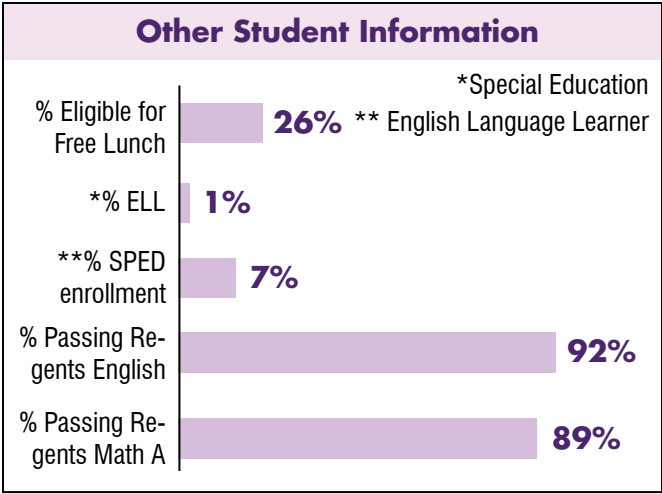
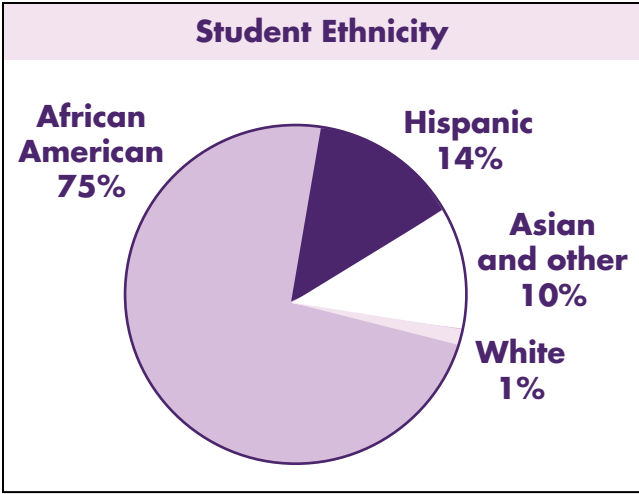
Design and Instruction

EMHS works hard to maintain a middle school philosophy for 7th and 8th grades. Each of these grades is divided into three teams of 100 students each in order to create small learning communities. Teachers, as well as the corresponding guidance counselor, meet every day, primarily to discuss instruction, but also specific student needs. Looping enables students to have the same group of teachers in 7th and 8th grades.

High participation rates and scores on AP tests and the New York Regents exam underscore the school's focus on college. Their goal is on preparing students to graduate from college, not just attend. Instruction is considered the key to their success. The focus is on helping teachers scaffold learning such that they link current lessons back to previous ones making sure that each student understands the concept and give students multiple opportunities to learn and incorporate it in their own work. Observation is the “tool” for instructional growth. New teachers are mentored and observe other teachers. All teachers are observed multiple times a year and administration is constantly working to improve their own observation skills. The administration goes to great lengths to include faculty in the leadership of the school.

Services

Knowing that students involved in extra-curricular activities such as music or sports tend to do better in school, EMHS staff encourage all students to participate in afterschool activities. No student is ever cut from a team; the school hires more coaches to accommodate the numbers. In addition, the school uses the academic ineligibility rule to identify struggling students and get them help – often while waiving the rule so they can continue receiving the support from their teammates. In addition to receiving help from teachers after school, staff often approach students during free periods to get them to do required work.



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Harlem Renaissance High School (Diploma Plus)

Position in the Portfolio of Schools:

- **Entry Point:** Transfer
- **Admissions:** Selective
- **Design:** Student centered
- **Instruction:** Competency
- **Mix of Services:**
 - Highly flexible school environment
 - Early intervention and accelerated credit

Overview

In September 2004 Harlem Renaissance High School was opened by the district's Office of Youth Development and School Community Services. In 2005 it became the fourth school in New York City to adopt the Diploma Plus model. The school is part of NYC Department of Education's Office of Alternative, Adult, and Continuing Education, which is responsible for providing appropriate educational environments for high school students, young adults, and adults with unique needs. Harlem Renaissance is an academically rigorous high school for students who have dropped out or are far from making adequate progress in their current high school (over age for grade and behind in credits). The Commonwealth Corporation designed this educational model to increase the number and quality of educational alternatives for vulnerable youth. Starting with 118 students, Harlem Renaissance grew to 209 students last year and had its first graduating class of 15 students.

Design and Instruction

At its core, Diploma Plus advances the principle that all students — including those who have not succeeded in traditional settings — can be academically successful if they are engaged in high-quality programs that promote high standards and expectations for achievement. Essential elements in these small schools are personalized teaching environments; rigorous academic standards; student-centered pedagogy; advisory support to meet instructional and developmental goals; and focus on connection to college or other postsecondary education.

The school is designed around:

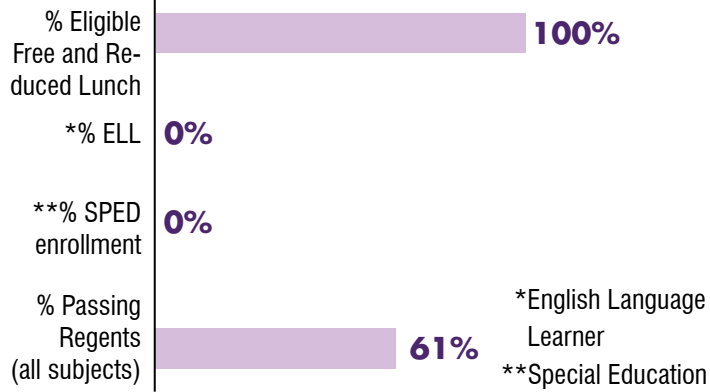
- Active and project-based learning to help student attain Diploma Plus competencies;
- Competency-based assessments, including portfolio systems, that offer feedback and promote progress;
- Performance-based routes to promotion and graduation; and
- Significant transition experiences that give students a taste of higher education, work, civic life, and adult responsibilities.

Students are typically enrolled for three or four years, and work through the Foundation Level, Presentation Level, and Plus Phase of Diploma Plus. The Presentation Level uses projects and competency-based instruction and assessment to convey content. The Plus Phase, similar to a senior year, builds on the Presentation Level and includes a small group "senior seminar" that focuses on self-reflection and planning, taking post-secondary courses, internships, and completing projects that have a community-action theme. Graduation is determined by proficiency, not by seat time. A portfolio system captures and demonstrates student mastery.

Services

In addition, the school's curriculum is enhanced with a "Learning-to-Work" program that provides youth and academic support services to help students stay engaged, earn a high school diploma, and prepare for college success. Through "Learning-to-Work," the school partners with a community-based organization that provides in-depth job-readiness services, career exploration, college readiness, academic tutoring, counseling, and other activities designed to help students develop the skills they need to complete high school, gain employment, and achieve success in post secondary education. Students have the opportunity to participate in intensive employability skills development, internships, and college exploration activities such as workshops, seminars, lectures and field trips.

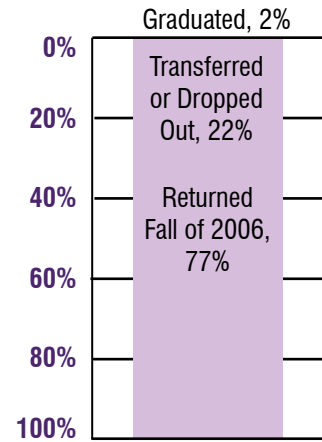
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Status of 2002-2006 Students



Thurgood Marshall Academy for Learning and Social Change

Position in the Portfolio of Schools:

- **Entry Point:** 7–12 articulated
- **Established:** 1993
- **Admissions:** Open
- **Design:** College preparatory
- **Instruction:** Traditional
- **Mix of Services:**
 - High supports
 - High opportunities
 - High supports for students

Overview

Thurgood Marshall Academy for Learning and Social Change (TMA), in Harlem, NY, is a great example of how a community can resurrect a struggling school, build a new facility, and develop a successful academic program. In 1992, the Abyssinian Baptist Church and its congregation responded to a request by the New York City Board of Education and New Visions for Public Schools to support a new school. A year later the Abyssinian Development Corporation opened the school. In 2004, the school moved into a new building—the first new high school built in Harlem in over 50 years. There are currently 548 students enrolled in grades 7–12.

Design and Instruction

The mission of TMA is to provide students and their families with the experiences they need to meet the challenges of the colleges, universities, and the work force in the twenty-first century. Furthermore, the school focuses on preparing students to meet the challenges of being part of a culturally diverse society, and emphasizes social change and community involvement.

The middle school focuses on developing students' skills of critical thinking, collaboration, and goal setting, as well as focusing on core subject areas to prepare them for the high school Regents curriculum. The high school offers a traditional Regents curriculum in an environment designed to enhance students' intellectual and personal development, as well as prepare them for the college admissions process. In fact, 100 percent of the 2004 senior class was accepted to a two or four-year college.

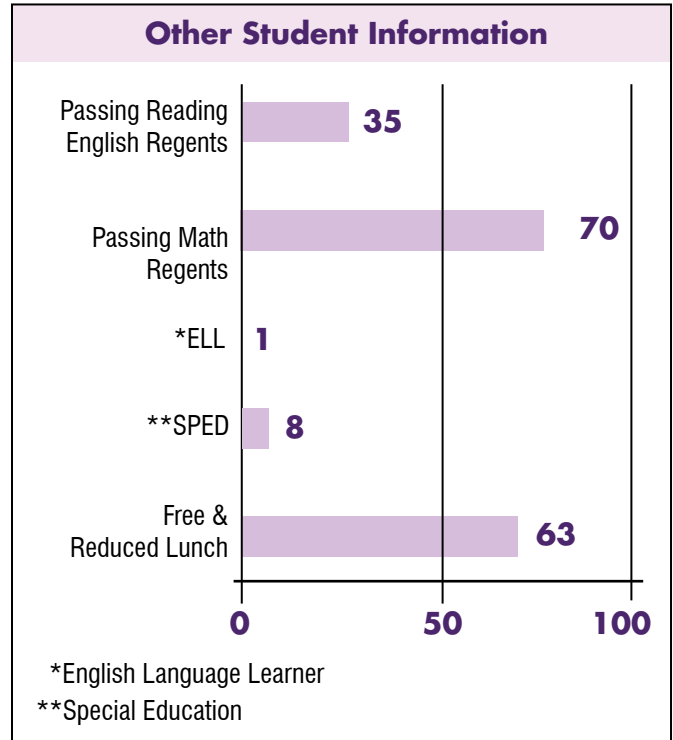
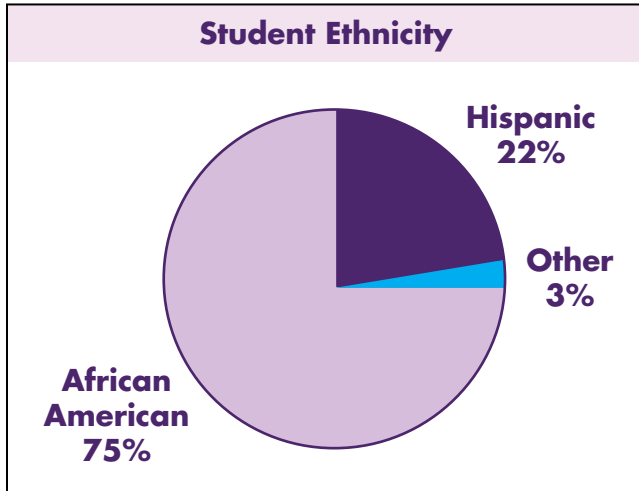
The building is designed to support TMA's learning program. The classrooms are aligned along the exterior walls giving way to a large circulating space, or a galleria, at the center of each floor. The gallerias function as social hubs in the school. They feature computer workstations and tables on most floors, providing flexibility to both teachers and students by allowing smaller groups to work outside of the traditional classroom setting. There is a science floor with three labs, adjoining preparation rooms, and a greenhouse.

Services

TMA's p.m. school provides opportunities for students to receive extended instruction or tutoring from their classroom teachers. A free SAT Kaplan Program is offered to juniors on Saturdays during the school year. The Videography Lab, Project Smart, and Time Warner Library Media Center all provide students with access to technology.

TMA has many strategic partnerships including with New York Presbyterian Hospital, which helped develop the Wellness Center and the Jackie Robinson Youth Center of the Harlem YMCA, a comprehensive social service agency, which coordinates the school's physical education program. By staying open until 8:30 p.m. during the week and until 2 p.m. on Saturdays, TMA truly functions as the center of its community.

Student Data



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Data Source:
www.nycboe.net

Bronx International High School

Position in the Portfolio of Schools:

- **Entry Point:** Articulated and transfer
- **Established:** 2001
- **Admissions:** Open
- **Design:** Newcomer
- **Instruction:** Project, integrated language and content
- **Mix of Services:**
 - Early intervention
 - High supports for students
 - High opportunities

Overview

The mission of Bronx International High School is to provide quality education for recently arrived immigrant students. Situated in a collaborative campus of five small schools, the 322 students in grades 9–12 represent 47 different countries and speak 32 different languages. The school is part of and supported by the Internationals Network for Public Schools and New Visions for Public Schools.

Design and Instruction

The curriculum, called the Internationals Approach, is learner-centered, project based, and interdisciplinary incorporating performance-based assessment. Students learn to use their minds well to critically analyze and respond to complex real-world issues. They build on the strengths they bring as young adolescents who have often traveled great distances. Key aspects of the approach include:

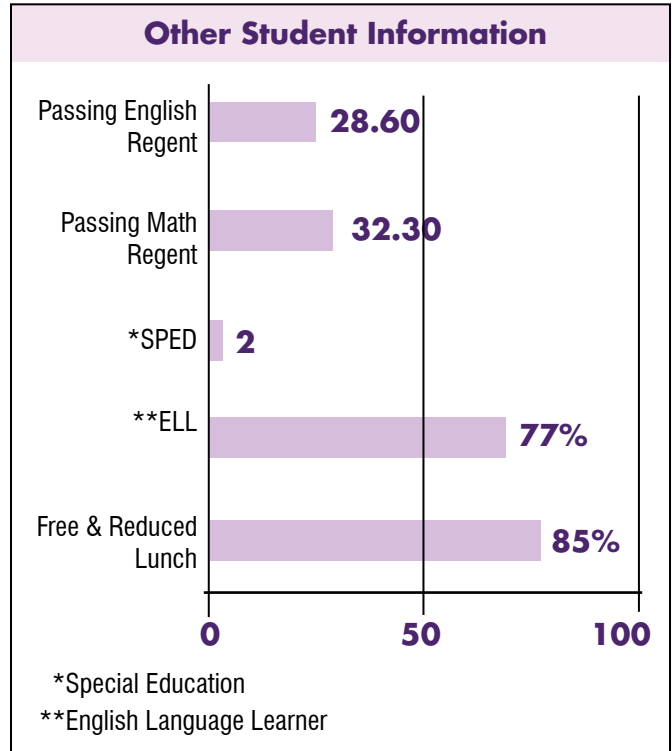
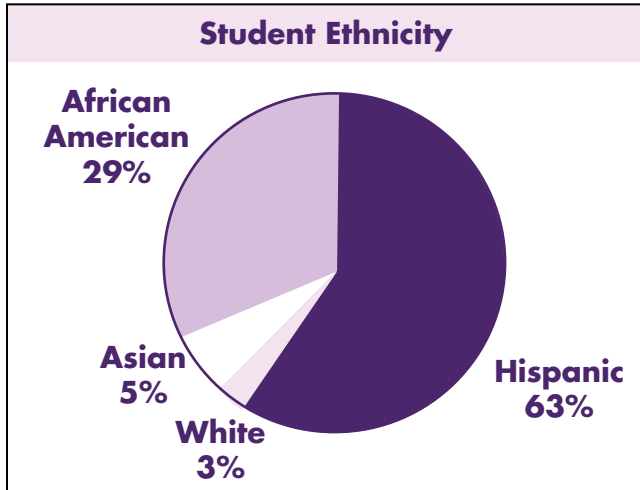
- Heterogeneous and collaborative structures that build on the strengths of every individual member of the school community to optimize learning
- Experiential learning beyond the school building that motivates adolescents and enhances their capacity to successfully participate in modern society
- Language and content and integrated as language skills are most effectively learned in context in purposeful, language-rich, experiential, interdisciplinary study
- Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential
- All learners, faculty and students experiencing the same learning model maximizes their ability to support each other.

Teachers are organized into teams that develop thematically based courses of study. Teams are given both the freedom and responsibility to design instruction for a small group of students and to promote their linguistic, cognitive, and social progress. All teachers consider themselves teachers of language as well as content.

Services

In addition to this innovative pedagogical approach, the holistic approach to student education and learning is central to the International's core philosophy. Schools form close-knit, supportive communities for students who may feel displaced after moving from another country and are unfamiliar with American language and culture. A summer bridge program is offered to incoming 9th graders and academic tutoring is available. Students participate in career internships and a number of extracurricular activities.

Student Data



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Data sources:

www.nycboe.net
www.internationalsnps.org

Vanguard High School

Position in the Portfolio of Schools:

- **Entry Point:** 9–12 articulated
- **Established:** 1993
- **Admissions:** Selective
- **Design:** College preparatory
- **Instruction:** Project based learning
- **Mix of Services:**
 - High supports

Overview

Vanguard High School is a community of learners committed to cultivating the resources necessary to become literate, articulate, analytical, reflective, and empathetic citizens. Located in the Julia Richmond Complex, Vanguard High School was one of the first small schools created by closing a large high school and converting the building into a campus with multiple small schools. Vanguard High School currently has 303 students in grades 9–12.

Design and Instruction

Vanguard High School is small and personalized in approach. As a member of the Coalition of Essential Schools, Vanguard adheres to the principles of: small class sizes, longer block scheduling, shared planning and instruction, cooperative learning, project-based curriculum, performance-based assessment in classes, and graduation by portfolio defense. Embedded in all class discussions and assignments are the Coalition Habits of Mind: using evidence, investigating points of view, making connections, and seeking relevance.

Working with intellectual focus, and helping students and staff to “use their minds well,” Vanguard’s curriculum is developed using the concepts, skills knowledge, and goals of year-long thematic courses: Growth, Law, and Environment in the third and fourth year, students present Graduation Portfolios to a committee, in nine different areas. Classes are heterogeneous and integrated.

The Habits of Minds are integrated into curriculum. These Habits of Minds ask:

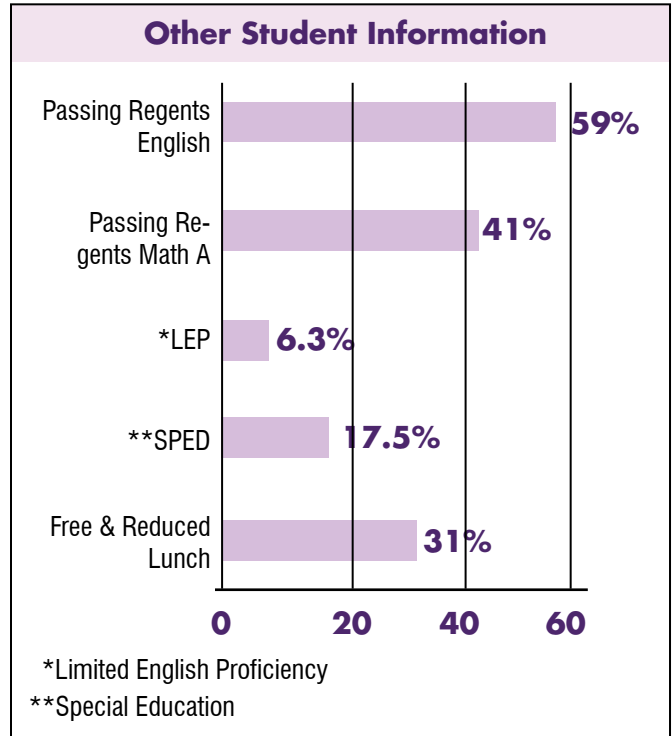
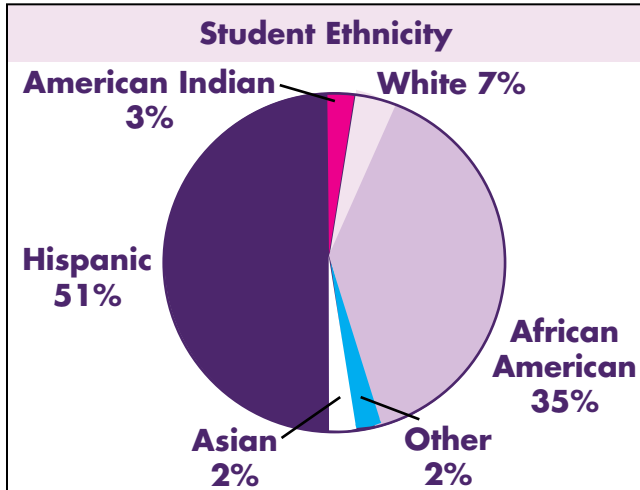
- How well does the student use evidence to support his/her opinions?
- Does the student see other points of view?
- Can the students make connections between different areas, courses; see the relevance of their studies?

Respect for self and others are the motivating forces in the school’s goal of preparing students to become socially productive, useful, and responsible members of society.

Services

As a small school, Vanguard creates a close-knit community for its students. A comprehensive advisory system enables staff to maintain close ties with students and their families. The school day is extended to provide extra support. Students are required to complete community service internship. The school partners with community-based organizations, hospitals, local colleges and universities, corporations and cultural/arts organizations. Among other extracurricular activities, students participate in sports, chorus, robotics, computer repair, conflict resolution activities, literary magazine club, song writing, and dance.

Student Data



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Data Source:

www.nycboe.net

New York City Department of Education

Overview

The New York City Department of Education manages the city's public school system, which is the largest in the United States. The 1.1 million students are predominately Hispanic and black comprising 36.7 percent and 34.7 percent of the student body respectively, Asian and white students make up 14.3 percent and 14.2 percent of the students. Of the student population, 65 percent are eligible for free and reduced lunch, 13 percent are Special Education, and 12 percent are English Language Learners. According to the 2005 National Assessment of Educational Progress, incoming ninth graders have academic levels similar to those of other large cities. In English, 39 percent of 8th graders performed at the below basic level, 41 percent at basic, and 19 percent at proficient and advanced. In math, 46 percent of 8th graders performed at the below basic level, 34 percent at basic, and 21 percent at proficient and advanced. The Department covers all five boroughs of New York City. The Department is run by the New York City School Chancellor. The current chancellor is Joel I. Klein, appointed by Mayor Michael Bloomberg in 2002.

In 2003 the district structure was replaced with ten regions each of which encompassed several elementary/middle school districts, and part of a high school district. Starting in 2005 several schools joined what is now known as the Empowerment Zone and use part of their budgets to directly purchase support services through what are now known as School Support Organizations. This year the Mayor and Chancellor dissolved the regions and all schools will be accessing support through School Support Organizations.

Regents Examinations, or simply The Regents, are a set of standardized tests given to high school students through the New York State Education Department, designed and administered under the authority of the Board of Regents of the University of the State of New York. To receive a regular high school diploma students in New York State must pass, with a score of 65 or better, five Regents Exams: Math A, Global History and Geography, U.S. History and Government, Comprehensive English, and Biology/Living Environment. To receive an Advanced Regents Diploma, students must also pass an additional science exam (Chemistry or Physics or Earth Science), an additional math exam (Math B), and a foreign language exam (i.e. Spanish).

Originally, the Regents exams were used to determine university admission and financial aid. While that is no longer the case, they remain aligned with the state university standards. In fact, the City University of New York uses the K-12 Regents exams as its own placement exam. This policy enables high school graduates to take credit earning courses more quickly thus reducing the amount of time and money spent in developmental, remedial courses.

Recent Success

In September 2007, New York City won the coveted Broad Prize that honors large urban school districts that demonstrate the greatest overall performance and improvement in student achievement while reducing achievement gaps among poor students and students of color. Some of the reasons for receiving this award were:

- Greater overall performance and improvement. In 2006, New York City outperformed other districts in New York State, serving students with similar income levels, in reading and math at all grade levels: elementary, middle, and high school. Between 2003 and 2006, New York City also showed greater improvement than other districts in New York state, serving students with similar income levels, in reading and math at all grade levels.
- Greater subgroup performance and improvement. In 2006, each of New York City's three subgroups — low-income, African-American, and Hispanic students — outperformed and showed greater improvement than their peers in similar New York state districts in reading and math at all grade levels.
- Closing achievement gaps. New York City narrowed achievement gaps between African-American and Hispanic students and the state average for white students in elementary and high school reading and math. For example, between 2003 and 2006, the achievement gap in high school between Hispanic students in New York City and the state average for white students closed 14 percentage points. The same African-American–white achievement gap closed 13 percentage points.
- More African-American and Hispanic students achieving at high levels. New York City increased the percentage of African-American and Hispanic students at the most advanced level of proficiency in elementary school math: a 7 percentage point increase for African-Americans and a 9 percentage point increase for Hispanic students.

Key Reform Initiatives

Small Schools

The city is fully engaged in a small schools movement, phasing out large high schools, and phasing in a number of new, smaller schools, each of which takes up part of a floor or wing of the old building. A number of older high schools have been recreated as large “educational campuses” housing 5–8 small schools, which often share sports teams and other extracurricular activities that a school of 400 students could not support on its own. To date, the New York City Department of Education, in partnership with local and national school developers, including New Visions for Public Schools, the College Board, Urban Assembly, and the International Network for Public Schools, has created 197 new small secondary schools, 47 of which graduated classes in June of 2008.

The recent report by WestEd, *Rethinking High School: Inaugural Graduations at New York City’s New High Schools*, found that the first group of **the new small high schools that opened four years ago** with support from New Visions for Public Schools, **have graduation rates that are 20 percentage points higher than the citywide rate.** The average graduation rate for the 14 small high schools was 79 percent, in contrast to the citywide average of 58 percent. The report also found that **81 percent of the seniors at the new schools applied to college and of those who applied, 85 percent were accepted to two- or four-year institutions. Those rates were achieved despite the fact that 80 percent of the schools’ graduates did not meet New York State standards in English and math when they entered ninth grade.**

According to the report, each of the 14 schools examined had successfully created a “college-going” culture through academic programs that emphasize the new “3 Rs” — rigor, relevance, and relationships. For example, the schools:

- Provide increased access to advanced courses
- Offer better preparation for Regents exams
- Give struggling students extra support to help them catch up
- Connect curricula to students’ personal experiences, contemporary issues, and career opportunities
- Encourage strong relationships between teachers, students, and their families to give students more individualized attention and enable their families to support them

School Support Organizations

Building on the successful partnership with New Visions and others, the city has developed a system of School Support Organizations. This year, each school purchased, with new funds, the services of one of 14 organizations to provide differentiated supports. They will help schools achieve their accountability targets, provide professional development support, design programs for high-needs populations, and attract and support high quality teachers. New Visions, for example, is helping the schools in its network achieve and surpass a target high school graduation rate of 80 percent by using data to analyze student and educator performance, providing leadership coaching, and offering retreats and workshops to schools to hone specific skills. It also offers on-site help and a “call center” for principals.

Multiple Pathways to Graduation: Data Analysis

A central strategy of the city’s effort to increase high school graduation rates has been the Multiple Pathways to Graduation initiative. While the city’s four-year graduation rate recently increased to a historically high 50 percent, there are still many students who need more time and specialized programs to graduate high school. Unfortunately, the district didn’t have enough information to adequately design programs to meet their needs. As a result, New York hired the Parthenon Group to find out more. Some of their findings include:

- 93% of the students who dropped out of the class of 2003 were overage and under credited (OA-UC.)
- About 70,000 OA-UC students were still in school, representing about 20% of the high school population and 68,000 OA-UC students had dropped out.
- 48% of the 74,000 freshmen in the class of 2003 became OA-UC during high school.
- 84% of students age 16 or older with fewer than eight credits ended up leaving the school system before graduation.

The city also examined high school graduation rates and found that the six-year graduation rates for OA-UC students differed greatly according to the type of school attended:

- 39% of Young Adult Borough Centers (YABCs)
- 56% at transfer schools
- 19% of regular comprehensive high schools (seven year rate)

Multiple Pathways to Graduation: Transfer Schools and Young Adult Borough Centers

One of the most important insights gained from the study was that the overage, under credited students are also the students who drop out, just at an earlier point in time. Students who become two years or more too old for their grades, or fall two years or more behind on their credits, are at the greatest risk of dropping out. Now, the city divides services for students who have dropped out or who are OA-UC into two groups:

1. Younger students with fewer than 17 credits enter the transfer schools, where smaller class sizes allow for personal attention.
2. Students older than 17 who have enough credits to be considered at least a sophomore attend Young Adult Borough Centers (YABC) where they take classes in traditional high schools, but in the late afternoons and evenings, and with more individual attention.

Transfer schools are designed for younger students, who often have weaker academic skills. These are full-time, daytime programs that offer a more intensive approach to catching up. Those students earn diplomas from their newly adopted schools. There are currently more than 25 transfer schools and there are plans to open as many as 30 more over the next five years.

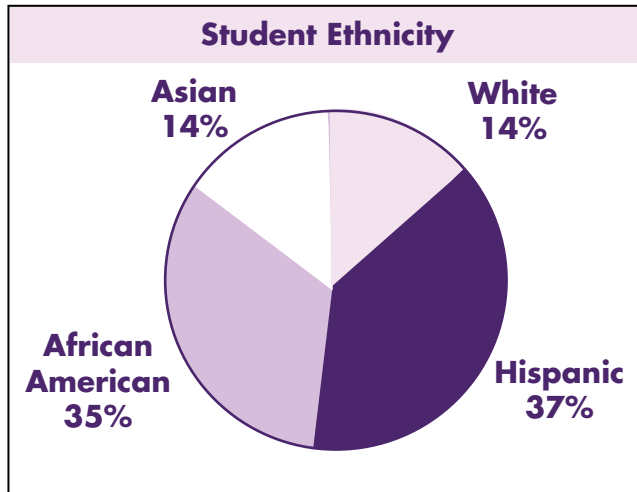
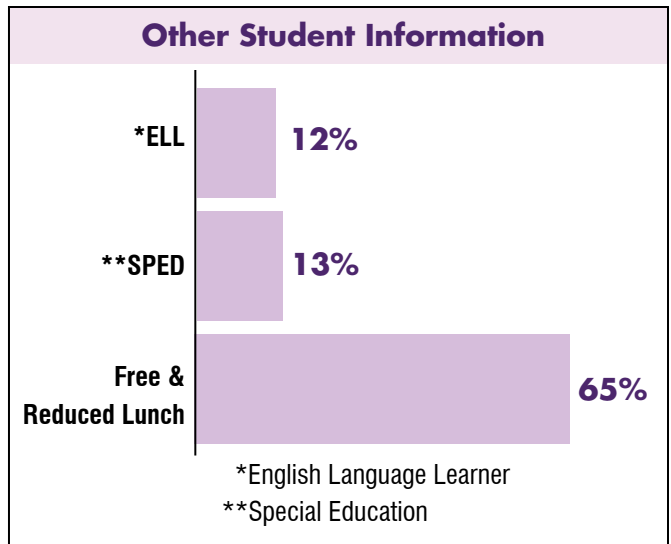
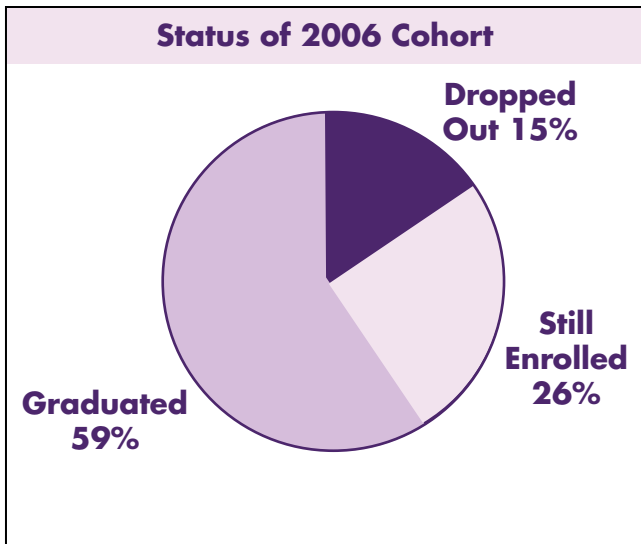
At Young Adult Borough Centers, students can acquire the credits they need while still juggling the jobs and family obligations that can put a diploma out of reach. Unlike traditional night school, this program includes a wraparound net of support intended to smooth the road to graduation. Career and college planning, job-skills development, and extra academic help are woven into the coursework. Social workers provide emotional support to manage the ups and downs of life that might derail students.

Students can build their schedules according to their needs. Some attend daily, for up to five hours. Others come for just one class, 90 minutes twice a week. Some students also earn credits through summer school and community college classes. Upon completion, which includes taking the Regents exams, which all New York state students must pass in order to graduate, they receive diplomas from their home high schools.

Multiple Pathways to Graduation: Postsecondary Connections

Recently “learning to work” instruction, which helps students make the transition to work or college, and provides emotional support along the way, has been added to some transfer schools, YABCs, and even GED programs to help students make it to graduation and beyond. A local organization supplies the learning-to-work element by putting employees on site with students. Employees often team up with the regular-course teachers to help students explore career options, write resumes, apply for college, land internships, or practice skills such as interviewing for a job. They also serve as all-purpose mentors and supporters, greeting students as they enter the building in the morning, or calling home to check on them when they’re absent.

To further encourage success in college, some YABCs are piloting a new program that follows students into their first year of college. Students receive assistance in completing the application to the local community college. Once admitted, the college works to have YABC students grouped together in classes. YABC staff then goes to campus weekly to meet with the YABC cohort and provide support.



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Data sources:
www.wested.org
www.nycboe.net
www.wikipedia.com
www.broadfoundation.org
www.edweek.org
www.nces.gov

New Visions for Public Schools

New Visions for Public Schools, founded in 1989, is the largest education reform organization dedicated to improving the quality of education children receive in New York City's public schools. Working with the public and private sectors, New Visions develops programs and policies to build leadership development, energize teaching and learning, and to raise the level of student achievement.

Between 1993 and 1998, thousands of parents, teachers, administrators, cultural groups, and civic and educational institutions engaged in a collaborative process that resulted in the creation of small, theme-based schools focusing on rigorous, innovative, student-centered instructional practices. New Visions Small Schools grow from their communities and are invested from the start with the creativity, support, and the ongoing involvement of local stakeholders. The New Visions Schools have influenced the way people think about and create public school communities in New York City and nationwide. The New York City Department of Education's procedure for the creation of new small schools and academies is based on the New Visions process. This work also served as a springboard for the New Century High Schools Initiative.

The New Century High Schools Initiative is transforming underperforming New York City high schools into innovative campuses of community-based small schools. Since 2002, 83 New Century High Schools have opened their doors in three boroughs, offering public school students both choice and quality for their high school education. While each NCHS maintains its own unique mission, identity, and educational approach, they are united through a set of ten principles of effective schools that include rigorous academics, innovative teaching, personalized and supportive learning environments, and partnerships with community organizations.

The goal of the New Century High Schools Initiative is to provide New York City students with the vital skills, knowledge, and opportunities necessary for their success in college and careers. The key benchmark is for all NCHS to graduate at least 80% of all students on time and maintain an attendance rate of at least 92%. New Visions is also working with the Policy Studies Associates to track and report on the Initiative.

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New York ACORN

New York ACORN was founded in 1982 in East New York and Brownsville, Brooklyn. NY ACORN members work together to fight for justice in their communities and citywide. Over 30,000 families belong to NY ACORN as members of neighborhood, tenant, and parent groups, in Brooklyn, the Bronx, Upper Manhattan, and Queens neighborhoods. ACORN members participate in local meetings, actively campaign, elect leadership from the neighborhood level up, and pay the organization's core expenses through membership dues and grassroots fundraisers. Members meet regularly to decide what issues they want to tackle in their neighborhoods. They come together to work on welfare reform, jobs, banking, education, housing, and other citywide issues. ACORN has won victories on thousands of campaigns through direct action, negotiation, legislative advocacy, and voter participation.

ACORN members have been working to implement a platform to improve the quality of public schools. They believe that all children deserve a quality education. The better their education is the more likely they will be able to enjoy a great quality of life. Parents' hard earned tax dollars are used to finance the public school system so their offspring should reap the benefits. In New York City ACORN secured money to get lead teachers into a group of ACORN neighborhood schools. According to ACORN, elements of a quality school include:

-
1. Parents are welcome in the school at any time. Parents should have real input into principal and teacher hiring, as well as the school budget and programs.
 2. There should be a highly qualified teacher in every classroom.
 3. There should be a master teacher program to mentor other teachers.
 4. There should be a highly qualified principal at the school.
 5. There should be small class sizes: 20 or less in kindergarten through third grade, and 25 or less in all other grades.
 6. The school day should go longer to provide adequate time for instruction and offer an after school program to all students that moves them toward academic excellence.
 7. Schools should implement a research based reading program.

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The New Teacher Project

The New Teacher Project (TNTP) is a national non-profit organization dedicated to increasing the number of outstanding individuals who become public school teachers and to creating environments for all educators that maximize their impact on student achievement. Since 1997, they have partnered with school districts, state education agencies, colleges and universities, and other educational entities to accomplish these goals. To date, they have recruited, prepared, or certified approximately 23,000 high-quality teachers, worked with more than 200 school districts, and established more than 40 programs in 23 states.

Today, TNTP is playing an important role in increasing teacher quality in high-need schools across the country. They approach this problem in four ways:

- Creating innovative programs that bring high-quality teachers into hard-to-staff schools;
- Identifying the obstacles that school districts face in hiring the best teachers possible and advocating for necessary reforms;
- Working hand-in-hand with school districts to optimize their teacher hiring and school staffing functions; and
- Developing new and better ways to prepare, develop, and certify teachers for public schools.

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Appendix E: Chicago Site Visits, October 29–30, 2007

| | Monday, October 29th | Tuesday, October 30 |
|--------------------|--|---|
| 7:00 – 7:30 a.m. | Breakfast – overview of the day | Breakfast |
| 7:30 – 8:00 | | Travel |
| 8:00 – 8:30 | Travel | School Visits: |
| 8:30 – 9:00 | School Visits: Group 1: Young Women’s Leadership Charter (single gender competency-based small school) | Group 1: Wells Community HS |
| 9:00 – 9:30 | | Group 2: Al Raby at Flower (large HS that became small schools run by the district) |
| 9:30 – 10:00 | | |
| 10:00 – 10:30 | | |
| 10:30 – 11:00 | Group 2: Olive-Harvey Middle College (transfer school) | Travel to CPS |
| 11:00 – 11:30 | | Angus Mairs, Deputy Director of HS Transformation CPS Topic: overview of Chicago HS reform, strategic planning, aligned instruction and teaching |
| 11:30 – 12:00 | Travel | Carmita Vaughn, Multiple Pathways CPS, Robert Lytle, Parthenon Topic: student segmentation, logistics required at district level to use data in reform |
| 12:00 – 12:30 p.m. | Lunch with Sheila Venson, Youth Connection Charter School Topic: YCCS, their focus on improving instruction and serving kids with lower academic skill sets and Greg Washington, Pres. Grand Boulevard Federation Topic: Role of community in HS reform, good/bad effects of HS reform | Travel |
| 12:30 – 1:00 | | Lunch – debrief |
| 1:00 – 1:30 | | Travel to airport |
| 1:30 – 2:00 | | |
| 2:00 – 2:30 | | |
| 2:30 – 3:00 | Travel | |
| 3:00 – 3:30 | Melissa Roderick and John Easton, U of Chicago’s Consortium on Chicago School Research Topic: history and role of consortium, relationship with district, key data findings. | |
| 3:30 – 4:00 | | |
| 4:00 – 4:30 | | |
| 4:30 – 5:00 | | |
| 5:00 – 5:30 | | |
| 5:30 – 6:00 | Travel | |
| 6:00 – 6:30 | Dinner – debrief | |
| 6:30 – 7:00 | | Return to Detroit |

Youth Connection Charter School: Olive-Harvey Middle College

Position in the Portfolio of Schools:

- **Entry Point:** Re-entry after dropping out
- **Established:** 1997
- **Admissions:** Selective
- **Design:** Early college
- **Instruction:** Traditional
- **Mix of Services:**
 - Accelerated college
 - High opportunities
 - High supports for students

Overview

Youth Connection Charter School (YCCS) is dedicated to re-engaging students who have dropped out of high school. YCCS is currently serving 2,500 students on 23 campuses throughout the city of Chicago, including Olive-Harvey Middle College, through annual contracts to provide a continuum of alternative education programs and wrap-around social support services for students. YCCS students typically have significant attendance problems, low basic skill levels (four or five years behind their cohorts) minimal credits, learning disabilities, and social challenges, including parenthood, and involvement with the juvenile justice system and gangs. Since 1997, more than 4,000 former drop-outs have received a high school diploma through YCCS.

Design and Instruction

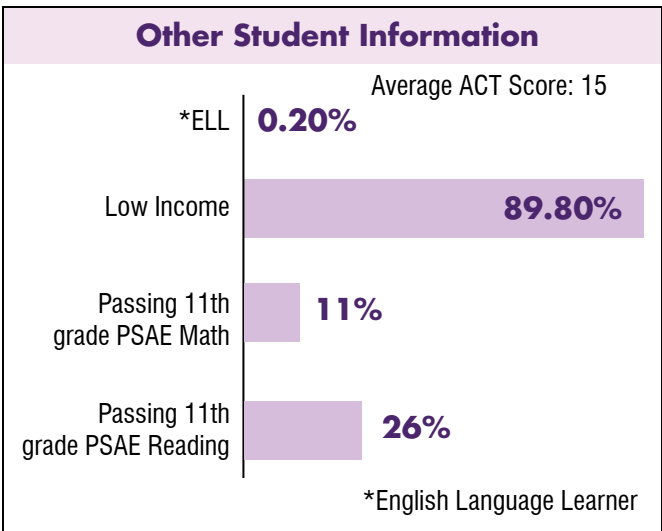
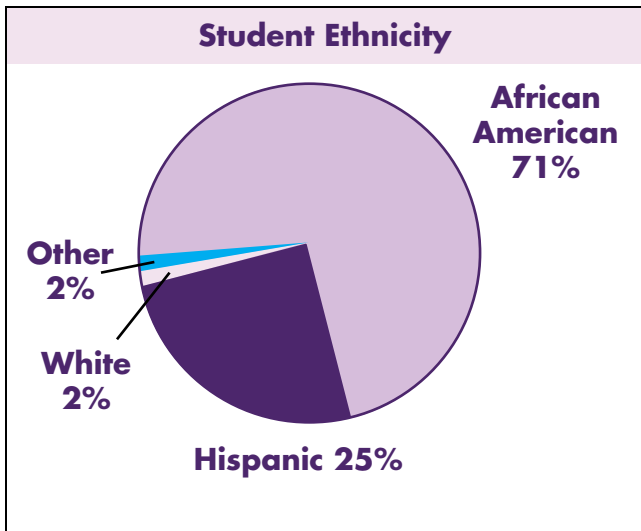
All YCCS programs share common design principles including: adaptive school structures that build on the strength of students, an assessment orientation to develop an individual Alternative Educational Plan that address both academic and psychosocial needs, active student-centered learning, and programs through which students acquire and demonstrate advanced skill levels in academic and/or vocational pursuits (whether traditional or non-traditional).

Each YCCS program is designed to meet the specific needs of its students. Olive-Harvey Middle College serves 175–200 students at a time. To be admitted, students must be between 16–19 years old, have no more than 10 high school credits, pass an exam, and be interviewed. Olive-Harvey Middle College’s non-traditional curriculum offers each student the opportunity to develop the skills needed to pursue a college degree or a career. The faculty is dedicated to helping students develop and achieve their career, educational, and personal goals.

Located on Olive-Harvey Community College campus, the school offers an early college program whereby students take college classes for college credit while still enrolled in high school. In addition, students participate in programs to earn more credits in core courses as well as make up credits that they are missing. All graduating seniors take the Senior Exit class to prepare them for the transition to college by learning to complete college and financial aid applications, and interview for college entrance.

Services

Olive-Harvey Middle College is committed to maintaining a close-knit school community. Class sizes are kept small in order to provide personalized attention and close monitoring of student attendance and academic progress. The after school program offers one-on-one tutoring, pre-employment training, a computer learning center, and counseling. Students are exposed to a variety of experiences and people. Students write produce and perform a yearly theater project. In addition, students attend a variety of trips including college tours, and leadership training. Olive-Harvey Middle College also participates in the Youth Skills Development and Training Project which includes an individualized, self-paced computer learning system along with a mentor who works closely with the students to support employment and college readiness, personal discipline, and academic achievement.



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Data Sources:
www.cps.k12.il.us
www.greatschools.net

Young Women's Leadership Charter School of Chicago

Position in the Portfolio of Schools:

- **Entry Point:** 7–12 grade articulated
- **Established:** 1999
- **Admissions:** Open
- **Design:** College (BA) preparatory
- **Instruction:** Competency-based
- **Mix of Services:**
 - Highly structured school environment
 - Focus on early intervention
 - High supports and high opportunities for students

Overview

Young Women's Leadership Charter School (YWLCS) is a small, college preparatory school serving 350 students in grades 7–12 with a focus on math, science and technology. Established in 1999 with a charter through Chicago Public Schools, it is the only all-girls public school in the city of Chicago. YWLCS is focused on preparing students to achieve academically for college and careers. In fact, last year all 43 graduating seniors were accepted to college.

Design and Instruction

YWLCS accepts students up until the beginning of the second semester of 10th grade, and is open to all students without any selection criteria beyond gender. Although students come from all across the city, one-third of the students are from the South Side neighborhoods in which the school is located. The school is divided into three academies: Middle School Academy for 7th and 8th graders, Junior Academy for 9th and 10th graders, and Senior Academy for 11th and 12th graders. A college preparatory model, the school is designed around four pillars: academic achievement, career & college preparation, personal and social development, and leadership.

The most unique element of YWLCS is the depth of their competency-based instruction model. YWLCS has determined that using traditional grades, GPA or permanent transcripts undermine student motivation for learning. Instead they developed a competency-based model that measures student achievement through demonstrated proficiency in course outcomes, regardless of time. And, student records always reflect the student's best work to date, rather than preserving snapshots of past failure or inadequacy. To support their unique instructional model, YWLCS developed their own information system, Equity & Achievement for Student Evaluation.

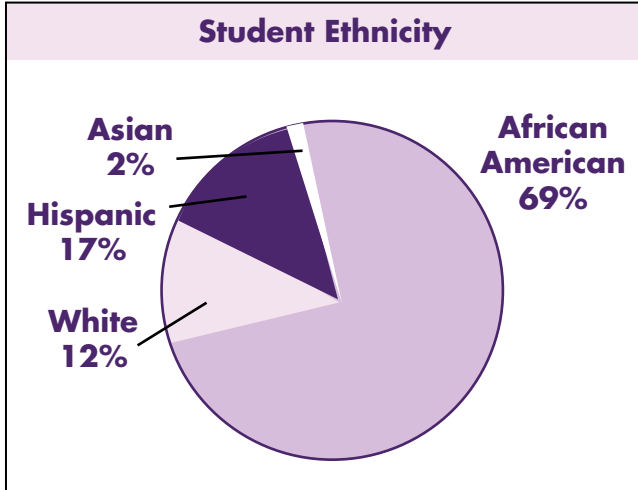
Services

YWLCS focuses on leadership development to help the girls develop strong self advocacy skills and take on strong public leadership roles. The Center for Student Support has a director and a guidance counselor who ensure that all students receive help to achieve academic, personal and social success. In addition, students receive extra help through computer aided instruction, academic workshops, Saturday tutoring and summer school.

Considerations

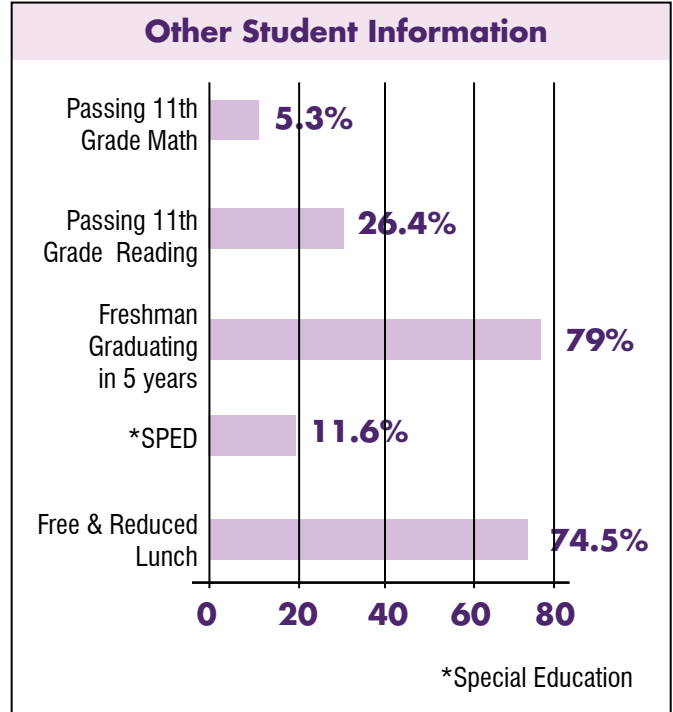
Despite YWLCS's strong focus on instruction and a well-developed system for monitoring student learning, students score poorly on the Prairie State Achievement Examination (PSAE). In fact, YWCLS's composite PSAE scores have dropped over the past three years. One possible explanation is that YWLCS does little test preparation, since it is not consistent with the philosophy of the school.

Student Data



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Data Sources:
 www.cps.k12.il.us
 www.schoolmatters.com



Wells Community High School

Position in the Portfolio of Schools:

- **Entry Point:** 7–12 articulated
- **Established:** 1935
- **Admissions:** Open
- **Design:** Comprehensive
- **Instruction:** Traditional
- **Mix of Services:**
 - Early intervention

Overview

Wells Community High School is a traditional comprehensive high school serving 1,048 students in grades 9–12. Not feeling satisfied with their levels of student achievement, the new school principal began implementing the Talent Development High Schools (TDHS) program last year. Wells is also participating in Fresh Start, which is a joint venture between the Chicago Public Schools and Chicago Teachers Union to improve schools that have been placed on probation after failing to meet Adequate Yearly Progress requirements.

Design and Instruction

As a part of their improvement efforts, last year Wells implemented a Freshman Academy for ninth graders with student teams with advisories of 22–27 students and a modified block schedule with 90-minute periods for math and language arts. The TDHS curriculum in 9th grade includes Strategic Reading and Transition to Advanced Math for students demonstrating skills gaps in language arts and/or math.

Students take Strategic Reading and/or Transition to Advanced Math for 90 minutes a day, every day during the first semester. Every day all 9th graders take Freshman Seminar, a 45-minute class that helps students develop the skills necessary to be successful both during high school and beyond. Course topics include social skills, interpersonal relations, study skills, technology skills, and career and post-secondary explorations.

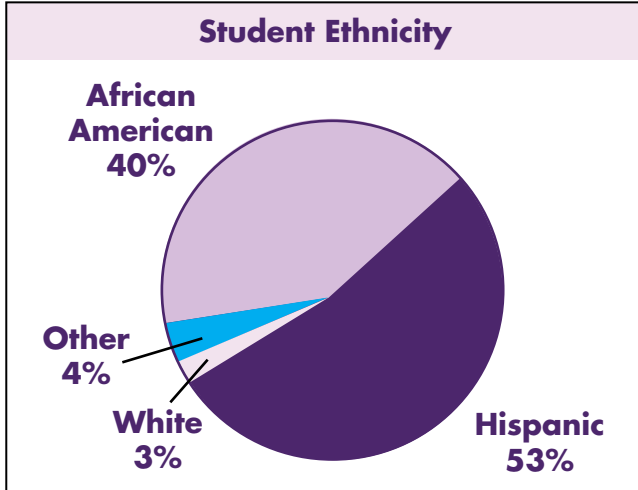
These efforts are already demonstrating an impact on student achievement. Sixty-five percent of the students enrolled in Strategic Reading for one semester showed a gain in reading comprehension skills after one semester on the Gates-MacGinire Reading Exam, and 40 percent of students tested demonstrated a gain equal to or exceeding one year in grade equivalency. Similarly, 65 percent of the students enrolled in Transition to Advanced Math showed a gain on the Comprehensive Test of Basic Skills after one semester and 52 percent of students achieved mathematics skills gains equal to or exceeding one year in grade equivalency.

This year, Wells is also implementing TDHS in 10th grade with two Career Academies, additional instructional time for 10th grade math and language arts. Additionally, three school-based instructional coaches will be assisting teachers with implementation of TDHS curriculum and providing content-based professional development. Tenth grade students who continue to demonstrate skills gaps in language arts and/or math are taking 90 minutes of reading and writing in Your Career and/or Geometry Foundations.

Services

The TDHS academy structure and longer periods for math and language arts are designed to give students the extra academic and emotional support they need to achieve at higher levels. Curriculum focuses on college and careers, so that upon high school graduation students will have the skills needed to be successful.

Student Data



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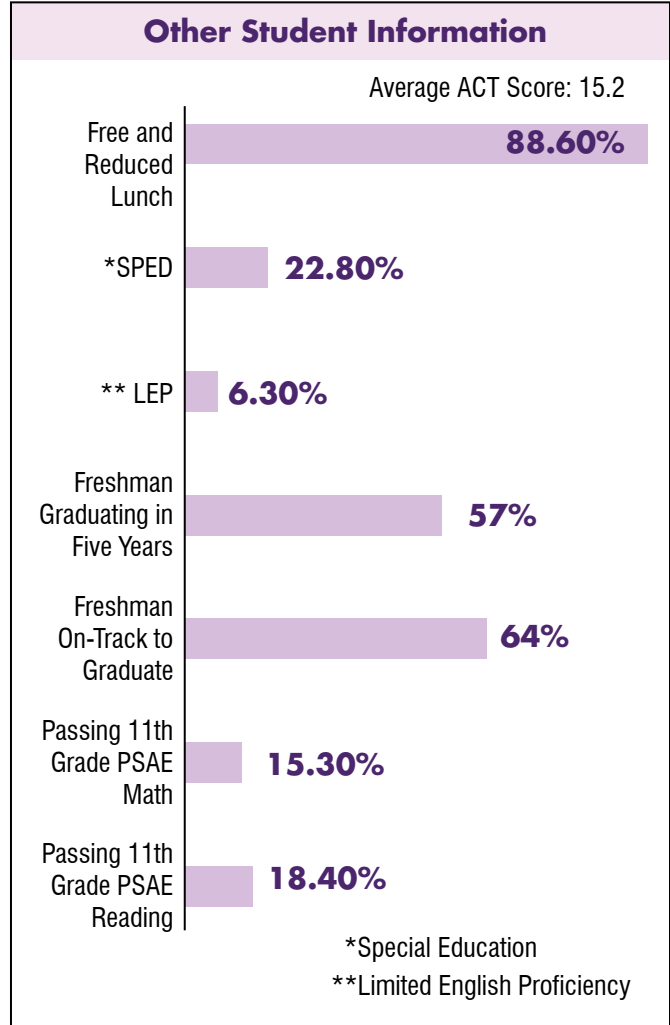
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Data Sources:

www.schoolmatters.com
www.cps.k12.il.us



Al Raby School for Community and Environment

Position in the Portfolio of Schools:

- **Entry Point:** 9–12 Articulated
- **Established:** 2004
- **Admissions:** Open through lottery
- **Design:** College preparatory
- **Instruction:** Inquiry based
- **Mix of Services:**
 - High supports

Overview

Opened in 2004, the Al Raby School for Community & Environment is a small, student-centered, college preparatory school located in the building of the now defunct Lucy Flower Academy. It is named after the late Albert Raby, a civil rights leader, educator, and environmentalist. The school focuses on preparing students to succeed in college as well as tackle social justice and environmental issues. There are currently 550 students enrolled in grades 9–12. This year the school will graduate its first class.

Design and Instruction

Geographic Information Systems (GIS) mapping technology is the central theme of the school, and students study GIS to help them examine how societal and environmental issues impact their community. Graduation requirements at Al Raby School are beyond those of the district including four years of science, math, social studies, and language arts; two years of world language; and three GIS courses. Each student compiles a portfolio that includes their academic work, a resume, PowerPoint presentation, GIS project, and science project. Last year the Al Raby School joined the College Board’s Exceleator program which provides intensive training for teachers and support for all students. The following principles guide the school:

| | |
|--|--------------------------------|
| Importance of Learning Self Discipline and Preparedness | Safety and Respect Activism |
|--|--------------------------------|

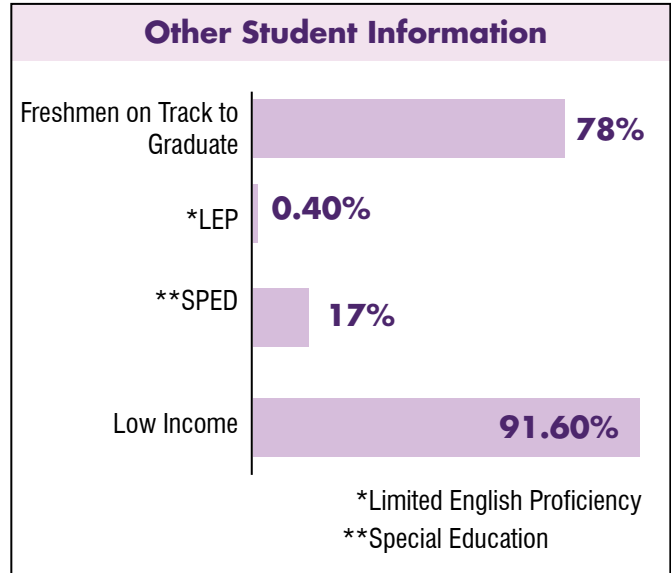
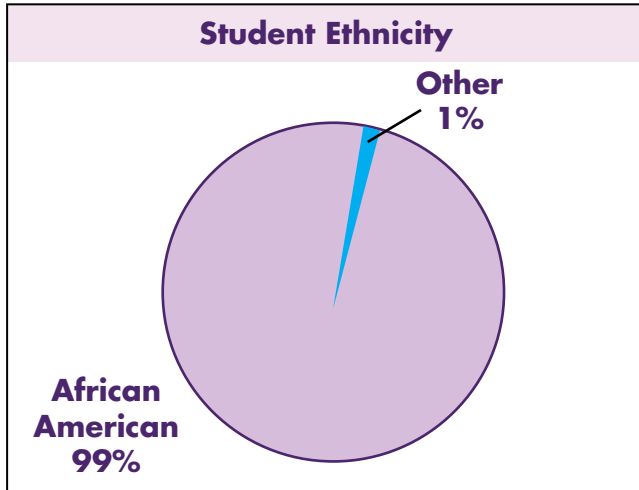
Services

The Al Raby School is part of a growing network of Chicago small high schools. With only 140 students per grade level, students and teachers really get to know and work with each other. They have found that smaller schools result in safer, more productive learning environments. As an introduction to the school, incoming ninth graders take part in a nature experience where they learn about ecology, conservation, and the environment while building relationships with teachers and other students.

As the curriculum of the Al Raby School engages students to learn about their own community, it is important that nearly all students be from nearby neighborhoods. Local social service and environmental organizations participate with the school. Bethel New Life, Inc. is the school’s fiscal agent and strategic partner. Students learn about the issues confronting their community, evaluate the positive and negatives of those issues including through GIS, and then participate in positive social and environmental change. Students also participate in internships in community organizations.

The Al Raby School sends the message that its students can and will go to college. From the moment each student walks in the door, teachers push him/her to achieve at the highest level, graduate, and go on to college. Students prepare for college through college visits, fairs, and a college seminar class during which they apply to at least six schools.

Student Data



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Data Source:

www.cps.k12.il.us

Grand Boulevard Federation

The Grand Boulevard Federation (GBF) is a collaborative, community-based, not-for-profit organization whose mission is to increase the quality of life for children, youth, families, and residents of the Bronzeville-area of Chicago. They believe that genuine and effective change in communities occurs when those impacted by the change have significant voice and input in the creation and implementation of the programs, policies, and initiatives designed to benefit them. Residents participate in the planning and decision making process of community issues through information sharing, advocacy, policy analysis, and organizing. One major focus area is education organizing and advocacy.

Education Initiative

The ultimate objective of the Grand Boulevard Federation's (GBF) Education Initiative is to develop and implement strategies that support and improve the quality of educational opportunities for all of greater Bronzeville's public schools through inclusive parent and community resident participation. The initiative develops and advocates for actions and strategies that promote high quality, accessible public schools for all families. GBF's Education Initiative includes: The Education Committee, the Peer Parent Education Network, and the "Education to Success" Project.

1. The Education Committee consists of a rich network of partners who share information, leverage resources, and develop and implement strategies to support and improve the quality of education in the public schools. They developed the 7 Critical Elements of a High Quality School, which serves as a framework for assessing, improving, and creating high quality schools in Bronzeville.
2. The Peer Parent Education Network (PPEN) is dedicated to strengthening parent leadership and capacity to become involved in schools as a means to make a difference in their child's education. More than 75 percent of the schools in GBF's service area have had parent involvement with the PPEN.
3. The Education to Success for Black Male Youth on Chicago's South Side Initiative (A.K.A. the "Education to Success" Initiative or Project), funded by the Twenty-First Century Foundation and the Lumina Foundation, will develop and implement strategies that identify and address barriers and challenges to African American males who are graduating from high school and going on to be successful in post secondary education. In order to achieve these goals, GBF is working with Dyett High School and its feeder school, as well as a newly formed Graduation Accountability Council of youth, parents, and staff from these schools.

The Context

Historically, the Greater Bronzeville Community had the greatest concentration of public housing. Today, the majority of public housing has been demolished and replaced by mixed income housing. The relocation of hundreds of families has directly impacted the public schools through increased student mobility, declining and fluctuating enrollment rates, increased violence among youth, and increased psychological and social stressors that affect youth, performance, and even the school educators themselves. Moreover, GBF recognizes the challenges brought on by social factors that are often associated with being African American and living in poverty, such as neighborhoods with increased violence and crime, lack of parental involvement in education, higher than average elementary and high school drop-out rates, and lower than average graduation rates.

CPS launched its Renaissance 2010 program in the Spring of 2004 which closed mostly low-performing schools. More than 15 schools have closed in GBF's area, and more than 17 have re-opened. However, questions remain as to whether opening up new schools under new leadership is the answer since **fewer than 2 percent of those displaced from school closings are actually in one of the new R2010 schools**. Moreover, the data shows that **44 percent of these displaced students ended up in schools on probation**. Real questions arise as to who is benefiting from the new schools and determining if these new schools are actually helping children who originally attended the low-performing schools. Furthermore, Bronzeville neighborhood schools are still struggling due to historic neglect.

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Consortium on Chicago School Research

The Consortium on Chicago School Research (CCSR) at the University of Chicago conducts research of high technical quality that can inform and assess policy and practice in the Chicago Public Schools (CPS). It expands communication among researchers, policy makers, and practitioners while supporting the search for solutions to the problems of school reform. CCSR encourages the use of research in policy action and improvement of practice, but does not argue for particular policies or programs. Rather, it helps build capacity for school reform by identifying what matters for student success and school improvement, creating critical indicators to chart progress, and conducting theory-driven evaluation to identify how programs and policies are working.

The Consortium on Chicago School Research was created in 1990 after the passage of the Chicago School Reform Act that decentralized governance of the city's public schools. Researchers at the University of Chicago joined with researchers from the school district and other organizations to form CCSR with the imperative to study this landmark restructuring and its long term impact.

CCSR's mission is to stimulate evidence-driven discourse on vital issues facing Chicago's public schools among all school staff, civic leaders, parents, students, and community activists. CCSR studies fall into four main categories:

- *Long-term studies of particular CPS policies or practices.* One example is the series of studies about the importance of intellectually challenging instruction which informed CPS's 2002 Education Plan.
- *Statistical indicators and reporting of long-term trends in CPS.* CCSR analyzes achievement test scores and develops value-added measures of school improvement including indicators of whether or not students are on track to graduate.
- *Reports on key conditions and attitudes at individual CPS schools.* These confidential reports provide schools with extensive information on vital aspects of their climate, practices, and student outcomes.
- *Short-term evaluations and research assistance.* CCSR helps organizations evaluate a range of education programs.

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Chicago Public Schools

Overview

Chicago Public Schools (CPS) is currently the third largest school district in the United States, with more than 400,000 students enrolled in more than 600 public schools including 115 high schools. Arne Duncan is the CEO of the district, a position created by Mayor Richard Daley after he gained control of Chicago Public Schools.

The socioeconomic make-up of Chicago is changing quickly. The city has made considerable investment in infrastructure, including closing down some public housing, revitalizing downtown theaters and retail districts, and improving lakefront and riverfront cityscapes. As a result many of Chicago's formerly run-down neighborhoods have begun attracting young middle and upper-class residents.

Recent History

Like many urban U.S. school districts, Chicago Public Schools suffered many problems throughout the latter half of the 20th century including overcrowding, underfunding, mismanagement, and a high dropout rate. In 1987, then U.S. Secretary of Education William Bennett named the Chicago Public Schools as the "worst in the nation." At the same time, a grassroots movement was criticizing the school system's bureaucracy for not allowing parental or community input.

The Chicago School Reform Act of 1988 created Local School Councils (LSC) for all Chicago Public Schools. Each LSC consists of the principal, two teachers, six parents, two community members, and a student representative who exercise real control over their schools including the hiring of principals, approving budgets, and changing curriculum through School Improvement Plans. Since the Reform Act, the Chicago schools have gone through more changes and reforms, but the basic structure of the LSC is still in place.

The 1995 Chicago School Reform Act gave the mayor of Chicago more control over the schools and the ability to appoint a five member Board of Trustees and Chief Executive Officer. The Board of Trustees was given the power to intervene in low-performing schools and implement citywide curriculum standards which took some policy control away from the local level. LSCs still hire principals, but the principal is increasingly responsible to the district authority and a LSC's decision to renew or not to renew the principal's contract can be challenged before an independent arbitration officer. But, with most of the school-level authority left intact, Chicago still remains the most decentralized big city educational system in the nation.

The Chicago Public Schools have been making progress, primarily at the elementary and middle school levels. Last year, about 43 percent of students in third through eighth grades scored at or above average in reading, an increase of about 20 percentage points since 1990. Many believe that Chicago's success thus far is due in large part to Daley's public support of his superintendents which provides political cover for superintendents to ride out controversial decisions and the slow pace of school change.

High schools, however, still have a dropout rate at about 40 percent between the eighth and twelfth grades. Furthermore, many of those who do graduate are ill prepared for college or the work place. A Consortium on Chicago School Research study tracking Chicago high school students who graduated in 1998 and 1999 found that only eight of every 100 CPS freshmen would earn a bachelor's degree by age 25. And only three in 100 black men would earn a bachelor's degree by age 25. They also found that 35 percent of CPS students who went to college earned their bachelor's degree within six years, well below the national average of 64 percent.

Reform Strategies

High School Transformation

Mayor Daley stated, "One dropout is too many — and 10,000 a year is an economic and social crisis that will cost us billions of dollars each year. Let's be honest: all the poverty programs in the world will never match the impact of a quality education." Currently:

- Roughly one half of CPS students graduate from high school and only one half of those attend college.
- Ninety percent of CPS students attending City Colleges need remedial math.
- The majority of students with a B average score less than 20 on the ACT (out of 36) — below the national average, and not good enough to get into a third-tier college.

Like in New York City, CPS has contracted with the Parthenon Group to segment Chicago's high school student population in an effort to better understand who is dropping out. In addition, a multi-year (10+) effort is underway to transform CPS high schools to ensure that they prepare students for success in college and the workforce. CPS will transform high schools using six basic levers of change:

1. Increase expectations of students by principals, teachers, parents, and students themselves. High School Scorecard, which was launched in Fall 2005, now makes comprehensive data available to parents and students for each CPS High School accepting freshmen. The Scorecards provide more than just test scores. The available information includes, for example: What percentage of graduates are going on to college? How many students are taking Advanced Placement (AP) classes and how do they do on the AP exams? And what kind of improvement is the school making year after year? Scorecards can be found at: <http://www.cps.k12.il.us/schools/scorecard/>
2. Hire, develop, and support great principals. CPS created the Office of Principal Development to attract and support potential school leaders. Area Instructional Officers spend 30 percent of their time identifying and developing principal candidates.
3. Hire, develop, and support great teachers. A team of CPS teachers and administrators selected comprehensive English, math, and science instructional supports to be available at 15 high schools in the fall of 2006. These systems provide deep support to teachers through curriculum plans, classroom materials, tests, professional development, and high-quality, personalized coaching.
4. Empower schools and motivated principals and teachers as the center of change — not the Central Office. Principals must be empowered to work creatively with their faculty to respond to the unique needs of their students and communities. The Scorecard defines success; principals and teachers will figure out how to get there. The Autonomous Management and Performance Schools program gives high-performing schools freedom and flexibility in exchange for accountability. Ten high schools have earned this autonomy so far.
5. Ensure that every student finds a great fit in a great school. Some high schools are terrific, but struggling students have the least choice and the most limited access to high-performing schools. By closing schools that aren't working and opening 100 new public schools, Renaissance 2010 is making more high quality high school options and opportunities available and accessible to all eighth grade students. Given the diverse needs of CPS students, a range of high school options are being created including alternative options for students who need flexibility, have fallen behind, or have dropped out.
6. Prepare students to succeed in ninth grade, the crucial transition year during which almost half of the system's students drop out. Students on track to graduation in their freshman year are far more likely to graduate — 81 percent graduate — than their off-track peers, of whom only 22 percent graduate. Too many ninth grade students are neither academically nor socially prepared to do high school work. Almost half of all freshmen have a GPA of 2.0 or below. Elementary schools are now focusing on algebra, writing, and independent learning skills in sixth to eighth grades. High-quality summer transition programs are being implemented to improve students' academic and social readiness for high school. Ninth grade students are receiving additional academic and social supports to help them stay on-track and engaged.

Renaissance 2010

In 1997, the Illinois General Assembly approved 60 charter schools for the state. Since then, Chicago has outpaced the state by starting 27 public charter schools, with 47 campuses. Student achievement, increased demand, and strong parent satisfaction in these new schools set the stage for the Renaissance 2010 initiative, announced in June 2004 by the Chicago Public Schools and the City of Chicago. Renaissance 2010 calls for 100 new schools by 2010. This initiative closes chronically under-performing schools and sets up a competitive, community-based selection process to determine the best school operator for each site. These schools will be held accountable for performance through five-year contracts while being given autonomy to create innovative learning envi-

ronments using one of the following governance structures: charter, contract, or performance.

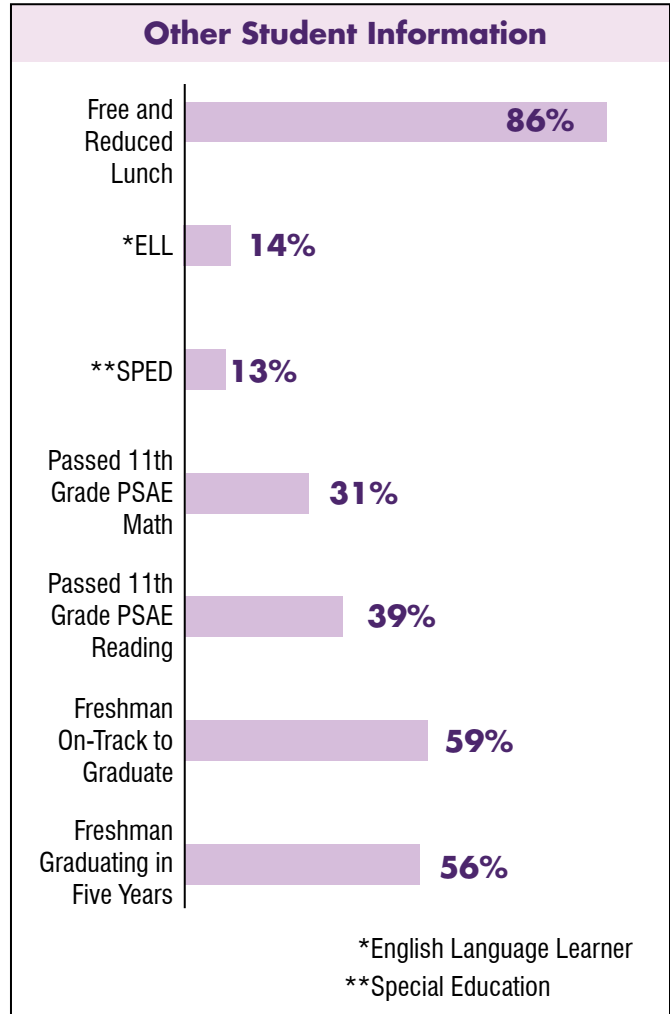
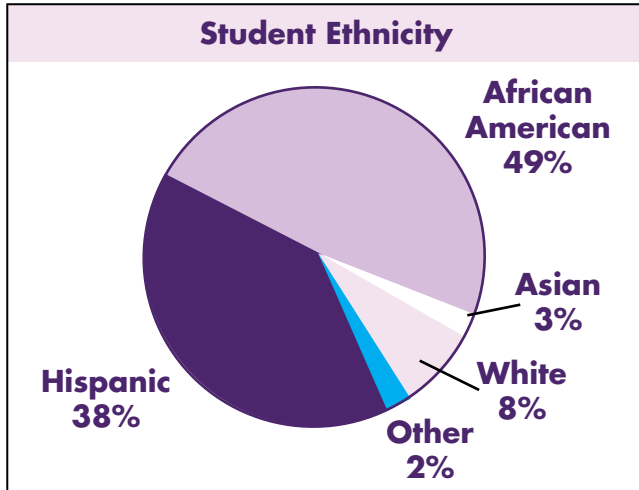
- Charter Schools are independent public schools. Free from many state laws, district initiatives, and board policies, charter teachers are employees of the nonprofit governing board or management organization hired by the board.
- Contract Schools are a new model in Chicago. Contracts will be managed by independent nonprofit organizations in accordance with Performance Agreements. Contract schoolteachers will be employees of the nonprofit.
- Performance Schools employ CPS staff and are CPS schools that have freedom from and flexibility on many district initiatives and policies.

Postsecondary Education and Student Development

CPS created the Department of Postsecondary Education and Student Development (PSESD) in recognition of the growing need for education after high school. PSESD is dedicated to transitioning more high school students into postsecondary education. PSESD is strengthening college preparation curricula and counseling supports in all Chicago high schools. In addition, they are partnering with local and national colleges and universities to create an array of college experiences and resources for students. They are also working to secure opportunities for financial assistance that will help students with the costs of college. PSESD's work is framed by four essential principles: awareness, readiness, access and success.

CPS's reforms, however, are not without their critics. Some point out that most of the gains in test scores have been in the schools least burdened by poverty. Though graduation and dropout rates have improved for every ethnic group, the gap between black and white students has grown under Arne Duncan's watch, from 15.4 points in 2002 to 18.5 in 2006. Furthermore, some studies have found that low-income students who attended the low-performing high schools that were closed down are much less likely to attend the high-quality small schools that replaced them. In fact, fewer than 2 percent of displaced elementary students enrolled in a Renaissance school the following year. Most of them now attend schools with subpar test scores, and almost half ended up in schools on probation. Additionally, some argue that Chicago's charter schools have not proven to be more effective than traditional public schools. In addition, charter schools and their teachers are not subject to scrutiny under No Child Left Behind as Chicago. Still others are dissatisfied by the reduced opportunities for community participation.

Student Data



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Data Sources:

www.cps.k12.il.us
www.catalyst-chicago.org
www.wikipedia.com

Appendix F: New York Teacher Contract Provisions Regarding Transfers and Staffing

ARTICLE EIGHTEEN- TRANSFERS AND STAFFING

The Board and the Union recognize the need to maintain both staff stability and an equitable balance of experienced and inexperienced teachers in the schools. To meet this need, and to provide opportunities within this framework for teachers to transfer from one school to another, the Board and the Union agree that transfers shall be based upon the following principles:

A. General Transfers

Effective school year 2005-2006, principals will advertise all vacancies. Interviews will be conducted by school-based human resources committees (made up of pedagogues and administration) with the final decision to be made by the principal. Vacancies are defined as positions to which no teacher has been appointed, except where a nonappointed teacher is filling in for an appointed teacher on leave. Vacancies will be posted as early as April 15 of each year and will continue being posted throughout the spring and summer. Candidates (teachers wishing to transfer and excessed teachers) will apply to specifically posted vacancies and will be considered, for example, through job fairs and/or individual application to the school. Candidates may also apply to schools that have not advertised vacancies in their license areas so that their applications are on file at the school should a vacancy arise.

Selections for candidates may be made at any time; however, transfers after August 7th require the release of the teacher's current principal. Teachers who have repeatedly been unsuccessful in obtaining transfers or obtaining regular teaching positions after being excessed, will, upon request, receive individualized assistance from the Division of Human Resources and/or the Peer Intervention Program on how to maximize their chances of success in being selected for a transfer.

B. Hardship Transfers

In addition to the vacancies available for transfer pursuant to Section A of this Article, transfers on grounds of hardship shall be allowed in accordance with the following:

Transfers of teachers after three years of service on regular appointment may be made on grounds of hardship on the basis of the circumstances of each particular case, except that travel time by public transportation of more than one hour and thirty minutes each way between a teacher's home (or City line in the case of a teacher residing outside the City) and school shall be deemed to constitute a "hardship" entitling the applicant to a transfer to a school to be designated by the Division of Human Resources which shall be within one hour and thirty minutes travel time by public transportation from the teacher's home, or City line in the case of a teacher residing outside the City.

C. Voluntary Teacher Exchange

The Chancellor shall issue a memorandum promoting the exchange of new ideas and methodology and encouraging teachers to share their special skills with students and colleagues in other schools. To facilitate achievement of this goal, the Board and the Union agree to allow teachers to exchange positions for a one year period provided that the principals of both schools agree to the exchange. The exchange may be renewed for an additional one year period. For all purposes other than payroll distribution, the teachers will remain on the organizations of their home schools.

D. Staffing New or Redesigned Schools (The rights of teachers to staff the New Programs in District 79 are set forth in Appendix I, paragraph 2 page106)

The following applies to staffing of new or redesigned schools ("Schools")

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1. A Personnel Committee shall be established, consisting of two Union representatives designated by the UFT President, two representatives designated by the community superintendent for community school district schools or by the Chancellor for schools/programs under his/her jurisdiction, a Principal/or Project Director, and where appropriate a School Planning Committee Representative and a parent.
 2. For its first year of operation the School's staff shall be selected by the Personnel Committee which should, to the extent possible, make its decisions in a consensual manner. In the first year of staffing a new school, the UFT Personnel Committee members shall be school-based staff designated from a school other than the impacted school or another school currently in the process of being phased out. The Union will make its best effort to designate representatives from comparable schools who share the instructional vision and mission of the new school, and who will seek to ensure that first year hiring supports the vision and mission identified in the approved new school application. In the second and subsequent years, the Union shall designate representatives from the new school to serve on its Personnel Committee.
 3. If another school(s) is impacted (i.e., closed or phased out), staff from the impacted school(s) will be guaranteed the right to apply and be considered for positions in the School. If sufficient numbers of displaced staff apply, at least fifty percent of the School's pedagogical positions shall be selected from among the appropriately licensed most senior applicants from the impacted school(s), who meet the School's qualifications. The Board will continue to hire pursuant to this provision of the Agreement until the impacted school is closed.
 4. Any remaining vacancies will be filled by the Personnel Committee from among transferees, excesses, and/or new hires. In performing its responsibilities, the Personnel Committee shall adhere to all relevant legal and contractual requirements including the hiring of personnel holding the appropriate credentials.
 5. In the event the Union is unable to secure the participation of members on the Personnel Committee, it will consult with the Board to explore other alternatives. However the Union retains the sole right to designate the two UFT representatives on the Personnel Committee.



Notes

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