High Quality High Schools

by **Dr. Jean Rutherford**, Director of Educational Initiatives for NCEA

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Featured Topics:

National Center for Educational Accountability

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Understanding the Problem

"It isn't that they can't see the solution. It is that they can't see the problem."
—*GK Chesterton*

Governors and state and local education officials assumed that raising student achievement in the elementary and middle grades would solve the problems with high schools—but it hasn't.[1] Why? Good information is the basis for successful improvement, and high school reform lacks accurate information about what students are to learn and about how many students are actually learning it. In addition, "better K-8 student performance" may still fall woefully short of a true college-readiness standard.

We have not used the fundamental strategies in high schools that have proven successful in elementary and middle schools—a clear, specific, tightly aligned curriculum and the data to see if it has been mastered.

We have agreed that "all students will be college and work ready at high school graduation" and there is little difference between the two.[2] But, outside of specific programs such as International Baccalaureate or Advanced Placement coursework, our academic goals[3] for high school students now consist of course titles and credits earned—not specific knowledge and skills. "College and work-ready" must be defined in terms of clear curricular content, and, once defined, connected to particular courses in the high school curriculum.

Our high school courses do not represent stated and known content.

While truth-in-labeling practices in the food industry ensure that orange drink cannot be labeled orange juice without legal ramifications, schools have no such safeguards in place. Algebra I can be placed on any child's transcript without any guarantee about the content taught or learned. In Texas, for example, 57% of Hispanics, 65% of African Americans and 60% of low-income students who had credit on their transcripts for both Geometry and Algebra II failed the state test covering Algebra I.[4] We have no monitoring or consequences for teaching

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[1] National Educational Summit on High Schools, 2005

[2] Large scale national research including the American Diploma Project has established that the academic skills required for work are comparable to those required for college. Unfortunately, studies by ACT and the Manhattan Institute predict that only one in three 9th graders will graduate with these skills.

[3] Within the Executive Summary of The Silent Epidemic: Perspectives of High School Dropouts, the authors note that "two-thirds [of drop-out respondents] would have worked harder if more was demanded of them (higher academic standards and more studying and homework)." Brieland, John, Dilulio, John, and Morison, Karen. (March 2006)

[4] Doughterty, Chrys, Mellor, Lynn and Jian, Shuling (2006). "Orange Juice or Orange Drink? Ensuring that Advanced Courses Live Up to Their Labels." www.just4kids.org

Algebra II courses that don't cover Algebra II or for putting Algebra II on the transcripts of students who haven't learned it.

Given that there is no assurance about content, our high school curriculum is grossly unaligned and teacher dependent even though we know that learning is critically dependent on students' relevant prior knowledge. "A systemic failure to teach all children the knowledge they need in order to understand what the next grade or subject has to offer is the major source of avoidable injustice in our schools." (Hirsch. 1987)[5]

Alignment, the great equalizer in learning, is further disrupted by the fact that we spuriously separate high school reform from the K-8 learning experience.

High schools are restructuring and redesigning to become remedial schools for entering 9th graders. However, much earlier, grade-by-grade, intense diagnosis and intervention based on a coherent curriculum anchored to endpoint college-readiness standards provide the only possible hope for reaching high standards for all children. Our high schools are obsolete if we expect them to attain very high academic goals for all students who come to them, but come unprepared to do high school work. This is not an excuse for poor high school performance, but a requirement for learners. If we want all students to reach higher standards at high school graduation, then we must be clear, consistent, and adamant about what specific knowledge and skills students must master grade-by-grade and subject-by-subject to reach them. High school reform cannot and must not be separated from a continuous learning experience for every child. Currently, even the way conversations occur about high school reform perpetuates the disconnect from K-8 programming.

Figures 1 and *2* attempt to capture the difference in high school reform structures needed based on prior student achievement. The figures show a state's "passing" standard as well as a "college-readiness" standard. The assumption made in the figures is that college-readiness standards are higher than current state passing standards.

While additional research is needed to determine the accuracy of this assumption within any given state, in Texas the difference has been documented.[6] This documentation allows us to determine what standard a 3rd grader must reach to be reasonably certain that student is "on track" for college-readiness.[7] Therefore, as shown in *Figure 1*, if *all* students passed the state examination and the school were identified as "Exemplary" there would still be a significant gap between those students' knowledge and skills and the knowledge and skills needed to succeed in rigorous high school courses.[8] In this case, the high school must not only restructure to help all students have access to rigorous coursework, but they must first "fill in the gaps" for the knowledge and skills that were not acquired K-8.

Figure 1
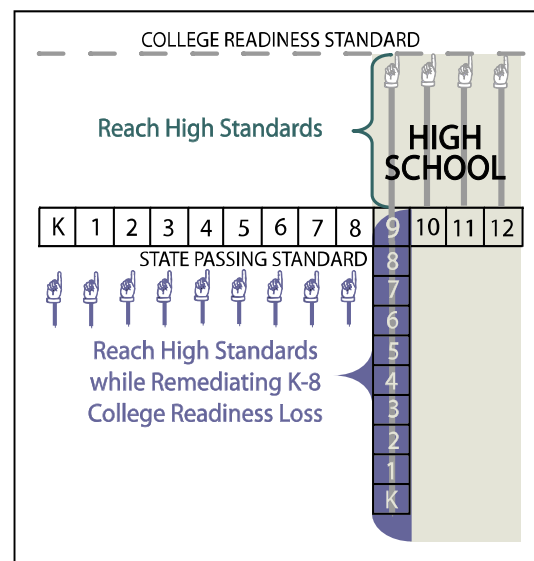
In *Figure 2,* high school reform must be structured to respond differently than we have in prior years to students who come to 9th grade having demonstrated on-track-to-college-readiness proficiency in K-8. This task will
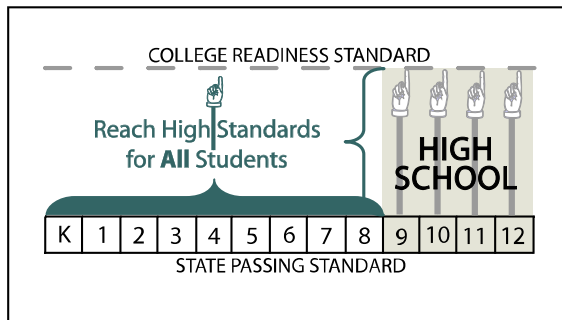
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[5] Hirsch, E. D. (1987). Cultural literacy. Houghton Mifflin Company.

[6] Doughterty, Chrys. (2004). "Identifying Appropriate Proficiency Standards for Just for the Kids School Reports." www.just4kids.org

[7] In Texas, the "college-readiness" standard —for both 3rd grade reading and mathematics—is higher than both the state's *Passing* and *Commended* standards.

[8] The figures start from the assumption that all students were at least passing at the state standard. Unfortunately, in Texas—2005 First Administration in English—18% of 3rd grade students did not even reach the passing standard in mathematics and 11% did not reach this standard in reading. In the 2005 First Administration in Spanish— 32% of 3rd grade students did not reach the passing standard in mathematics and 26% did not reach the passing standard in reading. http://www.tea.state.tx.us/perfreport/aeis/2005/state.html

Figure 2

throughout the year. Cumulative state assessments or exit exams provide little or no data that can be directly tied to curricular and/or instructional adjustments in a particular course or for a particular teacher. When everyone is responsible, no one takes direct responsibility.

In the absence of a clear and specific curriculum tied to courses and of data to inform us whether that curriculum has been mastered by grade and subject by student, we cannot ever determine the effectiveness of any given reform initiative….and, rather than first correcting the fundamental teaching and learning issues, we are spending huge amounts of time and money redesigning structures attempting to be effective without them.

indeed be challenging for our high schools, though different than the task of remediating students who are unprepared for high school courses. The very real issue of engaging all students in rigorous coursework while not "watering down" content will present significant challenges to our current system.

Given the above argument, colleagues often ask, "Do you want us to give up on students who come to 9th grade without the skills to succeed in high school?" Of course, the answer is a resounding "NO!" NCEA continues to identify high schools that are doing the best job with the least-prepared students, and to study and report the practices of those high schools. And, while our temporary high school reform responses must address the need to fill the gaps in knowledge and skills of every student entering every high school, restructuring high schools to serve this purpose could be highly problematic for true long-term success of increased student achievement for all students.

Aside from an unaligned curriculum and a failure to require specific subject content, we don't have the data in high schools that provide the information needed for school improvement.

An absolute dearth of good data focused on agreed-upon objectives makes informed decision-making next to impossible at the high school level.

Longitudinal data are unavailable or highly incomplete and yet are the only data that will help us truly understand student and school performance needs and issues.

Reliable graduation rate data are still unavailable due to the failure of adults to create the systems needed to provide them.

Rigorous end-of-course exams are rare or nonexistent in most states as are formative benchmark assessments

Learning from Consistently Higher Performing Schools

"The reformer is always right about what is wrong. He is generally wrong about what is right."
 —GK Chesterton

A rigorous methodology guides the consistently higher performing school identification process NCEA uses across states. We study both average and higher performing schools to ensure our findings represent what distinguishes higher performers from others. Common protocols, reviewed externally, guide our site visits. The study of approximately 500 school systems over the past five years using this methodology is the foundation for the information shared in this document. A brochure listing the 75 high schools in 10 states we have studied is available through our website, **www.just4kids.org**. The study of these school systems led to the development of the NCEA Best Practice Framework.

NCEA Best Practice Framework

The NCEA Best Practice Framework features three primary components: *Organizing Themes*, *School System Levels*, and *School System Practices* (*Figure 3*). As the figure indicates, The Framework rests on the *State Standards* as a foundation for teaching and learning. Ensuring success for every child on the assessment of those standards (*Evidence of Student Learning*) requires *High-Quality Instruction*. And, achieving such instruction in every classroom requires a coherent system of district-, school-, and classroom-level practices.

Five *Organizing Themes* provide the structure for studying the practices of Consistently Higher Performing Schools. The themes represent the broad topics that connect the identified practices across different *School System Levels*—district, school, and classroom. Together, these themes capture the primary instructional activities undertaken by school systems and represent the major content areas in which practices of higher performing school systems differ from their average-performing counterparts. The *Organizing Themes* follow.

1.   Curriculum and Academic Goals

2.   Staff Selection, Leadership, and Capacity Building

3.   Instructional Programs, Practices, and Arrangements

4.   Monitoring: Compilation, Analysis, and Use of Data

5.   Recognition, Intervention, and Adjustment

In addition to *Organizing Themes,* the three levels of every school system (*School System Levels*)—district, school, and classroom—provide a second organizational dimension to The Framework. Within each of the five themes, each *School System Level* plays a particular role in Consistently Higher Performing Schools. Different levels of the school system must be involved to differing degrees to reach maximum effectiveness in the specific theme area. In fact, the assignment of practices to a specific school level may be as important as the practices themselves (i.e., *who* is as important as *what*).

All of the activities in The Framework must be institutionalized to sustain student achievement over time. Certainly, an individual school or class of students may succeed without the involvement of a particular school level, but that success is less likely to be sustained over time than success from a well-balanced effort by an entire system. For instance, if a task such as developing a

Figure 3
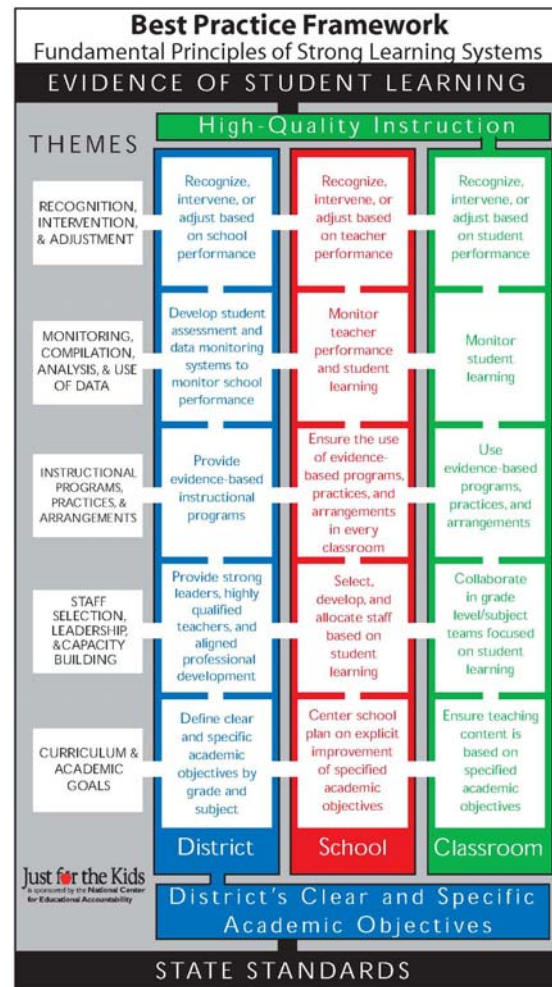
detailed and coherent curriculum is not assumed by the district as indicated in The Framework, effective school-based educators *would* create their own. (By the same token, ineffective schools would likely do without, contributing significantly to their students' poor level of performance.) When schools or classroom teachers take on tasks that are most effectively assumed by another level of the system *in addition* to the activities they should be doing at their level, the system is strained, less effective, and less likely to be sustained.

Two of five organizing themes—Theme One and Four—have been selected to provide the reader with anecdotes taken from the case studies of school systems we have studied. Findings from the other three organizing themes, full case studies, as well as sample artifacts from the school systems, can be viewed at our web site, **www.just4kids.org**.

Theme One:

Curriculum and Academic Goals

School System Level: District

Critical Attributes of Practice: A written district curriculum (more detailed than the state standards) exists by grade and subject, is used by all teachers, and is tightly aligned K-12.

Aldine Independent School District, TX

Educators in **Aldine ISD** (56,364 students) stated that a tightly aligned curriculum continually reviewed and analyzed in K-12 vertical teams is one of the most important factors in making them one of the highest performing urban districts in the nation. In both 2004 and 2005, Aldine ISD was named a ***Broad Prize for Urban Education*** finalist. Interestingly, they also demonstrate a development that we have heard mentioned in a number of higher performing districts we have visited— elementary and middle school principals are moving to the high school. At the opening of this school year, Nancy Blackwell, longtime principal of **Hambrick Middle School** (1,039 students)—one of the most challenged yet highest-performing middle schools in the state—became the principal of **MacArthur High School** (2,198 students) in the district and Holly Fisackerly, outstanding principal of **Oleson Elementary** (894 students) became the principal of **Hambrick Middle School**. An assistant principal, trained by Ms. Fisackerly, assumed the principalship at **Oleson Elementary**.

Boston Public Schools, MA

Continually aligning the **Boston Public Schools** (60,150 students) district curriculum between grades is critical according to a district administrator. The district, four-time ***Broad Prize for Urban Education*** finalist, cannot "simply hope" that each school will figure out how to reach high standards that will prepare all students for success or that each school can independently coordinate a coherent curriculum across the district to address movement of students from school-to-school with as little disruption as possible. Educators at **Brighton High School** (1,280 students) explained that they have noted tremendous improvement since the district systemic alignment began to take effect. Eighty percent of students in their Ninth Grade Academy, created in 1999, entered at Level 1 on the state assessment. In 2003, 75-80% of the

"What is Taught and Learned"

This theme focuses on the learning target. What is it that we expect all students to know and be able to do by grade and subject? It is a great surprise to many that the *explicit, agreed-upon* academic goals of our school systems have ranged from fuzzy to non-existent. Higher performing school systems have clear academic targets from kindergarten through twelfth grade. Principals and teachers understand the learning goals and understand that these goals are for **all** students and are non-negotiable.

students entered at Level 2 or above[9] in mathematics, English or both. Tenth-grade teachers told us they were "blown away" by the change in skills of entering students on the ELA writing prompt.

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[9] MCAS tests are scored by level: Level 1 (Warning/Failing), Level 2 (Needs Improvement), Level 3 (Proficient), and Level 4 (Advanced). To "pass," a student must score at Level 2 or higher.

Theme One:

Curriculum and Academic Goals

School System Level: School

Critical Attributes of Practice: Student performance data drive the development of the school improvement plan; improvement goals remain stable and do not shift or multiply; and, the school academic goals direct all school activities.

Bolsa Grande High School, Garden Grove Unified School District, CA

Since one of **Bolsa Grande's** (1,522 students) chief academic goals is to increase student skills in "critical thinking," the physical education, home economics, and horticulture teachers have all built rubrics to measure the improvement of critical thinking skills relative to their content. The principal provided the time for this development as well as for core subject teachers to collaborate regarding curricular adjustments needed to address learning needs of special populations. In social studies, for example, each teacher brought his/her "favorite" units to the table for review. Prior to the review, each teacher aligned the chosen units to the state standards. Collaboratively, the teachers determined the common materials that would be used in each course in social studies to best address the stated academic goals and demonstrated learning needs of all students.

Theme One:

Curriculum and Academic Goals

School System Level: Classroom

Critical Attributes of Practice: Based on the district curriculum and school academic goals, teachers know exactly what is to be taught and learned at their grade and in their subject. They understand that *what* students are to learn is non-negotiable, but that the strategies (the "how") they use to reach these learning goals are. Teachers know where to focus their creativity and what to work on with colleagues.

Design & Architectural Senior High School, Dade County Public Schools, FL

Florida researchers noted that staff in higher performing schools evidenced a greater respect and deeper understanding of student performance competencies as measured by the state's assessment*.* At **Design & Architectural Senior High School** (453 students), teachers noted that the attention to these competencies was not seen as a digression from the "real" curriculum but as a very important component of it. The average-performing schools viewed the attention needed to address the state competencies as a regrettable diversion from traditional priorities of the school's past. Teachers at **Design & Architectural** pursued rigor across a broader range of academic levels, made more aggressive efforts to enroll borderline students in advanced classes, and provided regular students more frequent access to the school's top teachers. College prep was the default curriculum with the belief that it was much better to struggle in a high-level class than excel in an average one. However, they noted that systemic supports were carefully constructed for those students attempting to master higher level courses not just for remedial or regular students.

Theme Four:

Monitoring: Compilation, Analysis, and Use of Data

School System Level: District

Critical Attributes of Practice: District benchmark assessments, aligned to district curriculum and state standards, provide consistent, reliable, and pertinent data about student performance early and often. Educators receive timely and ongoing feedback from the district assessment program.

Long Beach Unified School District, CA

2003 Broad Prize for Urban Education Winner

Long Beach Unified (94,743 students) Superintendent Chris Steinhauser discussed the powerful district data monitoring system that has been developed in Long Beach. In district-constructed formative assessments, correlations between assessment items and state assessment items are provided. This information was provided when teachers expressed concern that the district items were too difficult. Linked to grading practices, these district assessments and correlations now ensure that course grades reflect understanding of content and that students are fully prepared for the state assessment.

Norfolk Public Schools, VA

A district data system with unique student identifiers makes it possible to collect, store, disaggregate, and distribute student performance data in **Norfolk Public School** District (36,724 students). The district monitors achievement through quarterly assessments that are summarized for each school across the district to inform district- and school-level administrators and teachers about student performance. Data regarding the performance of each school are openly shared.

"Knowing the Learners and the Numbers"

After clearly identifying what is to be taught and learned by grade and subject and ensuring that the schools are equipped with the staff and the tools to successfully deliver the curriculum, the school system then asks and answers an important question. "How are we going to know if students learned what we said they would learn?"
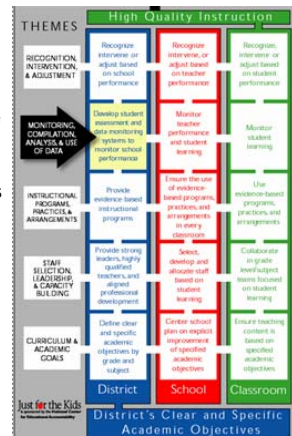
Theme Four:

Monitoring: Compilation, Analysis, and Use of Data

School System Level: School

Critical Attributes of Practice: Principal studies and evaluates data from district, state, and standardized tests. This ongoing review of student learning and teacher performance drives all decision-making. In faculty meetings, teacher collaborative planning sessions, and individual teacher meetings, the principal ensures that student performance data are continually studied and analyzed.

El Monte High School, El Monte Union High School District, CA

California researchers noted that teachers, department chairs, and school leaders in average-performing schools showed great hesitation or even unwillingness to open their grade books, while consistently higher performers had extensive data and grade discussions including the relationship of grades to common assessments. In **El Monte High School** (2,023 students), the principal looks at every student's scores to see where each has improved and where each is struggling. He then writes each student a letter saying, for example, "You did a great job in English. You moved from the 20th to the 40th percentile… next time shoot for the 50th!"

One teacher summarized the "large shift in the way business had been done," i.e., the fact that data reflection is now institutionalized. He said, "Data discussion was uncomfortable for many teachers. There was an initial uproar but gradual acceptance. We started saying to each other, 'Look at my data.'" Researchers also noted that in higher performing schools low student scores were explained by referring to the lack of the right strategy or educator intervention, while in average-performing schools, low scores were almost exclusively explained by referring to students, their families, or their communities.

Theme Four:

Monitoring: Compilation, Analysis, and Use of Data

School System Level: Classroom

Critical Attributes of Practice: Teachers examine and use student performance data to direct instructional decisions. Collaborative discussions of best practice result from the examination of data.

Olympia High School, Olympia School District, WA

Educators at **Olympia High School** (1,760 students) note that the most critical component of common assessments is that they allow teachers to share and to find out what others are doing so that they can learn from one another. The common assessment against standards allows for accelerated and informed knowledge sharing among teachers. The chief purpose of common assessments, according to one interviewee, is to "allow teachers to monitor student comprehension of the standards and to allow teachers to compare results." Comparing results helps teachers identify best practices and to modify instruction as needed to best serve the students.

Wilson Traditional High School, Long Beach Unified School District, CA

In an observed teacher-planning session at **Wilson Traditional High School** (4,300 students), ten Algebra I teachers collaborated--pouring over student results on common assessments they had administered. They studied student responses to each item and queried why students made any given error in a particular classroom. They determined by objective in which classroom students had been most successful; and then, the most exciting part, the teacher of the students who had demonstrated the strongest performance re-taught her lesson as the other nine teachers observed the next day in the one algebra section that had been scheduled during

the teachers' common collaborative planning period. Students placed in that particular algebra course had been identified as needing additional assistance. The students with the greatest need received the powerful combined "best teaching" of the department as other teachers learned also.

A final note: We acknowledge that "knowing" what consistently higher performing schools do does not necessarily translate into "DOING" what higher performers do—bridging that "knowing-doing gap" is the subject of our continued work and of the tools we are developing at NCEA.

Implications for High School Reformers

"Fallacies do not cease to be fallacies because they become fashions." —Chesterton

First and foremost, we must remember that true high school reform must be deeply embedded in the K-12 system. The elementary, middle and high school represent very distinct entities for adults (and consequently for students) but they are simply arbitrary divisions in a single chronological learning continuum for a student.   As a result, we typically treat a complete absence of alignment as student developmental learning issues. In 7-9 school structures, for example, we do not find a transition problem between Grades 8 and 9, but as would be expected, between Grades 9 and 10. This break in learning, of course, speaks to a lack of alignment, not student developmental causes.

We must know exactly what it is students must learn or learn to do to reach college-or work-readiness standards at each grade level beginning in kindergarten and then make sure appropriate and varied checks are in place to see that the standards have been mastered. In the absence of this fundamental information, it is and will be impossible to determine if any reform is effective.

We must insist that reform efforts be based on the most rigorous research information available. We must start with the research and move to reform, not with the reform and then to supporting research.

Finally, we must be cautious about reform efforts that emphasize structural changes over changes that are deeply connected to the teaching-learning process. Alignment

issues must be addressed before we start dealing with process and structural interventions that are necessary to deal with our lack of alignment. The assumption that changing the organizational structure or processes of high schools is the only way to have a major impact on how students learn and perform must be continually examined.

State Role and State Policy

Develop Longitudinal Student Informational Systems

Without the ability to collect or link individual student records over time, states provide only a snapshot picture of student performance at a moment in time. This deprives educators and policymakers of most of the usefulness of the data: to assess student growth over time; to follow students through the educational pipeline and identify where they first succeed or fail; to identify when students are "on track" to later success; to evaluate the effectiveness of schools and programs; and to study which educational practices work best with well-prepared and with less-well-prepared students. To realize these benefits from a more complete data system, states need longitudinal student information systems that can integrate with district systems that use multiple measures to assess student performance. Currently, only 37 (and that number is self-reported and probably inflated) states have a statewide student identifier that is the key to matching student records over time, and only a handful of those states are currently collecting all of the information they need to follow students through the educational pipeline.

Add as much clarity to state standards as possible

- Although the TIMMS reports have been reminding us for years that the US curriculum is too wide and not deep enough, many state standards deeply violate the "less is more" principle. Ronald Wolk (1998)[10] indicated that many state standards are written in language that is "absurd" and contain such quantity that it would take a 10-hour teaching day to cover the material in them. They have been created as a result of political not pedagogical decisions. These types of documents force educators to focus on the test rather than the curriculum. Place hard but practical limits on the number and nature of standards in state documents.

- Toward this end, state standards should provide grade-by-grade objectives leading to the elimination of grade-span objectives, i.e., objectives that read identically for a set of grades such as Grades 3-5. State assessments must be tightly aligned to these clear and intelligible standards. Finally, create end-of-course exams for all high school core academic subjects by grade.

About NCEA

The National Center for Educational Accountability is a 501(c)(3) nonprofit organization whose founding organizations include Just for the Kids, The University of Texas at Austin and the Education Commission of the States.

NCEA Goals

NCEA works to raise academic standards and raise student achievement by:

- Promoting the improvement of state data collection and the creation of statewide longitudinal student information systems to improve decision making;

- Using data to create *Just for the Kids* websites that focus public school communities on the improvement potential of every school;

- Conducting research using longitudinal student data to strengthen the knowledge base of what works to raise student achievement;

- Identifying consistently higher performing schools and school systems;

- Identifying and promoting the practices that distinguish consistently higher performing schools from other schools;

- Implementing services that help educators close the achievement and practices gaps between their own schools and consistently higher performing schools.

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[10] Wolk, R. (1998). Doing it right. Teacher Magazine, 10(1), 6.

Appendix A

Emerging High School Best Practices by NCEA Organizing Theme

Based on the Study of: Consistently Higher Performing Schools in California, Florida, Texas, and Washington; and Broad Prize for Urban Education Finalist Sites in California, Georgia, Kentucky, Massachusetts, North Carolina, New York, Texas, and Virginia

Theme One: <u>Curriculum and Academic Goals</u>

- Student learning goals are clarified, prioritized, and tightly aligned by course to provide a seamless path to more rigorous coursework without diminishing the content of that coursework

    – Strong focus on the state standards as well as on employing critical thinking or higher order thinking skills to teach the standards

    – Acquisition of state standards is "stepping stone" to rich and rigorous curriculum

    – "Power" or "focus" standards are identified to prioritize skill acquisition

- Effective tools and resources are identified or created to ensure all students can reach high standards, i.e., curriculum maps, pacing guides, staff development sessions, student exemplars, formative and evaluative benchmark assessments, etc.

Theme Two: <u>Staff Selection, Leadership, and Capacity Building</u>

- Emergence of "professional learning communities" and a new form of teacher collaboration—teams of teachers and leaders focus on developing ongoing and honest discussion based on standards and data to impact student learning

- Profound shift in staff discussions and meetings—from "dialogue about subject matter" to "collaboration around student learning"

- Professional development activities infused into school day with understanding that teacher "isolationism" is past, e.g., common standards-based lessons are developed by teams, delivered in participant's classrooms, discussed following delivery by team

- Departmental structures remain strong, but new cross-departmental structures are gaining strength

    – Forced and spurious "interdisciplinary" programs were replaced by rich dialogue and planning across departments

    – Standards and data (leading to a deep understanding of specific learning objectives to be mastered) were identified as vehicles making new dialogue across departments possible

- Instructional or academic coaches, content specialists, master teachers, and assessment advisors are emerging positions supporting teachers in a new culture marked by open discussion and peer observation, student performance data analysis and review, and instructional strategy adaptations and modifications

Theme Three: Instructional Programs, Practices, and Arrangements

- Shift from "textbook-driven instruction" to true "standards-driven instruction"

  – Radical shift requiring a deep alignment of each course to standards understood in terms of both substance and needed level of student skill acquisition

  – Texts as resources, supplemental materials as needed

- Instruction no longer aimed at the "best lesson" for the "best student," but at the "best lesson" for "each student"

- Differentiation not remediation—differentiation is strategy to guide all students to greater rigor

- "Span schools"—extending beyond the typical 9-12 configuration—emphasized gains made by eliminating unnecessary transitions and variation and focusing on the desired "end product"

- Emergence of master schedule restructuring to ensure all students have equal access to the most qualified teachers

Theme Four: Monitoring: Compilation, Analysis, and Use of Data

- Common assessments exist for every core academic course

  – Common semester assessments tend to be administered at the district level

  – Schools and/or academic departments typically create more frequent common assessments— by unit or nine-week grading periods

  – Useful, powerfully formatted data are provided from the common assessments

- Professional development relative to student performance data centers on how to respond instructionally to the interpretation or analysis of data as opposed to how to understand or read the data

- More traditional assessment measures are enriched through multiple assessment tools including portfolios and performance-based reviews

Theme Five: Recognition, Intervention, and Adjustment

- Prior techniques (considered interventions) become part of the fiber of every classroom every day including changes in daily and master schedules, differentiated instruction

- Interventions are discussed not as much for assisting failing students (although these interventions are in place) but for providing timely and intense support for all students to have access to more rigorous coursework

- Programs specifically designed to support students who are "stretching" to take more rigorous courses are highly structured and timely

Appendix B

2001 - 2005
High School Site Visits

California, Florida, Georgia, Kentucky, Massachusetts, North Carolina, New York, Texas, Virginia, Washington

California—2004 to 2005

High School	District	School Enrollment	District Enrollment	%FRL	% ELL	% AA	% Hisp.	%White	%Asian
Bolsa Grande	Garden Grove USD	1,575	50,030	66.5	40.5	1.7	37.1	8.8	49.5
Central	Central Union HSD	1706	4129	56.8	35.4	3.0	88.2	7.2	0.9
Cleveland	Los Angeles USD	3754	741283	68.3	24.9	8.1	57.2	18.1	12.8
El Monte	El Monte Union HSD	45	10446	79.8	38.4	0.0	91.1	2.2	4.4
LA Center for the Enriched	Los Angeles USD	1626	741283	31.7	0.8	32.5	19.9	29.5	15.3
Lincoln	San Jose USD	1660	32612	35.8	13.9	2.6	54.6	34.9	5.3
Marysville Charter Academy	Marysville Joint USD	249	9626	35.6	0.9	4.4	7.2	69.9	2.4
Middle College	West Contra Costa USD	266	32719	0.0	2.8	24.8	37.2	10.2	19.5
Selma	Selma USD	1606	6304	63.5	20.8	0.6	73.3	13.4	5.1
Sherman Oaks	Los Angeles USD	1787	741283	40.8	10.8	8.8	34.4	40.5	11.7
Southwest	Central Union HSD	2243	4129	48.2	33.1	1.1	85.4	11.1	1.4
5 Average-Performing									

California Site Visit Total : 16 High Schools

Florida—2004 to 2005

High School	District	School Enrollment	District Enrollment	%FRL	% ELL	% AA	% Hisp.	%White	%Asian
Astronaut	Brevard County SD	1604	72424	9.3	0.1	17.4	1.8	77.8	1.3
Bartram Trail	St. Johns County SD	2087	21975	1.9	0.2	3.0	2.5	91.8	1.0
Bayside	Brevard County SD	2061	72424	13.4	1.4	15.8	9.5	71.2	1.4
Design & Architectural	Dade County SD	453	371589	42.2	0.7	13.7	50.6	29.6	3.9
Dr. Michael M. Krop	Dade County SD	3564	371589	22.6	9.8	25.2	40.1	31.0	2.5
Fort Walton Beach	Okaloosa County SD	1915	30848	14.0	0.2	11.8	2.8	77.2	4.6
New Smyrna Beach	Volusia County SD	1887	62723	17.9	0.5	8.2	1.8	88.7	0.7
Niceville	Okaloosa County SD	2251	30848	8.1	0.0	4.9	4.3	84.7	3.1
Palm Bay	Brevard County SD	2300	72424	14.6	2.5	22.0	9.9	63.2	2.0
Paxon School/Advanced Studies	Duval County SD	1516	127087	12.3	0.6	27.2	3.6	56.0	11.4
Pompano Beach	Broward County SD	819	267366	24.8	4.2	26.5	14.9	56.0	1.3
5 Average-Performing									

Florida—2002 to 2003

High School	District	School Enrollment	District Enrollment	%FRL	% ELL	% AA	% Hisp.	%White	%Asian
Nova	Broward County SD	2006	267366	20.1	13.1	32.9	17.1	44.2	4.8
Pine View	Sarasota County SD	1661	37861	4.9	0.0	1.7	2.7	87.5	5.0
Pompano Beach	Broward County SD	697	267366	24.8	4.2	26.5	14.9	56.0	1.3
West Shore Jr./Sr.	Brevard County SD	937	72424	4.6	0.1	2.8	3.4	84.3	5.9

Florida Site Visit Total: 20 High Schools

Texas—2004 to 2005

High School	District	School Enrollment	District Enrollment	%FRL	% ELL	% AA	% Hisp.	%White	%Asian
Hidalgo	Hidalgo ISD	728	3036	96.6	23.8	0.1	99.4	0.4	0.0
Richardson	Richardson ISD	1422	34949	30.1	12.7	18.6	24.8	50.1	6.3
Tuloso-Midway	Tuloso-Midway ISD	997	3225	29.3	2.2	1.5	49.8	47.6	0.9
2 Average-Performing									

Texas—2002 to 2003

High School	District	School Enrollment	District Enrollment	%FRL	% ELL	% AA	% Hisp.	%White	%Asian
Brackenridge	San Antonio ISD	2002	10018	85.9	9.0	5.6	90.7	3.5	0.1
Fredericksburg	Fredericksburg ISD	1015	2826	23.6	3.8	0.8	27.0	70.9	0.5
Lopez	Brownsville ISD	1740	44315	94.7	26.6	0.0	98.8	10.0	0.1
Taylor	Katy ISD	2558	39478	2.7	2.4	3.4	7.2	79.3	10.0
2 Average-Performing									

Texas Site Visit Total: 11 High Schools

Washington—2004 to 2005

High School	District	School Enrollment	District Enrollment	%FRL	% ELL	% AA	% Hisp.	%White	%Asian
Friday Harbor	San Juan Island SD 149	350	947	11.8	0.0	0.3	4.6	91.4	1.7
Inglemoor	Northshore SD 417	1872	20181	6.8	1.3	3.0	3.4	78.7	14.0
Lewis & Clark	Spokane SD 81	1992	31362	27.3	2.5	5.8	3.2	85.4	3.6
Nathan Hale	Seattle SD 1	1079	47853	16.0	5.8	10.4	8.1	61.3	17.4
Olympia	Olympia	1760	31632	10.9	0.5	2.1	3.1	84.9	8.6
2 Average-Performing									

Washington Site Visit Total: 7 High Schools

Broad—2001 to 2005

Year	High School	District	School Enrollment	District Enrollment	%FRL	% ELL	% AA	% Hisp.	%White	%Asian
California										
2004-2005	Galileo Academy/ Science & Tech.	San Francisco USD	1988	57144	54.4	37.4	13.7	14.2	5.3	59.4
2003-2004	Bolsa Grande	Garden Grove USD	1522	50172	66.5	46.3	1.8	35.1	10.2	52.7
2002-2003	La Quinta	Garden Grove USD	1659	50066	56.8	37.6	0.4	20	13.7	65.7
2001-2002	Rancho Alamitos	Garden Grove USD	1631	49809	54.9	38.7	1.0	42.4	24.6	27.2
2002-2003	Wilson	Long Beach USD	4309	97212	44.7	19.5	15.2	37.8	30	16.5
2001-2002	Polytechnic	Long Beach USD	4638	96488	48.5	13.6	29.2	17.5	13.1	30.5
Georgia										
2001-2002	Grady	Atlanta PS	956	54946	40.8	2.3	64.8	1.7	31.1	1.2
Kentucky										
2002-2003	Fern Creek Traditional	Jefferson County PS	1077	89384	33.7	0.0	28.3	1.4	69.4	0.6
Massachusetts										
2004-2005	Snowden International	Boston PS	440	57742	63.0	8.1	45.2	35.2	5	14.3
2003-2004	Boston Comm. Leadership	Boston PS	420	60150	60.6	62.2	56.9	20.9	17.5	4.4
2002-2003	Brighton	Boston PS	1280	60150	75.9	26.7	52.2	33.7	8.4	5.5
2001-2002	Boston Arts Academy	Boston PS	411	60150	57.0	8.0	51.1	25.4	20.9	2.3
North Carolina										
2003-2004	Myers Park	Charlotte-Mecklenburg Schools	2507	109767	13.8	5.3	23.2	3.8	66.2	6.2
New York										
2004-2005	High School for Telecommunications	New York City DOE	1187	1047545	0.0	8.6	16.3	53.2	18.8	11.5
Texas										
2004-2005	Aldine	Aldine ISD	2185	55367	63.0	12.4	27.8	60.6	7.2	4.3
2003-2004	MacArthur	Aldine ISD	2106	56127	69.9	9.2	18.0	75.7	5.3	0.9
2001-2002	Reagan	Houston ISD	1710	210670	78.4	18.8	7.0	87.4	4.9	0.6
Virginia										
2004-2005	Lake Taylor	Norfolk PS	1533	36745	45.9	0.0	71.2	2.2	23.8	2.5
2003-2004	Norview	Norfolk PS	1409	36745	46.3	0.0	67.2	2.3	27.7	2.8
2002-2003	Maury	Norfolk PS	1876	36745	33.8	0.0	54.9	2.1	40.7	2.0

Broad Prize for Urban Education Finalist Site Visit Total: 20 High Schools

NCEA/JFTK Total **High School** Site Visits: 74   NCEA/JFTK Total Elementary Site Visits: 314   NCEA/JFTK Total Middle School Site Visits: 80

NCEA/JFTK Total Site Visits: 468