

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



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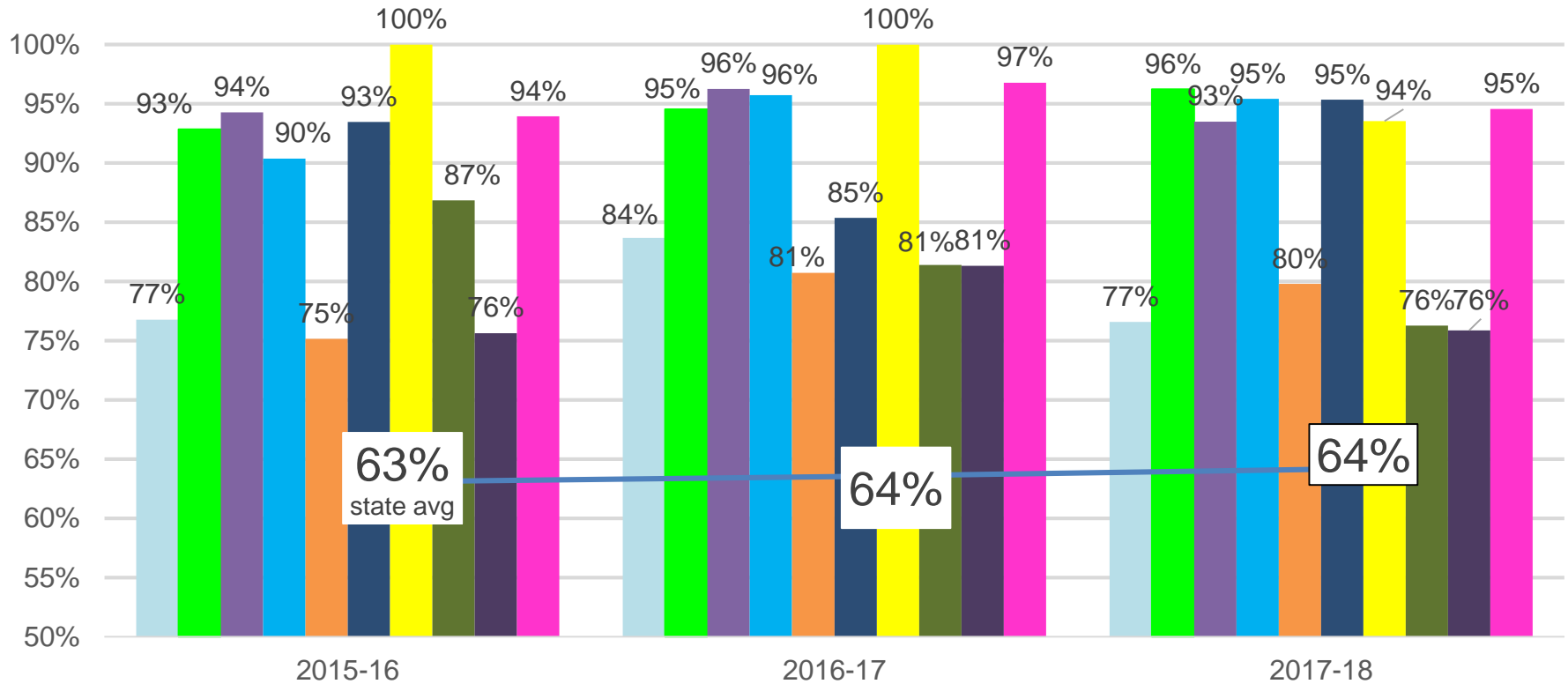
Dr. Anael Alston, NYSED Project Liaison  
Assistant Commissioner, Office of Access, Equity  
and Community Engagement Services

## *Building People and Organizations*

*Presenting:*

Dr. Anael Alston, NYSED  
Dr. Vincent Romano and Mr. Steven Gilhuley, Malverne UFSD  
Dr. Edwin Quezada and Ms. Christina Nola, Yonkers Public Schools

# Comparative Graduation Rates for YMOC



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

\* NYSED data. YMOC defined as Black, Latino, Asian, and Native American males.

# Grad Rate Trends for YMOC (2015-16 through 2017-18)



**Brooklyn Institute for Liberal Arts 95%**

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

**Westbury High School 80%**

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

**Malverne Senior High School 96%**

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



**McKinley Vocational High School 77%**

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



**Sleepy Hollow High School 76%**

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

# Grad Rate Trends for YMOC (2015-16 through 2017-18)



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



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

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



**Metropolitan**

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



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

# Grad Rate Trends for YMOC (2015-16 through 2017-18)



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



**Malverne Senior High School 96%**  
**Last three years: 93/95/96%**  
**Average Needs**

# Composite Findings: Highlights

## 1. Systems Approach to Operation of the School

### Organization:

- **Clear, intentional design of school day - intact, aligned infrastructure (instructional time, activities, before/after school events, supports)**
- **Strong school leadership with clearly and consistently communicated, exceptional expectations**

# Composite Findings: Highlights

## Systems Approach to Operation of the School (cont'd)

### Monitoring:

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

# Composite Findings: Highlights

## 3. Rigorous, Relevant Curricula/High Impact Instruction

### Curriculum:

- **Extensive opportunities/early access - AP courses, college credit, Career Pathways: engineering, bio-med, business and communications, the arts...**
- **Students report “classes are hard” and “teachers are tough” within a context of a “high care” environment. Teachers go above and beyond what is required and make personal investments in students.**

### Targeted, High Impact Instruction:

- **Instruction features attention to literacy and includes:**
  - **Inquiry-based instruction (where appropriate)**
  - **Checking understanding with explicit feedback**



# Composite Findings: Highlights

## 9. Well-Defined Culture With Shared Accountability

### School Cultures Reflect:

- A credo, echoed constantly – day starts with motivational message; positive greetings
- Recognition of success/accomplishments: individually, as a school community, as a district, etc.

### Shared Accountability:

- Clear expectations for student and staff performance
- Distributive leadership - everyone has a role contributing to school and student success and the decision making process



New York State  
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

# WHAT SUCCESS LOOKS LIKE: The WHAT, WHY, and HOW of 4 Key Practices that DRIVE STUDENT SUCCESS in Secondary Schools



October 29, 2019  
8:00 AM- 3:00 PM

John Jay College  
524 W. 59th Street  
New York, Ny 10019



NEW YORK STATE

# My Brother's Keeper

To register contact: Brandon Slaughter at  
bslaughter@schools.nyc.gov

“How many effective schools would you have to see to be persuaded of the educability of poor children? If your answer is more than one, then I submit that you have reasons of your own for preferring to believe that pupil performance derives from family background instead of school response to family background.”

*Dr. Ronald Edmonds*

# Thank You

# Discussion with the Board of Regents

# **Presentation to Yonkers Public Schools and Malverne UFSD (with thanks and appreciation)**