ESI Expanded Success Initiative

NYC Department of Education
Dennis M. Walcott, Chancellor

DESIGN CHALLENGE TOOLKIT OVERVIEW

Toolkits are provided as supports to the design teams as they work on their ESI application. **Three separate toolkits will be uploaded – each highlights one of the design challenge areas but encourages you to connect explicitly to the other areas.** Each toolkit consists of a set of activities and resources for discussion at design team meetings. Multiple activities are provided; design teams should consider prioritizing topics and/or delegating activities. All resources are accessed via the wiki http://esinyc.wikispaces.com/. For additional suggestions and questions please contact esi@schools.nyc.gov.

EACH TOOLKIT CONSISTS OF FOUR PARTS, WITH A MENU OF ACTIVITIES.

PART 1 – ANALYZE STUDENT-LEVEL DATA TO SURFACE GAPS

- ***Activity: Analyze the data set provided***
  Each school receives a pre-populated data set of indicators related to the performance of Black and Latino males. This data is available to the principal privately via email. The principal should download the data so that it is available to the design team. This data is meant to be used to surface gaps in the performance of Black and Latino young men as they relate to the design challenge areas: academics, youth development and school culture. In each toolkit, a set of guiding questions is provided on a relevant subset of the data. **Your data analysis should be used to inform your ESI application**.

- ***Activity: Gather additional data***
  The centrally provided data can be supplemented with additional school level data related to the design challenge area e.g. transcript reviews, results of surveys you choose to administer or anecdotal interviews. For suggestions on the kinds of additional data to gather, see the school self-assessment tool provided by the Coalition of Schools Educating Boys of Color (COSEBOC.) http://coseboc.org/pdfs/COSEBOC_Standards.pdf

PART 2 – ANALYZE TEXT TO RESEARCH MEASURES OF COLLEGE AND CAREER READINESS AND SUCCESS

- ***Activity: Use the webinars to generate new ideas***
  A series of webinars will bring together local and national experts in discussion on different topics related to aspects of the design challenge areas. Each webinar can form the basis of a text based discussion. Webinars are chunked into 15-30 minute segments. Design teams could listen to the presentations together, or view them individually and then coming together to discuss using the questions in the toolkit as a guide. On the wiki, a moderated discussion will include the presenters.

- ***Activity: Text based discussion***
  An excerpt from one article will be included in the toolkit to highlight a relevant research area and focus a discussion. Additional reference articles in each area of the design challenge are listed provided on the wiki.

PART 3 – DEVELOP A HYPOTHESIS THAT CAN REFRAME THE EXPERIENCES OF BLACK AND LATINO YOUNG MEN

- ***Activity: Brainstorm***
  Use the template provided to generate alternative narratives for the incoming 9th grade cohort of Black and Latino young men.

PART 4 – ACTION PLAN LEADING TO APPLICATION

- ***Activity: Decision Points***
  Use the set of questions and worksheet provided to complete the Design Challenge application. Work through the details of the implementation and spending plan, and describe what data will be used to expand and monitor success.

SUGGESTIONS FOR USING THE TOOLKITS:

- The design team meets to prioritize the activities. Consider delegating activities to different individuals on the team. Also, decide whether you will delegate participation on the webinars, or use them as a vehicle to bring the team together.
- Calendar at least 3 extended meetings with the full team. Consider structuring these meetings in the week following the webinar, and use some of the toolkit activities as meeting agendas. Principals and/or Network liaisons should decide on who will facilitate these meetings.
- Consider the role that external organizations will play in the Design Challenge application and implementation. In April approved external organizations will be listed for consideration. Check the wiki for further details.
- Delegate the writing of the application with clear deadlines for review.

TOOLKIT 1– FRAMING THE ACADEMIC DESIGN CHALLENGE

DEVELOP/AMPLIFY/EXPAND A COHERENT SET OF ACADEMIC PRACTICES THAT ALIGN TO THE COMMON CORE LEARNING STANDARDS AND COLLEGE READY INDICATORS, AND WILL HAVE DEMONSTRATED IMPACT ON THE ACADEMIC ACHIEVEMENT OF BLACK AND LATINO YOUNG MEN IN YOUR SCHOOL. CONNECT THESE ACADEMIC PRACTICES TO YOUTH DEVELOPMENT AND SCHOOL CULTURE, AND BUILD TEACHER CAPACITY FOR IMPLEMENTATION.

The challenge involves design/redesign of academic practices and teacher development in one or more of these ways:

- Implementing a strategic approach towards maximizing the number of Black and Latino young men who take and achieve credit for four years of college ready math, science and ELA.
- Developing a program that maximizes college access by offering Black and Latino young men college level courses and access to meaningful internships and out-of-classroom experiences that align to the academic program.
- Building on the citywide instructional expectations for Common Core implementation with focused attention on explicit teaching of academic behaviors and cognitive skills across all disciplines, and promoting an active learning environment that is enhanced by digital literacy skills.

The challenge may be approached by:

- Re-programming so that entering freshman gain credit for a 4-year sequence of college ready courses in math (achieving success in at least Algebra 2) and science (achieving success in Chemistry and Physics.)
- Increasing equitable access and success in college level courses (through bridge programs to community colleges, the College Prep Course Index, AP, College Now, etc.) and internships by aligning freshman courses to college and workplace expectations.
- Ensuring equity of access to all programs for students with disability and English Language Learners.
- Promoting deeper learning, digital literacy and/or game-based instructional units.

Evidence underscores the importance of the challenge area:

- College readiness is directly connected to high school academic requirements and the program offered.[1]
- Academic rigor is at the heart of college persistence.[2]
- Schools should explicitly teach 'learning habits and skills' because these academic behaviors build resilience in college. [3]
- Teacher beliefs and behaviors influence the delivery of instruction, especially for Black and Latino male students.[4]
- Fluency with digital literacy tools for communication and production is a college readiness skill.[5]
- Exposure to the world of work provides young men with opportunities to explore careers as domains of identity.[6]

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[1] Adelman, C. *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment*. Washington, DC: U.S. Department of Education. 1999. http://www2.ed.gov/pubs/Toolbox/toolbox.html. See also Foley, E. *Leading Indicators for Education.* Annenberg Institute for School Reform. http://annenberginstitute.org/sites/default/files/product/206/files/LeadingIndicators.pdf

[2] *Academic Rigor: At the Heart of College Access and Success.* 2007. http://www.pathwaystocollege.net/pdf/rigor.pdf

[3] Conley, D. *Redefining College Readiness*. 2007. https://www.epiconline.org/files/pdf/RedefiningCR_Vol3.pdf

[4] Lynn, M. *et al*. *Examining Teachers' Beliefs About African American Male Students in a Low-Performing High School in an African American School District*. Teachers College Record. 2010. See also: Kirkland, D. *Books Like Clothes: Engaging Young Black Men With Reading.* Journal of Adolsecent and Adult Literacy, November 2011.

[5] Karp, J. *To be Young, Digital and Black.* 2010. http://spotlight.macfound.org/featured-stories/entry/to-be-young-digital-and-black/ For instructional use of game-based tools see The MacArthur Foundation *Digital On-Ramps* http://www.dmlcompetition.net/Competition/4/badges-projects.php?id=2687

[6] Oakes, Jeannie. *Beyond Tracking: Multiple Pathways to College, Career, and Civic Participation*. http://www.acteonline.org/uploadedFiles/About_CTE/files/mpmpcal.pdf See also *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century*. Harvard Graduate School of Education. February 2011. http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperity_Feb2011.pdf

PART 1 – ANALYZE STUDENT-LEVEL DATA

- ***Activity: Analyze the data set provided***

Each school receives a pre-populated data set of indicators related to the performance of Black and Latino males. This data will is available to the principal in a private email. The principal should download the data so that it is available to the design team. This data is meant to be used to surface gaps in the performance of subsets of Black and Latino young men as they relate to the design challenge areas. Refer to the aggregate data provided for your school.

Data Source	What do we learn?	What questions does this raise?
Attempted 1+ AP Exam		
Passed 1+ AP Exam		
Attempted 2+ AP Exams		
Passed 2+ AP Exams		
Pass College Now course		
Pass CPCI course		
Pass Algebra 2 Regents or higher		
Score above 80 or higher on Math Regents		
Scored above 75 or higher on the ELA Regents		
Earned 8 Science Credits		
Advanced Regents diploma		

- ***Activity: Gather additional data***

For examples of additional data to gather around the academic challenge, refer to the COSEBOC Self-Assessment Area 3, beginning on page 25.

PART 2 – ANALYZE TEXT TO RESEARCH MEASURES OF COLLEGE AND CAREER READINESS AND SUCCESS

- ***Activity: Use the webinar to generate new ideas.*** ***Log onto the webinar*** ***http://www.learndoe.org/esi/esi-academic-indicators/***

Using the webinar http://www.learndoe.org/esi/esi-academic-indicators/	**Suggested discussion questions**	**How will the design team approach these questions?**
View the first segment of the webinar: *'How should schools program for college access?'* The introduction by Paul Forbes summarizes Clifford Adelman's definition of 'academic intensity'. (about 10 minutes)	✓ Which aspects of Adelman's research on college success resonate most with your school community? ✓ Look at the slide on the wiki entitled 'Predictors of College Ready Graduation'. How can this data be useful in predicting the college performance of your students?	
Continue viewing the segment *'How should schools program for college access?'* through the presentation by Lisa Anzalone, Director of the School Time Lab, OPSR. (about 20 minutes)	✓ What are your school's priorities for increasing instructional time? ✓ Refer to the companion document on the wiki 'Thinking Strategically about School Time.' It contains further suggestions for programming that the design team should consider.	
View the second segment *'How can math be a gateway to college success?'* It is a conversation with Cathy Seeley, former president of the National Council of Teachers of Mathematics and currently a senior fellow at the Dana Center. (about 20 minutes)	✓ What are the elements of a 9-12 math scope and sequence that will be best improve college success? ✓ Connect your academic and youth development approaches. How can your approach to math instruction teach problem-solving skills and build students' personal resiliency?	
View the third segment *'How can digital literacy promote college success?'* It is a conversation with Michael Preston, Director of Blended Learning, OPSR. (about 15 minutes)	✓ How does your school approach the teaching digital skills so that every student is college ready? ✓ Survey the digital literacy skills of Black and Latino men in your current class of seniors and their teachers. What gaps surface? ✓ Refer to the Connected Foundation presentation if you are interested in learning more.	
View the fourth segment *'Pillars of Cultural Responsiveness'.* It is a presentation by Dr. Adeyemi Stembridge of the Metropolitan Center for Urban Education. (about 30 minutes)	✓ How will your school work to develop culturally responsive behaviors among adults? ✓ How will the design team lead conversations about race and gender in your school?	

- ***Activity: Text based discussion***

READ THE EXCERPT FROM THE ATTACHED ARTICLE "The Link between High School Reform and College Access and Success for Low-Income and Minority Youth" by Monica Martinez (*pages 5-7*). You can download the article from the wiki page.

1. In which of the predictors of college-going behaviors does your school excel? How could they be strengthened to enable greater college success among Black and Latino young men?
2. What structural changes for the incoming 9th grade class can:
   - Increase curricular offerings that lead to college level work?
   - Explicitly teach academic and personal behaviors?
   - Increase the quality and trust of relations between teachers and Black and Latino young men?
   - Increase the quality of the discussions among staff as they relate to the college access for Black and Latino young men?

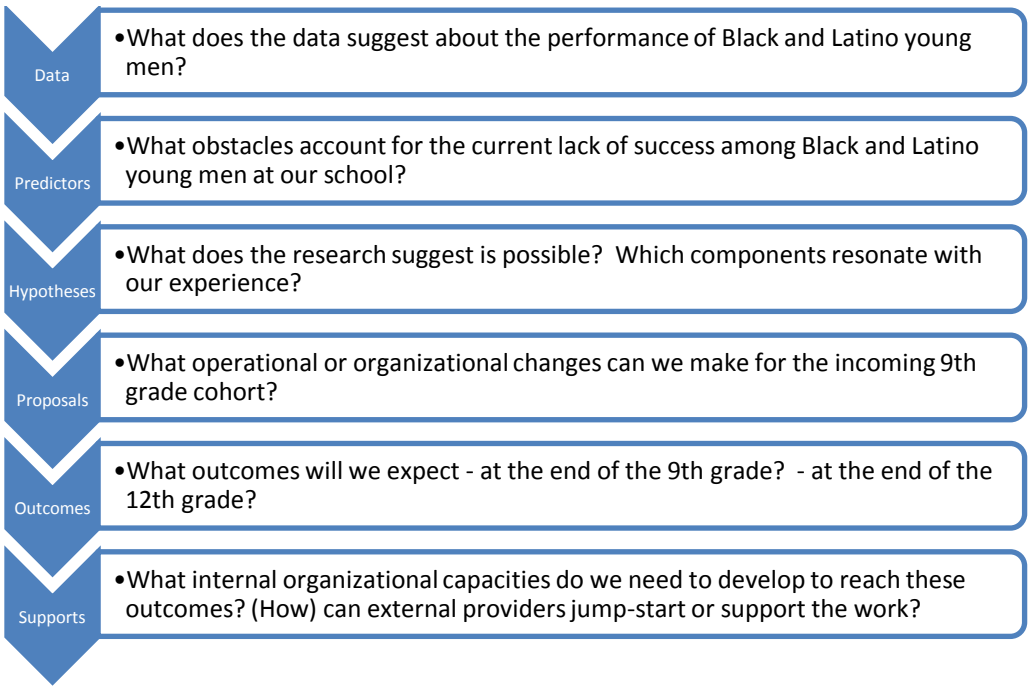
PART 3 – DEVELOP A HYPOTHESIS THAT CAN REFRAME THE EXPERIENCES OF BLACK AND LATINO YOUNG MEN

- ***Activity: Brainstorm***

These are possible outcomes for the academic design challenge:

- All Black and Latino young men in the incoming 9th grade cohort will be successful in a program that includes 4 years of college level math.
- All Black and Latino young men in the incoming 9th grade cohort will be successful in a program that includes 4 years of lab science.
- All Black and Latino young men in the incoming 9th grade cohort will successfully complete at least one college level class (e.g. AP, College Now) by the time they graduate.
- All Black and Latino young men in the incoming 9th grade cohort will successfully complete an internship or workplace learning experience that reinforces skills taught in an academic course by the time they graduate.
- All Black and Latino young men in the incoming 9th grade cohort will have developed digital literacy skills as they align to academic success at the college level.
- Every teacher who belongs to the 9th grade team will participate in an ongoing discussions pertaining to the academic and social success of Black and Latino young men.

Use this template to generate ideas and hypotheses that can create alternate narratives for the incoming 9th grade cohort of Black and Latino young men:



Use this template as you try out this process for each of these academic challenge outcomes.

PART 4 – ACTION PLAN LEADING TO APPLICATION

- ***Activity: Decision Points***

Use this set of questions as a lead in to complete the Academic Challenge component of the ESI application.

Questions	*Who will gather this information? How? By when?*	*How does this inform our application?*
1. How does the data inform our plans for design of academic practices? What are the most pressing gaps? What is currently getting in the way of success for Black and Latino young men in our school?		
2. How can we reframe the problem so that we build success for Black and Latino young men? What is our organizational and operational design to meet the challenge? Does the data suggest that this is the best approach? How does our academic approach connect to our youth development practices and school culture?		
3. What outcomes do we want to achieve ▪ By the end of the 9th grade year? ▪ By the time students graduate from high school?		
4. How will we implement our plan? What data will we use to monitor the implementation? How and how often will we collect this data? What systems do we need to put in place to ensure effective data collection?		
5. How will teachers be included in the plan? What systems will be used to provide ongoing support for teachers?		
6. How will parents be included in the plan?		
7. How will students who are not Black, Latino or male be impacted by the plan?		
8. How can we best utilize resources provided by ESI to meet this aspect of the plan? How much will it cost in the first year SY12-13? How much will it cost in subsequent years?		
9. How will the plan eventually be sustained with our operating budget?		
10. Can an outside organization be a useful partner in the development and implementation of the plan? If so, in what ways? How will we determine which external organization fits our needs?		