League of Innovative Schools
Connecticut

OUTCOMES

At the institute, leadership teams will create a draft action plan that outlines how the school will:

- Explore the Content and Implications for a Mastery Based Diploma.

- Develop Communication Strategy and Plan

adua

OUTCOMES

- Draft and seek board approval for a graduation policy that requires a mastery-based diploma

- Communicate the Content and Implications for a Mastery Based Diploma with the following constituencies: Faculty, Staff, Central Office, Superintendent, Board of Education, Parents and Community.

OUTCOMES

- Obtain the Support and Decisions Necessary in your District to Continue Work in Year 2. (by May 2014)

- Complete Global Best Practices Self-study (by November, 2013)

- Participate in state and regional follow-up meetings throughout the year.

OUTCOMES

- Develop Plan for Implementation 2014-2018. Plan identifies how school will approach issues such as rigor of competencies, vertical and horizontal integration of competencies, transcripts, reporting progress, grading, classroom assessment practices, etc. (by June 2014)

NESSC

Vision

The New England Secondary School Consortium envisions every adolescent in Connecticut, Maine, New Hampshire, Rhode Island, and Vermont graduating from a new generation of high-performing, internationally competitive high schools prepared for success in the colleges, careers, and communities of our interconnected global society.

NESSC Goals

Increase five year graduation rates across each of the five states.

NESSC Goals

Decrease annual dropout rates across each of the five states

NESSC Goals

Increase the percentage of students enrolling in two- and four-year college-degree programs or pursuing industry-certified accredited postsecondary certificates

NESSC Goals

Increase the percentage of students who graduate from high school college ready.

Leadership Structure
last revised January 1, 2011

NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

New England Secondary School Consortium Council

MEMBERSHIP commissioners and deputy commissioners of education, state legislators, state board members, governors' representatives, business leaders, state SEA leads, Nellie Mae Education Foundation, New England Board of Higher Education, New England Association of Schools and Colleges

RESPONSIBILITIES overall leadership, advocacy, and support for all NESSC activities

Great Schools Partnership

MEMBERSHIP GSP staff and liaisons

RESPONSIBILITIES facilitation and coordination of NESSC activities and communications

SEA Leads Team

MEMBERSHIP state SEA leads and liaisons

RESPONSIBILITIES leadership and coordination of NESSC activities; primary SEA representatives

SEA Implementation Team

MEMBERSHIP state SEA leads and liaisons

RESPONSIBILITIES coordination of in-state NESSC activities; participation on strategic action teams

Policy Strategic Action Team

MEMBERSHIP commissioners, SEA leads, state policy makers, key SEA staff, liaisons

RESPONSIBILITIES development of the NESSC regional policy framework and implementation plan; preparation of the framework for SEA lead and Council approval; state-by-state implementation support

League of Innovative Schools Strategic Action Team

MEMBERSHIP SEA leads, key SEA staff, K-12 leaders, higher education representatives, liaisons

RESPONSIBILITIES development of the LIS framework and plan; preparation of materials for SEA lead and Council approval; state-by-state implementation support

Messaging Strategic Action Team

MEMBERSHIP SEA directors of communication, SEA leads, liaisons

RESPONSIBILITIES development of the NESSC messaging and communications plan; advising on the design of messaging tools; support for and execution of in-state and regional communication and messaging activities

Data Strategic Action Team

MEMBERSHIP SEA data coordinators, liaisons

RESPONSIBILITIES development of the NESSC's common regional perfromance metrics and methodolgies; collecting and reporting state data; creating a rationale for official state adoption of NESSC metrics for SEA lead and Council approval

NESSC Objective #1

Graduation decisions based on students' achievement of learning standards

NESSC Objective #2

Multiple and flexible learning pathways

NESSC Objective #3

Develop accountability processes that ensure system accountability—measuring, understanding, and improving both student learning and school, district, and state instructional and organizational systems that support this learning

An Overview of NESSC Efforts
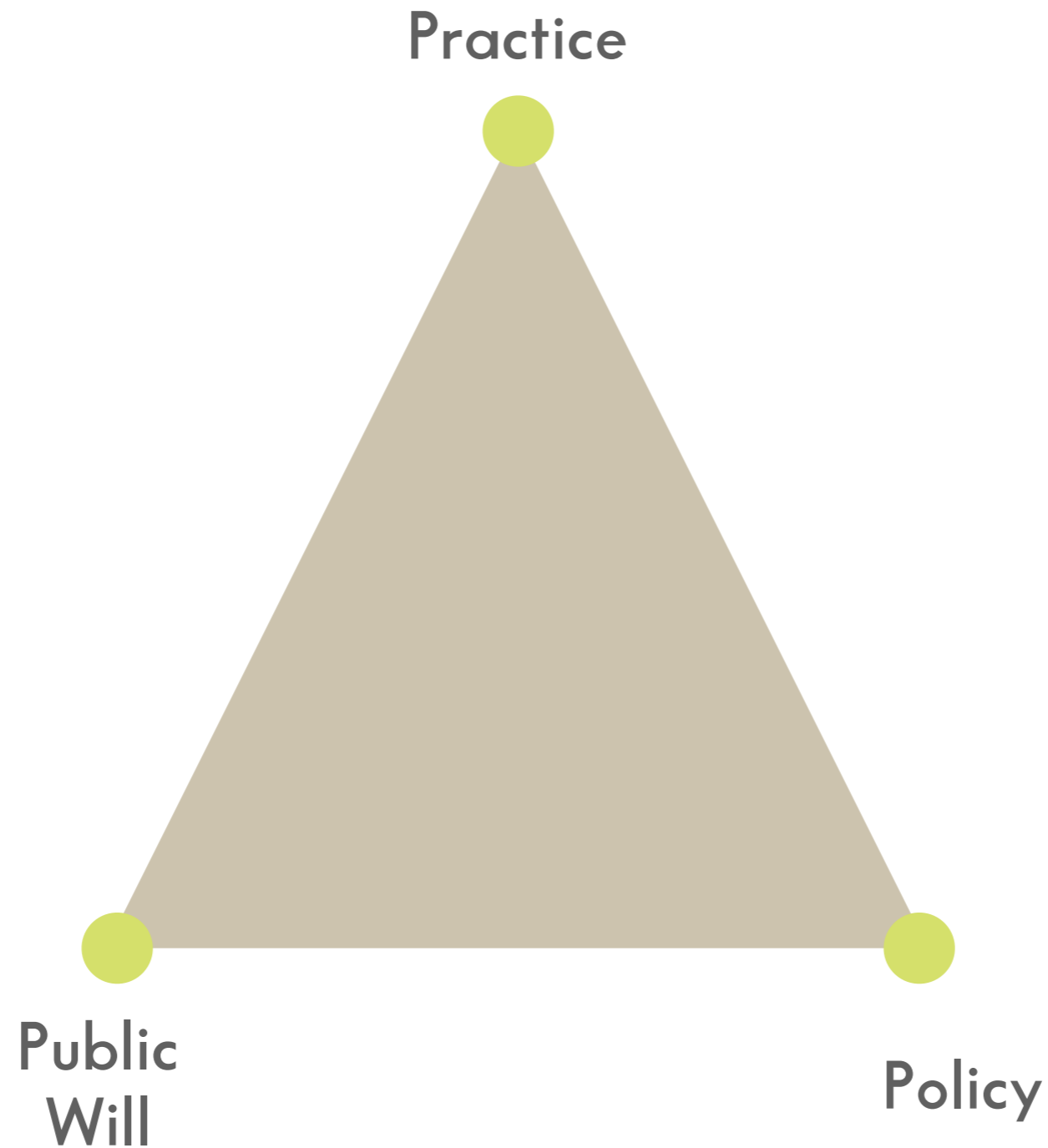
High Leverage Policy

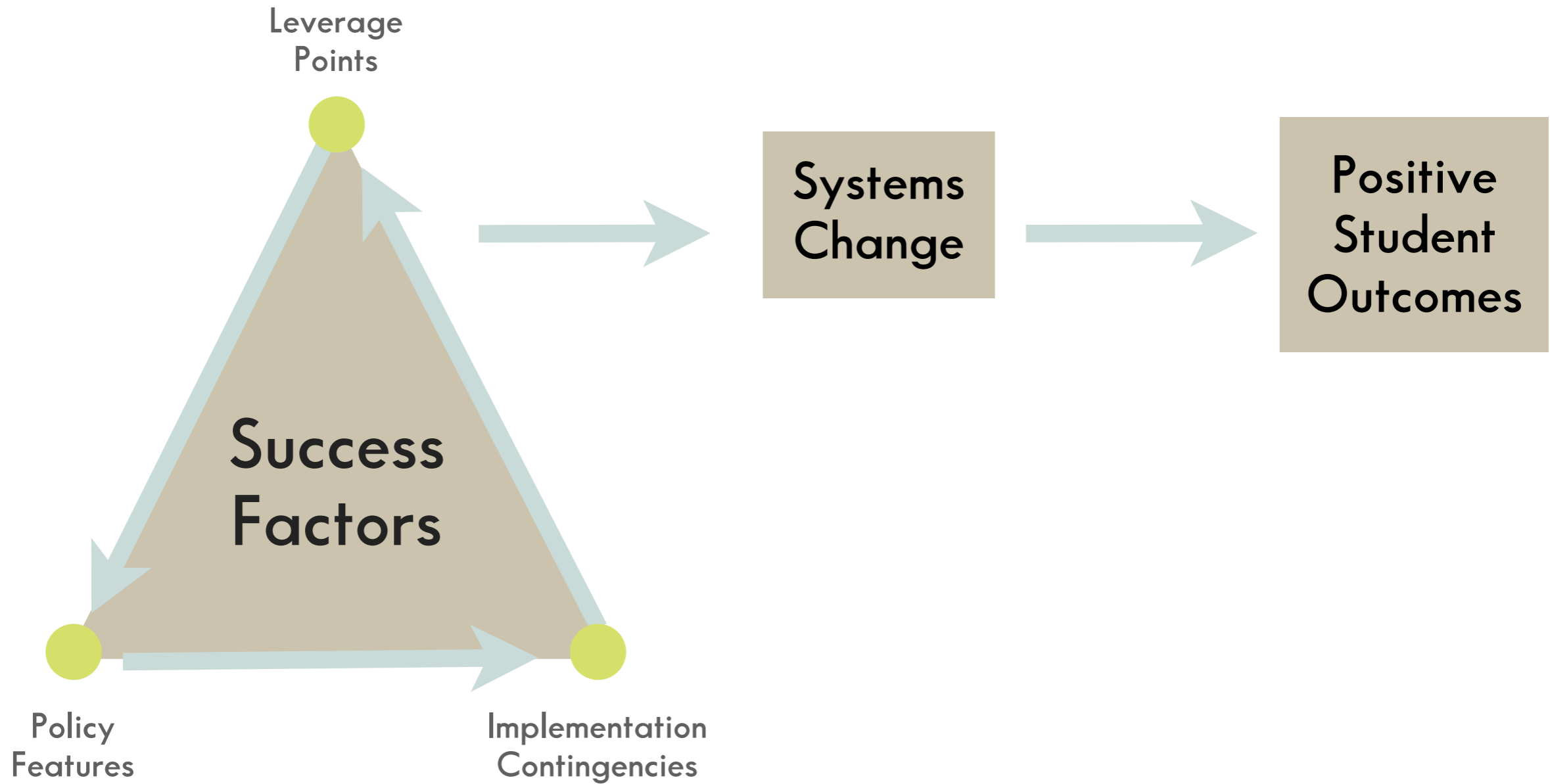1. Increases academic aspirations, achievement, or attainment for all students

High Leverage Policy

2. Promotes greater equity in learning, performance, or life outcomes for students

High Leverage Policy

3. Generates positive ripple effects throughout an education system
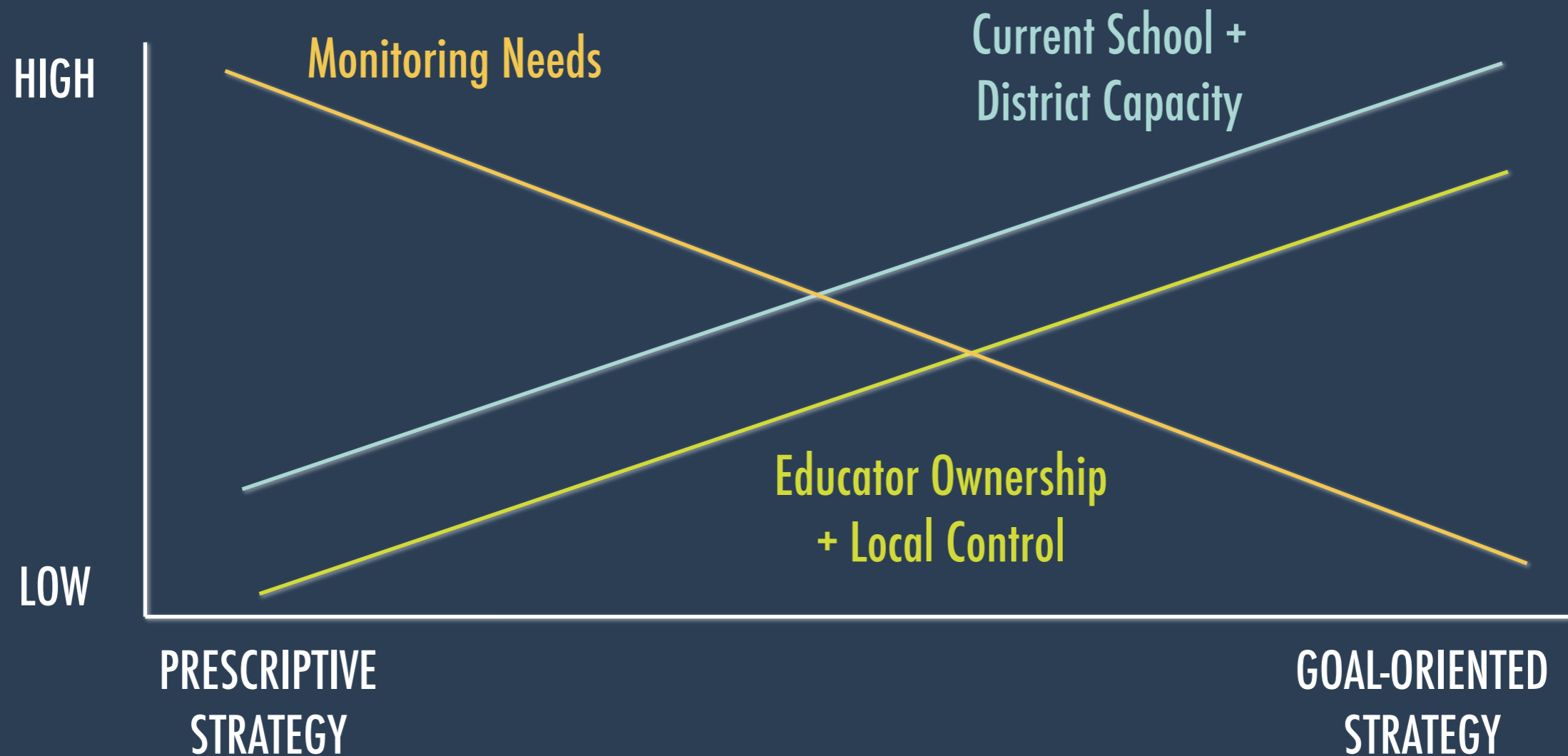
Implementation Contingencies
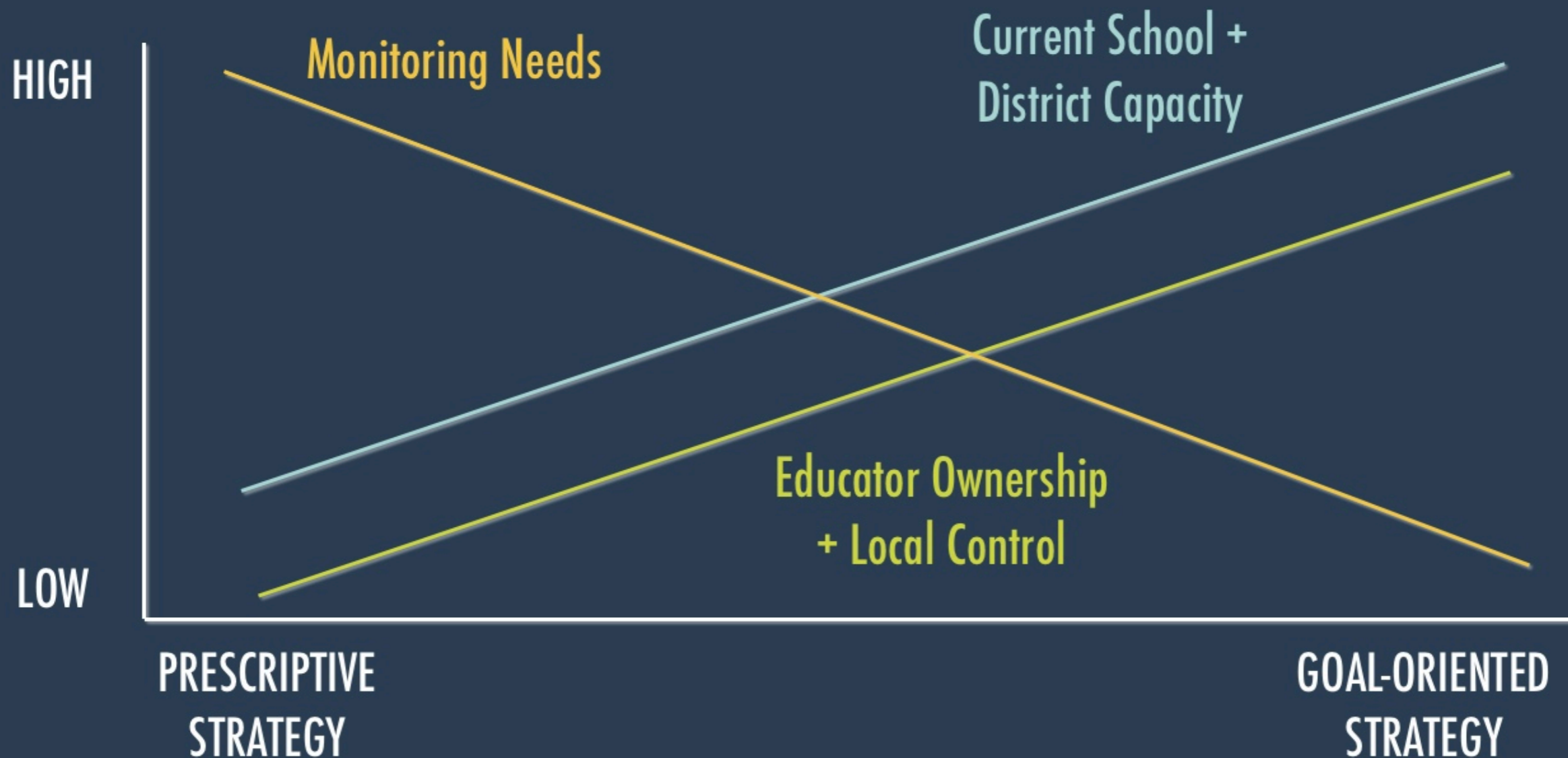
Implementation Contingencies focus on:

- Leadership
- Capacity–both for the authorizing agency and those implementing the policy
- Motivation and will of those implementing the policy
- Stability of people and previous policies
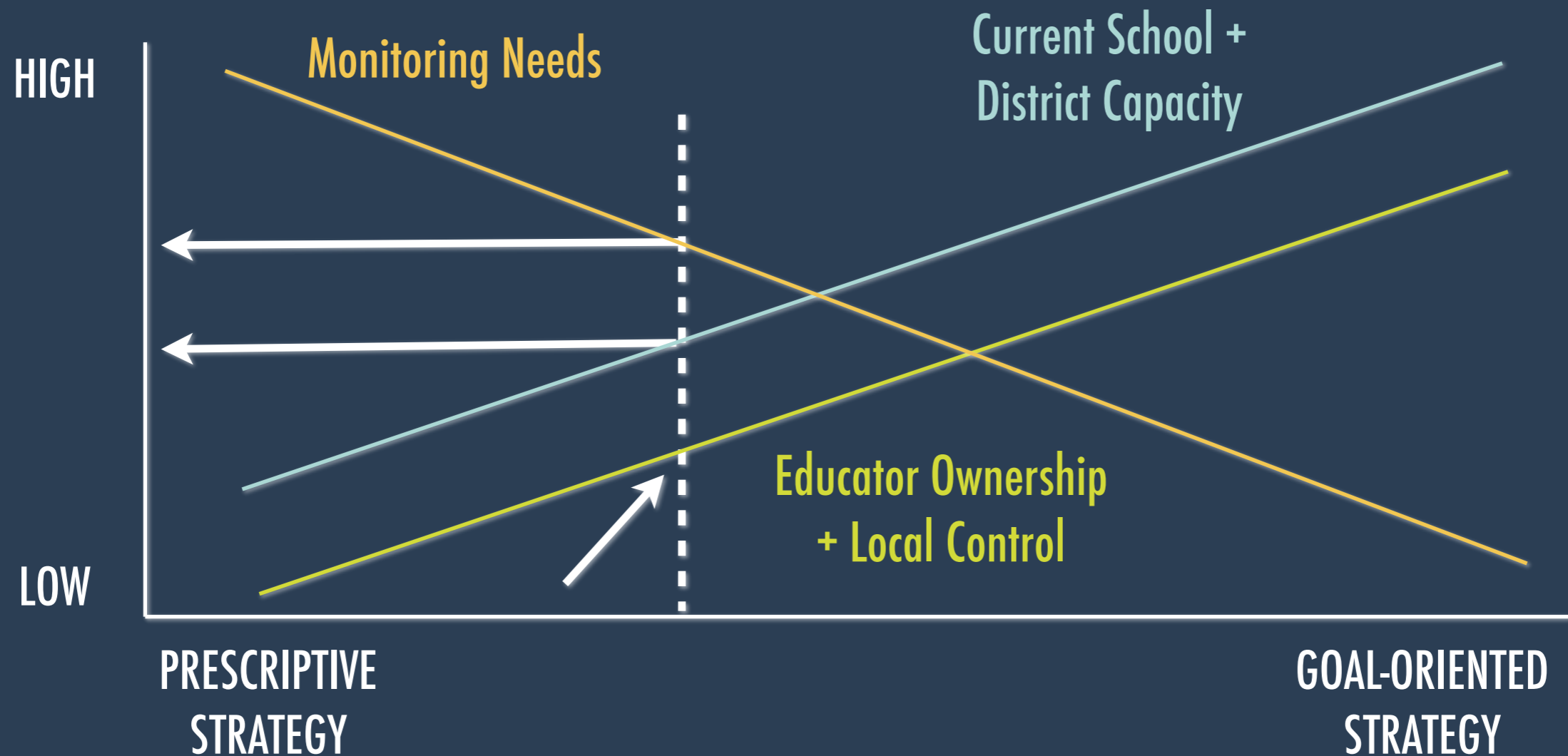- Communication of policy intent

Implementation Contingencies
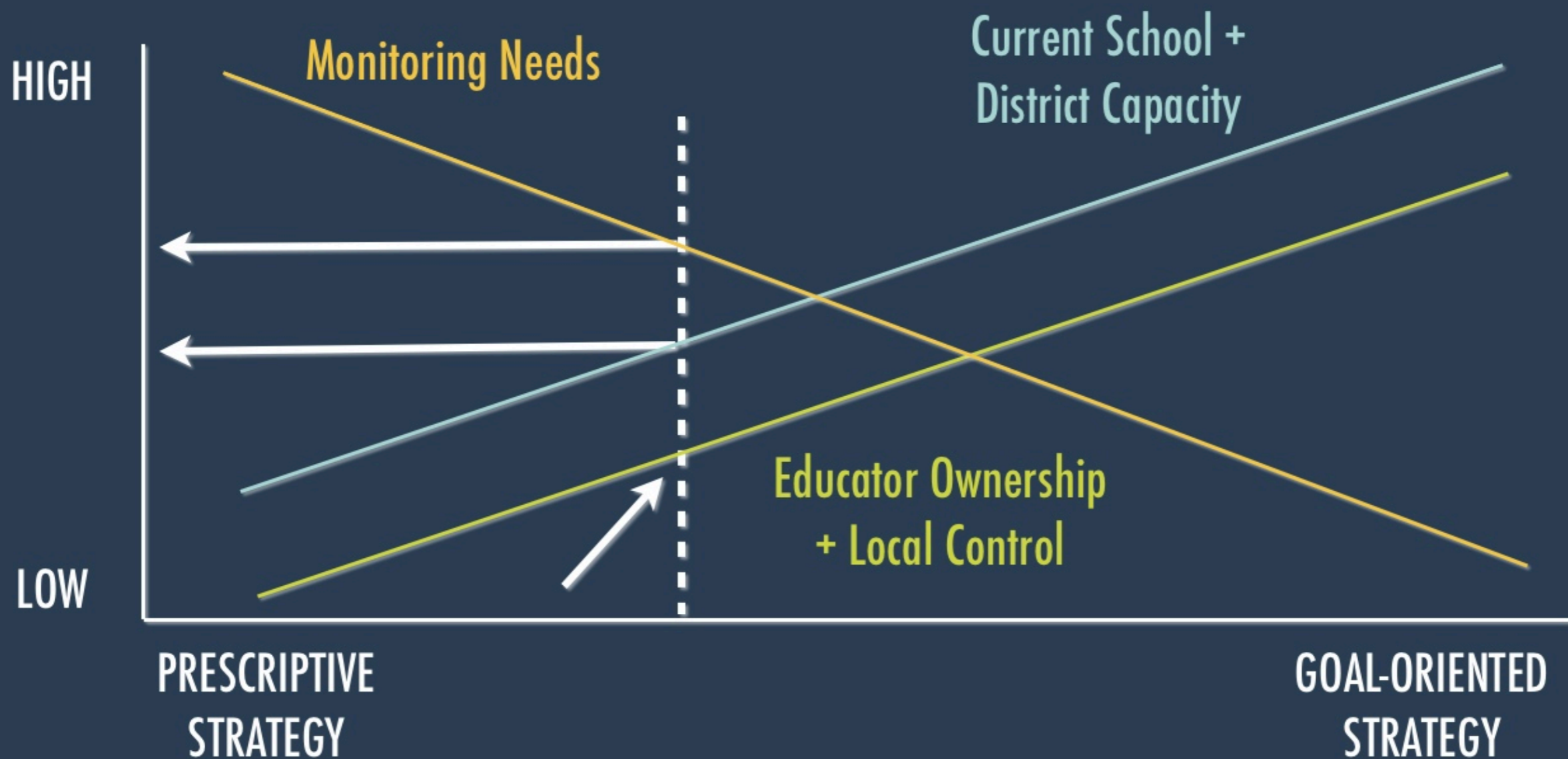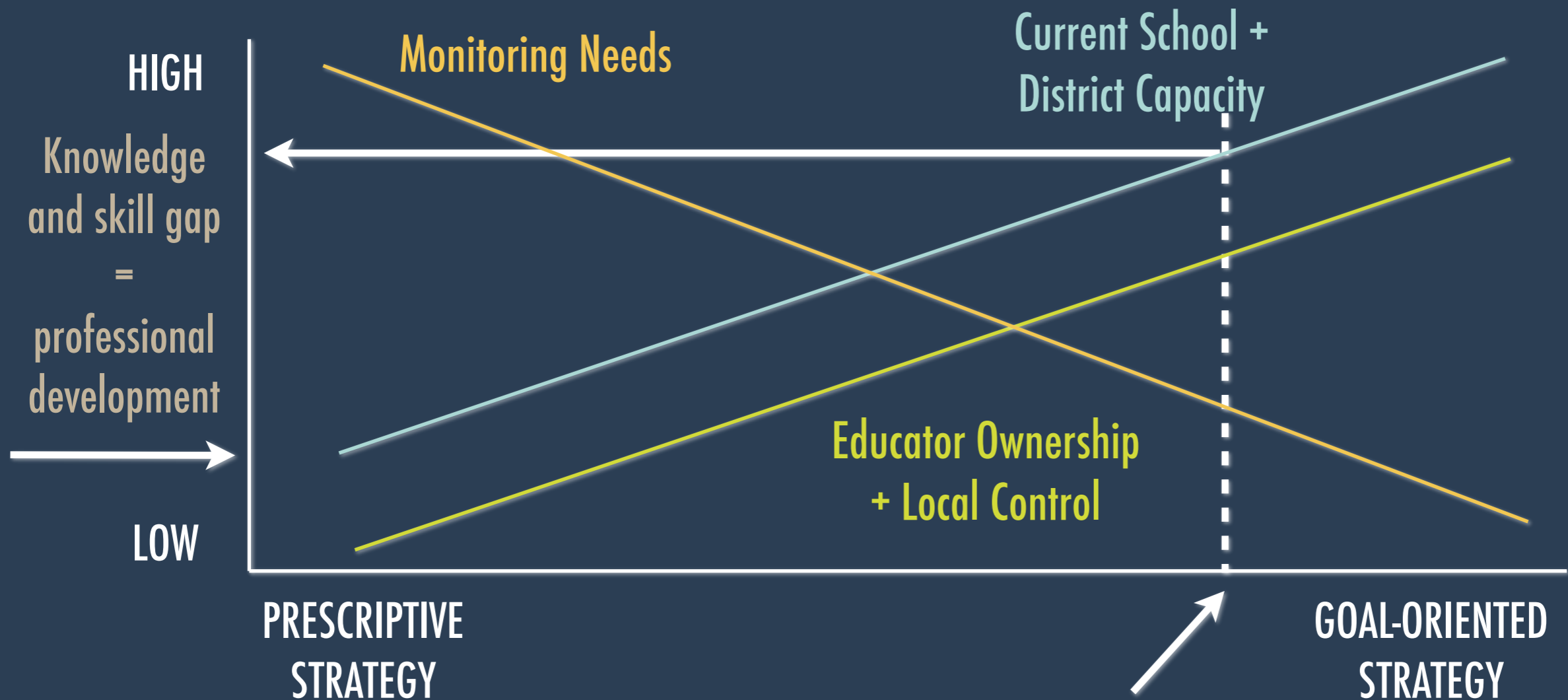
Implementation Contingencies

Implementation Contingencies

Implementation Contingencies
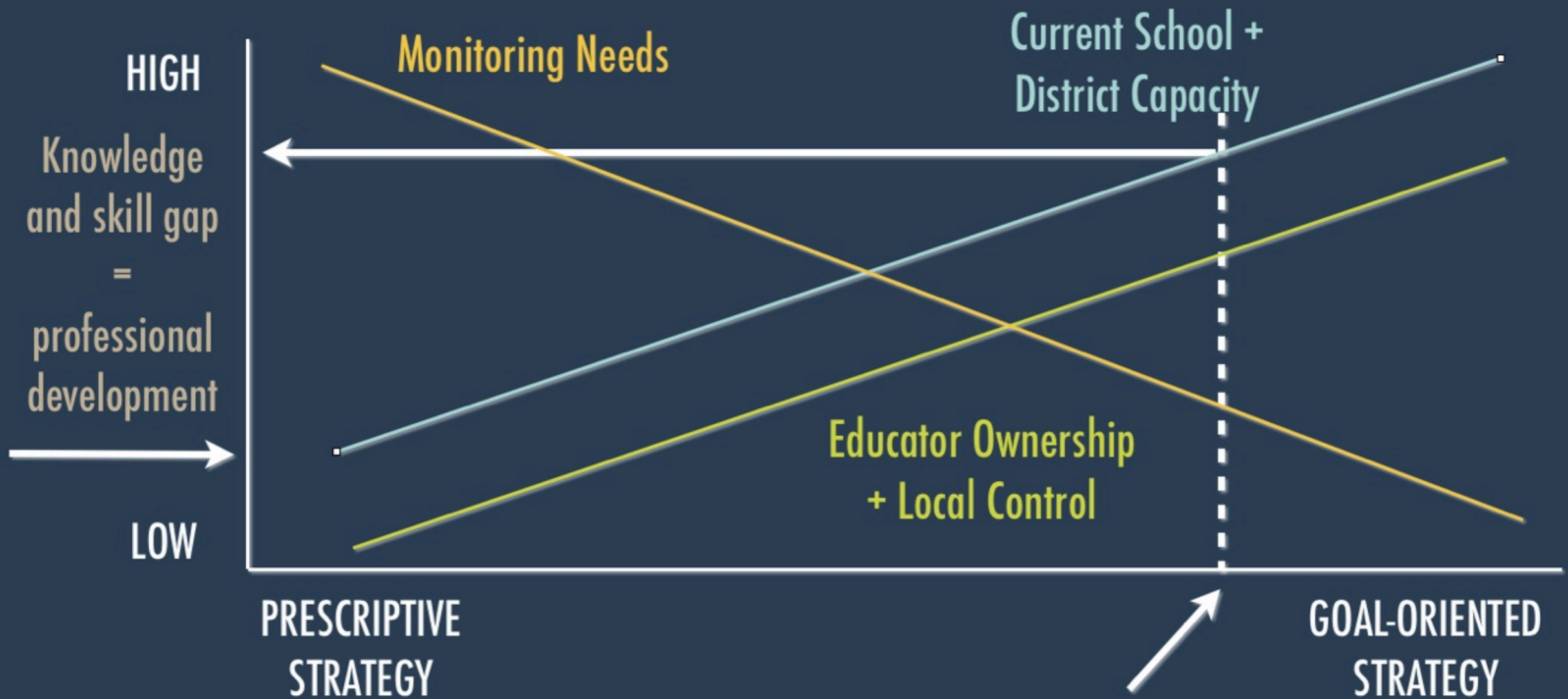
STRANDS & DIMENSIONS

TEACHING + LEARNING

1.1 Equity
1.2 Personalization + Relevance
1.3 Academic Expectations
1.4 Standards-Based Education
1.5 Assessment Practices
1.6 International + Multicultural Learning
1.7 Technology Integration
1.8 Learning Communities

ORGANIZATIONAL DESIGN

2.1 Vision, Mission + Action Plan
2.2 School Culture
2.3 Multiple Pathways
2.4 Transitions
2.5 Interventions + Support
2.6 Time + Space
2.7 Data Systems + Applications
2.8 Continual Improvement

SCHOOL LEADERSHIP

3.1 Teacher Recruitment + Retention
3.2 Administrative Leadership
3.3 Shared Leadership
3.4 Moral Courage

TEACHING + LEARNING

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

Some efforts have been made to align coursework with career and college-ready learning standards, but in practice many teachers continue to use lessons that are unaligned or outdated. The school uses a standardized credit system based on seat time, letter grades, number averaging, and other traditional practices to measure academic progress and determine readiness for graduation. There is a great deal of variation from classroom to classroom in grading practices and standards. Students are often unaware of learning expectations for courses and lessons, and they rarely receive descriptive feedback on assignments. High-stakes external assessments often unilaterally drive instruction and lesson design.

3 DEVELOPING

School-wide curricula and instruction have been aligned with common learning standards, but this effort has not been systematic or systemic. District and school leaders have engaged in conversations about adopting a true standards-based system, and the principal and teacher-leaders have visited schools that are using effective standards-based practices. Teachers are employing multiple formative assessment strategies in the classroom, and academic support is being provided to ensure that struggling students have learned material before they move on to the next lesson. Some departments have developed common rubrics to enhance the consistency of grading and reporting, but this practice has not been embraced by all teachers or institutionalized school-wide. In some cases, learning expectations remain unclear and many students are still unaware of their own learning strengths and weaknesses or which learning standards teachers are addressing.

5 PERFORMING

The school has publicly committed to becoming a true standards-based learning community, and graduation policy has been modified to require all students to demonstrate mastery of learning standards and high levels of college and career readiness before receiving a diploma. The faculty has prioritized learning standards in every content area so that the most essential content, skills, and habits of mind are covered in depth before teachers move on to additional material and standards. Multiple assessments are used to determine that students have mastered what they have been taught, and underperforming students are provided with additional instructional time, academic support, and alternative learning options to ensure that they are able to learn and demonstrate achievement in ways that work best for them. All teachers use common scoring guides that provide detailed descriptions of required learning proficiencies at each developmental stage and expected level of performance.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

	1	2	3	4	5
NOT ADDRESSED	INITIATING		DEVELOPING		PERFORMING

12

SAMPLE STRATEGIES

- Use curriculum mapping to align coursework not only with state standards, but also with companion standards that address local needs, regional issues, college readiness, and preparation for globally competitive 21st century careers. Make completed curriculum maps and other course materials accessible online.

- Develop a communication strategy and related materials that clearly describe the advantages and details of your standards-based system for prospective students, parents, colleges, and employers.

- Engage the entire faculty in collaboratively creating common rubrics and assessments that promote greater coherence and comparability across grade levels and course curricula.

- Require teachers to use the same reporting processes and online student-information system to centralize and streamline grading and reporting.

- Utilize thematic, interdisciplinary instruction built around long-term investigative projects that require students to apply knowledge and solve complex, real-world problems.

- Ensure that your school's standards-based reporting system can be readily translated to meet standard college-application requirements, including a GPA-conversion formula and materials that explain the standards-based reporting system to admissions personnel.

OUR STRATEGIES IN THIS DIMENSION

SAMPLE EVIDENCE

- Student scores on standardized tests and assessments are rising, particularly among traditionally underperforming subgroups.

- There are no significant performance gaps among students from different socioeconomic, cultural, or special-needs backgrounds.

- College-remediation rates among recent graduates are low and college-persistence rates are high or rising.

- Nearly all students are performing at or above grade level by the end of tenth grade.

OUR EVIDENCE IN THIS DIMENSION

TEACHING + LEARNING

13

Introductions

Your school, team members, and something we don't know about you but should!

Mastery-Based Learning Simplified

Graduation Standards *for* Cross-Curricular Skills
Drawn from Common Core State Standards (Standards for Mathematical Practice *in* Mathematics *and* College and Career Readiness Anchor Standards *in* English Language Arts), Next Generation Science Standards, *and* state-by-state cross-curricular standards

Graduation Standards *for* Content Areas
Drawn from Common Core State Standards, Next Generation Science Standards, *and* state-by-state content area standards

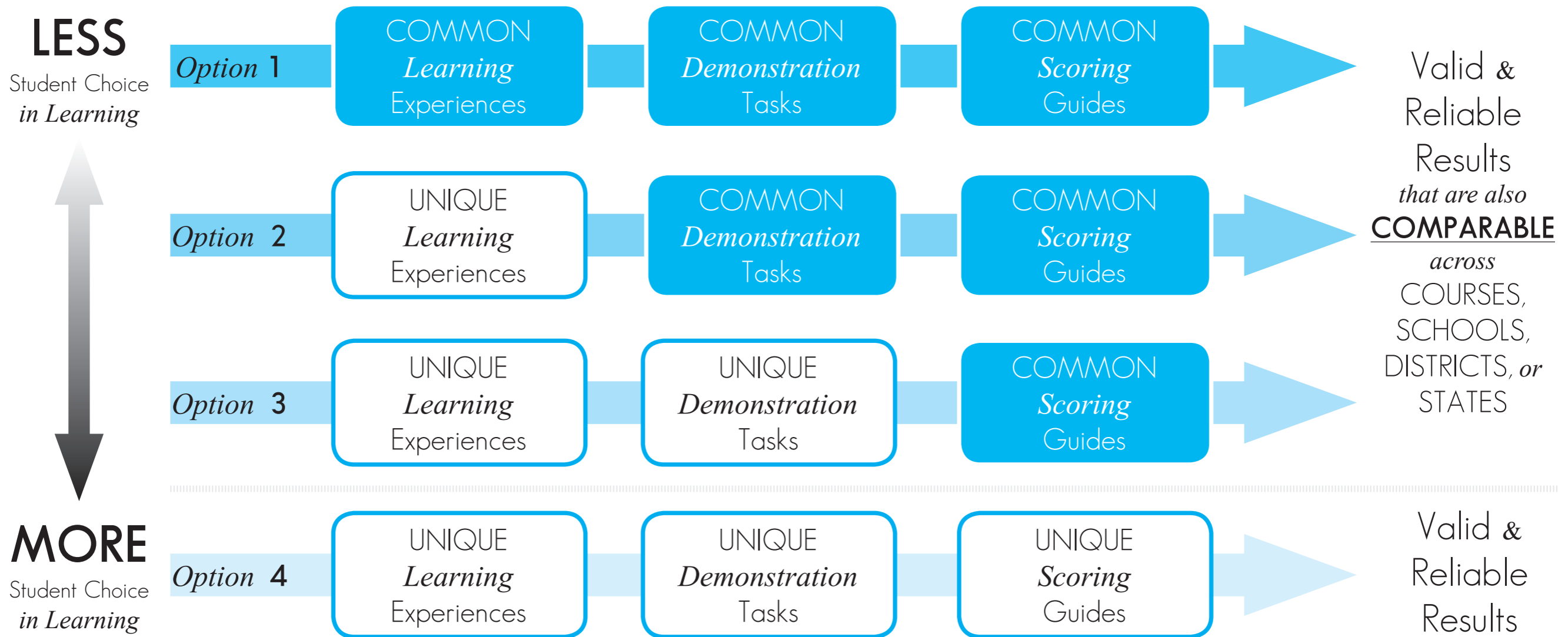| REQUIRED *for* GRADUATION	REPORTING METHOD		ASSESSMENT METHOD
YES	Transcript	**Graduation Standards** Cross-Curricular Skills *5–8 school-wide standards*	**Demonstration** *by* **Body** *of* **Evidence** *Portfolios, exhibitions, and other culminating demonstrations of learning are assessed*
YES	Transcript *and* Report Cards	**Graduation Standards** *by* Content Area *5–8 standards per content area*	**Verification** *of* **Proficiency** *Student progress toward the achievement of standards is determined and reported*
NO	Progress Reports	**Performance Indicators** *5–8 indicators per content-area standard*	**Performance Tasks** *Common summative assessments ensure greater consistency in the evaluation of student learning*
NO	Feedback *to* Student	**Unit-Based Learning Experiences** *Guided by essential questions, teachers use daily learning targets to create progressions that move students toward the demonstration of performance indicators*	**Formative Teacher Assessments** *Ongoing formative assessment is used to evaluate student learning progress*

Graduation Standard

Performance Indicator

Learning Target

Learning-Pathway Assessment Simplified

The graphic below represents four general assessment options for learning pathways in a proficiency-based education system, as well as the potential compromises and outcomes that result from each option. When learning experiences, demonstration tasks, and scoring guides are common, students will inevitably be given less choice in their learning; when all three are unique, more student choice is possible, but results are no longer comparable and it is harder to maintain consistent learning expectations and assessment practices across courses, content areas, and grade levels. Common scoring guides establish the expectations for learning—the definition of proficiency and the criteria against which proficiency is measured—and well designed common scoring guides can promote greater validity, reliability, and comparability of learning outcomes when students are pursuing personalized learning pathways. It is important to note that valid and reliable results are only a potential outcome of each option—such results are not assured, although common scoring guides can significantly increase the likelihood that grading and reporting will be both valid and reliable.

LESS
Student Choice *in Learning*

Option 1 — COMMON *Learning* Experiences → COMMON *Demonstration* Tasks → COMMON *Scoring* Guides →

Option 2 — UNIQUE *Learning* Experiences → COMMON *Demonstration* Tasks → COMMON *Scoring* Guides →

Option 3 — UNIQUE *Learning* Experiences → UNIQUE *Demonstration* Tasks → COMMON *Scoring* Guides →

Option 4 — UNIQUE *Learning* Experiences → UNIQUE *Demonstration* Tasks → UNIQUE *Scoring* Guides →

MORE
Student Choice *in Learning*

Valid & Reliable Results *that are also* **COMPARABLE** *across* COURSES, SCHOOLS, DISTRICTS, *or* STATES

Valid & Reliable Results

ENGLISH LANGUAGE ARTS

GRADUATION STANDARDS	PERFORMANCE INDICATORS
1. READING READ AND COMPREHEND COMPLEX LITERARY AND INFORMATIONAL TEXTS INDEPENDENTLY AND PROFICIENTLY. (10)	**A.** Determine the central ideas of the text and provide an objective summary. (2) **B.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (3) **C.** Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (4) **D.** Determine an author's point of view, purpose, or rhetorcial strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (6)
2. READING INTERPRET, ANALYZE, AND EVALUATE COMPLEX LITERARY AND INFORMATIONAL TEXTS. (10)	**A.** Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (1) **B.** Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact. (5) **C.** Evaluate content and multiple sources of information presented in diverse media and formats (e.g., print, digital, visual, quantitative) to address a question or solve a problem. (7) **D.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (8) **E.** Integrate information from diverse sources into a coherent understanding of an idea or event, noting discrepancies among sources. (9)

MATHEMATICS

GRADUATION STANDARDS	PERFORMANCE INDICATORS
1. NUMBER AND QUANTITY REASON AND MODEL QUANTITATIVELY, USING UNITS AND NUMBER SYSTEMS TO SOLVE PROBLEMS.	**A.** Extend the properties of exponents to rational exponents. (N-RN-1,2) **B.** Use the properties of rational and irrational numbers. (N-RN-3) **C.** Reason quantitatively and use units to solve problems. (N-Q-1, 2, 3) **D.** Perform arithmetic operations with complex numbers. (N-CN-1, 2) **E.** Use complex numbers in polynomial identities and equations. (N-CN-7)
2. ALGEBRA INTERPRET AND REPRESENT SITUATIONS BY CREATING AND SOLVING EQUATIONS AND INEQUALITIES.	**A.** Interpret the structure of expressions. (A-SSE-1, 2) **B.** Write expressions in equivalent forms to solve problems. (A-SSE-3, 4) **C.** Perform arithmetic operations on polynomials. (A-PPR-1) **D.** Understand the relationship between zeros and factors of polynomials. (A-PPR-2, 3) **E.** Use polynomial identities to solve problems. (A-PPR-4, 5) **F.** Rewrite rational expressions. (A-PPR-6) **G.** Create equations that describe numbers or relationships. (A-CED-1, 2, 3, 4) **H.** Understand solving equations as a process of reasoning and explain the reasoning. (A-REI-1, 2) **I.** Solve equations and inequalities in one variable. (A-REI-3, 4) **J.** Solve systems of equations. (A-REI-5, 6, 7) **K.** Represent and solve equations and inequalities graphically. (A-REI-10, 11, 12)

Graduation Standards and PI's

Civic Engagement: Apply the attributes of a responsible and involved citizen to affect a real world issue based on a local, state, national or international need.

Performance Standards
A. Develop, articulate, and defend a logical argument, while critiquing and assessing the arguments of others, applying appropriate and relevant social studies knowledge and research and ethical reasoning skills to contemporary, real world issues.
B. Analyze primary and secondary sources for veracity, bias and relevance with regard to contemporary issues.
C. Investigate and analyze the political process through the application of social studies concepts and skills.

Investigate and analyze the political process through the application of social studies concepts and skills.

Graduation Standards and PI's

3. History: Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the World.

Performance Standards

Graduation Standards and PI's

A. Analyze the forces of continuity and change and the impact of those forces on the evolution of historical eras, the persistence of enduring themes, and the significance of turning points and current events.

B. Select, interpret, analyze, and organize evidence from primary and secondary sources to support an historical interpretation or argument.

C. Trace and evaluate the development of political ideals and their impact on societal issues, trends and events.

D. Compare and critique diverse perspectives on societal issues, trends and events and articulate priorities different groups or people hold in their perspectives.

E. Analyze and evaluate causality, connections, and significance to develop credible explanations of historical events based on reasoned interpretation of evidence.
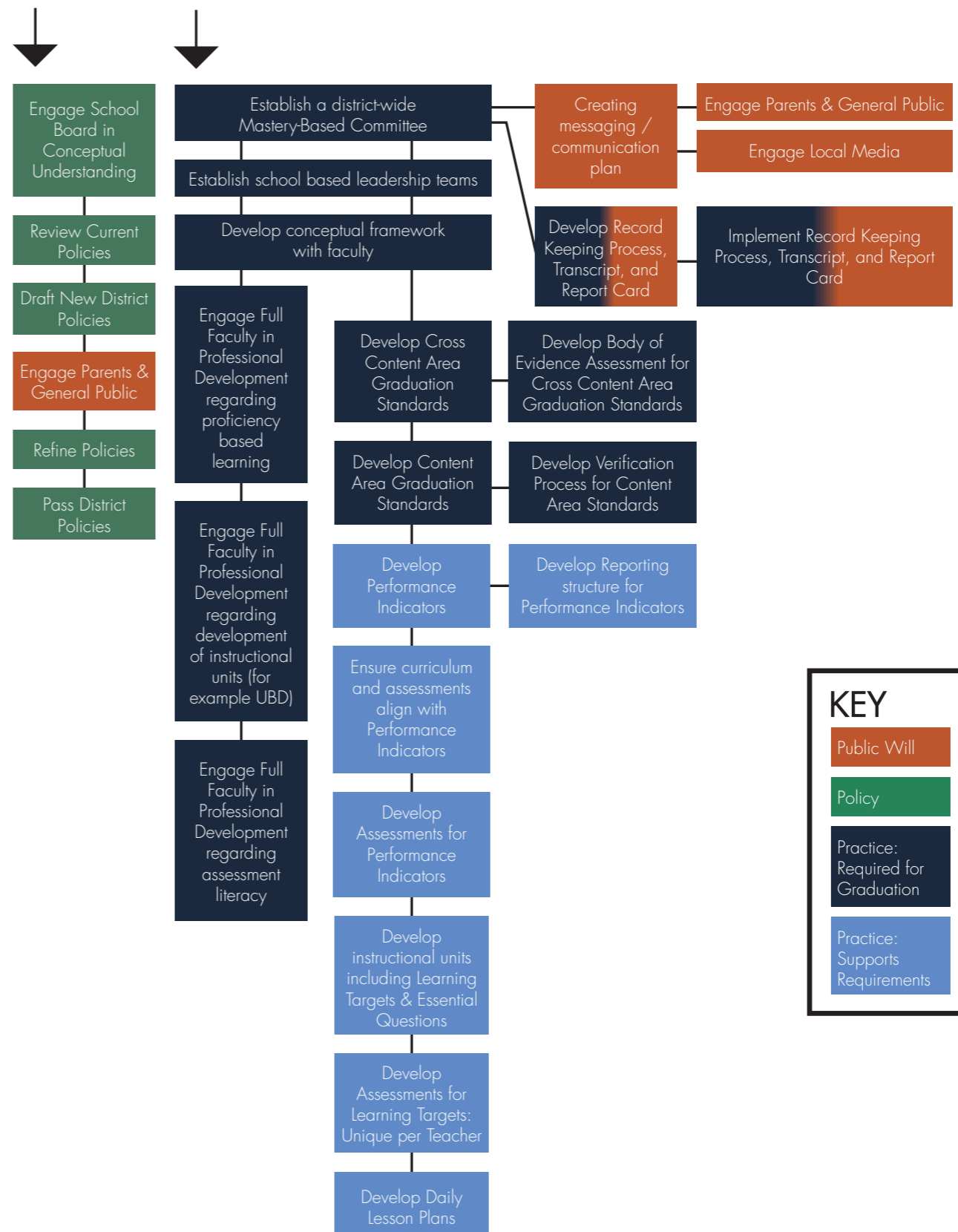
Introductions

Your school, team members, and something we don't know about you but should!

Steps for Mastery-Based Graduation

Planning for Mastery-Based Learning

Policy track (green/orange):
- Engage School Board in Conceptual Understanding
- Review Current Policies
- Draft New District Policies
- Engage Parents & General Public
- Refine Policies
- Pass District Policies

Practice track (dark navy):
- Establish a district-wide Mastery-Based Committee
- Establish school based leadership teams
- Develop conceptual framework with faculty
- Engage Full Faculty in Professional Development regarding proficiency based learning
- Engage Full Faculty in Professional Development regarding development of instructional units (for example UBD)
- Engage Full Faculty in Professional Development regarding assessment literacy

Public Will / Record Keeping branch:
- Creating messaging / communication plan
  - Engage Parents & General Public
  - Engage Local Media
- Develop Record Keeping Process, Transcript, and Report Card
  - Implement Record Keeping Process, Transcript, and Report Card

Standards branch:
- Develop Cross Content Area Graduation Standards
  - Develop Body of Evidence Assessment for Cross Content Area Graduation Standards
- Develop Content Area Graduation Standards
  - Develop Verification Process for Content Area Standards
- Develop Performance Indicators
  - Develop Reporting structure for Performance Indicators
- Ensure curriculum and assessments align with Performance Indicators
- Develop Assessments for Performance Indicators
- Develop instructional units including Learning Targets & Essential Questions
- Develop Assessments for Learning Targets: Unique per Teacher
- Develop Daily Lesson Plans

KEY
- Public Will
- Policy
- Practice: Required for Graduation
- Practice: Supports Requirements

Questions

Which steps are already in place or underway?

Which steps do you need more information about?

What questions (process and model) need to be addressed?

Questions

- What do cross-content standards look like?

- Who is making sure that higher ed is on board?

- How common are standards-based programs at the high school level?

- What is CSDE role in this process? How will we incorporate new initiatives as they come down from the BOE/State?

- Are there issues with union work rules at CBHS re after school, advisory?

Questions

- What are the forms/narrative requirements to communicate student progress to families?

- What do we have control over? How much can we do without district backing?

- How do standards-based programs lead to more tracking or affect tracking at CBHS in particular?

Questions

- During first year of implementation, do you implement school-wide or start with lowest grade level? How does that work?

- Is it better to phase in the move to a mastery-based diploma or go to 100% of students all at once?

- How much does the size of the school impact implementation?

- How do we translate this model to a large district with a large faculty?

- How do we get all the faculty on board?

- How do we get all the stakeholders on the same page?

Questions

- How do districts address this added need for teaching financially? What are the financial implications of implementation?

- How do you communicate the expectation that students with severe deficits coming in will need to complete 5 years of high school to meet the standards?

- Over-aged, under-credited – how do you establish a baseline?

- How will this impact the formula for calculating graduation rates?

Action Planning

www.iwalkthrough.org

Cycle of Action
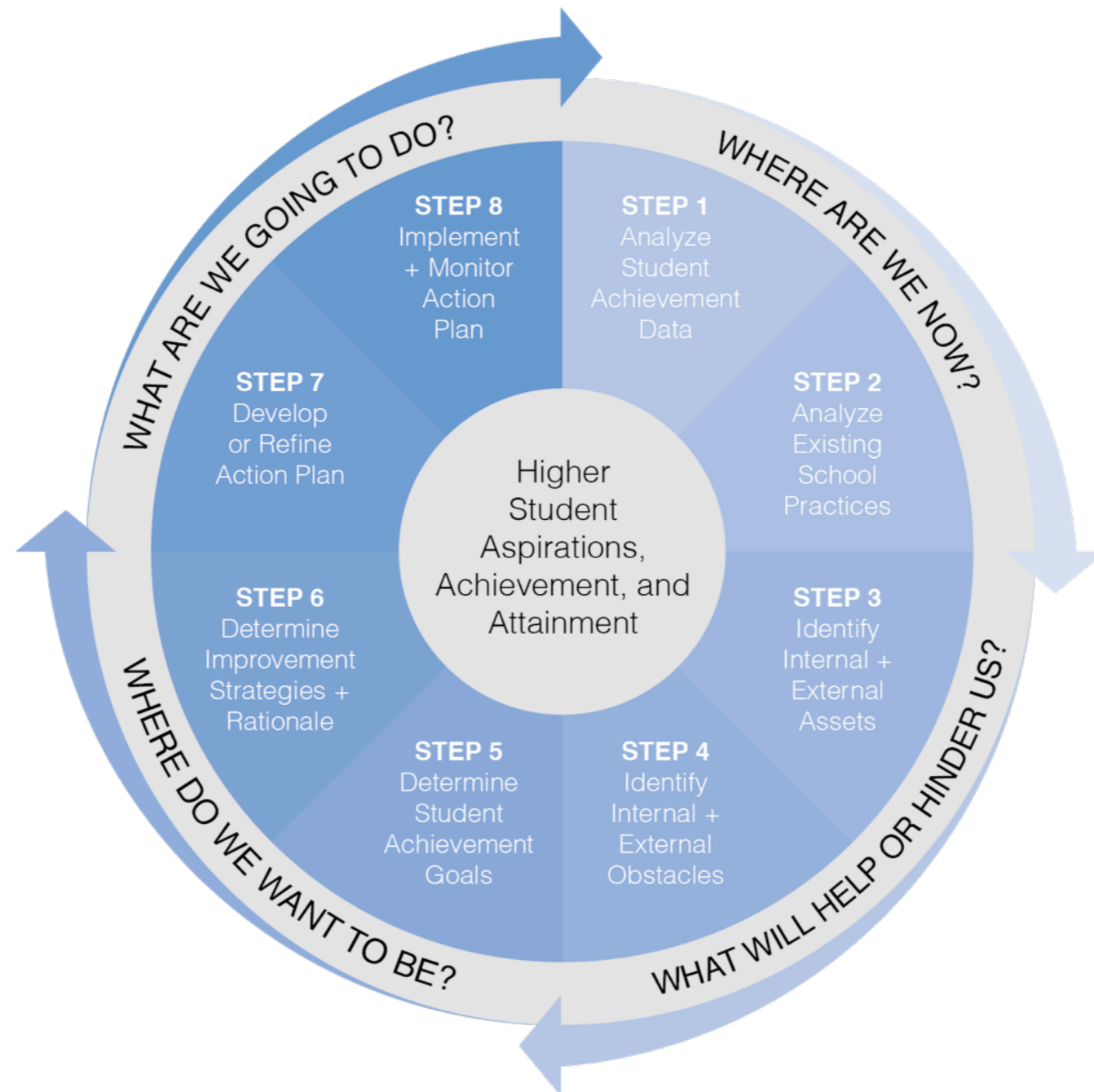
Agenda for Today

Welcome

Brief Q and A

Sample Webinar and League Resources

Team Planning

Lunch

Why We Do This Work

School Sharing of Ideas

Communications 101

Closing

League Resources

Connecticut League Meetings

Full NESSC League Meetings

School Visits

School Coaches

League of Innovative Schools Website (and assorted links)

Janet Garagliano: janet_garagliano@newenglandssc.org

GSP Staff: first initial last name@greatschoolspartnership.org

School Sharing of Idea

This is a Tuning NOT a Presentation

1. Brief overview of the school (name, student size, location, demographics, etc.) *2-3 minutes*

2. Presentation of your ideas with a key question. For example, "We are currently quite busy with the NEASC process. How would you suggest we incorporate that into this?" *8-10 minutes*

3. Clarifying Questions from the listeners *1-2 minutes*

4. Probing Questions from the listeners *5-8 minutes*

5. Warm and Cool Feedback from listeners *5 minutes*

6. Response from Presenters *5 minutes*

Action Planning-Questions to Consider

Knowing that this is an exploration year:

- What current structures could you use to help your colleagues attain an initial understanding of mastery-based graduation?

- What strategies will you use to deepen your collective understanding? (Think about such things as common readings, group discussions, videos, Skype, or school visits, etc.)

- How will you engage parents and students?

- How will you engage your district and school board? What do you need from them?

- How will you incorporate CT League meetings and full NESSC League meetings?

Effective Community Engagement

If you want to build a ship, don't herd people together to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.

Antoine de Saint-Exupéry

The universe is made of stories, not atoms.

Muriel Rukeyser

Context for this Session

Things to Think About

- Effective communication strategies can make or break a school-improvement process

- Public schools will only change as much as the public allows…and can understand

- Everyone is an expert

Context for this Session

Three Stories

- A school where every student gets accepted to college

- A school shut down because of severe physical issues with the building

- 483 verses 2

A Few Key Lessons

How are messages received?

People—and the media—will:

- Believe what they want to believe

- Follow their dominant attitudes/stereotype

- Respond to emotional connotations

- Yield to repetition

- Respond to the prestige of the messenger

- Conform to fellow listeners

- Try to be rational despite emotional responses

A Few Key Lessons

What is the value of research?

- What do our audiences know?

- What do they think or believe?

- What motivates them?

Whenever possible, rely on real research, not "mother-in law" research

A Few Key Lessons

Which messages get heard in the clutter?

- Be concise

- Be clear

- Be emotionally persuasive

- Be relevant

- Pack a punch

- Colorful metaphors, comparisons, stories, memorable facts or statistics, first person testimony all amplify your message

A Few Key Lessons

How can I control difficult interviews?

- Use facts and details to support your message, but don't let facts and details overwhelm your message

- When in doubt, choose anecdote over analysis

- Don't get stuck in neutral… or in reverse

Frameworks Institute Findings

Little Picture Thinking

Education systems are invisible, which makes many reforms unimaginable.

Frameworks Institute Findings

The Tangible Triad

Unframed conversations about education and education reform tend to default to three highly visible actors who are judged as primarily responsible for education results: **parents**, **teachers**, and **students**.

Frameworks Institute Findings

Default Settings

The kinds of reforms that are easiest to think about are the most conventional: money, "the basics," and computers.

Frameworks Institute Findings

Avoid the Crisis Frame

Crisis thinking, while common in educational communications and campaigns, leads to caution and conservatism, not innovation and transformation.

Frameworks Institute Findings

A Focus on Self Interest

Since most people feel they do not have an agency, power, or authority when it comes to changing the education system, they adopt a defensive posture that favors a consumerist "me and my kid" approach to education issues.

Frameworks Institute Findings

Avoid the Individualist Frame

Individual, consumerist approaches to education make it more difficult for people to see education as an engine that drives national prosperity or as an investment we all make in the country's future.

Frameworks Institute Findings

A Future Preparation Focus

When the goal of education is explicitly described as the future preparation needed to maintain and support our country's quality of life, people understand that a new set of skills and experiences are necessary.

Frameworks Institute Findings

Make It Understandable

When people begin to understand the education system in concrete, familiar terms, and they recognize the need to coordinate its different parts for the good of the whole, they become more expansive in their thinking about how and where reform might take place.

Frameworks Institute Findings

Reform verses "Transformation"

When people can see reform as a practical act or as a set of methodical steps toward an ultimate goal, they gain agency and become more enthusiastic about education reforms.

Frameworks Institute Findings

Lead with Values + Simplify

Individual education reforms need to be connect to core values and familiar concepts to avoid people's tendency to default to strong, entrenched patterns of thinking.

Frameworks Institute Findings

Universal Values

Freedom ★ Prosperity ★ Opportunity ★ Fairness
Honesty ★ Trust ★ Community ★ Cooperation
Protection ★ Fulfillment ★ Self-Determination ★
Family ★ Responsibility

Recognition ≠ Understanding

The importance of more relevant, project-based, real-world learning is readily embraced, but school board members, parents, and the public may not have a concrete or fully fleshed-out understanding of what such learning actually looks like **in practice**. (This finding reinforces the FrameWorks research.)

NESSC School Board Focus Groups

Opportunity Not Outcomes

The school board members we spoke with believe in **equal opportunity** for every student, but **not** equal outcomes. They don't want students in their district to be "forced" do something that isn't right for them. There was no consensus that all students should go to college, for example, but they want all students to graduate prepared for anything.

NESSC School Board Focus Groups

21st century skills—like critical thinking, problem solving, teamwork, financial literacy, and technology—are essential for success in today's world.	4.91
The goal of high school is to prepare every student for success in life.	4.83
High schools need to make sure that graduates leave with the skills they need to be competitive workers in the global knowledge economy.	4.6
It's every high school's responsibility to teach students the skills they need to succeed in college, work, and citizenship.	4.5
Today's high schools need to teach relevant, real-world skills that students can apply in every area of adult life.	4.47
High schools should provide personalized learning opportunities and flexible pathways to graduation that allow students to manage and design their own education.	4.43
Our high schools need to be more student-centered and provide personalized learning opportunities that are based on each student's interests and aspirations.	4.39
A high school diploma should be based on demonstrated proficiency—it should certify that all students have achieved high learning standards.	4.37
In the 21st century, students need some form of higher education or postsecondary training to get a good job.	4.28
We need strong high schools to make sure our students can compete for jobs against workers from India and China.	4.11
Our high schools haven't changed much for decades—they need to be more innovative when it comes to how they teach today's students.	4.09
Improving equity and reducing achievement gaps between poor students and wealthy students, and between minorities and white students, should be a primary goal of our education system.	3.93
Every student should graduate from high school prepared for college.	3.2

Responding Strategically

	POSITIVE	NEGATIVE
TRUE	Affirm + Amplify	Recast + Explain
FALSE	Let Sleeping Dogs Lie	Change the Impression

Effective Community Engagement

Straight Talk About the Work

If you want to build a ship, don't herd people together to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.

Antoine de Saint-Exupéry

The universe is made of stories, not atoms.

Muriel Rukeyser

Closing

Resources!

First League Meeting