



CCSSO Secondary School Redesign Conference
Rigor and Reality:
Taking Secondary School Reform Statewide
June 7-9, 2006
Westin Peachtree Hotel, Atlanta, GA

Meeting Objectives

- To network, share, and learn with officials from other states about progress, strategies, and achievements in states' implementation of high school redesign activities since 2005.
- To develop a greater understanding of national secondary school reform initiatives and how states are customizing those initiatives to meet the needs of their student population.
- To learn new knowledge and skills that will lead to greater state capacity to deliver effective services to school districts and their high schools.

Wednesday, June 7

4:00 – 6:00 PM	Registration	<i>Vinings Terrace</i>
5:00 – 7:30 PM	WELCOME RECEPTION Welcome and Keynote Introduction Scott Montgomery , Chief of Staff, CCSSO KEYNOTE: Dr. Gerald Tirozzi , Executive Director, National Association of Secondary School Principals (NASSP)	<i>The Overlook</i>
7:30 PM	Dinner on your own	

Thursday, June 8

7:00 AM – 4:00 PM Registration *Vinings Terrace*

7:00 – 8:00 AM Breakfast *Vinings Room*

8:00 – 9:30 AM **Welcome & Meeting Overview** *Vinings Room*

Opening Remarks

Julia Lara, Deputy Executive Director, State Services and Technical Assistance (SSTA), CCSSO

Meeting Overview

Angela Hernandez-Marshall, Senior Associate, SSTA, CCSSO

Introduction of Plenary Panelists

Julia Lara

PLENARY SESSION

Henry Johnson, Assistant Secretary, Elementary and Secondary Education, U.S. Department of Education

Matt Gandal, Executive Vice President, Achieve Inc.

Ross Wiener, Policy Director, The Education Trust

Where are states in their secondary school redesign efforts and how are their activities meeting students' needs? Where is the work headed? What have been common challenges for states as they've embarked on this work? What issues are still missing from the discussion?

Q & A with audience

9:30 – 9:40 AM Transition to Breakouts

9:40 – 11:30 AM **CONCURRENT BREAKOUT SESSIONS**

STRAND 1:

ASSESSMENT & ACCOUNTABILITY

Session A: Designing New Assessments to Better Measure 21st Century Academic and Career Readiness

Tower Room
1203

What is academic and career readiness, and what assumptions are embedded in those definitions? What are indicators of high school student success? What new assessments are being developed and who is informing this work? How are promising examples addressing both core content knowledge and skill application?

Moderator:

Susan Sclafani, Partner, Chartwell Education

Panelists:

Matt Gandal, Executive Vice President, Achieve, Inc.

Ken Kay, President, Partnership for 21st Century Skills

21st Century Skills & High School Reform: What Can State Leaders Do? Ken Kay will be presenting the results of the Partnership for 21st Century Skills' recent report on high school reform and 21st century skills. He will focus on the Partnership's framework for 21st century skills and how it will help inform high school redesign efforts.

Kyra Kester, Special Assistant for Partnerships, Washington Office of the Superintendent of Public Instruction, *Transition Mathematics Project: Identifying Necessary Skills to Improve Student Preparation for College and Careers*. Kyra Kester will discuss how Washington state's K-12, community and technical colleges and baccalaureate institutions have collaborated to define the skills students need to attain in high school to be prepared to succeed in college. The work has encompassed preparation for baccalaureate admission as well as apprenticeship or one and two-year technical certification programs. Phase 2, which is just launching, supports local implementation projects to make sure the standards are utilized, and addresses alignment of placement testing.

Bob Pearlman, Director of Strategic Planning, New Technology Foundation

Getting and Assessing 21st Century Knowledge and Skills. To acquire 21st Century Knowledge and Skills, students not only need to experience new modes of learning, they also need assessments that capture that learning and provide them with timely feedback. Bob Pearlman will discuss new in-classroom assessments, which are key to students' learning and to helping them become self-directed learners.

Session B: Student and Systems Accountability

Tower Room
1206

How are states, districts, and schools developing or enhancing accountability systems as high school reform efforts, such as raising the graduation requirements for all students, take hold? What new and emerging systems are states employing or developing that will allow students, educators, and parents to play a more active role in students' learning? What questions are states asking to inform the effectiveness of these systems?

Moderator:
Judi Coffield, Delaware Department of Education

Panelists:

Jeremy Hughes, Deputy Superintendent, Michigan Department of Education

Michigan's High School Initiative: Standards, Graduation Requirements, and Action Team Initiatives. Jeremy Hughes will discuss how the Michigan legislature has recently enacted new graduation requirements, adopting recommendations made by the state superintendent and state board of education. In addition, the department of education has instituted a review and revision of the standards for high school ELA, Math, Science, and Social Studies. New standards have already been approved by the state board for ELA and Math. Specific course standards and end-of-course exams are being planned.

David Wakelyn, Senior Policy Analyst, National Governors Association

State Actions to Improve America's High School. The National Governors Association report "An Action Agenda for Improving America's High Schools" recommends that states restore the value of the high school diploma, recruit, retain and support high-quality teachers and principals, strengthen accountability, and streamline and improve governance. David Wakelyn will discuss some of the most promising state efforts to redesign high schools.

STRAND 2:
STRATEGIC USE OF DATA

Session C: High School Assessments that Inform Instruction

How are schools and districts using assessments to inform their decision-making process? What kinds of training and practices are states using to help districts and schools employ more strategic use of data? What are the results?

*Tower Room
1205*

Moderator:
Paul Leather, Director, Career Technology and Adult Learning, New Hampshire Department of Education

Panelists:

JoAnn LaBranche, High School Fellow, Office of Middle and High School Reform, Rhode Island Department of Education

JoAnn LaBranche will talk about Rhode Island's Regents' Regulations, which have resulted in a new statewide Diploma System that requires performance based diploma assessments, including graduation portfolios.

Robert Mitchell, Principal, Chariho Regional High School, Rhode Island

Chariho Regional High School's Response to the New High School Regulations. Bob Mitchell will share how his high school is responding to the graduation by proficiency regulations recently implemented by the Rhode Island Department of Education. Beginning with the class of 2008 all Chariho graduates will be required to complete an electronic

graduation portfolio. The portfolio is based on Chariho's Ten Expectations for Student Learning. These are the academic, social, and civic expectations that every graduate is expected to know and be able to do upon graduating from the high school.

Sara Ptomey, Executive Director, Curriculum & Instruction, Aldine Independent School District, TX

This presentation will discuss how an aligned curriculum, where what is written by the state and district is taught and assessed, is the cornerstone of the Aldine ISD's instructional program. Analyzing the data from both district and state assessments allows teachers to meet the needs of every student.

Session D: Defining and Tracking Indicators of High School Student Success

*Tower Room
1204*

What progress are states making on the high school graduation rate since signing the NGA Compact to use a standard definition when calculating grad rates? What other measures of high school success are states using? What indicators predict student success in postsecondary education and careers?

Moderator:

Linda Pittenger, Director, Secondary and Virtual Learning, Kentucky Department of Education

Panelists:

Bridget Curran, Program Director, National Governors Association
Graduation Counts: An Update on State Progress. Last year, all 50 state governors signed the NGA Graduation Counts Compact agreeing to a common way of calculating high school graduation rates. NGA is beginning to track state implementation of the compact and will release a progress report later this summer. This presentation will provide an overview of what NGA is learning so far about state implementation, the challenges states are encountering, and the joint assistance NGA, CCSSO, and other national organizations are offering to states.

Chrys Dougherty, Director of Research, National Center for Educational Accountability/ Just for the Kids

High School Indicators Based on Longitudinal Student Data. This presentation discusses the importance of statewide longitudinal data systems in making it possible to calculate more accurate graduation rates, assess high schools' value-added with poorly-prepared and well-prepared students, and explore the relationship between course-taking, state exam scores, and college readiness.

Kenneth James, Commissioner, Arkansas Department of Education

Ken James will discuss work in Arkansas related to developing data systems that track high school student success. He'll address political ramifications and realities, building support from stakeholders, sustainability of efforts, and higher education engagement.

11:30 AM– 12:50 PM Lunch
(Plated, sit-down)

Plaza
Ballroom

12:50 – 1:00 PM Transition to Concurrent Workshops

1:00 – 3:00 PM **CONCURRENT BREAKOUT SESSIONS**

STRAND 3:
INSTRUCTIONAL STRATEGIES AND STUDENT SUPPORTS

Session E: Supporting Student Transitions -- Middle School to High School

Tower Room
1203

What strategies benefit all students? What strategies benefit specific subpopulations of students? How can districts help to facilitate increased collaboration among middle and high schools? What other partners need to be at the table? How can MS and HS make strategic use of data to facilitate discussions with one another and to inform program design? What policy implications do SEAs need to consider when planning for broad support of transition programs?

Moderator:

Mark Barth, Associate, New York State High School Initiative New York State Education Department

Panelists:

Algje Davis, Deputy Superintendent, Glynn County Schools

Mary Childress, AVID District Director, Glynn County Schools

AVID Results-Based Middle to High School Transitions at Therrell High School. This presentation will introduce AVID's research based system of support and academic acceleration that not only caters to the least served student population but has been the catalyst for establishing a college-bound atmosphere throughout the entire school. Through the lens of the 95% college going rate at Therrell High School, participants will learn about the evidence based AVID strategies that have been developed and implemented in 2,200 schools, 36 states and 15 countries over the past 26 years. These strategies provide tools that allow middle school students to experience successful transitions into the realm of high school expectations and standards.

Peter Murphy, Executive Director, CA League of Middle Schools

California's "Schools to Watch- Taking Center Stage" program is affiliated with and based upon criteria established by the National Forum to Accelerate Middle-Grades Reform. Thanks to the Schools to Watch-Taking Center Stage program, thousands of middle school educators have accessed free online professional development resources. Hundreds of phone calls and in-person visits have been made to model schools. Strategies are being shared that benefit thousands of middle

school children. Peter Murphy will discuss how the STW-TCS program serves as a viable model of how state education associations and departments of education can work together to establish supportive transitions for middle school students.

Session F: Core Academic Subjects & CTE: Integration for the 21st Century

Tower Room
1204

This session highlights promising efforts that integrate CTE instructional strategies into rigorous academic courses and efforts that integrate more academic rigor into CTE programs. How are states and districts facilitating and supporting use of research-based CTE instructional strategies in core academic subject courses? Vice versa? What structure and coordination within an SEA needs to exist to make such efforts more effective?

Moderator:

Hans Meeder, Executive Vice President, Visions Unlimited

Panelists:

Vincent Murray, Principal, Grady High School, Atlanta Public Schools
Diane Gilchrist-Young, Science Department Chair, Grady High School, Atlanta Public Schools

Implementing High Expectations Across the Curriculum Using an Interdisciplinary Approach. This presentation will address how Grady uses a cross collaborative model to insure that the career tech courses are substantive and aligned with core curricular requirements and data to tailor instructional delivery to insure that students master critical subject content taught. The presenters will also focus on the benefits of End of Course Testing and Georgia Performance Standards to insure educational equity at Grady High School. Finally, they will address challenges faced, their optimism about career tech and core integration for the 21st century, and their work on Education Reform through High Schools That Work.

James Stone, Director, National Research Center for Career and Technical Education, University of Minnesota

Making Math Work: An Evidence-based Approach to Improving Math Skills of High School Students. The National Research Center for Career and Technical Education recently completed a large scale, experimental evaluation of a contextual model of curriculum integration. More than 3000 students in nine states participated in the study. Students in all of the experimental, math-enhanced CTE courses (health occupations, auto tech, business & marketing, IT and agriculture power and technology) significantly outperformed students in the control classes on standardized tests of math achievement (Terra Nova and AccuPlacer). This presentation will highlight five core principles for increasing student math skills that emerged from the study and how states might implement lessons from this study.

Session G: Rethinking the use of time to help all students achieve at high levels

Tower Room
1205

This session features promising instructional strategies, structural

supports, and programs that schools are using to re-frame how educators think about the use of learning time for students. What are successful examples, and how do they make strategic use of data to guide their continuous improvement efforts? How are school and district leaders supporting this work? What policies hinder sustainability and statewide expansion of these strategies?

Moderator:

Francine Joselowsky, Program Officer, Academy for Educational Development

Increasing Student Success: Innovation, Time and Engaging Pedagogy: Examples and Lessons Learned from Schools for A New Society. At the heart of the Carnegie Corporation's School's for a New Society initiative is the goal of supporting districts to create a portfolio of schools to meet the needs of diverse student populations with varying learning needs. This requires a portfolio of structural and instructional practices that engage and motivate a range of students in order to increase academic achievement, graduation rates and college going and retention rates. However, for this type of differentiation and innovation to both flourish and spread at the school level, they must be scaffold by parallel district, and at times, state supports. This presentation will explore several examples from SNS sites where these practices are beginning to flourish and spread, and examine the conditions that have supported or hindered their development.

Panelists:

Deborah Howard, Program Director, School Improvement, KnowledgeWorks Foundation

A college ready system of curriculum and instruction must be the norm for all students, regardless of their levels of achievement upon entering high school. Time, strategies and support systems are the variables in an effective education system. Deborah Howard will discuss how today's progressive schools deliver personalized educational experiences driven by detailed maps that provide a clear path for students from the moment they walk through the door of the secondary school up to and including higher education and career. In some of the nation's most progressive schools, student diagnostic data and personal learning plans drive the use of time and resources. In many instances, creative school, district and state leadership re-task existing policies to support the innovative use of time. In other instances, a district or statewide groundswell of support for flexible use of time can alter existing regulations.

Naomi Hyder, Assistant Principal, New Schools at Carver, Atlanta Public Schools

Block Scheduling: Maximizing Opportunities for Providing Extra Support to Students with an Aim Toward Improving Student Achievement. This presentation focuses on the benefits of block scheduling in providing extra time and academic support for students who are at risk of failing their course work and/or standardized tests. Discussion topics include: strategically planning the school day, the need for systematic professional development and collaboration among teachers, and implementing alternative assistance programs outside of the regular school day. The focus is on exploring practical solutions to the problem of low student performance.

Ref Rodriguez, Executive Director, Partnership to Uplift Communities/
California Academy for Liberal Arts

Tower Room
1206

Session H: Multiple Pathways for All Students

In the face of high dropout rates amidst increasing accountability for improved graduation rates, districts and states are seeking strategies to ensure that all students obtain a high school diploma and are prepared for postsecondary education and training. How can a “multiple pathways” approach that includes school options specifically designed for students most at-risk of not completing school and for those who have already dropped out, ensure that all students meet high standards? What policies, including but not limited to financing and accountability policies will support the most effective school models?

Moderator:

Mala Thakur, Acting Executive Director, National Youth Employment Coalition

Panelists:

Lili Allen, Program Director, Youth Transitions, Jobs for the Future *Making Good on a Promise*. Young people are getting the message that they will need a post-secondary credential to thrive in our economy. Yet those who are not on track to graduate from high school on time and proceed directly to post-secondary as well as those who have dropped out altogether find themselves without a pathway to their future. This presentation will look at how policymakers can support the educational persistence of young people by encouraging new pathways and options that make good on the promise of a second chance.

JoEllen Lynch, Executive Director, Office of Multiple Pathways to Graduation, New York City Department of Education

3:00 – 3:15 PM Break / Transition to Cross-State Group Sessions

3:15 – 5:00 PM **CROSS STATE GROUP SESSIONS, PART I
(For state education agency officials ONLY)**

Facilitated discussions divided according to earlier workshop strands and sub-themes. ***States were asked to choose breakouts prior to attending in order to prepare in advance of the conference.***

Breakout participants engage in discussions relevant to what they discussed earlier in the day (e.g. policy levers, strategic use of data, etc.) Session may include addressing the following questions: Have state education agencies self-assessed their capacity to carry out the work? If so, how? Where have states turned for support to build more

effective internal capacity? How have some SEAs leveraged partnerships to carry out the work? How do states get started?

Green Group: Defining Academic Rigor *Tower 1203*

Yellow Group: Measuring Student Achievement *Tower 1204*

Blue Group: Systems Accountability *Tower 1205*

Red Group: Creating Smooth Transitions into and out of High School *Tower 1206*

5:00 PM Adjourn/ Dinner on your Own

Friday, June 9

7:00 – 8:00 AM Breakfast *Vinings Room*

8:00 – 9:30 AM **Welcome & Meeting Overview** *Vinings Room*

Day Overview

[Angela Hernandez-Marshall](#)

Introduction of Plenary Panelists

[Julia Lara](#)

PLENARY SESSION

State officials, state partners, and district leaders provide an overview of promising secondary redesign efforts in their states.

[J. Duke Albanese](#), Senior Policy Advisor, Great Maine Schools Project, Senator George J. Mitchell Scholarship Research Institute

Statewide High School Reform in Maine: How We've Done It and Lessons Learned. Since the seminal report, *Promising Futures: A Call to Improve Learning for Maine's Secondary Students*, was published in 1997, Maine has been committed to reforming its high schools and sending more of its students on to college. For the past three years, the Great Maine Schools Project at the Mitchell Institute has built on this legacy by developing innovative reform strategies and establishing

sustainable policies and partnerships—from the smallest rural schoolhouse to the statehouse—that will ensure the continued reinvention of our schools long into the future. Through a strategic partnership with the Maine Department of Education and other organizations, the Great Maine Schools Project is building statewide momentum, changing the educational culture, and making significant progress toward realizing the goal of graduating every student college ready. This session will explore how the Project’s successes, setbacks, and lessons learned can help other states, districts, and schools.

Kenneth James, Commissioner, Arkansas Department of Education

The presentation will focus on the High School Redesign efforts in the State of Arkansas, including the state’s NGA Honors Grant, statewide policy levers related to secondary school reform, and stakeholder engagement.

Jesse Register, Superintendent, Hamilton County Public Schools, Tennessee

The Status of High School Reform in Hamilton County Schools. The Hamilton County Schools was one of seven districts in the Nation chosen by the Carnegie Corporation of New York to participate in its Schools for a New Society initiative in 2001. Five years into this high school reform effort, significant changes have occurred in the district’s 17 high schools. Dr. Register will share key goals and strategies of this very successful initiative.

9:30 – 9:40 AM Transition to Concurrent Workshops

9:40 – 11:30 AM **CONCURRENT BREAKOUT SESSIONS**

STRAND 3
INSTRUCTIONAL STRATEGIES AND STUDENT SUPPORTS

Session I: Supporting Student Transitions -- High School to Postsecondary

*Tower Room
1203*

This session describes promising strategies that help students transition from high school to postsecondary school or work. What strategies benefit all students? What strategies benefit specific subpopulations of students? How are emergent state activities fostering greater communication AND commitment among K-12 and higher education to serve students? How are high schools and colleges making strategic use of data to facilitate discussions with one another and to inform program design?

Moderator:
Barbara Knaggs, State Program Manager, Texas High School Project, Texas Education Agency

Panelists:

Vicki Carew Johnson, College Support Coordinator, Project GRAD Atlanta

Support Strategies that Enhance College Success. The college enrollment and retention rate for students from underserved communities can be greatly enhanced with adequate support and access to resources. This presentation will discuss how Project GRAD Atlanta has employed a variety of strategies to support students' efforts and leverage college and community partnerships to ensure college success. The successes and challenges of our students provide many opportunities for us to continue developing best practices that promote college success.

Ann Coles, Senior Vice President and Director, College Access Programs / Pathways to College Network

Student Postsecondary Transitions – Research-based Strategies That Work. This presentation will discuss key elements of high schools that send significant numbers of low-income students and underrepresented students to college. It will include findings from academic research and also from a case study of six high schools completed by the Pathways to College Network. Tools created by the Pathways Network that school leaders can use to assess the college-going culture of their school and build the school's capacity to prepare all students for postsecondary success will also be shared.

Janice Somerville, Staff Officer, NASH/ Education Trust

The New Reality: Using State Data on Student Transitions To Help Schools Identify Priorities and Target Interventions For Improvement. The final presentation of the panel will focus on how states and districts are using data on student transitions to leverage high school improvement efforts and will include discussion of strategies for engaging higher education and business leaders in sharing responsibility for student success.

Session J: New Models of Learning

Small learning communities, academies, and early college are just a few examples of new and promising models of learning. How do educators decide what strategies will best serve their students? How are successful programs using research-based strategies and student data to produce results?

Moderator:

Rita Martens, Language Arts/English/Reading Consultant, Bureau of Instructional Services, Iowa Department of Education

Panelists:

Bjorn Danielson, Policy Coordinator, Center for Native Education, Antioch University, WA (Early College HS)

A New Path for American Indian and Alaska Native High School Students: The Early College Consortium for Native Youth at Antioch University Seattle. The Center for Native Education at Antioch University Seattle works with tribes and schools across the country to establish early college high schools. Begun in Washington State three

Tower Room
1204

years ago, this year the Center's Early College Consortium for Native Youth has begun to expand nationally in Alaska Oregon, California and New Mexico. Bjorn Danielson will discuss the importance of fundamental changes to secondary schools for American Indian and Alaska Native students, primarily in terms of the rigor, relevance and relationships that have been key to the success of the Early College for Native Youth (ECNY) initiative. He will describe the significant academic and social gains that have resulted from ECNY development. Moreover, the presentation will focus on ways that critical partnerships have been built among school, community and college stakeholders.

Wanda Gilliard, Senior Executive Director for Curriculum and Instruction, Dekalb County School System

Leah Felcher, Small Learning Communities Coordinator, Dekalb County School System

Kevin Baldwin, Director of Research and Evaluation, Wellsys Corporation

Smaller Learning Communities: Keys to Personalizing Large High Schools. The DeKalb County School System, a large urban school system in metro-Atlanta, is using USDOE Smaller Learning Communities (SLC) grants to help change the landscape of 13 of its 21 high schools. Five of these 13 high schools will be "wall-to-wall" SLC schools by the fall of 2007. This presentation will address how the district's SLC project is organized and the role the third-party evaluator, the Wellsys Corporation, plays in the process.

Bob Pearlman, Director of Strategic Planning, New Technology Foundation

New Models of Learning for the 21st Century: New Tech High School. Learn how one small high school in Northern California has overcome the "productivity paradox" and created a student centered, project based, and rigorous learning environment that promotes 21st Century Knowledge and Skills. Founded in 1996, the school has developed custom technology tools to help organize and share curriculum, chart student progress, communicate with parents, and collect student data, and become a model of 21st Century learning for 25 other schools nationally.

Session K: Teaching Literacy and Numeracy Across the Content Areas

How are some schools and districts transforming high school teachers into effective reading and math instructors? What types of professional development will help teachers improve their content area expertise and their literacy expertise at the same time? What types of instructional strategies are producing successful results?

Moderator:

Janinne Riggs, Special Assistant to the Commissioner, Arkansas Department of Education

Panelists:

William Crombie, Consultant, Marlboro County School District, South

Tower Room
1205

[Carolina and Division of Abbott Implementation, New Jersey Department of Education](#)

Language Arts Literacy and Math Literacy: An Integrated Perspective.

Today we prepare too few students to succeed in advanced courses in language arts, mathematics, and the sciences. Our challenge is a simple one: to provide high quality, challenging and advanced course work not just for the few but for all students. At the same time, while reading and mathematics have become the most basic measures of student learning and achievement, improvements in students' mathematical performance, particularly at the secondary level, have been particularly difficult to achieve. This presentation will discuss a perspective on math literacy that is built upon the foundation of language arts literacy. We will focus on a few examples of reading and writing within mathematics using principles common to both Language Arts and Mathematics. Finally we will look at the implications of this literacy perspective for the improvement of the teaching, learning, and application of secondary mathematics.

[Evan Lefsky, Director of Secondary Reading, Just Read, Florida! Florida Department of Education](#)

Content Area Literacy Professional Development. This presentation will detail the literacy professional development offered to content area teachers in the state of Florida. The Florida Reading Endorsement as well as the Content Area Professional Development Package will be highlighted.

[Marilyn Maye, Consultant, Division of Abbott Implementation, New Jersey Department of Education and Assistant Professor, Educational Leadership, New Jersey City University](#)

Literacy and Numeracy For All: Statewide Implications of New Jersey's Policies and Programs for its Poorest Students. New Jersey's three-decades-long litigation to secure a constitutionally adequate education for its poorest students (Abbott districts) has resulted in the implementation of policies and programs that have redefined literacy and numeracy at all grade levels and for all students in the state. Like the policies of early childhood education for all, early literacy, curriculum content standards, and comprehensive school reform that have transformed elementary-level student achievement in the poor, urban districts and changed practices statewide, current secondary-grades initiatives in Abbott districts provide insights that can benefit students and teachers system-wide. Moreover, in a time of severely constrained fiscal resources, and with serious polarization between now-better-funded Abbott districts and less-well-funded middle-income districts, collaborative professional learning around common problems of mathematics literacy holds promise of the kind of public engagement that has been absent but that is vital for redistributive reform to endure. This presentation will provide a brief overview of New Jersey's Abbott reform, the interaction between its policies and programs and their impact on literacy and numeracy for all, highlighting the current collaborative professional learning initiative and the middle grades mathematics institutes.

Session L: Multiple Pathways for All Students

In the face of high dropout rates amidst increasing accountability for improved graduation rates, districts and states are seeking strategies

Tower Room
1206

to ensure that all students obtain a high school diploma and are prepared for postsecondary education and training. How can a “multiple pathways” approach that includes school options specifically designed for students most at-risk of not completing school and for those who have already dropped out, ensure that all students meet high standards? What policies, including but not limited to financing and accountability policies will support the most effective school models?

Moderator:

Mala Thakur, Acting Executive Director, National Youth Employment Coalition

Adria Steinberg, Associate Vice President, Youth Transitions, Jobs for the Future

Making Good on a Promise. Young people are getting the message that they will need a post-secondary credential to thrive in our economy. Yet those who are not on track to graduate from high school on time and proceed directly to post-secondary as well as those who have dropped out altogether find themselves without a pathway to their future. This presentation will look at how policymakers can support the educational persistence of young people by encouraging new pathways and options that make good on the promise of a second chance.

Ephraim Weisstein, Vice President, Youth Development and Education, Commonwealth Corporation

Diploma Plus and Multiple Pathways. This presentation will provide a brief overview of the Diploma Plus model, how the Diploma Plus model is one potential option among others as part of a multiple pathways strategy, and the policy implications of Diploma Plus.

JoEllen Lynch, Executive Director, Office of Multiple Pathways to Graduation, New York City Department of Education

11:30 AM – 12:30 PM

Lunch Buffet

Plaza Ballroom

12:30 – 12:40 PM

Transition to cross-state group sessions

12:40 – 2:45 PM

**CROSS-STATE GROUP SESSIONS, PART II
(For state education agency officials ONLY)**

Green Group: Defining Academic Rigor

Tower 1203

Yellow Group: Measuring Student Achievement

Tower 1204

Blue Group: Systems Accountability

Tower 1205

Red Group: Creating Smooth Transitions into and out of High School

Tower 1206

2:45 – 3:00 PM

Break/ Transition to Closing Plenary

3:00 – 3:30 PM

CLOSING SESSION

- Reconvene in plenary space
- Report out
- CCSSO follow up

*Vinings
Terrace*

3:30 PM

ADJOURN