



Why Break Ranks – Module 2

 Refer to p. XVII – XVIII in the BRIM book (last paragraph on page XVII)

Why Break Ranks?

 Think – Pair – Share

 Discuss this question for 5 minutes in the context of your own school

 Write 2 or 3 reasons

 Volunteers share

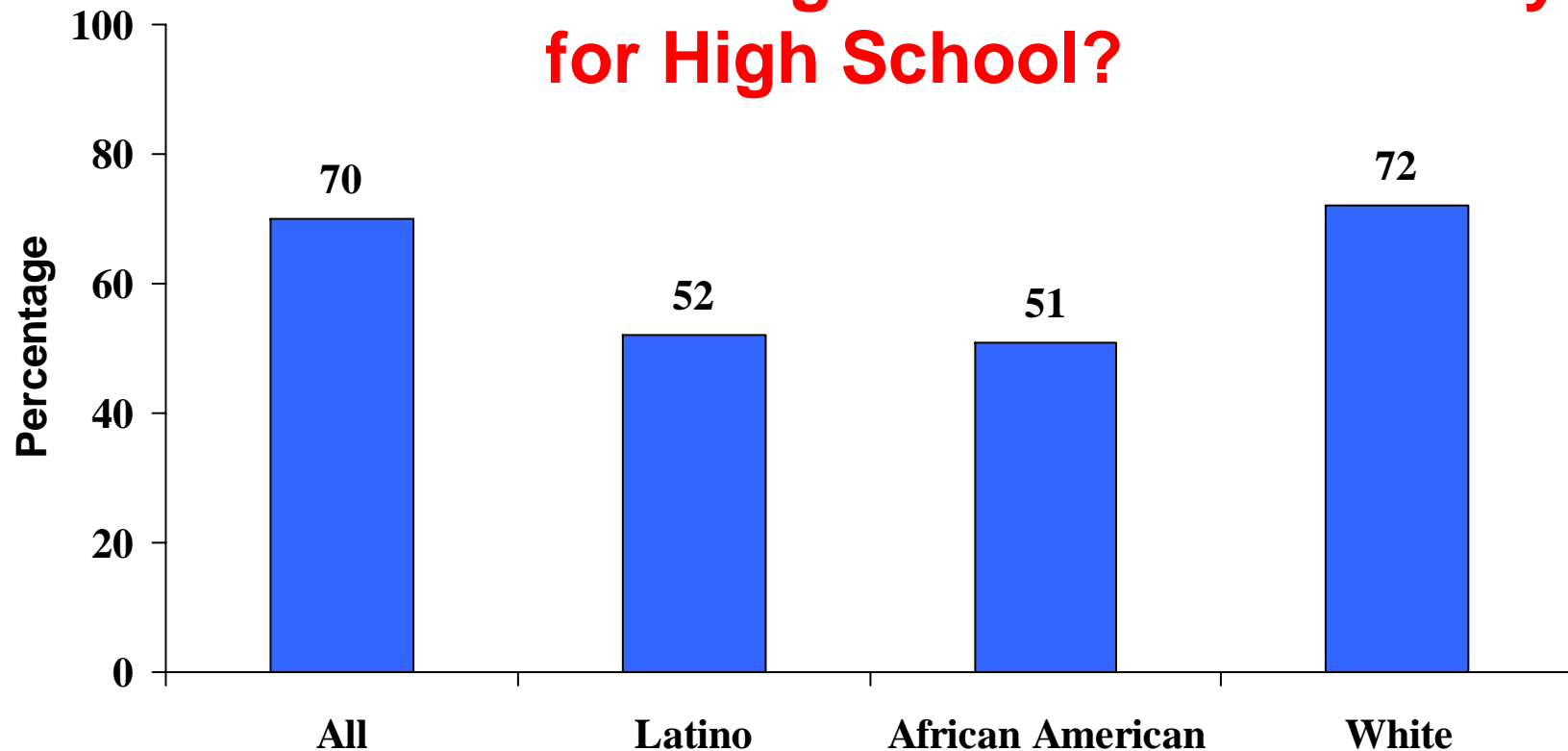
NCLB

New era of accountability:

- 🔥 Schools held to new standards
- 🔥 Principals expected to be instructional leaders
- 🔥 Teachers required to reach all students
- 🔥 Progress evaluated by individual subgroup scores


Why Break Ranks?

Who Makes it Through Middle Level Ready for High School?



Source: Jay Greene and Greg Forster. *Public Middle Level Graduation and College Readiness Rates in the United States*. The Manhattan Institute for Policy Research, September 2003.


Why Middle Level Matters

 Students who are two or more years behind grade level in math or literacy have only a 50/50 chance of on time promotion to grade 10

 Ninth grade retention is the biggest risk factor for dropping out of high school

Johns Hopkins University Philadelphia Study

Why Break Ranks?

 6th graders who do not attend regularly, receive poor behavior marks, and/or fail Math or English have no more than:

10% chance of graduating on time

20% chance of graduating one year late

 Half of all African-American and Hispanic students will drop out.


Johns Hopkins University Philadelphia Study

Why Break Ranks?


U.S. 15 Year-Olds Rank Among 32 Participating Countries

	U.S. RANK
READING	15th
MATH	19th
SCIENCE	14th

The Challenge We Face

 Of Middle Level graduates, those from high-income families enter college at rates 25 percentage points higher than those from low-income families.


The Challenge We Face

 Only about half of Native American, African-American, and Latino ninth graders complete Middle Level within three years, compared to 79% of Asian Americans and 72% of Whites.




Brief 2 Minute Activity

 List the subgroups that Virginia and your school are working to educate.


Quick Discussion


 What does equity of participation mean in your school?


Reading Activity

-  Turn to page 1 in the text
-  Asking the Right Questions
-  Does your school have the “negative pressure incentive” to change, the “positive pressure incentive” to stay the same, or the “positive pressure incentive” to change?







Activity

 What is keeping your school from becoming better?


 Activity focuses on the 15 questions found on p. 2 – 3 of the BRIM text

 Read the 15 questions, thinking about your own school


15 Minute Activity

-  Go to Participant Materials for Module 2 #1
-  In small groups, imagine that you are all members of the same school leadership team
-  Review responses in 2 #1 and rate your degree of satisfaction with the data
-  Select 3 responses (questions) where change is needed
-  List actions/initiatives/strategies that could be implemented to raise your level of satisfaction
-  Share a few examples






Data Informed and Values Driven

 The following event was observed in the faculty lounge: Data: A teacher loudly states that 60% of her students have just failed the unit test. What conclusions might be drawn from this?


Second example


 After implementing flexible scheduling, the school's reading time each day was increased from 45 minutes to 90 minutes. At the end of the semester, students showed no increase in standardized reading test scores. What conclusions may be drawn?

School Myths Derived from Data?

-  “We’ll compare our performance to any of the surrounding schools.”
-  “That could never happen at our school.”
-  “We have some of the best test scores around.”
-  “Our promotion rate is 95%”... “Our drop out rate is acceptable.”
-  “Our school is above average in every standardized measure.”


5 Minute Activity

 Review the programs, activities, and initiatives your team recommended to improve your satisfaction rating on the 14 questions (module 2 #1)

 Are there any you recommended that might not be true indicators of performance?

Debrief

 Share some examples that might not be indicators of increased student achievement

 The data you collect in your school must be a true measure of student success and not a myth

Pretty Good

Participant Material Module 2 #2