Schools to Learn From

How Six High Schools Graduate
English Language Learners College and Career Ready

Executive Summary

Martha Castellón
Tina Cheuk
Rebecca Greene
Diana Mercado-Garcia
Maria Santos
Renae Skarin
Lisa Zerkel

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ABOUT UL/SCALE

Understanding Language/Stanford Center for Assessment, Learning, and Equity (UL/SCALE) is a recently merged research and practice center based at Stanford University that focuses on both language and performance assessments in K-16 settings. The mission of UL/SCALE is to support educators and policymakers in transforming systems to advance equity and learning for students—particularly for English Language Learners (ELLs)—by illuminating the symbiotic ways students learn language, analytical practices, and academic content, and through the development and use of curriculum-embedded performance assessments.

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ABOUT THE CASE STUDY

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Complete findings from the **Schools to Learn From** case study project can be found in the full-length case study report, which can be viewed by visiting: http://ell.stanford.edu/content/schools-learn.

PROJECT OVERVIEW

U.S. schools are currently considering the educational needs of ELLs like never before. New standards, most notably the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS), highlight and elevate expectations across the content areas for students' language and literacy skills as well as their analytical practices, raising the bar linguistically and academically for ELLs.

There are also more ELLs in our schools than ever before. In recent decades, and especially over the past ten years, almost all states have experienced an increase in ELL student enrollment. During the 2013-14 academic year, ELLs numbered 4.93 million and constituted 10.1 percent of all U.S. public school students.[1] Despite this demographic upswing and the new standards' linguistic focus bringing increased attention to the needs of ELLs, these students still face a significant opportunity gap in relation to other students. The educational programming, policies and practices as illustrated by the set of schools in this study move beyond a basic notion of preparing ELLs toward proficiency in English, to a dedicated conviction and drive that prepares ELLs toward college and career readiness.

> *"These students in our school community are changing the world. … We provide them the environment, the resources, and the opportunities that they need. … We understand how one person getting to college can change the family history forever [and] we are committed to having that happen for all of our students."*
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> *-Tony King, Former Assistant Principal, current Headmaster at Boston International High School and Newcomers Academy (BINcA)*

This report profiles six public high schools that have demonstrated extraordinary academic outcomes for English Language Learners (ELLs). In conducting this research, we have learned that it is possible for schools and districts to build foundations that provide ELLs with a wealth of options to realize their aspirations and potential. We hope that by illustrating the details of how school communities achieve these outstanding outcomes, the case studies in this report will deepen the national conversation about how best to prepare ELLs for college and careers. We focus on high schools because so little is known about supportive programming and design for ELLs at this grade span.

This work began in the spring of 2014 as the research team gathered to investigate high schools that served as major change agents for ELLs—dramatically changing the life trajectories of ELLs, including newcomers and students with interrupted formal education (SIFE). Our research team recognized the importance of college and career outcomes for ELLs as a key criterion that would be used in vetting potential schools for the study. The six schools selected for inclusion in these case studies were chosen on the basis of their significant ELL populations and of stronger than average graduation and college-going outcomes for ELLs.[2]

The schools are: Boston International High School and Newcomers Academy (Boston, MA), High School for

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[1] U.S. Department of Education, National Center for Education Statistics, EDFacts file 141, Data Group 678, extracted August 24, 2016, from the EDFacts Data Warehouse (internal U.S. Department of Education source); Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2008-09 through 2014-15.

[2] When compared to other high schools within their districts and states. See Appendix I of the full case study report for an explanation of our methodology.

Dual Language and Asian Studies (Manhattan, NY), It Takes a Village Academy (Brooklyn, NY), Manhattan Bridges High School (Manhattan, NY), Marble Hill School for International Studies (Bronx, NY), and New World High School (Bronx, NY). Teams of two to three researchers worked closely with each school over the course of approximately three days to conduct site visits during which they closely examined the schools' values, design, and practices. These teams observed classrooms; interviewed and conducted focus groups with key stakeholders including principals, teachers, students, parents; and gained additional insights through key documents shared by the school team. Our findings reveal that these schools, designed with ELLs as a focal population, are *collectively driven* toward supporting their students' college and career readiness and are *constantly improving* their approaches to this mission.

For this particular work, we focused on design features that could be achievable in public schools because 90%[3] of the school age population attends public schools. We also wanted to showcase the diversity of ELLs who are in U.S. high schools as well as the range of innovative models and practices that have accelerated learning for ELLs.

The two core research questions that drove our investigation included the following:

1. What are some high school models that have demonstrated strong academic outcomes for ELLs?
2. How do school communities address the diversity of ELLs across their classrooms and create learning environments that fully prepare students toward colleges and careers?

For each school, we examined the set of comprehensive factors that affect how teaching and learning take place for diverse ELL populations. Our findings from this research highlighted common features across the schools that drive their success. These cross-cutting patterns can be summarized through six **shared school values** and seven **innovative school design elements**. The shared values describe the beliefs that guide daily actions and decision-making, shaping how students and their families experience the schools. We describe how these values are enacted in their local contexts to create a supportive and thoughtful environment that enable ELLs to excel.

SHARED SCHOOL VALUES

1. The school puts forth an ambitious mission focused on preparing *all* students for college and career success.
2. The school's mission guides all decisions.
3. The school community holds a mindset of continuous improvement.
4. The entire school community shares responsibility for students' success.
5. The school community is highly attuned to students' needs and capacities.
6. There is a strong sense of pride in and respect toward all cultures.

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[3] U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1990-91 through 2013-14

These six schools redefine the possibilities and outcomes for their ELLs in tangible ways through specific school designs and related instructional practices. Within all of the cases studies, you will notice how the schools embrace the following set of design elements, and adapt them to fit their strengths, context, and student needs. These design elements affect the schools' decisions related to their investment in resources and time. There is not a specific "formula" of success for any one of these schools. Rather, it is a combination of all seven of these elements working together in a coherent way, undergirded by the set of shared values outlined above, that enable the ELLs in these school communities to flourish and exceed expectations.

INNOVATIVE SCHOOL DESIGN ELEMENTS

1. Passionate, strategic, and mission-driven **leadership**
2. Strategic **staffing**
3. Unified **language development framework** integrating content, analytical practices, and language learning
4. Ongoing, intentional **assessment** with follow-through
5. Intensive **social-emotional support**
6. Intentional, carefully-orchestrated **structures**
7. Strategic community and family **partnerships**

The case studies provide a response to a frequently-asked question by practitioners, policymakers, and researchers: How do schools succeed with all students? The study affirms what experts have long known—that there are no quick fixes or silver-bullets and that a variety of strategies depending on local circumstances and system capacity are necessary. There are no overnight solutions, but success requires implementation and a dedication to continuous improvement by the system. Success also requires a focus and intentionality on the comprehensive needs of the students—including their language development, social and emotional growth, and community connections. The study comes at a time when state and local leaders are seeking models of success in schools such as those documented within the report, and as leaders develop state and local plans within the context of Every Student Succeeds Act (ESSA) implementation.

The remainder of this introduction will provide an overview of the shared school values and design elements working together at these exemplary schools to support diverse ELLs—newcomers, long-term English Learners, former English Learners—from a variety of language backgrounds. The schools included in this study stand out because of the proactive and innovative ways they have accelerated the quality of schooling for ELLs. These cases invite school leaders, classroom teachers, policy makers and researchers to reflect on the policies, practices, and programs that have generated success from ELLs and to consider application in their context.

BUILDING AN INFRASTRUCTURE BASED ON SHARED SCHOOL VALUES

Across the schools our team visited, we identified six shared values that guide their daily actions and decision-making and shape how students and their families have experienced the schools. The enactment of these values creates an inclusive school culture that supports the growth of all ELLs.

VALUE 1: THE SCHOOL PUTS FORTH AN AMBITIOUS MISSION FOCUSED ON PREPARING ALL STUDENTS FOR COLLEGE AND CAREER SUCCESS.

From the moment students walk through the door of the school, it is conveyed to them repeatedly that they can and *will* succeed. This mindset goes beyond "high expectations"—the school makes a commitment to prepare *every single student* for post-secondary education, and ensures that students *will not need remediation once they are there*. The school stops at nothing to make this happen: instruction is rigorous, and an extremely high level of support helps students to meet this level of rigor.

This preparation toward college and careers is operationalized through a deliberate focus on the strengths and interests of each student, and creating pathways with rigorous coursework for accelerated learning during the student's high school career. First and foremost, each school leads with a vision, belief, and actions that prepare each and every student toward college and career success, both within their local community, but as responsible, civically engaged citizens of the world.

Each school's mission encapsulate ideas, images, and goals that are embodied by the community of learners and leaders. These schools' missions serve as clear beacons guiding members of the school community as they work deliberately and incrementally each day to nourish students' language and cultural diversities, set ambitious goals, and help students master rigorous college-preparatory coursework as they progress toward greater opportunities and aspirations.

The missions across the six schools embrace the language and cultural diversities of their students and leverage these assets to motivate and accelerate both day-to-day learning and cultivate life-long learners. For example, explicit in the school's mission and vision at Dual Language, Marble Hill, and Manhattan Bridges is the imperative to prepare students to be fully bilingual and biliterate in two languages. At the High School for Dual Language and Asian Studies, all students study Chinese and English concurrently over the course of their academic careers. At the Marble Hill School for International Studies, the school community sees fluency in more than one language as a great asset—not just for the student, but also for the entire school and community at large. Here, all students learn a second or third language of their choosing. This includes English for ELLs, and Japanese, Chinese, or Italian for English proficient students. Across these sites, a major component of the school's mission is the belief that language development is a resource for all

> **MISSION**: Manhattan Bridges is founded on the belief that mastery of communication skills in both English and students' native language is key to realizing a student's potential in a multicultural society. We are committed to assisting students in maintaining the richness of their native language and culture and celebrating their individual differences while providing them with a sense of place in their community and society as a whole. Our mission is to ensure that students develop the bilingual speaking, reading, writing and listening skills designed to prepare them for higher education and/or the work force.

students, to be used in service of their learning and in their lives.

The schools' missions, paired with their explicit articulation of their goals and visions, also serve as a consistent motivator for students and teachers in their learning journey together. Over the course of students' high school career, they grow to embrace and internalize an ethos of intrinsic motivation and work with their teachers to set high academic and career expectations so that they are prepared for post-secondary success. To spur students' development toward college and career-readiness, teachers leverage external goals such as high school graduation and state testing mandates as markers of student progress. Each of the schools has raised the bar for their high school graduates beyond the minimum district and state mandates. For example, all students, including student with interrupted formal education (SIFE), know that they are expected to learn English, pass the New York Regents State exams with high scores, and be accepted into a college of their choice from the moment they enroll at Marble Hill. Similarly, at Dual Language, students are encouraged to aim for a high pass of 90 or more on the Regents exam in order to earn an Honors designation, above and beyond a mere passing score of 65 for a Regents Diploma. Finally, at Manhattan Bridges High School, students need to earn 54 credits in order to graduate, instead of the 44 credits typically required of high school students in New York City.

Lastly, these ambitious "goal posts" are also reflected in the daily teaching and learning work that occurs across the myriad of courses designed specifically to accelerate students' academic, social, and emotional development into young adulthood. As a network leader working with It Takes A Village Academy (ITAVA) described:

> I go into classrooms and see students reading high school literature, not dumbed-down literature—the science content, the college courses, the expectation [is] that students graduate here with college credits, the expectation [is present] that all students will go to college.

VALUE 2: THE SCHOOL MISSION GUIDES ALL DECISIONS.

At each of these schools, the mission is more than simply words on a wall; instead, it is embodied by the school community and enacted through the many decisions that shape the school's trajectory. Every aspect of the school experience is thoughtfully and intentionally designed in keeping with the mission, including the (1) design and scheduling of courses, (2) hiring of committed and qualified employees and supporting their professional learning, and (3) partnerships with community organizations. Absolutely no opportunity is wasted to move the school closer to its goals.

For example, at New World, the leadership understands that high levels of programmatic coherence are necessary to achieve school-wide goals. When asked about the most important elements for creating a successful program, Principal Salazar advised others to "look at the mission of the school…and do not deviate from it." Here, the school team recognized that credit accumulation was an issue for many ELL students who want to attend college. To mitigate and resolve this barrier for their students, New World utilizes block scheduling with nine periods a day and almost seven hours of daily instructional time, with supplementary English and math courses for all 9th and 10th grade students. Core subject-area teachers of English, math, and science provide additional support during these double periods for all students, while allowing time for students to take electives such as art and dance.

Similarly at Marble Hill, the structures and design of the school are all intentionally organized to support an inquiry- and project-based approach to education aligned to their school mission and vision as a school for international studies. This begins with a proactive intake process to recruit a diverse student body of 50% ELLs and 50% English proficient students. Marble Hill also offers two different types of programs, the ESL and International strands, to target support and services to its diverse student body. Block scheduling and "looping" (a practice wherein teachers instructionally follow a cohort of students for more than a year) allow for increased instructional time, which in turn enables teachers and students to spend more time getting to know each other, and give teachers the opportunity to build depth, coherence, and continuity across lessons.

This laser-sharp focus on what is best for students in the school's decision-making is also explicit in Manhattan Bridge's theory of action. As Principal Sanchez-Medina explained,

> We're looking at the child and the needs of the child. What has really defined us is that we build the structure around the student, as opposed to pushing the kid into a particular structure… So every decision we're making, we're looking at: Who are our students? Where do we want them to be?

This approach of starting with the child, respecting her individuality, and being open to different pathways to her success is the guiding principle behind the extensive individualized programming that each student receives at Manhattan Bridges.

At the same time, the attention on students' development is matched by the deliberate recruitment, retention, and development of the teachers and staff and community partnerships that augment and improve upon the existing practices at the school. More details regarding staffing and community partnerships can be found within the section detailing School Design Elements.

VALUE 3: THE SCHOOL COMMUNITY HOLDS A MINDSET OF CONTINUOUS IMPROVEMENT.

Administrators, staff, teachers, and students reflect continuously on their practices as they strive to fulfill the mission of success for every student. This focus on continuous improvement aims to achieve quality outcomes in classrooms and schools by directly addressing the complexity and variability of learning in context (Bryk, 2015; Bryk, Gomez, Grunow, & LeMahieu, 2015). With goals of accelerating progress, the school team gathers and reviews timely student data that allows the school to adapt its teaching and course structures to how students learn. This stance of continuous improvement extends into the classrooms, where we see both teachers and students taking charge of and reflecting on their own learning.

In Marble Hill's partnership with New Visions for Public Schools, a professional learning support provider, the school leadership and the teachers have focused their work toward more effective use of data. Together, they regularly review patterns of individual and group level student data and hold strategic data check-ins to identify students at risk of graduation and modify the system of supports so that students are on track toward graduation and college. The principal explained:

> One big shift they have made…is looking at how those data systems really shift what we do in schools to make our work that much more effective with the end goal of making sure students get to graduation… Really having systems where that data is accessible…[and] determine what is needed.

The use of data informs decision-making at the student level, and allows school teams to act flexibly in better supporting student development.

Meanwhile, at New World, staff embraces an "action research" agenda that is aligned with the core values of their school. This form of professional learning is intended to promote *ongoing* critical examination of instruction among teachers wherein they are expected to test their own hypotheses of instructional practices, and adjust those practices based on the results of their inquiry. These processes focus on teaching and learning, as well as on the social and cultural elements of the classroom that may impact outcomes for students, especially emerging English Language Learners. Based upon these findings, teachers adjust their teaching and reflect further on the changes made. This school-wide process supports growth for both teachers and students.

The ingrained culture of feedback and reflection is not lost on students at these schools. Across sites, there is a willingness to talk about areas of growth, embrace students of all language proficiencies, and provide opportunities for students to take risks, make mistakes, and learn from them. In classroom that we observed, students' voices and ideas are heard frequently and in multiple languages. Students are not afraid to practice their English, knowing that their "mistakes" will help them grow. This value allows school leaders, staff, and students to test out their ideas, utilize a growth mindset for learning, and focus their actions toward continuous improvement, with the result of consistently raising the bar of success for students (Carnegie Foundation, 2017; David & Talbert, 2013).

VALUE 4: THE ENTIRE SCHOOL COMMUNITY SHARES RESPONSIBILITY FOR STUDENTS' SUCCESS.

Everyone in the school contributes significantly toward and takes responsibility for the success of every student. This includes staff members, network partners, parents, and students themselves. Students know to ask for help when they need it and frequently help other students when they are struggling. The social and relational trust and respect among teachers, school leaders, parents, and students contribute to the culture, climate and interpersonal relationships within the school community (Bryk & Schneider, 2002; Kruse, Louis, & Bryk, 1994). No matter how much power one individual has within the school, *everyone* within the school community is dependent on one another so they can work together and support each others' efforts toward shared goals.

A parent from Boston International High School and Newcomers Academy (BINcA) describes her son's relationship to his school in the following way:

> I can see that my son is enthusiastic, likes to learn, likes to come to school, and feels like part of a community. Over time, my son has been able to communicate and work with others and they get together and are part of each other's lives.

Often described as a "family-like environment," BINcA welcomes students and their families at the start of the enrollment process, and the entire school staff works hard to embrace and acknowledge the histories and strengths of each student. Students realize that their teachers care about more than just their education, and this fills them with pride and respect for their school.

Across the schools, students described the important role that their teachers played in cultivating their sense of self-efficacy within and outside the school walls. The school teams take seriously their role as coaches and mentor to their students in building their personal life skills "toolbox" so that they can navigate and overcome challenges on their way to college and career success. Principal Sanchez-Medina from Manhattan Bridges shared:

> Our job really is to look for ways to take roadblocks out and have [the students] walk… I'm not going to carry the child. I'm going to teach them how to walk and develop that process so that they can say, 'I feel confident.' But, if you fall, we will be here to pick you up.

An external community-based partner to New World noticed that the principal and assistant principals customized individual attention and support for each student. The partner noted, "They don't try to fit a square peg into a round hole. They look at each student individually." Additionally, support staff indicated that school leaders organize their time and resources so that they can work directly with students and families, on top of regular meetings with counselors and teachers to support students' development. Meanwhile, at Marble Hill, all administrators teach one class each semester. This helps school leaders learn more about their students and gain a deeper understanding of student and teacher needs and strengths.

Inside the classrooms, students take ownership and responsibility for their own learning. The expectations are clear and students are prepared to meet those goals. One student at Manhattan Bridges summarized the sentiment in the following way:

> They push you. . . . they won't let you just stay in the basic level. They want you to be the best you can… They know you're capable. . . . They're going to ask everything of you—that's their rule… They asked for 100% of me.

VALUE 5: THE SCHOOL COMMUNITY IS HIGHLY ATTUNED TO STUDENTS' NEEDS AND CAPACITIES.

Every detail of the academic environment at these schools originates with the whole student—their family life, culture, histories. Courses, schedules, and other structures are designed and adapted with the ever-changing student population in mind, including its array of unique language and cultural backgrounds and language proficiencies. The school makes no assumptions about the student body, but rather collects and analyzes evidence on a day to day basis as well as for the long-term to inform decisions.

"High expectations, …extensive support, and putting students first," is how one teacher described the mantra of Manhattan Bridges High School. This powerful culture of commitment and belief that every student will succeed is based both in acknowledging and supporting their individual histories. Within this culture, students report feeling safe to take academic risks, and hold themselves accountable for their own learning.

Across each site, schools have created significant in and out of school wraparound supports for newcomers and Students with Interrupted Formal Education (SIFE). Site leaders along with the support team works closely with each student and their families in understanding their histories and needs. This includes intake interviews for new families, diagnostic assessments that gauge English and academic proficiencies, and ongoing progress monitoring so that students have the necessary tools to excel in school and in life.

For example, at BINcA, the Newcomers Academy is tailored specifically to the needs of SIFE. The instructional staff takes an additive bilingualism perspective and utilizes students' home languages to complement instruction, scaffold understanding of content knowledge, maximize student engagement, and facilitate learning in English. At New World, these newcomers are paired with English as Second Language (ESL) teachers three days a week after school for supplementary instruction, and all teachers receive extensive background information about incoming new arrivals and SIFE who are in their classrooms. An alumnus shared the following reflection during his tenure at New World:

> They really take the time to analyze who you are as a student, but they also take the time to know who you are as a human, and what are your experiences, so they can build on and know how to address you as an individual.

Meanwhile, at It Takes a Village Academy (ITAVA), students are offered emotional support through a well-developed and effective advisory program. With a student to advisory ratio of 10-to-1, this space provides strong social-emotional support for struggling students. One of the counselors sums up the advisory role in the following way:

> The advisor has that close knit relationship with that student… It's important to have the student have an adult to go to if you have an issue. . . . You need to address the social-emotional issues. It's not just about academics, but about the whole child.

VALUE 6: THERE IS A STRONG SENSE OF PRIDE IN AND RESPECT TOWARD ALL CULTURES.

The school values the diversity of students' languages and cultures and invests time and resources to understand the lived experiences of students. Students feel proud of their unique identities and abilities, and are guided to respect those of their peers as well.

Across the sites, schools employ a myriad of strategies that embrace and celebrate the wealth of linguistic and cultural diversities of their students, families, and staff. These strategies include school-wide norms that allow students to connect to and express creatively their past histories and current experiences, recruitment of diverse staff and leadership, and welcoming families into the school community through regular and active outreach efforts.

For example, the instructional team and support staff at BINcA are guided by schoolwide norms called the "4 Cs," representing "Connection, Communication, Collaboration, and Creativity." Classroom discussions, hallway banter, and guidance sessions with students are influenced by connections to students' past experiences and histories as Latino, Cape Verdean, or Haitian youths. Additionally, the support staff works closely with the instructional staff to understand the various modes of expressions (e.g., theater, music, arts), passions, and creativity that can further students' long-term educational goals. Across classrooms in the case study sites, students are able to use their home language to support their English language development and use their linguistic assets as tools in their journey of academic development.

In interviews across schools, students, families, and community partners frequently remarked on the cultural and language diversities represented by the school leadership, teachers, and staff. The mix of talents and

experiences has been cultivated over time, and all of the school leaders consider the recruitment of teachers as one of the top drivers in sustaining a strong and nurturing learning community for their students. For example, at Marble Hill, parents are often surprised by the fact that the principal and the assistant principals speak multiple languages and dialects. At ITAVA, there is an overriding belief that students should see and interact with racially- and ethnically-diverse role models who have achieved success in both school and careers. Here, many teachers and staff members reflect the demographics and language groups represented at the school. Near the school entrance hangs a wall poster with pictures of school staff alongside information about their achievements, their diverse countries of origin and the many languages they speak.

Lastly, each of the schools acknowledges that building relationships and trust with students' families works hand in hand with the mission and vision of the school. Whether that entails frequent and regular conversations with parents or guardians regarding their child's progress, or larger annual events like the "International Dinner" hosted at Marble Hill, families know that the school is actively working in building a collaborative relationship with them. Even with additional staffing that supports family and community outreach efforts, all of the schools embrace the ethos that more could be done, and that they can *always* improve upon their current efforts in bringing students' families more actively into the school communities.

INNOVATIVE SCHOOL DESIGN ELEMENTS

The success that takes place at these six exemplary schools did not occur through happenstance. Rather, the schools were conceived and built with an eye toward maximizing their students' potential. In our work with these schools, we found common patterns in how the schools consciously designed and implemented their routines and practices. Undergirded by the shared school values outlined above, these seven innovative school design elements shape the way that students are nurtured and taught at the schools and enable all members of the school community to work together toward their mission.

DESIGN ELEMENT 1: PASSIONATE, STRATEGIC, AND MISSION-DRIVEN LEADERSHIP

School leaders are fiercely dedicated, and highly organized and strategic about fulfilling the promise of ELLs' success. No obstacles or excuses impede this mission. The leaders are visionary and innovative, and "think outside the box" in designing learning specifically for ELLs. Across these schools, the leaders leave no stone unturned in meticulously planning every aspect of the school experience to drive success for ELLs.

Leaders in these schools serve multiple and varied roles. The type of passionate, strategic, and mission-driven leadership we observed in action can be described as a blend of transformational, distributed, and instructional leadership. As transformational leaders, they inspire those around them to make changes based on the shared mission and goals of the school. As distributed leaders, they empower multiple leaders within the school in order to share decision-making power, build trust and ownership, and incorporate feedback from multiple sources (Spillane, Halverson, & Diamond, 2001). As instructional leaders, decisions are aligned to support teaching and learning in the instructional core (Hallinger, 2005). Leadership is often shared among principals, assistant principals, teachers, counselors, and other staff, who work collectively toward the same end. These schools' principals are also "hands-on" instructional leaders, well versed in curriculum, instruction, and formative assessment practices, and not afraid of working with students, teachers, families, and community partners in improving instruction at every level (Cuban, 1984; Hallinger, 2003). This ensures that decisions affecting the school, such as master schedules and academic requirements, are aligned to the teaching and learning that takes place inside classrooms.

In addition to being multi-faceted leaders, these school principals balance courage and strategy in enacting tough decisions, and work tirelessly to recruit and retain staff that shares and acts on the school's vision for its students. Finally, these leaders are entrepreneurial and cultivate numerous beneficial relationships with partners and stakeholders to advance the missions of their schools.

Within this design element of leadership, some of its essential components include:
- Fostering shared beliefs and deepening understanding of students' language and cultural strengths;
- Providing teachers with material resources and professional learning opportunities that meet the changing needs of the student population;
- Setting clear and achievable goals that attend to students' knowledge *and* language development;
- Holding deep knowledge about literacy and language development for the diversity of ELLs—from newcomers, SIFE, and biliterate, bilingual, or multilingual learners—and the inherent language development opportunities in content area courses; and

- Providing supportive opportunities for teachers to provide feedback and setting up a culture of continuous improvement as a core value of the school community (Marzano, Waters, & NcNulty, 2005).

ELEMENT IN CONTEXT: LEADERSHIP AT NEW WORLD HIGH SCHOOL

> I'd like to mention one thing that is very emblematic of [New World's] success. I think leadership is everything…I don't think you can have an outstanding school without a great *leader*, and in this case you have a great leadership *team.*
>
> —External Provider

The three-person leadership team at New World High School exemplifies the visionary, collaborative, and instructional leadership we observed at these schools. Principal Salazar has worked closely with the team from the school's inception to unite staff around a common vision and develop the necessary structures, programs, and instruction to ensure ELLs' college and career readiness. The leadership team has put forth a clear vision for New World High School that focuses on providing support structures for ELLs and teachers. All staff and faculty are expected to understand how their work relates to the larger vision of the school. An external provider observed, "The teachers see the same vision, working toward high performance. They see the vision that the leadership sees. So it's really a team collaboration."

Faculty and staff also frequently described the leadership team at New World as collaborative, cooperative, and responsive. According to Assistant Principal Gashi, he and the other administrators frequently engage in "ongoing formal and informal dialogue with teachers on topics that improve the school environment, student learning, and teacher professional growth." As a result, staff feel inspired, valued, and respected: "I don't feel like I'm coming to work every day. It's a joy. This is my family." Another staff member mentioned that the principal is always communicating with the school staff to ask, "What do you think about this idea?" This shared leadership creates among teachers a sense of collaboration and ownership over the instructional practices at school.

As an illustration of the cohesiveness of the leadership team at New World, one external provider observed:

> As a group, the three of them observed each teacher together. They *insisted* upon doing every single one of the observations together. What does this represent? First of all, this represents a holistic picture of the staff… They are aligning their own practices around assessment so that there is inter-rater reliability… I have never seen a leadership team spend as much time talking, aligning, reaching consensus. And then, of course, the entire faculty picks up on this.

Finally, the leadership team at New World is involved in all matters of instruction. The group helped developed the curriculum and instructional structure for the school from the beginning, and as a group, they frequently conduct observations, debrief those observations, and provide instructional feedback to their staff. The leadership team's expertise plays a large role in their ability to provide such instructional leadership. Collectively, the three administrators at New World taught math and social studies for over twenty-five years at the secondary level (and Assistant Principal Gashi at the post-secondary level as well). As a result of their instructional expertise and detailed attention to instruction, administrators at New World are "in tune" with the classroom practices of all teachers.

The visionary, distributed, and instructional leadership team has played an undeniably important role in the positive outcomes at New World High School.

DESIGN ELEMENT 2: UNIFIED LANGUAGE DEVELOPMENT FRAMEWORK INTEGRATING CONTENT, ANALYTICAL PRACTICES, AND LANGUAGE LEARNING

An important factor in the success of these schools, all of which serve large numbers of ELLs, is the way in which educators at these schools conceptualize the learning of language, which we refer to in this report as a language development framework. A language development framework describes people's best thinking—informed by research and practice—about how students' languages develop. More specifically, a language development framework lays out the implicit or explicit assumptions that educators have about, among other concepts, what is meant by language and what must be learned and taught in order to foster language acquisition (Valdés, Kibler, & Walqui, 2014; Wong-Fillmore & Snow, 2000).

For example, a language development framework may be informed by a definition of language as forms to be learned, such as grammatical rules, parts of speech, and lists of vocabulary. In contrast, a language development framework guided by functional theories of language would emphasize the use of language to carry out specific social acts and to communicate meaning (Valdés et al., 2014). Other linguistic traditions highlight the sociocultural and cognitive aspects of language acquisition. Crucially, these understandings about language deeply impact how teachers shape and deliver their instruction. In other words, theories of language teaching have profound implications for the pedagogical choices that teachers make. Thus, a cohesive language development framework, especially one that recognizes the language demands inherent in academic practices across all content areas, has the potential to impact how instruction is designed and enacted for ELLs in profound ways across a school site.

Across the schools in the study, we surfaced assumptions about language and language learning that permeated the schools. The language development frameworks that underlie the instructional practices at these schools play a large role in shaping the rigor of instruction, the use of the home language, and the integration of language and content learning. For example, at each of the case study sites, teachers have clear expectations that all ELLs can acquire content knowledge, literacy and language simultaneously in all classroom settings. Teachers work together to align instructional practices, materials, curriculum and data inquiries to college and career-readiness standards such as Common Core State Standards, Next Generation Science Standards, WIDA English Language Development Standards, and New York State Bilingual Common Core Progressions so that the focus is on deepening the instructional shifts for students. We saw teachers create goals for both content and language development in their courses and enact these merged goals in their instructional practice.

Within this design element of language development framework, some of its essential components include:
- Alignment between a school's language development framework and its mission, instructional foci, professional development priorities, course offerings, assessments, and other essential school features;
- Leveraging the cultural and language assets of ELLs to strengthen students' language and academic development simultaneously, through using resources from more than one language to make content meaningful and comprehensible for students;

- Deliberate and thoughtful unit and lesson planning between ESL instructors and content area teachers;
- Across classrooms, consistent use of appropriate scaffolds to support students' language development and strategies to foster autonomy; and
- Collaborative structures to facilitate co-teaching by ESL and content area teachers in order to support the balance of language and content learning.

ELEMENT IN CONTEXT: TRANSLANGUAGING AT MANHATTAN BRIDGES HIGH SCHOOL

Based on our observations and discussions with staff members, Manhattan Bridges High School purposefully and meticulously organizes its instruction according to a language development framework known as translanguaging (García & Sylvan, 2011). As described by one administrator, translanguaging is the practice of encouraging students' access to both their home language (among this school's ELLs, typically Spanish) and English, so that they feel comfortable using either language to make sense of what they are learning or to express their thoughts. Translanguaging allows students to formulate and strengthen their understandings using resources from both languages, so that they can attain greater mastery of academic material at the same time that they become more confident users of academic English (García & Wei, 2014).

The use of both Spanish and English as languages of instruction at Manhattan Bridges is highly strategic. Spanish-dominant instruction is more prevalent in 9th and 10th grade classrooms, which contain more newcomers and ELLs. The use of Spanish as the dominant language of instruction in lower grades fortifies students' native language literacy and allows them to transfer valuable skills to English. Teachers use scaffolds in strategic and intentional ways to encourage their students to make the transitions from Spanish to English.

While translanguaging is still common in upper-grade classrooms, English is emphasized more than in the lower-grades in order to prepare students for the New York State Regents exams and for English-dominant environments in college. Students in upper grades are encouraged to draw from both languages in order to make sense of what they are learning (translanguaging), but they are expected to come back to the original language of the text.

Across classrooms at Manhattan Bridges, the norm of translanguaging allows students to harness the resources of either language to solidify their understanding of the material. Students themselves have internalized this inclusive view of language development. One student attested, "One of the goals of our school is to have English, and keep our Spanish too, because they know we're going to have more opportunities being bilingual. So they're trying to balance both." In keeping with this view, language learning is seen as a tool to facilitate understanding, not a goal to be achieved in isolation.

DESIGN ELEMENT 3: STRATEGIC STAFFING

As Bryk et al. (2010) demonstrate in their work, schools are human-resource-intensive, and the professional capacity of the faculty and staff is an essential feature of schools that advance student achievement. Schools thrive largely as a result of their ability to recruit and retain high-quality faculty, support their professional development, and organize their ability to work together to improve instruction. Across these schools, we observed elements of rigorous, intentional, and strategic hiring and staffing practices. These practices have produced teams of diverse, passionate, empathetic, and instructionally innovative teachers and support staff to drive success for students.

The educators who work in these schools have been assembled deliberately to meet the multi-faceted needs of students. School staff members, including leaders, often are immigrants and former ELLs, speak students' home languages, and have significant international travel experience. Schools work in collaboration with teacher preparation institutions in recruiting diverse teacher candidates who have the potential to succeed at their sites. Teachers are recruited for their diversity of language and cultural perspectives and experiences, and serve as role models for students. They are also often dual-certified in ESL and content areas. The combination of the staff's multicultural histories, along with its deep knowledge of working with ELLs, helps teachers hone in closely on the strengths and needs of the ELL populations at their site.

New staff members who share the school's vision and meet the high standards described above are actively recruited. At BINcA, for example, school leadership and staff are well-connected to the local teacher education programs and tap into this pipeline to identify strong applicants. Potential applicants with the right strengths and experiences to serve BINcA's students are encouraged to apply early in the process. This proactive and strategic approach helps to shape a professional community that is uniquely suited to working with the school's diverse ELLs.

Across schools, the school community—including teachers and students—is highly involved in the vetting of candidates. This egalitarian approach to hiring ensures that new hires are aligned to schools' values and committed to helping their students reach high academic expectations.

After going through a rigorous and intentional hiring process, teachers are then supported throughout the various stages of their career by an array of professional learning opportunities that address their needs and strengths. These individuals are charged to learn from their own practice and develop their professional teaching expertise among a community of peers (Darling-Hammond & Bransford, 2007). Teachers are in charge of their own professional learning, which is tailored to their particular needs and aligned to the mission of the school. Collaboration is frequent and structurally well-supported, and retention levels are high.

In recruiting faculty and staff who will be successful at these schools, school leaders look for educators with:
- Knowledge of content, language development, pedagogy, and formative assessment practices for ELLs;
- Ability to create a classroom culture of mutual respect and learning;
- Knowledge and experience in working with ELLs (e.g., engaging and communicating with students; access to resources that support student intellectual, social, and emotional growth); and
- Openness to learn and grow as a part of school community (e.g., participating and leading in professional learning opportunities; being a reflective and continuous learner).

ELEMENT IN CONTEXT: STAFF HIRING AT MANHATTAN BRIDGES HIGH SCHOOL

Bringing onboard a talented group of educators has been an intentional part of the school-building process at Manhattan Bridges, and the school's hiring and coaching practices reflect this emphasis on teacher quality as a priority.

In her hiring process, Principal Sanchez-Medina first assesses the needs of the school in terms of programming. She figures out what subject area, field of expertise, or group of students requires additional staffing. Next, she thinks about how a new hire would potentially fit into the existing team—perhaps she needs someone to lead an initiative on campus, or a team player that will gel well with a particular subject-area or grade-level. Once she has weighed the needs of her program along with the needs of her team, she develops a very specific profile of the kind of staff member she needs to hire. And once she has developed this profile, she does not settle—she waits for the right person to fill the role.

After screening prospective candidates with an initial interview, Principal Sanchez-Medina invites the candidate to campus to meet with a panel of interviewers, composed of teachers, staff members, parents, and sometimes students. The interview panel asks questions of the candidate related to classroom management, instruction, planning, student voice, and involvement with the community and with extracurricular activities. The panel also asks candidates about their strengths and areas of growth. Finally, candidates teach a demonstration lesson to showcase their instruction.

If the interview panel advocates for the candidate moving forward in the interview process, the candidate is invited back to meet and attend meetings with the team she will be working with, so that the team members can make sure she is a good match for them. The principal then identifies a potential mentor among her existing staff to help the new hire with her transition. In addition to assessing a candidate's fit with the needs of her program and the team, Principal Sanchez-Medina also looks for mature professionals who are able to model proper behavior and ethics to their students. Because of the student population at Manhattan Bridges, Principal Sanchez-Medina also requires that her teachers be willing to attain a bilingual extension or ESL certification for their teaching credential. Another set of qualities she looks for are those of a caretaker—someone who can see all children's potential. To this end, she looks for candidates who understand child and adolescent development and care deeply about guiding students to maximize their potential.

Once a candidate passes through the rigorous hiring process, the new staff member is paired with at least one mentor within the same discipline to help ensure a smooth transition to the school. Principal Sanchez-Medina holds the new teachers to high expectations, yet she provides them with ample support and coaching. Assistant Principal Lock shared, "We aim to hire people with strong content knowledge, and then we develop their pedagogical expertise." For Principal Sanchez-Medina and other administrators on campus, their supervision of their teachers is not just an evaluative process. Rather, it is an ongoing dialogue with teachers that involves pre-work, coaching, modeling, and reflection to promote their development.

As a result of the careful teacher selection process and attention to teachers' ongoing professional growth, retention is high. At Manhattan Bridges, the majority of teachers have spent more than ten years teaching at the school, and approximately half of the teachers have been at the school for their entire teaching careers. This investment in recruiting and supporting high-quality staff has translated to a high level of teacher and leadership stability.

DESIGN ELEMENT 4: ONGOING, INTENTIONAL ASSESSMENT WITH FOLLOW-THROUGH

The six schools in this study demonstrate thoughtful and detailed assessment strategies. These assessment practices allow teachers to adapt instructional materials to meet the strengths and needs of students, leverage formative assessment practices for continuous improvement, reveal a deep understanding of both language and content-area learning, and include holistic methods that involve students in their own development (Heritage, 2007).

From the moment of entry through graduation and beyond, these schools gather detailed data on students in order to inform decisions around instruction, course offerings, and school structures. These data come from a variety of sources: summative assessments from previous years, diagnostic assessments administered periodically throughout the year, samples of student work, and information shared at grade level meetings or gathered through the course of interventions. Together, these data provide staff with essential evidence and feedback to guide ongoing reflection and continuous improvement.

In addition to collecting academic data, a guidance team works closely with students and their families, both formally through initial diagnostics and home visits, and informally through conversations and meetings throughout the year, to amass relevant information about the background, needs, and strengths of each student and her family.

These schools value assessment *for* learning, and not just *of* learning, with clear achievement targets, and conditions that support student growth (Stiggins, 2005). Within classrooms, teachers continuously use diagnostic and formative assessment practices to monitor student learning and inform instruction, yielding substantial learning gains (Black & Wiliam, 1998). Teachers elicit evidence of student understanding and language use through a variety of techniques, from Do Now's, exit slips, and quick writes to follow-up questions. The evidence from these formative assessment opportunities is used to plan instructional interventions to better meet students' needs, and to help students to monitor and assess their own progress.

Several of these schools make use of holistic forms of assessment that allow students to take ownership of their growth and progress. Students revise their own work, present their learning via portfolio presentations in public forums, and work collaboratively on project-based learning tasks—all in the effort to learn from the process and from the feedback of peers and adults.

Within this design element of summative and formative assessment practices, some of its essential components include:
- School community carries out practices that elicit knowledge about student growth, learning, and competencies that can be used to inform teaching and learning decisions;
- Ongoing assessment practices feed into a larger framework and mindset of continuous improvement in improving the quality of learning experiences for all students; and
- Summative assessments such as end of term tests and state assessments serve as major benchmarks that are aligned to school goals and mission.

ELEMENT IN CONTEXT: PORTFOLIO ASSESSMENTS AT MARBLE HILL SCHOOL FOR INTERNATIONAL STUDIES

Since opening its doors in 2002, Marble Hill has used a system of portfolio presentations to ensure that students have opportunities to engage in deeper learning. Principal Kirsten Larson explained how the unique needs of all students informed the decision to implement the portfolio program:

> Knowing that we were looking at joining [English proficient] and ELL populations in the 50-50 model that … had not existed anywhere else at that time, and knowing the needs of ELLs to be able to use language in meaningful ways…we wanted to make sure that our assessment system was rigorous and meaningful and allowed students to be able to show what they were learning and to use language.

The portfolio assessment program, which is built into the grading policy, provides multiple means for students to reflect and speak about what they have learned throughout the academic year. This type of alternative assessment of student achievement allows students to demonstrate competencies, set their own goals, guide the direction of their project, and providing a structured opportunity to reflect on the year's learning (Arter & Spandel, 1992; Calfee & Perfumo, 1993). At Marble Hill, portfolio presentations occur twice a year, every year, for every grade level, and the entire process takes two weeks to organize and complete. Many practices throughout the year prepare students for the presentations. For example, 9th grade advisory classes help students with presentation skills, and teachers scaffold their lessons to ensure that students master the necessary skills needed for project completion.

At the 12th grade level, portfolios focus on presenting projects and research in a unified way and typically incorporate a discussion about student goals and educational plans. The portfolios for lower grades have different structured focuses. For example, the freshman portfolios have a metacognitive element, aimed at getting students to reflect on *how* they worked to learn the content material. Students are asked to bring their notebooks with them and explain for which classes they have had the most success in keeping notes and organizing information.

Faculty members provide feedback on students' portfolio presentations right away. In addition to being assessed on presentation, students are assessed on language use, dress code, punctuality, and preparedness. They are also given feedback on their fluency, which is defined as "ease and confidence in subject matter and its presentation" (NYCDOE, 2013).

Portfolios provide a number of benefits for students. One student commented on the usefulness of the portfolio experience: "I like the fact that every semester there are portfolios at the end. It's a way to practice [for] job interviews." The portfolios also provide an excellent opportunity for teachers and students to get to know each other well. Since ELLs deliver their presentations in English, they are able to practice speaking while teachers simultaneously learn more about the linguistic needs of the students. The portfolio experience is invaluable for teachers who teach primarily one group of students, either ELLs or English proficient students. Teachers of ELLs remain aware of how English proficient students are performing, and teachers of English proficient students are better able to understand the experience of ELLs.

As a key feature of Marble Hill's instructional program, the portfolio assessment provides the school staff an opportunity to know their students better, provide direct, immediate feedback, and allow for the development of language and speaking skills in a way that is aligned with each student's learning goals.

DESIGN ELEMENT 5: INTENSIVE SOCIAL-EMOTIONAL SUPPORT

The six schools in this study employ intensive social-emotional supports to help students become healthy and thriving young adults while working toward academic success. The strength of these supports is founded on an understanding of students' diverse histories, enduring relationships of trust across the school community, the availability of wrap-around counseling and family supports, and an unwavering attention and care to the "whole child" (Hamedani & Darling-Hammond, 2014; Noddings, 2015). Also known in the field as "non-cognitive factors," these traits, skills, behaviors, and attitudes can include the following: self-awareness, self-management, social awareness, perseverance, mindsets, learning strategies, responsible decision-making, and social and relational skills (Durlak et al., 2011; Farrington et al. 2012).

At many of these schools, social-emotional support starts as soon as a student enrolls. The staff welcomes families in from day one and shows them the support system in place for their children. This immediate attention to students' backgrounds establishes a foundation of trust that is the basis for future communication and involvement.

Also apparent at many of these schools is an understanding of their students' varied histories, often as recent immigrants or refugees. Because many staff members share their students' experience as immigrants and ELLs, staff members empathize deeply with their students' challenges as they navigate their schooling. This respect for students' experiences, and the realization that students often need additional supports in navigating life in a new country, allow teachers and counselors at these schools to build relationships of care and trust with their students.

Beyond getting to know their students, these schools sustain their social-emotional support of students through close counseling from adults, either through structured advisory programs or close mentoring relationships. The schools also go above and beyond in connecting students and their families with wrap-around services related to health, housing, food security, employment, and community resources so that students and their families transition successfully into their new communities.

Finally, students are not only pushed to succeed academically, but are guided in their whole development through systematic attention to their social-emotional well-being and skills—such as coping with failure, stress control, realistic and adaptive goal setting, planning, decision-making, and motivation—in order to ensure that they thrive both academically and personally in high school and beyond. As a result of the nurturing, supportive environment at these schools, students view their schools as places of refuge, and the school community as an extension of their own family.

Within this design element of social-emotional support, some of its essential components include:
- A deep understanding that academic and social-emotional learning for students work in symbiotic ways in promoting student engagement in learning and post-secondary outcomes (National Research Council, 2012);
- School-wide practices and policies that attend to students' social-emotional well-being (e.g., intake interviews, home visits, advisory programs, counseling and mental health services); and
- Collaboration with community partners that can provide wrap-around services for families in need (e.g., newcomers and SIFE).

ELEMENT IN CONTEXT: SOCIAL-EMOTIONAL SUPPORT AT BOSTON INTERNATIONAL HIGH SCHOOL AND NEWCOMERS ACADEMY (BINCA)

At Boston International High School and Newcomers Academy, former Headmaster Bahnam's belief in working with the "whole child" set the tone for how other staff members approach their work with the students. As one member of the Guidance and Family Connections team explained,

> Our headmaster, she is no joke. She likes things done immediately when it comes to students' well-being… We tend to go off her urgency around supporting the students, especially when it comes to social-emotional [issues] or [a] high risk of dropping out. We do home visits, … we talk to the students, the guardian, the parent….

Following the example of their school leader, the staff at BINcA prioritizes social-emotional support alongside academic success. Knowing that many of their students have faced trauma and upheaval in their recent transitions to the U.S., staff members at BINcA believe it is extremely important to create stability for their students from day one. They do this formally through an extensive array of wrap-around services designed to meet individual students' needs, and informally through the constant expression of care and support.

For example, upon a student's arrival to the U.S. and enrollment at BINcA, a guidance counselor meets with the student and a parent or guardian for one hour to learn about the student's educational experiences in her home country, her strengths and needs, and her aspirations. During the next two weeks, the counselor checks in informally with the student frequently during school. She then meets with the student at the two-week mark to inquire about the student's home life, general health, as well as any food and safety concerns that the student may be experiencing in her new country.

By supporting newly-arrived immigrant students with sensitivity and care, the team at BINcA builds relationships and trust with students and their families. The counseling team members, all from immigrant families themselves, see their work as being both community builders as well as advocates for families, assessing the children's and families' needs and getting the right services and resources to support their success in this new country. BINcA's school and family support team is well-connected with service providers in the local community and frequently guides families in accessing much-needed resources.

Care and consideration for the whole child also characterize the disciplinary system at BINcA. As former Headmaster Bahnam put it, it is important for students to feel "included and cared for; they need a place with structure to help them grow, not a thousand small rules that govern their behavior." As students settle into their lives in the U.S., their emotional needs will stabilize, and they will thrive academically as well.

In keeping with this philosophy, behavior management at the school focuses on conflict resolution and student communication. Because staff members know that conflicts among students can escalate quickly if students do not understand why others are aggressive toward them, translation and mediation are used to resolve conflicts. Members of the support staff organize opportunities to help students examine their choices and act as "coaches" in guiding students toward alternative ways to resolve conflicts. By emphasizing a problem-solving mindset rather than the punitive aspects of discipline, staff members at BINcA maintain a safe campus environment while preserving the social-emotional health of their students.

A powerful example of BINcA's approach toward conflict management among their diverse student populations came after the 2013 Boston Marathon bombing. After the incident, staff at BINcA used culturally-sensitive methods to stimulate reflection and dialogue among their students. By proactively anticipating and addressing their students' needs, staff at BINcA was able to de-escalate potential conflict and stereotyping after the tragedy in Boston.

By embracing and acknowledging the histories and strengths of each student, BINcA has created a nurturing, family-like environment that allows the students to thrive academically and emotionally. Students in this close-knit learning community realize that their teachers care about more than just their education, and this fills them with pride and respect for their school, which many see as "an extension of their family."

DESIGN ELEMENT 6: INTENTIONAL, CAREFULLY-ORCHESTRATED STRUCTURES

Another important driver of these schools' success is their willingness and ability to build school-wide structures that facilitate student success. These structures are dynamic, creative, and flexible, and often are not bound by the regular class period or school day.

The most prevalent and impactful school-wide structure employed by these schools is flexibility in their master schedules to accommodate students' various needs and push their learning to the fullest. One feature that distinguishes these schools' master schedules the responsiveness of the school administration to adjusting students' schedules based on the most current information about their needs, despite the additional work this often entails. At some schools, students are given informal assessments each semester to gather up-to-date knowledge about their progress in language and content development. If a student's performance no longer matches her course placement, the school works quickly to adjust the student's schedule. The master schedule has been set up such that it is easy to make quick adjustments. The result is that students are not tracked into stock schedules by groups, but have highly individualized programs based on a combination of their language and subject-area needs.

The schools also take advantage of block scheduling and double-blocking certain courses to provide sufficient instructional time where it matters most, such as a double block of English and ESL to give students time to develop their language proficiency and literacy skills. Block scheduling allows teachers more instructional time per student, more time on task, and smaller roster sizes per teacher in most cases, to allow more individualized attention per student and more time for critical thinking.

Beyond their careful attention to scheduling, these schools recognize that the school day does not provide enough time to help students meet their rigorous academic demands. All of these schools extend the school day through a combination of after-school tutoring, Saturday school, and summer time use. As a result, the students' days are long. The availability of these additional learning opportunities ensures that students can always receive academic support when they need it.

In addition to creating thoughtful structures for students, these schools have also built structures that enable teacher to work with and learn from one another. Through early-release days or shared prep periods, teachers meet in grade-level teams to create interventions for struggling students, or in department teams to plan instruction, examine student work, and carry out data inquiry work. The effort to make common planning time a priority at these schools allow teachers to deepen their practice and accelerate their professional learning.

Within this design element of school organizing structures, some of its essential components include:
- Master schedule and flexibility in course options accommodate students' strengths and needs and are aligned to school's language development framework and mission;
- Student learning opportunities are created in and outside of the classroom, beyond the traditional school day and academic calendar year; and
- Dedicated time and resources encourage teacher learning and interdisciplinary collaborations.

ELEMENT IN CONTEXT: FLEXIBLE SCHEDULING AT IT TAKES A VILLAGE ACADEMY (ITAVA)

At It Takes a Village Academy, the school leadership carefully aligns resources, structures and supports so that students can meet the high expectations set out for them. Small classes, block scheduling, extended learning time, and advisories are essential structures that drive the everyday experiences of students.

One example of the intentional structures at work is the ITAVA staff's use of creativity and flexibility in the planning of courses and schedules, The leadership team believes that traditional classroom schedules do not fully serve students and need to be customized by the school to meet the needs of the population. Because of this, ITAVA's block schedule is not based on the most common forms of block scheduling wherein each class meets every other day for an extended period. Instead, the leadership team makes deliberate and creative choices in scheduling to help each student receive the lion's share of instruction in the areas that are most important for her academic success. For instance, students might meet for social studies six times a week and animation class twice a week. The leadership team programs each incoming student's day individually according to the student's needs and to successfully prepare them for the New York State Regents exams. In addition, the leadership strives to keep class sizes small so that ELLs or struggling students receive more individual attention.

As a result of the many co-curricular and extracurricular activities that take place after regular school hours, the school day is long at ITAVA. Both for students whose dominant language is English and for ELLs, there are morning tutorials that run from 7 to 8:30 a.m. Afterschool tutorials run from 4:15 to 6 p.m. These tutorials allow for targeted interventions such as content/credit recovery and for academic supports for low-performing students. ITAVA also offers a Saturday school, to which students can come for language classes, college credit bearing courses, and Regents and SAT exam prep courses. In addition, starting in 2015, extended days until 5:15 p.m. were mandated for ELLs and students who are struggling or need to make up credits in order to graduate. ITAVA is continuously developing ingenious new ways to bolster its students' academic skills, in order to fulfill the school's commitment that students will be prepared to succeed in college and careers, and to ensure that none fall between the cracks.

The school leadership carefully allots fiscal resources to provide programming that best meets students' learning needs. In addition, the school leadership is very entrepreneurial in applying for and obtaining grants for the many academic and extracurricular offerings at the school and in creatively funding team teaching, extended learning programs, and extracurricular offerings. In describing some funding strategies, the principal explained her use of resources:

> Some teachers come at 8:30, some come at 9:30. I stagger their schedules. And then, I don't use money for too many administrative people on board. I, just now in our eighth year, hired a second VP, because our college and social-emotional component is a big one and we need someone to have those skills to oversee the program….I believe that it's the quality of the people that make[s] the difference.

Driven by the unflagging belief that with adequate support, all students *will* master college-preparatory coursework, ITAVA has designed and sustained innovative school structures that create ample opportunities for students to achieve successful academic outcomes.

DESIGN ELEMENT 7: STRATEGIC COMMUNITY AND FAMILY PARTNERSHIPS

Through the enactment of powerful school values and innovative design elements, the schools in this study have created places of learning that push students to high levels of success while supporting them each step of the way. However, the schools have not achieved this alone. Instead, all of the schools in the study have leaned on strong ties with the local community and the families of their students as allies in their work (Bryk et al., 2010; Epstein, 2001; Henderson & Mapp, 2002; Jeynes, 2007). The schools have forged lasting partnerships with external organizations that are purposefully and carefully selected to *augment* and *improve* the existing practices at the school.

The schools work strategically with these community organizations to expand opportunities for students. For example, the schools leverage the community partnerships to bolster the academic and extracurricular opportunities they are able to offer to students. Many partner with local colleges and universities to offer college-level courses, so that students often graduate with college credits. Other partnerships provide mentoring or internship opportunities to students to expand their social capital. Another area in which these schools have leveraged external partnerships to further student success is to provide intensive college counseling and guidance. These partnerships supplement the support students receive from their schools through college visits, application support, and mentorships.

The school leaders recognize the power of community partnerships and work closely with organizations to ensure clear alignment with the school's vision and mission, and to ensure that their work extends and deepens students' capacities during their tenure at their schools.

At the same time that they cultivate strategic partnerships with community organizations, these schools also view parents as crucial allies and take extensive measures to involve families in their students' education. At many of the schools, family liaisons who speak the families' native language or come from similar cultural backgrounds make parents feel at ease and more able to engage with their child's education. This is especially true for families of newcomers or SIFE, who have recently arrived in the country and may have experienced limited education in their home countries. Teachers make it a point to make themselves available to parents. As one parent at ITAVA described, "It doesn't matter what time I come in… I can come in and a teacher will take their lunch hour or [meet] in the evening on their own time to talk with me." Another ITAVA parent was brought to tears describing the way that the school has supported her daughter academically through her chronic illness, by keeping in close contact with her family and provide her with the extra support she needed to complete her school work.

Within this design element of community and family partnerships, some of its essential components include:
- Providing care, compassion and respect for students and families and valuing student families for their unique and diverse experiences;
- Engaging in consistent, meaningful, two-way conversations about student learning;
- Empowering students and their families with tools and resources so they can serve as leaders and change agents within their own communities and equal partners in school-based decision-making; and
- Coordinating with community-based organizations so that the appropriate resources and opportunities are available to students, their families, and for the school.

ELEMENT IN CONTEXT: PARTNERING FOR SUCCESS AT NEW WORLD HIGH SCHOOL

At New World High School, partnerships with external organizations have been established and maintained always with the school vision in mind: preparing ELLs for success in college and careers. Since 2007, New World High School has been working in a unique collaboration with Fordham University through the Center for Educational Partnerships (CEP). As explained on the Fordham website, this partnership is "dedicated to applying…research in the service of K-12 teachers, administrators, students, and parents, as well as to education and government agencies to enable all children to achieve and succeed academically."

According to one of the network administrators, this is a "very different way of a university working with a school. It is not the usual placement of student teachers and/or graduate fellows." Instead, this partnership is geared towards providing a wide range of support services for the school, including academic support and non-academic human resources budgeting. Fordham's role is extensive—they have provided aid with regard to transportation, building location, space utilization, professional learning, compliance, and data systems training. Essentially, the network helps with whatever is necessary to strengthen the "unique design" of the school.

Most notable is how New World has leveraged this partnership to provide targeted instructional support for teachers and help with curriculum design. In collaboration with administrators, Fordham conducts conferences with school leadership to define areas of need. As one example, in the early years of the school, when the principal noticed that the science program needed to be refined, Fordham worked closely with leaders and teachers to improve science curriculum and instruction. They helped hire science teachers and placed a retired science teacher to serve as a coach and mentor to the staff as they developed the new science initiative. The coach would observe classrooms, provide feedback, and meet with teachers to infuse better strategies.

In later years, instructional specialists and coaches were expanded to all content areas as needed. Since coaches are not at the school every day, staff at the school provides guidelines to instructional specialists on how to support teachers. The current structure, according to Assistant Principal Gashi, includes "meetings with teachers to review and discuss what the teachers plan to teach, followed by classroom visits, and debriefing to reflect and plan for next steps." He believes that this structure has been the best way to help teachers improve their practice.

Fordham also offers a variety of other professional development opportunities for teachers as well as mentoring services for leaders and staff. In order to take advantage of the support offered by its external partner, New World staff consistently responds with receptivity and follow-through. A Fordham administrator shared, "There is a sense of openness. I see that the teachers acknowledge when we are working as a team…and there is receptivity to us." In other words, the leaders and teachers at the school place value on their partnership, and teachers are routinely expected to take part in coaching and professional learning services and to work together as a team.

Because New World has been guided by the school's mission in shaping collaborations with outside organizations, the partnership with Fordham University has benefitted from a high level of programmatic coherence, allowing close alignment between the services provided by the partners and the needs of the school.

The schools presented in this report offer new insights into the structural elements that are implemented at these schools to support successful development of English proficiency and high levels of academic achievement among English Language Learners (ELLs). From their inception, the founders of these schools began with a clear vision of and singular focus on improving the educational outcomes of ELLs, building into each school a "can do" attitude accompanied by the establishment of structures and practices that, when refined over time, have yielded extraordinary results. The practices employed in these schools are not only essential for ELLs' success but, as the performance data show, they also benefit *all* students. By attending to ELLs, these schools actually create an environment such that all students can excel, especially those who are low-income and otherwise traditionally outside of the sphere of academic success.

These schools serve as models for the rest of the nation with regard to the high educational outcomes that are possible for students who have traditionally been underserved in public school settings. The challenge for educators who seek to emulate these schools is to completely re-envision the way in which programs of study are structured and supported. ELLs must be at the center of such improvement efforts. Schools must be designed or re-designed with consideration for *their* needs. Too frequently, schools force ELLs to conform to an existing instructional model, built with a different population in mind.

Although the schools profiled in this study are small (each has fewer than 600 total students enrolled), readers of this report should not discount the relevance of our findings for larger, comprehensive high schools. For example, these case studies have highlighted a number of successful practices that most of these schools share and which, with careful planning and sufficient resources, can yield similar results in larger school contexts. These schools

- Value cultural and linguistic diversity and leverage students' cultural and linguistic capital for learning;
- Deliberately hire and support staff with relevant backgrounds and experiences and who are committed to ongoing development and growth and share leadership's vision;
- Develop strong and unified language development frameworks that integrate content, analytical practices, literacy skills development, and language learning;
- Benefit from the support of their districts and states, which creates the conditions that allow for tremendous innovation; and
- Partner with the community and with local colleges and universities to offer students a diverse array of academic and career-advancing supports.

The establishment of these and numerous other practices seen in these case studies is possible in *every* school, given a clear and focused vision and mission. The schools serve as exemplars of what can be achieved when learning environments take into account students' collective and individual needs and respond with practices and structures tailored to ensure students' success. What these schools demonstrate is that quality preparation for college and careers is not a privilege that is bestowed upon those fortunate enough to live in affluent communities and thriving economies. Rather, it is a privilege that is available to *all* students when school communities are fully engaged and fully committed to enacting a clear, coherent, and equitable vision.

	Boston International High School & Newcomers Academy[4]	High School for Dual Language and Asian Studies[5]	It Takes A Village Academy	Manhattan Bridges	Marble Hill School for International Studies	New World High School
School population	381	416	566	529	449	408
ELL	83.7%	24%	20%	53%	30%	27%
African American	43%	3%	90%	0%	24%	9%
Asian	3.7%	89%	1%	0%	9%	14%
Hispanic	50.7%	6%	6%	100%	61%	66%
White	1.3%	2%	1%	0%	5%	8%
Native Hawaiian, Pacific Islander	0.0%	n/a	n/a	n/a	n/a	n/a
Multi-Race, Non-Hispanic	1.3%	1%	n/a	n/a	n/a	n/a
Students with Special Needs	1.7%	2%	13%	2%	9%	6%
Free/Reduced Priced Lunch Eligibility	99.5%	89%	80%	100%	91%	95%
4-year Graduation Rate (2015)	78% (City: 76%)	93% (City: 67%)	88% (City: 67%)	92% (City: 67%)	92% (City: 67%)	88% (City: 67%)
4-year ELL Graduation Rate (2015)	78% (City: 62%)	96% (City: 37%)	89% (City: 37%)	85% (City: 37%)	75% (City: 37%)	77% (City: 37%)
College Enrollment Rate	100% (City: 66%[6])	90%	79%	68%	77%	59%

[4] 2014-2015 Enrollment Data, http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=00350507&orgtypecode=6& and http://www.bostonpublicschools.org/school/boston-international-high-school.

[5] All NYC data from schools.nyc.gov.

[6] From Boston Public Schools at a Glance (2013-2014) report, in a survey of the Class of 2013 about post-graduation plans, 3452 students reported the following *intentions* at the end of the school year: attending 2-, 4- year college, or other post-secondary school options.

BOSTON INTERNATIONAL HIGH SCHOOL AND NEWCOMERS ACADEMY (BINCA)

Year Founded: 2009   Location: Dorchester, MA   Current School Leader: Tony King

VISION   We prepare our students to be empowered contributing citizens in a global society through a journey of discovery and wonder. Our school community reflects the core values of community, advocacy, diversity and high expectations. As a community of learners we are becoming a center of excellence in the education of English Language Learners and a resource to others committed to this work.

MISSION   Boston International Newcomers Academy is a Boston Public School that embraces new immigrant adolescent English language learners and their families. We teach English Language Learners across the content areas while cultivating native language literacy and culture. We partner with our families and community to ensure students will be college and career ready and motivated to pursue a life of learning and civic engagement by instilling the habits of ownership, perseverance, expression and service.

Demographic and Performance Data

2014-2015 October Enrollment	4-year Adjusted Cohort Graduation Rate[7] (2015)
Size: 381	Size: 32
African American: 43%	ELL: 100% of the 2011 entry cohort
Hispanic: 50.7%	Graduated: 78.1% (compared to 61.8% Boston graduation rate for ELLs)
White: 1.3%	
Multi-Race, Non-Hispanic: 1.3%	**5-year Adjusted Cohort Graduation Rate (2014)**
English not First Language: 100%	Size: 43
English Language Learner: 83.7%	ELL: 100% of the 2010 entry cohort
Students with Disabilities: 3.7%	Graduated: 81.4% (compared to 70.6% Boston graduation rate for ELLs)
Note: Individual students may be included in multiple categories.	**Graduates Attending Institutions of Higher Education (2012-2013)**
Source: profiles.doe.mass.edu	Size: 58
	ELL: 100% of 2012 graduates
	Attending college/university: 77.6%

LANGUAGE DEVELOPMENT FRAMEWORK

Literacy and language development permeate all classrooms, and every teacher is a teacher of language and content. Students' home languages are assets in their learning, and teacher collaboration is viewed as essential for aligning practices to build students' language and disciplinary skills simultaneously.

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[7] The four-year adjusted cohort graduate rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.

- Two programs are housed under one school: Boston International High School provides a college preparatory curriculum specifically for ELLs, and the Newcomer Academy serves ELLs who are recent immigrants.

- Newly-arrived ELLs in the Newcomers Academy take part in one of two programs before starting high school: High Intensity Language Training (HILT), targeted toward students who have had interrupted formal education (SIFE) or very limited prior schooling experience, or Sheltered English Immersion (SEI) for all other students. SIFE are enrolled in small classes with significant instruction in their native language.

- Extended learning time after school and on weekends provide students with intensive academic support within an "all-hands on deck" learning environment.

- A diverse teaching staff reflects the linguistic and cultural diversity of the student population.

Note: The demographics and performance data for the five New York schools on the following pages can be found at the following sources: schools.nyc.gov and data.nysed.gov. Four-year June graduation rates are presented. Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED. College enrollment rate represents percentage of students who graduated from high school and enrolled in a college or postsecondary program within six months. For information on college ready index, please see: schools.nyc.gov. College readiness rate represents percentage of students who met the City University of New York's standards for avoiding remedial classes.

Year founded: 2003	Location: Manhattan, NY	Current School leader: Li Yan

MISSION/VISION   High School for Dual Language and Asian Studies is dedicated to preparing its students to meet the challenges of the 21st century. We are devoted to providing quality instruction and guidance counseling to promote the academic and social development of our students as well as their linguistic capacity, cultural appreciation, and international and global awareness. Our goal is for each of our students to grow intellectually, morally, socially, culturally and personally so they are ready for the next stage of their education and are able to realize their full potential.

Demographics and Performance Data (2014-2015)

Demographics		College & Career Readiness				
			School	Borough	City	State
Size	416	4-year Graduation Rate	93%	69%	67%	78%
Asian	89%	4-year ELL Graduation Rate	96%	35%	37%	34%
African American	3%	College Enrollment Rate	90%	56%	53%	-
Hispanic	6%	College Ready	81%	39%	35%	-
White	2%					
Multi-Race, Non-Hispanic	1%					
English Language Learner	24%					
Free/Reduced Priced Lunch	89%					
Students with Disabilities	2%					

LANGUAGE DEVELOPMENT FRAMEWORK

Lessons should build on students' cultural backgrounds, lived experiences, and home languages to support students' development in both English and Chinese. Academic discourse is a lever for developing students' oral language, and intentional grouping of students based on their language proficiencies promotes confidence and autonomy, while allowing student to advance content and language learning.

DISTINCTIVE SCHOOL DESIGN FEATURES

- HSDLAS is designed to advance the goal of biliteracy (in English and Chinese) and college readiness for all students.
- A strong administration has assembled teaching staff with strong content knowledge, deep experience working with ELLs, and strength in a bilingual setting.
- The course sequence is designed to maximize dual language fluency and college readiness, and is adjusted based on data pertaining to the strengths and needs of the current study body.
- Robust and well-staffed student support services provide students and families with individual attention in the college planning and application process.

IT TAKES A VILLAGE ACADEMY

Year founded: 2007   Location: Brooklyn, NY   Current School leader: Marina Vinitskaya

MISSION   It Takes a Village Academy's (ITAVA) mission is to help students gain academic skills and knowledge, promote an understanding of, and respect for, diverse cultures and languages, support active and responsible citizenship, and inspire in our students a lifelong love of learning and pursuit of excellence. In keeping with our three core values of communication, character and critical thinking, all students study and will become proficient in a foreign language, participate in an Advisory group focused on character development and community building and participate in meaningful discussions and projects that will engage their critical thinking and problem-solving skills.

Demographics and Performance Data (2014-2015)

Demographics		College & Career Readiness	School	Borough	City	State
Size	566	4-year Graduation Rate	88%	67%	67%	78%
Asian	1%	4-year ELL Graduation Rate	89%	36%	37%	34%
African American	90%	College Enrollment Rate	79%	53%	53%	-
Hispanic	6%	College Ready	19%	34%	35%	-
White	1%					
English Language Learner	20%					
Free/Reduced Priced Lunch	80%					
Students with Disabilities	13%					

LANGUAGE DEVELOPMENT FRAMEWORK

Developmentally- and culturally-appropriate teaching strategies, coupled with appropriate scaffolding, allow students to access challenging, discipline-specific content. Intentional grouping and paring strategies maximize meaningful opportunities for interaction and language practice among students. Reading and writing skills development is the domain of all of the content teachers at ITAVA.

DISTINCTIVE SCHOOL DESIGN FEATURES

- The entire school culture revolves around the commitment to providing students with a rich college-preparatory curriculum while leveraging students' cultural and linguistic assets.
- ITAVA customizes each student's schedule according to the student's needs, using deliberate structures such as small classes, block scheduling, extended learning time, and advisories to support all students in mastering college-preparatory coursework.
- Students are offered emotional support and advocacy through a well-developed and effective advisory program, with a student-to-teacher ratio of 10-to-1. Upon enrollment, students are assigned to an advisory teacher for the remainder of their high school careers.
- Significant support for professional learning and collaboration time has translated to low attrition rates within the teaching staff.

MANHATTAN BRIDGES HIGH SCHOOL

Year founded: 2003   Location: Manhattan, NY   Current School leader: Mirza Sanchez-Medina

MISSION/VISION   Manhattan Bridges is founded on the belief that mastery of communication skills in both English and students' native language is key to realizing a student's potential in a multicultural society. We are committed to assisting students in maintaining the richness of their native language and culture and celebrating their individual differences while providing them with a sense of place in their community and society as a whole. Our mission is to ensure that students develop the bilingual speaking, reading, writing and listening skills designed to prepare them for higher education and/or the work force.

DEMOGRAPHICS AND PERFORMANCE DATA (2014-2015)

Demographics		College & Career Readiness	School	Borough	City	State
Size	529	4-year Graduation Rate	92%	69%	67%	78%
Asian	0%	4-year ELL Graduation Rate	85%	35%	37%	34%
African American	0%	College Enrollment Rate	68%	56%	53%	-
Hispanic	100%	College Ready	42%	39%	35%	-
White	0%					
English Language Learner	53%					
Students with Interrupted Formal Education	41%					
Free/Reduced Priced Lunch	100%					
Students with Disabilities	2%					

LANGUAGE DEVELOPMENT FRAMEWORK

Students are expected to graduate as fully bilingual and biliterate users of academic registers in both English and Spanish. The practice of translanguaging allows students to maneuver fluidly between languages and draw from either language to solidify their understanding of academic content. Classrooms should be language rich environments, in which language and content are integrated, and scaffolds are put in place to support students' use of language to access rigorous content.

DISTINCTIVE SCHOOL DESIGN FEATURES

- Manhattan Bridges High School was designed from the outset to be a school that prepares ELLs to be college- and career-ready, as well as fully bilingual and biliterate in academic Spanish and English.
- The school offers two STEM academies, in engineering or IT. Students can apply to either the Transitional Bilingual Program (for newly-arrived native Spanish speakers) or the Dual Language Spanish Program.
- The school uses each student's educational history and assessment results to design an individualized educational program, and frequently adjusts the student's placement based on his or her progress.
- A careful candidate screening process, coupled with thoughtful onboarding, creates a dedicated, experienced, and flexible teaching community that embraces a mindset of continuous improvement.

MARBLE HILL SCHOOL FOR INTERNATIONAL STUDIES

Year founded: 2002	Location: New York, NY (Bronx) Current School Leader: Kirsten Larsen

MISSION   The mission of the Marble Hill School for International Studies is to develop in each student the necessary skills to acquire and apply knowledge. Students will be provided with a social, emotional and physical environment that is nurturing, supportive, intellectually challenging and conducive to learning. Students will be empowered to become self-directed, life-long learners inspired by their personal quest for understanding of themselves and the global society in which they live.

DEMOGRAPHICS AND PERFORMANCE DATA (2014-2015)

Demographics		College & Career Readiness				
			School	Borough	City	State
Size	449	4-year Graduation Rate	92%	58%	67%	78%
Asian	9%	4-year ELL Graduation Rate	75%	38%	37%	34%
African American	24%	College Enrollment Rate	77%	43%	53%	-
Hispanic	61%	College Ready	62%	22%	35%	-
White	5%					
English Language Learner	30%					
Free/Reduced Priced Lunch	91%					
Students with Disabilities	9%					

LANGUAGE DEVELOPMENT FRAMEWORK

Diversity of languages and cultures is an asset to be celebrated, and all students graduate having learned a second or third language. Language and literacy practices should be folded into content teaching and learning across classrooms. Project-based learning projects assess students' language and content learning in meaningful and rigorous ways.

DISTINCTIVE SCHOOL DESIGN FEATURES

- Marble Hill provides an educational experience focused on international studies, actively creating an environment that allows students from varied cultural, national, and linguistic backgrounds to thrive.
- The school has a proactive intake process to recruit a diverse student body of 50% ELLs and 50% English proficient students. Marble Hill also offers two different types of programs, the ESL and International strands, to target support and services to its diverse student body.
- Instruction is strongly focused on a project-based, inquiry approach to learning; portfolio presentations occur twice a year, every year, for every grade level.
- Most teachers at Marble Hill are ESL certified, have travel experience outside the country, and speak another language, and many served in the Peace Corps or the JET Programme.

NEW WORLD HIGH SCHOOL

Year founded: 2005   Location: New York, NY (Bronx)   Current School Leader: Fausto Salazar

MISSION   Our mission here at New World High School is to help students who are not naturally English-fluid. Our teachers and the rest of our staffs will make sure you are successful in learning how to write, read and speak English and to pass all your Regents in time.

DEMOGRAPHICS AND PERFORMANCE DATA (2014-2015)

Demographics		College & Career Readiness				
			School	Borough	City	State
Size	408	4-year Graduation Rate	88%	58%	67%	78%
Asian	14%	4-year ELL Graduation Rate	77%	38%	37%	34%
African American	9%	College Enrollment Rate	59%	43%	53%	-
Hispanic	66%	College Ready	45%	22%	35%	-
White	8%					
English Language Learner	63%					
Newcomer	23%					
Former ELL	27%					
Students with Interrupted Formal Education (SIFE)	19%					
Free/Reduced Priced Lunch	95%					
Students with Disabilities	6%					

LANGUAGE DEVELOPMENT FRAMEWORK

Lessons in all disciplines should integrate language and content. Content and language objectives, used consistently across classrooms, facilitate learning for ELL students and allow them to assess their own levels of understanding and improvement. The use of the home language in earlier grades allows students to transition to more English as they progress in their English proficiency.

DISTINCTIVE SCHOOL DESIGN FEATURES

- New World is a school designed specifically for ELLs: it is "centered around the language acquisition needs of all students in all subjects" to ensure that all students acquire and develop "the skills necessary for success by infusing ESL into all content areas of instruction."
- The practice of "looping" allows most students to be taught generally by the same content teachers all four years, allowing for consistency and accountability.
- Constant reevaluation of instruction, frequent teacher collaboration and inter-visitations, feedback from peers and administrators, and numerous professional development opportunities allow the school to continuously improve teaching practice. Administrators encourage teachers to conduct action research to reflect on their practice and build their instructional leadership.
- New World maintains thoughtful and strategic partnerships with external organizations, such as Fordham University's Center for Educational Partnerships, to pursue goals aligned to the school mission.

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