Lee High School
We Build Futures
Our Students

- 1900 students
- 70 countries – 40 languages
- 92% economically disadvantaged
- 82% speak a language other than English
- 42% English-language learners
- 38% mobility
3 Strategies for Improving Academic Outcomes

- Change relationships between:
  - Students and teachers
  - Teachers and teachers
  - Teachers and parents
- Improve teaching and learning
- Focus all resources on the first two
3 Strategies for Improving Academic Outcomes

- Change relationships between:
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- Improve teaching and learning

- Focus all resources on the first two
Engagement, alignment & rigor

◆ Established definitions
◆ Lens through which to view instruction
◆ Standard for lesson planning
◆ Tool for collecting data on classroom practice
◆ Model for professional development
## Engagement

<table>
<thead>
<tr>
<th>Subindicator Question</th>
<th>% Meeting Threshold</th>
<th># of Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (% of students were on task.)</td>
<td>62.05%</td>
<td>448</td>
</tr>
<tr>
<td>2. (% of students were actively engaged in the work requested.)</td>
<td>67.34%</td>
<td>447</td>
</tr>
<tr>
<td>Subindicator Question</td>
<td>% Meeting Threshold</td>
<td># of Visits</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1. The learning materials [did]/[did not] present content at an appropriate difficulty level.</td>
<td>82.83%</td>
<td>396</td>
</tr>
<tr>
<td>2. The student work expected [did]/[did not] allow students to demonstrate proficient or higher levels of learning according to state grade level performance standards.</td>
<td>73.06%</td>
<td>386</td>
</tr>
<tr>
<td>3. Evaluations / grading of student work [did]/[did not] reflect state grade level performance standards.</td>
<td>59.49%</td>
<td>390</td>
</tr>
<tr>
<td>4. (% of) students were required to demonstrate whether or not they had mastered content being taught.</td>
<td>44.74%</td>
<td>447</td>
</tr>
<tr>
<td>5. (% of) students demonstrated threshold levels of mastery before new content was introduced.</td>
<td>32.96%</td>
<td>443</td>
</tr>
</tbody>
</table>
Teacher Development

- Focused & sustained
  - Instructional plan
  - Coaching
- Frequent meetings with consistent groups
  - Small learning communities
  - Content teams
- Strategic partnerships
Academic Outcome Data

- Answers key questions about student performance
- Delivered at the SLC, teacher & student levels
- Informs student interventions and teacher development
- Collected and presented frequently in standard formats
What Does It Look Like in Practice?

- EAR – Engagement, alignment & rigor
- Teacher development
- Academic outcome data
Progress Yet Not Satisfied

- Nothing stays fixed
- Constant tensions
  - Small learning community vs. content departments
  - Small learning community vs. school-wide
  - Teacher autonomy vs. directed actions
  - Too much vs. too little data
- Focused, deliberate, intentional implementation of strategies and initiatives with fidelity