

Best Practices Case Study: *Supporting High School Completion*

Linda Baker, January 2013

Downsville Central High School ***Downsville Central School District***



No one falls through the cracks here -- ever.
– multiple teachers and administrators

School Context

Nestled snugly in the Catskill Mountains, the tiny community of Downsville, in southern Delaware County, maintains a careful balance of isolated rural charm and big-city connection. The historic Downsville Covered Bridge, still in use, and the century-old Union Free School, now an inn, highlight the small town heritage. Almost a thousand acres of state land nearby offer hiking, fishing, horseback riding, snowmobiling, and hunting. The Pepacton Reservoir, created by a large dam on the East Branch of the Delaware River at Downsville, supplies water to New York City and considerable financial resources to the town and school system.

Serving a declining population of fewer than 300 students preK-12, Downsville Central School District is one of the smallest in New York State, although it serves a large geographic area that encompasses several hamlets. The school symbol of the Eagle, cheering both academic and athletic accomplishments, is pervasive in community venues as well as throughout the school.

The school is the social center of the area, “the heartbeat of the community,” according to the superintendent. More than one faculty member noted that the school has become the main contact for families needing assistance and reported that school personnel help families make arrangements for a wide variety of services, working closely with county and regional support groups, often at distant locations. “School is it” they said: school is the social life, the gathering place, the source of help, and the place to establish identity.

Downsville was described as a “very rooted” community, with little mobility in or out. Most families have lived in the community for generations, although a few families moved to the area from New York City after September 11, 2001 and have stayed. Everyone knows everyone else, and relationships are strong and continuing. Described as “extremely hard-working” with “deep-seated value systems,” community members are said to want their children to experience multi-dimensional success (social, athletic, economic, learning-based) during their school years and beyond. Definitions of success do not necessarily include a college education, as most Downsville parents are not college graduates themselves.

Pre-kindergartners through high school seniors attend classes in the same traditional looking but recently renovated and modernized two-story building, with common areas for core activities and separate wings for designated grades. Classrooms at the front of the building look directly

across the street to a steep hillside populated by longhorn cattle. From other vantage points, students see athletic fields, parking lots, farm land, small homes and businesses. At the end of the block on which the school is situated is the one traffic light in the community.

Student Demographics 2010-11: Downsville Central School District

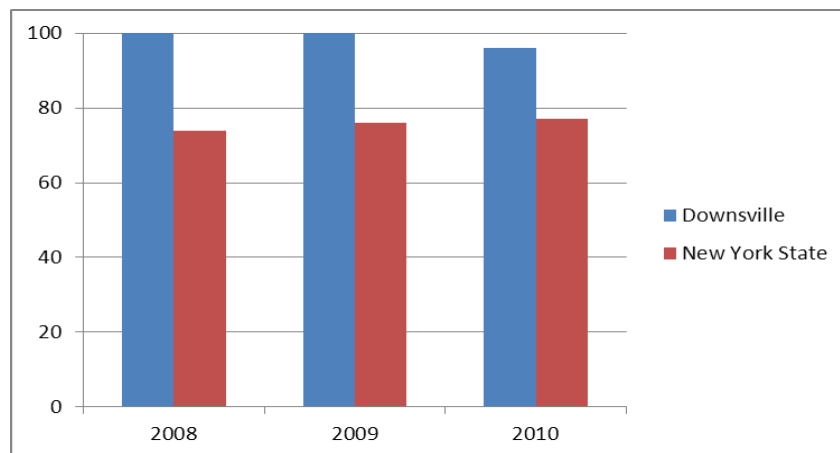
	Downsville Central School District	New York State
Grades Served: Total Enrollment	PK-12: 294; 9-12: 85	K-12: 2,689,969
Eligible for Free/Reduced-Price Lunch	63%	49%
Limited English Proficient	0%	8%
Student Ethnic/Racial Distribution		
African-American	1%	19%
Hispanic/Latino	0%	22%
White	99%	49%
Other	0%	9%

Demographic data are from the 2010-11 NY State report cards.

Diversity among the student population is primarily economic, with 63% of students eligible for free or reduced-price lunch, 14% above the state average. 99% of students are white, and in 2010-11 the district served no students classified as having limited proficiency in English. In that same year, 16.5% of Downsville Central School’s students received special education classification. District attendance is consistently 95-96%.

The larger study of which this case is one part was conducted to investigate factors that promote successful high school completion among critical needs groups. Schools in the sample were selected based on their four-year graduation rates for the cohorts of students entering high school as ninth-graders in 2004 (expected to graduate in 2008), 2005 (to graduate in 2009), and 2006 (to graduate in 2010). In 2008 and 2009, the four-year graduation rate in Downsville was 100%. It dropped to 96% in 2010; several educators explained the specific situation that led to a student dropping out that year and the multi-level intervention that led to the student returning to graduate in 2011. The entire community “feels ownership” of student achievement, the principal affirmed. Community members are particularly proud to see their school listed as a “top school (bronze)” in *US News and World Report*.

Percentage of Students Graduating in Four Years – Downsville CSD and New York State



Data from New York State Report Cards

Best Practice Highlights

The practices associated with Downsville’s academic success are interwoven and inseparable, reflective of the dynamic of a small, close-knit learning community. Some of the highlights regarding processes and practices related to consistently higher graduation rates in this school, especially among students living in poverty, are the following:

A Culture of Collaborative Focus on Individual Students

That means that on Thursday the student is talked with and put back on track. We are always looking out for those signs, flags that a kid is heading in the wrong direction
– teacher

“It’s this attitude and the culture” that make the difference, said the superintendent: “When a kid is not doing well, everyone asks, ‘What can we do for him? He’s falling behind.’” The most obvious example of the collaborative culture is the weekly Wednesday faculty meetings that focus on which individual students need help and how that help can be provided.

Evidence-Informed Instruction

Teachers are excited by the fact that they now have data. - superintendent

Faculty members are constantly using evidence of progress from testing and classroom observations to determine what needs to be taught or re-taught and how that instruction is best facilitated – for the class as a whole, for small cohorts of students, and for individual students.

Universally High Expectations with Customized Scaffolding

Whatever it takes. – teacher

Although parents may not always expect their children to graduate, the Downsville school community is determined that every individual student will earn a diploma. Rather than adjust standards for individuals, the faculty customizes the support needed for each student to meet the standard. “The district is pretty much behind the school doing whatever is needed to do to get kids to graduate,” said a faculty member. “Whatever it takes” has become the informal motto for everyone, another teacher declared in describing the school’s philosophy.

Long-Lasting, Supportive Relationships

People really care about each other and really know each other. -teacher

As a pre-K through grade 12 school, Downsville Central fosters what a teacher described as a “very loving and close” environment. “We remember when the kids were little and we know their families.” No one is ignored or unsupported. “Every student has someone to talk with, someone who cares.”

A Closer Look

These practices – collaborative focus on individual students, evidence-informed instruction, universally high expectations with customized scaffolding, and long-lasting, supportive relationships – are evident throughout the five dimensions that frame the study of which this case is one part. The following sections expand on these practices within the context of the study’s framework.

Curriculum and Academic Goals

We always want to be ahead of the curve. – teacher

Reaching for the Heights and Expecting Success

The aspiration of “Always soaring upward” was expressed by participants in this study as engrained in all members of the school community, known as the Eagles. The symbolism of the soaring Eagle guides the district vision, mission, goals, and culture.

Administrators and faculty “set the expectations from the top,” a faculty member said, and then work to nurture them. “We’re always thinking long term,” the teacher added. School leaders anticipate changes and have often started initiatives long before they were mandated. “We just jump in and get started,” a teacher commented, adding, “Historically, we start as soon as possible. There’s no time like the present.”

Teachers set high expectations for student academic performance. They report, for example, that they expect all students in their classes to pass the associated Regents exams and that they set mastery goals for students achieving 85% or more on state exams. As teachers emphasized, “Our students are not numbers, though. We have a lot of awareness of our kids as individuals.” “We do what it takes” to help each student meet the high expectations.

Several faculty members stressed that their vision for students extends beyond the diploma; they described efforts to open students’ eyes to possibilities after high school to ensure that they are ready for college or career. “It’s up to us to let students know what’s out there. Just because they’re from a rural area doesn’t mean they can’t do great things.”

In-Depth Focus on Students

In the age-old educational dichotomy of teaching the subject matter vs. teaching the student, Downsville’s 7-12 faculty members put the emphasis on the student. Because children enter the building as pre-schoolers and tend to stay in the district, every student is well known to all staff members. As one teacher explained, “We have a mission [statement] and all that . . . , but I forget what the mission is. [Instead of setting content goals] every year we try to come up with a list of students we might need to take under our wing.” Thus, academic goals become student-centered and are developed on a case-by-case basis.

Planning for School Improvement

Faculty members, administrators, support staff, parents, and community members are heavily invested in school improvement. Using a continuous improvement process known as LINKS (not an acronym), the group sets goals, conducts analyses, creates strategies, takes action, and evaluates. The process, which was learned from the area BOCES, is designed to link together all aspects of district planning and fulfill state requirements. The LINKS team meets each summer



to develop the specifics of the annual improvement plan.ⁱⁱ “Every teacher gets a copy of the LINKS notebook. . . . We have LINKS meetings the second Wednesday of every month, where the LINKS planning team will meet and discuss the LINKS program, how it’s going, what we need to add for the following year, what to do next. The first Tuesday of every month a LINKS report goes out to the entire faculty. We go through our steps, goals, and objectives that we have set as a team . . . and work on strategies,”

Downsville’s principal explained.

Teachers and administrators participate in numerous school improvement committees and teams, including curriculum developmental groups, instructional teams, the School-Based Inquiry Team, the Mentoring Committee, the Student Assistance Team, the emergency response group, and the Promoting Student Success team.

Balance of Autonomy and Collaboration

Faculty members value developing their own curricula for high school classes. Downsville teachers stressed that they are glad that curriculum is “not regimented here” as in larger schools. They take pride in the units and lessons that they have personally developed and fear that the new Common Core Standards recently adopted and mandated by the State may result in less excitement about learning. “I don’t want to lose some of that autonomy. If I’m not teaching what I’m interested in, then the kids aren’t going to see any value. A lot of the text I teach I’m in love with – kids feed off that.”

Several teachers applauded each others’ instructional collaboration with colleagues. Nearly every content area seems to be involved in developing some inter-disciplinary instructional units and lessons collaboratively. Content area teachers work with others in their departments to align curriculum, close gaps, and avoid redundancies. Committees of teachers review system-wide textbook choices in preparation for developing recommendations for the future. Special education and regular classroom teachers collaborate daily on modifying and scaffolding elements of lessons for individual students.

Staff Selection, Leadership, and Capacity Building

The “secret” [to our success] is staff members who really care about these kids. - teacher

Careful Hiring and Strong Support

Downsville has developed a culture among faculty and staff; they care deeply about students. “Everything comes back to attitude,” said the superintendent. “I think that Downsville has been successful and will continue to be successful because the people who care are in place.”

Hiring and retaining caring and effective faculty members depends on careful processes to ensure that every teacher is “a good match” for the culture and the community. “Sometimes our [rural] location is a challenge,” said one teacher. Another advised, “Being a very small school is both an advantage and a drawback. Teaching here is not for everyone.”

Hiring begins with posting the position and screening applicants. Administrators oversee the early steps in the process, including checking references and credentials, and then form a committee to conduct interviews of six or so candidates. “Each person has a group of questions from our bank of questions, usually in their field,” explained the principal. “At the end [of an

interview] we do positives and negatives. We have the top two or three come back and teach a class. We'll give them a lesson [our teachers are] supposed to be teaching at the time. A smaller group will make a recommendation to the superintendent. The superintendent will . . . interview the top one or two, then . . . make a recommendation to the board."

Support for new faculty members includes a new teacher orientation in the summer, non-tenured teacher workshops throughout the year, and a mentoring program of two to three years. For new teacher orientation, faculty members present a workshop with a variety of school personnel providing guidance on school processes, including how to use the web site and school communication systems, a committee member explained. For the mentoring program, "We facilitate that and pair them up – a committee of us touches base with mentors and mentees," he added. Mentors and mentees "have a packet of procedures; they have to report in during the year. They have to fill out a lot of forms [to] make sure they're meeting, but what they talk about is confidential. If I notice something, then I tell the mentor what they [the mentor and mentee] need to be working on," the principal clarified. A "non-tenured teacher academy" meets about six times a year, the faculty committee member explained: "We've had retirees speak. We've had panel discussions about parent conferences, ethics, professionalism. They've been well received. The topics this year are SLOs [Student Learning Objectives] and APPR [Annual Professional Performance Review], as well as a variety of things for mentors/mentees. We ask teachers for suggestions. One year [the theme was] "Glow and Grow – how did we do?" Faculty members also assist informally in helping new teachers: "If people approach me or someone who works with them knows they could use some tips, I help. I've worked with three teachers this year. All are brand new."

Part of the culture is affirmation of the enthusiasm brought by new staff: "We have a young staff. The younger the staff, the more inspiration," said a teacher. Teachers ensure that all faculty members feel a part of the team and note the universal sense of belonging: "We're close, the staff. We do things together outside of school, and our conversation tends to turn to kids and planning, even when we're in a restaurant."

Shared Instructional Leadership

Although there has been recent turn-over in the superintendency at Downsville Central School, staff members give credit to the continuing leadership of the principal and of teaching colleagues who have taken responsibility to keep up with the latest educational developments and help others to learn about them. The principal was consistently described as "helpful" and "knowledgeable" as well as "marvelous [at understanding] the essence" of changing state expectations. The current interim superintendent was characterized as having "a wealth of experience" and as "exactly what we need right now."

Teachers hold many leadership positions. For example, the LINKS team facilitator is a teacher rather than an administrator. Having a teacher facilitate the planning and discussion helps to establish faculty "ownership" of the ideas and strategies and allows the principal to provide guidance as a participant, he said. Teachers serve as co-curriculum coordinators, which they interpret as "helping people with structure," including discussing strategies, providing books and other materials that might be helpful, sometimes observing instruction and making suggestions. Retired teachers also function as resources for many instructional leadership groups, notably the curriculum coordinators and the mentorship committee.

Administrators view the teachers' union as "cooperative" and helping to steer the district in a constructive direction. "It's led by a wonderful teacher with a positive attitude. It's been kind of fun [to work with the union]. It's good to have working colleagues like that," the superintendent commented.

Professional Development

Teachers were unanimous in describing abundant opportunities for professional development. They mentioned attending BOCES-hosted conferences, local workshops, and events sponsored by content associations (such as the Science Teachers Association of New York State), as well as accessing on-line and in-person networking with colleagues far and near. "I'm constantly learning" and "I'm learning really cool things" to do in the classroom were typical comments.

Described by administrators as a "professional learning community," faculty help plan the professional development at faculty meetings and local superintendent's conference days. All interviewed agreed that no one is ever denied the opportunity to attend conferences and workshops, even if it means being out of the classroom. Special education teachers, however, find it particularly challenging to take time away from local classes: "We just miss so much that we need to know in each of the subjects. We can't help our students if we miss a day."

Instructional Programs, Practices, and Arrangements

Nobody can hide. - teacher

High Level of Student Engagement

With a focus on every student, all students "have to" participate. "We're such a small school, the kids can't escape," said one teacher. Teachers and administrators spoke of a classroom emphasis on keeping every student actively learning: "In my class ideas are flowing all the time. All the students are involved." When observing a class, "The first thing I look at is student engagement," the principal said. "I want to see every single student in the classroom participating, [led by] a teacher who has essential questions, goals, objectives . . . and is doing formative assessment on the spot."

Student participation extends into supporting activities, including sports, the arts, and an after-school library program. The "character and pride" students find in extra-curricular activities is "a huge motivator" for keeping students in school, teachers said. In a school as small as Downsville, everyone interested can be part of a team or a school performance. "No one is ever cut here," one reported. Families and community members are said to actively help with school events and encourage students to be fully engaged.

Innovative Program and Scheduling

While Downsville has a somewhat "limited" program because of the small number of students and staff, the school is "creative" and "flexible" in some of its offerings, one teacher observed: "[We] have unique programs – for example, a construction math course, which is great for kids who are much more on the practical side than trig or calculus. We offer poetry, dance. We used to have an outdoor experiential learning course [focusing on] team building [where we] took kids backpacking in the Adirondacks for a culminating experience."

When it comes to Honors options, everyone is given a chance. For example, over 40% of seniors have selected Honors English, although some may not have been previously identified as Honors students. No matter, “In Honors English the expectations are higher,” a teacher said. Students can earn six credits through SUNY Delhi for the course. The regular English class has just three students because so many other seniors attend BOCES for their English credit.

“BOCES is big here,” several faculty members noted. Six of Downsville’s 20 seniors attend morning classes at BOCES. “They know what they want to do. They want to go to a technical school – a good option for them. So BOCES retains a lot of our students. Most seem to enjoy it. Career Academy is another option for a student struggling emotionally or having a hard time in the classroom. . . . Kids can graduate from it or return to the [regular] classroom after a year. [It offers] drafting, technology, cosmetology, and nursing. It helps kids see that they have options,” a teacher explained.

The district is exploring distance learning. “We have the equipment but not the skill and knowledge to use it,” observed the superintendent. “[Maximizing use of] technology is just not on the forefront right now.”

Keeping Strong Connections

A great deal of the teaching and learning at Downsville Central School extends beyond the classroom. This is made possible, in part, by the school’s small size, but it is also intentional and seen as an important element of practice. Staff members and students develop caring, mentoring relationships. Every student has someone who cares about him or her. “No one slips through” without someone being there to help, we were repeatedly told. Teachers, secretaries, “lunch ladies,” and custodians were all mentioned as mentors for particular students—tutoring, listening, providing informal counseling, supplying needed clothing or school supplies, cooking for them, even providing homes as needed. Teacher comments included: “We know the kids from the time they were little.” “We know their families.” “We know which mom and dad are really not there.” “We see the red flags.” “If kids see your vision of success for them, that’s all that they need, no matter what their home life is like.”

The learning, whether in the classroom or beyond, is “all about the relationship,” as both faculty members and administrators put it. Teachers described building instructional relationships with every student, even as they put extra focus on those students with particular needs at any time.

Teachers do not feel quite as successful in developing relationships with parents, although they believe that they make every effort, from frequent phone calls and emails (often emphasizing the positive) to attendance at school events. Athletics, however, provide an opportunity. Part of the relationship with parents and community members is formed through athletics, where parents and teachers mix and mingle as spectators. “This community cares deeply about sports,” teachers report. “Sports are extremely important to them.” “Sports are big here. A lot of community members come out. I’d like to see more of that focus on academics. . . . I’d like to see the soccer passion transported to academics.”

Downsville’s alumni association is particularly active, keeping strong connections between current students and graduates from over the generations. Several staff members are among the leaders of the alumni group, which supports many school activities.

Monitoring: Compilation, Analysis, and Use of Data

An amazing thing happened [as] teachers saw the value of evidence-informed instruction. - principal

Gathering and Interpreting Data

Over the past few years, Downsville Central School educators have discovered how helpful it can be to collect and understand data on student performance and other quantifiable parts of the educational process. “Teachers are excited by the fact that they now have data,” said the superintendent. Teachers commented that test data, for example, helps them to see “exactly what we need to do” to improve student learning.

A member of the School-Based Inquiry Team explained the work of that group: “We did a whole process of data driven instruction. We looked at individual as well as group [performance] and analyzed test questions. We looked for patterns, [noting, for example, that] many students missed this question and asking, ‘Is the problem with the question itself or is it the skill?’ We came together with the teacher [to identify] the next step. Is it to reteach? Cycle back? Provide AIS?”

Teachers noted that the school’s data management software allows teachers to access information about any of their own student’s performance and attendance in other classes. “I see if it’s just me or my class,” one said. “I can see whether they’re doing better with other teachers.”

Another faculty member explained additional types of data collected, including long-term information on student attendance at pre-school programs (Downsville’s in-building pre-K, Head Start, other pre-school) and analysis of achievement levels associated with programs attended. “We also collect data on special education referrals and work closely with classification data” to see what interpretations can be made. “We’re just beginning to tap the resource of data collection.”

Using Data to Guide Improvement

The Data Driven Instruction team, another volunteer group, meets with the School Based Inquiry Team to help guide discussion of strategies based on interpretation of data. “When [teachers] bring their Excel sheets to you, . . . lots of times teachers have [already identified] things to focus in on,” a committee member noted. “Lots of times before we ask the questions, teachers have the answers.”

Teachers discuss progress as part of collaboration with the School Based Inquiry Team, said a committee member: “We touch base, [asking] ‘Did you change that? Did it work for you?’” Team members urge teachers to give the principal a copy of the Excel spreadsheet and a copy of the test. “We encourage them to provide documentation of the things they’ve done.”

Downsville teachers are taught strategies for using formative assessments in their classrooms. As one teacher advised, “Constantly assess students – thumbs up, thumbs down, thumbs to the side. Use white boards. . . . For scale I have a big football field with different colored areas; student color gauges the difference from strong to weak. Look at that and keep a chart – try to move this kid up a notch.” “You can see there’s great stuff going on. When [teachers] are seeing the growth, they are seeing value in it,” she added.

There is widespread concern, however, that too much time is now spent on testing. While they regard some testing as helpful, teachers worry that an overemphasis on assessment interferes with good teaching and learning. “Some of it’s a waste of time for sure. . . . All this testing and accountability is setting kids up for just connecting the dots. It takes away from the art of teaching. A lot of teaching is an art – drilling skills is not beneficial for them.”

Recognition, Interventions, and Adjustments

Recognition is a form of breeding more success. - superintendent

Collaborative Approach

Identifying appropriate plans for intervention and adjustments is a cooperative process led school-wide by administrators and teachers at every grade level and in every department. “Our staff is composed of very collaborative workers,” observed a faculty member. “They ask your opinion. They know they can count on each other. They work well as a team.”

“We are at some meeting every day Monday through Thursday” discussing what particular students need and how to provide scaffolding for them, she added. Weekly faculty meetings include a focus on which students need what particular help that week and which staff members will reach out to provide the extra scaffolding. The Student Assistance Team (SAT) focuses on students at risk because of academics, behavior, or attendance. A parent, teacher, or other student can refer a student to the Student Assistance Team. “We work together very collaboratively as parents and staff to overcome the roadblocks,” said the chair of the SAT.

Both Structured and Informal Scaffolding

The Downsview school community employs a wide variety of interventions, and uses a variety of processes to identify the scaffolding elements that might work best for a particular student.

AIS (Academic Intervention Services) is “now a structured class, with skills to be mastered, rather than just help with homework,” one teacher explained. “I used to have one or two sections of AIS every other day, with one or two kids. Assignment was based on test scores. This year I have three 9th grade AIS classes every day [with six to eight students in each]. . . . We’ve called it English lab. It’s skills based. We do word play. We read essays about writing and try to emulate the skills one at a time. The goal is to teach more basics than 9th grade English but to keep it interesting. We do grammar for a period. They love it. . . . We do a couple weeks of writing, a couple of weeks of grammar, a couple of weeks of reading, for example, a short story unit of Ray Bradbury.”

Summer tutoring is offered for students who fail Regents exams in June. “It was tough during the summer, but we tutored those two kids for the two weeks before the August Regents . . . and they passed,” one teacher reported.

Most academic intervention occurs more informally, with faculty members meeting with students one-on-one or in small groups whenever there is a chance during the school day or after school. Several teachers mentioned “dropping in” to the Learning Lab (resource room) to see if they can help particular students who might be struggling. “Most high school teachers are like that; they pop in all the time. It’s an open door. We have kids in there and they [the students] are not shy about saying, ‘I need help with your homework.’”

Teachers and administrators communicate regularly with other resource personnel, such as the school psychologist or social worker, to seek their help in working with students and families as needed.

Appreciation and Validation

Student recognition is part of the daily culture. A committee called Promoting Student Success is composed of teachers, students, and parents who stage fundraisers and provide rewards to students who have achieved academically. They arrange an “activity day” for high-achieving students, provide “bagels for breakfast” regularly, and host “an October banquet for academic awards.” Recognition, like other parts of the Downsville routine, was described as “very collaborative.”

“People need to be recognized for what they do,” the superintendent emphasized. “You can’t accomplish anything by yourself.” Giving credit to others was a common theme at Downsville, as teachers and administrators acknowledged the help that everyone gives each other.

It’s important to take every opportunity to thank people, said the superintendent: “Give a lot of ‘attaboys.’ . . . When you see something good, you tell them. Send little thank you notes. . . . Recognition also comes when you ask someone to demonstrate something. People learn by teaching so they get even better at what they’re doing. I don’t think we can dispute that recognition is a form of breeding more success. It’s very important,” she added.

In a Nutshell

Strong interpersonal relationships and “people who care” are seen as key to Downsville’s academic success. Every student receives the individual attention needed to succeed. Downsville educators feel ownership of the interwoven best practices they’ve developed and maintained. The entire school community is united in a collaborative focus on individual students, evidence-informed instruction, universally high expectations with customized scaffolding, and long-lasting supportive relationships.

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ⁱ This case study is one of a series of studies conducted by Know Your Schools~for NY Kids since 2005. In 2012-13, research teams investigated 13 high schools; eight of these schools had consistently higher than predicted graduation rates among at least two critical needs groups and five consistently achieved average graduation rates, given their student demographics. Schools were selected based on the four-year graduation rates for the cohorts of 2004, 2005, and 2006, as reported on their state report cards in 2009-11. (Each year’s report card states the graduation rate for the cohort that graduated the prior year.) In 2011, the mean free and reduced-price lunch rate for the higher performers was 44%; for the average performers, 36.8%. The state average was 49% for that year. Seventy-five percent of the higher-performing schools are classified by the state as having high needs to resource ratios. Average-performing schools were matched as closely as possible to the higher performers in terms of student poverty levels, geographic location, size, and student ethnicity. Researchers used site-based interviews of teachers and administrators, as well as analyses of supportive documentation, to determine differences in practices between higher- and average-performing schools in the sample. Results of the cross-site analysis and details regarding the project, its studies, and methods may be found at www.albany.edu/nykids.

ⁱⁱ Image used by permission of Delaware-Chenango-Madison-Otsego (DCMO) BOCES.