



College  
and  
Career  
Readiness



Promising  
practices from  
odds-beating  
secondary schools

 **SCHOOL OF EDUCATION**  
UNIVERSITY AT ALBANY State University of New York

# POSITIVE YOUTH DEVELOPMENT AS AN IMPROVEMENT RESOURCE IN ODDS-BEATING HIGH SCHOOLS

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Catherine Kramer, LMSW, MPA, PhD Candidate,  
Kristen Wilcox, PhD and Hal Lawson, PhD

<http://www.ny-kids.org>

**NYKids** 



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## PREVAILING PERSPECTIVE

*“Healthy adolescent development is more about the avoidance of problems than about the growth of competencies”*

(Steinberg & Morris, 2011,)



Sense of attachment to caring adult.



Sense of connection to school or agency.



Social emotional learning & competency development.



Membership in peer group with pro-social orientations.



Social capital networks for assistance, supports & resources.



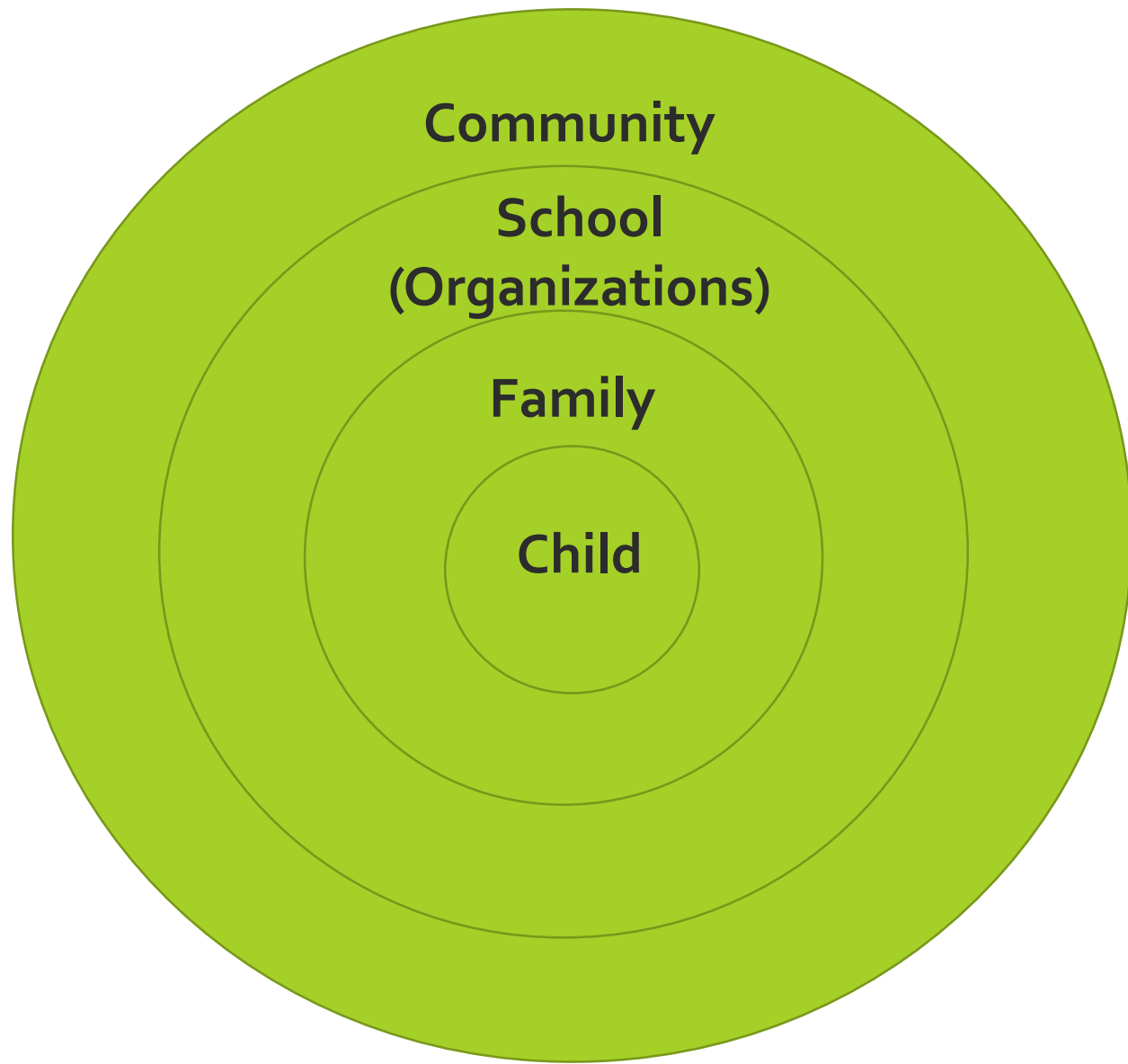
Harmonious & synergistic environments.

# POSITIVE YOUTH DEVELOPMENT PRINCIPLES

# FIVE SUPPORTS FOR SCHOOL IMPROVEMENT

1. Instructional Guidance Systems
2. Mechanisms for Professional Development and Learning
3. Ties Between Schools, Parents and Communities
4. Leadership Oriented to Change and Improvement
5. School Climate Conducive to Student Learning

Bryk, Sebring, Allensworth, Luppescu and Easton (2010)



# ECOLOGICAL MODEL

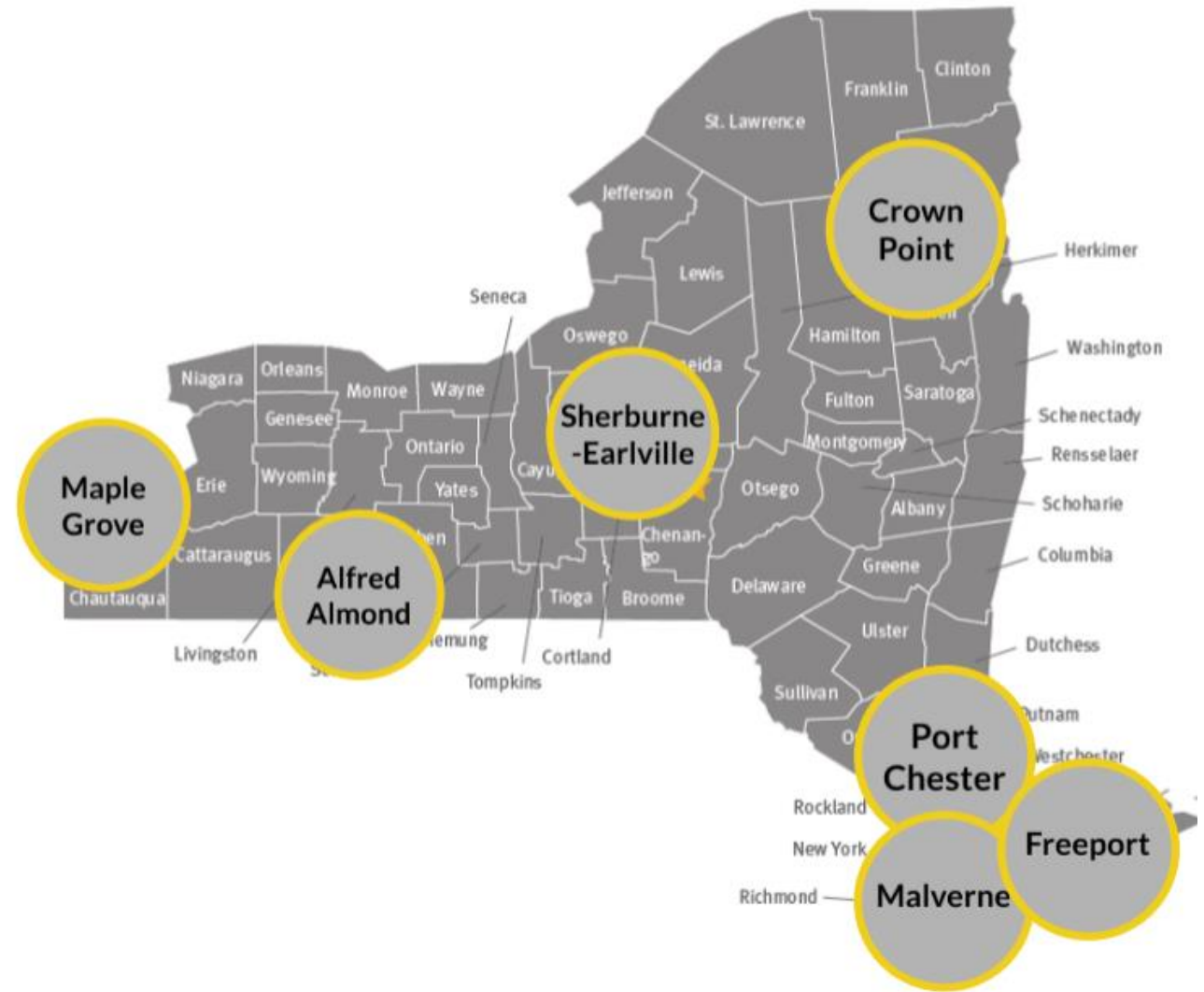
# WHAT IS AN ODDS BEATER?

## Selection Criteria:

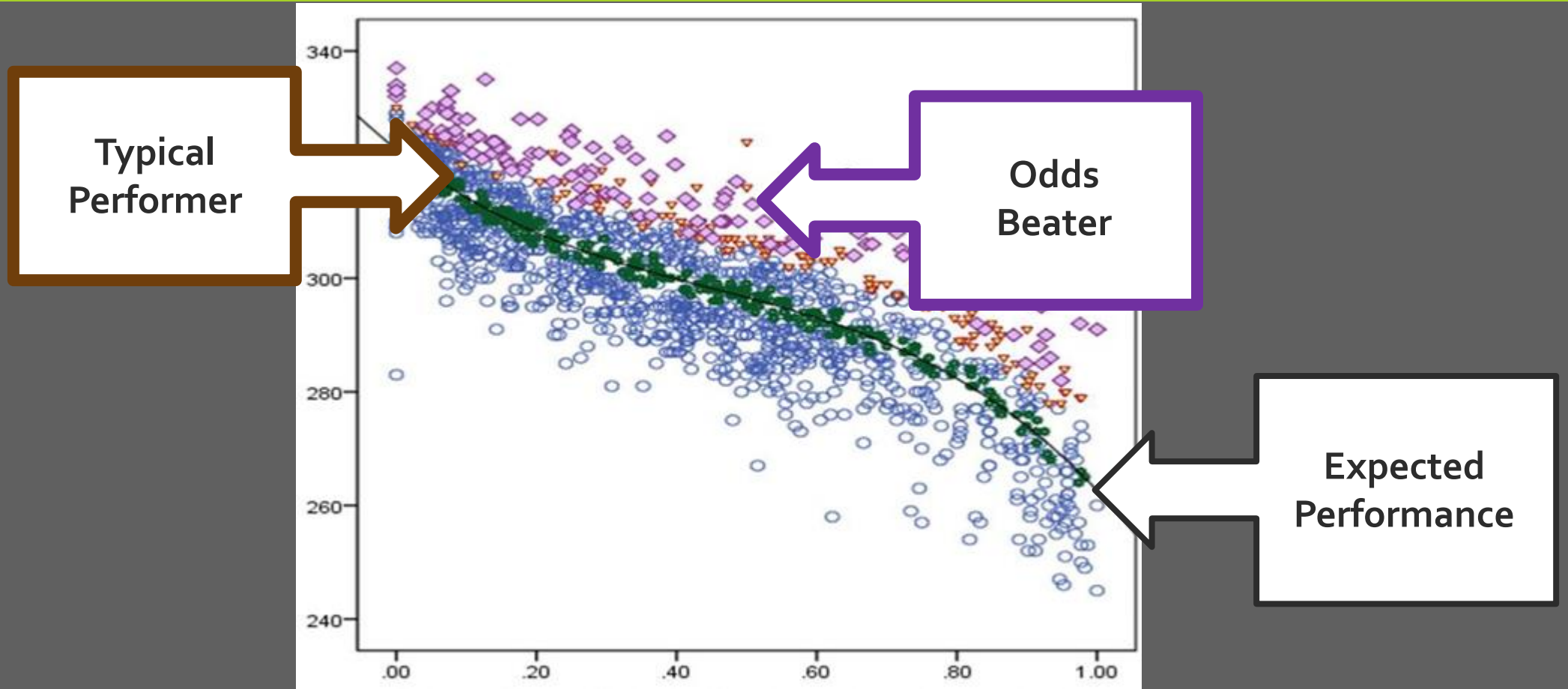
- Regents Graduation Rates
- Advanced Regents Graduation Rates

## Populations:

- African-American/Black
- Hispanic/Latino
- English language learners
- Economically disadvantaged



# Visualizing Odds Beaters



# STUDY DESIGN

## Multiple Case Study

- 7 odds-beating
- 3 typically performing

## • Data Collected

✓ Interviews:	63
✓ Focus Group:	68
✓ School Tours:	10
✓ Surveys:	411
✓ Documents:	77

## • Participants

✓ District Leaders:	40
✓ School Leaders:	26
✓ Teachers:	124
✓ Support Staff:	57
✓ Specialists:	55



# FINDINGS

1. Relationship Key to School Functioning
2. Emphasis on Social-Emotional Development
3. Youth-Driven Identity Development and Goal Setting
4. Well-Rounded Youth as Driving Goal

# RELATIONSHIP KEY TO SCHOOL FUNCTIONING

*When the bell rings all teachers are expected to be at their doors, just greeting kids and talking to them. It's going to let you know which kiddos maybe look sad, maybe who's cursing in the hallways that needs to be attended to? So, it's a small piece, but it's the pieces like that that kind of promote the overall culture and bring out good kids.*

- Alfred Almond Principal

# EMPHASIS ON SOCIAL-EMOTIONAL DEVELOPMENT

*We definitely use a strengths-based approach. We work on this individual student's strengths and we really try and ride with that, as far as we can; that builds up confidence, skills, and their willingness to be here. It really helps bring them in.*

– Freeport Student Support Staff Member

# YOUTH-DRIVEN IDENTITY DEVELOPMENT AND GOAL SETTING

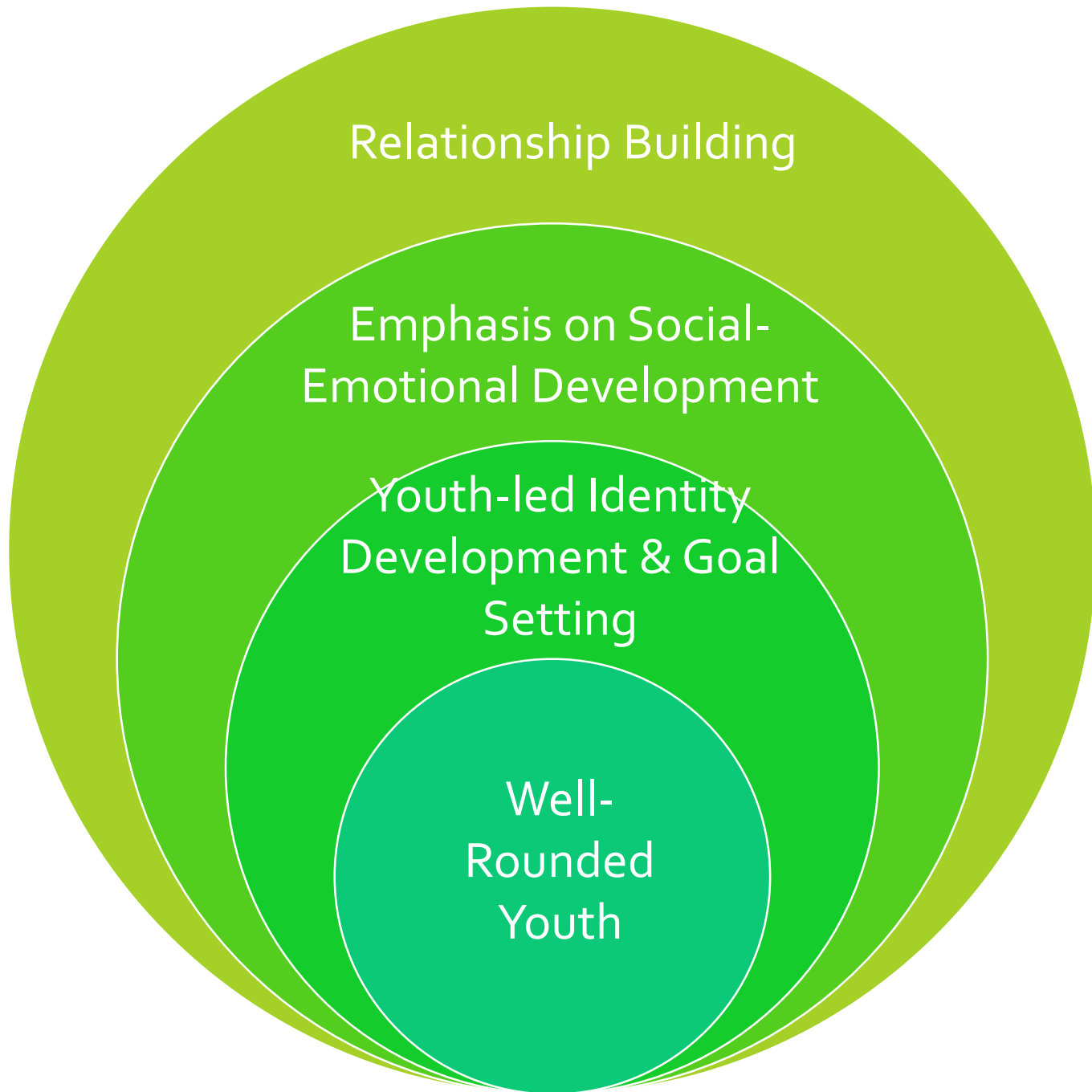
*When [students] leave this building, the high school, are they ready to be successful in whatever they have chosen to do? We understand, in this day and age . . . you should know what you're interested in, what you're good at, some things you might have skills in, and some preparation here to help you then go further, whether it be college or trades or whatever you have in mind.*

- Maple Grove Superintendent

# WELL-ROUNDED YOUTH AS DRIVING GOAL

*It's not just that they're our English students they're also the athletes. When their name gets called on the announcement for something that they have done ... saying 'Hey, you did well with this,' or 'I spoke to this person and they said that your art piece is amazing, I didn't know that you were an artist.' .... It really creates that sense that we're in it together, and we want you to grow not just in the subject we teach you, but rather, as a whole.*

- Port Chester Teacher



**CONCEPTUAL  
MODEL OF  
SCHOOL-BASED  
PYD**

# IMPLICATIONS

- Schön's (1983) concept of the "the felt path of experience."
- Shift in perspective of development as "nonacademic" factor in support of academic achievement to development as goal in its own right.
- PYD as a sixth support for school improvement.

**Table 2: Demographics of the Sample**

School	z-score	Enrollment <sup>12</sup>	Grade Span	Urbanicity	% Economically Disadvantaged <sup>13</sup>	% ELL	% Hispanic Latino	% Black/African-American	PPE <sup>14</sup>
Alfred-Almond	1.28	198	7-12	Rural	42	0	1	0	\$18,497
Crown Point	1.53	77	K-12	Rural	62	0	0	0	\$21,644
Freeport	0.82	2,229	9-12	Suburban/Urban	66	16	64	29	\$22,314
Malverne	1.30	548	9-12	Suburban/Urban	51	3	22	57	\$30,539
Maple Grove	0.86	239	6-12	Rural	30	0	1	1	\$17,922
Port Chester	0.83	1,436	9-12	Suburban/Urban	69	18	77	6	\$19,941
Sherburne-Earville	0.85	374	9-12	Rural	51	0	1	1	\$22,507
Average of the Three Typically Performing Schools <sup>15</sup>	-0.18	357	N/A	Rural (1) Suburban/Urban (2)	61	4	8	15	\$22,260
NYS	N/A	N/A	N/A	N/A	55	9	26	17	\$23,361

<sup>12</sup> Grades 9-12 only<sup>13</sup> See definition at <https://data.nysed.gov/glossary.php?report=reportcards>.<sup>14</sup> Total per pupil expenditures as reported in the 2016-17 fiscal supplement<sup>15</sup> An average of the demographic characteristics for the group of typical performing high schools is presented instead of the characteristics of each school in order to conceal their identities.