

James Parker

Rating Protocol
2 High School Model

Group Value	Equity	Relationships/ Community	Achievement	Student Choice/ Multiple Pathways
Weight	4	3	2	1
Design 1 Yellow	8 2	1	3	4
Design 2 Pink	4	2	3	4
Design 3 Blue/Purple	4	4	4	4
Design 4 Orange				

Rate each design from 0-4...1 being hardly evident to 4 being highly evident.
If the presentation does not include this value, rate the value 0

0 No evidence of the value in any part of the presentation	1 Very little evidence, but mentioned at some point within the presentation	2 Some evidence but not substantial within the presentation	3 Clear thought of the value but not throughout the presentation	4 Highly evident thought of the value throughout the presentation.
---	--	--	---	---

Non-Negotiable Considerations for each project...

- Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);
- Access to academic and extracurricular program and equitable social-emotional support (counselors/social workers);

Nonnegotiables	Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);	Access to academic and extracurricular programs and social emotional support;
Design 1	No Impact	NO NO extracurricular
Design 2	No Impact	No Extracurricular
Design 3	" "	" "
Design 4		

Are there pieces of a model that you wanted to use from another presentation?
Are there notes you don't want to lose in thinking about a presentation you saw?
Other Ideas based on a presentation...

Design 1

To what extent
do students
really think of
themselves as
"science" or "humanities"
?

Design 2

How flexible
would transfers
be if # of seats
are limited?

Design 3

~~will high achieving~~
Will high achieving
students have the
opportunity to take
all the APs they want
to? →
~~online~~ online
courses are no
substitute for a
good teacher

Design 4

Not clear IA
could function
as coherently
if split in half.
7+8
Academics currently
support each other
& faculty collaborate
across teams.

Rating Protocol
2 High School Model

Group Value	Equity	Relationships/ Community	Achievement	Student Choice/ Multiple Pathways
Weight	4	3	2	1
Design 1	4 ✓	2	2	4 ✓
Design 2	(us)			
Design 3	4	2	2	3
Design 4	3	2	2	3

Rate each design from 0-4...1 being hardly evident to 4 being highly evident.

If the presentation does not include this value, rate the value 0

0 No evidence of the value in any part of the presentation	1 Very little evidence, but mentioned at some point within the presentation	2 Some evidence but not substantial within the presentation	3 Clear thought of the value but not throughout the presentation	4 Highly evident thought of the value throughout the presentation.
---	--	--	---	---

Non-Negotiable Considerations for each project...

- Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);
- Access to academic and extracurricular program and equitable social-emotional support (counselors/social workers);

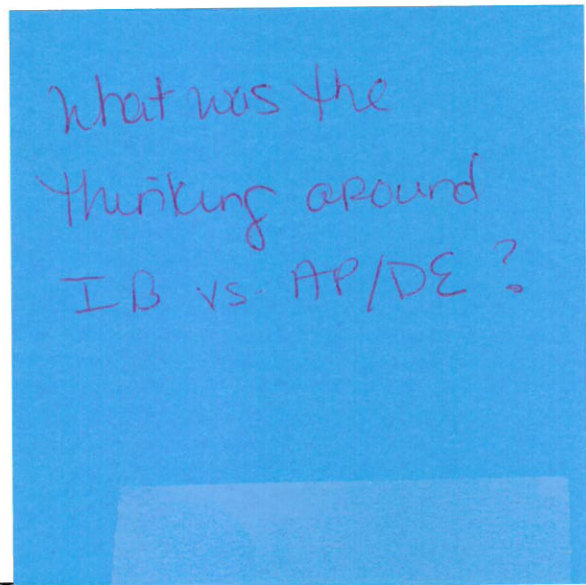
Nonnegotiables	Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);	Access to academic and extracurricular programs and social emotional support;
Design 1 Yellow	yes	yes
Design 2 Pink	(us)	(us)
Design 3 Blue	city wide program SPED	?
Design 4 Orange		?

Are there pieces of a model that you wanted to use from another presentation?
Are there notes you don't want to lose in thinking about a presentation you saw?
Other Ideas based on a presentation...

Design 1

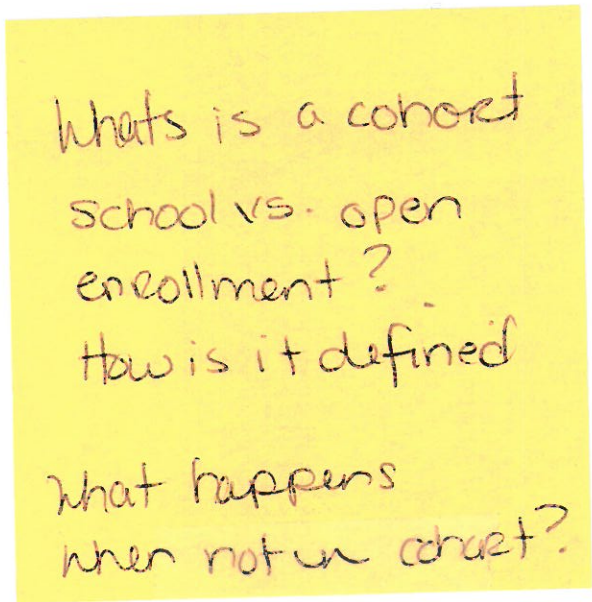
Design 2

Design 3



What was the
thinking around
IB vs. AP/DE?

Design 4



Whats is a cohort
school vs. open
enrollment?
How is it defined

What happens
when not in cohort?

Jessica A.

Rating Protocol
2 High School Model

Group Value	Equity	Relationships/ Community	Achievement	Student Choice/ Multiple Pathways
Weight	4	3	2	1
Design 1	2	2	2	3
Design 2				
Design 3	3	3	2	3
Design 4	3	2	2	3

Rate each design from 0-4...1 being hardly evident to 4 being highly evident.
If the presentation does not include this value, rate the value 0

0	1	2	3	4
No evidence of the value in any part of the presentation	Very little evidence, but mentioned at some point within the presentation	Some evidence but not substantial within the presentation	Clear thought of the value but not throughout the presentation	Highly evident thought of the value throughout the presentation.

Non-Negotiable Considerations for each project...

- Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);
- Access to academic and extracurricular program and equitable social-emotional support (counselors/social workers);

Nonnegotiables	Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);	Access to academic and extracurricular programs and social emotional support;
Design 1		
Design 2		
Design 3		
Design 4		

Are there pieces of a model that you wanted to use from another presentation?
Are there notes you don't want to lose in thinking about a presentation you saw?
Other Ideas based on a presentation...

Design 1 yellow

IB school @ one campus +
What makes the 2 schools
different? -

Design 2 pink

Design 3 blue/purple

CFC/Satellite in house?
↳ ☹️

Design 4 orange

Cohort vs. open enrollment?

Rating Protocol
2 High School Model

Group Value	Equity	Relationships/ Community	Achievement	Student Choice/ Multiple Pathways
Weight	4	3	2	1
Design 1 <i>Yellow</i>	4	2	2	2
Design 2 <i>Pink</i>				
Design 3 <i>Blue</i>	2	3	4	3
Design 4 <i>Orange</i>	2	2 3	2	3

our presentation

Rate each design from 0-4...1 being hardly evident to 4 being highly evident.

If the presentation does not include this value, rate the value 0

0	1	2	3	4
No evidence of the value in any part of the presentation	Very little evidence, but mentioned at some point within the presentation	Some evidence but not substantial within the presentation	Clear thought of the value but not throughout the presentation	Highly evident thought of the value throughout the presentation.

Non-Negotiable Considerations for each project...

- Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);
- Access to academic and extracurricular program and equitable social-emotional support (counselors/social workers);

Nonnegotiables	Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);	Access to academic and extracurricular programs and social emotional support;
Design 1	0 no impact	0 no impact or +
Design 2		
Design 3	0 large impact IA	0 4 no impact or +
Design 4	large impact IA	no impact or +

Are there pieces of a model that you wanted to use from another presentation?
Are there notes you don't want to lose in thinking about a presentation you saw?
Other Ideas based on a presentation...

Design 1

① What would make these schools different?

Design 2

Design 3

Like IB vs AP
Like shared programs

Design 4

④ Would the schools be different sizes?
(the ^{would} cohort #2 be smaller?)

John H.

Rating Protocol
2 High School Model

Group Value	Equity	Relationships/ Community	Achievement	Student Choice/ Multiple Pathways
Weight	4	3	2	1
Design 1 Yellow				
Design 2 Pink	2	1 2	3	2
Design 3 Blue/Purple	2	1	3	2
Design 4 Orange	2	1	3	3

Rate each design from 0-4...1 being hardly evident to 4 being highly evident.

If the presentation does not include this value, rate the value 0

0	1	2	3	4
No evidence of the value in any part of the presentation	Very little evidence, but mentioned at some point within the presentation	Some evidence but not substantial within the presentation	Clear thought of the value but not throughout the presentation	Highly evident thought of the value throughout the presentation.

Non-Negotiable Considerations for each project...

- > Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);
- > Access to academic and extracurricular program and equitable social-emotional support (counselors/social workers);

Nonnegotiables	Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);	Access to academic and extracurricular programs and social emotional support;
Design 1	Each student has chance to excel in their area of choice ^{+ support} passion	Maximizes access to extracurricular + academic programs but no change
Design 2	No change from present	No change from present. ^{for us} present
Design 3	No change from present	No change from present
Design 4	No change from present	Cohort expansion would provide greater support for students

Are there pieces of a model that you wanted to use from another presentation?
Are there notes you don't want to lose in thinking about a presentation you saw?
Other Ideas based on a presentation...

Design 1	Design 2
Design 3	Design 4 I like the cohort-based model to provide more social/emotional support for students I liked the use emphasis on experiential and project-based learning in school # 2 for all 4 years.

BW

Rating Protocol
2 High School Model

Group Value	Equity	Relationships/ Community	Achievement	Student Choice/ Multiple Pathways
Weight	4	3	2	1
Design 1 yellow	2	2	2	2
Design 2 pink	2	3	3	1
Design 3 purple	3	4	4	4
Design 4 orange	~~~~~			

Rate each design from 0-4...1 being hardly evident to 4 being highly evident.

If the presentation does not include this value, rate the value 0

0 No evidence of the value in any part of the presentation	1 Very little evidence, but mentioned at some point within the presentation	2 Some evidence but not substantial within the presentation	3 Clear thought of the value but not throughout the presentation	4 Highly evident thought of the value throughout the presentation.
---	--	--	---	---

Non-Negotiable Considerations for each project...

- Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);
- Access to academic and extracurricular program and equitable social-emotional support (counselors/social workers);

Nonnegotiables	Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);	Access to academic and extracurricular programs and social emotional support;
Design 1		~~~~~ too broad
Design 2	breaks up EA, potential neg. impacts there	limits student's ability to take diff AP + courses
Design 3		
Design 4		

Are there pieces of a model that you wanted to use from another presentation?
Are there notes you don't want to lose in thinking about a presentation you saw?
Other Ideas based on a presentation...

Design 1

IB?

Design 2

Design 3

- chance for change in a building

Design 4

Rating Protocol
2 High School Model

Group Value	Equity	Relationships/ Community	Achievement	Student Choice/ Multiple Pathways
Weight	4	3	2	1
Design 1 Yellow	3	2	2	3
Design 2 Pink	4	3	3	2
Design 3 Purple	4	3	3	3
Design 4 orange				

Rate each design from 0-4...1 being hardly evident to 4 being highly evident.

If the presentation does not include this value, rate the value 0

0 No evidence of the value in any part of the presentation	1 Very little evidence, but mentioned at some point within the presentation	2 Some evidence but not substantial within the presentation	3 Clear thought of the value but not throughout the presentation	4 Highly evident thought of the value throughout the presentation.
---	--	--	---	---

Non-Negotiable Considerations for each project...

- Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);
- Access to academic and extracurricular program and equitable social-emotional support (counselors/social workers);

Nonnegotiables	Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);	Access to academic and extracurricular programs and social emotional support;
Design 1		
Design 2		
Design 3		
Design 4		

Are there pieces of a model that you wanted to use from another presentation?
Are there notes you don't want to lose in thinking about a presentation you saw?
Other Ideas based on a presentation...

Design 1	Design 2
Design 3	Design 4

DI

Rating Protocol
2 High School Model

Group Value	Equity	Relationships/ Community	Achievement	Student Choice/ Multiple Pathways
Weight	4	3	2	1
Design 1 yellow	3 ₁₂	2 ₆	2 ₄	2 ₂
Design 2 pink	3 ₁₂	3 ₉	3 ₆	3 ₃
Design 3 purple	2 ₈	3 ₉	2 ₄	1 ₁
Design 4 orange	~~~~~			

= 24

= 30

= 22

Rate each design from 0-4...1 being hardly evident to 4 being highly evident.

If the presentation does not include this value, rate the value 0

0 No evidence of the value in any part of the presentation	1 Very little evidence, but mentioned at some point within the presentation	2 Some evidence but not substantial within the presentation	3 Clear thought of the value but not throughout the presentation	4 Highly evident thought of the value throughout the presentation.
---	--	--	---	---

Non-Negotiable Considerations for each project...

- Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);
- Access to academic and extracurricular program and equitable social-emotional support (counselors/social workers);

Nonnegotiables	Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);	Access to academic and extracurricular programs and social emotional support;
Design 1	looks like they'll be evenly represented	Academics - Y Extra + Social - ?
Design 2	even	Acad. - Y Extra + Social - ?
Design 3	seems like 1 school	Acad - partially Extra + Social - ?
Design 4	~~~~~	

Are there pieces of a model that you wanted to use from another presentation?
 Are there notes you don't want to lose in thinking about a presentation you saw?
 Other Ideas based on a presentation...

9-10 core courses for all

<p>Design 1</p> <p>CORE</p> <p>AP or IB</p> <p>Separate certain courses</p> <p>PBL, internships, etc</p>	<p>CORE</p> <p>AP, DE, or IB</p> <p>Separate certain courses</p> <p>PBL, internships, etc.</p>	<p>Design 2</p> <p><u>STEM</u></p> <p>online learning for gaps</p> <p>STEM, GWU</p> <p>maybe change schedule?</p>	<p><u>Humanities</u></p> <p>online learning for gaps</p> <p>AoF</p> <p>⇒ after 9/10</p>
<p>Design 3</p> <p><u>IB/Arts/WOLA</u></p> <p>Early college cohort</p> <p>Dual language (MV)</p> <p>IB (SH)</p> <p>IA</p> <p>Cosmetology / Auto</p>	<p><u>STEM/AP/DE</u></p> <p>CFC</p> <p>Satellite</p>	<p>Design 4</p>	

Rating Protocol
2 High School Model

Meagan Alderton

Group Value	Equity	Relationships/ Community	Achievement	Student Choice/ Multiple Pathways
Weight	4	3	2	1
Design 1	3	0	2	3
Design 2	2	2	1	4
Design 3				
Design 4	0	2	0	2

Rate each design from 0-4...1 being hardly evident to 4 being highly evident.*

If the presentation does not include this value, rate the value 0

0	1	2	3	4
No evidence of the value in any part of the presentation	Very little evidence, but mentioned at some point within the presentation	Some evidence but not substantial within the presentation	Clear thought of the value but not throughout the presentation	Highly evident thought of the value throughout the presentation.

Non-Negotiable Considerations for each project...

- Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);
- Access to academic and extracurricular program and equitable social-emotional support (counselors/social workers);

Nonnegotiables	Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);	Access to academic and extracurricular programs and social emotional support;
Design 1	Not Clear	Not Clear (But would have to be)
Design 2	Not Clear	Assumed for 2 High Schools
Design 3		Assumed
Design 4	Not Clear.	Assumed for 2 High Schools

Are there pieces of a model that you wanted to use from another presentation?
Are there notes you don't want to lose in thinking about a presentation you saw?
Other Ideas based on a presentation...

Design 1

Design 2

Design 3

Design 4

Liberal Arts School =
Interdisciplinary
Focus !!!
Love that

Rating Protocol
2 High School Model

Group Value	Equity	Relationships/ Community	Achievement	Student Choice/ Multiple Pathways
Weight	4	3	2	1
Design 1 Yellow	2	2	2	3
Design 2 Pink	4	3	3	4
Design 3 Blue/Purple	4	3	2	3
Design 4 Orange	4	3	4	4

Rate each design from 0-4...1 being hardly evident to 4 being highly evident.

If the presentation does not include this value, rate the value 0

0 No evidence of the value in any part of the presentation	1 Very little evidence, but mentioned at some point within the presentation	2 Some evidence but not substantial within the presentation	3 Clear thought of the value but not throughout the presentation	4 Highly evident thought of the value throughout the presentation.
---	--	--	---	---

Non-Negotiable Considerations for each project...

- > Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);
- > Access to academic and extracurricular program and equitable social-emotional support (counselors/social workers);

Nonnegotiables	Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);	Access to academic and extracurricular programs and social emotional support;
Design 1	- not many specifics, lots of is	- decisions not made
Design 2	- grades 9+10 mostly the same, specialty in 11+12	
Design 3		
Design 4	- interesting split of programs, needs further discussion discussion	

Are there pieces of a model that you wanted to use from another presentation?

Are there notes you don't want to lose in thinking about a presentation you saw?

Other Ideas based on a presentation...

Design 1

Design 2

Design 3

Design 4

Rating Protocol
2 High School Model

Group Value	Equity	Relationships/ Community	Achievement	Student Choice/ Multiple Pathways
Weight	4	3	2	1
Design 1 <i>#5 group yellow</i>	2	2	2	3
Design 2 <i>pink #6</i>	4	3	3	3 4
Design 3 <i>purple</i>				
Design 4 <i>orange</i>	3	3	2 3	3

Rate each design from 0-4...1 being hardly evident to 4 being highly evident.
If the presentation does not include this value, rate the value 0

0 No evidence of the value in any part of the presentation	1 Very little evidence, but mentioned at some point within the presentation	2 Some evidence but not substantial within the presentation	3 Clear thought of the value but not throughout the presentation	4 Highly evident thought of the value throughout the presentation.
---	--	--	---	---

Non-Negotiable Considerations for each project...

- Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);
- Access to academic and extracurricular program and equitable social-emotional support (counselors/social workers);

Nonnegotiables	Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);	Access to academic and extracurricular programs and social emotional support;
Design 1		
Design 2	was a special more focus on subgroups	thought of schedule of programs
Design 3		
Design 4		

Are there pieces of a model that you wanted to use from another presentation?

Are there notes you don't want to lose in thinking about a presentation you saw?

Other Ideas based on a presentation...

Design 1	Design 2
Design 3	Design 4 open enrollment introdisp. school

Rating Protocol
2 High School Model

Group Value	Equity	Relationships/ Community	Achievement	Student Choice/ Multiple Pathways
Weight	4	3	2	1
Design 1 <i>yellow</i>	3	2	2	3
Design 2 <i>pink</i>	2	2	3	4
Design 3 <i>blue/purple</i>				
Design 4 <i>orange</i>	3	2	3	3

Rate each design from 0-4...1 being hardly evident to 4 being highly evident.

If the presentation does not include this value, rate the value 0

0 No evidence of the value in any part of the presentation	1 Very little evidence, but mentioned at some point within the presentation	2 Some evidence but not substantial within the presentation	3 Clear thought of the value but not throughout the presentation	4 Highly evident thought of the value throughout the presentation.
---	--	--	---	---

Non-Negotiable Considerations for each project...

- Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);
- Access to academic and extracurricular program and equitable social-emotional support (counselors/social workers);

Nonnegotiables	Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);	Access to academic and extracurricular programs and social emotional support;
Design 1	<i>choice</i>	<i>which CTE program would be at each school</i>
Design 2	<i>choice</i>	<i>at both schools</i>
Design 3		
Design 4	<i>choice</i>	<i>at both schools</i>

Are there pieces of a model that you wanted to use from another presentation?
Are there notes you don't want to lose in thinking about a presentation you saw?
Other Ideas based on a presentation...

Design 1

alternative times - both campuses
AM/PM one at each

Design 2

Stem -
CTE Building Trades
Computer
Engineering
Robotics
Health Science Acad.

Humanities
CTE - Culinary
- Cosmetology
- Auto Tech

Design 3

more SPED citywide
Alt Ed
Satellite
where it fits
and
expand into both schools

Design 4

- CTE certifications at 1 school
- CTE measure at 1 school
- STEM 9/10 yr.

1 cohort
2 open-enrollment
Interdisciplinary/Humanities

Rating Protocol
2 High School Model

Group Value	Equity	Relationships/ Community	Achievement	Student Choice/ Multiple Pathways
Weight	4	3	2	1
Design 1 <i>Yellow</i>	4	3	2	1
Design 2 <i>Pink</i>	2	1	4	1 3
Design 3 <i>Blue/Purple</i>	1	1	2	2
Design 4 <i>Orange</i>				

Rate each design from 0-4...1 being hardly evident to 4 being highly evident.

If the presentation does not include this value, rate the value 0

0 No evidence of the value in any part of the presentation	1 Very little evidence, but mentioned at some point within the presentation	2 Some evidence but not substantial within the presentation	3 Clear thought of the value but not throughout the presentation	4 Highly evident thought of the value throughout the presentation.
---	--	--	---	---

Non-Negotiable Considerations for each project...

- Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);
- Access to academic and extracurricular program and equitable social-emotional support (counselors/social workers);

Nonnegotiables	Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);	Access to academic and extracurricular programs and social emotional support;
Design 1		
Design 2		
Design 3		
Design 4		

Are there pieces of a model that you wanted to use from another presentation?
Are there notes you don't want to lose in thinking about a presentation you saw?
Other Ideas based on a presentation...

Design 1	Design 2
Design 3	Design 4

Rating Protocol
2 High School Model

Group Value	Equity	Relationships/ Community	Achievement	Student Choice/ Multiple Pathways
Weight	4	3	2	1
Design 1 Yellow	<i>some programs in both buildings Access to Speciality</i>			
Design 2 Pink	2	2	3	2
Design 3 Blue/Purple	1	2	3	2
Design 4 Orange	2	2	3	2

Rate each design from 0-4...1 being hardly evident to 4 being highly evident.

If the presentation does not include this value, rate the value 0

0 No evidence of the value in any part of the presentation	1 Very little evidence, but mentioned at some point within the presentation	2 Some evidence but not substantial within the presentation	3 Clear thought of the value but not throughout the presentation	4 Highly evident thought of the value throughout the presentation.
---	--	--	---	---

Non-Negotiable Considerations for each project...

- Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);
- Access to academic and extracurricular program and equitable social-emotional support (counselors/social workers);

Nonnegotiables	Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);	Access to academic and extracurricular programs and social emotional support;
Design 1		
Design 2		
Design 3		
Design 4		

Are there pieces of a model that you wanted to use from another presentation?
Are there notes you don't want to lose in thinking about a presentation you saw?
Other Ideas based on a presentation...

<p>Design 1</p>	<p>Design 2</p>
<p>Design 3</p>	<p>Design 4</p>

Rating Protocol
2 High School Model

Group Value	Equity	Relationships/ Community	Achievement	Student Choice/ Multiple Pathways
Weight	4	3	2	1
Design 1 <i>Yellow</i>				
Design 2 <i>Pink</i>	<i>2</i>	<i>1</i>	<i>4</i>	<i>3</i>
Design 3 <i>Blue/Purple</i>	<i>1</i>	<i>2</i>	<i>2</i>	<i>2</i>
Design 4 <i>Orange</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>4</i>

Rate each design from 0-4...1 being hardly evident to 4 being highly evident.

If the presentation does not include this value, rate the value 0

0	1	2	3	4
No evidence of the value in any part of the presentation	Very little evidence, but mentioned at some point within the presentation	Some evidence but not substantial within the presentation	Clear thought of the value but not throughout the presentation	Highly evident thought of the value throughout the presentation.

Non-Negotiable Considerations for each project...

- Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);
- Access to academic and extracurricular program and equitable social-emotional support (counselors/social workers);

Nonnegotiables	Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);	Access to academic and extracurricular programs and social emotional support;
Design 1	<i>gives students more freedom/inclusion</i>	<i>✓ yes</i>
Design 2	<i>creates a huge divide</i>	<i>x</i>
Design 3	<i>divides what we have now</i>	<i>yes / but at diff schools less support</i>
Design 4	<i>both high schools offer great options</i>	<i>more support/offerance of choice</i>

Are there pieces of a model that you wanted to use from another presentation?
Are there notes you don't want to lose in thinking about a presentation you saw?
Other Ideas based on a presentation...

<p>Design 1</p>	<p>Design 2</p>
<p>Design 3</p>	<p>Design 4</p>

Rating Protocol
2 High School Model

Group Value	Equity	Relationships/ Community	Achievement	Student Choice/ Multiple Pathways
Weight	4	3	2	1
Design 1 YELLOW	3 3	2 2	3	3
Design 2 PINK	US			
Design 3 BLUE	2/3	2	3	3
Design 4 ORANGE	3	2	2	2

Rate each design from 0-4...1 being hardly evident to 4 being highly evident.

If the presentation does not include this value, rate the value 0

0	1	2	3	4
No evidence of the value in any part of the presentation	Very little evidence, but mentioned at some point within the presentation	Some evidence but not substantial within the presentation	Clear thought of the value but not throughout the presentation	Highly evident thought of the value throughout the presentation.

Non-Negotiable Considerations for each project...

- Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);
- Access to academic and extracurricular program and equitable social-emotional support (counselors/social workers);

Nonnegotiables	Impact on student achievement, including the impact on subgroups (e.g., EL students, SPED students, underrepresented minorities);	Access to academic and extracurricular programs and social emotional support;
Design 1		
Design 2		
Design 3		
Design 4		

Are there pieces of a model that you wanted to use from another presentation?
Are there notes you don't want to lose in thinking about a presentation you saw?
Other Ideas based on a presentation...

Design 1 - GROUP 5

AP & IB! LOVE THE 2 PROGRAMS, 1 IN EACH
SCHOOL, MAKES IT EQUIL.

Design 2

Design 3

IB / ARTS & WORLD LANG.

AP & DE

Don't like the split of IA / SPED

Design 4