WHY DEEPER LEARNING?
The U.S. education system must prepare students to be engaged citizens and to succeed in the high-skilled jobs that are increasingly required in the global economy. To meet these demands, students will need “deeper learning,” a mix of knowledge, skills, and dispositions that include critical thinking and problem solving, effective communication, collaboration, an academic mindset, and the ability to learn how to learn—all applied to the mastery of academic content.

WHAT IS THE DEEPER LEARNING NETWORK?
A national “Deeper Learning Network” of more than 500 schools is delivering deeper learning to students in forty-one states. Composed of ten school networks it collectively serves more than 227,000 students, most of whom are low-income minority students. Each school network has a unique approach, but all foster the deeper learning skills that prepare young people for economic and civic success.


www.deeperlearning4all.org

Since 2004, Internationals Network for Public Schools has supported a network of schools that provide quality education for immigrant youth who have arrived in the United States with limited English language skills, varying degrees of schooling, and different literacy levels in their native language. The schools focus on developing language skills and preparing students with the knowledge and skills they will need for college. Internationals Schools are close-knit, nurturing communities that support students who may feel displaced as newcomers to the United States and students accustomed to the U.S. but who are still not proficient in English.

INTERNATIONALS STUDENTS GRADUATE AT HIGH RATES

<table>
<thead>
<tr>
<th>2-, 4-, &amp; 6-year Graduation rates</th>
<th>College acceptance</th>
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<tbody>
<tr>
<td>64%</td>
<td>79%</td>
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<tr>
<td>45%</td>
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<tr>
<td>73%</td>
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<td>53%</td>
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<td>82%</td>
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<td>56%</td>
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INTERNATIONALS network Spotlight

INTERNATIONALS FOR PUBLIC SCHOOLS

DEEPER LEARNING IN ACTION

Ygnacio, a native of the Dominican Republic, moved to New York City with his family as a teen with little formal education. The transition was difficult, but Ygnacio was fortunate to enroll at the International High School at LaGuardia Community College, which provided him with the tools he needed to overcome his dyslexia and make up for missed time in school. At one point, overwhelmed by the educational challenge he faced, Ygnacio considered dropping out. However, his peers, teachers, and other support staff pushed him to focus on his interests in community organizing. He was able to take an internship at a community-based organization advocating for educational equity, allowing him to develop valuable problem-solving and communication skills as he worked alongside community partners to support the organization’s strategic goals. He also incorporated what he learned into individual and group class projects and steadily developed his academic skills. The collaborative environment and work with other students of different ability levels helped him learn and provided an additional support structure. As he gained a better sense of his interests and became confident in his abilities, his English skills and overall grades improved until he was able to graduate. He is the first member of his family to graduate from college.

INTERNATIONALS students draw upon their diverse backgrounds and interests to develop a course of study that keeps them engaged and succeeding academically.
application of essential knowledge and skills, such as portfolios, are used to monitor progress on academic and other deeper learning skills, such as problem solving and communication.

HETEROGENEITY AND COLLABORATION

Students are organized into diverse groups, each with a mix of English proficiency, academic backgrounds, native language, and literacy levels. These student groups foster a sense of community and allow students to teach and learn from one another. Through this collaborative approach, students are encouraged to take ownership of their learning and understand content on a deeper level, learning communication, collaboration, and critical thinking skills in the process. Additional supports such as guidance counselors, social workers, structured peer support, homework help, and writing centers are also provided.

ONE LEARNING MODEL FOR ALL

International Schools believes strongly that all members of the community learn best by engaging in authentic, rigorous, relevant, and collaborative projects that incorporate the voices of all members and use real-world problems to explore in meaningful ways. Not only students, but faculty and principals, work in heterogeneous groups on collaborative projects.

INTERNATIONALS NETWORK FOR PUBLIC SCHOOLS

5,500+ STUDENTS in 17 HIGH SCHOOLS across 3 STATES and THE DISTRICT OF COLUMBIA

A NETWORK OF SUPPORT

The first Internations School began in 1985 as a partnership between the New York City Department of Education and the City University of New York. Over the next sixteen years, three additional schools were opened in New York City, and in 2004, the Internations Network for Public Schools was formalized to create new schools and support existing schools and districts. At present, the network supports 18 high schools in New York, Virginia, and California.

GETTING RESULTS

Internations Schools continue to outperform schools that are serving similar challenging populations. According to the Network, in 2011, 64 percent of Internations students graduated from high school in four years, 73 percent in five years, and 82 percent students graduated in six years, outperforming the English language learner graduation rate for New York City public schools. Students are not only graduating; 79 percent of graduates were accepted into college. According to New York City’s published progress reports, three of the top twenty schools in New York City were Internations High Schools, including Brooklyn International High School, which was ranked the city’s top performing public school in 2008–2009 and is currently in the top three percent of high schools in the city.