

GREAT THINGS

ARE GOING TO HAPPEN HERE

Persistently Struggling School

Public Forum

September 22, 2015

Background

- ***Why is East Considered a Persistently Struggling School?***
 - East High School is an “Out of Time” school
 - Among the lowest achieving public schools in the state for ten consecutive school years
 - A “Priority School” for each year from the 2012-13 school year to the current school year

The Dilemma

- Section 211-f of Education Law establishes a new intervention authority for districts and the Department to turn around struggling schools through receivership
- NYSED gave the district 5 choices for East for the 2014-15 SY.
 - Close
 - Become a charter school
 - Operate under SUNY
 - Phase out
 - Operate under an Educational Partnership Organization (EPO)

What's Different?

Under an EPO- we have the ability to:

- Review and make changes to the school budget.
- Create/change school program and curriculum.
- Supersede a decision made by the Board of Education.
- Require all staff to reapply for their positions.
- Implement professional development for staff.
- Expand the school day or year.
- Convert the school to a charter school, pursuant to the law.
- Request changes to the collective bargaining agreement.
- Convert the school to a community school.

“All organizations are perfectly designed to get the results they are now getting. If we want different results, we must change the way we do things”

Tom Northup

Inspect what you expect...

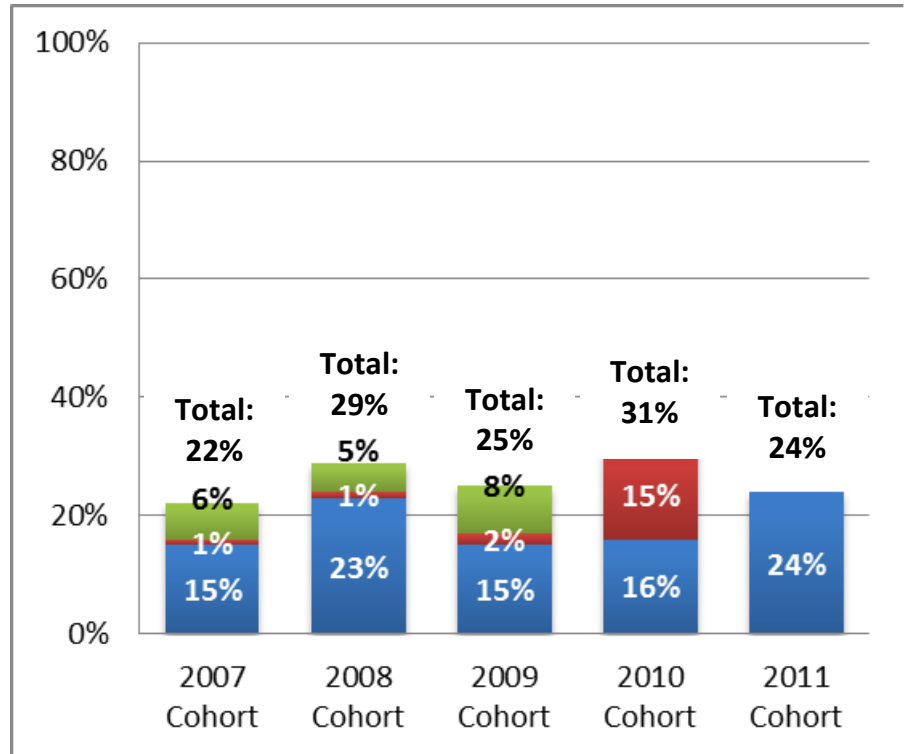
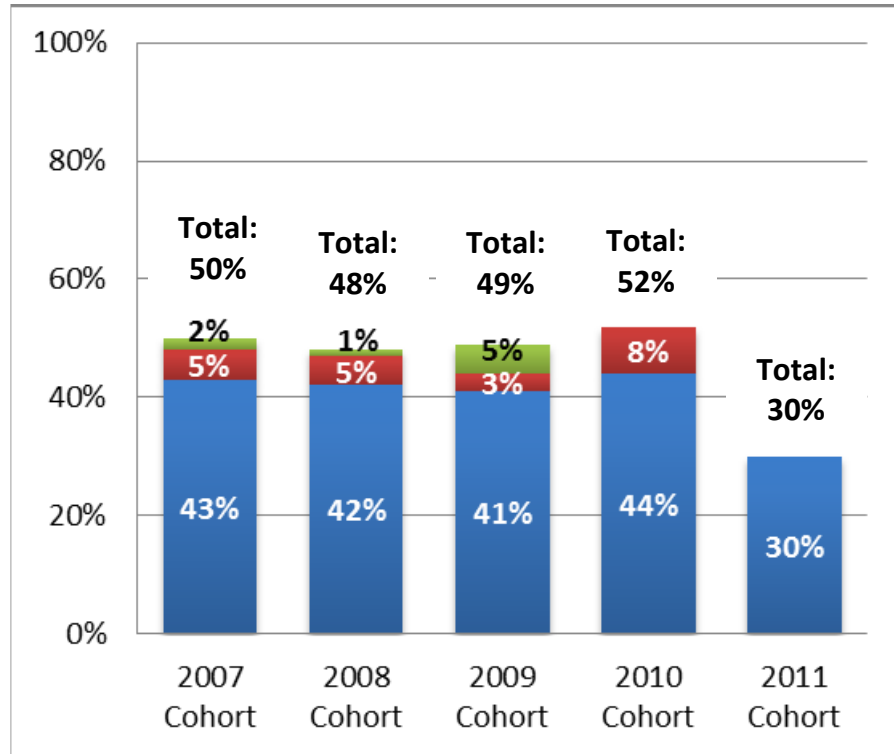
our current state



EAST EPO – Cohort Graduation Data

4- 5- and 6-Year Graduation Rates of Most Recent Cohorts Graduating from East High School

Data retrieved from NYSED, L2RPT, RCSD Data Management Department on 8.17.15

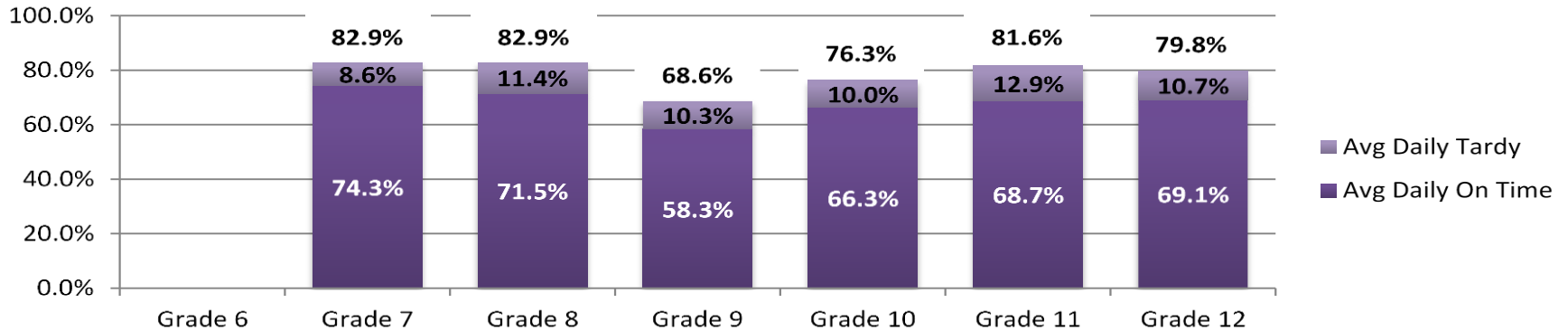


EAST EPO - Attendance

2014-2015 Average Daily Attendance at East by Grade (Including On Time and Tardiness)

Data retrieved from RCSD Data Management Department on 8.17.15

**Grade 6 not represented here because East did not have Grade 6 in the 2014-2015 school year.*



Currently Enrolled Students with Chronic Attendance Issues in 2014-2015 by Grade

Data retrieved from SPA on 8.11.15

Grade	Enrolled	Chronic AB	%
Grade 6	82	7	8.5%
Grade 7	156	16	10.3%
Grade 8	204	95	46.6%

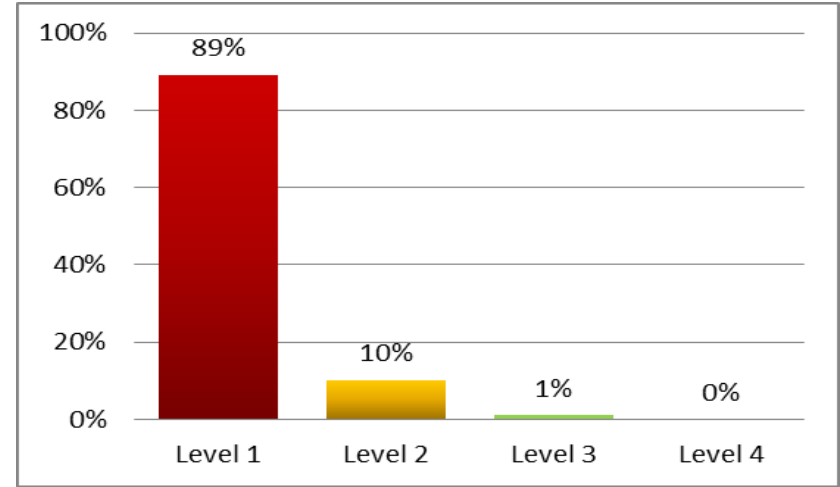
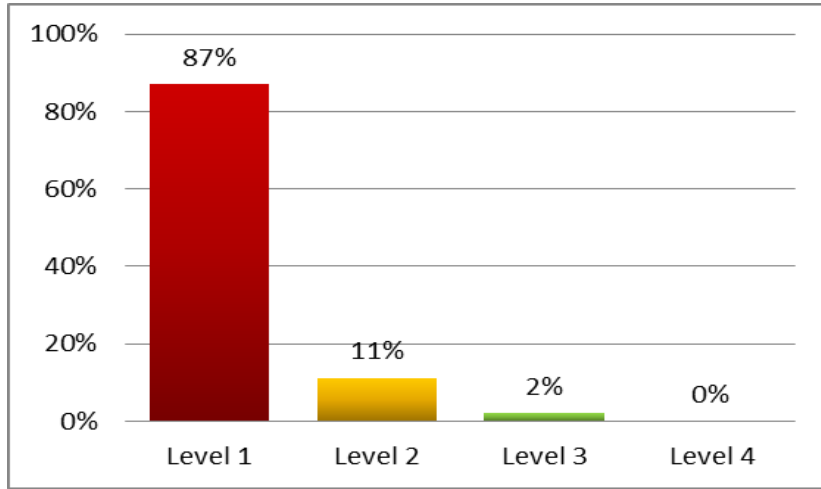
Grade	Enrolled	Chronic AB	%
Grade 9	438	261	59.6%
Grade 10	275	104	37.8%
Grade 11	206	56	27.2%
Grade 12	168	47	28.0%

**Chronic means attended school less than 80% of the time.*

2014-2015 NYS 7-8 ELA and Math Assessment Results

Data retrieved from NYSED on 8.23.15

*Grade 6 not represented here because East did not have Grade 6 in the 2014-2015 school year.



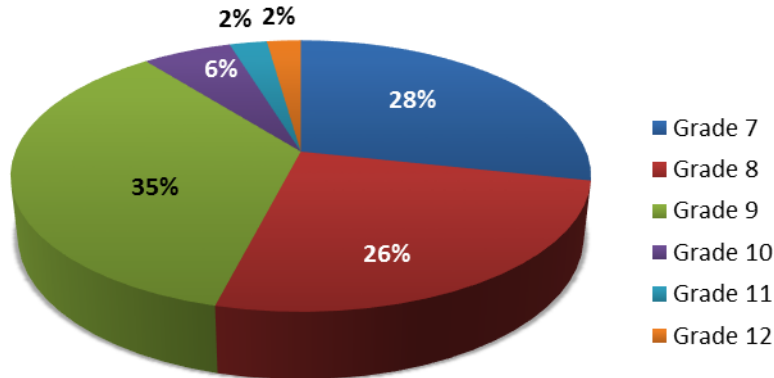
Subgroups	NYS 7-8 ELA								NYS 7-8 Math							
	Level 1		Level 2		Level 3		Level 4		Level 1		Level 2		Level 3		Level 4	
All Students	308	87%	39	11%	8	2%	0	0%	291	89%	32	10%	3	1%	0	0%
Female	161	89%	16	9%	3	2%	0	0%	146	91%	14	9%	1	1%	0	0%
Male	147	84%	23	13%	5	3%	0	0%	145	88%	18	11%	2	1%	0	0%
Black or African American	169	88%	19	10%	4	2%	0	0%	142	90%	15	10%	0	0%	0	0%
Hispanic or Latino	96	87%	11	10%	3	3%	0	0%	107	90%	12	10%	0	0%	0	0%
White	29	81%	7	19%	0	0%	0	0%	29	88%	3	9%	1	3%	0	0%
General-Ed Students	243	84%	37	13%	8	3%	0	0%	223	87%	30	12%	3	1%	0	0%
Students with Disabilities	65	97%	2	3%	0	0%	0	0%	68	97%	2	3%	0	0%	0	0%
English Proficient	249	84%	38	13%	8	3%	0	0%	213	87%	29	12%	2	1%	0	0%
Limited English Proficient	59	98%	1	2%	0	0%	0	0%	78	95%	3	4%	1	1%	0	0%
Not Economically Disadv.	15	71%	4	19%	2	19%	0	0%	12	75%	4	25%	0	0%	0	0%
Economically Disadv.	293	88%	35	10%	6	2%	0	0%	279	90%	28	9%	3	1%	0	0%

EAST EPO – Discipline Data

2014-2015 Total Suspensions at East by Grade

Data retrieved from RCSD Data Management Department on 8.17.15

*Grade 6 not represented here because East did not have Grade 6 in the 2014-2015 school year.



Grade	Total Enrollment	Total Suspensions
Grade 6	0	n/a
Grade 7	288	745
Grade 8	291	671
Grade 9	591	928
Grade 10	344	155
Grade 11	216	65
Grade 12	214	59

2014-2015 Suspensions at East Details by Grade

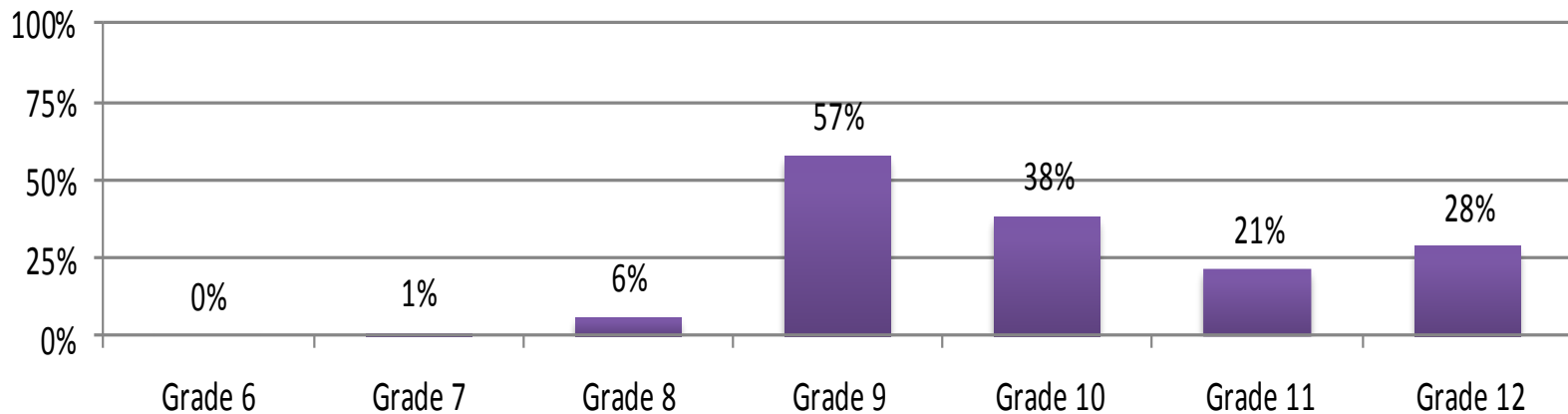
Data retrieved from RCSD Data Management Department on 8.17.15

Grade	never suspended in 14-15		suspended at least once in 14-15		1 Time		2 Times		3 Times		4 Times		5 or More Times	
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%
Grade 7	162	56%	126	44%	29	10%	19	7%	18	6%	4	1%	56	19%
Grade 8	136	47%	155	53%	41	14%	27	9%	18	6%	19	7%	50	17%
Grade 9	372	63%	219	37%	60	10%	40	7%	19	3%	20	3%	78	13%
Grade 10	276	80%	68	20%	31	9%	17	5%	9	3%	3	1%	8	2%
Grade 11	173	80%	43	20%	30	14%	8	4%	1	0%	4	2%	0	0%
Grade 12	187	87%	27	13%	14	7%	5	2%	4	2%	2	1%	2	1%

EAST EPO – Retention Data

Retentions of Currently Enrolled Students by Grade Level based on 2014-2015 Year End Results

Data retrieved from SPA 8.11.15



* East did not have Grade 6 in the 2014-2015 school year.

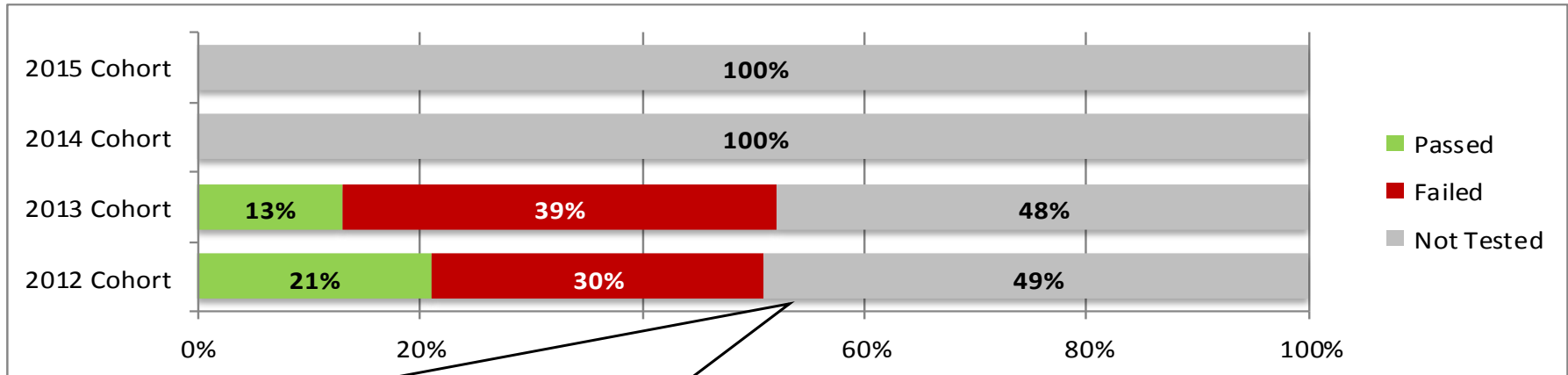
* Grade 7 Retention was at parent request.

* Retention at the middle school level is Principal's discretion; retention in grades 9-12 is based on credit accumulation.

EAST EPO – Global Studies Data

Secondary-Level Global Results of Currently Enrolled Students By Cohort

Data retrieved from SPA 7.23.15



103 Students

Subgroup	(n)	%
GEN ED	33	32
SPED	31	30
LEP	16	16
FLEP	18	17
SPED/LEP	5	5

Credits	(n)	%
0 to 5	27	26
6 to 10	33	32
11 to 15	25	24
16 to 20	8	8
21 & up	3	2

Regents	(n)	%
0	48	47
1	23	22
2	7	7
3	6	6
4	5	5

Retention	(n)	%
At All	93	90
1 Time	23	22
2 Times	35	34
3 Times	26	25
4 Times	9	9

* 59/93 retentions occurred 1 or more times in Grade 9.

* 2014-2015 Attendance rate of this group is 53.3%.

SWD - Graduation Data by Program (Past 4 Graduating Cohorts)

Past 4 Graduating Cohorts		Graduates				Non-Completers	
Total SWD Enrollment: 221	Enrollment	IEP Diploma	Local Diploma	Commencement Credentials	Regents	Dropped Out	Still Enrolled
Self-Contained	85	2.4%	8.2%	16.5%	2.4%	58.8%	11.8%
12.1.4 (NYSAA)	9	22.2%	0.0%	22.2%	0.0%	11.1%	44.4%
ICOT	96	1.0%	33.3%	5.2%	4.2%	47.9%	8.3%
Resource	13	0.0%	15.4%	0.0%	7.7%	53.8%	23.1%
CT	17	0.0%	23.5%	0.0%	5.9%	41.2%	29.4%

*Self-Contained includes 12:1:1, 8:1:1, 8:1:2, 6:1:1

A glowing green puzzle piece is the central focus, set against a dark background with other faint puzzle pieces. The piece is brightly lit from within, creating a soft glow. The overall image has a futuristic and mysterious feel.

The Future of Education

...a radical shift is about to begin

What's Our Responsibility?

Success



what people think
it looks like

Success



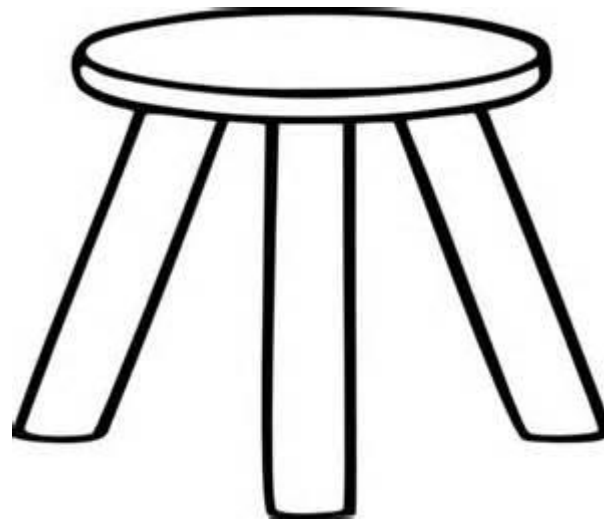
what it really
looks like

Persistently Failing School Systems Require More Capacity

- East EPO Plan calls for:
 - Redesign and reallocation of systems, structures and roles
 - Faculty and staff who are “all in, all the time”
 - Expanded time for all students
 - Better initial teaching
 - Culturally sensitive, engaging curriculum
 - Greater opportunities to spiral the curriculum, re-teach and re-learn without remediation

Success is based on the 3 legged stool analogy

The right people



Using best
practice

Capacity

The Right People

- We insisted on hiring the staff
- People will choose to be here.
- Who buy into the “all in” approach
- Who will take advantage of intensive, ongoing professional learning
- We have a learning based Collective Bargaining Agreement (CBA)
- Ended up with over 500 applicants



Research Based Best Practice

- NYSED developed a rubric for highly effective school practice
- Diagnostic Tool for School and District Effectiveness (DTSDE)
Tenets

- District Leadership
- School Leadership
- Curriculum
- Teaching
- Social Emotional Support
- School Community Partnerships
- And, we added Student Life



Using Evidence Based Practices (Capacity Building)

- High Quality, engaging curriculum, assessment and instructional practices
- Attention to informed planning
- Implemented with fidelity
- Monitored and adjusted using collaborative professional learning
- Based on research and results

Social and Emotional Developmental Health

Collaborative, restorative practices will build a culture in which students have a voice.



Each student will have an adult advocate and daily interactions with a school “family”



School Wide

- An emphasis on personal and group leadership development for students
- Creating one-way dual language structures to support newly arrived English as a new language (ENL) students
- Support for English as a second language (ESL) and students with Disabilities (SWDs) that is diagnostic, immediate and personal
- Small family groups to build social emotional health
- Ongoing interaction with families

The Lower School

- Added time for ELA and Math
- Project based, interdisciplinary opportunities
- LEAD...development of personal leadership

Freshman Academy

- Applying leadership for success
- Only *true* freshman
- Double periods in ELA and mathematics
- Intensive, ongoing academic support
- Begin the development of CTE awareness
- 7½ hour day for all students

Getting on Track

- Students who are not yet successful experience compressed, standards based, credit recovery programs
- Later start with tiered support
- Off campus alternatives program built on the Big Picture model

Athletic Offerings & Participation

- East is reintroducing modified boys volleyball and starting a new JV lacrosse program this school year
- New clubs will include cheerleading at the Lower School level
- East already has 54 more athletes participating in fall sports this school year than we did in the fall of the 2014 – 2015 school year



Student Empowerment

Stephen Covey's 7 Habits of Highly Effective People

- Be Proactive
- Begin with the end in mind
- Put first things first
- Think win-win
- Seek first to understand, then to be understood
- Synergize
- Sharpen the Saw

- Lower School-*Leader in Me*
- Freshman Academy-*Leadership for Success*
- Upper School-*Leadership for Innovation*



Engaging Families and the Community

- Families are equal partners in a child's education
- We embrace a philosophy of partnership where information, decision-making, power, and responsibility are authentically shared.
- Family and Community Engagement (FACE) & Planning Teams
 - Parents
 - Students
 - Community Based Organizations & Agency partners
 - U of R/Warner faculty

Community Engagement Team

- The CET will review, assess, and report on the implementation of the school's plan.
- The CET's recommendations must be attached to the school plan and the EPO must attach identify which recommendations were incorporated in the plan and how; as well as, which recommendations were not incorporated in the plan and why.
- The district will consult with the CET before proposing to the Commissioner any plan modifications. The CET may hold hearings, which must be arranged by the district, to solicit feedback.
- The plan must be provided to the local school board, the Superintendent, and representatives of the collective bargaining units, CET, and elected representatives of the parent teacher association and/or parent association.
- The Commissioner will annually consult and cooperate with the district, school staff, and CET in determining whether the school has met its annual goals and in assessing the implementation of the plan.
- Upon expiration of the school intervention plan, the Commissioner will consult with the district and CET to determine whether to renew the plan, terminate the contract with the Independent Receiver, or remove the school from designation.



Does anybody think...

- Just because the University of Rochester is involved things will be different?
- We must lead a change in the entire paradigm of public urban education.

“What the best and wisest parent wants for his own child, that must the community want for all its children.”
John Dewey

Demonstrable Improvement

- The Commissioner has informed the EAST-EPO of the annual progress targets that must be met in order to make demonstrable improvement
- The EAST- EPO is in the process of determining the locally selected –Level 2 indicators of demonstrable improvement
- Quarterly, reports will be presented to the state and made available for public review, regarding our progress towards demonstrable improvement
- Each year the commissioner will assess whether or not demonstrable improvement has been made

Our End Goal ...State Cohort Targets

<i>Score %</i>	<i>Year 1 (Baseline)</i>			<i>After Four Years</i>		
	<i>Level 1</i>	<i>Level 2</i>	<i>Levels 3&4</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Levels 3&4</i>
<i>ELA 7</i>	78	20	1	33	45	22
<i>ELA 8</i>	85	12	2	38	41	21
<i>Math 7</i>	84	15	1	38	41	21
<i>Math 8</i>	92	8	0	42	38	20

Our End Goal ...Credit Targets

<i>Credits Achieved by end of</i>	<i>Incoming 6th grade</i>	<i>Incoming 7th grade</i>	<i>Incoming 8th grade</i>	<i>Incoming 9th grade</i>
<i>Grade 8</i>	3	1	.5	N/A
<i>Grade 9</i>	7	6.5	6	5
<i>Grade 10</i>	14	12.5	12	10.5
<i>Grade 11</i>	18	17.5	17	16
<i>Grade 12</i>	22+	22+	22	22

Our End Goal ... Graduation!

	Current 4yr Graduation-Rate	<i>Projected Graduation Rates under EPO for students entering at each of the following grades during the first year of the EPO</i>						
Student Group		6	7	8	9	10	11	12
All Students	42%	84%	80%	74%	63%	55%	50%	46%
African American	42%	84%	80%	74%	63%	55%	50%	46%
Latino	41%	82%	78%	72%	62%	53%	49%	45%
White	50%	84%	82%	74%	63%	55%	53%	52%
SWD	24%	54%	48%	42%	36%	32%	29%	26%
LEP	NA	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Economically Disadvantaged	43%	84%	82%	75%	65%	56%	52%	47%

*- Projected graduation rate for 2014-15 (2011 Cohort): 29%

Our End Goal ...Contributing Citizens



EAST



Public Notice & CET Requirements

- Community Engagement Team must be able to review the plan and provide feedback and/or recommendations:
 - EAST EPO Plan– [Summary](#) or [Full Proposal](#)
- EPO must provide an avenue for feedback in writing and/or electronically
 - [Let's Talk!](#) Application
- Quarterly reports must be publicly available in the school district's offices and posted on the school district's website
 - www.rcsdk12.org/east

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