



East High School

Receivership Public Hearing

September 21, 2023

<https://tinyurl.com/EastPublicHearing2324>

Agenda

- Overview of Receivership
- Academic Progress Update
- Lead Strategies for Improvement
- Family & Community Engagement Team
- Community Input
- Questions

What does Receivership mean for East?

The EPO manages and operates East while reporting to the RCSD Board of Education and NYS Education Department while using some central RCSD business supports.

Some differences at East because of the EPO agreement:

- **Leadership:** Superintendent (Ms. Blocker), Assistant Superintendent (Ms. Leone), and Chief Academic Officer (Ms. Rees).
- **Curriculum:** East teachers have developed the curriculum for East scholars.
- **Hiring/Working Conditions:** There are specific agreements to make sure staff at East are all in!
- **Professional Development/ Organizational Support:** All staff participate in learning together! The University of Rochester provides additional support and coaching to staff.
- **Budget:** The East EPO has the ability to reallocate the use of the school budget.
- **Expanded school day:** All scholars have Family Group & Support Period as part of their day. Saturday and Summer programs are offered for additional support, as needed.
- **Community School:** East EPO has many community partners to ensure scholars and families have what they need to be successful in school and beyond.

What is Receivership?

NYS Education Law §211-f established a process for selecting a receiver for the lowest performing schools (lowest 5%) in NY.

East was identified as a receivership school in 2015 and is part of NYS Receivership Cohort 1.

In 2015, the University of Rochester was appointed as an educational partnership organization (EPO) to serve as the receiver for East.

The current EPO agreement is valid through the 2024-25 SY.

Demonstrable Improvement

All schools in receivership have improvement goals that must be met each year.

East must meet 67% of its improvement goals each year.

East must submit quarterly reports to the NYSED Commissioner; these are available publicly [here](#).

University/East Partnership Context

East - was among the lowest achieving public schools in the state for over ten consecutive school years

NYSED gave the district 5 choices for East for the 2014-15 school year:

- *Close*
- *Phase Out*
- *Become a charter school*
- *Operate Under SUNY*
- *Operate under an Educational Partnership Organization (EPO)*

The University of Rochester could not stand by and let East High School close without offering our **best efforts** to **turn it around.**

1%
ELA Proficiency

3%
Math Proficiency

33%
Graduation Rate

79%
*of
freshman
retained*

91%
Economically
Disadvantaged
Students

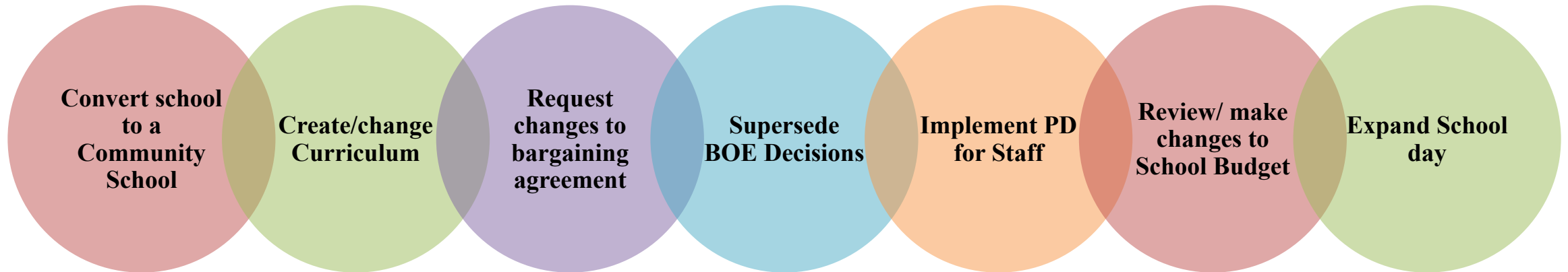
13%
Students
with
Disabilities

19%
English
Language
Learners

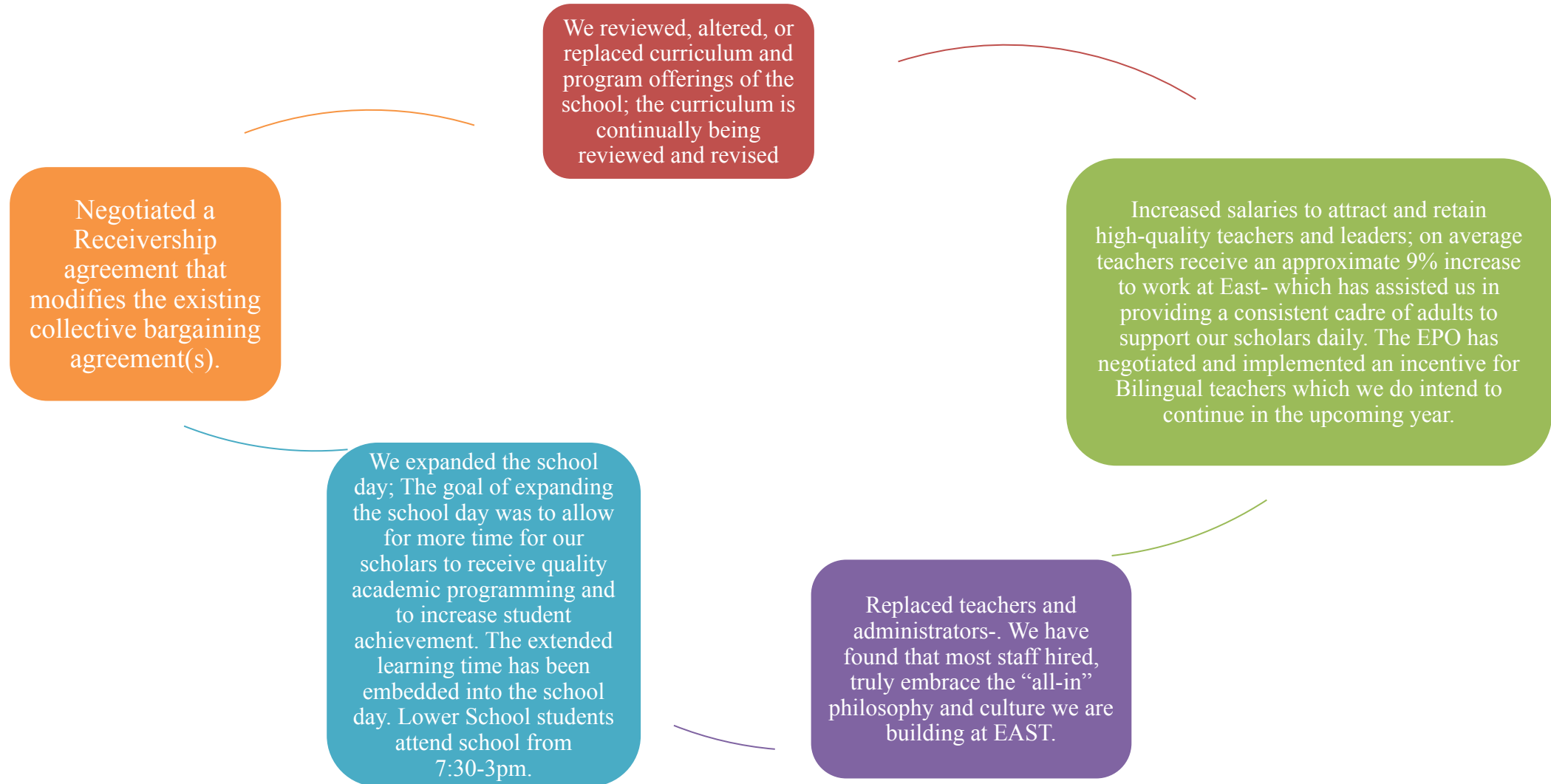
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Powers of Receivership



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East's Mission

At East we are taking charge of our future by being tenacious, thinking purposefully, and advocating for self and others.

Our Vision of an East graduate:

Components: BE TENACIOUS	THINK PURPOSEFULLY	ADVOCATE FOR SELF AND OTHERS
Attributes of a scholar who is tenacious: <ul style="list-style-type: none"> • Recognizes and takes advantages of opportunities (can do attitude) to discover passions/interests • Defines goals and develops a plan to meet them • Sets short term goals knowing they will lead to long term success • Accesses resources necessary to get job done - multiple resources if necessary • Is determined to achieve goals • Learns from mistakes; picks up and keeps going • Uses feedback to refine thinking or actions • Take risks in order to learn and grow 	Attributes of a scholar who thinks purposefully: <ul style="list-style-type: none"> • Focuses on the task at hand to get the job done • Reflects on one's own thinking and the thinking of others to inform future actions • Thinks creatively and critically to solve problems, make decisions or take action • Critically questions to refine or extend understanding • Listens to and seeks out varying perspectives as part of thinking, decision making and problem solving • Uses foundational knowledge and essential literacies to develop deeper understandings • Produces work that meets college and work place standards • Seeks to understand the role of culture in shaping an individual 	Attributes of a scholar who advocates for self and others: <ul style="list-style-type: none"> • Respects and cares for others and works to build relationships • Accepts differences and listens to the voice of others • Identifies and utilizes skills to support self and others globally • Speaks confidently and is willing to respectfully voice opinions to advocate for self or others • Works collaboratively to achieve a goal or effect change • Leads by example • Embraces change; is open minded • Communicates effectively for different purposes and audiences through a variety of media
As measured by tasks of academic, civic or personal significance.		



East Lower School

Projected Results from 22-23 SY

#	Lower School Level 1 Demonstrable Indicators	21-22	Target	Status	Notes
33	3-8 ELA All Students MGP	37.5	45.5		Pending
100	3-8 Math All students MGP	69	68.6	86.7	
110	3-8 ELA All Students Core Subject PI	36.9	59.9	56.7	
150	3-8 Math All Students Core Subject PI	76.4	104.9	90	
160	Chronic Absenteeism - All Students	66.6	31	53.1	
#	Lower School Level 2 Demonstrable Indicators	21-22	Target	Status	Notes
101	3-8 ELA SWD Core Subject P	70.7	40	62.1	
102	3-8 ELA Black Core Subject PI	64.8	62.8	81.3	
103	3-8 ELA Hispanic Core Subject PI	57.5	57.1	77.6	
104	3-8 ELA ELL Core Subject PI	48.9	41.4	23.8	
105	3-8 ELA ED Core Subject PI	63.9	66.2	80.1	
111	3-8 Math SWD Core Subject PI	69.2	34.7	51.1	
112	3-8 Math Black Core Subject PI	37.9	59.9	45.3	
113	3-8 Math Hispanic Core Subject PI	25	51.1	60.5	
114	3-8 Math ELL Core Subject PI	28.2	44.7	26.3	
115	3-8 Math ED Core Subject PI	34.5	56.9	53.9	

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East Upper School

Projected Results from 22-23 SY

#	Level 1 Demonstrable Indicators	21-22	Target	Status	Notes
67	2021 Total Cohort (10 th Graders) Passing Math Regents	24	70%	36.5%	189 Total Cohort
69	2020 Total Cohort (11 th Graders) Passing ELA Regents	35	60%	53.2%	205 Total Cohort June
70	2019 Total Cohort 4-Year Grad Rate – All Students	84	55%	79%	158/200, 11 still enrolled
88	2018 Total Cohort 5-Year Grad Rate – All Students	86	55%	86.5%	154/178, none still enrolled
120	HS ELA All Students Performance Index Accountability Cohort	18.6	113.1	86.96	
130	HS Math All Students Performance Index Accountability Cohort	68.3	86.1	25.49	
140	College, Career and Civic Readiness Index – All Students	117.1	91.1	110.20	
170	HS Chronic Absenteeism – All Students	63.2	48%	68.8%	535/778
230	HS Science All Students Performance Index Acct. Cohort	94.1	170	75.56	
240	HS Social Studies All Students Performance Index Acct. Cohort	18.6	159.2	75.46	
250	2017 Total Cohort 6-Year Grad Rate All Students	80	53%	86.5%	154/178, none still enrolled
#	Level 2 Demonstrable Indicators		Target		Notes
72	2019 Total Cohort 4-Year Grad Rate – Black Students	87	60%	82%	76/93=82%
90	2018 Total Cohort 5-Year Grad Rate – Black Students	92	57%	87%	86/99
93	2018 Total Cohort 5-Year Grad Rate – ED Students	85	50%	81%	116/143
252	2017 Total Cohort 6-Year Grad Rate – Black Students	89	57%	92%	87/95
255	2017 Total Cohort 6-Year Grad Rate – ED Students	78	51%	85%	116/136

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Our Plan



COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

Tenet 1
Systems and
Organization

Tenet 2 School
Leadership

Tenet 3
Curriculum

Tenet 4 Instruction

Tenet 5
Social-Emotional
Learning

Tenet 6
Family and
Community
Engagement

Lead Strategies for School Improvement

- Developing school-wide systems of support for students with consistency across the campus
 - documented processes for student support
 - Attendance, Behavior, Course Work (ABC) Data Dashboard
- Increasing opportunities for authentic family and community engagement
 - Count me in!
 - Integrated community partner services
 - Parent Leadership Training
- Formalizing a Multi-Tiered System of Support for
 - attendance
 - socio-emotional supports
 - academic supports
 - family support

Lead Strategies for School Improvement

- Continued review & refinement of the East Curriculum
 - Culturally Responsive Practice
 - Authenticity, alignment with East's vision and mission
 - Vertical Alignment with Transfer Goals
 - Embedded Performance Tasks
 - Next Generation Learning Standards updates
- Academic Rigor
 - Higher Level Questioning
 - Independence
 - Discussion Protocols
- Metacognition & Reflection
 - “tacit” to “aware” to “strategic” to “reflective”
 - teacher reflection
 - “Learning Pit”

Lead Strategies for School Improvement

- Focus on NYS Socio-Emotional Learning Benchmarks
 - Strengthening Adult SEL Capacity
 - Connecting self-awareness & metacognition
- Strengthening Tier 1 Socio-Emotional Supports
 - Leader in Me
 - Restorative Practice
 - Family Group
- Strategic Planning & Alignment of SEL Resources
 - integration of community partners
 - SEL Council
 - Strengthening student voice

Lead Strategies for School Improvement

- Strengthened Community School Model
 - Case Management Tracking Tool
 - Service Integration
 - Community Coordinator & SEL Coordinator
- Human-Centered Case Management Model
 - Warm hand off!
 - Strategic, intentional matching of need and agency
 - Individualized Problem-Solving/Round table - all parties
- Collective Impact Work Groups
 - collaboration among agencies: SEL, Family Engagement & Supports, College Access, Job Readiness
 - Strategic Planning toward School Metrics
 - Shared Accountability for each and every scholar

Collaborative Partners



"For our Youth, For our Future"



CHILDREN'S INSTITUTE
www.childrensinstitute.net

#allinateast



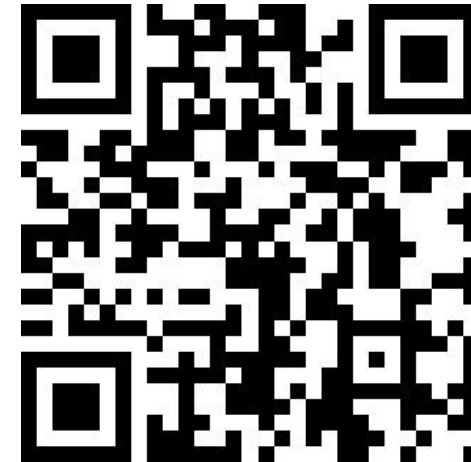
GREAT THINGS ARE HAPPENING HERE



Share your thoughts about our plan!

Asset-Based Community Development Survey: Click [here](#) or

Visit <https://tinyurl.com/EastABCDSurvey>



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