The Dilemma

• East High School is a comprehensive, low performing, non-select high school in Rochester, NY...it is an “out of time” school, meaning every intervention available has been tried and failed.

• The University of Rochester is a small, highly ranked research university located almost entirely in the City of Rochester

• Facing closure the Rochester City School District approached the University of Rochester to become the Educational Partnership Organization (EPO) who would manage the school

• We said NO!
East is a school where every child has been left behind

- They are mostly poor, so they weren't part of middle class flight
- Or able to attend private school
- Low performance makes them ineligible from magnet schools
- Or for a suburban exchange program
- Many of their parents weren't able to commit to charter schools
- Or charter schools sent them back
Who Are Our kids?

History of Academic Failure

• 78% entered reading at level 1
• 3% Math Proficiency (2014-2015)
• 1% ELA Proficiency (2014-2015)
• 79% of Freshman retained

With Complex Challenges

• None chose East #1
• 22% don’t show up any given day
• 95%+ economically disadvantaged
• 2600 suspensions (2014-15)
• 20% LEP
• 25% SWD
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Enrolled</th>
<th>Chronic AB</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>82</td>
<td>7</td>
<td>8.5%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>156</td>
<td>16</td>
<td>10.3%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>204</td>
<td>95</td>
<td>46.6%</td>
</tr>
</tbody>
</table>

Currently Enrolled Students with Chronic Attendance Issues in 2014-2015 by Grade
Data retrieved from SPA on 8.11.15

<table>
<thead>
<tr>
<th>Grade</th>
<th>Enrolled</th>
<th>Chronic AB</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>438</td>
<td>261</td>
<td>59.6%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>275</td>
<td>104</td>
<td>37.8%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>206</td>
<td>56</td>
<td>27.2%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>168</td>
<td>47</td>
<td>28.0%</td>
</tr>
</tbody>
</table>

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

• State Approvals

• New CBAs

• Curriculum Redesign

• Family/Student Engagement

• Restorative Practice

• More Capacity

• The Right People
The Right People

• We insisted on hiring the staff
• People needed to choose to be here.
  – Who commit to 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 600 applicants
• Conducted over 400 interviews and 275 classroom observations
Our Approach
Foundational Best Practices

• Guaranteed and viable curriculum

• Common instructional foundations

• Restorative practices

• Ongoing academic support

• Ongoing social emotional support
Guaranteed & Viable Curriculum

• Eleven different subject areas created curriculum, for a total of over 90 different courses using UBD templates.

• All subjects wrote curriculum overviews for the year and initial units aligning learning intentions to understandings and to our mission

• Collaborative Learning Environment
  • Common lesson planning format
  • Daily lesson plans posted internally,
  • Curriculum overviews and completed units available on the school website
Highest Quality Initial Instruction

= Instructional Foundations

“The teacher effect makes all other differences pale in comparison” – William Sanders

“Five years of effective teaching can completely close the gap between low-income students and others”
  - Marzano, Kain & Hanushek
Learning Intentions

• Every lesson has a learning target
• Learning target leads to the unit understanding
• Students unpack the LT
• Teacher collects evidence of learning relative to the target
• All activities are aligned to the target
• Students evaluate their learning relative to the LT and the essential question
Level of Challenge

Three levels:
Acquisition, Meaning-making, Transfer
• Criteria for success is set high
• Models and exemplars work best to set criteria
• Zone of proximal development

“The difference between ‘do your best’ goals and ‘challenging goals’ is 300 percent” (Hattie, 2009).
Restorative Practices

• Reparation not punishment
• Circles daily (Family Group)
• Circles for conflict resolution
• Celebrations
• Accountability
Support Rooms

- Built into schedule enabled by 10 period day
- Structured by special education teachers
- Additional teachers assigned to rooms
- Homework, test prep, online courses, re teach and pre teach
- Every teacher is a support teacher (enabled by contract)
Collaborative Planning Time

• Protocol for data cycle: action research (student learning problem, change in practice, assess and check)

• Protocol for student interventions

• Additional time for curriculum writing

• Ongoing Professional Learning

• Writing and posting common lesson plans
Ongoing Social-Emotional Support: Family Groups

• “Carents” work to develop student relationships, healthy habits, and leadership.

• Daily activities including peace circles, discussions, and practice of the 7 Habits of Highly Effective Teens

• Lesson plans organized around 7 Habits Supporting our “leadership” theme
Restorative Practices

• Peer mediation team
• Counselors and social workers trained to advanced level
• Train the trainer model this spring
• Students being trained
• Security staff being trained again this spring
• Second round of all training
## Attendance Update

<table>
<thead>
<tr>
<th>Grade</th>
<th>Sept 2014</th>
<th>Sept 2015</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>97.47%</td>
<td></td>
</tr>
<tr>
<td>Grade 7</td>
<td>87%</td>
<td>96.42%</td>
<td>+9.42</td>
</tr>
<tr>
<td>Grade 8</td>
<td>88%</td>
<td>90.79%</td>
<td>+2.79</td>
</tr>
<tr>
<td>Grade 9 (New)</td>
<td></td>
<td>89.04%</td>
<td></td>
</tr>
<tr>
<td>Total 9</td>
<td>74%</td>
<td>69.5%</td>
<td>-4.5</td>
</tr>
<tr>
<td>(2014 and older cohort)</td>
<td></td>
<td>53.09%</td>
<td></td>
</tr>
<tr>
<td>Grade 10</td>
<td>81%</td>
<td>80.46%</td>
<td>-.54</td>
</tr>
<tr>
<td>Grade 11</td>
<td>82%</td>
<td>85.49%</td>
<td>+3.49</td>
</tr>
<tr>
<td>Grade 12</td>
<td>83%</td>
<td>85.09%</td>
<td>+2.09</td>
</tr>
<tr>
<td>Campus Wide</td>
<td>83%</td>
<td>86.46%</td>
<td>+3.46</td>
</tr>
</tbody>
</table>
From the outside looking in, you can’t understand it, from the inside looking out you can’t explain it....
Moral Purpose is the Core

Moral Purpose
Action in Common
People/Relationships/Trust
“What the best and wisest parent wants for his own child, that must the community want for all its children.”

John Dewey
Moral Purpose is the Core

- Moral Purpose
- Action in Common
- People/Relationships/Trust
Shift in Leadership

Whole system success requires the commitment that comes from intrinsic motivation and improved technical competencies of groups of educators working together purposefully and relentlessly.

-Michael Fullan, Choosing the Wrong Drivers for Whole System Reform
Enacting Change

- Pushing and pulling peers
- Trusting Relationships
- Conecting back to students
- Shared Vision

Be the Change
Connecting back to students
Enacting Change

Shared Vision
Organizational Coherence, Harvard PELP
Building Capacity of Leaders (All In)

• 180 teachers participated in approximately **12,000 total hours** of professional development between May 1, 2015-September 1, 2015

• Professional Learning topics included:
  • Teaching for understanding
  • Restorative practices
  • Instructional foundations
  • Curriculum writing
  • Managing the active classroom
  • Seven Habits
  • Specific content PD
  • Mission and visioning
  • Culturally Responsive School Environments
Moral Purpose is the Core

- Moral Purpose
- Action in Common
- People/Relationships/Trust
Our End Goal ... Contributing Citizens