



*Using ESSA to Redesign
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Communities in the
21st Century*

How Do We Communicate What the Evidence-Base for High School Redesign/Improvement is and How it Can be Used to Improve Outcomes to School and District Teams?



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Specifically, how can the evidence-base be used to address common challenges of high-needs high schools and as a foundation for local innovation?



In the Past We Have Communicated Key Elements

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- Turnaround Principles
- Chicago 5 Essentials





We Also Have Descriptions and Images of What Good and Not so Good Practice Looks Like

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- Global Best Practices
- Carnegie Secondary School Design Principles





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But Neither of these Has Proven Sufficient for the Highest Needs High Schools



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Would an Actual Recipe Help?

Provide guidance on:

- Amounts of different elements
- Sequence and timing of activities
- How to instructions
- Variations and substitutions



3/4 C. baking cocoa (unsweetened)
2 C. flour
pinch of salt
2 tsp. baking soda
1 tsp. baking powder
1 C. milk
1 C. strong coffee, cooled
t tsp. vanilla extract

How to Mix and Bake a Perfect Chocolate Cake

Sift dry ingredients together; set aside.

Cream butter and sugar until fluffy; beat in eggs 1 at a time.

Add sifted dry ingredients alternately with milk, beat gently until combined.

Add coffee and vanilla and stir until well blended.

Bake in 2 greased and floured cake pans at 350 degrees F until cake tests done with a toothpick in the center (start testing after about 20 minutes baking time).

Cool and remove layers from pans. Complete cooling on cake racks.

Dark Chocolate Fudge Chocolate Icing

1/2 C. butter (1 stick) melted OR Fleischman's unsalted margarine

1 box (2 C.) confectioner's sugar (powdered sugar, 10x)

2 Tbl. unsweetened cocoa (+/- to suit your chocolate desire)

1 tsp. vanilla

1 tsp. milk

Melt butter in saucepan; remove from heat and stir in sugar and cocoa, then vanilla and milk.

Stir until glossy and thick. Cool slightly and spread on cake.

Variations

1. Substitute butter cream frosting for chocolate icing, and decorate cake top with chocolate curls or sprinkles.



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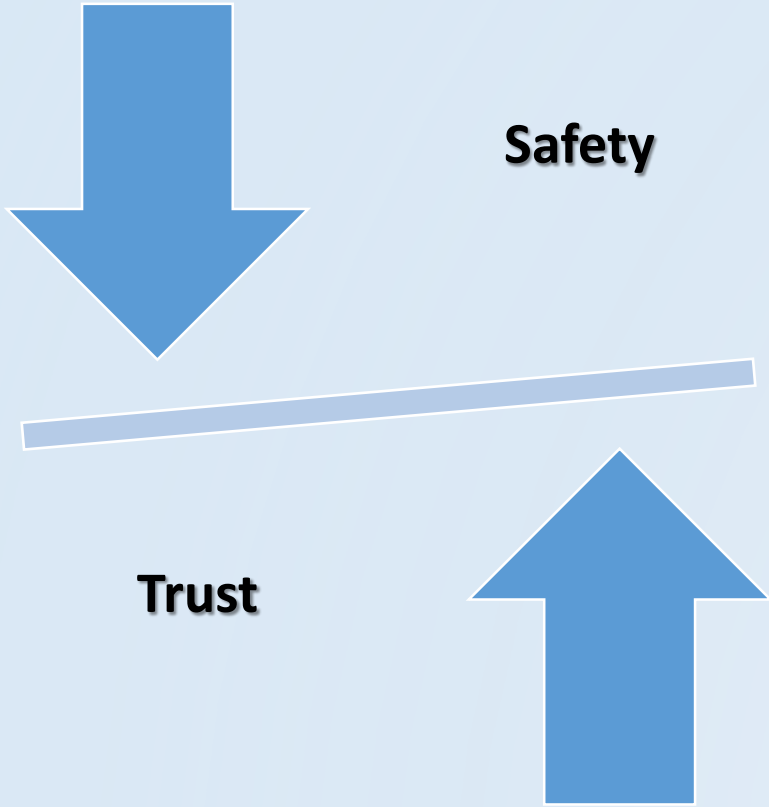
And/Or to Think About how to Develop the Know How of What is Not in the Recipe

For example, how to balance key tensions.



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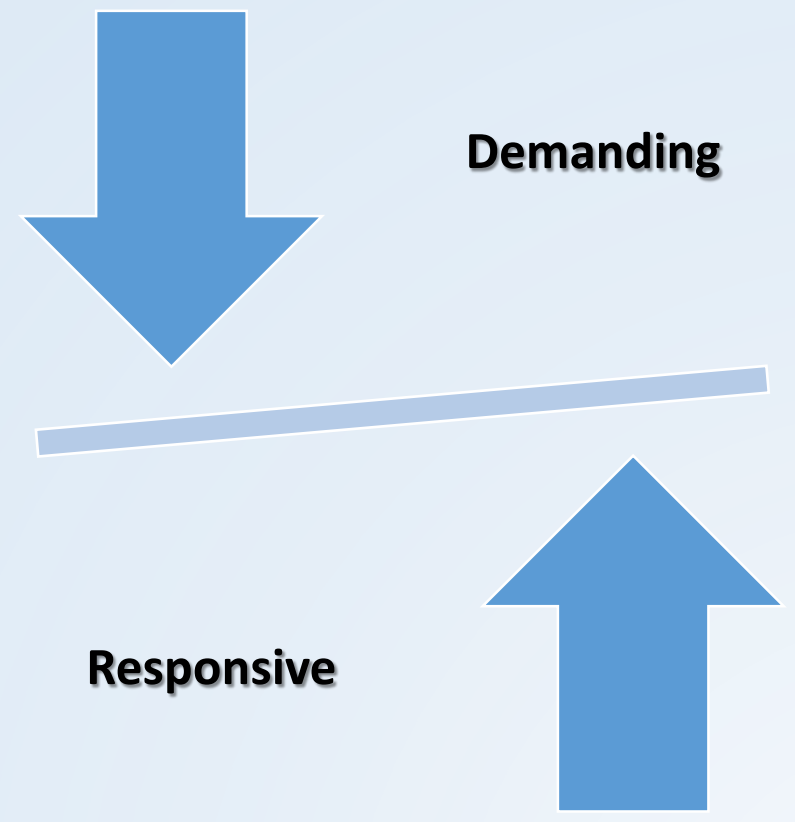
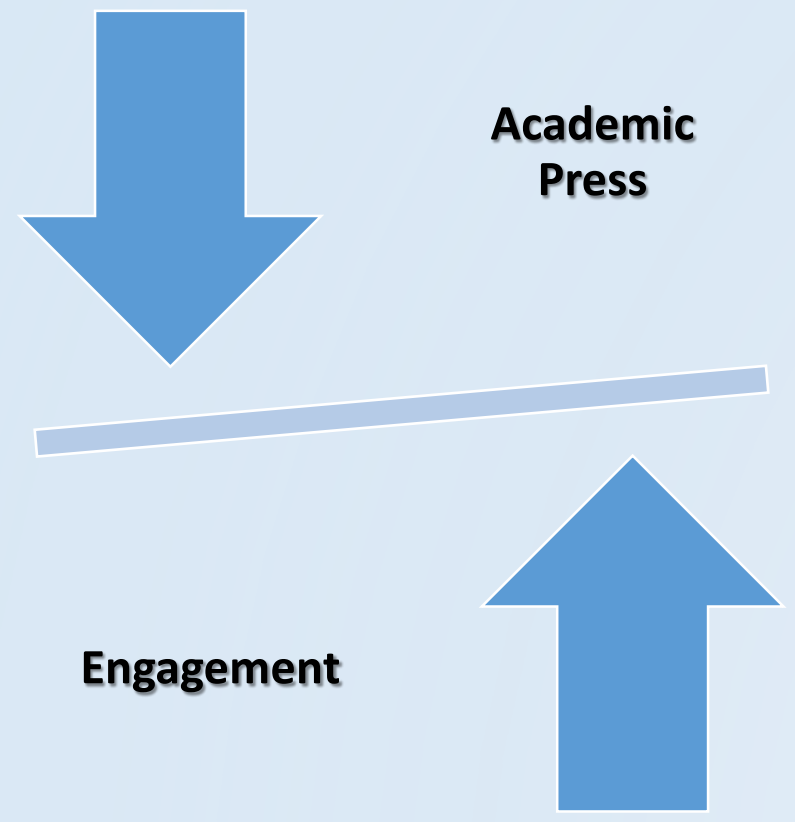
Tensions to Balance: Organizing Adults and Schools





Tensions to Balance: Teaching and Learning

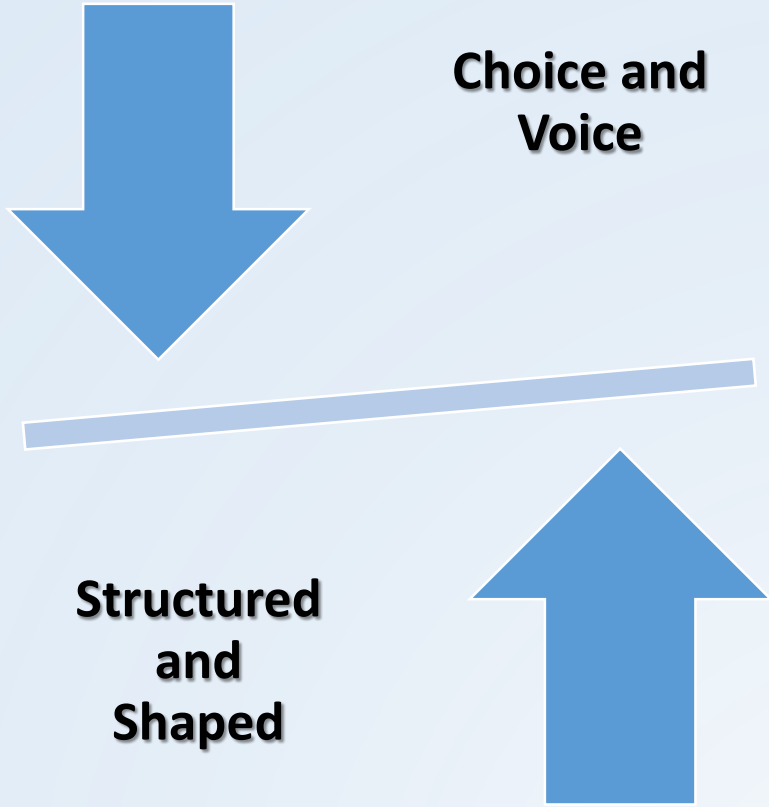
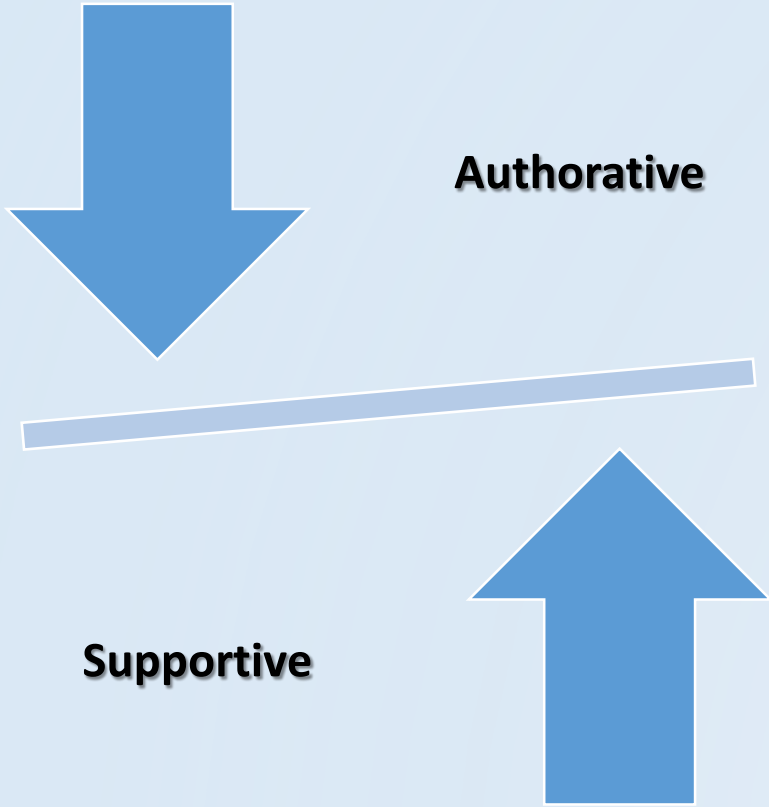
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Tensions to Balance: Climate and Culture

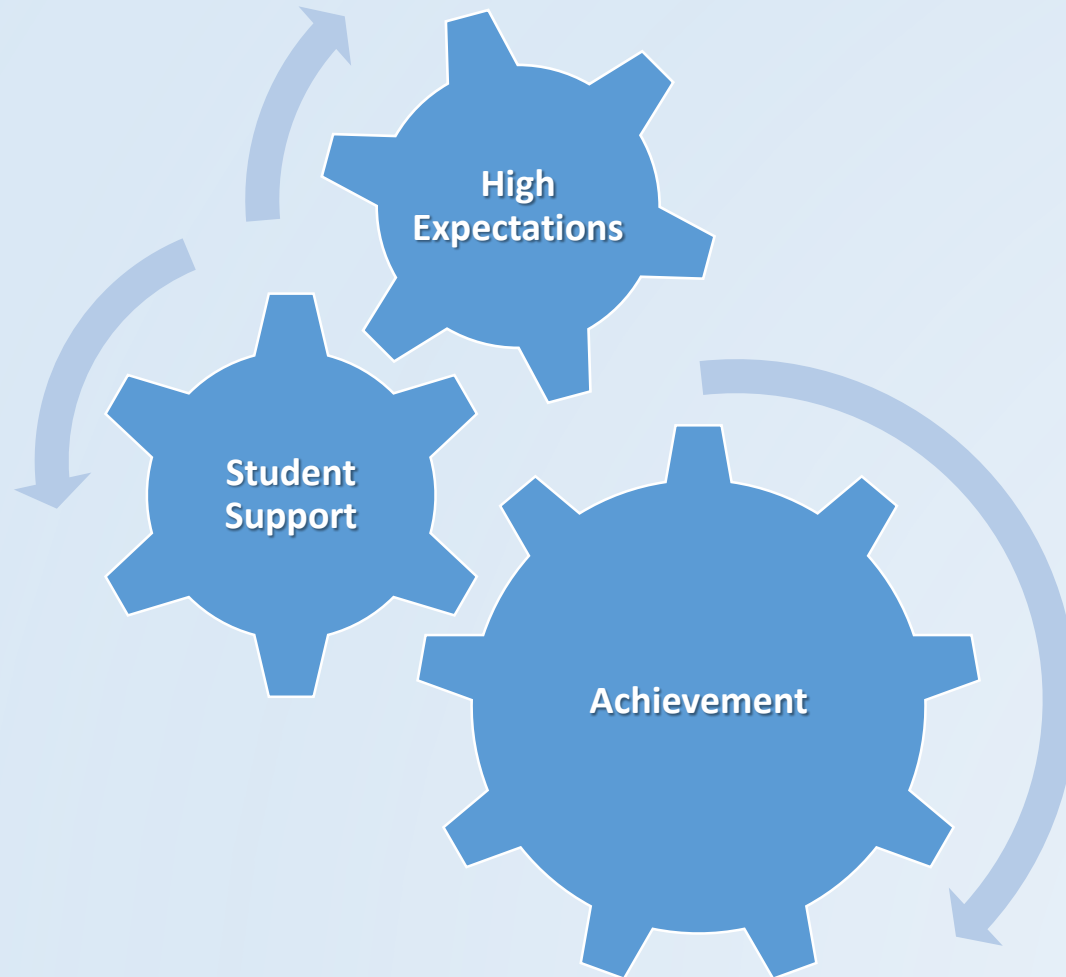
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Navigate Critical Interactions

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Identify the Mental Models that Might Get in the Way of Effective Implementation of Evidence-Based Strategies.

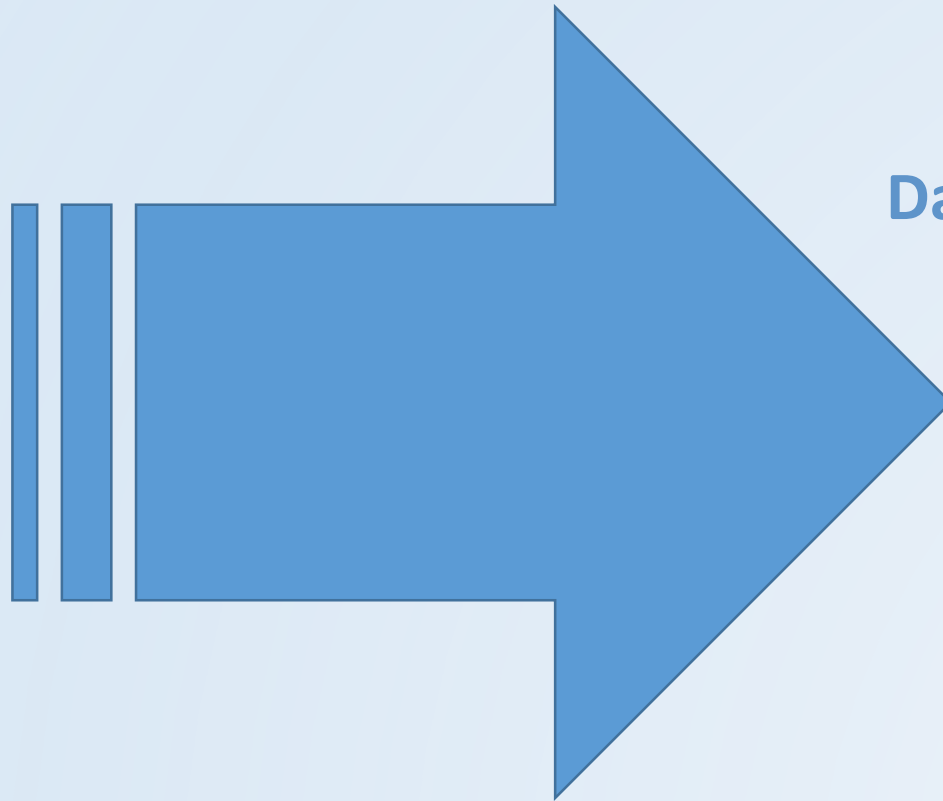


Shifting to Evidence-Based Ideas

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FROM

I am not a social worker
Those People
Data for accountability
Punitive
Deficit
Fixed mindset
Mistake bad
Shame
Half-empty pessimism
Compliance



TO

How can I help
We are the people
Data for improvement
Restorative
Asset-based
Growth mindset
Mistake learning
Resilience
Half-Full Optimism
Commitment



Or Cut to the Chase on Focus on Key Drivers of Student Success

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- Quality coursework, informed by the learning sciences and aligned with college and career ready standards
- Equitable Access to Post-Secondary Pathways, Shaping Experiences and Supports
- Strong Supportive Relationships between adults and students, adults and adults, and students and students
- Continuous Improvement Process embedded in school fabric



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It is clear that the high-needs high schools that remain will need help in learning how to bake the cake-turn evidence base elements into a coherent, comprehensive, and integrated set of effective practices.



Why in the CSHSC Approach Goal

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- Link each participating High Needs High School with a network of similar schools both in-state and cross-state and
- Link with technical assistance and implementation support providers who can put implementation support-coaches, facilitators, support staff in the schools to help school implement its redesign plan linked to community goals



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Feedback needed on different modalities we are testing to see what is most effective ways to communicate evidence base and the know how to use it to school and district teams

- Website-Evidence Says and How and Why to Use Evidence sections
- Audiocast on teaming
- Video on Student Supports
- Mental Model Icebreaker short readings
- Forthcoming: two-page summaries and component/interaction maps for each of the four levers of school improvement —

Organizing Adults, Student Supports, Teaching and Learning, Post-Secondary Pathways



Next Steps for CSHSC

- Needs Assessment
- Community Input Tools
- Common On-Track to Success Metrics for Participating Schools
- Pilots in Some States

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Questions and Thoughts

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