



*Using ESSA to Redesign
High Schools to
Support Their
Communities in the
21st Century*

Cross State High School Collaborative

Welcome



Who are We?

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The Cross State High School Collaborative is a project currently made of up of seven participating states, **Illinois, Louisiana, Massachusetts, Mississippi, New Mexico, New York, and Ohio** partnering with the **CCSSO, Everyone Graduates Center at JHU and Civic Enterprises**. Collectively we are dedicated to using ESSA to redesign high needs high schools to support their communities in the 21st Century.



Goals for our Gathering

- Deepen our understanding of how the existing evidence base can be used to improve student outcomes in high needs high schools
- As a Community of Practice learn by doing and work collaboratively to build a shared understanding of how school and district teams can use the evidence base to provide a foundation for local innovation and address common challenges high schools in need of improvement face

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Who is in the room?

Introducing ourselves



A Walk Through our Time Together—Day 1

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- Begin by building a shared mental model for the work
- Focus on exploring evidence base for four key levers of improvement that school's have control over and can use to increase student outcomes (organizing adults, student supports, teaching and learning, post-secondary pathways) by going deep on one or two key question
- Introduce four archetypes of high needs high schools



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**All of the materials on the Evidence-
Based Tables for each of the 4 Levers are
available on the CSHSC website**
(<http://new.every1graduates.org/cshsc/>)

Wi-Fi is



A Walk Through Our Time Together—Day 2

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- Cross-state teams work to apply evidence based to each of the archetypes
- Whole group dialogue around evidence based redesigns for each archetype
- Discussion on how best to share both the evidence base and how and why to use it with school and district teams
- Start the exploration of what do we know about implementation



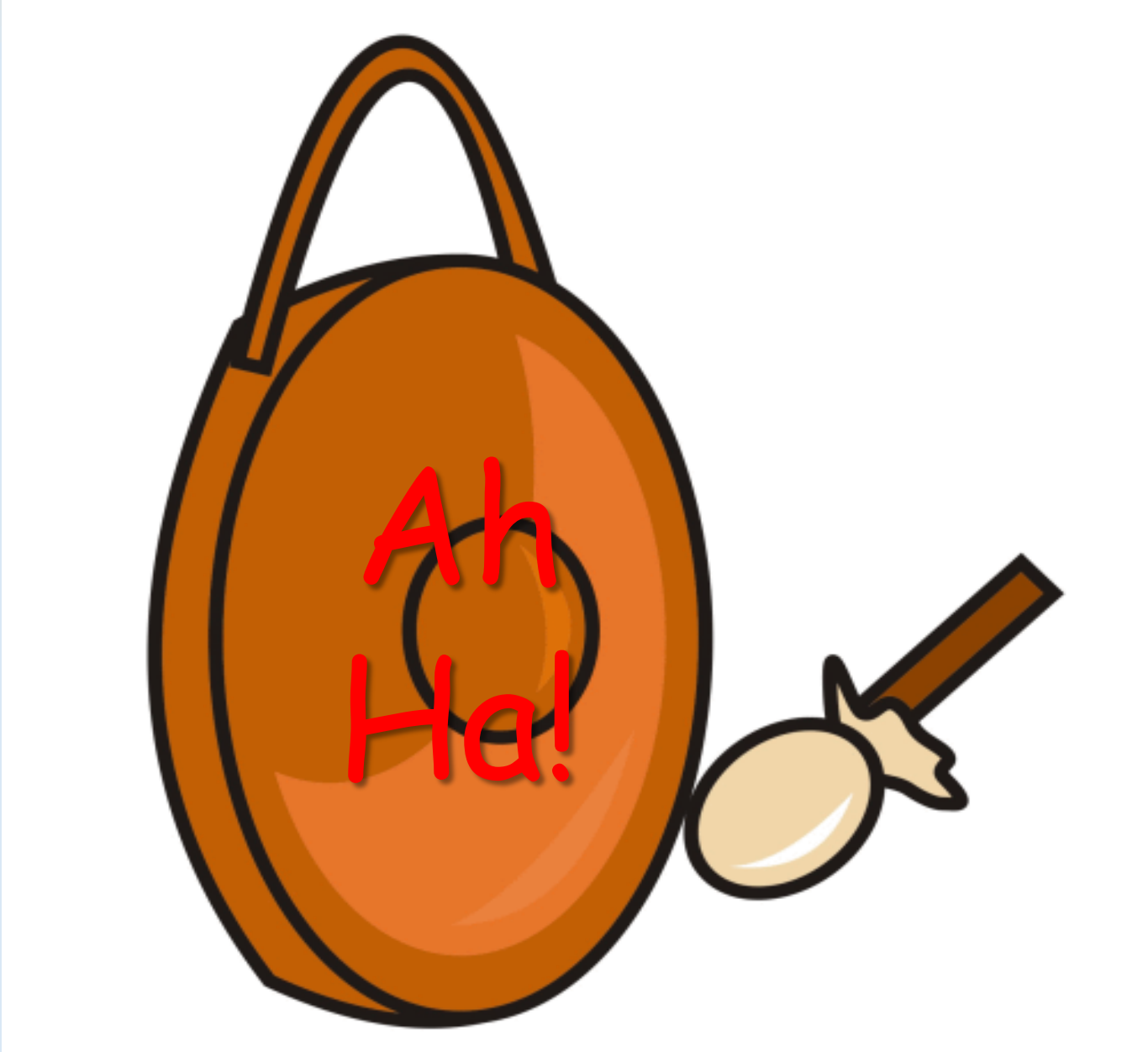
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How We are Approaching the Work or Why We are Doing it This Way

- To engage in scenarios and activities that bring a common understanding of the best evidence available
- To provide an opportunity to give attention to the insights and wisdom of those attending the forum
- To engage everyone in making sense of profound challenges facing high needs high schools and their staff and students
- To support small group dialogues around how ideas might work in our schools and states
- Generate new ideas and momentum for innovation
- Create an inviting climate in which everyone is inspired to speak and listen



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Creating a Shared Mental Model for Evidence Based High School Redesign and Improvement

What do we know, not know and how can we
best use it to improve outcomes in high-needs
high schools?



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Why Redesign Low-Performing High Schools?



Our Public Education/High Education System Faces a New Mission for a New Century

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- There is little work for young adults without a high school degree
- And almost no work to support a family without some post-secondary schooling or training
- As a result entire communities are being cut off from participation in American society and a shot at the American Dream
- If our public education system does not enable the next generation to support their families we are all in trouble



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This Presents Our Schools and Communities With a Big Challenge

Every student – regardless of out-of-school needs, prior levels of school success, and current motivations – needs to graduate from high school prepared to succeed in post-secondary schooling and/or training.



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This Challenge is Not Equally Distributed Across all High Schools

- We have concentrated our neediest high school students in sub-set of high schools that were not designed for the level and intensity of educational challenge they now face
- Some of these high schools are still struggling despite nearly 20 years of high school reform efforts
- Its not for a lack of trying or caring



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High Needs High Schools are Concentrated in Neighborhoods and Communities that are Socially and Economically Isolated

- Urban areas of high and/or multi-generational concentrated poverty-both inner city and inner ring suburbs
- De-industrialized America- Northern, Midwestern, Southern, small cites and towns that served as satellites for industrial America
- Rural areas across South, Southwest, and West and Native American Communities with high poverty rates



Improving High-Needs High Schools is Like...

Using ESSA to Redesign

**CLIMBING A
MOUNTAIN
IN THE RAIN**

- IT IS DIFFICULT WORK
- UNDER CHALLENGING
• CONDITIONS



To Climb a Mountain in the Rain You Need...

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HOPE



PURPOSE



KNOW HOW



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HOPE



Real Progress for NCLB, Common Core, and Race to Top Generation 2001-2016

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High School Graduation Rates— Big Improvements After 35 years of Stagnation

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	2000	Today
High school graduation rate	70%	83% an all-time high
Low-income & minority students	almost 40% dropped out high school graduation was not the norm for low-income and minority students	most gains occurred among minority students 1.2 million more minority graduates
Low graduation rate high schools attended almost exclusively by low-income and minority students	2,000 produced half of all dropouts	1,000 1 million fewer students attending these high schools



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PURPOSE



What Does the Challenge Look Like and What are the Opportunities to Meet it?

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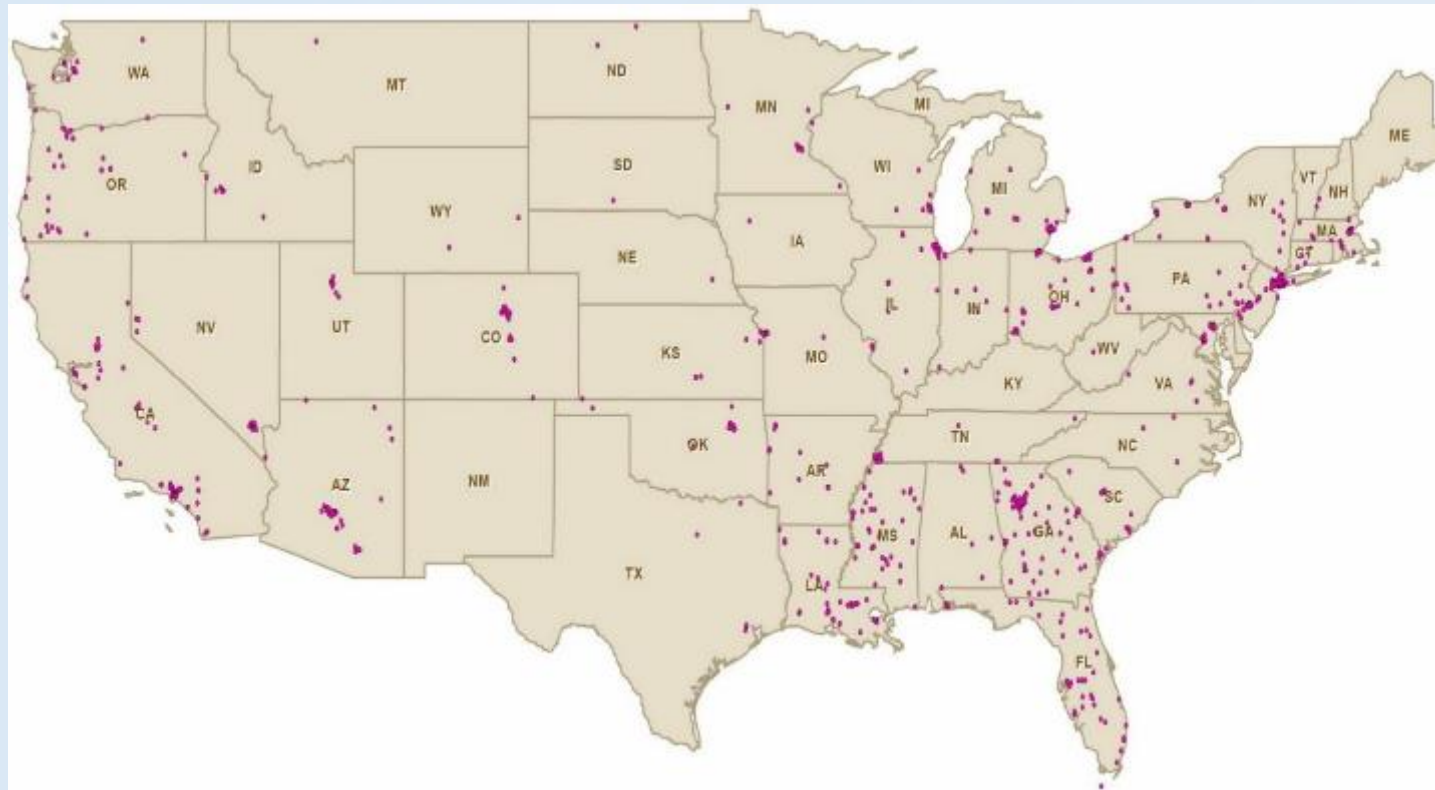
Where the Work Remains

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A third of the
nation's dropouts
come from 1,000
high schools

These
low grad rate HS's
are disproportionately
clustered in a small
number of urban,
suburban & rural
districts

1,000 High Schools with Graduation Rates of 67% or Less*



Half the students
experiencing
extreme poverty are
in just 68 districts

Half of off-track
African American
and Latino students
are in 800 schools in
just 70 districts

*Adjusted cohort graduation rates for 2014



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The Typical Low Graduation Rate High School is Very Challenging

Characteristic	Average Outcome for Regular and Vocational HS's with 300 or more students and Grad Rates of 67% or Less
Enrollment	916
Graduation Rate	57%
Chronic Absenteeism > 15 Days	19%
Suspensions	9%
Repeat 9 th Grade	17%
Teacher Absenteeism >10 Days	24%
Percent Minority	72%
Percent Children Live in Poverty	29%



Focus on Extreme Cases Leads to Strong Designs

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High School Characteristics	Medium City - Intense Poverty	Suburb - Large and All Minority	Rural
Total Enrollment	1146	3525	511
Grad Rate	30%	63%	57%
Chronic Absenteeism	73%	24%	15%
Teacher Absenteeism >10 Days	80%	17%	39%
Suspended	50%	25%	9%
9 th Grade Retention	24%	11%	13%
Percent Minority	97%	95%	27%
Children Live in Poverty	47%	29%	31%



Poverty Complicates the Work in These Schools

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**ONE OF THE BIGGEST WAYS POVERTY
TAXES SCHOOL SUCCESS IS BY MAKING IT
HARD FOR STUDENTS TO ATTEND
EVERYDAY, FOCUS IN CLASS, AND
COMPLETE THEIR ASSIGNMENTS**



Many Low Grad Rate High Schools are in the 4% of Districts Which Account for 50% of Chronically Absent Students

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Where are the Nation's Chronically Absent Students Found?

Introduction

Where are the 4% of Districts?

Two Large Suburban Districts

High Minority-High Poverty Urban Districts

High Rates - Mostly Rural

Data Notes

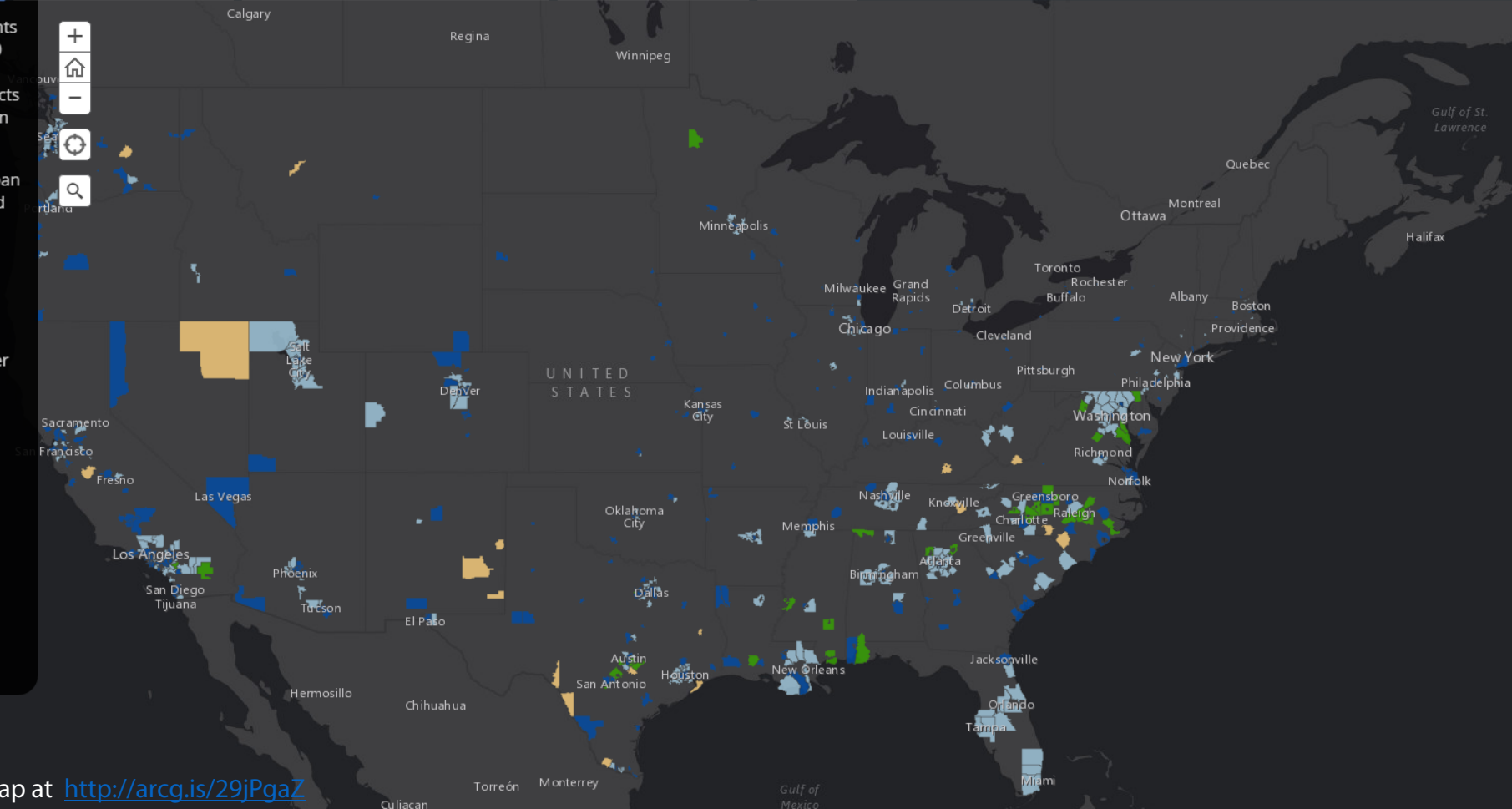
Half of the nation's chronically absent students were concentrated in 4 percent of the 16,240 school districts that reported the number of chronically absent students. These 654 districts were spread across 47 states and Washington D.C.

Overall, 47 percent were modest to large urban districts. About half of the urban districts had extremely high rates of chronic absence and poverty and were mostly comprised of students from communities of color (largely African American and Latino). Another 45 percent were suburban districts, and while their rates often were close to the national average, their large numbers reflect the sheer size of each district and their growing populations of low-income students.

Click on a school district to view its data.

School Districts

- City
- Suburb
- Town
- Rural



See Chronic Absence Story Map at <http://arcg.is/29jPgaZ>



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Hence, both the district and the high school are often struggling to meet the needs of their students.



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What we know about high schools in need of comprehensive support....

Economically and Socially Isolated Communities, Schools & Students

The **Low Graduation rate high schools that remain** have some **things in common**:

- **Located in** economically and socially challenge locales-30% in large cities, but most in medium size cities, inner-ring suburbs, struggling towns, and rural area
- **Intense** concentrations of **student need**
- **Limited organic capacity** to respond to that need and bring additional resources into their schools
- **Have been constantly “reforming” but not succeeding**, notwithstanding pressure
- **Proud History** -- many were and remain the center of their community with notable local alumni



Opportunities of ESSA – Schools in Need of Comprehensive Support

- States must notify each LEA in the state of any school identified for comprehensive support.
- Each notified LEA must in partnership with stakeholders develop an improvement plan that:
 - includes long term goals for student performance
 - Includes evidence-based interventions
 - Is based on school-level needs assessment
 - Identifies resource inequities
 - is approved by the school, LEA and SEA and monitored and periodically reviewed by the SEA

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Evidence-Based Interventions Under ESSA

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Tier One – Strong Evidence

- Control experiment with random assignment
- Large and multi site sample
- Similar setting AND students

Tier Two – Moderate Evidence

- Control experiment (no random assignment)
- Large and multi site sample
- Similar setting OR students



Evidence-Based Interventions Under ESSA

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Tier Three – Promising Evidence

- Correlational study (no experiment)
- Data collection and analysis

Tier Four – Demonstrates a Rationale

- Strong logic model
- Supported by research
- Some effort to study



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A New Approach is Needed

- Hopeful, positive, future orientated frame-designing a school for the 21st century rather than being seen as failed school in need of reform
- Goal is not a high school diploma but strong pathways through high school to post secondary and adult success for all students
- Evidence based, but locally customized/orientated-not one size or one way for all
- Address stress and scarcity through capacity building and break social isolation via networks and technical assistance partners tightly aligned to community redesign vision and goals
- Break social isolation via cross-state networks of schools facing similar challenges, provide opportunity for school leaders to travel to see other possibilities
- In high needs communities make redesigned high school the center of community economic development and social integration efforts



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KNOW HOW



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**We have learned a lot about
improving high needs schools
over the past 20 years.**



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We Have Identified Essential Elements of School Improvement—Remember the SIG Turnaround Principles?

- Strong Leadership
- Effective teachers who can improve instruction
- Increase learning time
- Research based, rigorous instructional program aligned with state academic standards
- Use data to inform instruction and continuous improvement (provide planning time to do so)
- Establish Safe School environment which meets student needs including social emotional and health
- Mechanisms for family and community engagement



Or the Chicago 5 Essentials

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- Leadership
- Parent and Community Involvement
- Professional Capacity
- Student-centered Learning Climate and Supports
- Ambitious Instruction



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This is important we can't bake a cake without its essential elements—flour, eggs, sugar, water, butter, salt etc. but knowing the elements alone does not provide guidance on how to bake a cake—what are the sequence and amount of ingredients, combining techniques, baking temperature and length?



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**We have examples of the good
and less good outcomes and
describe their characteristics.**



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Global Best Practices—An Internationally Benchmarked Self Assessment Tool for Secondary Learning

- Developed by CT., Me., NH., VT., RI and Great Schools
 - *Vivid descriptions of traditional practices, emerging reform efforts and evidence based end state for core teaching and learning and school organization, student support, post-secondary pathways, teacher and leader development practices.



Learning Communities—Pre-Reform

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Teaching practice is largely individualistic and uninformed by current research, collegial feedback, formative assessments, or student data. Classroom doors are generally closed and faculty members rarely observe one another teaching or have focused discussions about specific instructional strategies or student needs. The administrative team is largely focused on managerial responsibilities, and only limited time is devoted to investigating proven best practices, analyzing student-performance trends, and participating in professional learning



Learning Communities-Global Best Practice

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School leaders work to foster an environment in which faculty interactions are characterized by the kind of collegiality, trust, and respect that result from strong personal relationships, professionalism, and mutual appreciation. Teachers regularly share their own work and observe one another's practice, providing constructive feedback that is based on a shared understanding of effective teaching, learning goals, and student needs. The faculty has developed a "shared language" for discussing instruction, assessment, and other critical elements of teaching and learning. All teachers are involved in consistent, group-based professional conversations that are well established, organized, skillfully facilitated, and goal-driven.



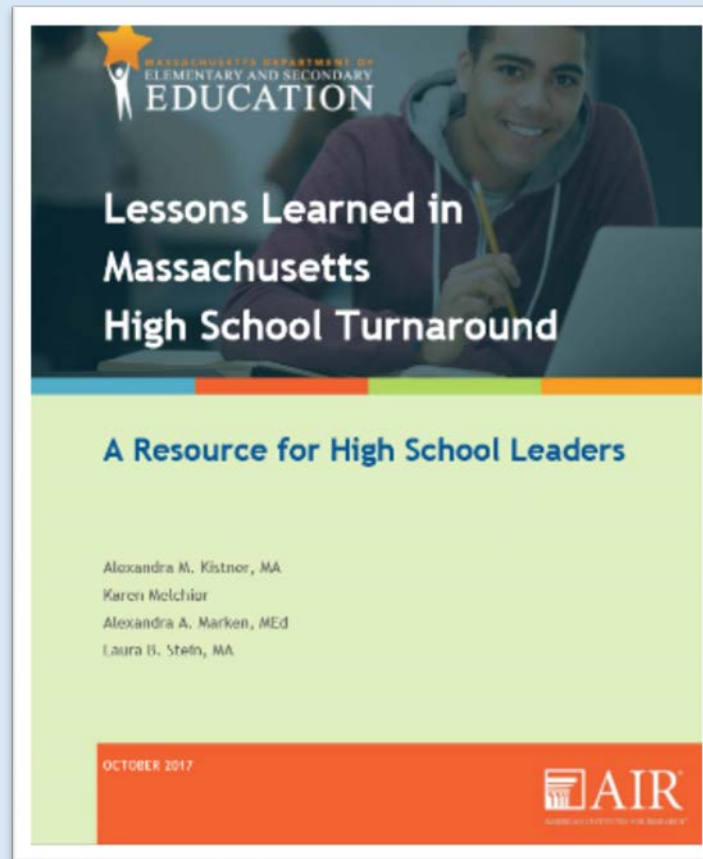
And we are further extending our descriptions of needed practice to high needs high schools

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Case Study: Massachusetts High School Reform

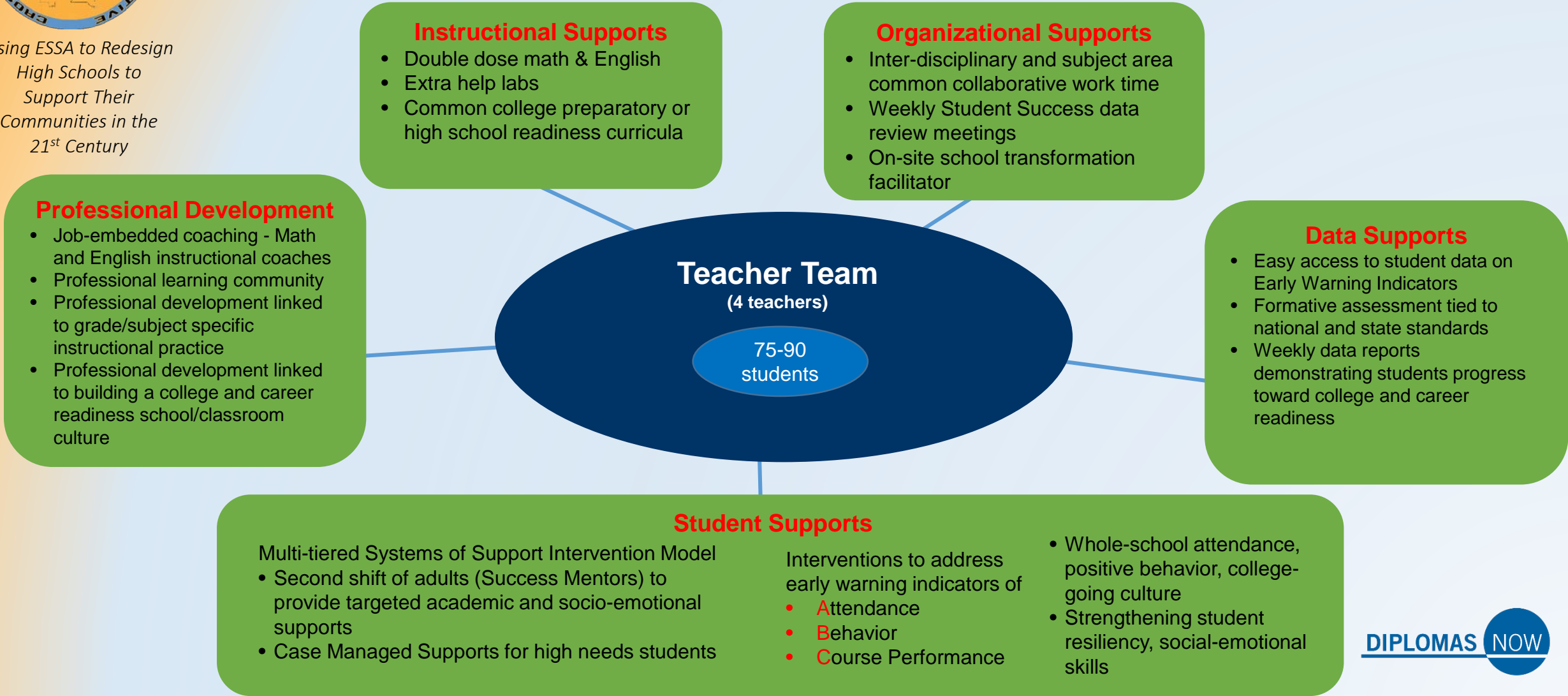
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Lessons Learned From DIPLOMAS NOW – Surround Teachers and Students with Support

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In the hands of a highly skilled and experienced leadership team these descriptions can lead to a much improved school.

But most school leadership teams, like most bakers, need a reliable recipe to start.



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We know that even with a recipe the cake won't always rise and the school won't always improve...

- Sometimes one doesn't have all the ingredients and tries anyway
- Sometimes one miss-measures
- Sometimes one tires a substitute that does not work
- If these were the only issues, however, through trial and error most should be able to figure it out



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What else is going on? What makes it improving high-needs high schools so hard?



Recipe for High Needs High School is Complex

Often calls for an advanced technique, a delicate ingredient, and multiple stages which require close monitoring to get just right.

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...and its raining

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- There are multiple interactions with the environment, variations in equipment, weather, elevation, freshness of ingredients, etc. that require experience, knowledge, and situational awareness to navigate
- In sum it is intricate work with many inter-actions, any one of which can throw things off



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...and it requires the whole kitchen working as team to execute the recipe

- Need to coordinate actions across multiple adults (often in specific sequence with time limits)—require common understanding/shared goal and all need to be able to link intentions to actions and not have other forces re-shape the actions
- Also this has to happen while responding to other pressing needs which can be unpredictable and often exhausting
- At same time clock is ticking and there are external pressures to succeed sooner rather than later
- Together promotes-scarcity, stress, and fear-leaves little bandwidth to monitor and manage complex interactions



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...and the bakers and school leaders are human

- Frustration sets in and adults exercise their option to exit
- The result is constant churn of school leaders and teachers- making it hard to develop needed expertise, deep knowledge, and situational awareness



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Where Does that Leave Us?

A Proposed Plan for CSHSC Moving Forward

- Use evidence-base to provide high needs high schools with a good recipe with the core ingredients and how to combine them to serve as the foundation of their efforts and redesign
- At same time build up the know how of school leaders, teachers, staff, and community on understand the complex interactions of the recipe and how it is altered by local conditions
- Think deeply about the implementation supports and conditions that will be needed to address the human element, to align intentions and actions and increase odds of success



Lets Get to Work

Exploring the evidence base and some of its key complex interactions

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Will Focus Exploration of the Evidence Base on Four Levers of Improvement Schools Can Impact/Control

- Organizing Adults and the School for Success
- Putting Supporting All Student's Success at the Center of Schools Mission/Actions
- Improving Teaching and Learning
- Providing Universal Access to Post-Secondary Pathways and Partners



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We'll spend our time together thinking about some of the key ideas, shifts in practice required, and complex interactions in each of the four areas.



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Let's Get Started!



Next four for end of day

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How Schools in Need of Comprehensive Support Differ

Archetype I -Massive High Schools

- Large high school with population of 2000 or more students.
- Significant Hispanic population
- Long tenured faculty with previous success with different demographic



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How Schools in Need of Comprehensive Support Differ

Archetype II - Rural High Schools

- There is nothing around
- 250 - 750 students
- High Chronic Absenteeism
- 25% retention rate
- Isolation challenge



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How Schools in Need of Comprehensive Support Differ

Archetype III – Industrial Town High School

- Broken school in broken industrial town
- Often a single high school town
- Very high absenteeism - suspension - retention



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How Schools in Need of Comprehensive Support Differ

Archetype IV – Iconic High School

- City high school with iconic community value
- Multiple reforms have tried and lacked desired result
- Very high dropout and retention rates



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How to communicate what is known and what is not

- Four levers, or domains, of school improvement within schools control diagram with data and improvement cycles in middle, community on outer ring
- Four things which drive better outcomes-quality of coursework, relationships, equitable experiences, continuous improvement/collective efficacy process
- Things students and adults need to do for schools to work well
- Interaction maps



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Or...

Focus on reforms which influence the key drivers of student and teacher success:

- Quality of Coursework—How students cognitively engage with their schoolwork
- Quality of Relationships—What drives students to attend, focus, believe, and try
- Equitable Access to Strong and Supported Pathways to Post-Secondary Success including Shaped Experiences (e.g. extra-curricular) —Where equity often falls short
- Continuous improvement systems



Or the actions students and teachers and leaders need to take to succeed?

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