



2013–2014 Annual Report

Eskolta School Research and Design is a nonprofit organization dedicated to helping urban public schools reengage teenagers who are at risk of dropping out. We work alongside educators to make their schools student-centered through a strategic process of participant-driven, data-informed school improvement.

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eskolta
We help schools learn.

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Letter from the Director

Millions of students in our public schools are disengaged and unmotivated to learn; they are treated as failures when in fact the system has failed them. Recent education reforms have helped some, but for too many the depersonalization wrought by data-driven accountability has only exacerbated the feeling of alienation and failure. This has been treated as a problem of raising standards, yet accountability to standards often leaves educators, too, feeling alienated and unmotivated.

To resolve this problem we must not only change the school practices that disempower students but also change district practices that disempower educators.

Many talented educators in New York City schools know what it takes to improve their schools, but facing the demanding day-to-day of the job, it is hard to translate ideas into reality. We like to think of Eskolta as the talented assistants who empower educators to transform their schools into student-centered success stories.

By helping educators and district policy makers to understand what learning looks like for students and imagine the possibilities of what could be, we aim to empower positive change in schools serving students most in need.

Some of our greatest stories of student empowerment in 2013–14 come from schools where students learned to embrace something simple: making mistakes. Teenagers who have struggled in their education too often receive the disempowering message that equates struggle with failure. But what if we reimagined schools to be places where students learn that persistence through difficulty is in fact the definition of success?

This is just one of the questions that more than one thousand educators worked with us this year to tackle. Of these, 278 worked with us in deep, sustained efforts to redesign practices that reached 2,472 students this year alone and are helping to transform their schools to reach thousands more students in years to come. Through this work students who were once defeated now have new routes to realizing their own potential.

I invite you to learn more about the research, school design, and community-building work we are doing alongside educators to reimagine what is possible in public schools serving students who have struggled the most. Together, we can change the future.



Michael Rothman
Executive Director

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Impact of 2013–14 Projects

While it is difficult to assess the impact of work that occurs at different times with different populations within a school, various data points have shown the promise of Eskolta's deep and sustained work with schools.

Satisfaction with work

Our first assessment of the value of our work is whether participants express satisfaction with it. Based on more than 400 responses to evaluations in 2013–14, we found that 96% of participants were satisfied with the work we were doing with them. ■



96% of participants satisfied with Eskolta's work

“They are extremely knowledgeable, flexible, intuitive, and brilliant researchers who help us see our instructional implementation from various vantages we otherwise may not have thought of.”

– Margaret Lacey-Berman, Principal, Brooklyn High School of the Arts

Impact on educators

At the end of the 2013–14 year, a survey was administered at 20 participating schools to determine whether the work they had engaged in with Eskolta had had a meaningful impact on specific aspects of their practice. Reports at 15 (75%) of the schools indicated meaningful improvement in practice; at six (30%) of the schools, this was felt as a high degree of impact across multiple educators. Because of Eskolta's approach, which involves piloting new designs with a small group of educators in order to improve those designs so that they can have a more dramatic impact in future years, impact on students in the first year of design is not expected to be high. That said, at 65% of the schools surveyed, there was already an evident impact on student practice within the 2013–14 year. ■



75% of schools reported meaningful improvement in practice

“Now we give crisp, good feedback in a short amount of time and have it be understood by students. We toned it down, we worked on big ideas, and we used strategies to get it to stick with students.”

– Teacher at Bronx Haven High School, where Eskolta staff worked with a team to design new protocols for feedback to students

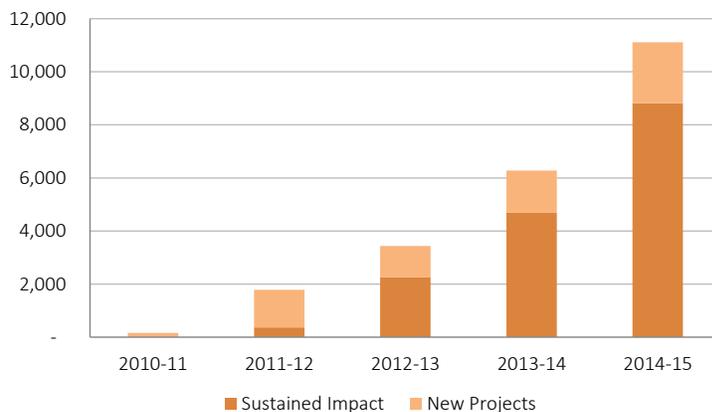
Sustainability of change

Our work at Eskolta is intended not only to benefit the staff and students we work with today, but to help them have sustainable impact on staff and students into the future by helping them redesign their practices. Through an internal program evaluation conducted in the 2012–13 year and extended in 2013–14, we gathered feedback on this sustained impact. Sites that had previously worked with Eskolta were contacted one, two, and three years after the completion of a project and were asked whether the tools designed with Eskolta were still in regular use and having an impact. At 77% of sites, data suggested that designs continued to be in use, and at 63% of sites these were reported as having a sustained and meaningful impact on students. ■



77% of sites continue to use designs one, two, and three years later

Estimated Number of Students Impacted by Projects



Designing Better Schools

Many of the solutions to problems in education are waiting to be unleashed from talented educators, but most educators are already overwhelmed by their day-to-day work they must accomplish. In design projects, Eskolta facilitators work with school leaders and teams of educators at schools that are targeting some of the highest-need students in our urban public schools, providing them with the assistance and research base they need to unleash their ideas and carefully design them into workable solutions.

In 2013–14, we worked with 278 educators on design projects at 24 schools. During this year alone, these projects reached an estimated 2,300 students. However, the main impact of design projects takes place not in the year they are first designed but as sustainable change is brought about as new ideas are integrated into a school. Given past performance, in which 71 percent of our design projects have continued to have an ongoing impact one to two years after design, our estimate is that every year 1,105 additional students will be affected by the work launched in these design projects.



278
Educators



2300
Students

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Eskolta supported 3 schools as a **quality improvement partner**, working with leadership to move targeted improvement efforts forward with 48 educators to benefit 340 students.

At three New York City schools, Eskolta partnered closely with school leaders to help them target school objectives. Across projects, Eskolta met regularly with principals and leadership teams to focus on core strategic goals, assisted schools in assessment design, helped school leaders to interpret assessment data in order to make informed decisions about student progress, and helped leaders launch new efforts to support student growth.

At **Juan Morel Campos**, a secondary school in Brooklyn previously cited as one of the lowest performing in the city, three teams worked on simultaneous efforts with Eskolta throughout the school year. One team of five teachers identified a set of core school values and piloted curricula to develop those values. Another team launched efforts to track data on two key writing skills to share with colleagues. A third team piloted the use of iPads to track weekly progress on key literacy and math skills.

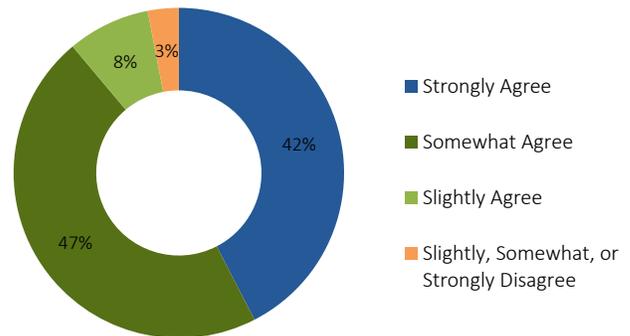
Mott Haven Community High School, a transfer school serving over-age, under-credited high school students in the South Bronx, piloted schoolwide Common Core-aligned assessments and participated in inquiry discussions using the data from these assessments to engage students in more higher-order-thinking skill development.

New Directions Secondary School, a new school and the only school of its kind in New York City designed specifically to serve over-age middle-school students entering in the sixth and seventh grades, received

support to track student progress in attendance, effort, and assessment of skills aligned to New York State standards. Eskolta also helped the school to develop a series of periodic assessments to analyze student progress on skills aligned to state exams throughout the year. ■

“The work pushed my thinking in constructive ways.”

n = 409



“Eskolta helped us stay focused on our objectives and return to those over the course of the year to stay on track.”

– Eric Fraser, Principal, Juan Morel Campos Secondary School

Working with 8 schools, Eskolta helped 92 educators design and pilot new methods with 1,230 students for **assessing and differentiating feedback** based on individual needs.

Working with eight New York City schools, Eskolta assisted in designing and piloting new methods to assess and differentiate planning based on student needs. Across projects, Eskolta's work included designing lessons and tools around selected focus skills, aligning assessments, helping teachers to reflect on assessment data, developing feedback tools, and tracking student progress.

At **East Brooklyn Community High School**, an SCO model transfer school serving over-age, under-credited students in Brooklyn's East Flatbush neighborhood, Eskolta supported the social studies department in conducting a modified Japanese Lesson Study, in which the department identified a focus skill in writing, crafted a rubric related to that focus skill, and designed, observed, and modified a lesson aimed to teach that skill.

At **Brooklyn Frontiers High School**, a Good Shepherd Services model transfer school serving students who enter ninth grade years behind, Eskolta worked with department leads to align assessments and norm the evaluation of school outcomes.

At **Harlem Renaissance High School**, a Diploma Plus model transfer school serving over-age, under-credited students in Harlem, the ELA department developed and refined processes for tracking and reflecting on formative assessment data tied to Common-Core-aligned writing skills.

At **High School for Excellence and Innovation**, a school run in conjunction with East Side Settlement House serving students who have been held back twice in elementary and middle school, Eskolta worked with teachers to develop a feedback tool and accompanying formative assessments to help students become more active participants in their learning.

I am more aware as to how to assess student work. I have new ideas as to how to provide feedback to students and support them in creating academic goals.”

– Surveyed Teacher, West Brooklyn Community High School

assessing and differentiating feedback

At **Metropolitan Diploma Plus High School**, a Diploma Plus model transfer school serving over-age, under-credited students in the Brownsville neighborhood of Brooklyn, Eskolta worked with a group of teachers to pilot discussion and writing strategies and rubrics with the goal of improving students' Common Core-aligned speaking and listening skills as a lever to build argumentative writing skills.

At **Olympus Academy**, a blended-learning model school serving over-age, under-credited students in the Canarsie section of Brooklyn, Eskolta helped teachers reflect on and utilize data from STAR, a commercially available literacy assessment, to differentiate support for students in the classroom.

At **West Brooklyn Community High School**, a Good Shepherd Services model transfer school serving over-age, under-credited students in the Sunset Park neighborhood of Brooklyn, Eskolta engaged in a six-month project in which teachers focused on students' ability to write using evidence, aligned assessments to that skill, and built systems for tracking student progress in the skill throughout a trimester.

At **Edward A. Reynolds West Side High School**, which serves over-age, under-credited students on Manhattan's West Side as one of the city's largest transfer schools, Eskolta worked with teachers across departments on a six-month project focused on developing tools and practices that teachers could use to check students' understanding of a text prior to advancing to higher-order tasks with the text. ■

“Working with Eskolta felt like working in a think tank. The meetings were structured and organized, but the ideas were free and flowing. Also, everyone in our department brought it to everything that we did.”

*– Interviewed Staff, East Brooklyn
Community High School*

Working with 11 schools and benefiting 677 students, Eskolta helped 62 educators design and pilot better ways to use **feedback to support student growth** in the skills to engage learning.

Eskolta joined with 11 New York City schools to design and pilot better ways to give students feedback that helps develop the skills, behaviors, and mindsets that lead to success in school. This work included assistance for educators to create and refine rubrics around skills such as persistence and around mindsets such as the belief that school has value. From here, we worked with teachers, counselors, and leaders to assess growth, track progress, design reports on student and staff feedback, develop conference protocols, and improve methods for feedback to students.

At **Bronx Arena High School**, a transfer school serving over-age, under-credited students in the South Bronx, Eskolta engaged in a nine-month project with leaders and teachers to develop and test systems for students to reflect on, set goals for, and conference around academic behaviors.

At **Bronx Haven High School**, a transfer school serving over-age, under-credited students in the Mott Haven section of the Bronx, Eskolta engaged in a 10-month project with teachers to develop and test out with students a feedback tool and accompanying conferencing protocol.

At **Bronx Leadership Academy II**, a high school in the South Bronx, Eskolta provided coaching to help staff improve their practices through the use of feedback to students that emphasized “growth mindset”: the belief that intelligence grows through effort.

At **Coalition School for Social Change**, a high school in East Harlem, Eskolta worked with the school to pilot growth-mindset practices and assessment through the Academic Behaviors Pilot, specifically developing an effective effort rubric.

At **Liberation Diploma Plus**, a transfer school serving over-age, under-credited students in South Brooklyn, Eskolta engaged in a 10-month project helping educators to refine rubrics they had created with Eskolta the previous year and align them to key CCLS skills and subskills, to pilot systems and tools for conferencing with students using these rubrics, and to develop criteria around academic behaviors for teachers and advisors to use in observing and discussing student behavior.

“I’ve seen [students] go from getting a paper back and being crushed [by extensive comments] to being curious to see what area they need to grow in and finding out what strategies they need to use to do it.”

– Diane Jenkins, Teacher, I.S. 229

feedback to support engagement

“When a consultant comes through and is trying to help us grow some work, conceptually you want the school staff to own the process by owning the product and working on whatever new tools we’re designing. Eskolta's approach did just that.”

*– John Murphy, Program Director,
South Brooklyn Community High
School*

At **P.S. 207 Elizabeth G. Leary**, a K–8 school in the Canarsie section of Brooklyn, Eskolta engaged in a 10-month project with a pair of educators and school leadership to develop a student goal-setting tool to support students’ belief that effort leads to success.

At **I.S. 229 Roland Patterson**, a middle school in the Bronx, Eskolta engaged in a 10-month project with a small group of educators to develop a one-on-one conferencing protocol and goal-setting tool for students to recognize the efficacy of effort in class.

At **P.S./I.S. 268**, a middle school in Queens, Eskolta worked with a pair of educators and school leadership to develop a rubric and use it to discuss students’ behaviors reflecting effort in class.

At **North Queens Community High School**, a transfer school serving over-age, under-credited students in Kew Gardens, Eskolta worked with a team of counselors to develop a rubric to discuss “productive persistence” with students and track and assess students’ mindsets. Accompanying this tool is a protocol for talking to students about progress and persistence.

At **South Brooklyn Community High School**, a transfer school serving over-age, under-credited students, Eskolta worked with a team of counselors to articulate criteria and expectations around focus behaviors related to persistence and organization. The school also developed rubric tools to have more structured conversations with students around these behaviors.

At **Soundview Academy for Culture and Scholarship**, a middle school in the South Bronx, Eskolta engaged in a ten-month project building off previous years’ work for teachers to use rubrics, surveys, and online tools to discuss and track student progress on key academic behaviors, such as organization and persistence. ■

Eskolta worked with 76 educators at 3 schools to design and pilot new approaches for 235 students to understand the **pathway from entry to graduation.**

pathway from entry to graduation

Eskolta worked with three New York City schools to design and pilot innovative methods to help students comprehend the pathway from entry to graduation. Across projects, Eskolta worked with educators to build individualized schedules customized to student needs and develop tools to track and share updates on progress with students.

At **Brooklyn Frontiers High School**, a transfer school serving students entering ninth grade several years behind, Eskolta engaged in a 10-month project with staff to build their capacity to develop individualized schedules tailored to student needs.

At **Murray Hill Academy**, a school serving a mix of new high school students and overage under-credited students who fell behind in other high schools, Eskolta worked with grade-level teams in a nine-month project to develop an Excel-based credit tracker that students could check to see their progress toward graduation. Eskolta then helped design a lesson so that the tool could be introduced to the entire student body in an interactive, student-friendly manner.

At **University Heights Secondary School**, a high school serving 466 students in the South Bronx, Eskolta engaged in a yearlong project to design and pilot tools for students and their advisors to reflect on and track progress toward the completion of key milestones in their high school careers. ■

“Eskolta helped us not only to develop our schedule but also to learn to do it ourselves. It was great having that support.”

*– Alona Cohen, Principal,
Brooklyn Frontiers High School*

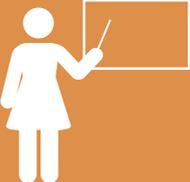
Using Research to Inform Education

Schools are awash in data, but too often it is the wrong data or it is data that no one has the time or ability to interpret thoughtfully. By helping to collect and analyze data and then working closely with educators to make sense of that data, we help schools and districts make informed decisions.



Research informing district-level policy affecting New York City's

1.1 million students

78 

educators
directly involved in school-level
data and research projects



3600

students affected by
school-level data and
research projects



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Eskolta assisted 78 educators at 22 schools in the **analysis and interpretation of data** to focus on meeting the needs of an estimated 3,600 students.

Across four projects, Eskolta assisted schools in the analysis and interpretation of data to focus on meeting student needs. Eskolta’s responsibilities encompassed designing and facilitating workshops, accompanying network staff to school on-site visits, providing data-analysis tools, and gathering and analyzing school data.

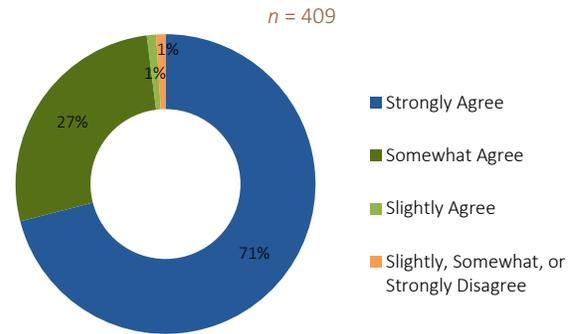
At **Brooklyn High School of the Arts**, a school serving 800 students in the Boerum Hill neighborhood of Brooklyn, Eskolta provided data analysis to help school staff think through the impact and effectiveness of their efforts to redesign their summer school program to better engage students who had failed classes during the school year.

Through **Children First Network 108**, a division of the New York City Department of Education serving many of the city’s transfer schools, Eskolta offered workshops and on-site support to data specialists at 10 transfer schools to help them improve their analysis of data affecting transfer school students.

Through work with **Cluster 6**, a division of the New York City Department of Education serving all of the city’s schools scheduled to be phased out due to poor past performance, Eskolta provided a data tool and on-site

workshops to help leaders of these schools to identify the needs of students remaining on their rosters. ■

“I felt my ideas were heard and understood, even when they were complex.”



“When [Eskolta] runs a meeting, it’s the perfect blend of freedom to think and be unfocused, but staying on target with very clear outcomes of what we’re getting at and what it’s going to be in the end.”

– Ty Cesene, Principal, Bronx Arena High School

Eskolta provided in-depth **research for policy makers** in 2 district offices to help them understand the on-the-ground practices and experiences of educators.

research for policy makers

Working with two New York City Department of Education offices whose work has an impact on all of the one million students in New York City public schools, Eskolta provided in-depth research to understand the practices and experiences of educators.

The **Office of Instructional Support** (OIS) is a professional development arm of the New York City Department of Education designed to support educators in their use of data to inform instructional and organizational decision-making. Eskolta assisted OIS in completing a research study in which we observed and conducted interviews at nine carefully selected schools. Eskolta then synthesized the information into four reports investigating the impact of the Citywide Instructional Expectations that all public schools in New York City are expected to take into account in their instructional programs.

The **Office of Teacher Recruitment and Quality**, an office of the New York City Department of Education, launched the Teacher Incentive Fund in 2013 to foster teacher leadership in 80 middle schools throughout New York City. Throughout the year, Eskolta conducted interviews with principals and teacher leaders at six carefully identified schools to cull effective practices and structures, as well as specific stories of change, to share with school leaders in order to inform their support for teacher leaders. This resulted in the publication of three reports for use in future work related to teacher leadership. ■

“Their findings had a huge impact on the way the Citywide Instructional Expectations were written. For example, Eskolta noted that schools that had the most success used the CIE to refine their vision instead of adopting a new one, and this helped us change how we asked schools to think about instructional leadership.”

*– Courtney Smith, Office of Instructional Support, New York City
Department of Education*

Creating Community

Eskolta is committed to connecting educators who believe in the potential of once disconnected youth to reengage and succeed in school and in life. Through various events and the use of our space in Manhattan, we offer opportunities for these educators to learn from one another.



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In 2013–14, Eskolta provided expertise and community-building support for more than 900 educators working to address the needs of over-age, under-credited youth.

Eskolta worked with numerous schools and educators to provide support and expertise to the community working to address the needs of over-age, under-credited youth. Across projects, Eskolta's roles involved coaching educators, providing workshops, hosting a conference, linking schools and experts, and facilitating meetings.

On June 5, 2014, Eskolta hosted its **Fourth Annual New York City Transfer School Conference**, the largest gathering in New York focusing exclusively on educators serving over-age, under-credited youth. With more than 60 workshops, opening remarks by a transfer school student and New York City School Chancellor Carmen Fariña, and a keynote speech by acclaimed educator Jeff Duncan-Andrade, the event brought together 825 educators—more than half of all the educators working in transfer schools in New York City.

“The workshops provided tips and ideas that will improve my teaching and get better writing from students.”

– Participant Evaluation, Transfer School Conference





In 2014–15, **Newark Public Schools** (NPS) will open its first acceleration academies and transfer schools—programs and schools designed to better serve the needs of the over-age, under-credited high school population. NPS contacted Eskolta to provide a series of workshops and coaching to the staff developing key components of these programs.

Through six **Transfer School Forums**, Eskolta offered after-school opportunities for members of the transfer school community to meet around topics of mutual interest, engage with educational research and experts from various fields, build partnerships,

and discuss major issues affecting transfer school students. This year's Forums were offered in conjunction with various partners, including Metis Associates, CUNY At Home in College, the Alliance for Quality Education, and Apple Education.

Working with the New York City Department of Education Office of Postsecondary Readiness, Eskolta helped facilitate the **Transfer School Council**, a group of transfer school principals who engaged in a process of recommending changes to New York City's accountability system for transfer schools. ■

“The opening session featured a student reading his original poem. He was a great speaker, his poem was inspiring, and he received a standing ovation. Knowing that our students are capable of such success (and beyond) is why I teach.”

– Participant Evaluation, Transfer School Conference

Coaching and Guidance to Others

In 2013–14, Eskolta began coaching other organizations that were interested in learning from the core elements of our approach to data-informed, educator-driven change.



In 2013–14, Eskolta began coaching other organizations that were interested in learning from the core elements of our approach to data-informed, **educator-driven change**.

Partnering with four organizations that work with schools, Eskolta provided guidance and coaching on how best to support data-informed, educator-driven change. Eskolta coached and guided two teams from the New York City Department of Education and two from NYC-based nonprofit organizations that work with schools.

Digital Ready is an intensive professional development program offered by the New York City Department of Education designed to help participating NYC public high schools use technology and student-centered learning to improve their students' readiness for college and careers. In 2013–14, the Digital Ready team consisted of five members who provide this intensive professional development through regular visits to 10 participating schools. Eskolta provided coaching and guidance to the members of this team to work on how they supported school change.

FEGS Health and Human Services works in partnership with the New York City Department of Education and other government organizations, as well as foundations, volunteer organizations, and businesses, to enhance career-planning opportunities for at-risk youth. Eskolta worked with staff at FEGS to think through ways the organization could use existing data to improve their understanding of how their services were affecting students in their CBO schools.

iZone is an effort by the New York City Department of Education to harness existing resources to design schools around the unique strengths, interests and needs of each student. In 2013–14, Eskolta worked with iZone to provide coaching and guidance on the development of the first Innovation Challenge, which asked schools to design their own innovative solutions to important problems. The challenge placed particular emphasis on helping schools to

identify the data they could use to better understand student interests and needs.

Springpoint School Design Partners work with school districts and networks to design innovative schools that address the challenges and opportunities of the 21st century. Eskolta worked with Springpoint to design a course on “Research Fundamentals for School Design,” which was offered to design teams creating five new schools to be opened in New York, Philadelphia, and Cleveland in 2014–15. ■

“[Eskolta] will push your thinking by asking questions and get to the heart of what you’re talking about, which makes you really receptive to sharing.”

– *Brianna Lawrence,*
Digital Ready

Major 2013–14 Partnerships

Much of the work described in this Annual Report was made possible through five key partnerships with the New York City Department of Education. These partnerships are at the heart of Eskolta’s strategic efforts to help schools throughout New York City to better serve students who have struggled in the past.

Transfer School Common Core Institute

In 2012, Eskolta entered into a partnership with the New York City Department of Education’s Office of Postsecondary Readiness to launch the Transfer School Common Core Institute. Over the course of the 2012–13 and 2013–14 years, Eskolta facilitators worked with teams at transfer schools to redesign approaches to feedback and assessment and the development of strength-based culture that cultivates the skills necessary for Common Core success. Fifteen of the transfer schools that Eskolta worked with in 2013–14 engaged in the work described in this Annual Report through their participation in the Institute.

- › Bronx Arena High School
- › Bronx Haven High School
- › Brooklyn Frontiers High School
- › East Brooklyn Community High School
- › Edward A. Reynolds West Side High School
- › Harlem Renaissance High School
- › High School for Excellence and Innovation
- › Liberation Diploma Plus High School
- › Metropolitan Diploma Plus High School
- › Mott Haven Community High School
- › Murray Hill High School
- › North Queens Community High School
- › Olympus Academy
- › South Brooklyn Community High School
- › West Brooklyn Community High School

Academic and Personal Behaviors Pilot

In 2012, Eskolta entered into a partnership with the New York City Department of Education’s Office of Postsecondary Readiness to launch the Academic Behaviors Pilot. This effort focused on helping students build fundamental skills for postsecondary success, particularly skills like persistence, engagement, organization, communication, collaboration, and self-regulation that help all students to succeed inside and outside of academic settings. Five of the schools that Eskolta worked with in 2013–14 engaged in the work described in this Annual Report through their participation in the Academic Behaviors Pilot.

- › Bronx Leadership Academy II
- › Coalition School for Social Change
- › I.S. 229 Roland Patterson
- › P.S./I.S. 268
- › P.S. 207 Elizabeth Leary

NYC Department of Education Research Partnerships

In 2011, Eskolta entered into a partnership with multiple offices of the New York City Department of Education to study the impact of the district’s citywide instructional expectations and to study its evolving policies for cultivating strong leadership practices in schools. Two research projects highlighted in this year’s Annual Report grow out of this series of partnerships.

- › For the [Office of Achievement Resources](#), Eskolta produced a set of four reports investigating the impact of the Citywide Instructional Expectations at nine NYC schools.
- › For the [Office of Teacher Recruitment and Quality](#), Eskolta produced three reports on the Teacher Incentive Fund, highlighting effective practices, structures, and stories of change from participating schools.

iZone Partnership

In 2011, Eskolta entered into a partnership with the New York City Department of Education’s iZone Initiative. Through this initiative, Eskolta worked with schools to launch, expand, and study efforts to innovatively develop student-centered practices in their schools. This also brought Eskolta into work directly with the iZone office as a coach and support. Three of the schools that Eskolta worked with in 2013–14 engaged in the work described in this Annual Report through their participation in iZone.

- › [Brooklyn High School of the Arts](#)
- › [Soundview Academy for Culture and Scholarship](#)
- › [University Heights High School](#)

School Turnaround Partnerships

In 2011, Eskolta was engaged by the New York City Department of Education to serve schools that received funding through School Improvement Grants to turn around the learning experience for students who had been in failing schools in the past. Through this support, Eskolta worked with schools to rethink how leaders and staff were engaging students in learning, using assessment data and school values to support a strength-based, responsive culture. Three of the schools that Eskolta worked with in 2013–14 engaged in the work described in this Annual Report through their receipt of School Improvement Grants.

- › [Bronx Arena High School](#)
- › [Brooklyn Frontiers High School](#)
- › [Juan Morel Campos Secondary School](#)
- › [New Directions Secondary School](#)

Estimated 2013–14 Financials

Expenses by Category	(in thousands)
Program Services	\$1,061
Administrative	\$140
Fundraising	\$50
Total Operating Expenses	\$1,250

Expenses by Program Area (in thousands)	(in thousands)
Designing Better Schools (p. 5)	\$895
Using Research to Inform Education (p. 13)	\$132
Coaching and Guidance to Others (p. 21)	\$114
Creating Community (p. 17)	\$109
Total	\$1,250

Revenues (in thousands)	(in thousands)
Contracts with Public Agencies	\$1,447
Surplus/Deficit	\$197

Net Assets	(in thousands)
Start of Year	\$311
Surplus/Deficit	\$197
End of Year	\$508

Figures may not add to total due to rounding.

