



**Eskolta School Research and Design** is dedicated to helping **at-risk adolescents** who have struggled in school in the past. We work **with public school educators** to examine data and jointly redesign and pilot systems and structures to personalize student learning.

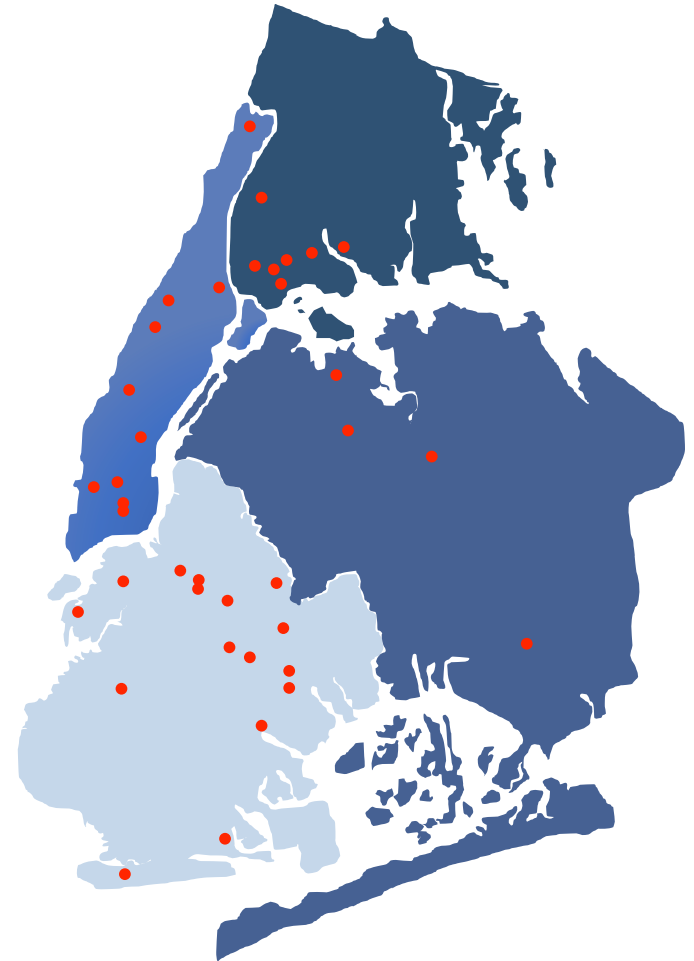
# Necessity is the mother of invention

- **1970s:** First alternative transfer schools founded in New York City – Satellite, City-As-School, and Boro Academies
- **1980s:** Partnership schools founded: Manhattan Comprehensive (with CDI) and South Brooklyn Community (with GSS)
- **2000s:** Parthenon Study identifies 140,000 disengaged and at-risk kids. Mayor's office creates a new funding stream enabling the opening of 18 new transfer schools on an innovative model

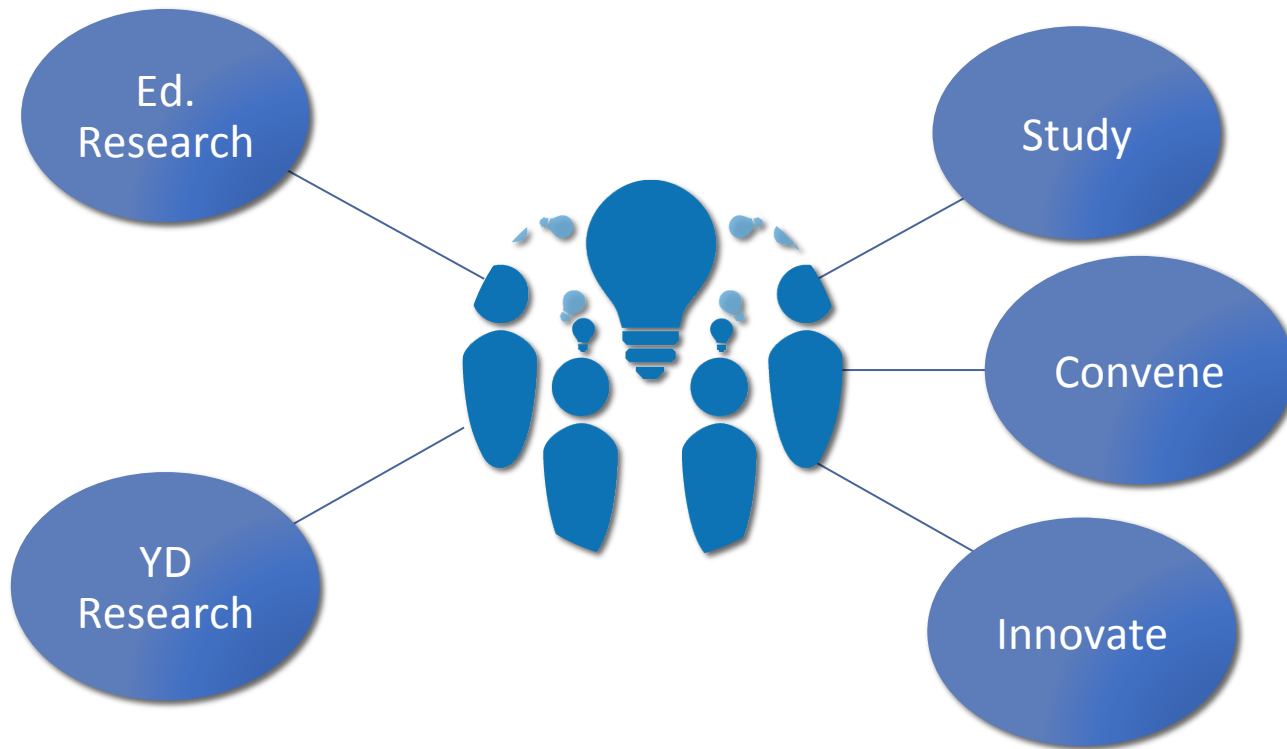
# The Current Landscape

## Who? How? Where?

- 52 transfer style schools currently in NYC, serving 12,000 students
- Eskolta is the leading organization in NYC working with these schools – through direct service and our annual conference
- The most successful schools register graduation rates of **50-70%** for students who would otherwise have graduation rates of approximately **23%**.



# A Repository of Learning on Supporting OAUC Youth



# A Repository of Learning



Study

Student-centered scheduling systems

Introductory course content

Convene

Blended learning

Advisory programs

Innovate

Competency-based learning systems

Common Core mastery rubrics

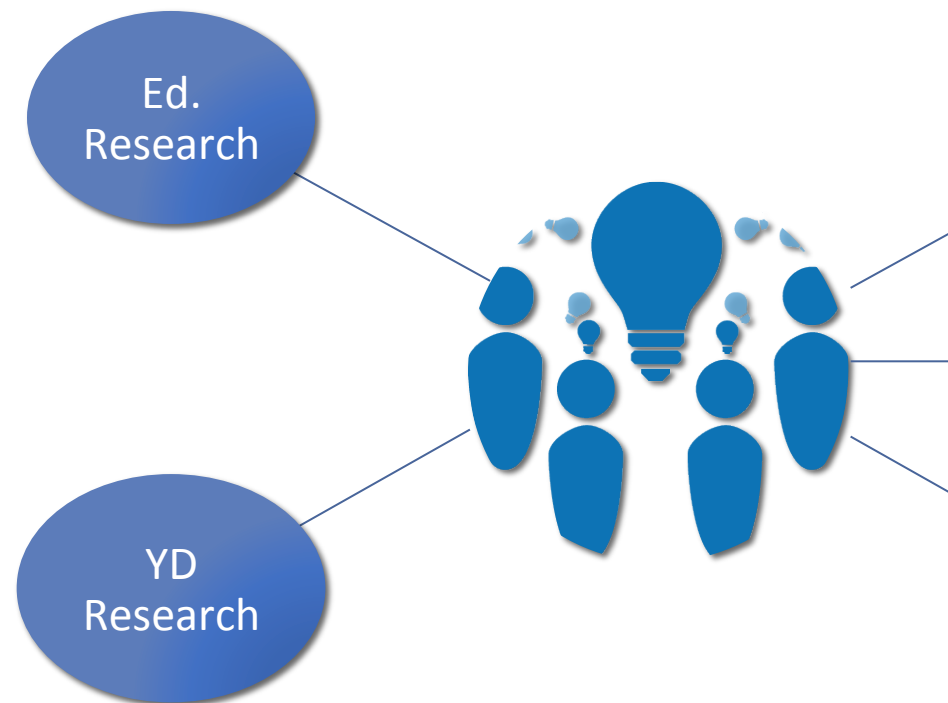
## From Hattie (2009) review of 50,000 education studies:

- **Frequent (and quality) feedback** from teachers who care
- Student **self assessment** against high expectations
- **Formative evaluation data** on students for teachers

## Farrington (2012) review of adolescent development highlights 3 core mindsets:

- **Effort leads to ability**; I can learn from my mistakes
- School is a place where **I belong** and where adults care about me
- Goals in school have **value to me** and my future

# A Repository of Learning



# Eskolta's Principles of Strong Schools

**Strength-based culture**

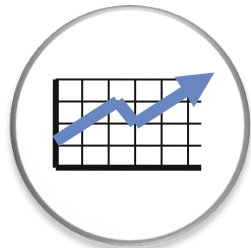


**Feedback and assessment**



**Eskolta's Core  
Principles of Strong  
Schools**

**Data-guided leadership**



**Pathways to success**





# Feedback for Growth

Develop strong **feedback and assessment** processes for students to **transparently reflect** on their own **progress** and set **goals** against clear **expectations**.





Assessments that allow for 11-12 grade level of skill

Rubrics and grading policy that make these transparent

Structures so that staff discuss these skills regularly

**FIVE practical strategies**

Course/Period:  
Student Name:

Teacher Name:  
Date:

	100-90	89-80	79-70	69-60
Claim and Focus	<input type="checkbox"/> Fully answers task <input type="checkbox"/> Writing is focused around a specific claim <input type="checkbox"/> Claim is clear and insightful <input type="checkbox"/> Directly addresses themes in relevant outside texts	<input type="checkbox"/> Addresses task <input type="checkbox"/> Writing is directed by a claim <input type="checkbox"/> Claim is clear <input type="checkbox"/> Connects to themes in relevant outside texts	<input type="checkbox"/> Only partially answers task <input type="checkbox"/> Claim is vague or does not address the task <input type="checkbox"/> Writing only slightly relates to relevant outside texts	<input type="checkbox"/> Writer does not answer the task <input type="checkbox"/> There is no identifiable claim <input type="checkbox"/> Writing does not relate to relevant outside texts

**Specific Ways to Improve**

**Student Response**

Define 5 to 12 schoolwide skills for all students

Tools for two-way feedback, used at least once a month

# School Experience + Research

Feedback to students and back

+

Student self-assessment of learning  
toward goals

+

Effort leads to ability; I can learn from my  
mistakes

+

I am aware of and understand what my  
learning goals are

=



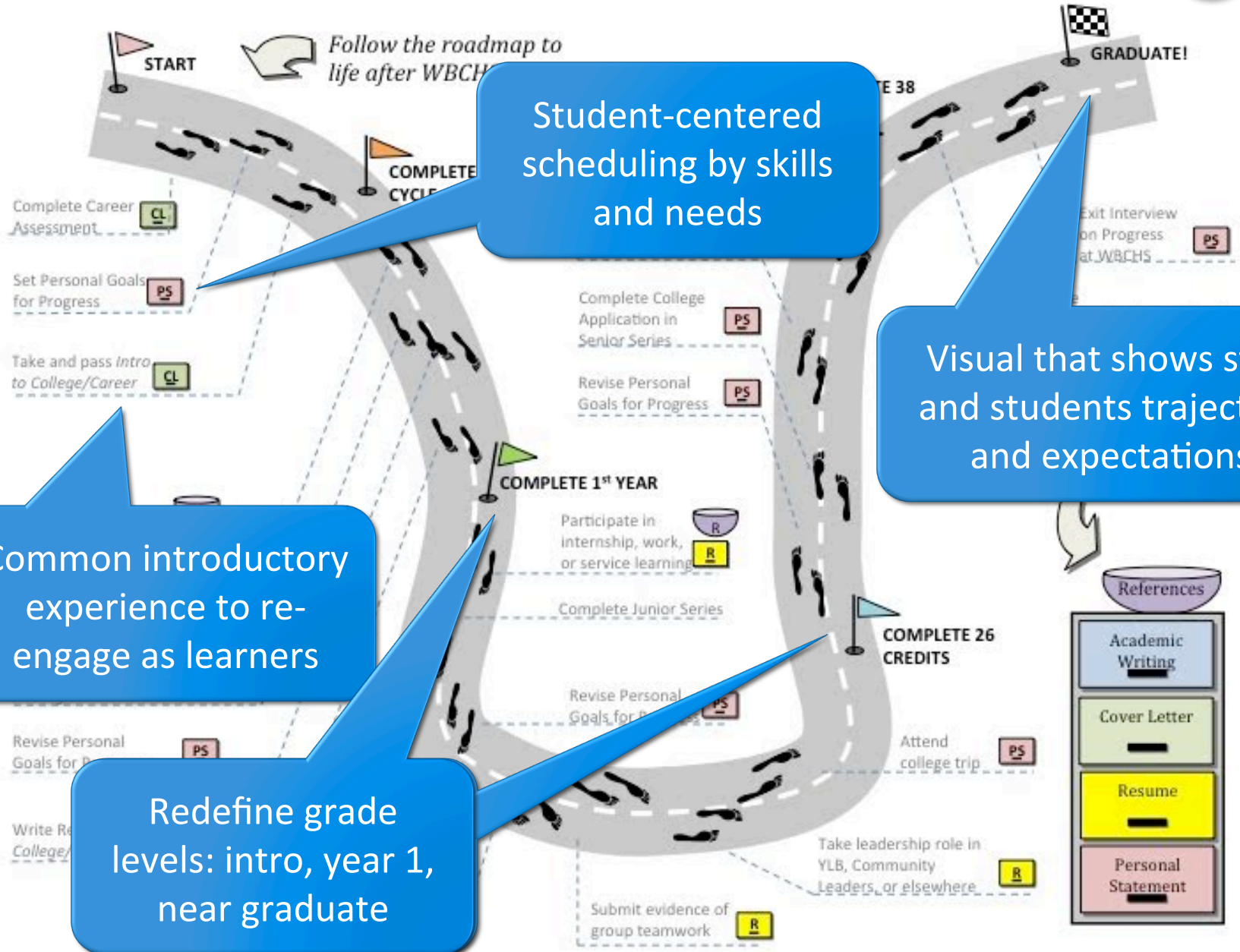
**Eskolta  
Principle #1:  
Feedback &  
Assessment**

Develop strong  
**feedback and  
assessment** processes  
for students to  
**transparently reflect** on  
their own **progress** and  
set **goals** against clear  
**expectations.**



# Pathways to Success

Design **visualized and customized pathways to success** consisting of school programming and schedules that enable students to progress, despite difficulty, on a path forward.



Student-centered scheduling by skills and needs

Visual that shows staff and students trajectory and expectations

Common introductory experience to re-engage as learners

Redefine grade levels: intro, year 1, near graduate

- References
- Academic Writing
- Cover Letter
- Resume
- Personal Statement

# School Experience + Research

Student self-assessment against high expectations

+

Goals in school have value to me and my future

+

I am aware of and understand what my learning goals are

+

Avoid repeating a grade

=



**Eskolta  
Principle #2:  
Pathways to  
Success**

We help schools design **pathways to success** consisting of school programming and schedules that enable students to progress, despite difficulty, on a path forward.



# Data-Guided Leadership

Design **data-guided leadership** that gives adults the opportunity to **review** student data and their own practice, then **adjust** in response to the specific areas where students **struggle**.



# Data-Guided Leadership

## What does this look like in practice?

- “Data is the beginning, not the end...”
- Teachers and counselors working with the same students need time and structure to conference
- Data needs to come out of those conferences which allows for comparisons and groupings according to patterns
- Use daily data to prioritize leadership decisions and create structures



# Data-Guided Leadership

What does this look like in a school?

Create data collection tools that are easy to use and accessible to staff

Analyze and group data to prioritize action plans

		B	C	E	F		
		3/19 (M) to 4/5 (H)					
		at a pattern:	3				
		First 11 Days	Last 3 Days	Enrolled		Key	
6	Student 1	36%	0%	14	Bright Green	Recent Improvement	
7	Student 2	100%	100%	14			
8	Student 3	91%	100%	14	Bright Red	Recent Drop	
9	Student 4	100%	100%	14			
10	Student 5	73%	67%	14	Light Green	Consistency Strong	
11	Student 6	36%	0%	14			
12	Student 7	82%	67%	14	Light Red	Constantly Poor	
13	Student 8	64%	67%	14			
14	Student 9	0%	0%	14			
15	Student 10	50%	33%	14			
16	Student 11	50%	33%	14			
17	Student 12	0%	0%	14			
18	Student 13	0%	0%	14			
19	Student 14	0%	0%	14			
20	Student 15	67%	67%	14			

Use data to identify trends in real time



# School Experience + Research

Formative evaluation data for  
teachers on student needs

+

Effort leads to ability; I can learn  
from my mistakes

+

Teacher understanding of student  
developmental level

=



**Eskolta  
Principle #3:  
Data-Guided  
Leadership**

We help schools design **data-guided leadership** that gives adults the opportunity to review student data and their own practice, then adjust in response to the specific areas where students struggle.



# Strength-Based Culture

We help schools design **strength-based culture** in which adults communicate transparent high expectations and respect for students' ability to work towards goals that matter to them.



# Strength-Based Culture

## What does this look like in practice?

- No student should ever be allowed to become invisible: be sure that 1 adult speaks with every student every day they are or should be in school, preferably within 1/2 hour of start of school day
- Use self assessments followed by 1:1 discussions for students to think about their own mindsets and scholarly skills
- Understanding the students' perspective is more important than being cool. Listen. Identify obstacles. Enforce incremental consequences
- Consistent focus on key mindsets and values is key. Don't just list your values, discuss students progress on them at least 1x/ term



# Strength-Based Culture

What does this look like in a school?

Simple student self-assessments that promote key academic behaviors

1. On a scale of 1 to 4 how much effort did you put into this project? (1 being the least amount of effort and 4 being the most)

\_\_1

\_\_2

\_\_3

\_\_4

2. Based on the rating you have given yourself above, explain the level of effort you put into the task.



# Value Statements

*Just as school-wide skills are central to feedback and assessment, value statements are central to strength-based culture.*

## The Juan Morel Campos Community is

### **Founded on Trust.**

Community members have confidence in, believe in, and rely on one another.

### **Dedicated to Safety.**

Community members respect and accept differences, and are mindful of their own wellbeing as well as the well-being of others.

### **Committed to Justice.**

Every member has a right to be in the community. All members seek fairness, peace, and equity.

Make values clear,  
transparent, and  
public



# Staffing Structures

*Assistance in developing job descriptions and hiring practices helps get the right people on board.*

Align job descriptions to school values

Candidate: \_\_\_\_\_ Subject Area: \_\_\_\_\_

	5	4
<b>Focus on student strengths</b>	Applicant's response focuses on a desire to improve student achievement. Classroom management strategies are student based and there is a sense of student voice.	Applicant shows an understanding of student strength and a desire to improve on strength-based teaching.
<b>Reflective practice</b> <ul style="list-style-type: none"> <li>• Recognizes need to continuously improve; learn</li> <li>• Desire &amp; experience in</li> </ul>	Response gives specific instances in which teacher reflected on practice, or on specific actions or outcomes. Use of data in assessment or as driving	Responses indicate the applicant continually seeks to improve on his/her teaching. Expresses strong interest in professional development



# Approaches to Misbehavior

*Clear policy documents a part of schools shifting their thinking away from **discipline** and toward **support**.*

Develop incremental consequences

**Escalating Counseling Interventions,  
Depending on Student Behavior and Academic Performance**

	Student Has Shown Good Behavior – AND – Student Is Passing All or Almost All Classes	Student Engages in Bad Behavior – OR – Student Is Failing 2-3 Classes	Student Engages in Violence or Drug Use – OR – Student Is Failing 4+ Classes
<b>If Goals Have Been Met from Prior Benchmark</b>	Set Goals for Improvement with Counselor	Set Goals for Improvement with Counselor	Meet with School Director and Sign Contract for Improvement
<b>If Goals Have Not Been Met 2 Weeks Later</b>	Review Goals with Counselor and Discuss Why They Have Not Been Met	Meet with Counselor and Teacher and Set Goals for Improvement	Meet with School Director to Review Contract



# Communication Protocols

*Communication protocols help educators to discuss and identify how to support individual students.*

<b>Student name</b>		
<b>Who called the TAC conference?</b>		
<b>Why did they call the TAC conference?</b>		
<b>AC Identified Strength(s)...</b>	<b>AC Identified Challenge...</b>	<b>Teacher Identified Strength(s)...</b>

Focus the conversations and document



# Supporting Research

Ability to respond thoughtfully to  
classroom behavior

+

School is a place where I belong  
and where adults care about me

+

Goals in school have value to me  
and my future

=



Eskolta  
Principle #4:  
Strength-Based  
Culture

We help schools design **strength-based culture** in which adults communicate transparent high expectations and respect for students' ability to work towards goals that matter to them.

# Eskolta's Principles of Strong Schools

**Strength-based culture** in which adults communicate high expectations and respect for students' ability to work towards goals they value.

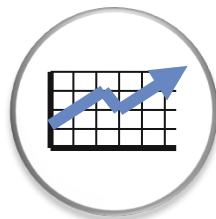


**Feedback and assessment** processes through which students can reflect on their own progress and set goals against clear expectations.



## Eskolta's Core Principles of Strong Schools

**Data-guided leadership** that enables adults to review student data and adjust practice in response to the specific areas where students struggle.



**Pathways to success** yielding programming and transparent maps that enable students to progress, despite difficulty, on a path forward.

# Implications for Others

*Over aged, Under-credited, disengaged students are not a singular NYC issue. What can we take away and apply to other practitioners?*

- Think about the 4 elements. Pick one that you may not be focusing on currently, but you feel has relevance to your experience/school setting. Jot down 3 ideas for application or questions about that element.
- Partner with the person next to you. Share out you 3 ideas/questions.
- Through a 3-minute discussion, pare it down to 1 actionable step you will take from this.
- Share out

# For further information

- Visit our website [www.eskolta.org](http://www.eskolta.org)
- View/share our introduction videos
- View/share our sample reports and tools
- Contact me:  
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