At Eskolta we are working year by year, school by school, classroom by classroom to change the culture of education.

What is the culture of education today? Too often it is a culture of anxiety. Youth who are harshly judged as failures are monitored by adults who feel disrespected by policies that judge them on test scores in districts that are disparaged as failing. From desk to district, education suffers from a culture of failure.

At Eskolta we are changing this.

In our school-improvement projects alone, we worked with 253 educators in 2015–16 to help them become empowered and reflective practitioners, spearheading change instead of being swept aside by it, solving problems instead of being named as a part of them. In our district-level work we reached thousands more by advising and exploring key policy with the NYC Department of Education.

Through the 3,136 students reached by our improvement projects in 2015–16, we showed how teenagers labeled “at-risk” can instead be labeled “with hope,” as the practices we developed with educators helped those youth believe in their own potential and the value of learning, teaching them to focus on the skills they were developing and the pathways they have to success.

This year, we invested more than ever developing the programming and materials that harness six years of work to serve the schools and students we are supporting. It is an investment that has paid off in our continued and growing impact. I invite you to learn more.

Sincerely,

Michael Rothman
Founder and Executive Director
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*Cover photos, clockwise from top:* Educators at an Academic and Personal Behaviors session cohosted by the Carnegie Foundation for the Advancement of Teaching, Eskolta staff Catherine Pratt and Cara Frattasi at a staff meeting, transfer school students at Metropolitan Diploma Plus High School during a group discussion, AP English teacher Alex DiAddezio of Bronx Bridges High School, Jive Poetic of Dance Theatre, Etc. facilitating a workshop at the Transfer School Conference, students from P.S. / I.S. 266 engaging in small group work.
WHO WE ARE

Staff
Aaron Boyle, Senior School Design Partner
Damian Bendersky, Data Designer
Ruth Cosse, Program Intern
Amanda Crowell, PhD, Senior Researcher
Mike Davis, Accounts Manager
Nicole DeFino, Research and Design Facilitator
Cara Frattasi, Project Associate
Jessica Furer, Associate Director
Dierdre Faughey, Communications Associate
Katie Gleason, Program Manager
Savanna Honerkamp-Smith, Lead Designer / Project Associate
Emily Kleinman, Senior School Design Partner
P.J. Podesta, Project Associate
Jodie Ly, Research Associate / Office Associate
Tom McKenna, Director of Strategic Initiatives
Jasmine Nasser, Program Intern
Catherine Pratt, Program Intern
Michael Rothman, Executive Director
Richard Shu, Program Intern
Alicia Wolcott, Senior School Design Partner

Board Members
Afsheen Afshar, Managing Director, JPMorgan Chase
Sanda Balaban, Executive Director, Governor’s Committee on Scholastic Achievement
Kelli Doss, Chief Talent Officer, iMentor
Cristin Frodella, Head of Marketing, Google Education
Doug Knecht, Executive Director, Bank Street Education Center
Dan Siracuse, Chief Financial Officer, TruMid Financial
David Yeager, Psychology Faculty, University of Texas at Austin
“Eskolta would ask a lot of questions that would open up our thinking and a pathway forward to goals and identifying goals. By asking questions, they led us to identify what we wanted and then documented this.”

- Chester Asher, Principal, Roads Charter Transfer School 2 (Bronx)
WHERE WE WORK

Manhattan
- Art and Design High School
- City-As-School
- Community Action School
- Edward A. Reynolds West Side High School
- Gregorio Luperon High School for Science and Mathematics
- High School for Environmental Studies
- Innovation Diploma Plus
- J.H.S. 167 Robert F. Wagner
- Manhattan Comprehensive Night and Day High School
- Manhattan Early College School for Advertising
- Murray Hill Academy
- P.S. 188 The Island School
- Pace High School
- The Opportunity Charter School
- The Urban Assembly School for Global Commerce

The Bronx
- Bronx Arena High School
- Bronx Bridges High School
- Bronx Center for Science and Mathematics
- Bronx Haven High School
- Bronx Leadership Academy II High School
- Bronx School of Law and Finance
- Cornerstone Academy for Social Action
- Frederick Douglass Academy III Secondary School
- Health Opportunities High School
- Jill Chaitetz Transfer High School
- Knowledge and Power Preparatory Academy International High School
- Metropolitan High School
- Mott Haven Community High School
- New Directions Secondary School
- ROADS Charter School 2
- Soundview Academy for Culture and Scholarship
- The Bronx School of Young Leaders

Brooklyn
- Abraham Lincoln High School
- ACORN Community High School
- Brooklyn Bridge Academy
- Brooklyn Frontiers High School
- Bushwick School for Social Justice
- East Brooklyn Community High School
- High School of Telecommunication Arts and Technology
- International High School at Prospect Heights
- Juan Morel Campos Secondary School
- Metropolitan Diploma Plus High School
- New Heights Middle School
- P.S. 089 Cypress Hills
- Park Slope Collegiate
- Professional Pathways High School
- Research and Service High School
- ROADS Charter School 1
- South Brooklyn Community High School
- Urban Dove Charter Team School
- West Brooklyn Community High School
- Williamsburg Charter High School
- Williamsburg High School for Architecture and Design

Queens
- Albert Shanker School for Visual and Performing Arts
- Flushing International High School
- J.H.S. 217 Robert A. Van Wyck
- Martin Van Buren High School
- Newtown High School
- North Queens Community High School
- Queens United Middle School
- Thomas A. Edison Career and Technical Education High School
- Village Academy
- Voyages Preparatory High School
- Voyages Prep South

Staten Island
- Staten Island School of Civic Leadership

Key
- Introductory Sessions
- School-Improvement Projects
- Research and Innovation Projects
“Eskolta has a really nice way of being able to get people to think about the important things and come to some decisions.”

-Dave Decamp, Principal, Professional Pathways High School

<table>
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<tr>
<th>Project Type</th>
<th>Schools</th>
<th>Enrollment</th>
<th>% Black or Hispanic</th>
<th>% Free or Reduced-Price Lunch</th>
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<tr>
<td>Improvement</td>
<td>24</td>
<td>8,607</td>
<td>84%</td>
<td>84%</td>
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<tr>
<td>Innovation</td>
<td>13</td>
<td>9,258</td>
<td>67%</td>
<td>77%</td>
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“Eskolta is able to develop both qualitative and quantitative tools that measure progress…and are creative in devising strategies to measure student growth.”

-Melissa Birnbaum, Resource Coordinator, City As School
“The Institute has been the best PD series I’ve attended because it provides tools that result in actionable, school-wide changes.”

—PARTICIPATING TEACHER, ACADEMIC AND PERSONAL BEHAVIORS INSTITUTE
In 2015–16, Eskolta led two Citywide Institutes providing deep professional development for educators in partnership with the New York City Department of Education. The Transfer School Common Core Institute served ten schools helping overage, under-credited students. The Academic and Personal Behaviors (APB) Advanced Institute served eight schools focusing on efforts to develop student mindsets for school success, and the APB Institute introduced a larger group of educators to these same concepts. Through these Institutes, our work is informing and changing the way educators across the district think about student learning.

**The Academic and Personal Behaviors Institute: Changing mindsets across New York City schools**

Educators from 29 middle and high schools participated in the second cohort of the APB Institute. This professional-development series provides training and resources on the academic mindsets and noncognitive strategies that research has shown are critical to postsecondary success. Participating teachers overwhelmingly agreed that participation in the Institute had resulted in a change in their practice. Notably, 84 percent indicated they were more actively creating a classroom environment to promote learning mindsets.
“By working with Eskolta, teachers grew in their practice and felt empowered to make changes in their classroom. They were equipped with research and tools that were informed by best practices.”

—SHARON AIUVALASIT, ASSISTANT PRINCIPAL, URBAN DOVE TEAM CHARTER
“Eskolta staff were able to help guide work and keep moving it forward. Eskolta facilitators were good at holding us accountable.”

-NAZEMA BABOOLALL, TEACHER, NEW DIRECTIONS SECONDARY SCHOOL

IN 2015–16, ESKOLTA HELPED 253 EDUCATORS RESHAPE LEARNING FOR 3,136 STUDENTS

A teacher supports a student engaged in an improvement project at Bronx Haven High School.
In the fall of 2015, Eskolta launched a new fellowship to train school- and district-based educators to lead the school-improvement process. Our first cohort of seven Eskolta Fellows spent the year learning the methods and approaches behind Eskolta’s successful work for the past seven years. The fellows have been charged with becoming agents of change in our schools, armed with new practices in action research, improvement science, and inquiry-driven systems thinking.

Michael Wolach, an experienced teacher and school founder, has followed a trajectory of development and growth with Eskolta:

- Michael participates in a School Design Project with Eskolta
- Michael presents at Eskolta’s annual Transfer School Conference
- Michael launches a second School Design Project coached by Eskolta
- Michael becomes an inaugural Eskolta Fellow

**Why the Eskolta Fellowship?**

“I know that anything Eskolta does is centered on school needs. This fellowship really was a blessing because I was able to merge what I was learning through the fellowship with my everyday work, whether that is a meeting protocol or a theoretical approach to piloting an initiative.”
Research and Design Facilitators Nicole DeFino, a former transfer school assistant principal, and Aaron Boyle, a former transfer school science teacher, co-designed the first year of the Eskolta Fellows program.

Michael applies practices from the Eskolta Fellows curriculum in team meetings with his colleagues at Jill Chailetz Transfer School.

Research and Design Facilitators Nicole DeFino, a former transfer school assistant principal, and Aaron Boyle, a former transfer school science teacher, co-designed the first year of the Eskolta Fellows program.
Teacher Recruitment and Quality: Action research that is reshaping teacher leadership

Eskolta School Research and Design is unique in the education nonprofit space in that our research directly impacts our design work, just as our design work impacts our research. We are action researchers interested in fixing and iterating on solutions, not being passive observers.

Anne Williams, Senior Director of the NYC Department of Education’s Office of Teaching Recruitment and Quality, knows Eskolta brings something to her department that other national research organizations do not: a deep understanding of the intersection between the work of schools and the research around it. In 2015–16, Eskolta compiled a series of research studies for Williams’s office on how to leverage teacher leadership to improve some of New York City’s most struggling schools.

“Eskolta pushes the thinking in my office on how to ask questions differently and makes their thinking grow.”

—ANNE WILLIAMS, SENIOR DIRECTOR, NYCDOE OFFICE OF TEACHING RECRUITMENT AND QUALITY
2015–16 PUBLICATIONS

TRANSFER SCHOOL COMMON CORE INSTITUTE REPORTS: Accelerating Learning for Overage, Under-Credited Adolescents

Building Towards Mastery
Placing Student Feedback at the Center of Teaching and Learning
Higher Order Thinking through Daily Academic Discussion
Strengthening Persistence in Math and Beyond

TEACHER LEADERSHIP CASE STUDIES:

Transformative Instruction through Teacher Leadership
Collaborative Renewal through Teacher Leadership

CAREER COMPETENCIES FELLOWS REPORTS: Career Aspirational Practices at Three Schools

The Perseverance to Succeed in School and Career: I.S. 126
Inspiring through Internships: Flushing International High School
Igniting the Spark of Career Aspiration: Thomas A. Edison High School

TEACHER LEADERSHIP REPORTS: Feedback from the Field

Teacher Leadership Support Structures
The Emerging Teacher Leaders Program 2016
Highlights from the Emerging Teacher Leaders Program
Teacher Leadership at Renewal Schools

CHANCELLOR’S FELLOWS REPORT:

Developing Leaders Through a System-Level Journey: The Story of NYCDoe’s Chancellor’s Fellows
Eskolta’s sixth transfer school conference, sponsored in partnership with the New York City Department of Education’s Office of Postsecondary Readiness, remains the single largest gathering of educators in schools dedicated to serving overage, under-credited students in New York City. More than 900 educators and support staff representing 38 of the City’s 55 transfer schools attended more than 75 workshops and panels designed to speak directly to the needs and interests of the transfer school community. As in every year, the vast majority of workshops were led by transfer school educators for transfer school educators, a community sharing its high-quality practices.
“I can’t say enough about Eskolta’s Transfer School Conference. It’s a resource-rich, beneficial, good networking space.”

– JORDAIN ADDISON, TEACHER, NEW DIRECTIONS SECONDARY SCHOOL

“As transfer schools, we share unique challenges and it’s always good to sharpen our tools together.”

– PARTICIPANT, TRANSFER SCHOOL CONFERENCE
FINANCIALS

Revenues (in thousands) – Accrual Basis

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<th>FY15</th>
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<td>Contracts with public agencies</td>
<td>$1,130</td>
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<td>Contracts with private funders</td>
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<td>Total Revenue</td>
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<td>Surplus/Deficit</td>
<td>$397</td>
<td>($138)</td>
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Net Assets (in thousands) – Accrual Basis

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<tr>
<th></th>
<th>FY15</th>
<th>FY16</th>
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<tbody>
<tr>
<td>Start of Year</td>
<td>$550</td>
<td>$947</td>
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<tr>
<td>Surplus/Deficit</td>
<td>$397</td>
<td>($138)</td>
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<tr>
<td>End of Year</td>
<td>$947</td>
<td>$809</td>
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Expense by Category – Accrual Basis

![Expense Graphs]
Eskolta would like to thank our gracious supporters in 2015–16:

- The New York City Department of Education
- The Fund for the City of New York
- The Carnegie Foundation for the Advancement of Teaching
- The National Center for Civic Innovation
- SCO Family of Services
- Community Foundation of New Jersey