



East Rising

**EAST**  
IN PARTNERSHIP WITH THE  
UNIVERSITY OF ROCHESTER

# The dilemma

- East High School is a “time out” school in Rochester, NY...a large comprehensive High school. NYSED gave the district 5 choices for East for the 2014-15 SY.
  - Close
  - Become a charter school
  - Operate under SUNY
  - Phase out
  - Operate under an EPO



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# No child left behind?

- Middle Class Flight
- Magnet Schools
- Urban Suburban Program
- Charter Schools
- Non-public schools
- Home schooling...



# Who are our kids?

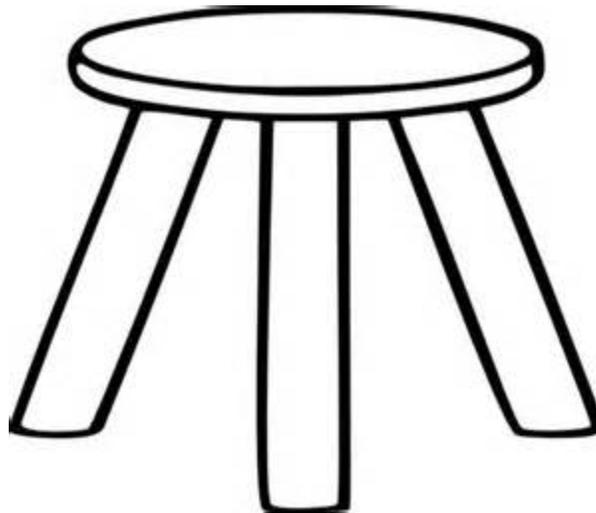
- 84% of 7<sup>th</sup> graders are at level 1 in ELA
- Not one choose East #1
- 22% don't show up any given day
- 90%+ economically disadvantaged
- 20% LEP
- 25% SWD



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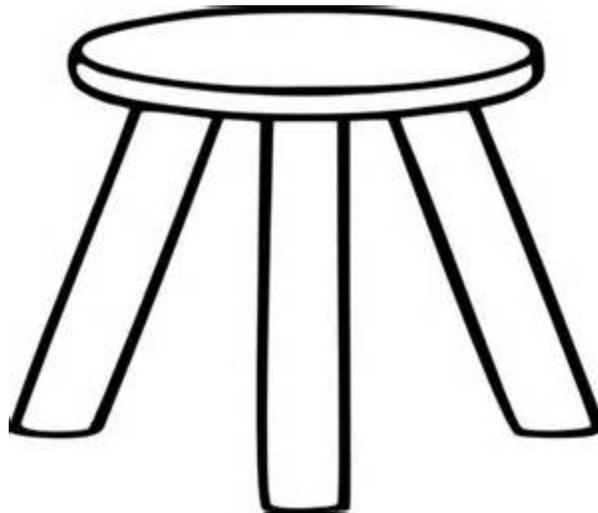
# Success is based on the 3 legged stool analogy

The right people



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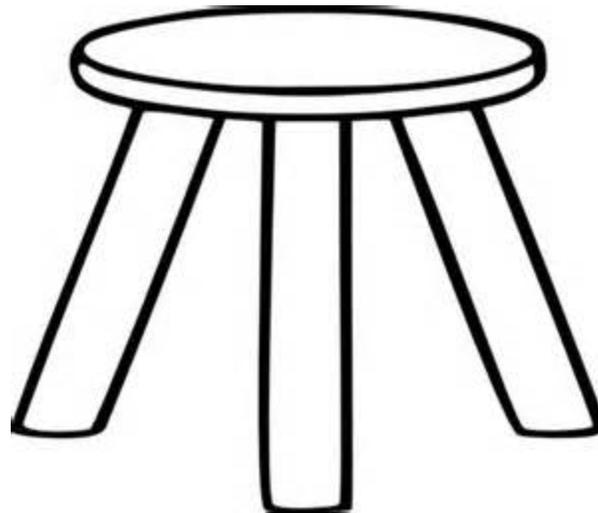
The right people



Using best practice

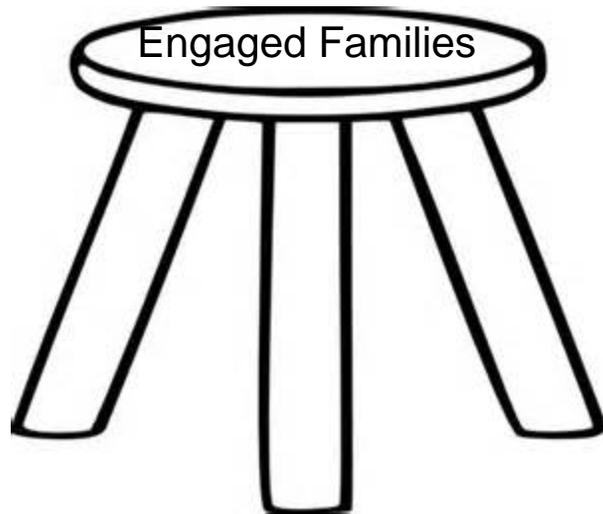
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The right people



Using best practice

Capacity



The right people

Using best practice

With enough capacity



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# A Bold Endeavor

- to collaboratively transform a comprehensive, public, open enrollment urban high school with dismal student outcomes into a model of urban education and a viable choice of excellence for urban families



# Shifting Paradigms

- Move away from the current “notification” culture of family involvement.
- School leaders today have to be more outward facing than ever before, willing to provide extended school services and to work cooperatively to support students and their families educational success.



# Family and Community Engagement

- Families are equal partners in a child's education.
- We embrace a philosophy of partnership where information, decision-making, power, and responsibility are authentically shared.
- Students and their families bring important assets to the teaching and learning endeavor.



# Centering Families

- When families are strengthened and connected to their communities, they take the lead in improving the quality of their lives.
- Build collaborations among stakeholders that re-center community and families and build capacity for families and youth to transform themselves, their schools, and their communities.



# Constructing Pathways

- We use an interdependent model of developmental processes and transformational pathways to frame and reconceptualize family engagement.
- We begin with building relationships, entering families' homes and listening, uncovering local expertise about schools and communities.



# Examples of Entry Points

- Redefine the “parent/teacher conference” to a student-led family conference at which all parties will share in the positive educational development of the child and in finding the right pathway for the individual child and her/his family.



# Examples of Entry Points

- Family members as members of our school leadership team who participate in all aspects of school governance and curriculum development.
  - Includes a review of school data.
- Family advocates who are in the school building during school hours as contact people for families.



# The right people

- We insisted on hiring the staff
- People will choose to be there.
- Who buy into the “all in” approach
- Who will take advantage of intensive, ongoing professional learning
- We have a learning based CBA
- Ended up with over 500 applicants



# Creation of the CBA

- As this was a new endeavor, we were able to create a CBA that is focused on best practice using the DTSDSE as a model
  - Collaborative planning
  - Public lesson planning
  - Small family groups
  - All in all the time
  - 8 hour work day
  - Summer and school year PD
  - Appropriate additional compensation



# Re-staffing was a challenge

- We had over 600 applicants and....
- Interviewed nearly 500 individuals including 370 + teachers
- We conducted approximately 275 classroom observations
- We hired over 250 faculty and staff including 3 school leaders who were previously at East and 85 teachers who were previously at East.
- In the end, 40% of the new staff are returning East personnel, 40% are coming to East from within the RCSD, and 20% are coming to East from outside the district.



# Critical

- East teachers wanted to make this work.
- Most approached the process as a true reform opportunity
- There was very little scapegoating
- Teachers served on selection committees and demonstrated genuine fidelity to the process



# Especially challenging

- This process was completed almost entirely by Warner staff and volunteers without an established human resource function.
- All faculty and staff have been involved in professional learning since May 1.



# A word on capacity

## A area “small city” 7-12

- Zero security officers
- No SRO
- Zero ESL Teachers
- Zero attendance personnel
- 12% SWD
- 95% attendance
- 3 reading teachers
- 21% FRL



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## East

- 13 security personnel
- SRO
- 17.3 Teachers for ENL
- 2 attendance workers
- 25% SWD
- < 80% attendance
- Zero reading teachers
- 90% + FRL



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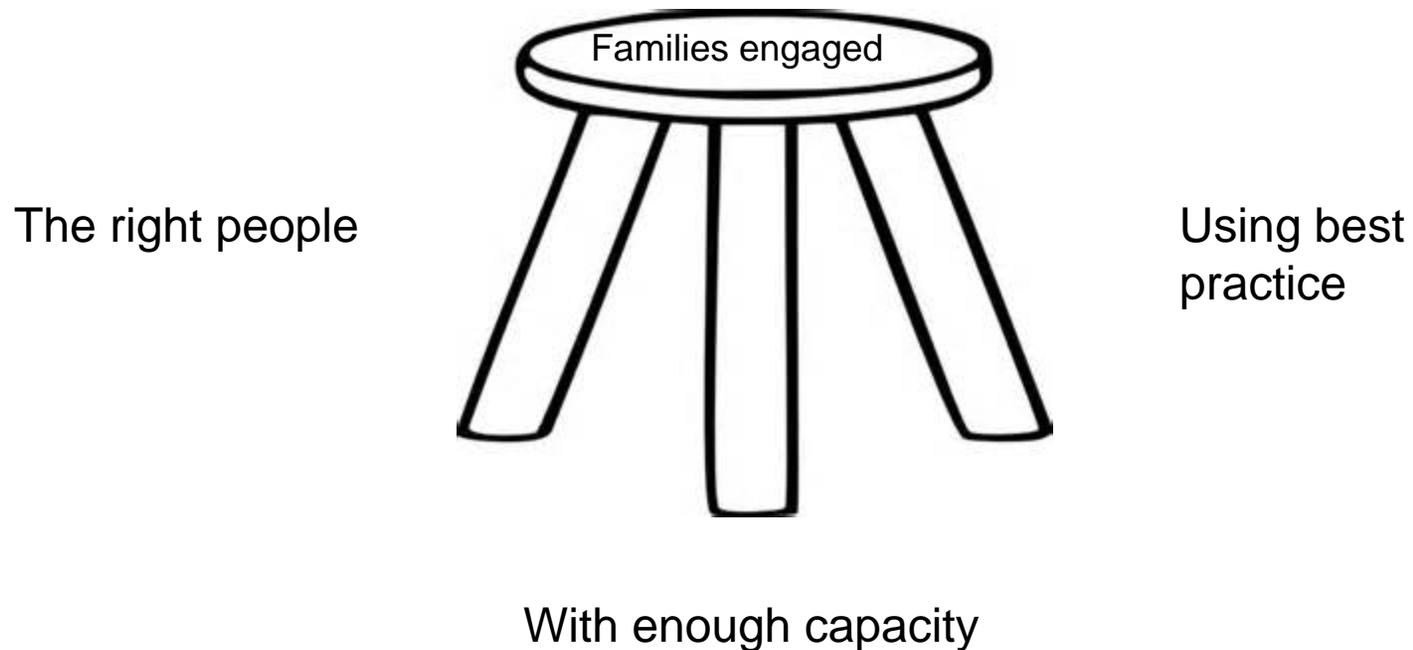
# Does anybody think...

- Just because the University of Rochester is involved things will be different?
- We must lead a change in the entire paradigm of public urban education.



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# The goal is success for all



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**“What the best and wisest  
parent wants for his own  
child, that must the  
community want for all its  
children.”**

***John Dewey***





## UR/East Collaboration

