



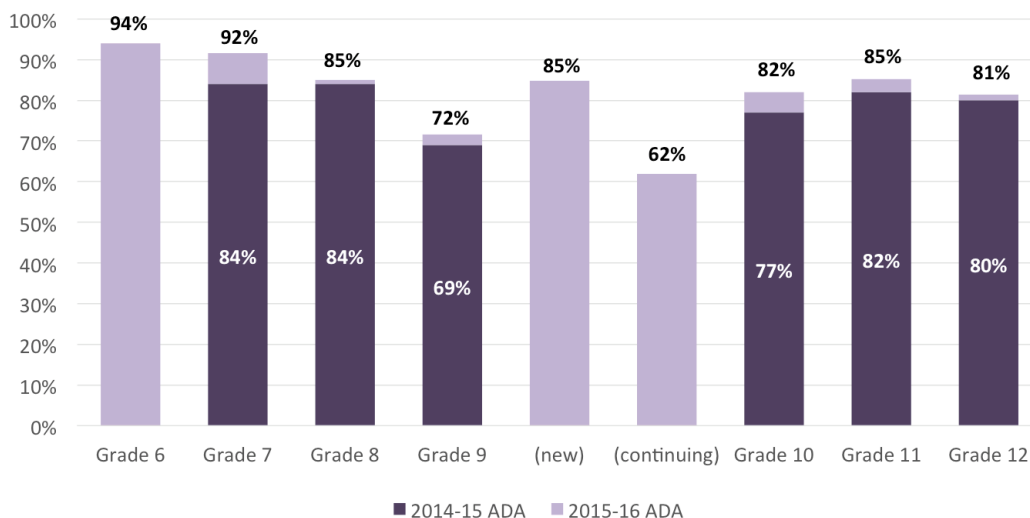
2015-16 Year-End Update

As we conclude Year 1 of the University of Rochester serving as the Educational Partnership organization (EPO) managing and supporting East, we provide an overview of some of the achievements that mark this first year, and look to the future. As we have said from the beginning, we believe that East can and will see significant improvement over time, but that advances will be incremental and build as we have more time with each cohort of students, and as the staff at East builds on its talents, expands organizational capacity, and improves school culture and engagement. We are proud of our first year, but ever mindful of the ongoing challenges and opportunities.

Attendance

The overall attendance rate for East Upper School was 78.3% and for East Lower School was 89.4%. We were encouraged by the high attendance rates of our new 6th and 7th graders, which exceeded the Rochester City School District's (RCSD's) average daily attendance (ADA) rates, as well as the strong attendance of first-time 9th graders.

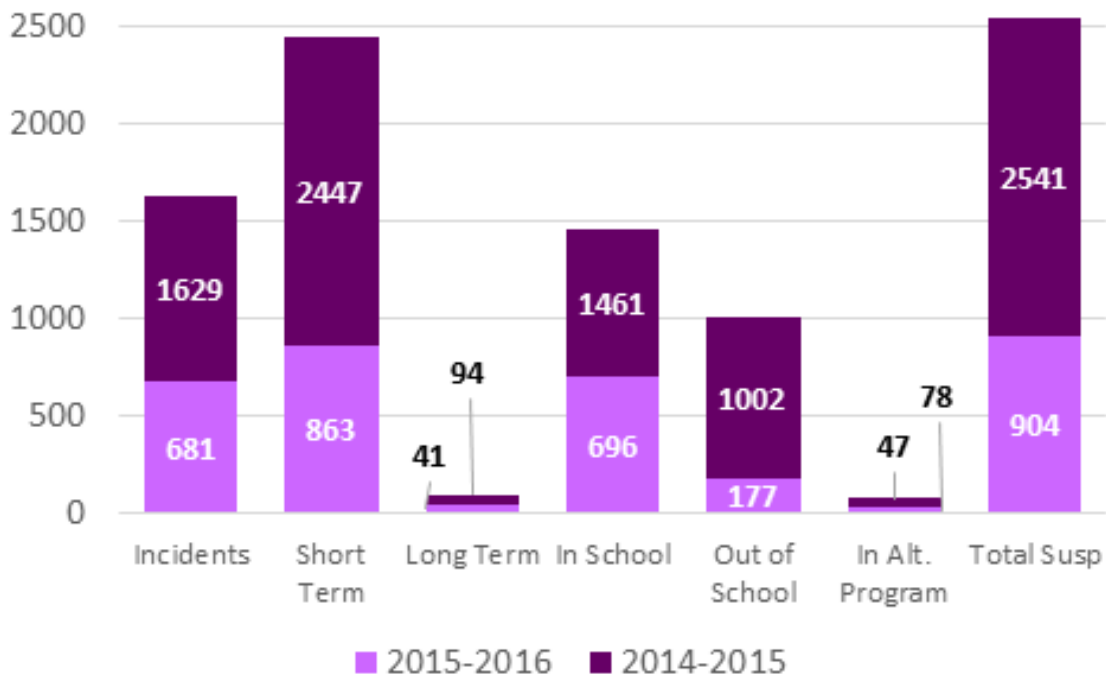
Average Daily Attendance 2014-15 vs 2015-16



Student Behavior

The East community adopted a restorative practice approach to community building and to address behavioral incidents. The change in culture and discipline approaches, as well as additional student support by community partners (See Appendix B) and the increased number of social workers and counselors, resulted in a significant decrease in suspensions, increasing scholar time in the classroom and engagement with the community. For perspective, the 1,002 out-of-school suspensions in 2014-15 amounted to more than 10,000 days away from school. Total suspensions dropped from 2,541 to 904, and the number of fights dropped from 230 to 126.

Year to Year Suspensions



Graduation Rates

The 2015 graduation rate, an abysmal 33 percent—an 11 percent drop from the previous year — highlighted the many challenges inherited by the EPO partnership at the start of the 2015-16 school year. It became clear that East was in a much more serious state of decline than we had understood, prompting us to work very closely with the 2012 cohort to map a path toward graduation. In September 2015, we greeted an East senior class where only 19% of the 2012 cohort of scholars was on track to graduate, many without key passing Regents that should have been completed in earlier years and many under credit. We are pleased to report that, with August completions, ***the preliminary 2012 cohort graduation rate is 40%***. This change is attributable in part to restructuring the work of counselors, more

intentional data tracking of student performance, engaging families to ensure they know graduation pathways and requirements, and support of a culture that promotes high expectations and places scholar success as first priority.

Focus on 9th Grade

A significant focus in 2015-16 involved creating a strong foundation for scholars in 9th grade, and ensuring that significantly more scholars attend school and accumulate enough credits to advance from 9th to 10th grade. In recent years, only 45-55% of scholars advanced on time from 9th to 10th grade. We know that 9th grade is highly predictive of future success and persistence to graduation. One of the highlights of this year was the improved engagement and success of the 2015 cohort, those who were new 9th graders this past fall. Current estimates indicate that 70-75% of this cohort will be advancing to 10th grade with enough credits to keep them on track to graduate on time. The new Freshman Academy, along with its focus on academic achievement, was very successful, and the higher advancement rate is an important indicator that graduation rates will continue to improve.

Alternative Education Programs

East provided alternative programs for Upper School students who were off-track to graduate and whom we felt would benefit from alternative teaching and classroom settings. These special programs were designed to engage scholars in active learning and provide credit recovery through special compressed standards-based classes and online classes.

Big Picture Learning

Located at the Blessed Sacrament Building, 259 Rutgers Street, students in the Big Picture Learning program were 9th graders who had failed once, who would benefit from hands-on learning. They had the opportunity to:

- Create their own projects—to learn about things that matter to them.
- Explore their own passions and interests.
- Build close relationships with students and staff in a small, supportive community.
- Attend internships during the school day, enabling them to learn in a professional environment.

Freedom School

The program at the Freedom School was designed for scholars who had either dropped out or who were significantly over-age and under-credited, failing 9th grade at least twice.

Quest

Quest, located at East, was designed to support repeating 9th graders who were over-age and had 0 credits toward graduation. At the end of Year 1, with the help of

compressed courses and focused attention, nearly half of the 48 scholars in Quest had accumulated enough credits to advance to 10th grade.

Academic Achievement

We embarked on an ambitious overhaul of curriculum for East that included the adoption and creation of curriculum and extensive staff professional development across all subject areas. In two areas of particular focus, the Common Core courses in Algebra and English, both critical to graduation and career and college readiness, our scholars showed significant improvement on the Regents in June. In Algebra, we had 287 scholars sit for the exam and 41% passed, up from 16% in June 2015 and surpassing the 2016 RCSD pass rate of 39%. In English, 192 students were tested and 58% passed, up from 51% in June 2015, and surpassing the 2016 RCSD pass rate of 56%. We are also pleased to report that all 18 8th graders who took the Algebra Regents passed, giving them a solid start as they enter 9th grade.

Results of NYS Assessments for Grades 6-8 in Math and English language arts showed modest, but demonstrable improvement. The EPO plan set out to increase student achievement as measured on NYS cohort assessments by reducing the number of students scoring at level 1 (below basic and thus what is required to perform at their grade level) by 10% in Year 1.

East NYS Assessments 6-8 Math and ELA Preliminary Report
Embargoed Data 2016 compared to 2015
All students

Math	2015 Level 1	2016 Level 1	2015 Level 2	2016 Level 2	2015 Level 3	2016 Level 3	2015 Level 4	2016 Level 4
Grade 6		40 63%		21 33%		2 3%		0
Grade 7	129 87%	87 67%	17 11%	20 15%	2 1%	5 4%	0	1
Grade 8	162 91%	108 89%	15 8%	12 10%	1 1%	2 2%	0	0

ELA	2015 Level 1	2016 Level 1	2015 Level 2	2016 Level 2	2015 Level 3	2016 Level 3	2015 Level 4	2016 Level 4
Grade 6		37 54%		28 41%		3 4%		1 1%
Grade 7	139 89%	91 70%	15 10%	36 27%	3 2%	3 2%	0	0
Grade 8	169 85%	111 77%	24 12%	26 18%	5 3%	7 5%	0	0

Professional Learning

We continue to work to expand the talents of our teaching staff and capacity of our school leaders through extensive professional development designed to improve the academic and personal achievement of scholars and build a healthy, supportive

school community. This summer, over 180 teachers have participated in approximately 12,000 total hours of professional development on a range of topics, including:

- Understanding by design
- Restorative practices
- Instructional foundations
- Curriculum writing
- Managing the active classroom
- Seven habits (Leader in Me)
- Specific content area professional development
- Mission and vision work

Teachers and leaders begin the new school year more confident and ready to help shape a great school and educate and nurture our scholars.

Student Support and Empowerment

As part of creating a new school climate and empowering students to advocate for themselves and others, many important supports were put in place that had a significant impact on the school experience for students, including:

- Family groups that allowed time for students to have a special relationship with one staff member and a small group of students, as well as to address difficult community issues and life skills that support academic achievement.
- A restorative practice approach that was implemented and peer mediation that was introduced. Seventeen scholars were trained as mediators for 20 hours by Partners in Restorative Initiatives. Scholars have facilitated 40 mediations with their peers.
- Additional social workers and counselors hired to provide additional academic and social-emotional support for students.
- Hillside mentors for all first-time 9th graders. This program was implemented mid-year, and we saw an increase in attendance from 84% in the first marking period to 94% in the third marking period.

Budget

The 2015-16 budget for East was \$21 million. The EPO was fiscally prudent and returned over \$2 million back to the Rochester City School District. In Year 1, the EPO received an additional \$3.6 million in receivership funds to enhance instructional, operational and systemic infrastructure, but returned \$ 2.2 million, resulting in over \$4.2 million returned in Year 1.

The 2016-17 budget is \$22.7 million.

Expansion of UR Medicine at East

In addition to the University of Rochester School-Based Health Center that has long offered medical and mental health care to East scholars, the University is expanding its support of East through the following partnerships under development:

- The UR Flaum Eye Institute and The Eastman Institute for Oral Health are working to expand vision care (screening, referral for examination, and provision of glasses) and dental care for the 1350 students at East and families in the surrounding neighborhood. In June, the Eastman Institute for Oral Health conducted approximately 300 dental screenings for East students.
- The Department of Pediatrics Division of Adolescent Health has been recently funded by the Greater Rochester Health Foundation (\$600,000 over three years) to expand its services in mental, sexual, and nutritional health care at the UR School-based Health Center at East.

Career and Technical Education

We are continuing to build on East's excellence in career and technical education, expanding elective-based programs to sequenced specialty tracks in optics, vision care, information technology, culinary arts, and teaching and leadership. These programs provide a home at East for scholars to develop valuable career, work, and life skills.

Teaching Garden and Restaurant

In the culinary arts area, we've had an exciting summer with the opening of a new teaching garden, with the leadership and hard work of the American Heart Association, Dixon Schwabl, SWBR Architects and Broccolo Tree and Lawn Care. The planted goods from the garden will be used in the Village Gate restaurant RYCE, Rochester Youth Culinary Experience, which will open this fall and be operated by East's culinary program. Alumni and students will be responsible for the restaurant's menu development, management and day-to-day operations.

East Highlights

Beyond the graduation rates and other data, much of the magic of East happened due to the incredible talent and commitment of our teachers, coaches, and students, as well the generosity and commitment of community partners and agencies.

- The East baseball team advanced to the Section V championship, the first RCSD team to do so since 1980.
- East performed its first full-scale theater production, *A Streetcar Named Desire*, in over 5 years.
- East 6th graders (Class of 2022) engaged in a field study in Canada, traveling to Montreal and Quebec City for a "European" experience and the

opportunity to explore and learn about their world as part of the global studies curriculum.

- East has 30 active volunteers who serviced 930 hours total. All literacy and support classes had at least one volunteer, and 11 core classrooms had volunteers.
- East held its first Homecoming, complete with a parade, in October 2015, and established an Athletics Hall of Fame, inducting former NFL and NBA players and an Olympian.
- The art department partnered with the adjacent McDonald's to create a permanent display for East student artwork.
- East 6th graders participated in character development – the girls had a debutante ball and the boys participated in Mayor Warren's Distinguished Gentleman Program.
- Physical education offerings were expanded to include life sports – ice skating, skiing, orienteering, biking and golf.
- Students in the East Vision Care Program held 13 vision screening events and manufactured glasses for over 550 RCSI students.
- Four Varsity teams won the city championship: Girls and Boys Volleyball, Football (shared with Wilson and McQuaid) and Baseball.

This summer, University of Rochester students from across campus have shown tremendous interest in getting involved at East:

- Simon School of Business students donated school supplies and packed 1,500 backpacks for distribution on the first day of school.
- The Rochester cheerleaders held a clinic for East cheerleaders.
- East was a service site for the University's annual Wilson Day, an important part of Orientation at the University. Students helped teachers and staff members prepare for the school year by setting up classrooms, cleaning out storage rooms, designing bulletin boards, and organizing library books. Around 20 UR volunteers helped over 10 teachers start the year on the right foot.

Areas of Focus for 2016-17

As our second year opens at East, we have a refined mission statement that brings clarity to our work and expectations for scholars:

At East we are taking charge of our future by being tenacious, thinking purposefully, and advocating for self and others.

See Appendix A for a further articulation of this mission and our vision for scholars.

As we open the school for Year 2 under the EPO partnership, we will increase our focus and efforts around the following issues:

- **Reduce chronic absenteeism.** While we achieved improvements in overall daily attendance, we still have far too many scholars who are chronically

absent, with 32% of Lower School scholars and 55% of Upper School scholars attending 90% or less in 2015-16.

- **Enhance data monitoring systems to meet/exceed benchmarks.** We'll continue to focus on 9th grade success and graduation for the 2013 cohort.
- **Improve family and community engagement.** While significant efforts were made last year and we saw increased family engagement in Orientation and other events, there is still a need to improve communication and create a welcoming atmosphere for increased family and community engagement.
- **Create partnership with School No. 33.** We are working with this neighborhood school to enhance community-school partnerships and create a pathway for cradle to college/career success, building connected curriculums and natural transitions for students to move from School No. 33 to East, reestablishing East as a comprehensive neighborhood school. School No. 33 is the biggest elementary school in Rochester, and together School No. 33 and East serve about 10% of all children in the RCSD.

Appendix A: East Mission and Vision

At East we are taking charge of our future by being tenacious, thinking purposefully, and advocating for self and others.

Our vision of the East graduate, as measured by tasks of academic, civic or personal significance:

Be Tenacious

Attributes of a scholar who is tenacious:

- Recognizes and takes advantages of opportunities (can do attitude) to discover passions/interests
- Defines goals and develops a plan to meet them
- Sets short term goals knowing they will lead to long term success
- Accesses resources necessary to get the job done – multiple resources if necessary
- Determined to achieve goals
- Learns from mistakes; picks up and keeps going
- Uses feedback to refine thinking or actions
- Takes risks in order to learn and grow

Think Purposefully

Attributes of a scholar who thinks purposefully:

- Focuses on the task at hand to get the job done
- Reflects on one's own thinking and the thinking of others to inform future actions
- Thinks creatively and critically to solve problems, make decisions, or take action
- Critically questions to refine or extend understanding
- Listens to and seeks out varying perspectives as part of thinking, decision making, and problem solving
- Uses foundational knowledge and essential literacies to develop deeper understandings
- Produces work that meets college and work place standards
- Seeks to understand the role of culture in shaping an individual

Advocate for Self and Others

Attributes of a scholar who advocates for self and others:

- Respects and cares for others and works to build relationships
- Accepts differences and listens to the voice of others
- Identifies and utilizes skills to support self and others globally
- Speaks confidently and is willing to respectfully voice opinions to advocate for self or others
- Works collaboratively to achieve a goal or affect change
- Leads by example
- Embraces change; is open minded
- Communicates effectively for different purposes and audiences through a variety of media

Appendix B: East Community Partners

PTA East's Parent Teacher Association is a democratically elected body of parents that plans events for the school community. The PTA encourages scholar success through positive, active parent involvement.



The Center for Youth runs East's Student Support Center (B130). Students can drop in throughout the day for a variety of services including counseling, job-readiness, and food and clothing assistance.



The Urban League of Rochester (265 N. Clinton Avenue) has a variety of programs that support East's scholars' success ranging from homework help, to mentoring, to college and career readiness.



The Hillside Work-Scholarship Connection (F123) provides academic assistance, job training, and personal mentoring services. Youth advocates are available to provide 1:1 mentoring and for connecting family and school resources.



Ibero's Family Service Assistance Program builds partnerships with families, scholars, the school, and community for the purpose of supporting scholar success. Family Service Assistance Coordinators support scholars' academic needs by connecting families with parent-teacher conferences, setting goals, and connecting with other resources as needed.



Learn to Earn operates out of the Student Support Center (B130). Students of working age may stop in for help job searching, writing a resume and cover letter, wearing professional attire, and seeking work permits.



The Hillside Opportunities through Motivation, Engagement, and Support (HOMES, F123) program offers services to 9th grade scholars for supporting daily attendance, academic success, and extracurricular involvement.



The College Prep Center (F116) assists all scholars with career and college readiness in order to reach success. Scholars can drop in for help searching for colleges, applying for financial aid, and going on college visits. Also, if eligible, scholars can receive these services as part of the specialized Upward Bound Program.



The Young Women's Christian Association (B108) serves young pregnant and parenting teen mothers with personalized services to support the success of the teen scholar.



The Educational Talent Search (F116) offers a variety of services to support scholars' academic success and career and college readiness, including 1:1 mentoring, SAT preparation, and financial education.



Administered by Monroe Community College, the Liberty Partnerships Program offers academic support, career and college exploration, and personal development and counseling for scholars. Afterschool workshops and tutoring are also offered at MCC's Damon City Campus throughout the week.