Ohio | **Department of Education**

HIGH SCHOOL REDESIGN WORKBOOK

CSHSC

CROSS STATE HIGH SCHOOL COLLABORATIVE

Using ESSA to redesign high schools for the 21st Century

Ohio | Department of Education

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Using ESSA to Redesign High Schools to Support Their Communities in the 21st Century

- Hopeful, positive, future-orientated frame to design high schools for the 21st century rather than being seen as failed schools in need of reform

- Goal is not a high school diploma but strong pathways through high school to postsecondary and adult success for all students

- Evidence-based, but locally customized/orientated-not one way for all

- Address stress and scarcity through capacity building and technical assistance partners tightly aligned to community redesign vision and goals

- Break social isolation via school networks facing similar challenges, provide opportunity for school leaders to travel to see other possibilities

- In high-needs communities make redesigned high school the center of community economic development and social integration efforts

Global Guiding Questions

How might we create a school where we all want to be?

- A school with stronger outcomes? A school that is filled with joy? A school that is hopeful?

How might we come to a common understanding of our shared opportunities and challenges?

- How might we recognize our students as a community resource?

How might we best utilize the different strengths of adults and students in the school?

- How might we increase human resources in creative and low cost ways?
- How might we creatively involve our community in the process?

How might we create an environment where we are one with a sense of belonging given the context we are in?
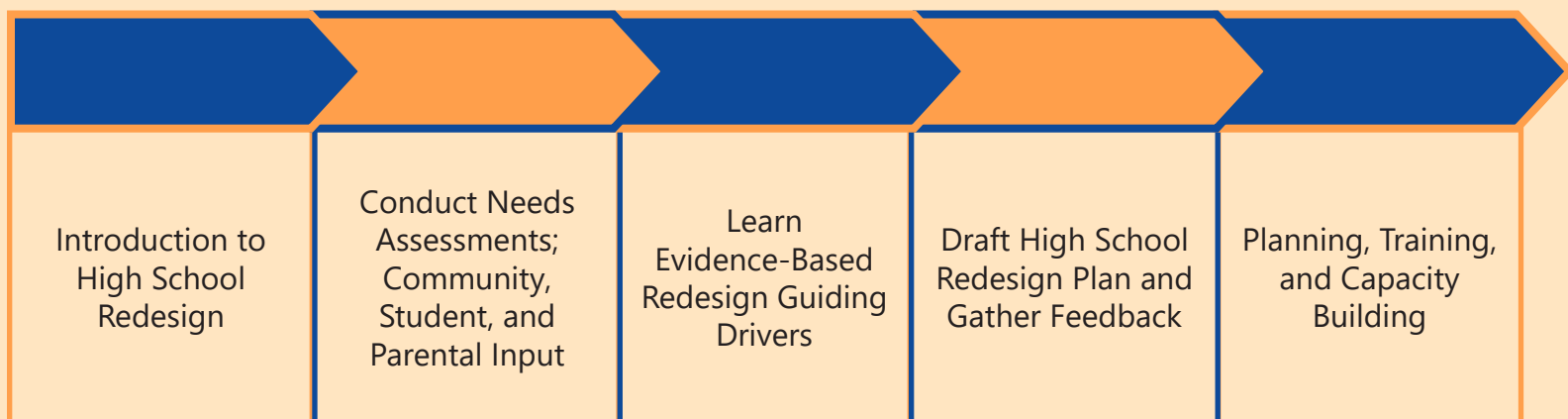
- How might we build on the relationship strengths of adults and students?
- Share a time when your school environment made you and others in the school feel a strong sense of belonging?

How will our school culture support redesign opportunities?

- Where will we build in time and places for continuous reflection?

How to embrace the conflict and ambiguity which is inherent in change?

Redesign Sequence of Events

Introduction to High School Redesign	Conduct Needs Assessments; Community, Student, and Parental Input	Learn Evidence-Based Redesign Guiding Drivers	Draft High School Redesign Plan and Gather Feedback	Planning, Training, and Capacity Building

Shifting to Evidence-Based Practices

ORGANIZING ADULTS		STUDENTS AT THE CENTER		TEACHING & LEARNING		POSTSECONDARY PATHWAYS	
Mindset Shifts		**Mindset Shifts**		**Mindset Shifts**		**Mindset Shifts**	
Isolated classrooms	Integrated teams of adults	I am not a social worker!	How can I help?	Individual orientation	Collective efficacy	Sorting and ranking	Postsecondary plans
Everyone for themselves	Relational trust	Those people	We are the people	Assessment **OF** learning	Assessment **FOR** learning	Compliance	Commitment
Individual perspective	Team perspective	Data for accountability	Data for improvement	Stand and deliver	Learning scientists and activators	Seat time	Relevance
Bureaucratic	Human/End user	Punitive	Restorative	Extrinsic	Intrinsic (Choice, Autonomy)	School as a single purveyor of knowledge	Beyond school walls
Hierarchical	Distributed leadership	Deficit	Asset-based	Ritualized practice	Competency, Attainment of something worthwhile		
Compliance	Commitment	Fixed mindset	Growth mindset	Mistake = BAD	Mistake = LEARNING		
Half-empty pessimism	Half-full optimism	Shame	Resilience				
		Compliance	Commitment				

Practice	**Practice**	**Practice**	**Practice**
It's teams, not individuals	*Hope, Agency, Trust & Relationships*	*Supported, Engaged & Challenged*	*Once and Endpoint, Now a Stepping Stone*
• Teacher teams • Distributed leadership • Relationships & trust • Data-driven decision making	• Promote purpose, hope, and agency • School climate built upon safety, trust, and student voice (e.g., restorative practices) • EWS and multi-tiered student response and community partnerships • Positive development relationships	• Create challenging and caring classrooms • Use the learning sciences • Use professional learning communities and instructional coaching • Formative assessments	• Universal participation in postsecondary guidance, navigation supports, and experiences • Learning outside the classroom walls • Strong pathways to postsecondary success–student and parental choice

Redesign High Schools to Support Their Communities in the 21st Century.

SCHOOL

EQUITY: Ohio's greatest education challenge remains equity in education achievement for each child. The path to equity begins with a deep understanding of the history of discrimination and bias and how it has come to impact current society. This plan renews Ohio's commitment to creating the learning conditions that ensure each child acquires the knowledge and skills across all four equal learning domains[6] to be successful.

9th Grade Student 1

9th Grade Student 2

9th Grade Student 3

9th Grade Student 4

EQUITY: Ohio's greatest education challenge remains equity in education achievement for each child. The path to equity begins with a deep understanding of the history of discrimination and bias and how it has come to impact current society. This plan renews Ohio's commitment to creating the learning conditions that ensure each child acquires the knowledge and skills across all four equal learning domains[6] to be successful.

9th Grade Student 1

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9th Grade Student 3

9th Grade Student 4

Who Are We Designing For? Demographic Information

Use your school's data to help guide your redesign. We've started off with some basic questions to help guide your team through this section. Feel free to add any data points to the ones provided.

- Who are the students in our school?
- Who are our entering ninth graders?
- Where do our graduates go?
- Who is in our community

Who are the students in our school?

Enrollment

Grade 9 Enrollment		% Economically Disadvantaged	
Grade 10 Enrollment		% Caucasian	
Grade 11 Enrollment		% African American	
Grade 12 Enrollment		% Hispanic	
% Free/Reduced Lunch		% Native American	
% English Language Learners		% Asian/Pacific Islander	
% Special Education		% Other:	

Additional Data

Principal Tenure and Circumstances		ADA	
Number of Teachers		Average ACT/SAT Score	
Number of Staff Total		ISS Rate	
Number of 1st Year Teachers		OSS Rate	
School Wide Tardiness Rate		Expulsion Rate	
Chronic Absentee Rate		Current Significant Partners	
State Assessment Outcomes		• Youth & Social Service agencies	
		• After school programs/initiatives	
		• Internships	
		• Non-profit partnerships	

Who Are We Designing For?
Demographic Information

Who are our entering ninth graders?			
8th Grade Attendance Rate		Suspension Rate	
GPA		Test Scores	
Overage for Grade			

Where do our graduates go?			
Postsecondary		Military	
• Two-year College		Employment	
• Four-year College			

Who is in our community?			
Significant Employers		Significant Non-Profits	
Significant Grass Roots Organizations		What is the closest higher-learning institution?	
How far away is the closest higher-learning institution?			

Who Are We Designing For?
Community Feedback on Redesign

PARTNERSHIPS: Everyone, not just those in schools, shares the responsibility of preparing children for successful futures. The most important partners are parents and caregivers, who have the greatest impact on a child's development. Other critical partners include educators, institutions of higher education, business, philanthropy, employers, libraries, social service organizations, community members, health care providers, behavioral health experts and many more. Put simply, partnerships transform the education experience.

QUALITY SCHOOLS: Schools are an important destination where many individuals and factors come together to serve the student, including school leaders, teachers, curriculum, instruction, **student supports**, data analysis and more. Research shows that school leaders have the greatest hand in defining a school's culture and climate, which significantly affect student learning.[7] A quality school is a place where parents, caregivers, community partners and others interact for the benefit of students. All schools—public and private—play important roles in building Ohio's future.

#EachChildOurFuture

In Ohio, each child is *challenged, prepared and empowered.*

Vision

In Ohio, each child is *challenged* to discover and learn, *prepared* to pursue a fulfilling post-high school path and *empowered* to become a resilient, lifelong learner who contributes to society.

One Goal

Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

Four Learning Domains

Foundational Knowledge & Skills
Literacy, numeracy and technology

Well-Rounded Content
Social studies, sciences, languages, health, arts, physical education, etc.

Leadership & Reasoning
Problem-solving, design thinking, creativity, information analytics

Social-Emotional Learning
Self-awareness & management, social awareness, relationship skills, responsible decision-making

WHOLE CHILD

Three Core Principles

- Equity
- Partnerships
- Quality Schools

10 Priority Strategies

1. Highly effective teachers & leaders
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Accountability system honors all learning domains
7. Meet needs of whole child
8. Expand quality early learning
9. Develop literacy skills Transform high
10. school/provide more paths to graduation

Each Child Our Future

Ohio Strategic Plan For Education: 2019-2024

Ohio | Department of Education

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Each Child, Our Future advances five major SHIFTS in education policy and practice:

SHIFT 1—HONORING EACH STUDENT

Ohio recognizes the importance of preparing EACH student for success. Each emphasizes EQUITY and specific needs of individual students.

SHIFT 2—EMPHASIZING OPTIONS

Over the last decade, Ohio largely emphasized college for all. While college is a meaningful path for many students, some benefit from other pathways. Ohio's goal recognizes there are multiple pathways to a successful future.

SHIFT 3—RECOGNIZING TECHNOLOGY

Ohio's plan recognizes that technology is now foundational and just as important as mathematics and English language arts, from which all other learning is built.

SHIFT 4—ADDRESSING LEADERSHIP, REASONING AND SOCIAL-EMOTIONAL LEARNING

Education previously focused on academic content areas. Assessments and the state's report card focus on English language arts, mathematics, science and social studies. Increasingly, however, reasoning, leadership and social-emotional learning are important for student success.

SHIFT 5—FOCUSING ON SUPPORTS

This plan emphasizes supports and service. To that end, the Ohio Department of Education will be reorganized to better support and serve schools and districts as they work to prepare each child for success after high school.

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Each **Child** Our **Future**

ORGANIZING ADULTS

It's Teams, Not Individuals

Shift from less-effective mindsets | To evidence-based mindsets

Isolated Classrooms → Integrated Teams of Adults
Everyman for Yourself → Relational Trust
Schedule, Time as a Constraint → Schedule, Time as a Resource
Bureaucratic → Human, End User
Hierarchical → Distributed Leadership
Compliance → Commitment

Shift to Evidence-Based Mindsets

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Priority Strategy 1

Increase the supply of highly effective teachers and leaders and provide supports to ensure they are effective or highly effective.

_____

Priority Strategy 2

Support every principal to be highly effective—especially those leading schools that serve the neediest children.

Guiding Redesign Questions

Below are some guiding questions that may support your team in identifying evidence-based strategies to shape your developing high school redesign plan.

- **How might we build on the current strengths and talents of our staff?**

- **How might we develop strong relationships between teachers and between teachers and administrators?**

- **How might we support the ongoing development of teachers?**

- **How might we create a culture of data-driven decision making and make the data needed for sound decisions widely available?**

- **How might we ensure teachers and others have time to plan collaboratively?**

- **How might we form interdisciplinary teams of adults?**

- **How might we create a school master schedule that supports our redesign and enables the implementation of evidence-based practices in organizing adults, supporting students, teaching and learning and postsecondary pathways?**

		STRATEGIES
Evidence-Based Practice **Teacher Teams: Interdisciplinary, working with cohorts of students**		
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

		STRATEGIES
Evidence-Based Practice **Distributed Leadership: Staff play multiple role and decision making is dispersed**		
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

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Evidence-Based Practice		
Leadership Development: Opportunities and pathways for teacher leadership		
Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice		
Relationships and Trust: Strong relationships between teachers and administration		
Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Data Driven Decision Making: Real-time, predictive data about students being used to make team intervention decisions and drive school-wide decisions and priorities

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Notes, Questions & Wonderings:

STUDENTS AT THE CENTER

STUDENTS AT THE CENTER
Hope, Agency, Trust & Relationships

Shift from less-effective mindsets	To evidence-based mindsets
I am not a social worker!	How Can I Help?
"Those" People	We are the People
Data for Accountability	Data for Improvement
Punitive	Restorative
Deficit	Asset-Based
Fixed Mindset	Growth Mindset
Shame	Hope
"Half-Empty" Pessimism	"Half Full" Optimism

Shift to Evidence-Based Mindsets

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Shift 1 – Honoring Each Student

Priority Strategy 7
Work together with parents, caregivers and community partners to help schools meet the needs of the whole child.

Guiding Redesign Questions
Below are some guiding questions that may support your team in identifying evidence-based strategies to shape your developing high school redesign plan.

- **How might we make room for and listen to student voice in our redesign efforts?**

- **How might we create a school environment which supports the development of positive relationships between students and students, students and staff?**

- **How might we develop and then sustain structures and that recognize/celebrate students and staff?**

- **How might we assign/schedule students so they can be known by the adults in our school?**

- **How might we shape student experiences to enable them to experience hope, agency, and purpose?**

- **How might we embrace Restorative Practices?**

- **How might we learn how to balance student choice and voice with structure and support?**

- **How might we adapt and improve our existing student support strategies to create a powerful early warning and multi-tiered support system that continually monitors all students progress and keeps them on track to postsecondary success?**

Evidence-Based Practice
Positive developmental relationships with adults

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice
Early Warning and multi-tiered student response systems and community supports

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice
Building hope, agency, and purpose

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice
School climate built upon safety, trust, and student voice (e.g., use restorative practices)

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Notes, Questions & Wonderings:

TEACHING & LEARNING
Supported, Engaged, and Challenged

Shift from less-effective mindsets	To evidence-based mindsets
"You're on Your Own"	Collective Efficacy
Predetermined Professional Growth Pathways	Continual Professional Growth Pathways, Learning Community, Culture
Mistake = BAD	Mistake = LEARNING
Assessment of Learning	Assessment for Learning
Behavioristic Approach	Learning Scientists & Activators
One Way for All	Choice, Autonomy, Purpose
Ritualized Performance	Competency, Attaining Something Worthwhile

Shift to Evidence-Based Mindsets

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Shift 3 – Recognize Technology

Shift 4 – Addressing Leadership, Reasoning, and Social Emotional Learning

Priority Strategy 3
Improve targeted supports and professional learning so teachers can deliver excellent instruction today, tomorrow and throughout their careers.

Priority Strategy 6
Refine the state's accountability system to be a fairer, more meaningful process.

Priority Strategy 9
Develop literacy skills across all ages, grades and subjects.

Guiding Redesign Questions
Below are some guiding questions that may support your team in identifying evidence-based strategies to shape your developing high school redesign plan.

- **How might we build adult capacity in our school and community to create learning environments which balance challenging students to achieve at high levels with a sense of caring and support?**

- **How might we shift from instructional practices to learning sciences informed practices?**

- **How might we begin to balance the three "R's" (rigor, relevance and relationships) to create challenging and caring classrooms?**

- **How might we change our perception from "learning enough to pass and mistakes are bad" to "mistakes are how we learn on the path to competency-based achievement."**

- **How might we build a formative assessment culture to tailor instruction and supports?**

- **How might we provide professional development supports and skill-building opportunities necessary to teach today's learners and to empower them for the future?**

Evidence-Based Practice   Create challenging & caring classrooms; instructional teams use standards-aligned units of instruction for each subject and grade level, while engineering student engagement and providing student supports

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice
Use the learning sciences

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice **Use professional learning communities (PLCs) and instructional coaching**		
		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice **Formative assessments**		
		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Notes, Questions & Wonderings:

Priority Strategy 10

Ensure high school inspires students to identify paths to future success, and give students multiple ways to demonstrate the knowledge, skills and dispositions necessary for high school graduation and beyond.

Guiding Redesign Questions

Below are some guiding questions that may support your team in identifying evidence-based strategies to shape your developing high school redesign plan.

- **How might we create opportunities for work-based learning, job shadowing, and internships at the scale needed?**

- **How might we assess student competencies?**

- **How might we support ongoing college and career planning programming that starts in freshman year, including family awareness/communication, and college admissions counseling?**

- **How might we think about career pathways and personalized postsecondary journeys for students?**

- **How might we incorporate student/family voice and choice in postsecondary planning?**

- **How might we provide rich universal school experiences (electives, extra-curricular activities, etc.) for all students?**

Evidence-Based Practice		
Choice of pathway is up to student and family. Universal participation for access for all		
Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice		
All students are supported to complete a comprehensive plan after high school		
Areas of Strength		STRATEGIES
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice

Integration of technical and academic content. Integrating academic content into our CTE courses and career concepts in our academic courses

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Evidence-Based Practice

Dual enrollment/Early College/AP–IB; ability to earn credit in a college or career technical certification program

		STRATEGIES
Areas of Strength		
Mindset Challenges		
Big Idea to Explore with Stakeholders		

Notes, Questions & Wonderings: