



Department
of Education

HIGH SCHOOL REDESIGN WORKBOOK



Using ESSA to redesign
high schools for the
21st Century

Table of Contents

Using ESSA to Redesign High Schools	1
Global Redesign Guiding Questions	2
Shifting to Evidence-Based Practices	3
Who are We Designing For: Student Profiles	4
Who are We Designing For: Demographic Information	6
Community Feedback on Redesign	8
Each Child, Our Future Vision	9
Each Child, Our Future Vision Shifts	10
Organizing Adults	11
Evidence-Based Practice Worksheets	
Students at the Center	15
Evidence-Based Practice Worksheets	
Teaching & Learning	19
Evidence-Based Practice Worksheets	
Postsecondary Pathways	23
Evidence-Based Practice Worksheets	

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?

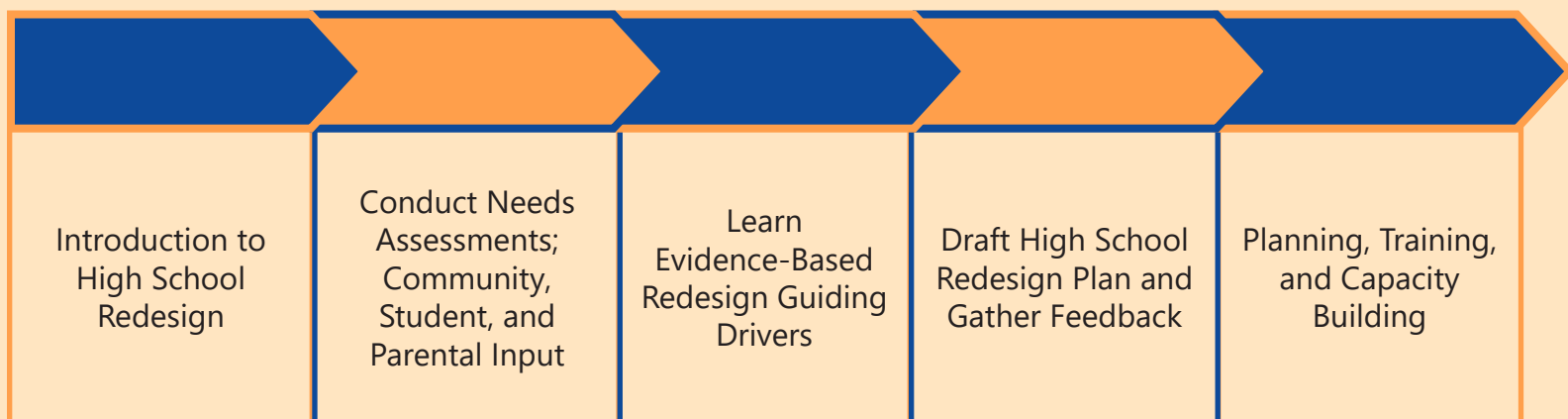
- How might we build on the relationship strengths of adults and students?
- Share a time when your school environment made you and others in the school feel a strong sense of belonging.

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



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
<i>It's teams, not individuals</i>	<i>Hope, Agency, Trust & Relationships</i>	<i>Supported, Engaged & Challenged</i>	<i>Once and Endpoint, Now a Stepping Stone</i>
- 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.





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 domains⁶ 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 domains⁶ to be successful.

9th Grade Student 1

9th Grade Student 2

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.

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

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.

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

10

Transform high school/provide more paths to graduation

Ohio Strategic Plan For Education: 2019-2024



***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.



ORGANIZING ADULTS

ORGANIZING ADULTS

It's Teams, Not Individuals

Shift from less-effective mindsets

To evidence-based mindsets

Isolated Classrooms

Everyman for Yourself

Schedule, Time as a Constraint

Bureaucratic

Hierarchical

Compliance

Shift to
Evidence-Based
Mindsets

Integrated Teams of Adults

Relational Trust

Schedule, Time as a Resource

Human, End User

Distributed Leadership

Commitment



www.hsredesign.org

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?

Evidence-Based Practice

Teacher Teams: Interdisciplinary, working with cohorts of students

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

Evidence-Based Practice

Distributed Leadership: Staff play multiple role and decision making is dispersed

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

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		

Evidence-Based Practice

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

Areas of Strength		STRATEGIES
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!

“Those” People

Data for Accountability

Punitive

Deficit

Fixed Mindset

Shame

“Half-Empty” Pessimism

Shift to
Evidence-Based
Mindsets

How Can I Help?

We are the People

Data for Improvement

Restorative

Asset-Based

Growth Mindset

Hope

“Half Full” Optimism



www.hsredesign.org

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

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

Evidence-Based Practice

Early Warning and multi-tiered student response systems and community supports

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

Evidence-Based Practice
Building hope, agency, and purpose

Areas of Strength		STRATEGIES
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)

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

Notes, Questions & Wonderings:



TEACHING & LEARNING

TEACHING & LEARNING

Supported, Engaged, and Challenged

Shift from less-effective mindsets

To evidence-based mindsets

"You're on Your Own"

Predetermined Professional
Growth Pathways

Mistake = BAD

Assessment of Learning

Behavioristic Approach

One Way for All

Ritualized Performance

Shift to
Evidence-Based
Mindsets

Collective Efficacy

Continual Professional Growth
Pathways, Learning Community,
Culture

Mistake = LEARNING

Assessment for Learning

Learning Scientists & Activators

Choice, Autonomy, Purpose

Competency, Attaining Something Worthwhile



www.hsredesign.org

**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

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

Evidence-Based Practice Use the learning sciences

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

Evidence-Based Practice
Use professional learning communities (PLCs) and instructional coaching

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

Evidence-Based Practice
Formative assessments

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

Notes, Questions & Wonderings:



POSTSECONDARY PATHWAYS

POSTSECONDARY PATHWAYS

Supported, Engaged, and Challenged

Shift from less-effective mindsets

To evidence-based mindsets

Sorting & Ranking

Guidance for Some

Extracurricular for Some

Compliance

Seat Time

School as a Single Purveyor of Knowledge

Binary College, No College

Shift to
Evidence-Based
Mindsets

Postsecondary Supports for ALL

Postsecondary Plans for ALL

Extracurricular for ALL

Commitment

Relevance, Mastery

Beyond School Walls

Postsecondary Pathways for ALL



Shift 2 - Emphasizing Options

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

Areas of Strength		STRATEGIES
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

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

Notes, Questions & Wonderings: