



# SUPPORTING SCHOOL- COMMUNITY PARTNERSHIPS

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## EnCompass: *Resources for Learning*

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# Our School-Community Partnership

- City of Rochester, NY and surrounding Region
  - Extremely high “Concentrated Poverty Rate<sup>1</sup>” (neighborhoods with extreme poverty, high # below poverty line)
  - 22.2% of children live in poverty in county, 43% in city of Rochester
  - 61% of youth between 16 and 21 in the county have at least 1 arrest, more in city of Rochester
- Rochester City School District
  - Approximately 32,000 students; 84% eligible for free/reduced lunch
  - Graduation rate: 46.2% (2009) for (2013) 48%
  - 3<sup>rd</sup> graders meeting ELA standards: 23%; Math standards: 28%
  - More than 1 in 3 students have been held back



## Sources:

- Brookings Institution Report on Concentrated Poverty, Nov. 2011
- NYSED State Report Card, 2010-2011
- Children’s Agenda 2011 Community Status Report for Rochester & Monroe County

# Our School-Community Partnership

Vanguard Collegiate High School

- RCSD High School: Grades 9-12



- Total Enrollment = 412
- Core Values are: (EPIC) Excellence, Passion, Integrity, Community
- Mission: “To prepare every student for access to and success in college.”

# Vanguard Overview



## Quick Notes

- Turnaround Model Since 2009-2010
- Phased out 3 failing schools on the Franklin Campus
- Took in over 55% of the student population from those 3 failing schools over the course of 3 years
- 98% of students who enter Vanguard at 9<sup>th</sup> grade are level 1 and level 2 in ELA & Math on NYS exams

## 2012-2013 Grade Level Enrollment

<u>Grade 9</u>	162	39.3%
<u>Grade 10</u>	105	25.5%
<u>Grade 11</u>	80	19.4%
<u>Grade 12</u>	65	15.8%
<b>Total</b>	<b>412</b>	<b>100.0%</b>



# Continued Overview

## Enrollment by Race

<u>American Indian and Alaska Native</u>	1	0.2%
<u>Asian</u>	25	6.1%
<u>Black or African American</u>	261	63.3%
<u>Hispanic</u>	92	22.3%
<u>White</u>	33	8.0%
<b>Total Enrollment</b>	<b>412</b>	<b>100.0%</b>

## Enrollment by Student Classification

<b>General Education</b>	<b>355</b>
<b>Students with Disabilities</b>	<b>57</b>
<b>Economically Disadvantaged</b>	<b>341</b>
<b>English Language Learners</b>	<b>57</b>
<b>Students in Bilingual Programs</b>	<b>1</b>

# Our School-Community Partnership

## EnCompass: Resources for Learning

### **Mission**

EnCompass: Resources for Learning develops and provides innovative educational services to students who struggle to learn and to the families, schools and professionals that support them. These services are matched to each student's unique learning style in order to prevent academic failure and enhance lifelong learning.

### **Values**

- Student-Centered Learning (*Ecological and Neurodevelopmental*)
- Informed Practices (*Professional Learning and Development*)
- Professionalism (*Annual Professional Performance Review*)
- Commitment to Struggling & Diverse Learners
- Whole Child Development

# Our School-Community Partnership

## EnCompass: *Resources for Learning*

**Extended Learning Program** including summer enrichment, served 800 youth at 6 locations. Data indicate youth participating in OST programs:

- Show **statistically significant gains in reading and math**; greatest impact for youth in the lowest quartile.
- Show statistically **significant growth in 'relevance' of school when enrolled in year-round** OST programs.
- **Report improved math and reading performance**; 98% report math and 94% report ELA/reading gains.

**Academic Outreach Services (AOS)** program served 300 youth academic year at 4 locations. Data indicate youth participating in AOS tutoring:

- Show **statistically significant gains in reading and math** as measured by standardized academic measures.
- Show **positive mean changes on social emotional skills** (orientation, assertiveness, behavior control & peer social skills).
- **Perceive a high-quality service**; 93% would recommend a friend for AOS tutoring.

**Academic Support and Tutoring (AST)/Secondary Support** program served 700 youth at 7 locations in partnership with the Hillside Work-Scholarship. Data indicate youth participating in AST program:

- Show **statistically significant growth in academic achievement**; greatest impact is demonstrated for youth in the lowest quartile of performance in math and reading. This analysis is consistent with previous analysis.
- Qualitative data indicate **youth feel a high level of support** from EnCompass Academic Coaches and report improved academic performance (e.g., report cards).

# Our School-Community Partnership

- 2012-13 Partnership Points

- Freshman Year Experience: Summer Learning Program

<b>Vanguard/EnCompass Summer Learning Weekly Schedule</b>	College Prep and Vanguard 101/Civic Engagement	M-Th, 9:00-9:30	Classrooms, Community Spaces
	Cross-Curricular Targeted Tutoring	M-Th, 9:30-10:30	Classrooms
	Project Based Learning & Lunch	M-Th, 10:30-12:00	Classrooms, Gym, Library, Labs
	Family Involvement and Outreach	Th, 11:30-2:00	Community Spaces

- Regents Prep and Afterschool Academic Support
- Course-based, in-school academic enrichment

- Youth Served in 2012-13

- 108 Youth at Vanguard
- 231 family contacts in addition to 2x progress

<u>Youth Served</u>	<u>Total</u>
# In School Course Based	19
# Regents Prep	52
# Extended Support	63
# Drop In	52



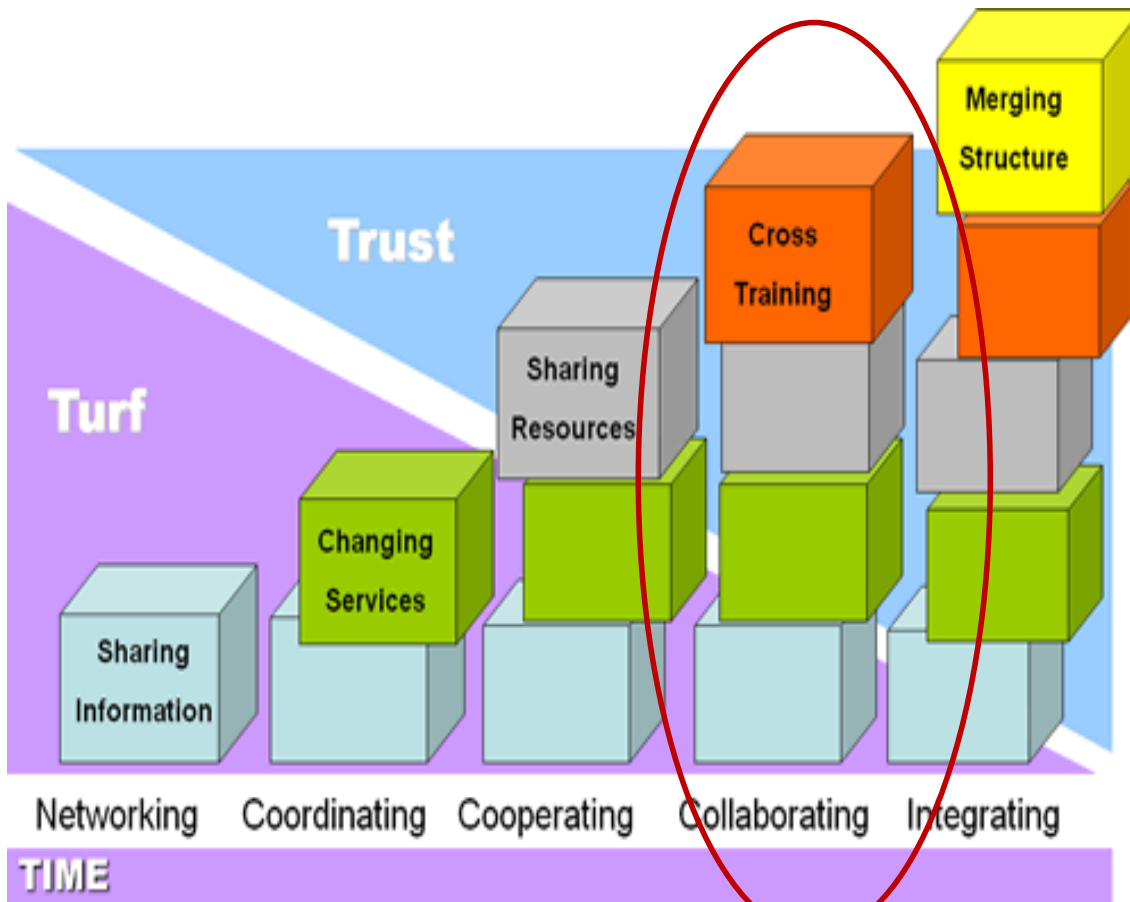
# Service Factors & Determination

- Meeting with Director of Education for EnCompass / On Site Coordinator of EnCompass with Principal
- Using data to determine high needs areas
- 5 Gateway exams (US History, Global History, Integrated Algebra, ELA III, and Living Environment) Impact on graduation
- Teacher schedules in conjunction with EmCompass providers (Coordination of periods and time of day for services)
- Focus for 2013-2014 looking at Cohorts 2010 & 2011 1<sup>st</sup> time, 2<sup>nd</sup> time, multiple time test takers
- Location of EnCompass providers for pull outs and embedding them into the culture of your school program

# 5 Gateway Exams (1<sup>st</sup>, 2<sup>nd</sup>, Multiple Test Takers)

<u>TEST NAME</u>	<u>VCHS AVG SCORE</u>	<u>Target:</u>	<u>#ATTEMPTS</u>	<u>#ASSESSMENTS</u>	<u>District Attempts</u>	<u>District Ave. Score</u>	<u>Difference</u>
Regents ELA	61.03		1	36	1303	61.46	<b>0.43</b>
Regents ELA	60.09		2	23	675	62.73	<b>2.64</b>
Regents ELA	62.74		3	27	698	60.6	<b>2.14</b>
Regents US History&Gov't	44.02		1	44	1079	60.38	<b>16.36</b>
Regents US History&Gov't	49.72		2	29	611	57.81	<b>8.09</b>
Regents US History&Gov't	56.67		3	79	1096	60.56	<b>3.89</b>
Regents Living Environment	64.63		1	49	1472	62.1	2.53
Regents Living Environment	57.09		2	23	1072	63.02	<b>5.93</b>
Regents Living Environment	59.02		3	43	1597	63.51	<b>4.49</b>
Regents Global History	63.40		1	86	1359	66.01	<b>2.97</b>
Regents Global History	57.16		2	31	644	62	<b>4.84</b>
Regents Global History	55.54		3	13	783	59.7	<b>4.16</b>
Regents Integrated Algebra	61.12		1	42	1362	55.76	<b>5.36</b>
Regents Integrated Algebra	61.82		2	39	888	58.72	<b>3.1</b>
Regents Integrated Algebra	65.72		3	57	1675	57.98	<b>7.74</b>
<b>Total Scores:</b>	<b>60</b>			<b>621</b>	<b>16314</b>	<b>60.9</b>	<b>0.9</b>

# Collaboration and Collective Action



## Factors Impacting Partnership:

*School Factors*

*Community Partner Factors*

*Service and Staffing Factors*

# “Key Components of High-Quality Partnerships”

	<b>How we started</b>	<b>Where we are now</b>	<b>What the future can bring</b>
<b>Joint planning between school and community partners, including feedback from students and families</b>	Agreement that we would partner and share services for youth	Youth & Family Surveys, scheduling and staffing meetings with leadership	Greater presence on school-based planning teams
<b>Clearly defined roles within the program, including supporting a full-time on-site program coordinator</b>	Part-time on-site coordinator, primarily pull-out services	Full-time on-site coordinator, shared instruction in classrooms	Co-teaching opportunities and co-facilitated building supports (including family opportunities)
<b>Consistent communication between partners, including frequent face-to-face interactions</b>	Outlining services and agreeing they had congruence	Sharing handbooks, reporting, orientation, values, mission	Co-creation of materials for shared staffing
<b>Alignment of program goals with school needs</b>	Shared understanding of academic enrichment focus	Shared CCSS adoption, shared curriculum docs, shared instructional strategies	Implementation of the O'Dell Modules in ELA / Math Changes to high school assessments new vs. old (timelines)
<b>Joint professional development opportunities which include both school-day and community-based organization staff</b>	Limited participation	Regular attendance of staff at building sponsored PD, sharing resources to provide additional PD to staff, attendance to Common Planning Time	Co-planning and co-presenting PD that span the services of school and community organization. Sharing schools SCEP Plan with focus on Tenets 2 & 3 of State Evaluation Rubric
<b>Community-based organization involvement in school-day-activities and improvement</b>	Attendance at open house	Open house, student-family support services, shared space for resources	Introduction of “Get Connected” initiative that addresses Tenets 5 & 6 of State Evaluation Rubric in conjunction with other agency providers
<b>Joint commitment to ongoing program improvement</b>	Updates on who was served at the end of program year	More regular reporting and data sharing	Greater access to real-time data to drive practice and program

# "Supporting School-Community Partnerships"

Suggestions  
&  
Questions

