

City on a Hill Schools

The End of OSS: Transitioning from a “No Excuses” to a Restorative Model

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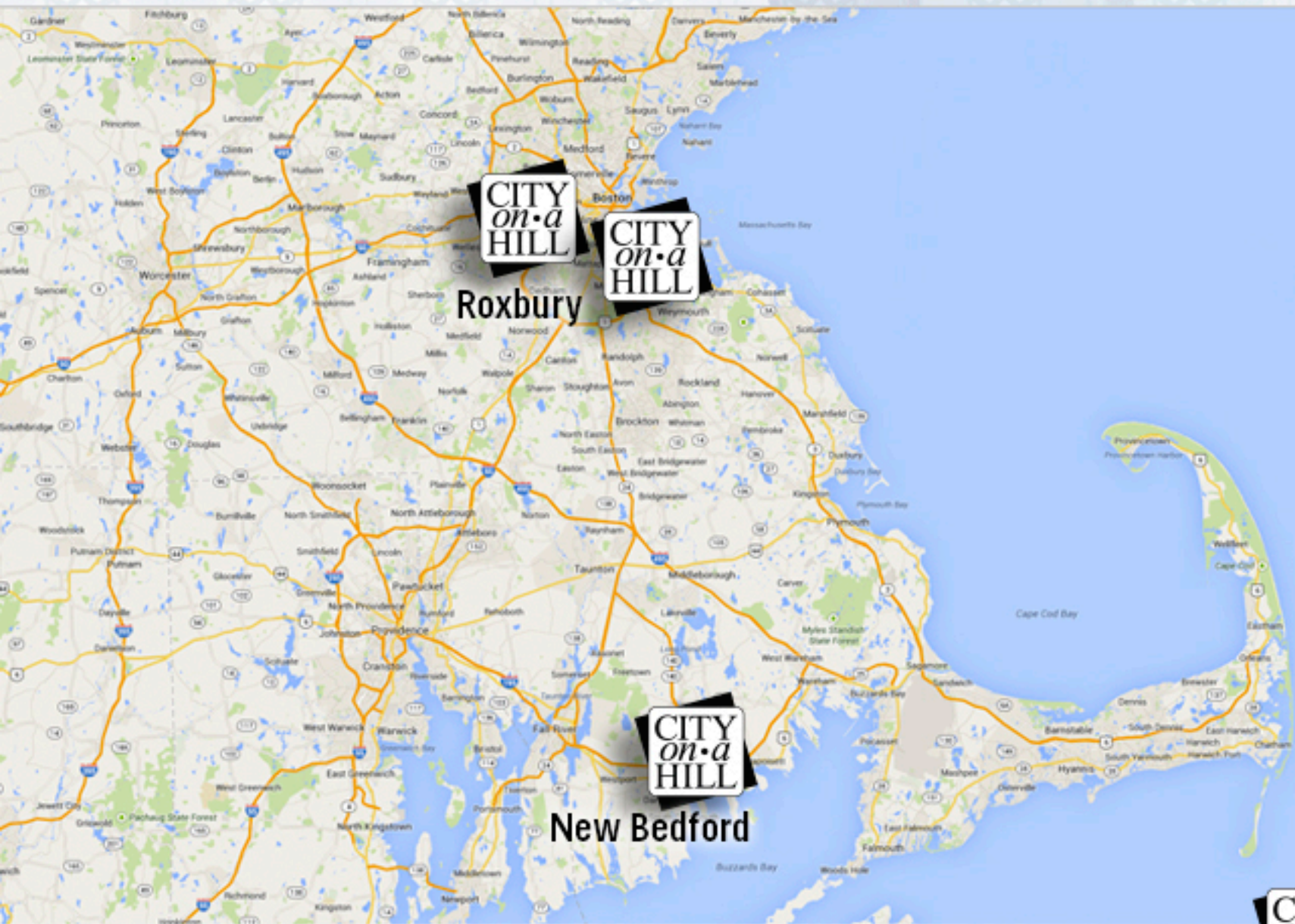
Who is in the room?

- K-12
- 6-12
- 9-12
- Part of Charter Management Organization?
- Stand Alone Charter Public?





"We shall be as a city upon a hill. The eyes of all people are upon us." --John Winthrop, 1630



CITY
on-a
HILL

CITY
on-a
HILL

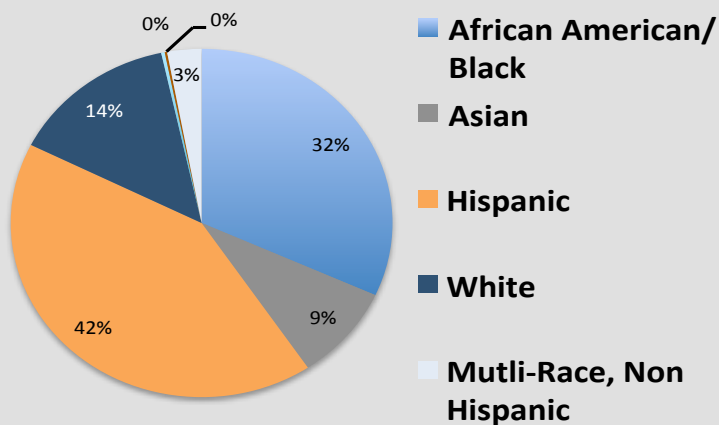
CITY
on-a
HILL

Roxbury

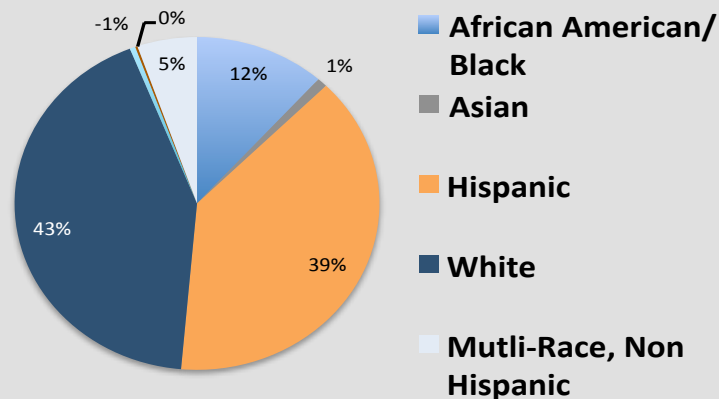
New Bedford

CITY
on-a
HILL

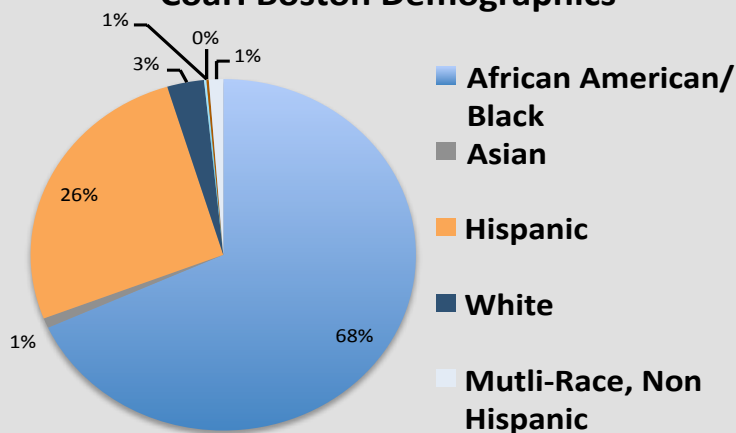
Boston Public School Demographics



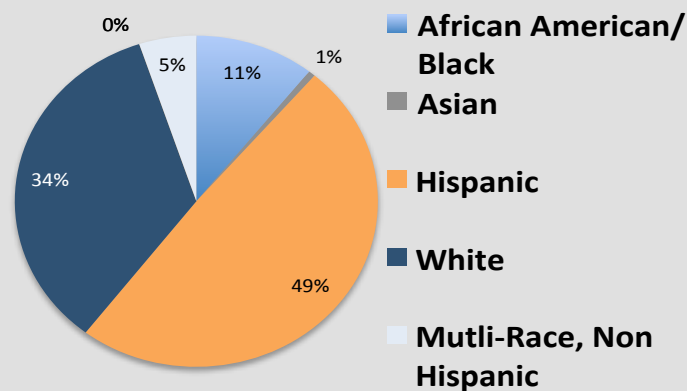
New Bedford Public Schools Demographics



CoaH Boston Demographics



CoaH New Bedford Demographics



Results?

State Test 10th Grade (MCAS)

- **100% passing since 2006 with among the highest percentage advanced and proficient scores and highest growth scores of urban public high schools in Massachusetts**
- **Consistently highest gains of targeted demographic groups: low-income, black, Hispanic, special-needs, and ESL**

College

- **100% of City on a Hill graduates accepted to college or post-secondary placement since 1998**
- **94% average college matriculation rate within a year of graduation since 1998**
- **69% college graduation rate or are still enrolled in college since 2011**

Results?

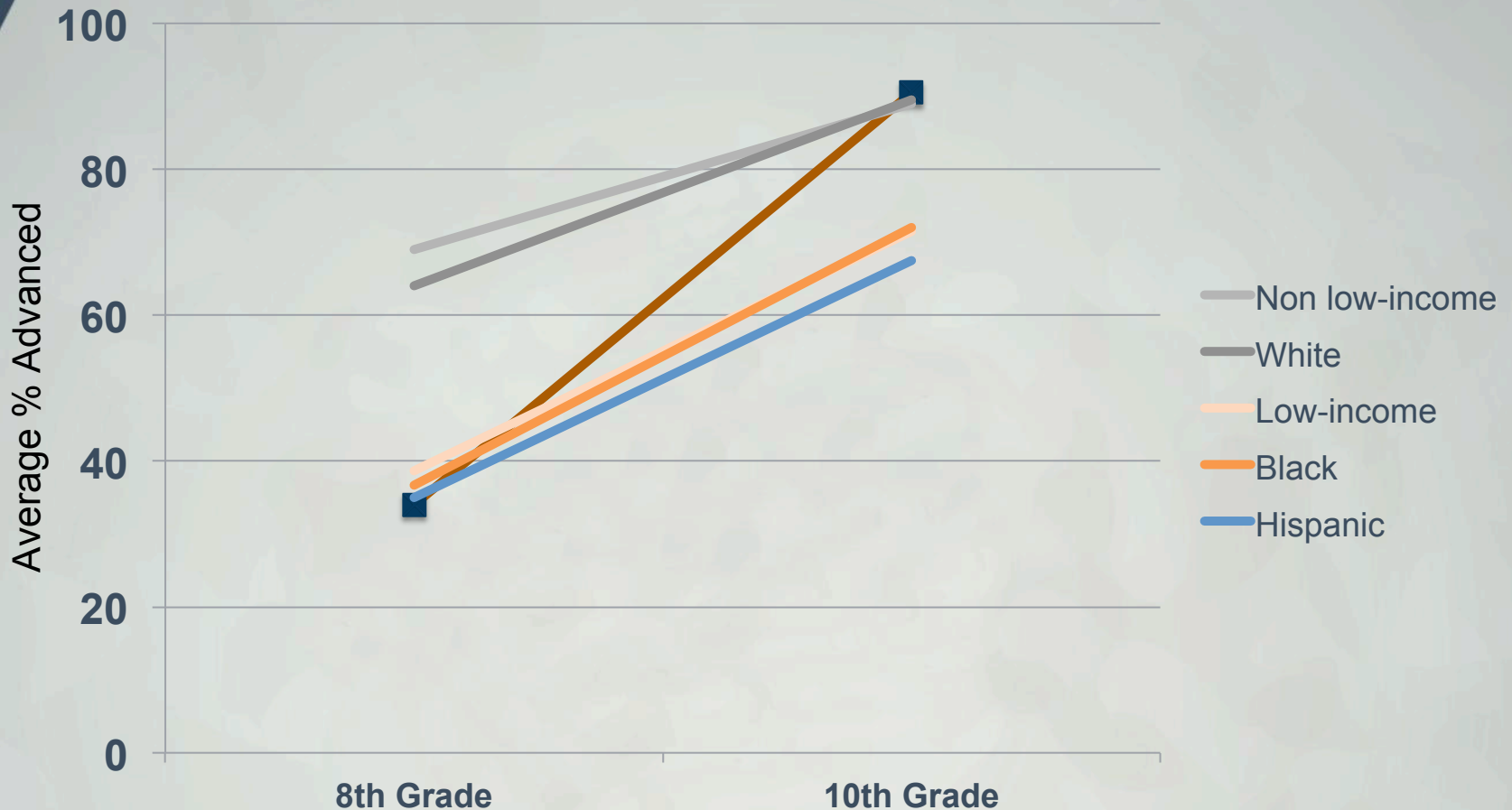
Massachusetts Achievements and Awards

- Annually among highest ranked high schools in the state according to the Massachusetts Department of Education performance index, including in 2015 when City on a Hill Circuit Street was the only Level 1 non-exam high school in the city of Boston
- Named by Governor as a “Commendation School”
- Designated in 2013 as a Massachusetts “Proven Provider”

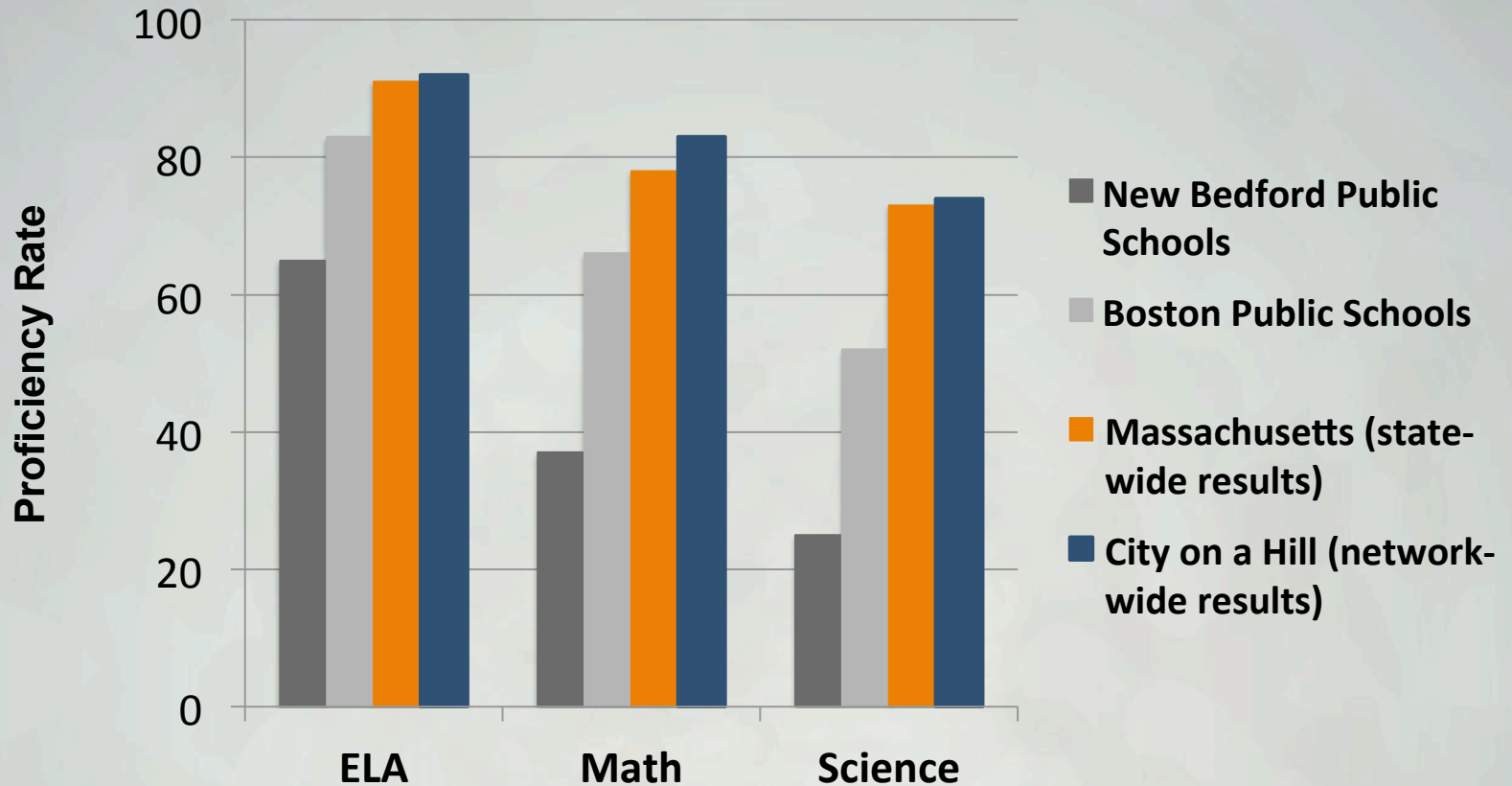
National Achievements and Awards

- Has made the *US News and World Report's* best High Schools in the United States National Ranking since 2007
- Featured as a “*Transformative School*” according to the National Urban Charter *Credo* Study
- Recognized by U.S. Secretary of Education Arne Duncan as a *2012 Blue Ribbon School*; CoaH was one of just four schools in Massachusetts chosen in 2012

City on a Hill Schools Consistently Demonstrate Growth: 2015 8th Grade to 2017 10th Grade Growth Score



City on a Hill schools outperform both the sending districts and state 16



Organizational “Challenges” are a constant!

Today's Session

- Stabilizing “No Excuses” Model
- Transitioning Paradigms
- Tips on Implementing Restorative Practices

NOT

- School Improvement

Leadership at The School Level Has the Largest Impact on Student Results

Characteristics of Effective Schools:

- Shared vision and goals
- Monitoring progress; a “learning” organization
- High expectations for student achievement
- Concentration on teaching and learning
- A safe and orderly learning environment
- Strong home-school partnership

There is foundational knowledge and skill to being an effective urban principal; it must be taught and continually nurtured

- During the challenges of a principalship, individual leaders will not rise to their ideal, they will descend to their level of training
- Effective delegation and facilitative leadership by a principal is proportional to that principal's knowledge and skill

Leadership Values:



- **Focus of school leadership must be on the adults and adult performance in the building**
- **The engine of effective teaching and increased student performance is data feedback loops including teacher observations and teacher meetings analyzing student performance data to inform decision-making -- every day**
- **Principals don't see schools as the schools are, principals only see schools as they are**

Paradigm Alignment

- Does everyone in the organization believe in the mission and vision?
- Does everyone believe that “all students can learn” and that “smart is not something you are, smart is something you become.”
- Can all students earn acceptance to a two or four year college?



Paradigm Alignment

- Is the “North Star” goal clear?
- Is everyone working to support the work of reaching the “North Star”?



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s.”

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*"We shall be as a city upon a hill;
the eyes of the world are upon us."*

*-John Winthrop aboard the Arabella
during his voyage to Boston, Massachusetts in 1630*

COLLEGE

Smart is not something you are;
Smart is something you become.



There is hierarchy to success!

- Leadership and chain of command
- Adult culture of collegiality
- Clear alignment to North Star
- Student culture
- Board of Trustees
- Family and community

Philosophies of Undesirable Student Behavior Management

- No Excuses
- Zero Tolerance
- Positive Behavior Intervention System
- Restorative Justice

Philosophies of Undesirable Student Behavior Management

- No Excuses should not be equated to ZERO TOLERANCE
- No Excuses is a paradigm; ZERO TOLERANCE is system

City on a Hill Behavior Management Paradigm

- Born in the 1990's (a different time and place)
- Significantly Unsafe Emotional Environments
- Discipline Doesn't Teach; Adults Teach
- Parent Meeting
- Schools Self-Report Discipline Data

City on a Hill Behavior Management Paradigm

- All children can learn
- Behavior is learned; students only learn what they are taught
- There are no bad students, only students who make poor decisions
- Smart is not something you are; smart is something you become through hard work
- In order to behave like college-bound students we must believe all students are college-bound and teach them the skills they need

City on a Hill Behavior Management Paradigm

- Discipline is not the answer
- Suspension does not teach desirable behavior
- Only trained adults working in concert to implement a formalized program can significantly change an entire school's culture

What is the category of your challenge?

- **A systems / operational issue?**
- **A personnel / performance issue?**
- **A programmatic issue?**



Turn And Talk

- **How would you describe your student discipline system?**
- **What incentives does your school use to foster positive culture and behavior?**
- **What is your out of school suspension rate (OSS)?**



Big Questions!

- How do you reduce suspension without reducing emotional and physical safety?
- How do you change cultural standards without reducing academic standards?
- Ending suspension and academically advancing students is a perverse goal



Transition of Authority to Address Behavior

- ◆ The principal and vice principal are not responsible for the the school culture – all adult stakeholders are responsible for school culture
- ◆ Must create a program and systems to include everyone in the teaching and regulating of student behavior
- ◆ NOW can begin a program like Restorative Justice

Transition of Paradigm

- **Transition from “No Excuses” ZERO TOLERANCE**
- **To “No Excuses” Restorative Practices**

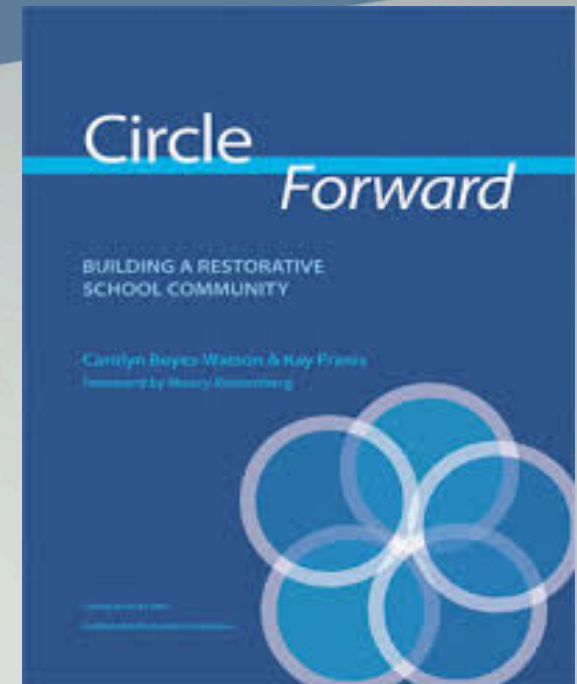
Turn and Talk 2:

- **What are the top three culture/behavior issues that are an obstacle to learning at your school(s)?**
- **Explain why you think they are an issue.**



Resources

- *Heart of Hope: A Guide for Using Peacemaking Circles to Develop Emotional Literacy, Promote Healing and Build Healthy Relationships*
- *Circle Forward (Boyes-Watson)*
- *Center for Restorative Practices at Suffolk University*



SUFFOLK
UNIVERSITY
BOSTON

Must Establish Clear Goals and Metrics to Measure Progress

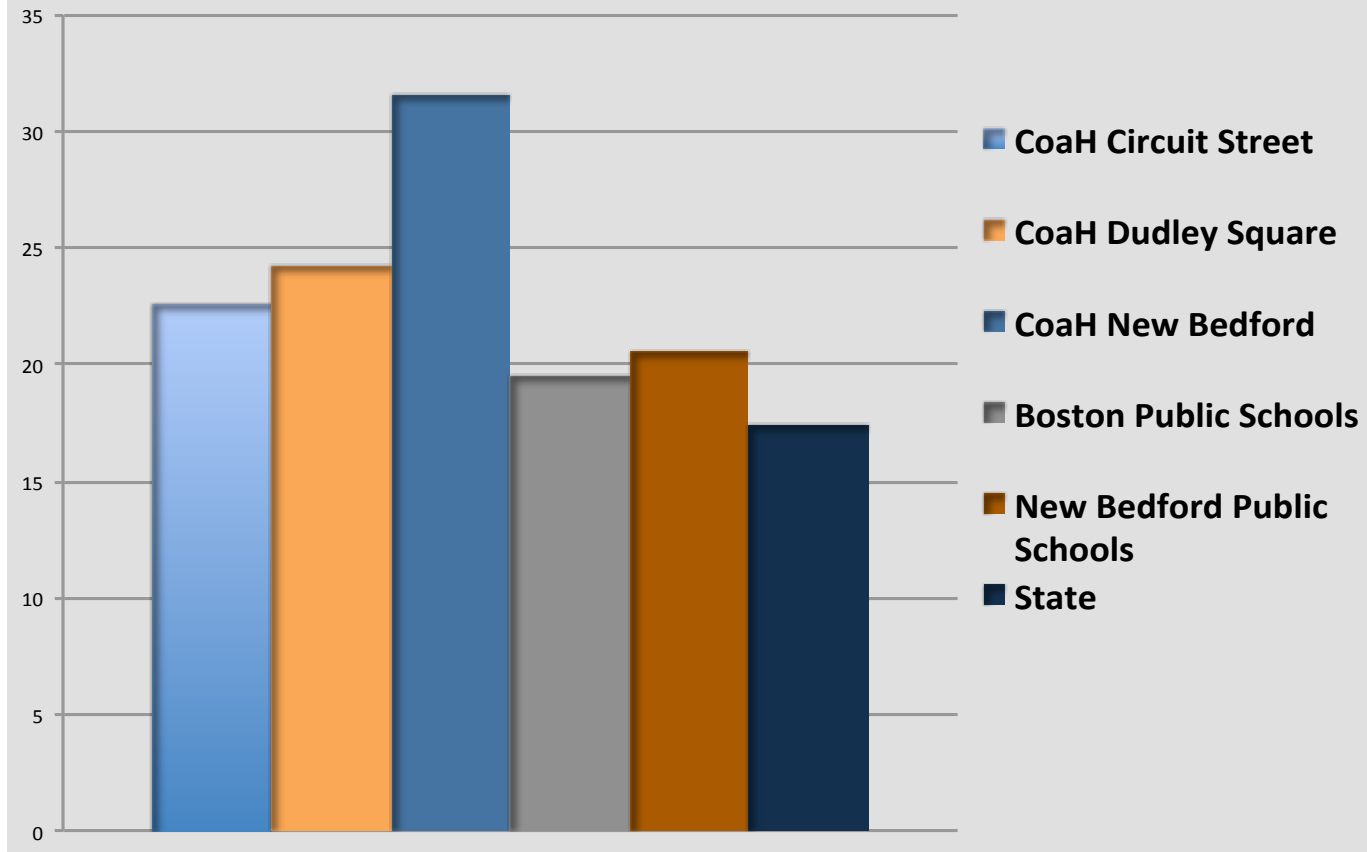
- **Reduce Out of School Suspension and Emergency Removal** across all schools
 - *OSS + ER Goal: 10% (max) for Boston school and 16% (max) for NB*
 - *Implement Restorative Justice Programs and restorative circles*
- **Reduce attrition** rate across all schools
 - *Goal: Decrease by 50% until all schools reach 15%*

Results 2016-2017

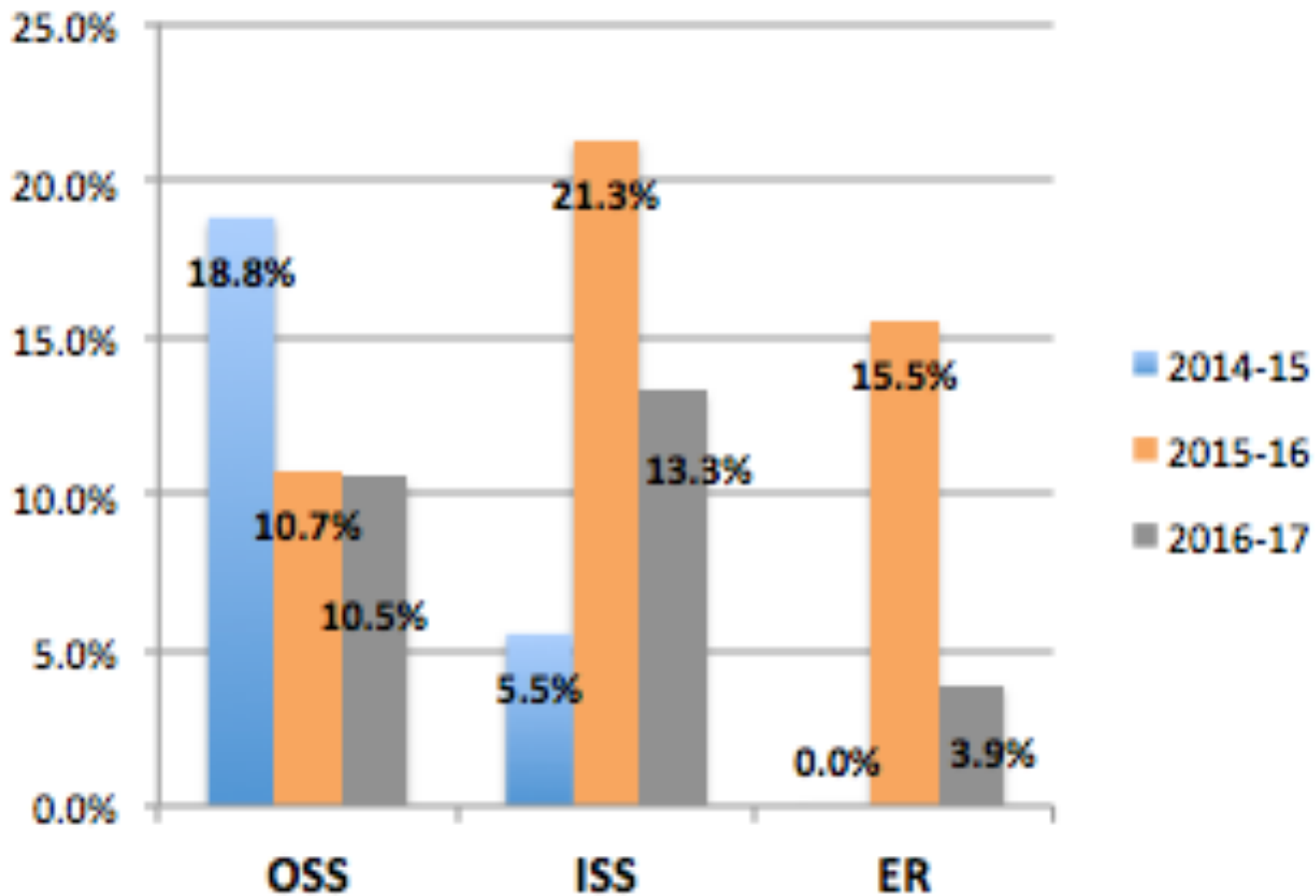
Discipline
Attrition
State Test



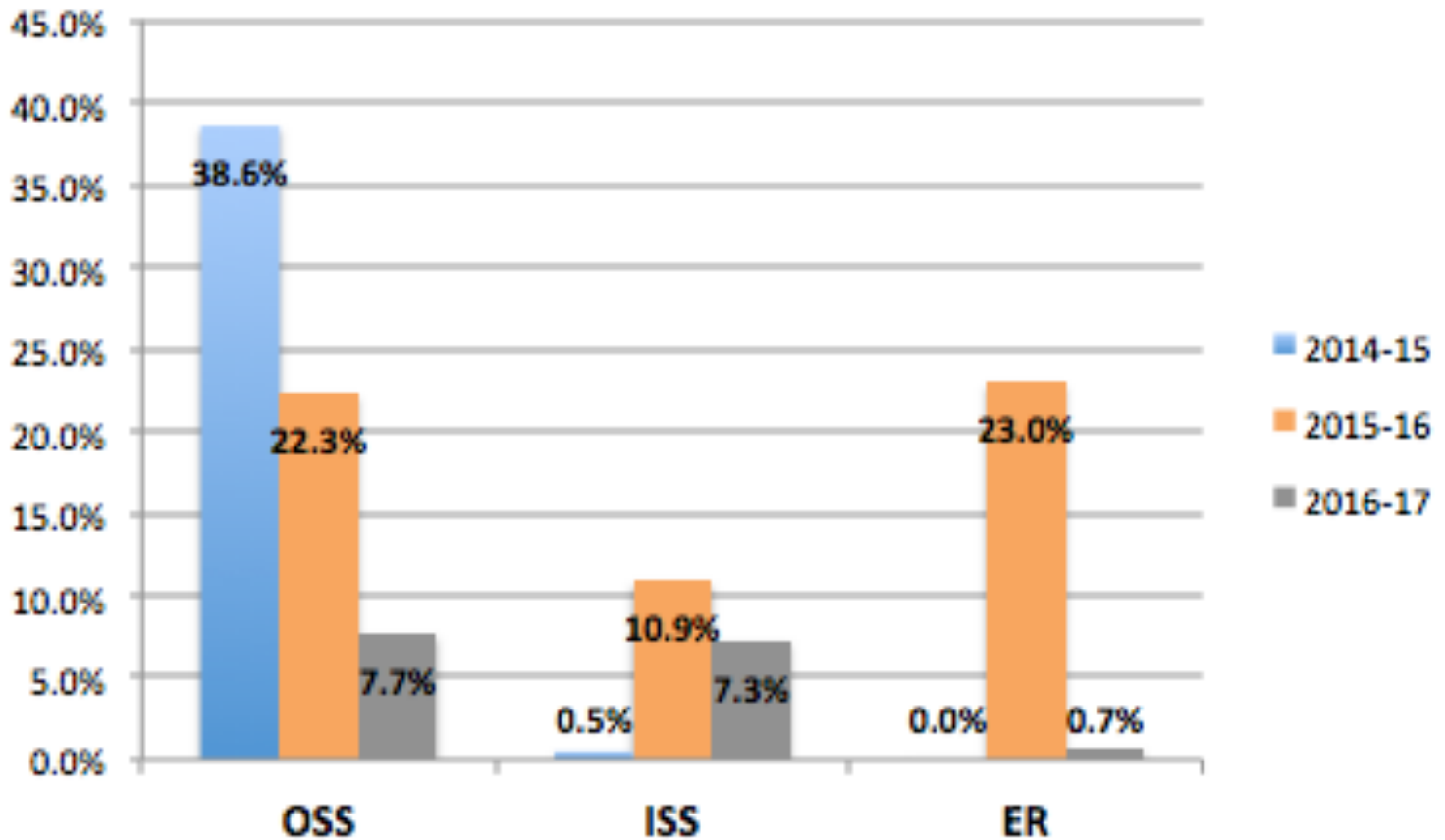
2016 – 2017 Comparison of Percentage Student Population With a Disability



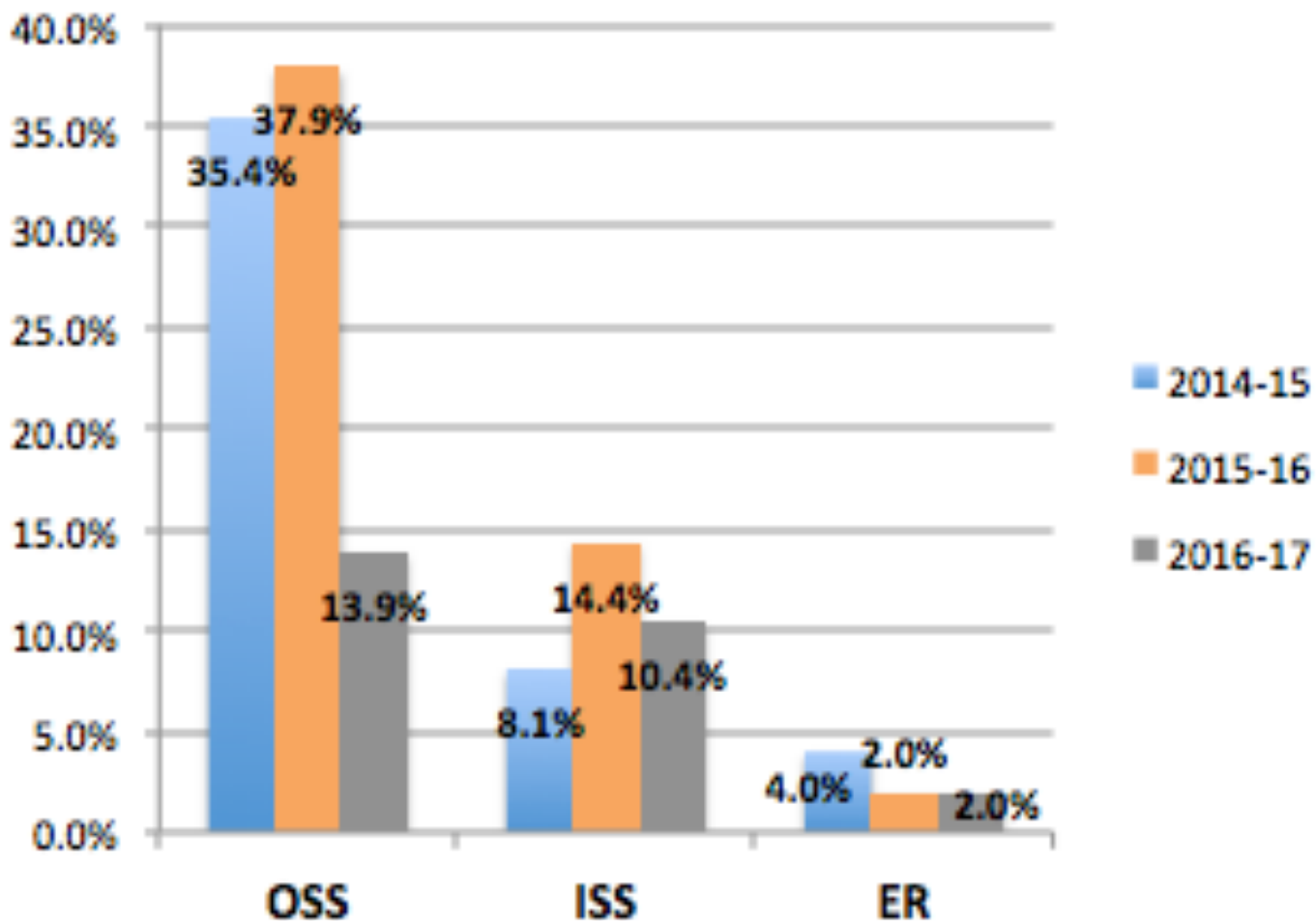
Circuit Street Discipline



Dudley Square Discipline



New Bedford Discipline



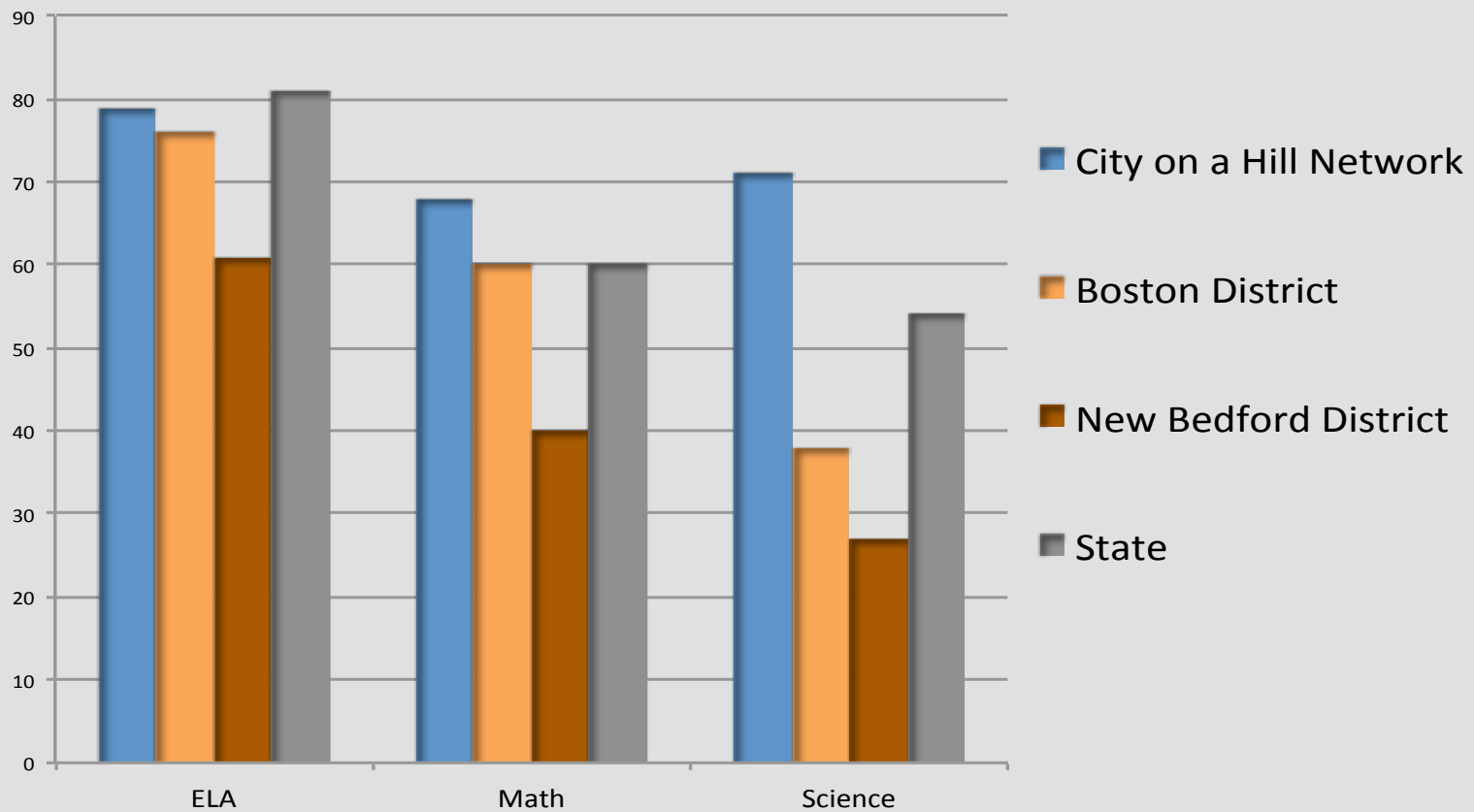
Re-Enrollment Data

	Oct. '14 to Oct '15	Oct. '15 to Oct '16	Oct. '16 to Oct '17
Circuit Street	85%	82.2%	84.9%
Dudley Square	79.5%	80.7%	82.7%
New Bedford	70.5%	64.3%	79.8%

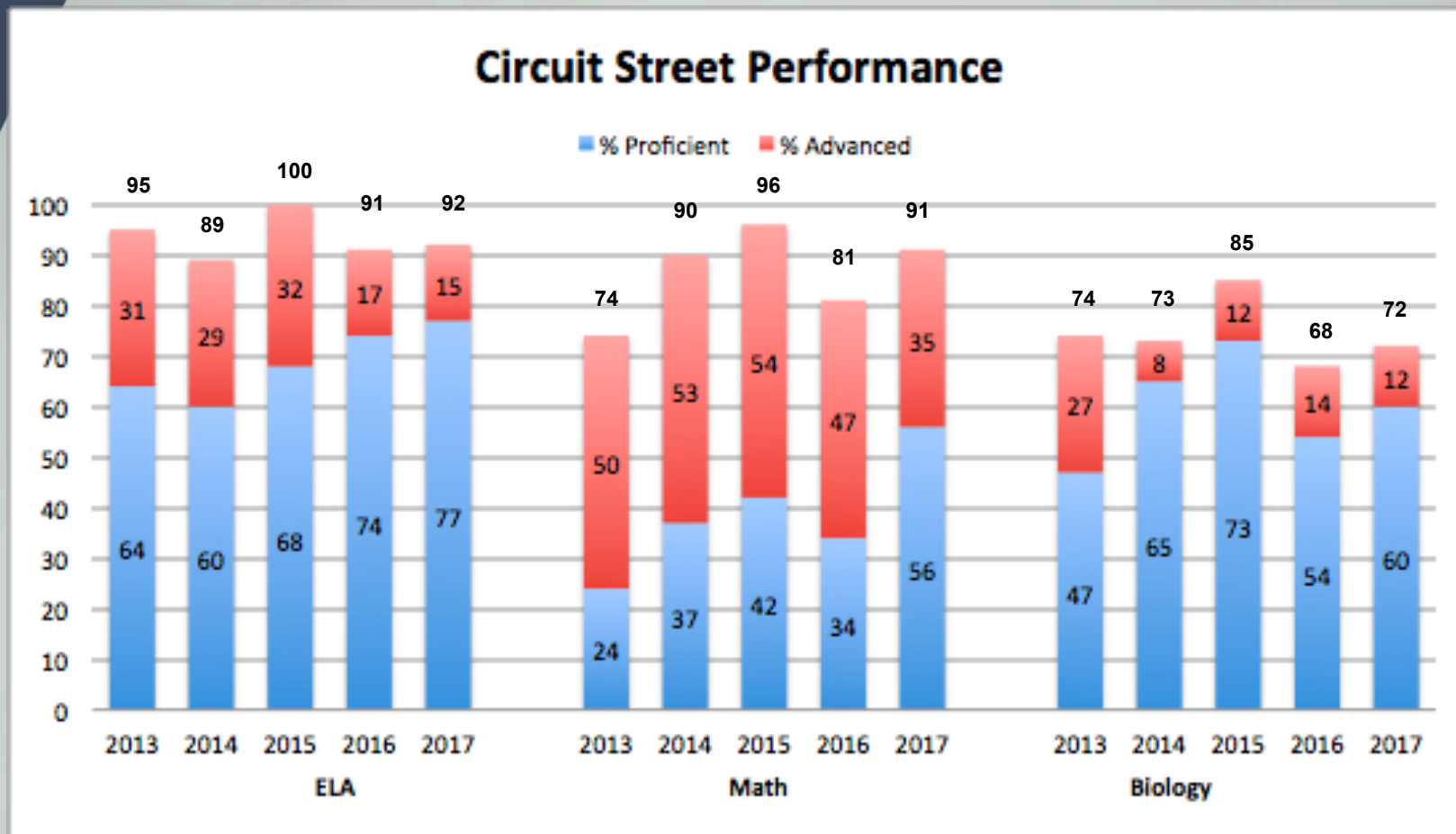
Enrollment Fall of 2017

	Budgeted	Full Enrollment*	Current Enrollment	
Circuit Street	277	280	284	
Dudley Square	272	280	273	
New Bedford	205	230	237	
	Enrollment Breakdown by Grade			
	9th Grade - (Repeating)	10th Grade	11th Grade	12th Grade [^]
Circuit Street	124 (31)	72	52	36
Dudley Square	90 (18)	72	62	51
New Bedford	103 (26)	62	42	25

2017 MCAS % Proficient & Advanced Subgroup: Economically Disadvantaged



During the three year school culture change to Restorative Practices, academic performance on MCAS has been steady.



Leadership Values Effective Urban Leadership? It can be done



Everything we need to know to reform public education and ensure access and equity for all is already known.

We're not looking for a cure.

Ron Edmonds captured it well:



“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us;

We already know more than we need to do that;

Whether or not we do it must finally depend

on how we feel about the fact that we haven't so far.”

-- Ron Edmonds (1979) *Effective Education for the Urban Poor*

What are the first three steps your school must take in order to implement a Restorative Justice Program at your school?

--Who are the champions?

--How much time will be required?

--What resources will you need?

Summary

- Restorative Justice and PBIS is effective if it is an all-school effort owned by all adult stakeholders
- Must invest time for transition
- Must plan for transition (no quick fix)
- Must invest time and resources to Professional Development
- Set clear goals; establish accountability



What have you heard today that you don't believe?

What have you heard today that makes you suspicious?



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**Presentation saved on my LinkedIn
page along with our RJ Handbook**