ANNUAL REPORT
2018–2019

Formerly known as
Educators for Social Responsibility

Engaging SCHOOLS
Connect • Collaborate • Learn

Formerly known as
Educators for Social Responsibility
Engaging Schools collaborates with educators to create school communities where each and every student develops the skills and mindsets needed to succeed and make positive contributions in school, work, and life.

A Year in Numbers

Last year Engaging Schools worked directly in 97 schools nationwide, providing a wide range of services within our three core program areas: Engaged Classrooms, Schoolwide Discipline and Student Support, and Advisory Plus. We also worked comprehensively with seven districts in four states to support the revision and/or implementation of their codes of character, conduct, and support, which will ultimately impact 233 schools. We delivered institutes to leaders of over 80 districts through our partnerships with the departments of education in both Massachusetts and Minnesota, supporting them in their efforts to improve systems of schoolwide discipline and student support. Lastly, we deepened awareness among many hundreds of school and district leaders about how to embed the development of social and emotional competencies in high school classrooms through our participation in regional and national conferences and ongoing distribution of our white paper, Embedding Social and Emotional Learning in High School Classrooms.
Message from the Executive Director

Dear Friend,

As I write this column, we’re going to press with our newest publication, Engaged Classrooms: The Art and Craft of Reaching and Teaching All Learners. What are the teaching practices and strategies that support academic, social and emotional learning and development, and school success for each and every middle and high school student? That is the question that Engaged Classrooms answers. It follows in a long Engaging Schools tradition of producing resources for teachers that are highly practical, while at the same time rooted in theory and research about what works.

The University of Chicago Consortium on School Research says that “engaging students in learning is an educator’s most critical task…It is essential that all students fully participate in learning to reach goals around equity” and to experience school success in the fullest sense of the word.

Engaging Schools holds a deep commitment to equity. Our Engaged Classrooms approach supports teachers to provide an equitable education in several important ways. It supports every student to experience a safe, caring, inclusive, engaging, and challenging learning environment. It directly engages teachers in practices that support developmentally appropriate and culturally responsive teaching.

Engaged Classrooms also helps all students gain understandings and learn behaviors that enhance their capacity to succeed in school, career, and life. Finally, the approach incorporates a restorative and accountable approach to discipline, which is the alternative to a punitive and exclusionary approach that disproportionately impacts various sub-groups nationally, especially African-American students and special education students.

Engaged Classrooms: The Art and Craft of Reaching and Teaching All Learners is the core resource for our approach and provides the tools for integrating academic, social, and emotional learning and development in the moment-to-moment and day-to-day life of classrooms. In the words of one educator who reviewed the book, “If all schools used this approach, the world would be a different place; graduating students would be well-prepared for college or career, eager to participate as caring members of their communities and looking forward to a happy, fulfilling life.”

Each year, Engaging Schools disseminates thousands of educational resources like this one. We also provide professional services to hundreds of schools among dozens of districts, along with several state departments of education. Schools, teachers, and instructional leaders are primary partners. So, too, are the many individuals, foundations, and others who support our efforts. I am grateful to you and to all who join us in this essential work.

Larry Silvernail

Engaging Schools
In concert with the development of our new book last year, we refined our Engaged Classrooms approach to include the latest and best strategies for creating developmentally informed and culturally responsive classrooms where students feel safe, cared for, engaged, and challenged.

Our four-day Engaged Classrooms Institute provides a rich opportunity for middle and high school teachers to reflect on their current practice and learn ways to increase student engagement, build high performing communities, improve academic achievement, and foster social and emotional competencies essential to students living a successful and productive life during and after high school. Teachers, teacher-leaders, instructional leaders, and coaches learn a strategic approach to integrating research-based strategies into classrooms, and a framework for increasing students’ good will, interest, effort, attention, participation, and commitment. Our Engaged Classrooms program includes additional professional learning in schools following the institute, and capacity-building among school leaders.

We presented our Engaged Classrooms approach through institutes and other professional learning in locations last year such as in the Matanuska-Susitna Valley (AK), Toledo (OH), New York City, Block Island (RI), and Oakland (CA).

“I participated in the Engaged Classrooms professional learning in Worcester (MA) last April. I teach 8th grade science. I just thought I would let you know that thanks to the plan that I developed for the class, I learned all 106 names of my students in the first four days of school. I included many of the team-building and anchor experiences (and some new ones that I came up with) and have accomplished a lot of community-building. Thank you for your practical ideas and examples of implementation.”

– Susan Stewart, Arlington (MA)
The fields of social and emotional learning and academic engagement have gained tremendous momentum over the past few years and one of the greatest needs for making these a reality in schools — especially middle and high schools — is tools for teachers. Engaging Schools has captured the best thinking of our most experienced practitioners and completed a powerful new resource called Engaged Classrooms: The Art and Craft of Reaching and Teaching All Learners.

In the words of the authors, Engaged Classrooms supports “teachers’ authenticity, respect for young people, an unwavering commitment to know and care for individual students, rigorous yet supportive expectations, a passion to make what matters interesting and relevant, and a call for excellence and students’ ownership of their learning, creativity, and sense of fun.”

The book is focused on equity-centered classrooms that are culturally responsive and developmentally informed, affirming students’ multiple identities, their cultural experiences, and the range of their developmental needs and interests.

We are very grateful to the Lippincott Foundation, the NoVo Foundation, and an anonymous donor for their support of this project.

“I wish Engaged Classrooms had been around when I walked into my first teaching job some 50 years ago. It would have saved me countless hours of frustration, indecision, even heartache. Fortunately for new teachers today — and even for seasoned veterans — it is a gold mine of insights and strategies that they will come back to again and again.”

– Sonia Nieto, Professor Emerita of Language, Literacy, and Culture at the School of Education, University of Massachusetts Amherst

“Yet another great book by Engaging Schools. Engaged Classrooms is filled with strategies to reach all of today’s learners, including our most disengaged youth. It’s a guide to everyday instruction from how to begin your year to how to support students with complex social, emotional, and learning needs. This is a must-read for all educators.”

– Keira Soler, Middle School Instructional Coach, Consolidated School District of New Britain (CT)
Engaging a National Audience

Engaging Schools’ staff reached educational leaders across the country through several presentations on our approach to embedding the development of social and emotional competencies and skills into middle and high schools.

- We led a webinar sponsored by the National Association of Secondary School Principals and presented a session at their national conference. One participant commented, “I appreciate receiving a copy of your slides, as I would like to reflect more on your workshop and bring some of your talking points to the first day of professional development for my teachers this year to get them thinking more about embedding social and emotional learning into their everyday classrooms.”

- We facilitated a session at the national Learning Forward conference attended by district and school leaders and policy makers from across the US. Learning Forward focuses on effective teaching practices, supportive leadership, and improved student results.

- We made regional presentations at the New England Secondary Schools Consortium’s School Redesign in Action annual conference and the Massachusetts Teachers Association’s Safe Schools Summit.

    At each of these, we distributed or shared links to our white paper, *Embedding Social and Emotional Learning in High School Classrooms*. As of this summer, over 3,000 copies have been printed or downloaded.

Partnership with the National Education Association: Enhancing a Restorative Culture at Fuller Middle School

We completed a three-year initiative at Fuller Middle School in Framingham (MA). Fuller has 550 students, of whom 46% are from economically disadvantaged families, and 76% are designated as high-need. The initiative – to implement SEL strategies and practices and create a restorative culture throughout the school – was funded largely by a grant from the National Education Association (NEA). At a site visit to the school in the spring of 2019, after seeing some of Engaging Schools’ practices in action and meeting with staff, the NEA grants administrator categorized the project as *Exemplary* and recommended expansion to two other schools in the district.

Brendan Keenan, Student Success Coach at Fuller, said, “The partnership between Engaging Schools and Fuller Middle School has been transformational for the adults and students. We now have restorative practices woven into the fabric of the school to address typical adolescent behavior as well as more serious concerns. Our school culture has been bolstered as a result, and both adults and students experience increased voice, choice, and flexibility to bring their whole selves to their work.”
This past year, we began a partnership with the Minnesota Department of Education (MDE) to support districts to deepen their understanding of our approach to Schoolwide Discipline and Student Support that is accountable, restorative, respectful, fair, and viable. This approach also aims to reduce the disproportional discipline that affects certain groups of students, such as students of color and special education students.

The MDE’s concern arose when, two years ago, 43 districts and schools were identified as using exclusionary discipline to address unwanted behavior resulting in far too many students being referred out of class or suspended.

We developed a series of seven convenings for district leaders to re-examine their beliefs and assumptions about learning and discipline, and to engage them in professional learning about the environments and practices that promote prevention, and strengthen skills for staff and students. The convenings began last spring and are continuing in the 2019-2020 school year.

After the first convening in March, more than 90 percent of participants said that they walked away with a deeper understanding of root causes of disciplinary disparities and ways to recalibrate their codes of character, conduct, and support to further the academic, social, and emotional development of students. One district leader said that she used to think this kind of change was “unimaginable,” but at the end of the session, thought “we can do this!” Another shared that he thought his district was “never going to change,” but walked away with “the tools to improve our district.”

Our work in Minnesota builds on the partnership that we began with the Massachusetts Department of Elementary and Secondary Education in 2017 to help advance its Rethinking Discipline Initiative, also aimed at providing support to districts and schools with high levels of exclusionary and disproportional discipline. Last year, we provided institutes for leaders from 40 districts and 44 schools; about a dozen districts decided to continue working with Engaging Schools for deeper support to develop and/or implement plans for change.

The Connecticut State Department of Education was the impetus behind our deep involvement with the Consolidated School District of New Britain, and connected us to other districts in the state. Working at the state level helps us reach many districts and schools. It has become a primary way for us to increase our reach and impact.
New Program Consultants

Over the summer we welcomed three new program consultants to our staff. Anthony, Adam, and Barry bring expertise, energy, and good humor to our team and expand the deep, wide, and varied experience of our talented group of consultants. They began by meeting with our program directors (see photo) for two days of intensive learning, followed by observing other consultants in action in New Britain (CT), Pittsfield (MA), and other locations.

(L-R) Sarah Bialek, Anthony Pope, Adam Stumacher, Barry Ehrlich, Donna Mehle, and Michele Tissiere.

“Engaging Schools consultants helped us reflect on our district priorities to make the most of our teacher professional learning time. They created and supplied high quality materials steeped in an understanding of adolescent development. Teacher feedback was overwhelmingly positive in large part due to our partnership with Engaging Schools.”

– Lara Bohlke, District Coordinator of Curriculum for Grades 6-12, Consolidated School District of New Britain

“These last three days with the Engaging Schools consultant were fantastic. Great conversations among the crew, artfully facilitated.”

– Damon Pearce (Principal, New Britain High School)

“This has been one of the strongest openings of the school year that I can remember. The staff are feeling really positive about how the hallways feel and look. There is a lot of adult presence and interaction with students. Hall scans are running like a Swiss watch, and students are getting to where they need to be – in class.”

– Kerri-Lynn Major (Associate Principal, New Britain High School)
Financial Summary

July 2018 — June 2019

Revenue & Support
$2,148,623

<table>
<thead>
<tr>
<th>Contract Revenue</th>
<th>Contributions &amp; Grants</th>
<th>Publication Sales</th>
<th>Other Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>74%</td>
<td>20%</td>
<td>5%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Expenses
$1,991,022

<table>
<thead>
<tr>
<th>Program Services</th>
<th>Management &amp; General</th>
<th>Fundraising</th>
</tr>
</thead>
<tbody>
<tr>
<td>78%</td>
<td>16%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Net Assets
6/30/19

<table>
<thead>
<tr>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Net Assets at End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 1,805,635</td>
<td>490,381</td>
<td>$ 2,296,016</td>
</tr>
</tbody>
</table>

6/30/18

<table>
<thead>
<tr>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Net Assets at End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 1,648,034</td>
<td>658,796</td>
<td>$ 2,306,830</td>
</tr>
</tbody>
</table>

These figures are derived from Engaging Schools’ audited statements, full copies of which are available upon request.

Board of Directors

MELBA ABREU
Chief Operating Officer
Massachusetts Law Reform Institute
Boston, MA

DEBORAH CHILDS-BOWEN (CHAIR)
Chief Learning Officer & Consultant
Creative Mind Enterprise
Atlanta, GA

LARRY DIERINGER
Executive Director
Engaging Schools
Cambridge, MA

LARIE J. HALL
Former Chief Executive Officer
NEWCorp
Oceanside, CA

ANGELA HERNANDEZ-MARSHALL
Washington, DC

JANICE E. JACKSON
Senior Advisor for Equity and Inclusion
Transformative Educational Leadership
Newark, CA

STEPHANIE JONES
Gerald S. Lesser Professor in Early Childhood Development
Harvard Graduate School of Education
Cambridge, MA

MARIKO LOCKHART
Director
Seattle Office for Civil Rights
Seattle, WA

SUSAN FOLLETT LUSI
President & CEO
Mass Insight Education & Research
Boston, MA

JENNY NAGAOKA
Deputy Director
University of Chicago Consortium on School Research
Chicago, IL

JAN PHLEGAR
Former Executive Director
Learning Innovations at WestEd
Woburn, MA

LESLIE RENNIE-HILL
Education Consultant
LRH Consulting
Portland, OR

DAVID RUFF
Executive Director
Great Schools Partnership
Portland, ME

MIRELLE VAZQUEZ
Executive Director
Tauck Family Foundation
Wilton, CT

NANCY WILSKER
Partner
Hinckley, Allen & Snyder LLP
Boston, MA

WAYNE YOUNG
Vice President of Corporate Citizenship
State Street Foundation
Boston, MA

ENGAGING SCHOOLS
National Advisory Board

G E N E  C A R T E R
Emeritus Executive Director,
ASCD

J A M E S  C O M E R
Professor of Child Psychiatry,
Yale Child Study Center
and Associate Dean,
Yale School of Medicine

L I N D A  D A R L I N G - H A M M O N D
Professor Emerita, Stanford
University School of Education;
President and CEO, Learning
Policy Institute

M A R I A N  W R I G H T  E D E L M A N
Founder and President Emerita,
Children’s Defense Fund

M A R Y  H A T W O O D  F U T R E L L
Former President, National
Education Association; Professor
Emerita, Graduate School of Edu-
cation and Human Development,
George Washington University

D A N I E L  G O L E M A N
Author, Emotional Intelligence
and Social Intelligence

E I L E E N  R O C K E F E L L E R  G R O W A L D
Founder, Collaborative for
Academic, Social, and Emotional
Learning

M I C H A E L  H A R T O O N I A N
Scholar in Residence,
Hamline University

J O N A T H A N  K O Z O L
Author, Savage Inequalities, Amazing
Grace, and Fire in the Ashes

D E B O R A H  M E I E R
Author, The Power of Their Ideas;
Founding Principal, Mission Hill
and Central Park East Schools;
Senior Scholar, New York
University

G A B R I E L L A  M O R R I S
Senior Vice President of Strategic
Partnerships, UNICEF USA

S O N I A  N I E T O
Professor Emerita, School of Education,
University of Massachusetts Amherst;
author of Finding Joy in Teaching
Students of Diverse Backgrounds:
Culturally Responsive and Socially
Just Practices in U.S. Classrooms

P E D R O  N O G U E R A
Professor of Education, University of
California Los Angeles and Director,
Center for the Transformation of
Schools

R O B E R T  S.  P E T E R K I N
Director (Retired), Urban Superinten-
dents Program and Professor Emeritus,
Harvard Graduate School of Education

D E B O R A H  P R O T H R O W - S T I T H
Dean and Professor at Charles R. Drew
University College of Medicine

C H A R L E S  S L A T E R
Professor, College of Education,
California State University Long Beach

Photo credits:
Cover, page 2 (bottom), and final page courtesy of Allison Shelley/The
Verbatim Agency for American Education: Images of Teachers and
Students in Action; inside front cover and page 6 property of Engaging
Schools; page 1 Schippert+Martin; pages 2 (top) and 5 courtesy Syracuse
City School District.

Design: Bryant Design & Illustration