

Lead Turnaround Partner webinar

October 29, 2014

Cambridge

Mosaica

Pearson

Cambridge Education: Summary of Successful Turnaround Work in Virginia Schools



*Partnering for Successful School Turnaround with
Virginia Priority Schools*

Cambridge Education: Summary of Successful Turnaround Work in Virginia Schools Our Professional Expertise

Cambridge Education is a leading provider of educational services with 30 years of experience working in over 45 countries across the world.

Areas of Expertise

District & School Improvement:

We offer a comprehensive suite of resources to support improvement and to maximize student achievement.

School Quality Review

Engaging schools and districts in a process of quality review and continuous improvement.

Educator Evaluation

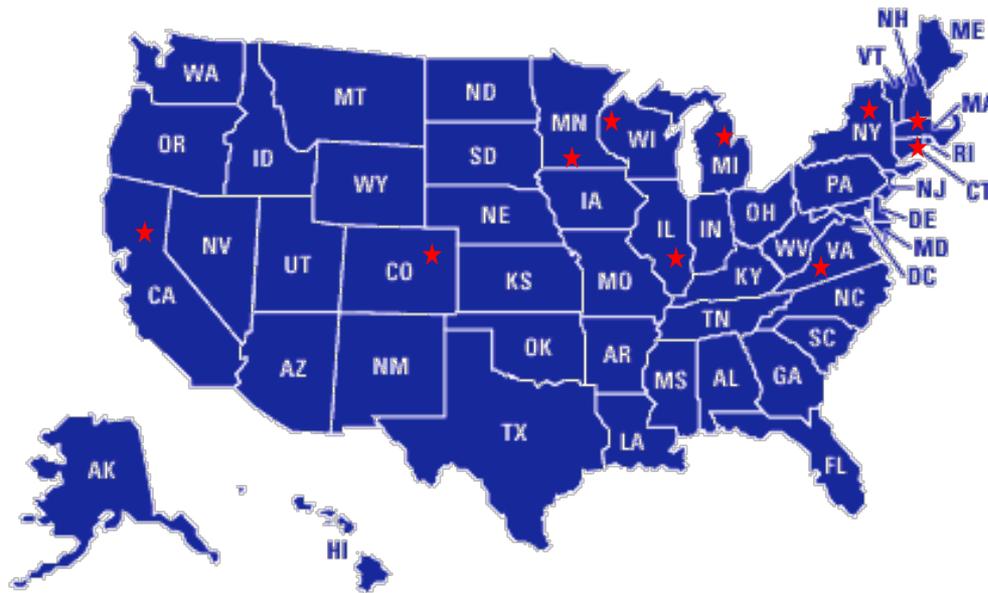
Enabling effective professional learning, school improvement and success for all students.

Survey Services

High quality survey services to provides unique insights which can drive real improvements in your school.

Cambridge Education is a wholly owned subsidiary of the Mott MacDonald Group, a global independent multi-sector consulting company. The Group's diversity and \$2.0 billion in revenues make it a unique employee-owned firm, with values centered on a commitment to serving the public interest.

Cambridge Education: Summary of Successful Turnaround Work in Virginia Schools Across the U.S.



Cambridge Education has served in the role of Turnaround Partner in ten states across the country including:

- California
- Colorado
- Connecticut
- Illinois
- Massachusetts
- Michigan
- Minnesota
- New York
- Virginia
- Wisconsin

Cambridge Education: Summary of Successful Turnaround Work in Virginia Schools Across Virginia (2010-2013)

Cambridge Education served as Lead Turnaround Partner for 6 Cohort I schools in four school divisions (2010-13). At the end of the three-year engagement:

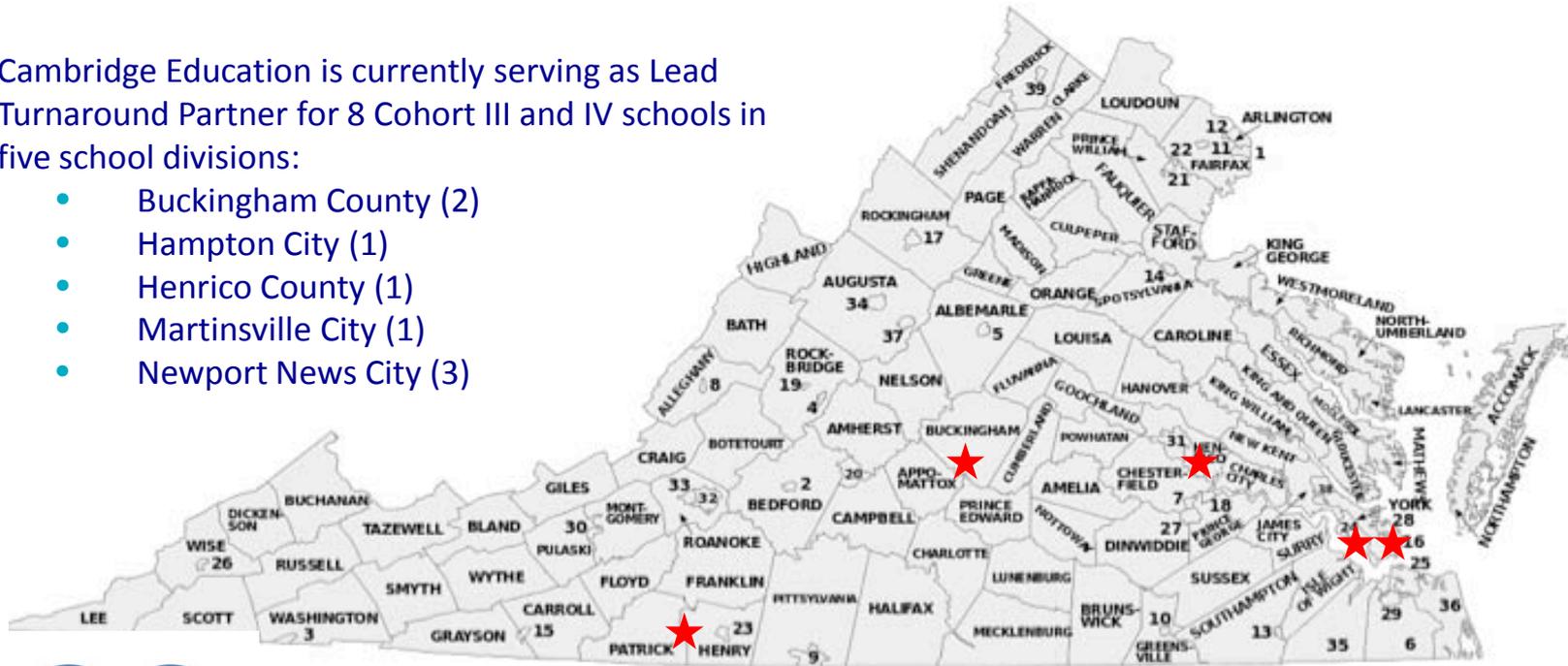
- Two of the six schools were *Fully Accredited*
- The remaining four schools all moved out of Priority status



Cambridge Education: Summary of Successful Turnaround Work in Virginia Schools Across Virginia (2013 – Present)

Cambridge Education is currently serving as Lead Turnaround Partner for 8 Cohort III and IV schools in five school divisions:

- Buckingham County (2)
- Hampton City (1)
- Henrico County (1)
- Martinsville City (1)
- Newport News City (3)



Cambridge Education: Summary of Successful Turnaround Work in Virginia Schools Results from Cohort I*

Reading	2010	2011	2012	2013
School	63	73	75	79
State	83	83	86	72
Difference	-20	-10	-11	7

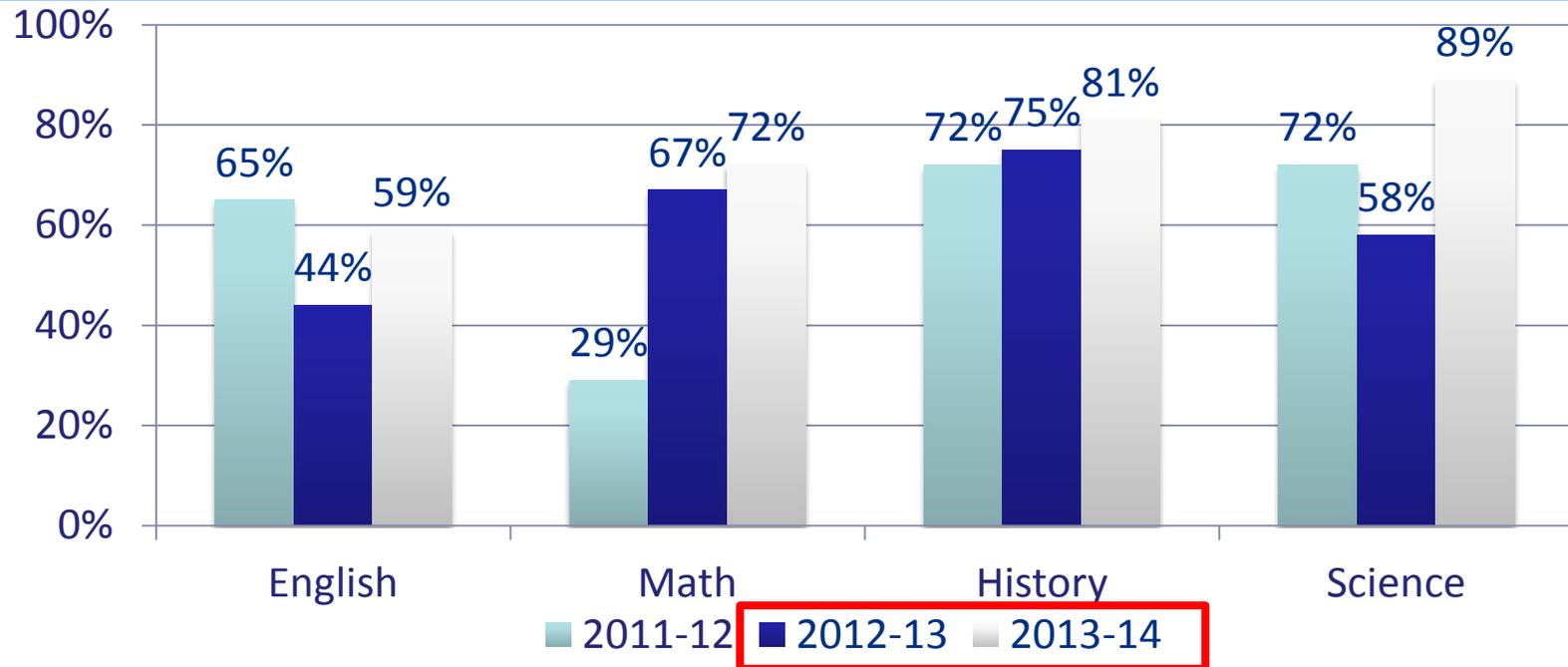
*Cambridge Education served as LTP for the 2011 through 2013 school years.

Cambridge Education: Summary of Successful Turnaround Work in Virginia Schools Results from Cohort I*

Math	2010	2011	2012	2013
School	86	86	57	78
State	92	91	64	65
Difference	-6	-5	-7	13

*Cambridge Education served as LTP for the 2011 through 2013 school years.

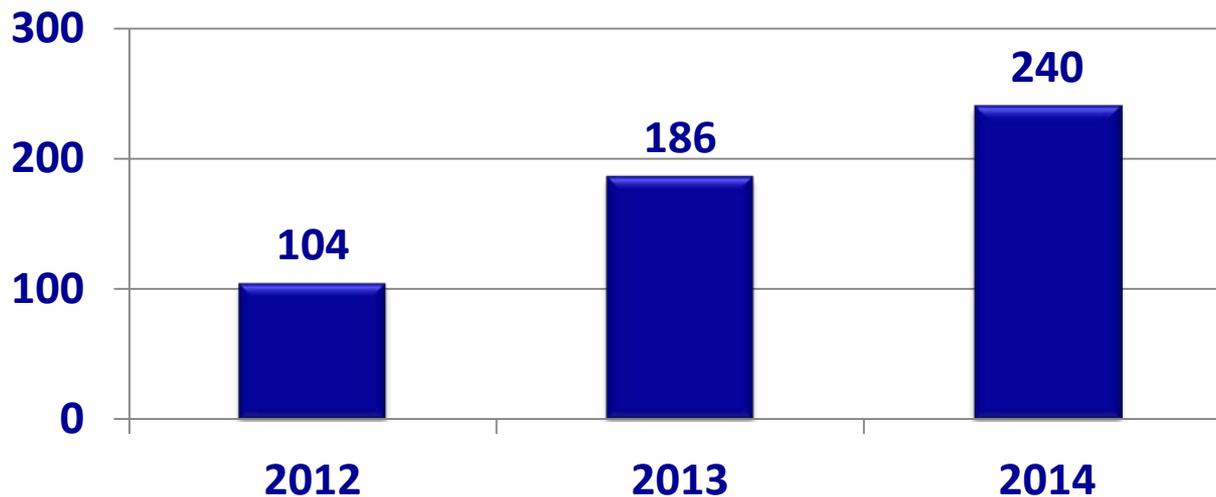
Cambridge Education: Summary of Successful Turnaround Work in Virginia Schools Results from Cohort III



Cambridge Education: Summary of Successful Turnaround Work in Virginia Schools

Improvements in Family Involvement (Cohort III)

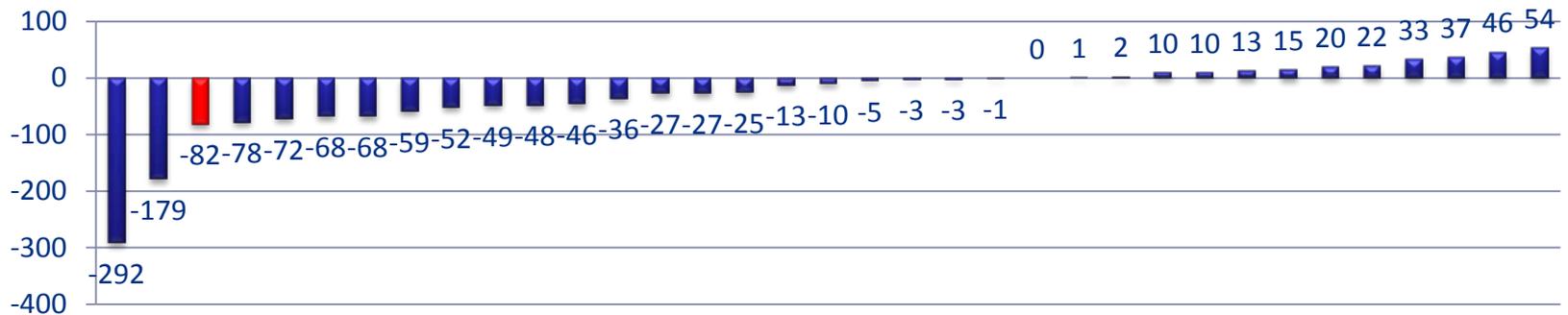
Family Participation



The number of families attending Open House prior to school opening has more than doubled in two years.

Cambridge Education: Summary of Successful Turnaround Work in Virginia Schools Reducing Student Absenteeism

2-Year Change in Unexcused Absences (2012 – 2014)

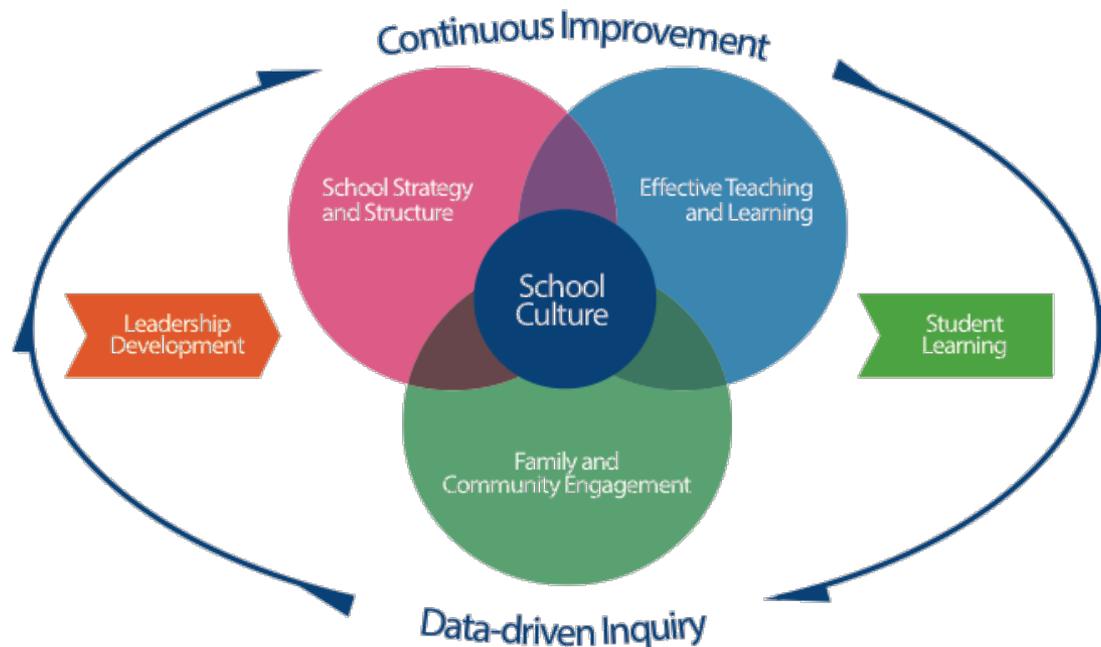


The number of students with unexcused absences has been reduced by 50% over the past two years, the third highest reduction in the school division, and the largest reduction by an elementary school.

	2012 Cumulative	2013 Cumulative	2014 Cumulative	2 Year Change
Bryan Elementary School	121	105	61	-60

Cambridge Education: Distinguishing Features of Our Approach to School Turnaround

Our Framework for School Turnaround



Cambridge Education: Distinguishing Features of Our Approach to School Turnaround

Our Personalized Approach

Build Strong Leadership

- Coaching the leadership team
- Improving the school culture
- Strengthening/coordinating effective practices

Ensuring Effective Teaching and Learning

- Conduct classroom observations
- Analyze student performance data
- Provide professional development

Strengthen the Instructional Program

- Develop and maintain the school improvement plan
- Review/recommend curriculum, pacing practices
- Assess impact of academic interventions

Cambridge Education: Distinguishing Features of Our Approach to School Turnaround

Our Personalized Approach

Using Data to Improve Instruction

- Facilitate quarterly data disaggregation meetings
- Identify issues impacting student performance
- Review /recommend formative assessment procedures

Maintaining a Safe School Environment

- Assist in reducing discipline referrals
- Review/recommend school-wide discipline program
- Assist in improving student attendance and reducing tardiness

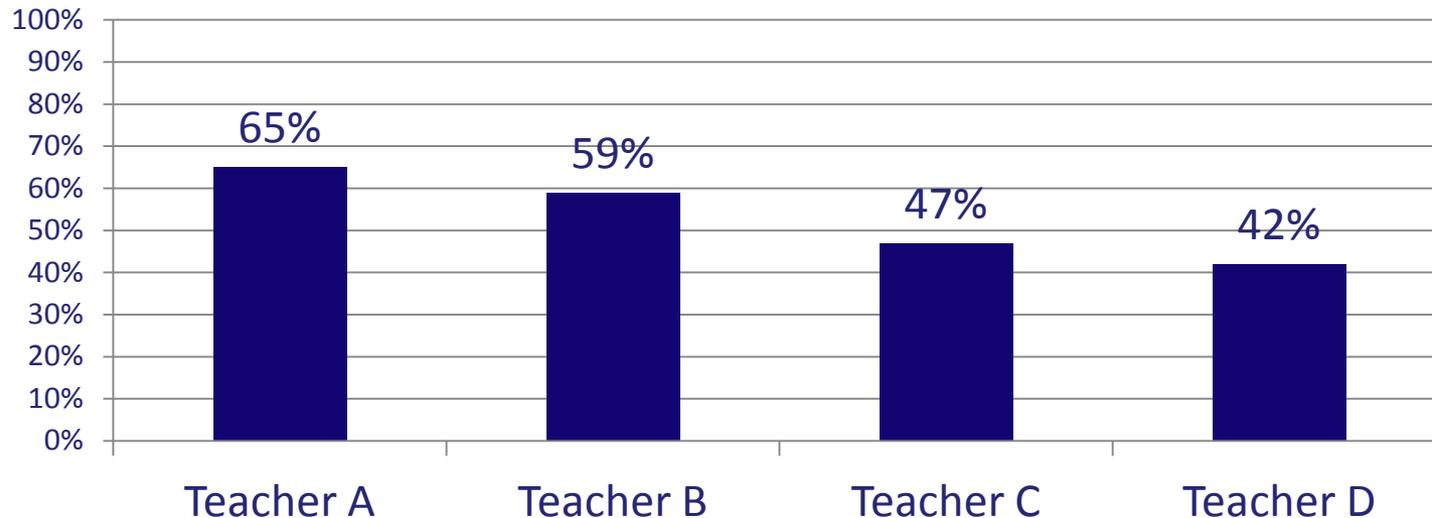
Improving Parent and Community Engagement

- Assess parent/community satisfaction with school outreach efforts
- Assist in planning and development outreach plans
- Assess impact of school outreach efforts

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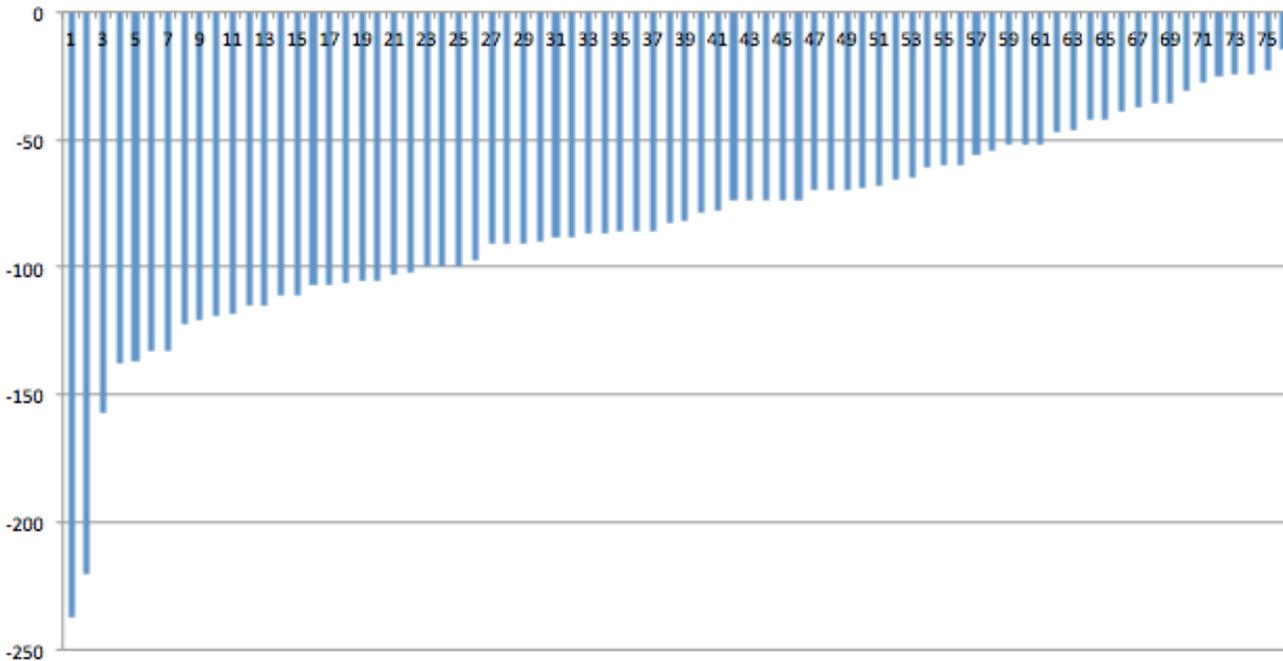
Use of Data in School Turnaround

SOL Math Pass Rates



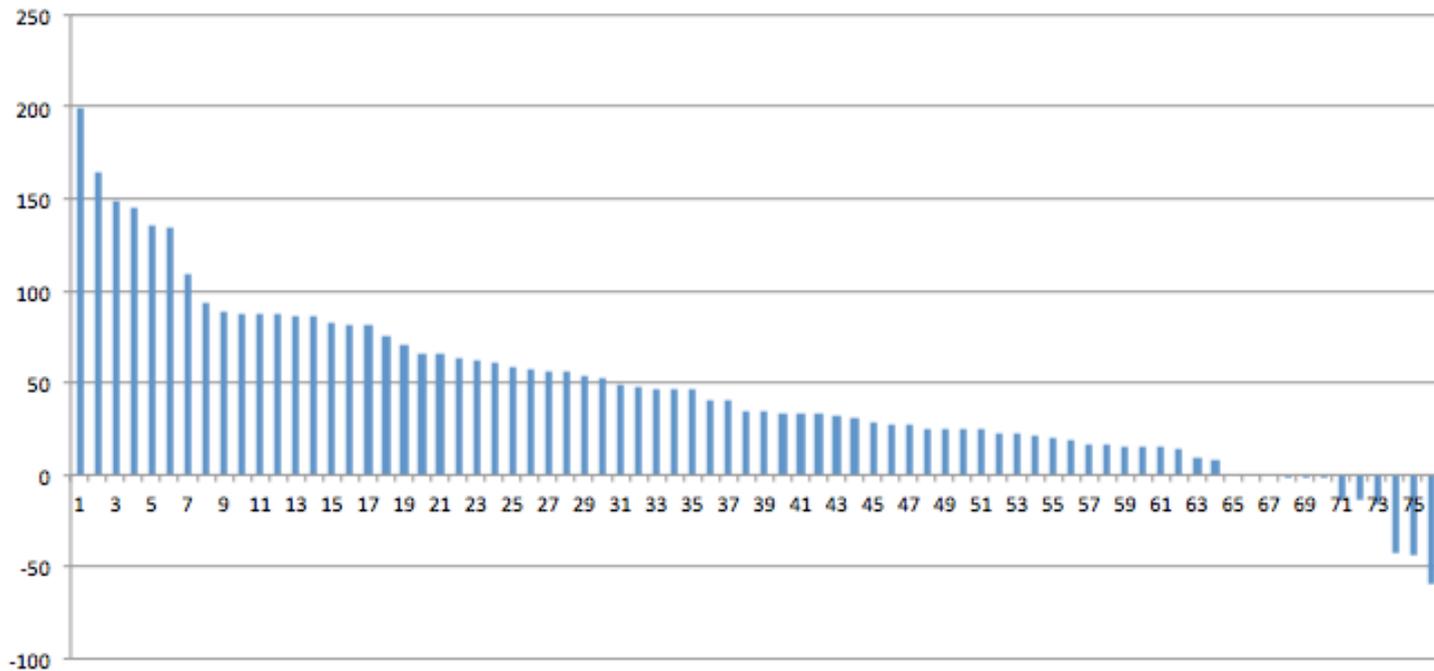
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Teacher A (65%) Year-to-Year Change in SOL Score by Student



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Teacher C (47%) Year-to-Year Growth in SOL Score by Student



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The Power of Partnership in School Turnaround

Cambridge Education

- Coaching and professional development
- Assessment of school culture and organization
- Assessment and recommendation of academic interventions
- Support for effective teaching practices and school outreach
- Support for safe school environment

School Division

- Establish and communicate clear expectations for school performance
- Provide resources and supports necessary for successful school turnaround
- Ensure LTP access to data and other relevant materials required for school turnaround
- Establish regular channels for communication of school progress

Parents/Community

- Ensure daily on-time student attendance
- Attend informational events
- Keep school informed of student needs
- Respond to outreach efforts
- Hold school accountable for learning and monitor student progress

Cambridge Education: Questions?

Thank you!

Cambridge Education: Contact Information

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To learn more, visit our website: www.camb-ed-us.com



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Summary of Successful Turnaround Work in Virginia Schools

Detroit – Turnaround

Detroit – Transformation

Muskegon Heights – Turnaround

Prince Georges County – Restart

Philadelphia - Restart

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Distinguishing Features of Our Approach to School Turnaround

Proven Model

- Research Based
- Systems Approach
- Student Centered
- Job Embedded Professional Development
- Empowerment of School Based Teams
- Leadership Development
- Human, Social, and Professional Capacity
- Experienced in Meeting State and Federal Compliance
- Sustainable

Proven Results

- Achieved Requirement for Test Participation
- Improved Proficiency on State Assessments
- Minimum of 1.25 Years Growth in Math and Reading at Elementary, Middle, and High School Levels
- Improved Proficiency on National Assessments (ACT/PLAN/Explore)
- Schools Removed from Priority Status
- Decrease in School Suspensions
- Increase in Teacher Effectiveness Ratings on State Evaluation System





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Distinguishing Features of Our Approach to School Turnaround Experience

Public School Turnarounds

On-going support to identified as priority status due to achievement, state test performance, implementation of School Improvement Grants, experience in working with State monitoring and compliance.

Charter School Turnarounds

From assuming responsibility for management of Advantage Schools in 2001, through takeovers of charters in Ohio, Arizona, North Carolina and elsewhere, Mosaica has deep experience in turning around public charter schools.

International Turnarounds

Government Schools in Qatar and Abu Dhabi/Private schools in Dubai; Charter-like “Academies” in the U.K., Muskegon Heights

Muskegon Heights Turnaround

Transformed one of the lowest-performing school districts in Michigan.
Taken Off of Michigan priority school list after one full year of services.



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Distinguishing Features of Our Approach to School Turnaround

Confronting the Norm

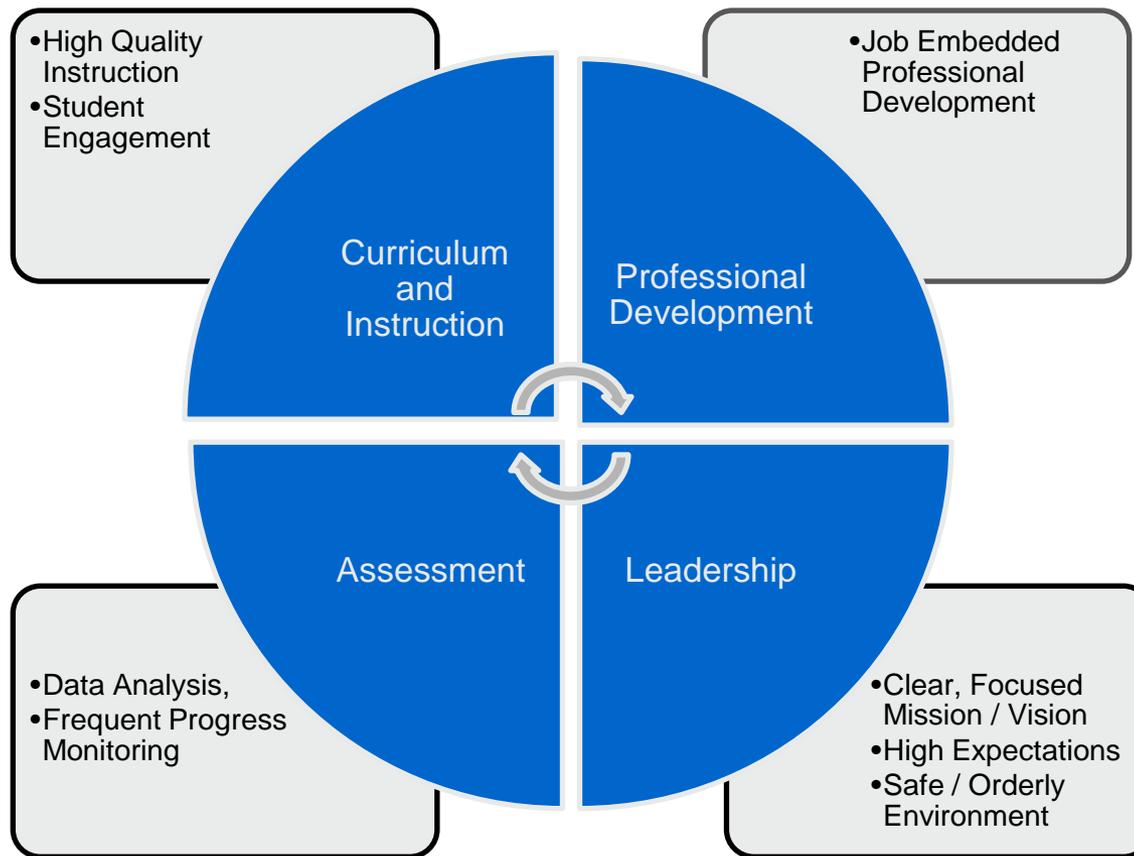
- **Consistent Low Performance on State and National Assessments**
- **High Failure Rate**
- **Little or No Fidelity to Approved Curriculum**
- **Little or No use of Achievement Data**
- **Traditional Teaching Pedagogy**
- **Little or No Fidelity to Professional Development implementation**
- **High Rate of Absenteeism**
- **High Rate of Disciplinary Infractions / Serious Incidents**
- **Low Parent Involvement**



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Distinguishing Features of Our Approach to School Turnaround

Focus



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Distinguishing Features of Our Approach to School Turnaround Results – Performance Series

Muskegon Heights High School:

On average, 1.25 years' growth in Reading
1.46 years in Math

Muskegon Heights Middle School

On average, 1.16 years of growth in Reading
1.61 years in Math

Muskegon Heights Elementary School

On average, 1.39 years of growth in Reading
1.67 years in Math

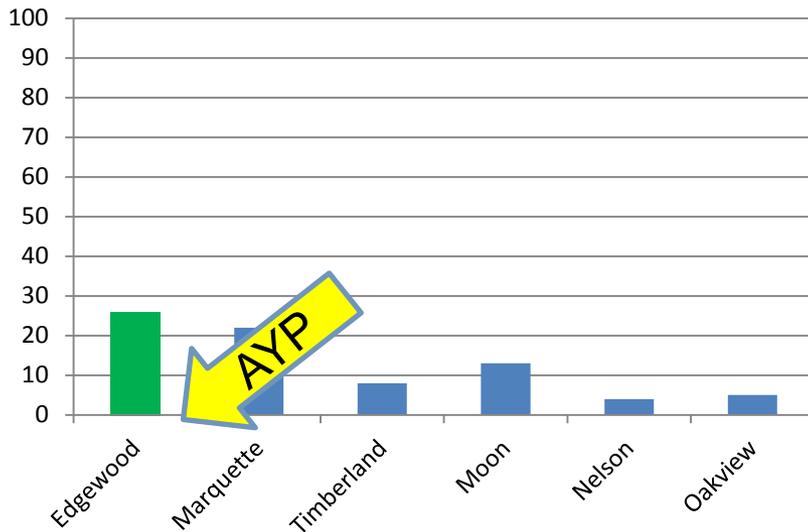


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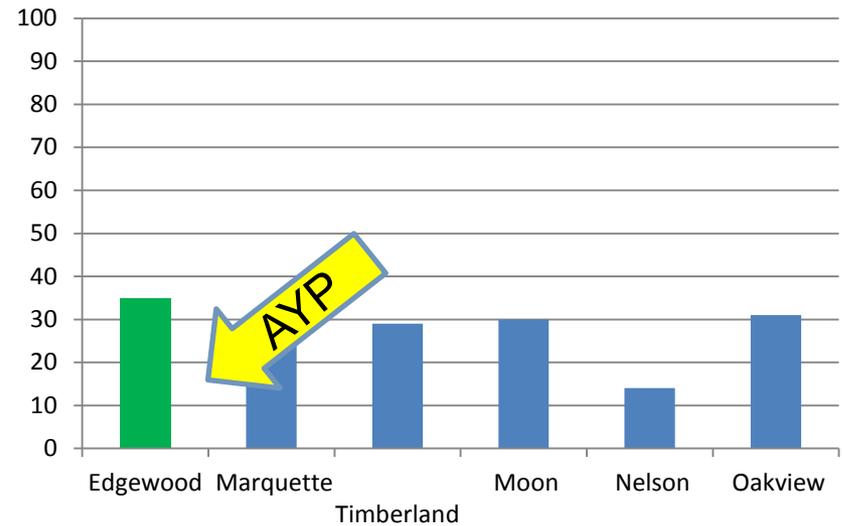
Distinguishing Features of Our Approach to School Turnaround

MHPSA MEAP 2013 – 2014 School Comparison

**MEAP 3rd Grade Reading
2013 - 2014**



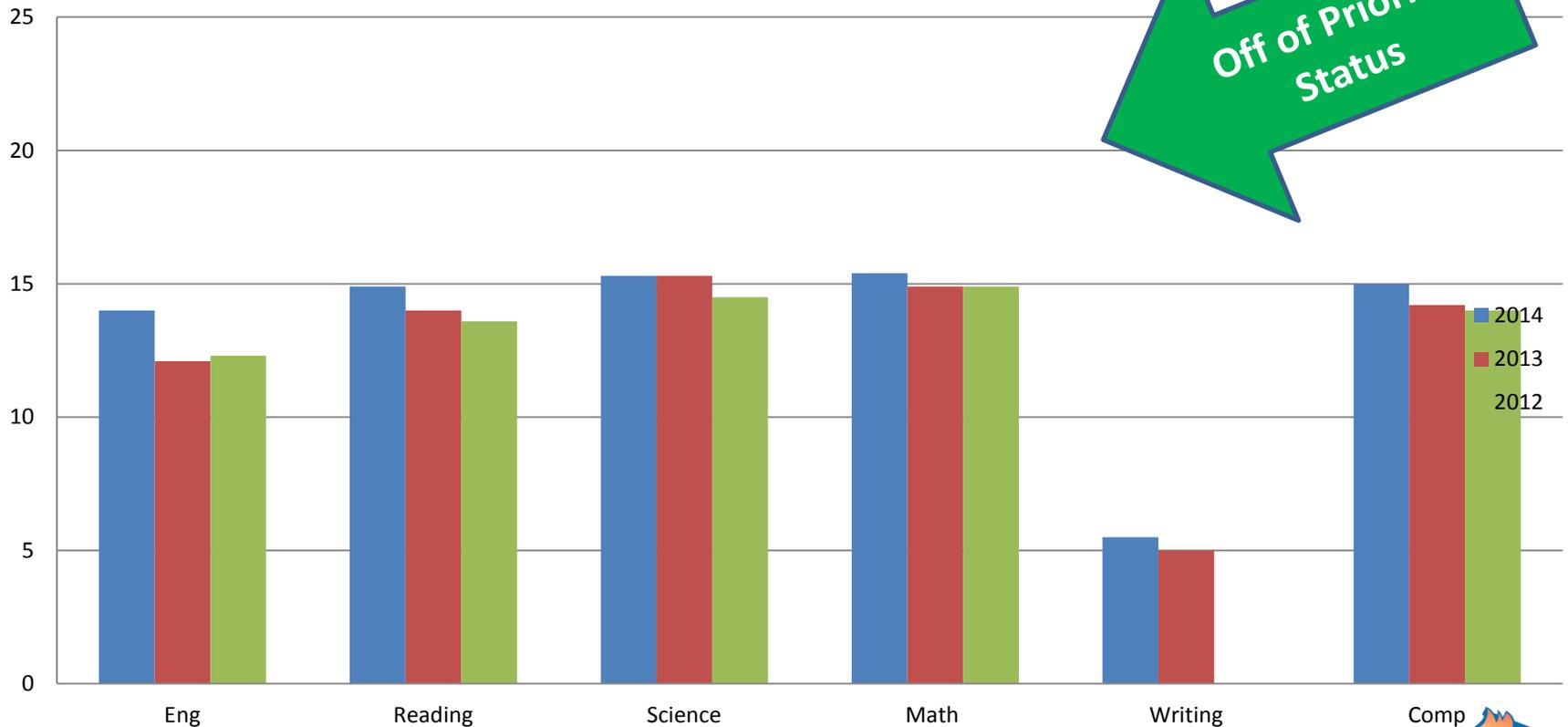
**MEAP 3rd Grade Math
2013 - 2014**



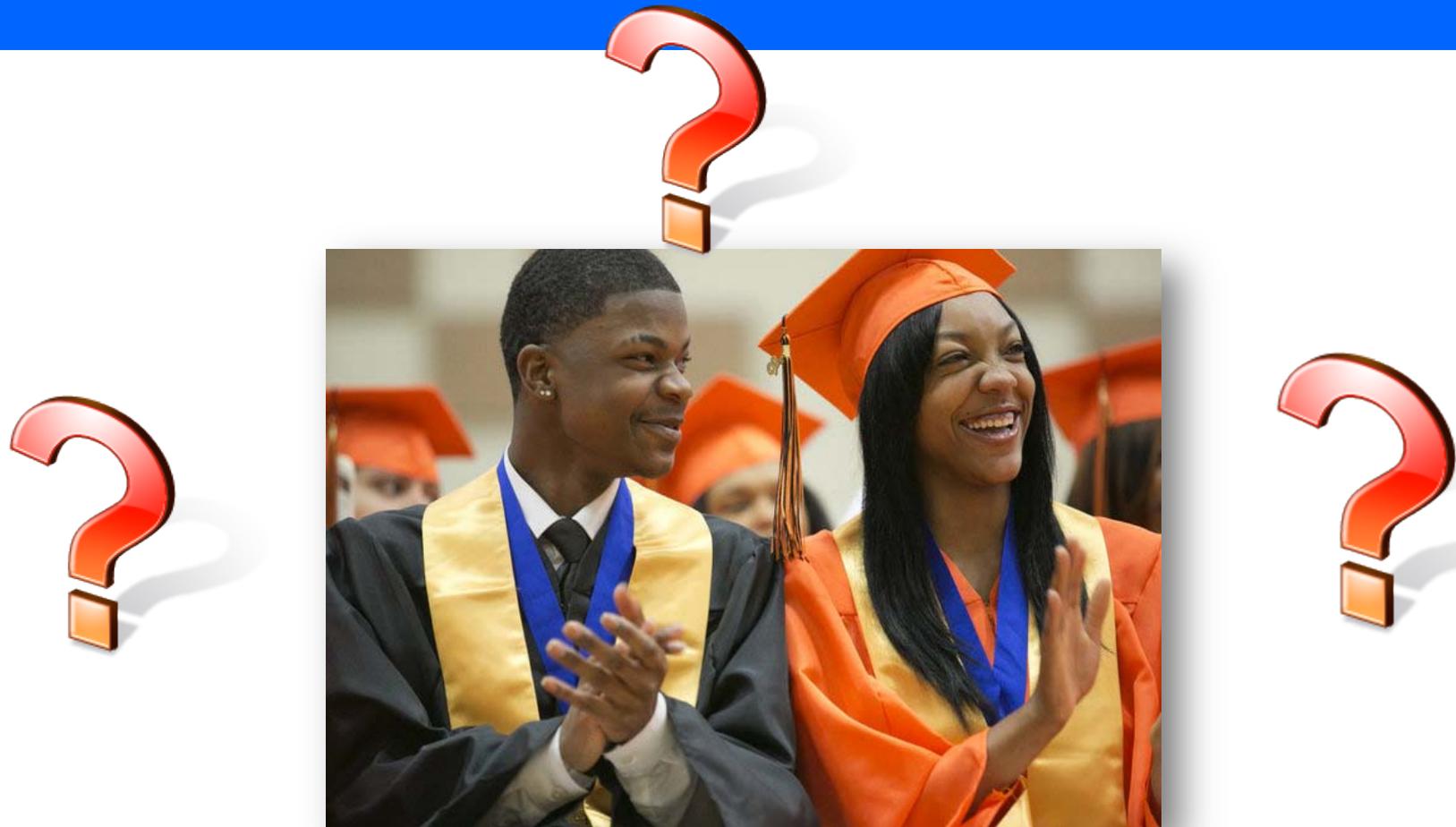
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Distinguishing Features of Our Approach to School Turnaround Results

Central Collegiate Academy ACT Trend



Mosaica Turnaround Partners: Questions?



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Name of LTP : Pearson

Your Pearson Team



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Rich Cinquepalmi
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Field Services - Southeast

Name of LTP : Pearson

Your Pearson Team



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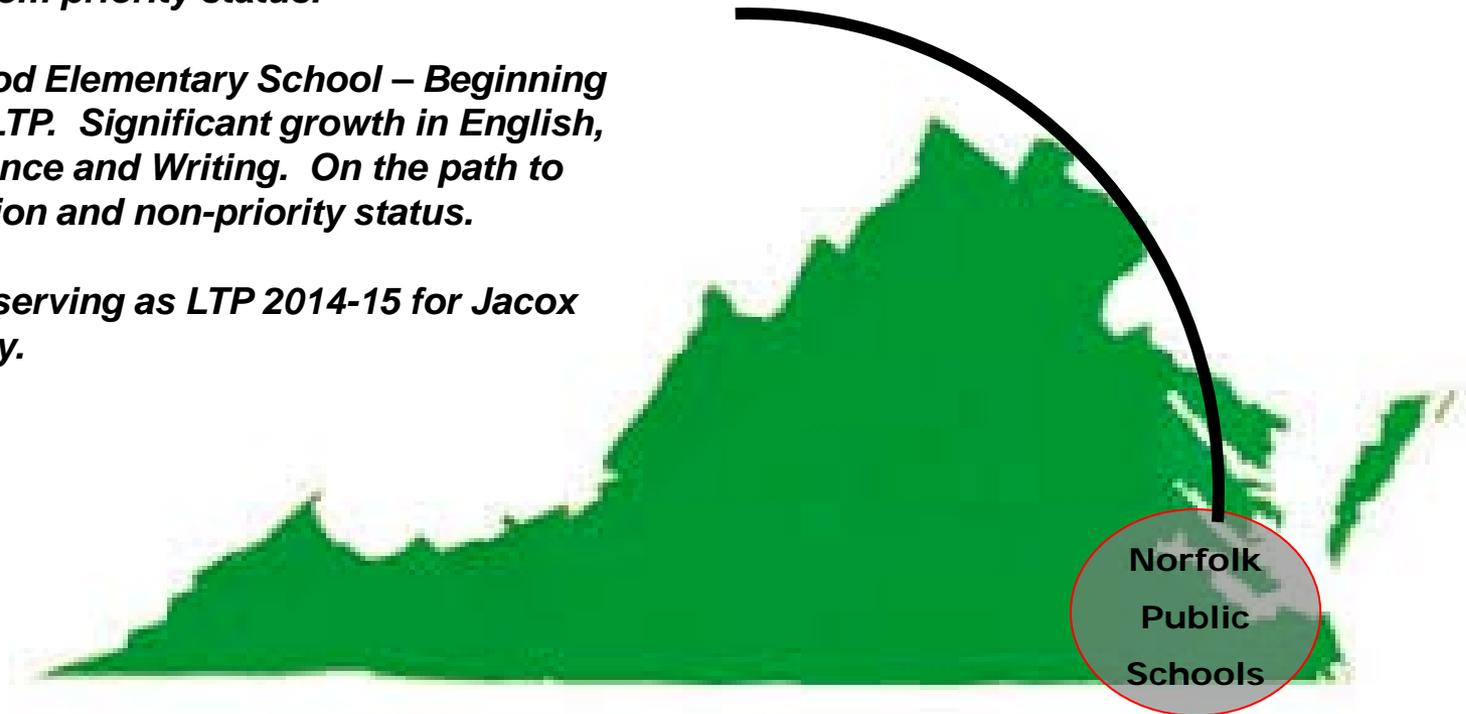
Summary of Successful Turnaround Work in Virginia Schools

A Partnership of Success!

Tidewater Elementary School - Partnership resulted in significant academic growth and removal from priority status.

Lindenwood Elementary School – Beginning year 4 as LTP. Significant growth in English, Math, Science and Writing. On the path to accreditation and non-priority status.

Currently serving as LTP 2014-15 for Jacox Elementary.

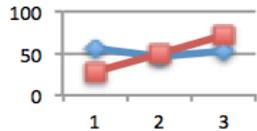


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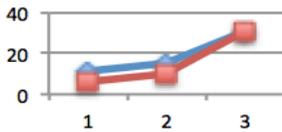
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Distinguishing Features of Our Approach to School Turnaround

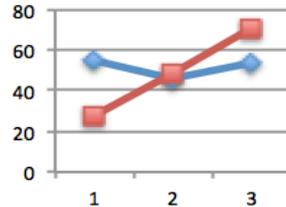
Snapshot of Success – Regional Partnership



African-American



Disabilities

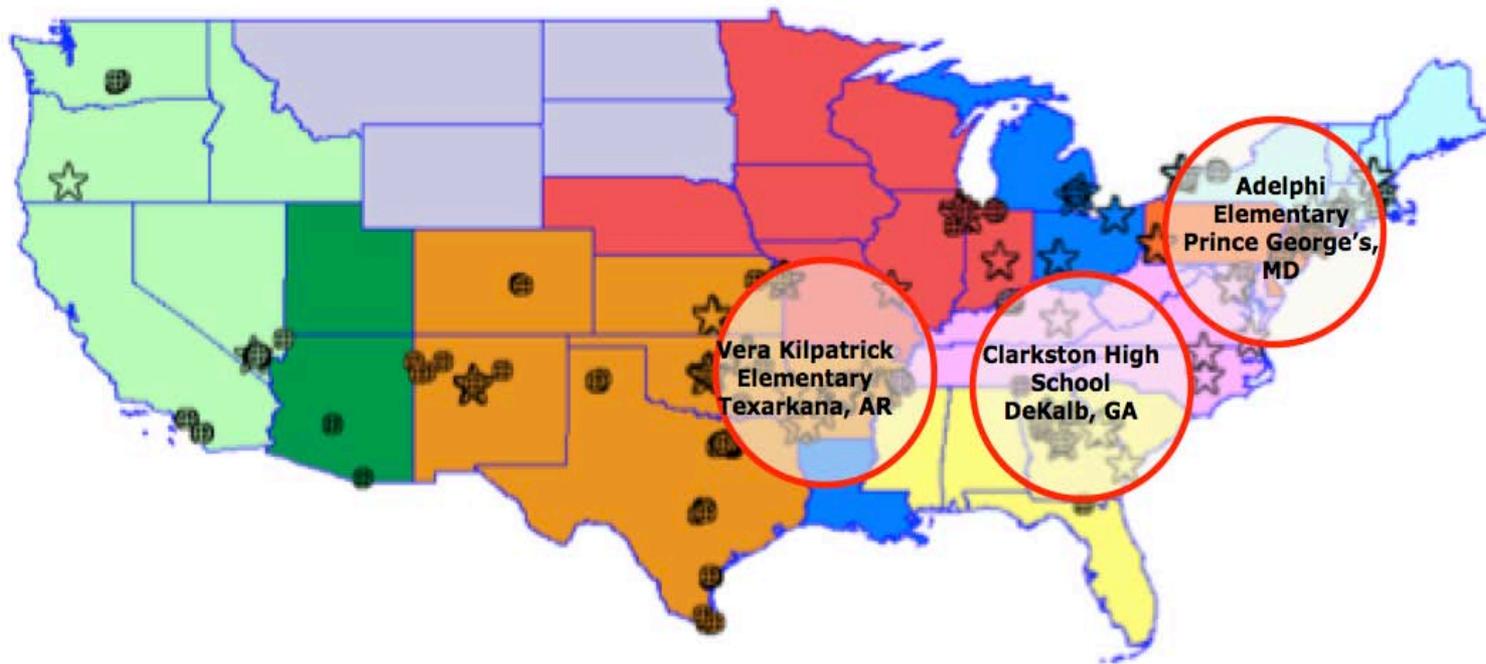


Economically Disadvantaged

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Forged in collaborative partnerships with 1,000+ schools, Pearson represents the culmination of two decades worth of verifiable third-party research, experience and...simply...results.



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Our work begins with a thorough and comprehensive Needs Assessment.

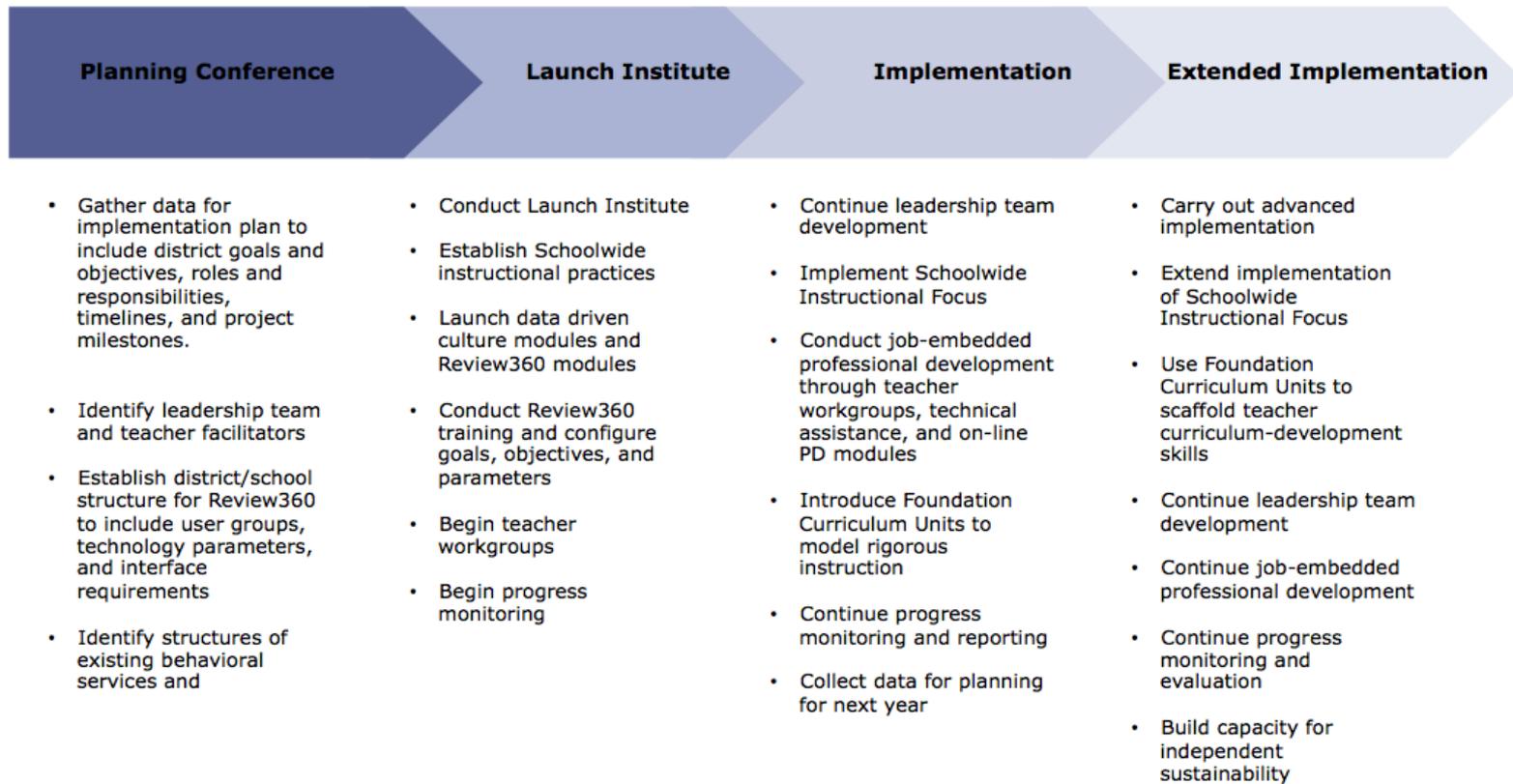
Areas of Focus

- *The Physical Environment of the Classroom*
- *The Learning Environment*
- *Classroom Management*
- *Instructional Delivery*
- *Active Learning*
- *Assessment of/for Learning*
- *Building Leadership and Climate*
- *Parent and Community Involvement*

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Distinguishing Features of Our Approach to School Turnaround

Lead Turnaround Partner Framework (LTPF) *Sample* Implementation Path



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Distinguishing Features of Our Approach to School Turnaround

Capacity building & progress monitoring using data and tech for **sustainability**, results, and planned exit from Day One

Tier 1 Schoolwide instructional focus (SIF) on college & career readiness for **ALL**, incl. supports for ELL & LD

Flexible, proven, and product agnostic system for targeting unique and specific school, grade-level, and leadership needs

Practical implementation strategies and supports for **aligning curriculum & rigorous instruction to SOL's & assessments**

Building **tight linkages between settings** — leadership, departments, classrooms, & counseling

Classroom **routines and rituals** to support **academic language** use, **independent learning** competency, and **student engagement**

Job-embedded professional learning with additional online support to maintain highest delivery quality & impact

People – onsite support from degreed and certified Field Specialists with **experience and local knowledge**

Complementary focus on students' **social & emotional readiness** w/ **intentional community engagement strategies**

What sets us apart....

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Distinguishing Features of Our Approach to School Turnaround

Primary LTPF Outcome: Improved Academic Achievement Aligned to the Virginia Standards of Learning

Leadership Outcomes

Implementation of **distributed leadership** practices

Increased **teacher engagement** in leadership decisions

Established **data-driven practices** critical to school reform

Instructional Outcomes

Increased classroom use of **research-based instructional practices**

Deepen **collaborative efforts** among teachers

Improved **rigorous dialogue around student performance** and needs

Behavioral Outcomes

Reduced teacher time spent on required disciplinary paperwork

Improved **school-wide practices** and **classroom management** skills

Increased use of **progress monitoring** data

Significant **reduction of suspensions and expulsions**

Improved
Outcomes
For
All

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Fully Aligned – The Pearson LTP Framework 5 Essential Elements

- **Standards-Aligned Curriculum, Instruction, and Assessment**
- **High-Performance Leadership, Management, and Organization**
- **Strengthened Engagement**
- **Data-Driven Culture**
- **Sustainability for Continuing Improvement**

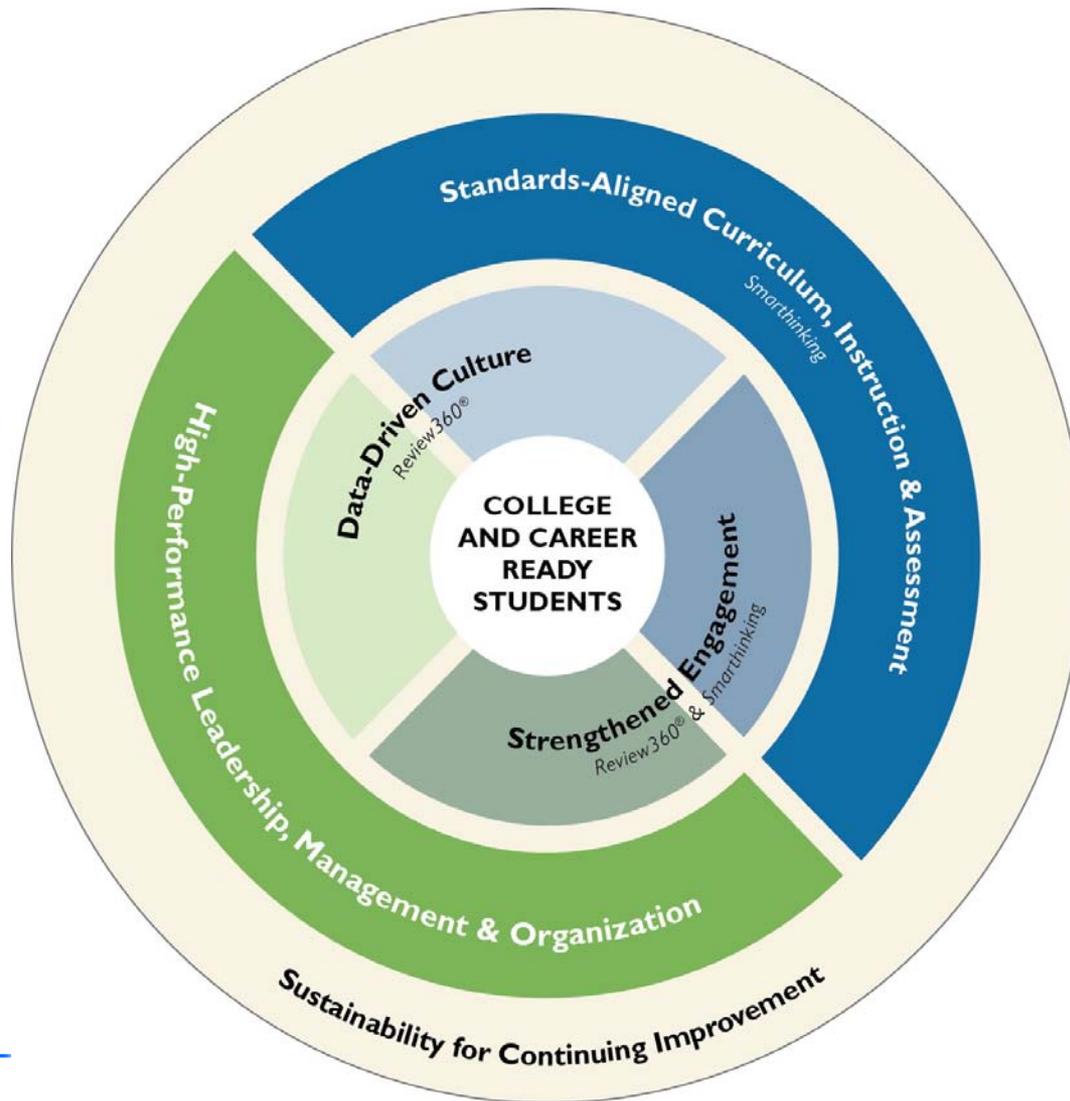
Virginia Teacher
Standards

7 – Turnaround
Principles

Academic Review
Indicators

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Distinguishing Features of Our Approach to School Turnaround



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Personalized, School-Based Scope of Work

<p>Instructional Team</p>		<ul style="list-style-type: none"> Develop and nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared leadership Strategic leadership of improvement Distributed leadership Timely intervention to create and sustain improvement momentum Aligned resource management 	<ul style="list-style-type: none"> points and will make decisions based on data trends and patterns Increased capacity of grade level chairs to facilitate data driven conversations, including data analysis and data driven decision making Leadership that monitors the efficacy of implementation using multiple data points (focus walks, observational walkthroughs, etc.)
<p>All Faculty PD</p>	<p>All faculty</p>	<ul style="list-style-type: none"> Development of a common vision of Change of Practice focused on students being proficient on the SOLs and grade level Increased understanding of LTPF and implementation plan Routines and rituals to support standards-aligned instruction consistent with the SOL 	<ul style="list-style-type: none"> Establish a student-centered classroom that contains the tools, artifacts, resources, and rituals needed to support an effective classroom routine Establish and supply instructional practices that connect to the SOLs expectations to build and support learner independence Collect, analyze, and use student performance data to identify student strengths and areas of need to plan and deliver instruction
<p>Literacy</p>	<p>All ELA teachers plus special education, interventionist and other teachers who support</p>	<ul style="list-style-type: none"> Creating Classrooms of Self-Directed, Engaged, and Independent Literacy Learners 	<ul style="list-style-type: none"> Distinguished classroom routines that promote literacy proficiency Developed lessons to include classroom routines that promote

Areas of Focus

Intended Outcomes

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Distinguishing Features of Our Approach to School Turnaround

Review360

We know what works for students with behavioral problems. The challenge is getting what works implemented in the classroom with fidelity.

-Dr. Stewart Pisecco



Review360 ***uniquely*** combines:

- **Professional Development**
 - Real-time Expert Behavioral Coach
 - Step-by-step Videos, Guides, Templates & Materials
- **Decision Driving Data**
 - Facilitated data collection and analysis
 - Easy to understand Reports and Dashboards
- **Remarkable Implementation Success**
 - Real-time implementation supports
 - Over 90% customer retention rate



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Distinguishing Features of Our Approach to School Turnaround

Sustainability for Continuing Improvement

To promote and sustain change through the LTPF framework, we utilize the following strategies:

1. Job-embedded coaching and modeling
2. *OneView*: Consistent progress monitoring using real-world data
3. Teacher and leader workgroups
4. Grow local school leaders through side-by-side classroom visits
5. Help staff understand the change cycle

Keep you in the driver's seat of your change process

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As we embark on this journey.....

- **What additional information do you need from us?**
- **What is the timeline for the selection of LTP's?**
- **What is the selection process for schools? Will external partners have an opportunity to meet with school leaders prior to the selection of a LTP?**

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