



Summer SIG Institute

Strand IV Schools

VDOE — Office of School Improvement

Omni Hotel — Richmond, VA

July 18, 2011 — July 21, 2011

Overview of Week

Monday

- Introduction to SIG
- Data analysis
- Alignment between various requirements
- School culture & first 30 days
- Leading change
- Team time

Tuesday

- SIG process & requirements
- Diagnostic & needs assessment
- System change & changing roles
- Team time or Superintendent breakout session

Wednesday

- Stakeholder engagement & quick wins
- Team time
- Community engagement & external partners
- Team time

Thursday

- Indistar Training
- Instructional leadership & teacher involvement
- iStation training
- Wrap up

Today's Agenda

Breakfast	8:00 – 9:00 AM
Introductions to Each Other and to SIG	9:00 – 10:00 AM
Why are we here? Where are we going?	10:00 – 10:45 AM
Break	10:45 – 11:00 AM
Alignment of Requirements	11:00– 12:30 PM
<i>Lunch Panel: School Culture and First 30 Days</i> (panel starts at 1:00 PM)	12:30 -2:00 PM
Break	2:00 – 2:15 PM
What does it mean to be a change leader?	2:15 – 3:30 PM
Team Time	3:30 – 5:00 PM

Introduction to SIG

- In January 2010, the US Dept. of Education (USED) released revised guidance for use of the School Improvement Grants (under 1003(g) of the Elementary and Secondary Education Act)
- The \$3.5 billion must be used to implement one of four models outlined by USED
- The revised guidelines significantly changed the roles and responsibilities for the school, district, state and partners

Defining School Improvement

School improvement:

- Is an intensive intervention effort in a school and often requires changes at the district level as well.
- Is not a short-term fix, but a long-term systemic solution to change how schools work.
- Can be accomplished by implementing a variety of strategies that vary in the level of prescriptiveness and intensity of support needed.
- Efforts will not always be successful, but in the majority of cases, current efforts to improve chronically low-performing schools are not producing the needed results.

Why are the four proposed models so different from past improvement efforts?

- Past federal and state guidance allowed and promoted piecemeal efforts.
- In effect, few schools exited and stayed off “improvement” lists.
- Students are the focus of these improvement efforts – allowing schools to operate with limited effectiveness for multiple years drastically increases the likelihood of low-student achievement and high dropout rates.

How Did We Get Here?

VDOE applied and received approval from USED for 2011-12 SIG plan

VDOE identified Commonwealth's most persistently low-performing schools

VDOE alerted local superintendents of the opportunity to apply for SIG funds

District staff applied for SIG funds and completed improvement plan

VDOE evaluated applications and awarded funds to schools

District adjusts principal as required & contracts with External Lead Partner

Today

Four Models to Improve Persistently Low-Performing Schools

Turnaround Model

- Requires many specific actions, including:
 - Leadership & staff changes
 - New governance structure
 - New or revised instructional program & assessment system
 - Increased operating flexibilities
 - Increased student supports

Restart Model

- Close failing school
- Reopen under education management organization (could be a charter)
- Must admit any former student who wishes to attend (within appropriate grade levels)

School Closure

- Close failing school
- Enroll students at higher-achieving schools in district

Transformational Model

- Reform plan must include specific actions to address:
 - Teacher and leader effectiveness
 - Comprehensive instructional strategies
 - Expanded learning
 - Increased operating flexibilities

Strands & Indicators (Transformation Model)

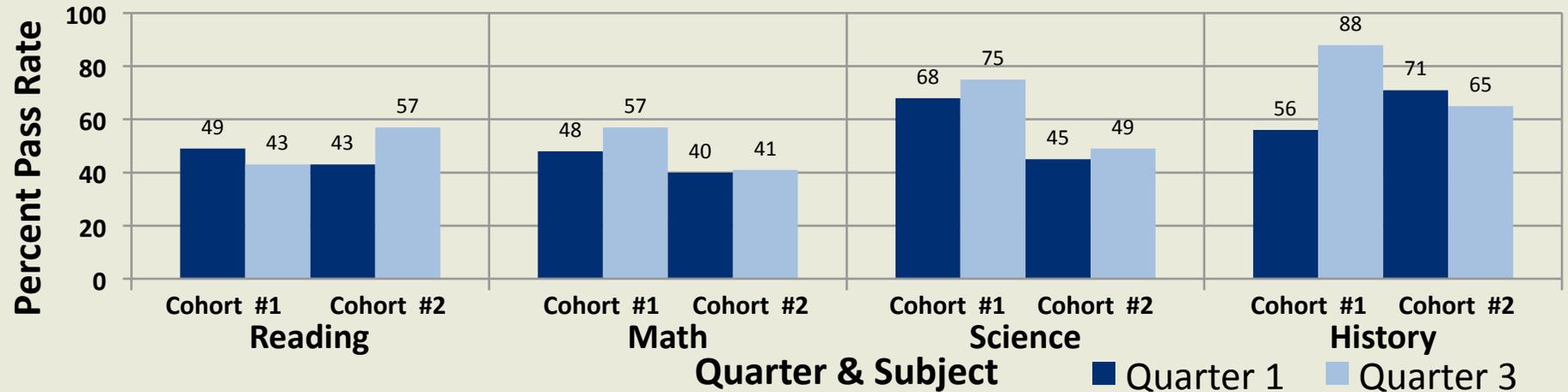
Strand	Content Area	# of Indicators
A	Establishing & Orienting the District Transformation Team	4
B	Moving Toward School Autonomy	6
C	Selecting a Principal & Recruiting Teachers	8
D	Working with Stakeholders & Building Support for Transformation	7
E	Contracting with External Providers	8
F	Establishing & Orienting the School Transformation Team	2
G	Leading Change	6
H	Evaluating, Rewarding, and Removing Staff	22
I	Providing Rigorous Staff Development	11
J	Increasing Learning Time	8
K	Reforming Instruction	11
	Total	93

Data Analysis

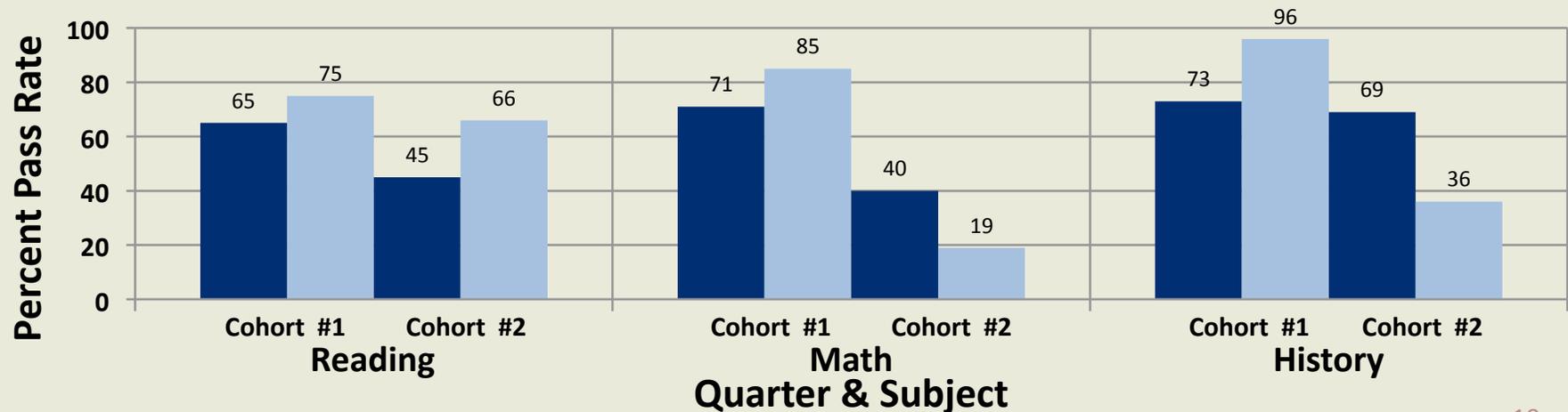
- Why are we here? •
- How did we get here? •
- What should be addressed first? •
- What's possible this year? •

Where We Are & Where We're Going

Grade 3 Performance 2010-11

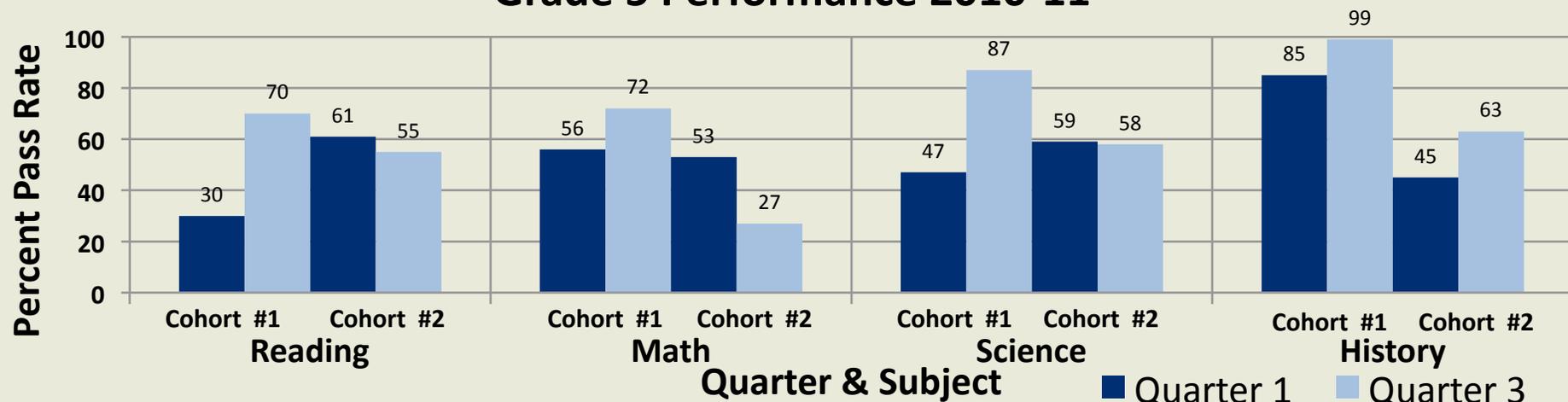


Grade 4 Performance 2010-11



Where We Are & Where We're Going

Grade 5 Performance 2010-11



Disciplinary Infractions 5 or More Absences

Cohort #1	Grade 8: 9% > 8%	Grade 9: 11.7% > 7%	Grade 10: 10.8% > 2%	Grade 11: 4.2% > 2	Grade 12: 4.7% > 6%
Cohort #2	Grade 3: 22% > 6%	Grade 4: 15% > 8%	Grade 5: 17% > 13%	Grade 6: 62% > 33%	Grade 7: 38% > 27%
Cohort #1	Grade 3: 20% > 13%	Grade 4: 31% > 3%	Grade 5: 17% > 4%	Grade 6: 4% > 10%	Grade 7: 10% > 3%
Cohort #2	Grade 3: 14% > 19%	Grade 4: 14% > 18%	Grade 5: 7% > 15%		

Requirement Alignment

- How do the LTP, state and USED requirements align to each other? •
- Which indicators should be used to guide our work? •

People

Mass Insight

Transformation Model

LTP Requirements

<p>Authority over selection, compensation and work rules</p>	<ul style="list-style-type: none"> • Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: <ol style="list-style-type: none"> 1. take into account data on student growth as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. are designed and developed with teacher and principal involvement • Replace the principal • Identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates and identify and remove those who have not done so • Provide staff ongoing, high-quality, job embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff • Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff 	<ul style="list-style-type: none"> • Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly • Work with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement • Recommend necessary restructuring of teacher and leader contracts • Develop and engage teachers and the leader in professional development aligned to programmatic goals • Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly • Develop constructive relationships with existing school personnel
--	---	---

Time

Mass Insight

Transformation Model

LTP Requirements

Authority over scheduling, longer day, longer year

- Increase learning time and create community-oriented schools by:
 1. establishing schedules and strategies that provide increased learning time; and,
 2. providing ongoing mechanisms for family and community involvement
- Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for:
 1. instruction in core academic subjects;
 2. instruction in other subjects and enrichment activities; and
 3. teachers to collaborate, plan, and engage in professional development within and across grades and subjects

- Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day
- Require commitment from parents to allow for additional time for instruction (such as after school support)
- Work with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development
- Develop and implement evidence-based discipline programs that minimize time out of school and/or class

Money

Mass

Insight

Transformation Model

LTP Requirements

<p>More budget flexibility, more resources</p>	<ul style="list-style-type: none"> • The school division must provide operational flexibility and sustained support, by giving the school sufficient operational flexibility to fully implement a comprehensive approach to substantially improve student achievement outcomes & increase high school graduation rates 	<ul style="list-style-type: none"> • Secure parental commitment and involvement through school choice • Work with the school division to expand community support to garner human resources needed for reform • Identify and recommend supporting partners to address social, emotional and behavioral issues • Identify and obtain adequate materials from school system resources (such as ARDT or benchmark assessments) • Identify and recommend outside resources • Develop and recommend a budget to the School Board based on available per pupil amounts of local, basic Standards of Quality (SOQ), school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone • Work with school division to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort
--	---	---

Program

Mass Insight

Transformation Model

LTP Requirements

<p>Flexibility to shape program to students' needs and turnaround priorities</p>	<ul style="list-style-type: none"> • The school division must implement instructional reform strategies that: <ol style="list-style-type: none"> 1. use data to identify and implement an instructional program that is research-based and vertically aligned, as well as aligned with state SOLs, and, 2. promote the continuous use of student data to inform and differentiate instruction • The school division provides operational flexibility & sustained support by <ol style="list-style-type: none"> 1. giving the school sufficient operational flexibility (such as staffing and calendars/time), and 2. ensuring that the school receives ongoing, intensive technical assistance and related support from the school division, state, or a designated external lead partner organization such as a school turnaround organization or an EMO 	<ul style="list-style-type: none"> • Provide formative and ongoing reports on program effectiveness • Employ research-based strategies • Promote parental capacity to support student engagement, motivation, and learning within school, at home, and in the community • Provide comprehensive, coherent, manageable and integrated instructional & support programs • Recommend existing programs for continuation or elimination • Consistent with the state SOLs, recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development • Organize programming to engage students' sense of adventure, camaraderie, and competition • Integrate all academic and support services • Promote student motivation for learning
--	---	--

Lunch Panel: School Culture & First 30 Days

- Trey Davis, Principal, King & Queen HS •
- Suzanne Maxey, Principal, TC Williams HS •
- Clint Runyun, Principal, Colonial Bead HS •

What does it Mean to be a Change
Leader?

Leading Change

“Even positive change can be stressful. An effective change leader can maximize the opportunities of change while minimizing the risks.” – Jody Spiro

Prepare for:

- Unforeseen circumstances
- Participants who feel uncertain & unprepared for what is to come
- Stakeholders who oppose disruption of their current influence
- People who feel disempowered
- People will not make the changes, no matter what

Prepare by:

- Continuous analysis
- Mid-course corrections
- Plan ahead
- Act quickly
- Commit to the goals
- Support each other

Resources:

- Spiro, Jody. Change Leader Handbook, www.wallacefoundation.com

Change Action Steps

1

Be clear and specific

2

Start from where you are (assess readiness of participants & stakeholders)

3

Plan & complete early wins

4

Anticipate resistance

5

Use collaborative planning

6

Develop ways to scale up & sustain over time

7

Build in on-going monitoring and make mid-course corrections

Resources:

- Spiro, Jody. Change Leader Handbook, www.wallacefoundation.com

Readiness and Structure

Low readiness = HIGH STRUCTURE

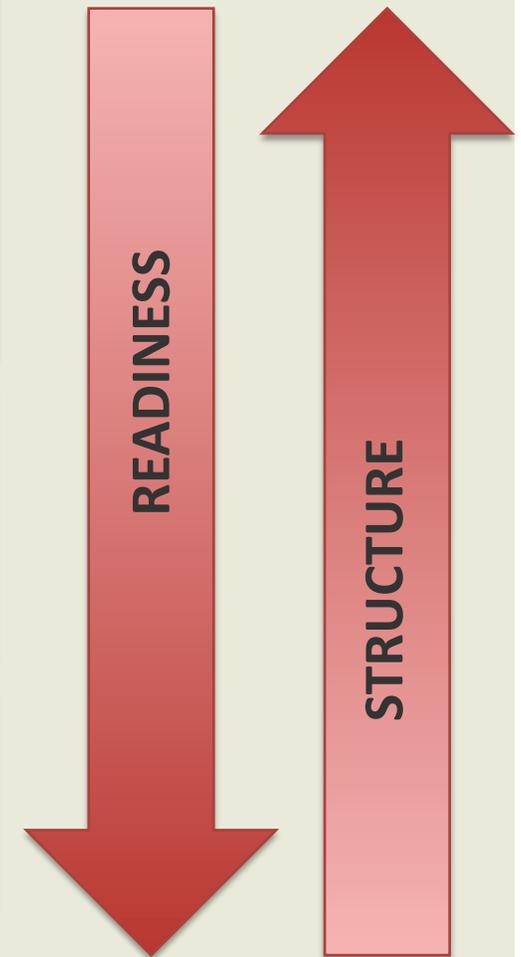
- Leader initiated
- Specific, clear outcomes with timelines and evaluation criteria
- Templates for work plans and budgets
- Written meeting agenda including ground-rules for participation
- Written records of decisions reached at meeting
- Continuous review of progress and mid-course corrections through a defined structure, such as regularly-scheduled meetings
- Structured questioning to lead group conversations

Medium-readiness = MODERATE STRUCTURE

- Decision-sheets, perhaps written by each participant on a rotating basis for a series of meetings
- Jointly-set meeting agendas and ground-rules
- Collaborative planning

High-readiness = LIGHT STRUCTURE

- Jointly set the objectives
- Let the group decide how to achieve objectives, divide responsibilities, & determine action plans



Resources:

- Spiro, Jody. Change Leader Handbook, www.wallacefoundation.com

Team Time:

Answer the following questions in groups, separated by role, & record notes:

- What is your role in this process? •
- What do you need from each other to be successful? •
- What are your fears about this work and the process? •
 - How can you support each other as a team? •

Overview of Week

Monday

- Introduction to SIG
- Data analysis
- Alignment between various requirements
- School culture & first 30 days
- Leading change
- Team time

Tuesday

- SIG process & requirements
- Diagnostic & needs assessment
- System change & changing roles
- Team time or Superintendent breakout session

Wednesday

- Stakeholder engagement & quick wins
- Team time
- Community engagement & external partners
- Team time

Thursday

- Indistar's purpose
- Indistar Training
- Instructional leadership & teacher involvement
- iStation's purpose
- iStation training
- Wrap up

Today's Agenda

Breakfast	8:00 – 9:00 AM
Overview of SIG Process & Requirements	9:00 – 10:45 AM
Break	10:45 – 11:00 AM
Overview of Diagnostic & Needs Assessment	11:00 – 12:30 AM
<i>Lunch Panel: Systemic Changes at the District & Changing Roles (panel starts at 1:00 PM)</i>	12:30 -2:00 PM
Break	2:00 – 2:15 PM
Team Time & Superintendent Breakout Session	2:15 – 5:00 PM

Overview of the SIG Process
&
Expectations

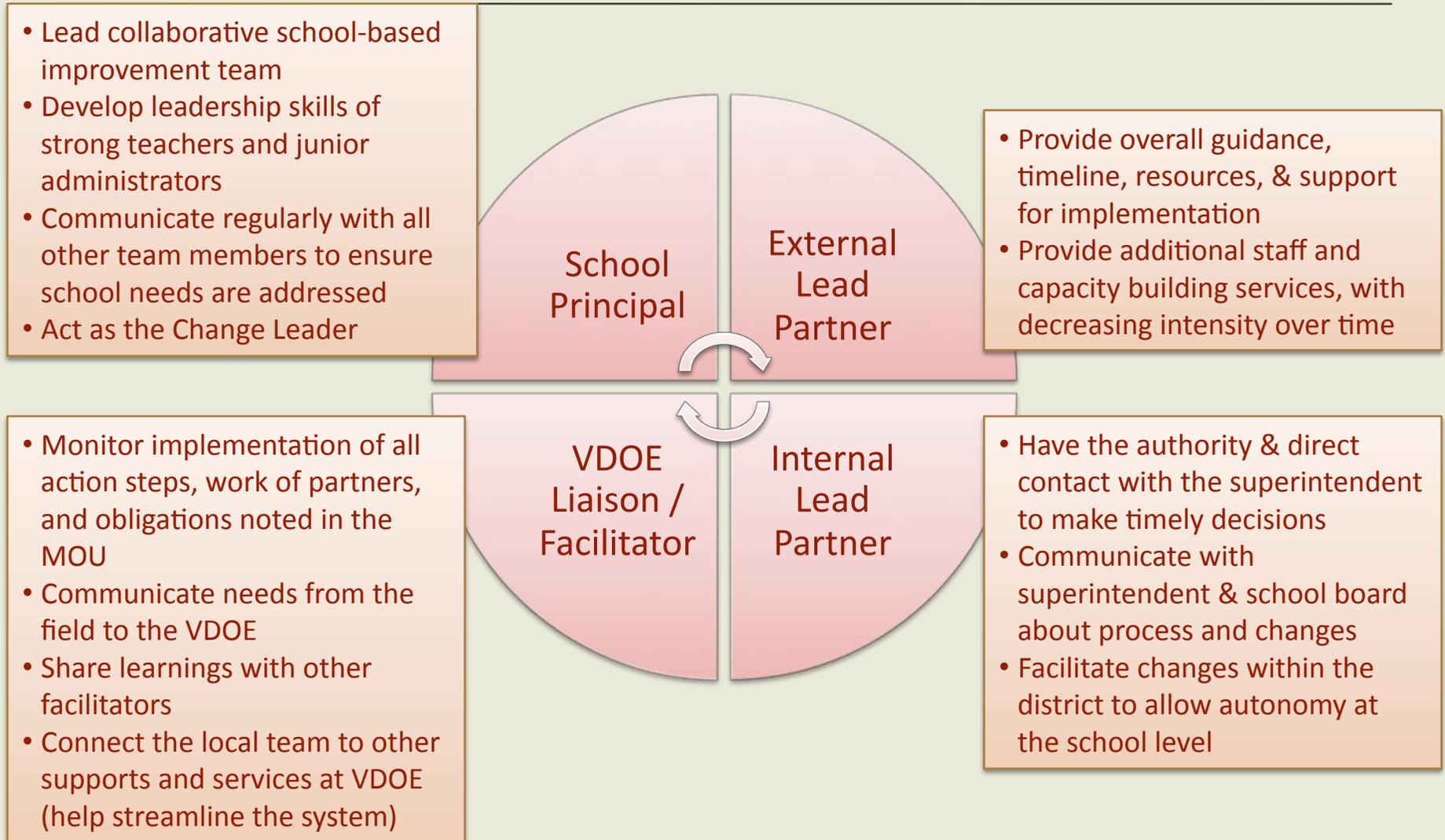
3 Year Process to Build Capacity



Shifting State Role: Compliance to Support



Roles & Responsibilities



Expectations

1. Work in the **best interest of the students**
2. Contribute to a **collaborative** environment
3. **Challenge** the status quo
4. **Attend & participate** in all required Technical Assistance sessions, meetings and conference calls
5. Implement with **fidelity**
6. **Everyone** must do the work
7. Ensure efforts are **aligned** & work towards the same goals
8. **Over communicate** with each other & outsiders
9. Work towards **sustainability**
10. Picking and choosing indicators is not an option, **all 93** must be included in the overall plan, but focus on the ones that directly address the school's needs

Diagnostic & Needs Assessment

Before making a detailed school and district improvement plan, we must determine:

1. What are our needs?
2. What are our strengths?
3. What gaps exist?
4. What should we tackle first?

Lunch Panel: Systemic Changes at the District & Changing Roles

- Yvonne Brandon, Superintendent* •
 - Rita Bishop, Superintendent •
 - Sue Davis, Superintendent •

* invited

Diagnostic Team Time & Superintendent Breakout Session:

With your team, discuss and answer the following questions:

- What's the diagnostic process? •
 - What's the timeline? •
 - Who's in charge? •
 - Who's involved? •
- What's the desired outcome? •
- What's done with the diagnostic after it's completed? •

Homework:

With your team –

- 1) Create a vision statement for the turn around of your school (i.e. what the school should look like in 5 years)
- 2) Create a mission for the improvement effort (i.e. what you strive to accomplish in the next few years)

Overview of Week

Monday

- Introduction to SIG
- Data analysis
- Alignment between various requirements
- School culture & first 30 days
- Leading change
- Team time

Tuesday

- SIG process & requirements
- Diagnostic & needs assessment
- System change & changing roles
- Team time or Superintendent breakout session

Wednesday

- Stakeholder engagement & quick wins
- Team time
- Community engagement & external partners
- Team time

Thursday

- Indistar's purpose
- Indistar Training
- Instructional leadership & teacher involvement
- iStation's purpose
- iStation training
- Wrap up

Today's Agenda

Breakfast	8:00 – 9:00 AM
Stakeholder Engagement & Quick Wins	9:00 – 10:30 AM
Break	10:30 – 10:45 AM
Team Time	10:45 – 12:30 AM
<i>Lunch Panel: Community Engagement & External Partners (panel starts at 1:00 PM)</i>	12:30 -2:00 PM
Break	2:00 – 2:15 PM
Team Time	2:15 – 5:00 PM

Stakeholder Engagement & Quick Wins

- Who should be involved in this work? •
- Who and what could prohibit this work from happening? •
 - How do we involve stakeholders? •
- What actions demonstrate the change in culture? •

Identifying and Planning with Stakeholders

SUPPORTERS

OPPONENTS

- Which groups will gain or lose from this initiative or aspects of this work?
- Which groups could prohibit or thwart the work from happening? How?
- What incentives could be used to engage opponents?
- What are the priorities for each group and how can they be incorporated into the action plan?

Quick Wins

Purpose	<ul style="list-style-type: none"> • Evidence that significant change is occurring
Timeline	<ul style="list-style-type: none"> • Within the first two months
Outcome	<ul style="list-style-type: none"> • Observable
Benefits	<ul style="list-style-type: none"> • Signify change in culture • Bring positives to potential opponents
Examples	<ul style="list-style-type: none"> • Paint walls/murals, clean facilities, complete easy structural improvements (water fountains, bathrooms, flickering lights) • Have all teachers/administrators greet students at the beginning of the day • Rearrange faculty lounge, provide coffee/breakfast for the first week (ask for local donations)
Frequency	<ul style="list-style-type: none"> • September and January of each year • Anytime there is a lull in confidence or implementation fidelity

Team Time:

Use the handout to prioritize the indicators, determine difficulty of implementation, and estimate a timeline.

Lunch Panel: Community Engagement & External Partners

- Alvera Parrish, Superintendent •
- Steve Pierce, Board Asst. Chair* •
- Michelle Williams-Moore, Principal* •

* invited

Team Time:

Use the document to develop
a 30 day plan as a team

Homework:

Continue developing your 30 day plans

Overview of Week

Monday

- Introduction to SIG
- Data analysis
- Alignment between various requirements
- School culture & first 30 days
- Leading change
- Team time

Tuesday

- SIG process & requirements
- Diagnostic & needs assessment
- System change & changing roles
- Team time or Superintendent breakout session

Wednesday

- Stakeholder engagement & quick wins
- Team time
- Community engagement & external partners
- Team time

Thursday

- Indistar's purpose
- Indistar Training
- Instructional leadership & teacher involvement
- iStation's purpose
- iStation training
- Wrap up

Today's Agenda

Breakfast	8:00 – 9:00 AM
Questions about 30 Day Plans	9:00 – 9:30 AM
Indistar Purpose & Training	9:30 – 10:30 AM
Panel: Instructional Leadership & Teacher Involvement	10:30 – 11:30 AM
<i>Lunch</i>	11:30 -12:30 PM
iStation's Purpose & Training	12:30 – 3:30 PM
Wrap Up	3:30 – 4:30 PM

Indistar's Purpose

- What is it? •
- How to use it (technically)? •
- How to use it to guide the improvement process? •

Panel: Instructional Leadership & Teacher Involvement

- Vicky Oakley, Deputy Superintendent* •
- Seydric Williams, Principal, Roanoke •

Istation's Purpose

- What is it? •
- How to use it (technically)? •
- How to use it within the improvement process? •

Wrap Up

Technical Assistance Sessions 2011-12

Sept. 20th

- Strand B: Moving Towards School Autonomy
- Strand G: Leading Change

November 9th

- Strand D: Working with Stakeholders & Building Support
- Strand H: Evaluating, Rewarding, & Removing Staff

January 11th

- Strand K: Reforming Instruction

March 13th

- Strand I: Providing Rigorous Staff Development
- Strand J: Increasing Learning Time

April 25th

- Reflections and Planning for 2011-12

Additional Deadlines TBD

Webinars

Conference Calls

Updates in Indistar

Quarterly Reports

Resources (1 of 2)

School Improvement & School Turnaround

- Brinson, D., & Rhim, L. M. (2009). *Breaking the habit of low performance: Successful school restructuring stories*, <http://www.centerii.org/survey>
- Case studies, examples of implementation, analysis and other publications are available in Mass Insight Education & Research Institute's *School Turnaround Resource Center*, <http://www.massinsight.org/turnaround/reports>
- Hassel, B., Hassel, E. A., & Rhim, L. M. (2007). Introduction: Overview of restructuring. In H. Walberg (Ed.), *Handbook on Restructuring and Substantial School Improvement* (pp. 1-14). Charlotte, NC: Information Age Publishing. (Also available at <http://www.centerii.org/survey>)
- *Improving Low-Performing Schools: Lessons from Five Years of Studying School Restructuring under No Child Left Behind*. Center on Education Policy, 2009, <http://www.cep-dc.org>
- Lane, B. (2009). *Exploring the pathway to rapid district improvement*. www.centerii.org/survey
- Redding, S. *The mega system. Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school*. Lincoln, IL: Academic Development Institute, 2007. <http://www.centerii.org/survey>
- *School Turnarounds: Actions and Results*. Center on Innovation and Improvement & Public Impact, 2007. <http://www.publicimpact.com>
- *School turnarounds: A review of the cross-sector evidence on dramatic organizational improvement*, Public Impact, 2007. www.centerii.org
- *State and Local Implementation of the No Child Left Behind Act*. American Institutes for Research & U.S. Department of Education, 2007, <http://www.air.org>
- *The Turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools*. Mass Insight Education & Research Institute, 2007. <http://www.massinsight.org/turnaround/challenge>
- Wong, K. (2007). District-wide framework for improvement. In H. Walberg (Ed.), *Handbook on restructuring and substantial school improvement* (pp. 15-27). Charlotte, NC: Information Age Publishing. (Also available at <http://www.centerii.org/survey>)

Resources (2 of 2)

Community Engagement

- *Starting fresh in low-performing schools: Engaging parents and the community.* National Association of Charter School Authorizers (NACSA). (2006). http://www.qualitycharters.org/files/pub-lic/Start_Fresh_Book_2.pdf
- Steiner, L. and D. Brinson, *Fixing Failing Schools: Building Family and Community Demand for Dramatic Change*, Public Impact, May 2011. <http://publicimpact.com>

Expanded Time

- National Center for Time & Learning, <http://www.timeandlearning.org>

Guidance

- *Handbook on Effective Implementation of School Improvement Grants*, Center for Innovation & Improvement, <http://centerii.org/survey>
- *School Restructuring Guide*. Center for Comprehensive School Reform and Improvement & Public Impact, 2008, <http://www.centerforcsri.org>
- *Toolkit for Implementing the School Improvement Grant: Transformation Model*. Center for Innovation & Improvement, <http://www.centerii.org>
- United States Department of Education Final Requirements for School Improvement Grants, January 15, 2010 <http://www2.ed.gov/programs/sif/faq.html>

Leadership & Professional Development

- Kowal, J. and J. Ableiding. *Leading Indicators of School Turnaround: How to know when dramatic change is on track.* Public Impact and UVA's Partnership for Leaders in Education, <http://publicimpact.com>
- *Principal Effectiveness*. New Leaders for New Schools, 2008, <http://www.nlins.org/uef.jsp>
- *School Turnaround Competencies*. Public Impact, Chicago Public Education Fund & DC Public Schools, 2008, <http://publicimpact.com>
- Spiro, Jody. *Leading Change Handbook: Concepts and Tools*, Wallace Foundation, 2009. <http://www.wallacefoundation.org>
- UVA Darden-Curry Partnership for Leaders in Education, <http://www.dardencurry.org>

Follow Up

- **Next Steps:**

- Complete the survey on the Institute
<http://www.surveymonkey.com/s/HL5WHDD>
- Continue revising your school improvement plan, via Indistar, for the upcoming school year

- **Contact Information:**

- Kathleen Smith, kathleen.smith@doe.virginia.gov, 804-786-1692
- Julie Corbett, jcorbett@corbeteducation.com, 312-479-7719