Leveraging Change in Districts through a School Turnaround Network

The Center on School Turnaround at WestEd

September 23, 2014

Welcome and Agenda

- Welcome and Introductions

- Overview of the Colorado context

- Colorado's Turnaround Network

- Turnaround Leadership Development in Colorado

Colorado's Education Accountability Act (SB 09-163)

- Performance Frameworks come out every August for districts and schools

- Five year timeline for improvement

- Districts or Schools may not be in Priority Improvement or Turnaround for more than five years before the State Board of Education intervenes

State Board of Education
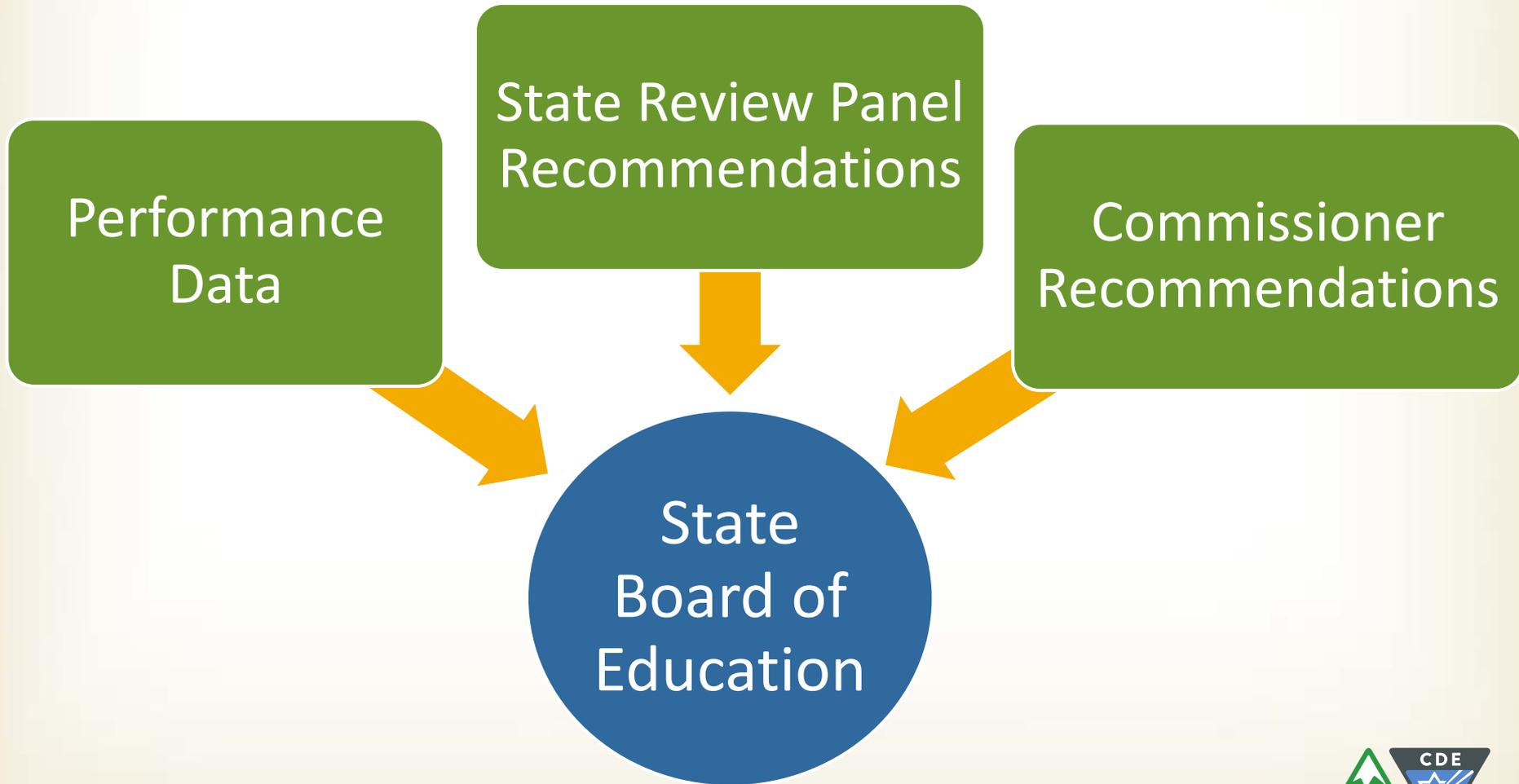
School and District Performance Frameworks (Annual)

- **Annual review of performance in the School and District Performance Frameworks (SPF and DPF)**
  - Achievement (state assessments)
  - Growth and Disaggregated Growth (state assessments)
  - Post-secondary and Workforce Readiness (grad, dropout, ACT)
- **Used for district accreditation ratings and school plan type assignments**

Elementary and Middle Schools

Achievement 25%
Growth Gaps 25%
Growth 50%
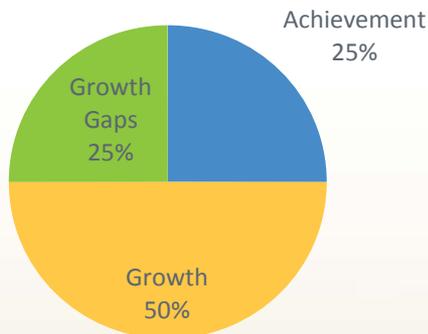
High Schools and Districts

Achievement 15%
PWR 35%
Growth 35%
Growth Gaps 15%
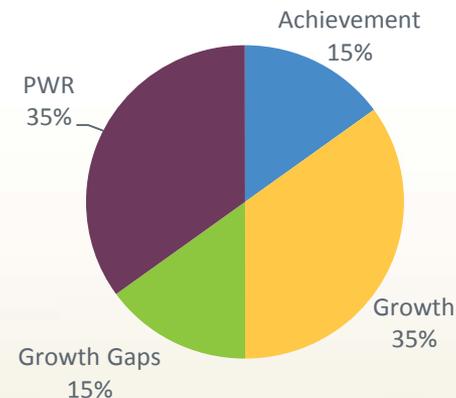
State Review Panel

Critical Evaluation of UIP

- **Ongoing while school/district is on clock** (frequency depends upon available resources)
- **Informs state on taking early action**
- **Review based upon questions outlined in law**
- **Districts may request these reports**

Recommendations to Board

- **Occurs at end of clock or if early action is requested**
- **Panel considers body of evidence**
  - Document Review (e.g., UIP)
  - Site Visit
- **Must select at least one of the required actions from law**

Pathways and Opportunities for DISTRICTS

District Reorganization

- Process triggers district reorganization, change in boundaries, and/or change in local board.

Take over management of one or more schools

- External organizations may play varying roles within school or network management

Conversion to a Charter School

- School autonomy defined by contract with authorizer
- Authorization through district, Charter School Institute (CSI), or both
- Independent governing board

Innovation Status

- School autonomy within determined parameters
- Waives select policies and rules
- Promotes school autonomy in: people, time, money, program

School Closure or Revoked Charter

- A school may be closed.
- May occur at once or phased out.

Pathways and Opportunities for SCHOOLS

Management by a Public/Private Entity

- External organizations may play varying roles within school or network management

Charter school operator or board be replaced

- A district or CSI authorizer may replace a low-performing charter school's operator or governing board

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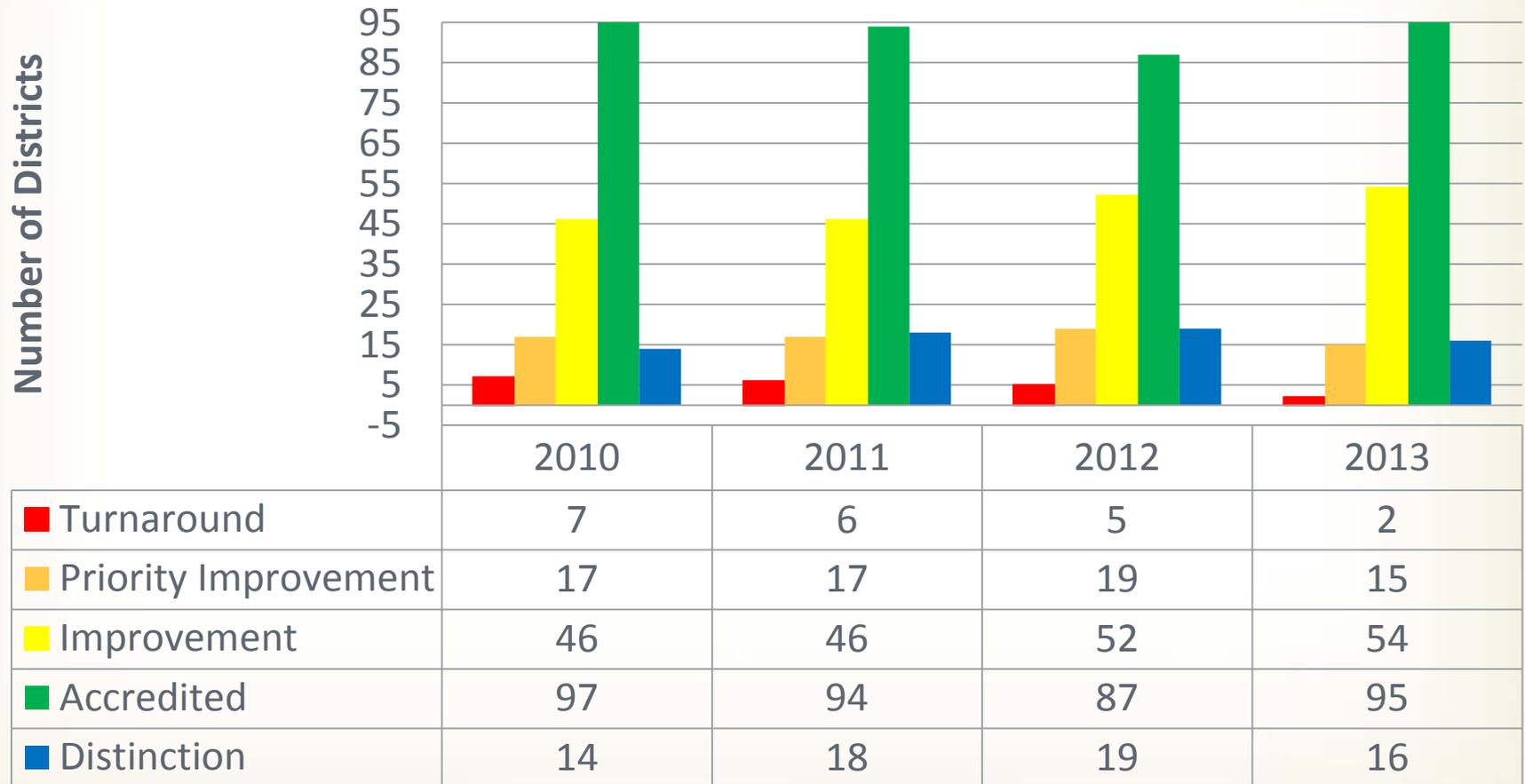
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2010, 2011, 2012 and 2013 District Results

Number of Districts

	2010	2011	2012	2013
■ Turnaround	7	6	5	2
■ Priority Improvement	17	17	19	15
■ Improvement	46	46	52	54
■ Accredited	97	94	87	95
■ Distinction	14	18	19	16

2010, 2011, 2012 and 2013 School Results

	2010	2011	2012	2013
■ Turnaround	67	55	40	49
■ Priority Improvement	130	147	126	119
■ Improvement	337	301	332	329
■ Performance	1092	1144	1200	1211
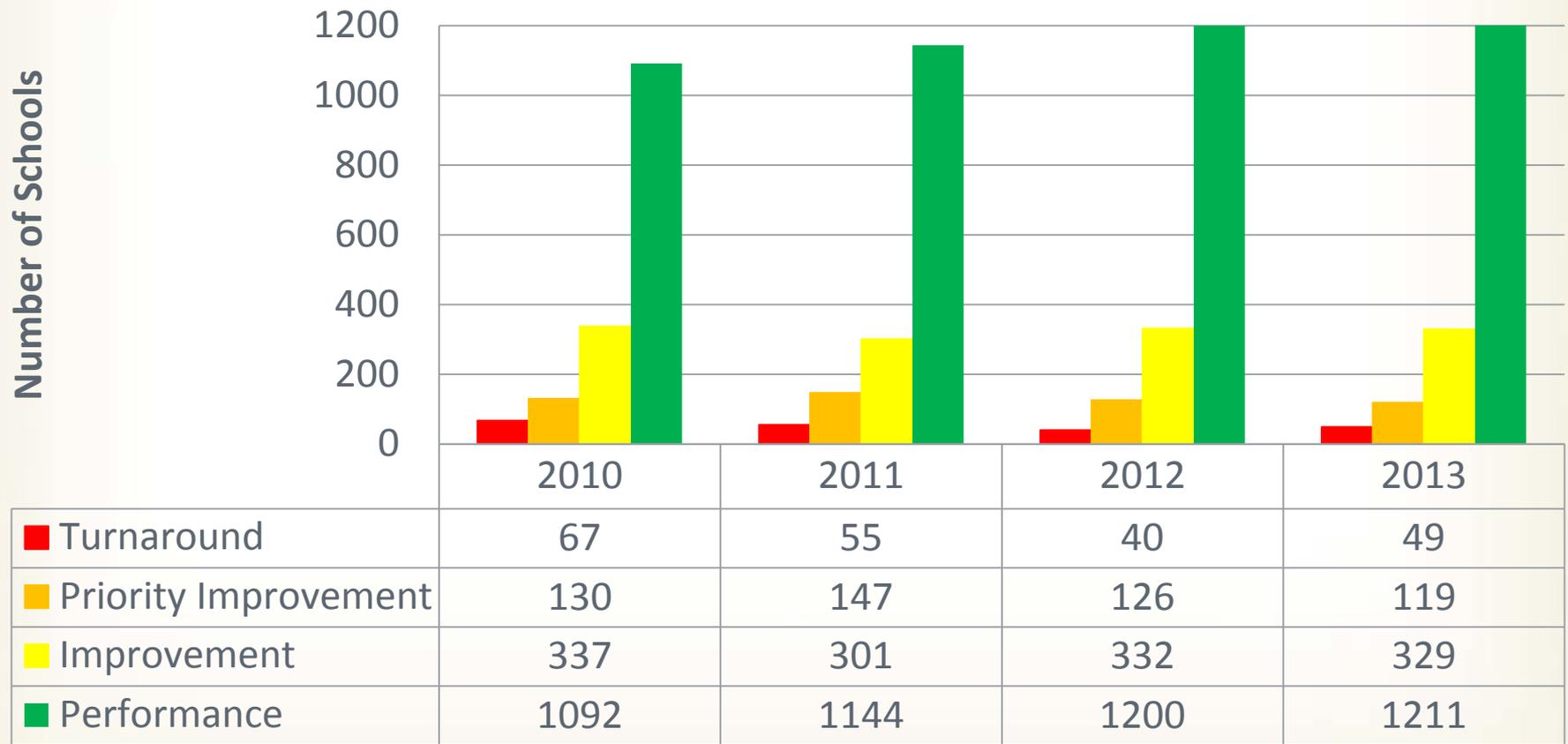
Map of 2013 PITA Schools with DPF Results Overlay
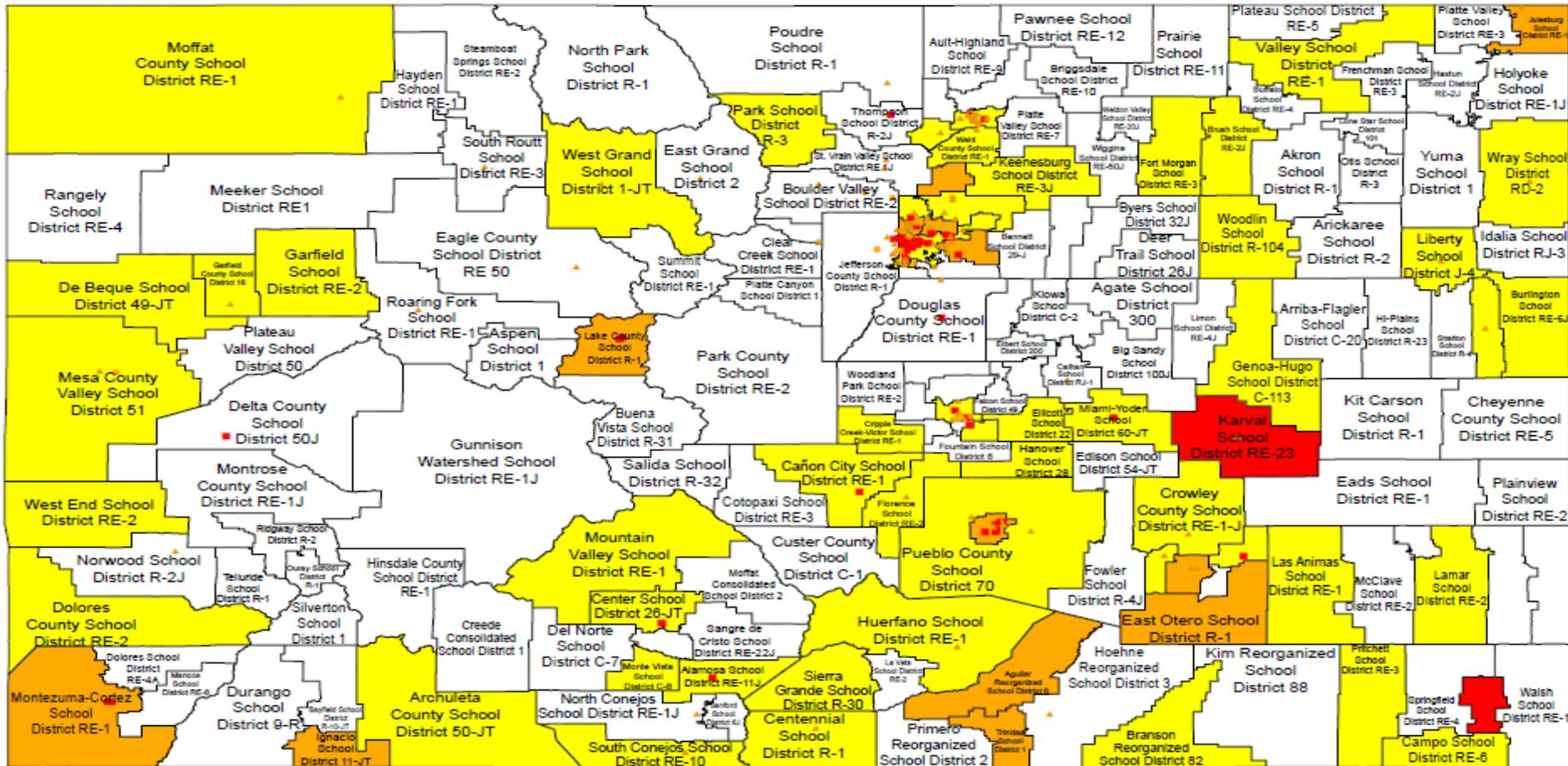
Legend

2013 School Plan Type
- ● AEC: Priority Improvement Plan
- ● AEC: Turnaround Plan
- ▲ Priority Improvement Plan
- ■ Turnaround Plan
- ☐ <all other values>
- ☐ Accredited with Improvement Plan
- ☐ Accredited w/Priority Improvement Plan
- ☐ Accredited with Turnaround Plan

Colorado's Turnaround Network

- Historical support and intervention
- Shift to working with schools

Foundation for Identifying Strategies for Improvement
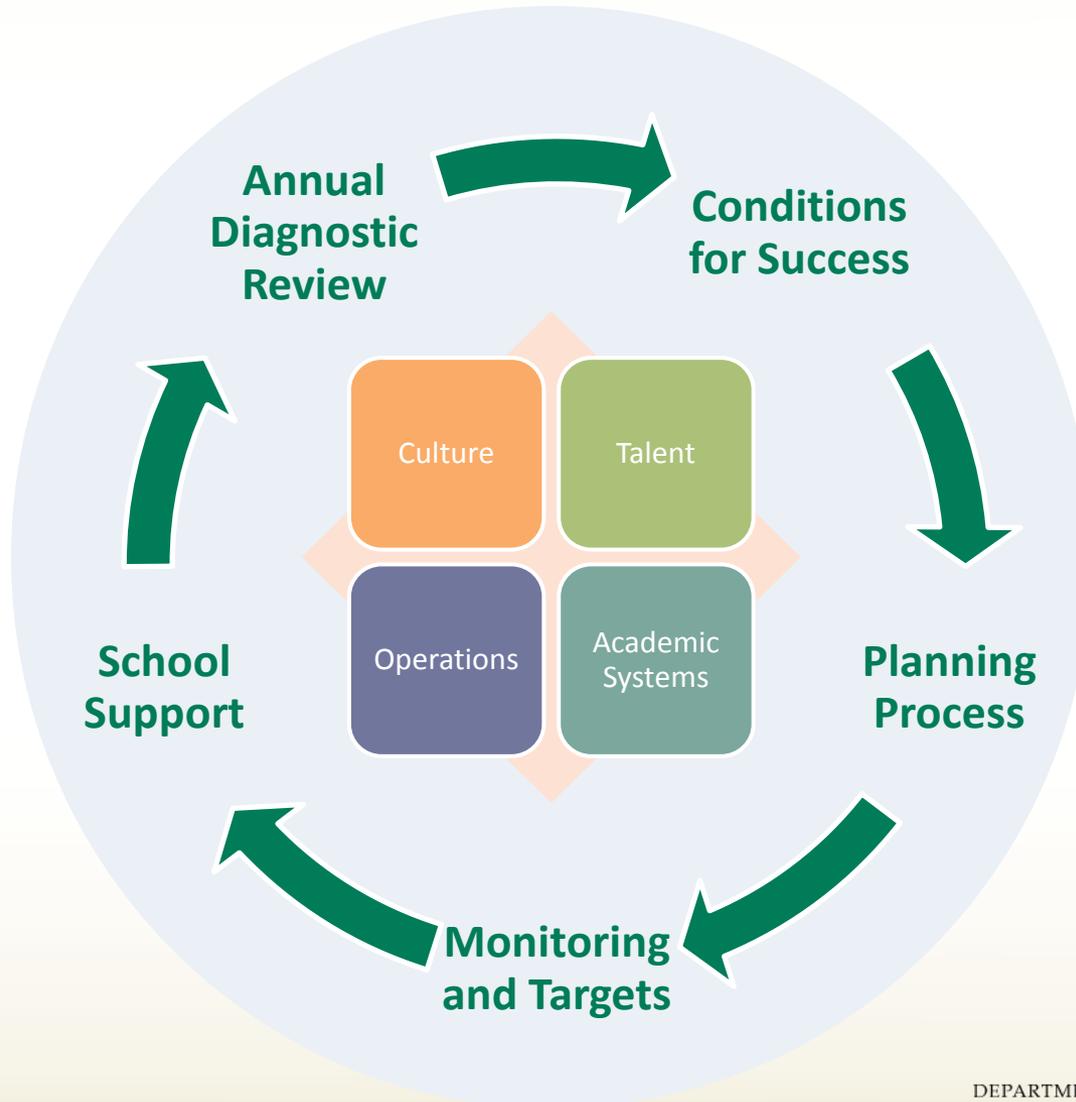
Conditions for School Success

Talent: Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.

Academic Systems: Rigorous, aligned, and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.

Culture of Performance: Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

Operations: Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

Culture	Talent
Operations	Academic Systems

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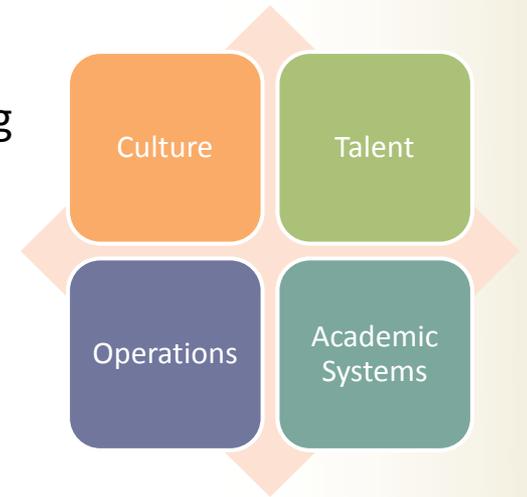
Performance Management Aligned to a Consistent Framework

We have identified the following conditions to help guide and focus school improvement efforts:

1. Culture of Performance

1.1. School mission & vision
1.2 Shared accountability
1.3 Inspiring school environment
1.5 Purposeful relationships with families
1.6 Effective social-emotional supports
1.7 Continuous improvement

2. Academic Systems

2.1 Curriculum Aligned to CAS
2.2 Articulated instructional model
2.3 Planning for equity
2.4 Meeting individual needs
2.5 Use of aligned and meaningful assessment
2.6 Multi-tiered system of supports

3. Talent

3.1 Strategic Leadership
3.2 Distributed Leadership
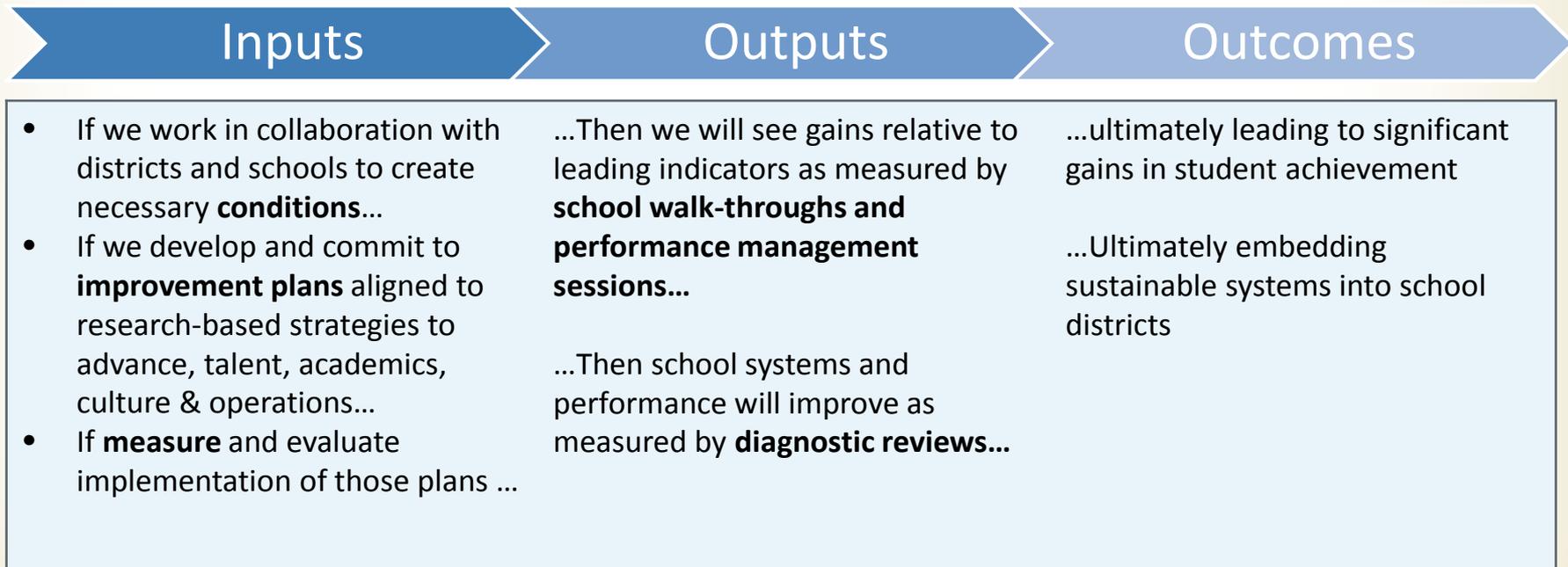3.3 Instructional Leadership
3.3 Talent development
3.6 Evaluation

4. Operations

4.1 Staff recruitment, allocation & retention
4.2 Budgeting and resource authority
4.3 Stakeholder engagement
4.4 Time allocation
4.5 Teacher collaboration

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Network Overview

The Turnaround Network introduced a framework for school transformation. The framework identifies leverage points for school improvement, creating greater coherence and shared definitions for school turnaround.

Culture of Performance	Academic Systems
Talent	Operations

Inputs	Outputs	Outcomes
• If we work in collaboration with districts and schools to create necessary **conditions**… • If we develop and commit to **improvement plans** aligned to research-based strategies to advance, talent, academics, culture & operations… • If **measure** and evaluate implementation of those plans …	…Then we will see gains relative to leading indicators as measured by **school walk-throughs and performance management sessions…** …Then school systems and performance will improve as measured by **diagnostic reviews…**	…ultimately leading to significant gains in student achievement …Ultimately embedding sustainable systems into school districts

Network Convenings

September

Build a common foundation of performance management

December

Group performance management session

Topical PD sessions

March

Group Performance Management Session

Topical PD sessions

June

Planning for next year

Topical PD sessions

Goals

Structured performance conversations to rapidly respond to challenges

Exposure to knowledge, skills, examples of turnaround strategies

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
	On-site visit	On-site visit		On-site visit	On-site visit		On-site visit	On-site visit			

Weekly Visits vs Monthly CDE Visits

|	**Weekly Visits**	**Monthly CDE Visit**
Frequency	Weekly	Monthly
Participants	Principal, relevant school leadership, District Partner	Same plus CDE Partner
Purpose	Data analysis, solutions-based conversations, set next steps	Same AND model site visit protocol and best practices
Focus	Smaller focus, maybe one or more strategies	Whole school system, utilizing PM Tool
Data Utilized	Up to participants, depends on focus	Leading Indicators, Monthly results from Impact and action step goals
Observations	Can be classrooms, culture PLCs, PD, depending on focus	Same
Documentation/ Tools	District partner log in PM Tool and any other necessary docs	Next Steps in PM Tool

Definition of Performance Management

Performance Management is a mechanism that:

- Methodically or routinely monitors the *connection*, or lack thereof,
- Of the work that we are *doing*,
- And the *goals* we seek.

It is a process that compares **what is** versus **what ought to be**.

Performance Management involves:
- Ensuring *quality* data
- Managing *routines* for collecting and analyzing data
- Establishing processes to monitor impact of strategies
- Using data in decision-making
- Timely actions
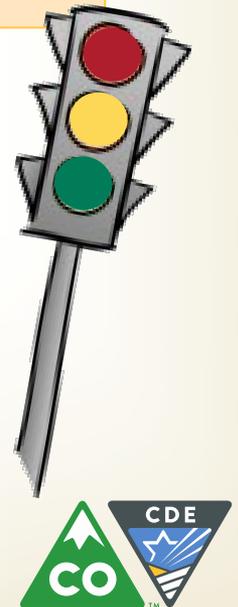
Sample Weekly Site Visit Agenda

Time	Topic	Leader
5 minutes	Opening & Pulse Check-In	District Partner
5-10 minutes	Check in on next steps from last meeting	Principal and District Partner
10-15 minutes	Review and discuss data and implementation	Principal and District Partner
30 minutes	Observe (Classrooms, PLCs, etc.)	Principal and District Partner
15 minutes	Close & Next Steps	Principal

CDE Monthly Visit Protocol

Time	Topic
10 minutes	Welcome and success from previous month
20 minutes	Student engagement and leading indicators
45 minutes	Improvement Strategies
40 minutes	School and classroom walk-through
20 minutes	Identify next steps
10 minutes	Debrief

Share Out from the Field

Activity

➢ How do you leverage the relationship between your SEA, LEAs, and schools to see improvements?

Turnaround Leadership Development Grants

- Provides grants for:
    - Providers of turnaround leadership development programs, and
    - School districts, Charter School Institute, and charter schools so they can develop school leaders

Turnaround Leadership Development Grants

The success of local turnaround efforts will depend on having great leaders at every school and great teachers in every classroom.

By 2019, there will be…

- Increased numbers of people prepared to lead and support low-performing schools (principals, teacher leaders, principal managers…)
- Increased and deeper portfolio of turnaround leadership development options in Colorado
- A more-attractive and sustainable environment for turnaround leadership development providers and for school leaders

We will only reach this vision if we collectively rise to the challenge across sectors, operators, agencies and work towards a comprehensive approach to improve school leadership in turnaround environments.

Summary of Research from *Public Impact*

Priority elements of effective turnaround leadership development programs:

1. **Leadership competencies**
2. **Recruitment and selection**
3. **Curriculum content and delivery**
4. **Clinical experience / residency**
5. **Post-graduate placement and ongoing support**
6. **Evaluation of program**
7. **District support for school turnaround**
8. **Turnaround teams**
9. **Leader sustainability**

Feedback Questions

- **What about these nine components do you think will help prepare leaders for turnaround schools?**

- **What is missing from this list of program components?**

- **What are the challenges in offering these types of components?**

- **How can we incentivize leadership development programs to serve non-metro areas?**

Mindset for Short-Cycle Innovation

- **Let Learning Trump Ego**

- **Don't Let Great be the Enemy of Good**

- **Be Measured**

- **Seek to offer Decisions Rather than Directions**

Closing

Activity

➢ What do you *believe* and *doubt* about our systems of support?

➢ What does it elicit about your state's system of support?

Leveraging Change in Districts through a School Turnaround Network

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http://www.cde.state.co.us/accountability/performanceturnaround