Center on School Turnaround at WestEd
What have we learned?
<table>
<thead>
<tr>
<th>Change Efforts Fail When….</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not focused on a few high-leverage priorities</td>
</tr>
<tr>
<td>Insufficiently rigorous in its expectations</td>
</tr>
<tr>
<td>Inadequately rooted in research-based practice</td>
</tr>
<tr>
<td>Not focused on implementation fidelity as well as program/intervention fidelity</td>
</tr>
<tr>
<td>Not monitored by a core team committed to its success</td>
</tr>
<tr>
<td>Too rigid, inflexible, and absent performance management procedures for making necessary changes in course</td>
</tr>
</tbody>
</table>
Debunking Myths

- All Schools are in need of improvement?
- School improvement is a school challenge only?
Missed Opportunity?
SEAs Providing School Turnaround Supports to Schools, Districts, or Both

- Assisting in sustaining the improvements in successful turnaround schools (N = 52)
  - NA: 4%  
  - Schools: 2%  
  - Districts: 87%

- Monitoring and evaluating school-turnaround efforts (N = 52)
  - NA: 12%  
  - Schools: 4%  
  - Districts: 85%

- Supporting positive school culture/climate (N = 53)
  - NA: 6%  
  - Schools: 4%  
  - Districts: 79%

- Engaging families and communities (N = 52)
  - NA: 12%  
  - Schools: 6%  
  - Districts: 71%

- Promoting the use of expanded learning time (N = 52)
  - NA: 19%  
  - Schools: 8%  
  - Districts: 65%

- Supporting personalized learning (N = 53)
  - NA: 21%  
  - Schools: 6%  
  - Districts: 58%

- Ensuring the development of qualified local turnaround leaders (N = 52)
  - NA: 21%  
  - Schools: 15%  
  - Districts: 48%

- Building political will for change (N = 52)
  - NA: 21%  
  - Schools: 13%  
  - Districts: 33%
More rigorous action after state-determined number of years (not to exceed 4)

- **States approaches**
  - Additional support, monitoring and SEA involvement
    - SEA conducts LEA needs assessment
    - New school-level needs assessment required
    - Limit evidence-based practices available for use
    - SEA direct involvement in plan development, implementation
    - More regular monitoring of progress and additional on-site coaching and technical assistance
    - Required school board training
  - Turnaround/empowerment/innovation zone where schools have additional freedoms, including with collective bargaining
  - Mayoral takeover
  - School takeover via extraordinary authority district
  - District takeover
FIGURE 2. State-Initiated Turnarounds of All Types Can Effectively Improve Student Achievement But Not All Do

- **STATE SUPPORT**
  - Michigan SIG
  - North Carolina TALAS
  - Massachusetts SRG

- **TURNAROUND ZONE**
  - Memphis iZone

- **SCHOOL TAKEOVER**
  - Tennessee ASD
  - Louisiana RSD

- **DISTRICT TAKEOVER**
  - Philly – Sweet 16
  - Philly – Restructured
  - Philly – Private Providers
  - Lawrence, MA

**Notes:** Figure presents all results in standard deviation units where the outcome of interest is student achievement.

**Source:** Author review of evaluations reported in Table 2

Source: Measures of Last Resort: Assessing Strategies for State-Initiated Turnaround
State Examples
Central Office Action Planning for Student and School Success

- Guidance for District Leadership Teams – District Action Planning
P1-A The district reviews capacity of principals in schools required to implement turnaround plans and determines whether an existing principal has the necessary competencies to lead the turnaround effort.

P1-B The district ensures that an empowered change agent (typically the principal) is appointed to head the each school that needs rapid improvement.

P1-C District examines its policies and makes modifications as needed to provide operational flexibility for principals in order to support school turnaround plans in key areas.
P2-A District policy and practices ensure highly qualified teachers are recruited, placed, and retained to support the transformation and turnaround efforts.

P2-B The district has policies and practices in place that prevent ineffective teachers from transferring to schools that are required to implement turnaround plans.

P2-C Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its Student and School Success Action Plan and evolving needs.
14 District Expected Indicators

- **P3-A** The district allocates resources to support additional learning time for students and staff in schools required to implement turnaround principles.
- **P4-A** The district ensures that school improvement initiatives include rigorous, research-based, field-proven instructional programs, practices, and models.
- **P4-B** The district works with the school to provide early and intensive intervention for students not making progress.
- **P4-C** The district has a comprehensive plan that includes testing each student at least 3 times each year to determine progress toward standards-based objectives.
14 District Expected Indicators

- P5-A The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.
- P6-A The district and its schools implement state and federally aligned policies and procedures which guide, promote and assist school communities with academic, physical, social, emotional and behavioral programs and practices that ensure a safe and supportive culture and climate.
- P7-A The LEA (district)/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change.
- P7-B The LEA (district)/School has engaged parents and community in the transformation process.
State Example #2

Determining Progress:

Focus on Systems of Continuous Improvement:

- Systemic Planning
- Systemic Reflection
- Systemic Distribution of Leadership
- Systemic Progress Monitoring
State Example #2
School Improvement Specialists:

State Example

School leaders, Education Recovery Specialists and ER Leaders document their work in schools against the ten Certified School Improvement Specialist standards to earn the national, evidence-based Certified School Improvement Specialist (CSIS) designation.

1. Analyze and apply critical judgment
2. Develop meaning and engagement
3. Focus on systemic factors
4. Plan and record
5. Organize and manage efforts
6. Guide and focus collaborative improvement
7. Build capacity
8. Demonstrate organizational sensitivity
9. Monitor accountability and adoption
10. Implement for sustainability
State Example #3

CONDUCTING A NEEDS ASSESSMENT
What is a Needs Assessment?

A comprehensive needs assessment is a process organizations and schools use to:

1. Identify gaps between current conditions (what is) and desired conditions (what should be);
2. Place these gaps or needs in priority order;
3. Implement interventions, action, strategies and practices aligned to needs;
4. Target resources to address needs.
Needs Assessments can also be referred to as...

1. Comprehensive Needs Assessment
   - Root Cause Analysis
   - Scholastic Audit
2. Strategic Planning

Tools that can be used to develop a needs assessment:

1. Indistar®
2. Multiple measures of data-
   - Perceptual
   - Student Learning
   - School Process
   - Demographic
3. Annual Measure Objective (AMO) results
4. Interim Assessments
5. Scholastic Audit
6. Teacher Excellence and Support System (TESS) and Leader Excellence and Development System (LEADS)
7. Focus Groups & Data Teams
8. Classroom Walk-Through(CWTs) and Focus Walks
Step 1: Conduct a Needs Assessment - Consider the Mission Statement and use a variety of data to determine where the school is currently and compare where the school wants to be.

Step 2: Determine the Priorities, Goals, Benchmarks & interventions based on disaggregated data which focuses on student needs.

Step 3: Design evidence based actions geared towards enhancing student achievement.

Step 4: Apply the appropriate funding sources to the actions that require state or federal funding.

Step 5: Implement Interventions & Actions

Step 6: Peer Evaluation

Step 7: Monitor & Evaluate interventions for effectiveness.

ADE, School Improvement Unit
Step-by-Step Process

1. Establish a Leadership Team and sub teams or committees based on needs
2. Clarify the Vision and Mission for reform
3. Create the school profile
4. Identify data, research, resources
5. Analyze the data
State Example #4: Lead Turnaround Partner

**October:** Each state-approved LTP vendor presents an informational webinar to interested local educational agencies (LEA) associated with priority schools

**October – December:** LEA leaders begin initial discussions with prospective LTPs including visits to priority schools

**December - January:** LEA leaders, priority school staff, and other stakeholders collaborate to select an LTP
The main purpose of the lead turnaround partners (LTP) assigned to low-performing schools is to increase student achievement and the graduation rate.

For priority schools, LTP responsibilities include, but are not limited to:
• building local capacity with targeted and differentiated supports and interventions as determined by diagnostic reviews of student performance and practices;
• bringing increased resources to the schools and students in low-performing schools (includes increased human capital, time, money and programs; 
• providing deep, systemic instructional reform for the school division and its affected priority school(s); and 
• coordinating and delivering practices with quality and accountability.
The **Internal Lead Partner (ILP)** a key instructional leader communicates about process and changes directly with the superintendent and school board. The ILP may be granted some authority by the superintendent to ensure timely decisions are made. In many cases, especially in small school divisions, there is rarely a need for the ILP.

Responsibilities include:

- Serving as a conduit between the priority school and the central office;
- Removing barriers impeding the work of the LTP and/or priority school;
- Ensuring that the LTP fulfills all requirements of the contract of award;
- Coordinating activities with the LTP and central office staff including professional development;
- Ensuring that the priority school implements the turnaround principles; and
- Ensuring that the priority school principal and school staff fully cooperate with the LTP.
Nurturing the Seed of Division Capacity Building to Support Priority Schools

Lead Turnaround Partner

Internal Lead Partner (Key instructional leader)

School Leadership Team

Office of School Improvement Staff and Contractors
Appendix F_8-Step Guidance

STEP 1.
Identify goal(s) to help you achieve your targets

STEP 2.
Brainstorm available resources and potential barriers; prioritize barriers

STEP 3.
Choose a barrier to address based on alterable elements of curriculum, instruction, environment, organizational systems and actionable impact

STEP 4.
Brainstorm and prioritize strategies to reduce or eliminate each barrier

STEP 5.
Identify action steps (who, what, when, evidence of completion) to implement strategies

STEP 6.
Determine how strategies will be monitored for fidelity of implementation (who, what, when, evidence of completion)

STEP 7.
Determine how strategies will be monitored for effectiveness (who, what, when, evidence of completion)

STEP 8.
Determine how progress toward each goal will be monitored (who, what, when, evidence of completion)

Cycle Through Steps 3-7 for each barrier
Changes under ESSA
SEAs Changing Turnaround Policies or Practices Due to ESSA

- Identification of low-achieving schools (n = 41)
- Evidence-based interventions to assist districts with low-performing schools (n = 41)
- Evidence-based interventions aimed at closing achievement gaps in schools (n = 41)
- Evidence-based interventions in low-performing schools (n = 42)
- Inclusion of “other factors” to identify low-performing schools that get at students' opportunity to learn (n = 41)
- State issued “report cards” for schools (N = 39)
- Funding policies for low-performing schools (n = 41)
- State actions in persistently low-performing schools that do not respond to the evidence-based interventions (n = 39)
- Use of SAT or ACT tests in high school, in place of state tests (n = 37)
- Use of interim assessments (n = 37)
- Policies allowing parents to “opt out” of testing (n = 36)
### SEAs that could benefit from assistance Related to Turnaround in ESSA

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based interventions to assist districts with low-performing schools (n = 39)</td>
<td>90%</td>
</tr>
<tr>
<td>Evidence-based interventions aimed at closing achievement gaps in schools (n = 39)</td>
<td>85%</td>
</tr>
<tr>
<td>State actions in persistently low-performing schools that do not respond to the evidence-based interventions (n = 38)</td>
<td>84%</td>
</tr>
<tr>
<td>Evidence-based interventions in low-performing schools (n = 38)</td>
<td>84%</td>
</tr>
<tr>
<td>Funding policies for low-performing schools (n = 47)</td>
<td>81%</td>
</tr>
<tr>
<td>Inclusion of “other factors” to identify low-performing schools that get at students’ opportunity to learn (n = 40)</td>
<td>68%</td>
</tr>
<tr>
<td>Use of SAT or ACT tests in high school, in place of state tests (n = 35)</td>
<td>54%</td>
</tr>
<tr>
<td>State issued “report cards” for schools (n = 36)</td>
<td>50%</td>
</tr>
<tr>
<td>Policies allowing parents to “opt out” of testing (n = 36)</td>
<td>50%</td>
</tr>
<tr>
<td>Identification of low-achieving schools (n = 39)</td>
<td>49%</td>
</tr>
<tr>
<td>Use of interim assessments (n = 35)</td>
<td>49%</td>
</tr>
<tr>
<td>Needs</td>
<td>Needs</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Evidence-based interventions to assist districts with low-performing</td>
<td>90%</td>
</tr>
<tr>
<td>schools</td>
<td></td>
</tr>
<tr>
<td>Evidence-based interventions aimed at closing achievement gaps in</td>
<td>85%</td>
</tr>
<tr>
<td>schools</td>
<td></td>
</tr>
<tr>
<td>Evidence-based interventions in low-performing schools</td>
<td>84%</td>
</tr>
<tr>
<td>State actions in persistently low-performing schools that do not</td>
<td>84%</td>
</tr>
<tr>
<td>respond to the evidence-based interventions</td>
<td></td>
</tr>
<tr>
<td>Funding policies for low-performing schools</td>
<td>81%</td>
</tr>
</tbody>
</table>
CST: Supporting Implementation
Domains

Set of related practices

Address a facet of the broader domain

Used in tandem
Practices

Apply across the system of state education agency, the local education agency, and the school.

Differentiates the roles of the state, district, and school and calls out the role of each entity in turnaround.

Not meant to be an exhaustive list of activities.

Not a recipe, or magic bullet!
CST Framing

- **Culture Shift**
  - Build a culture focused on student learning and effort
  - Solicit and act upon stakeholder input
  - Engage students and families

- **Instructional Transformation**
  - Diagnose and respond to student learning needs
  - Provide rigorous evidence-based instruction
  - Remove barriers and provide opportunities

- **Turnaround Leadership**
  - Prioritize improvement and communicate urgency
  - Monitor short & long term goals
  - Customize and target support to meet needs

- **Talent Development**
  - Recruit, develop, retain and sustain talent
  - Target professional learning opportunities
  - Set clear performance expectations

4 Domains of Rapid Improvement

Systemic Turnaround & Improvement Efforts
Managing Effort

- Opportunities for “quick wins”, avoid layering on too many initiatives.
- Strategically develop school improvement policies to benefit the entire district rather than individual schools, while differentiating support based on school needs.
- Implement a comprehensive data management system to monitor the progress of school improvement and inform instructional decisions at all levels.
- Maintain stability in district leadership and develop a pipeline of internal talent to lead and refine district policies and support for school turnaround.
Turnaround technical assistance must focus on building state, district, and school capacity through increasing access to turnaround knowledge, experts, and resources.

**Turnaround Goals**

- **Strategic Planning**: Support implementation of current turnaround efforts
- **Access to Knowledge**: Increase state, district, and school capacity by increasing their access to knowledge, including promising practices
- **Access to Experts**: Increase state, district, and school capacity by increasing their access to experts/people
- **Access to Resources**: Increase state, district, and school access to resources that support implementation

**Capacity Building**
Opportunity for SEAs and LEAs to revisit how turnaround efforts are implemented across all levels of the system

Build on existing successes and assess the capacity at all levels to support rapid, systemic, and sustainable change

Leverage lessons learned from SIG in future turnaround efforts
Final Questions and Reflections

www.centeronschoolturnaround.org