Evansville Vanderburgh School Corporation

Bringing Learning to Life

# State Board of Education

*Transformation Zone Update*

*September 4, 2013*

# Attending Today

**David Smith**
Superintendent, EVSC

**Velinda Stubbs**
Chief Academic Officer, EVSC

**Carrie Hillyard**
Director of School Transformation, EVSC

**Michael Contompasis**
Senior Field Consultant, Mass Insight Education

**Ami Magunia**
Engagement Director, Mass Insight Education

**Susan McDowell Riley**
Deputy Superintendent for Academic Affairs and Accountability, EVSC

**Justin Cohen**
President, Mass Insight Education

Part I: How We Got Here (EVSC)

Part II: Our Approach and Progress (OTS)

Part III: A National Perspective (MIE)

Part IV: Questions & Answers

**We approach school planning and improvement in the same way that we expect teachers to differentiate for their students—**

**We INDIVIDUALIZE OUR SUPPORT TO SCHOOLS based upon the needs of the schools.**

# The Convergence of Action

**2007**
- Mass Insight (MIE) Turnaround Challenge Report Published

**2008**
- EVSC Strategic Plan Approved
- Glenwood Development Initiative formed to revitalize neighborhood

**2009**
- EVSC/ETA plans Equity Model in 3 schools

**2010**
- EVSC introduced to Mass Insight Education through Brown University and Learning Leadership Cadre
- EVSC initiates three Equity Schools
- Glenwood Middle School and Culver Elementary merge to become Glenwood Leadership Academy
- EVSC initiates first transformation model (GLA)

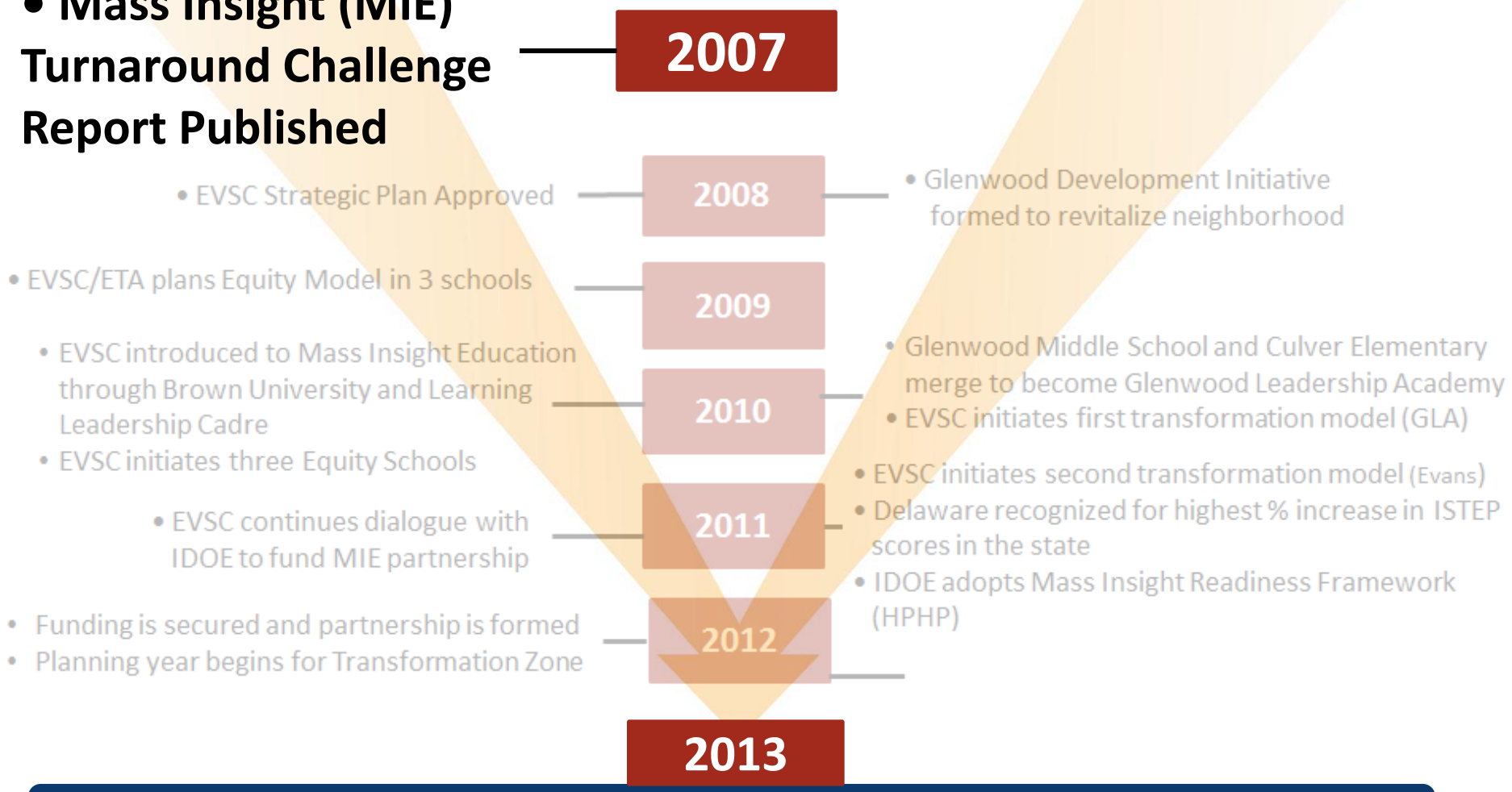
**2011**
- EVSC continues dialogue with IDOE to fund MIE partnership
- EVSC initiates second transformation model (Evans)
- Delaware recognized for highest % increase in ISTEP scores in the state
- IDOE adopts Mass Insight Readiness Framework (HPHP)

**2012**
- Funding is secured and partnership is formed
- Planning year begins for Transformation Zone
- Glenwood enters Year 5
- EVSC initiates third transformation model (McGary)

**2013**

## Implementation of Transformation Zone Schools

# The Convergence of Action



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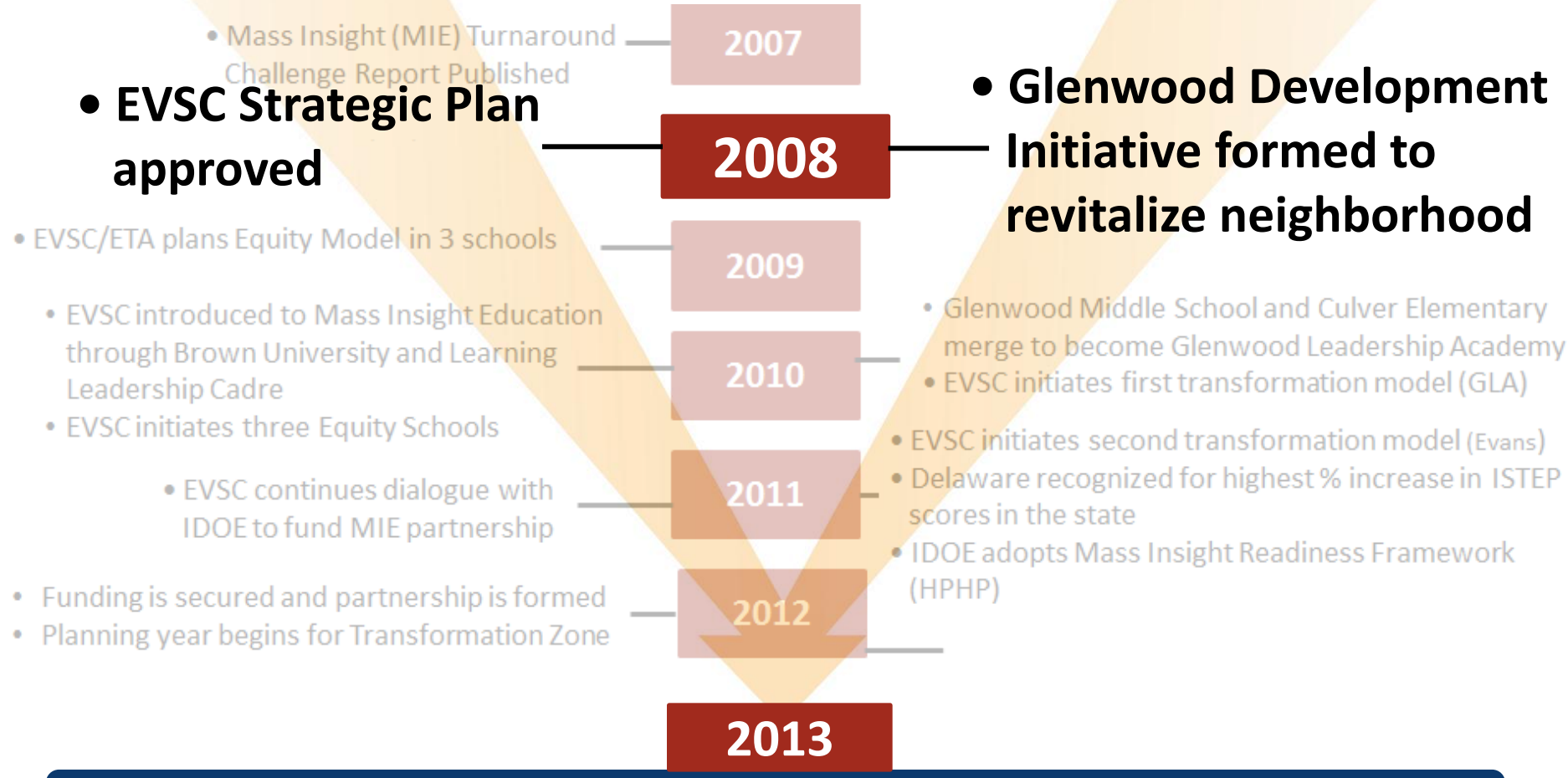


**Implementation of Transformational Zone Schools**

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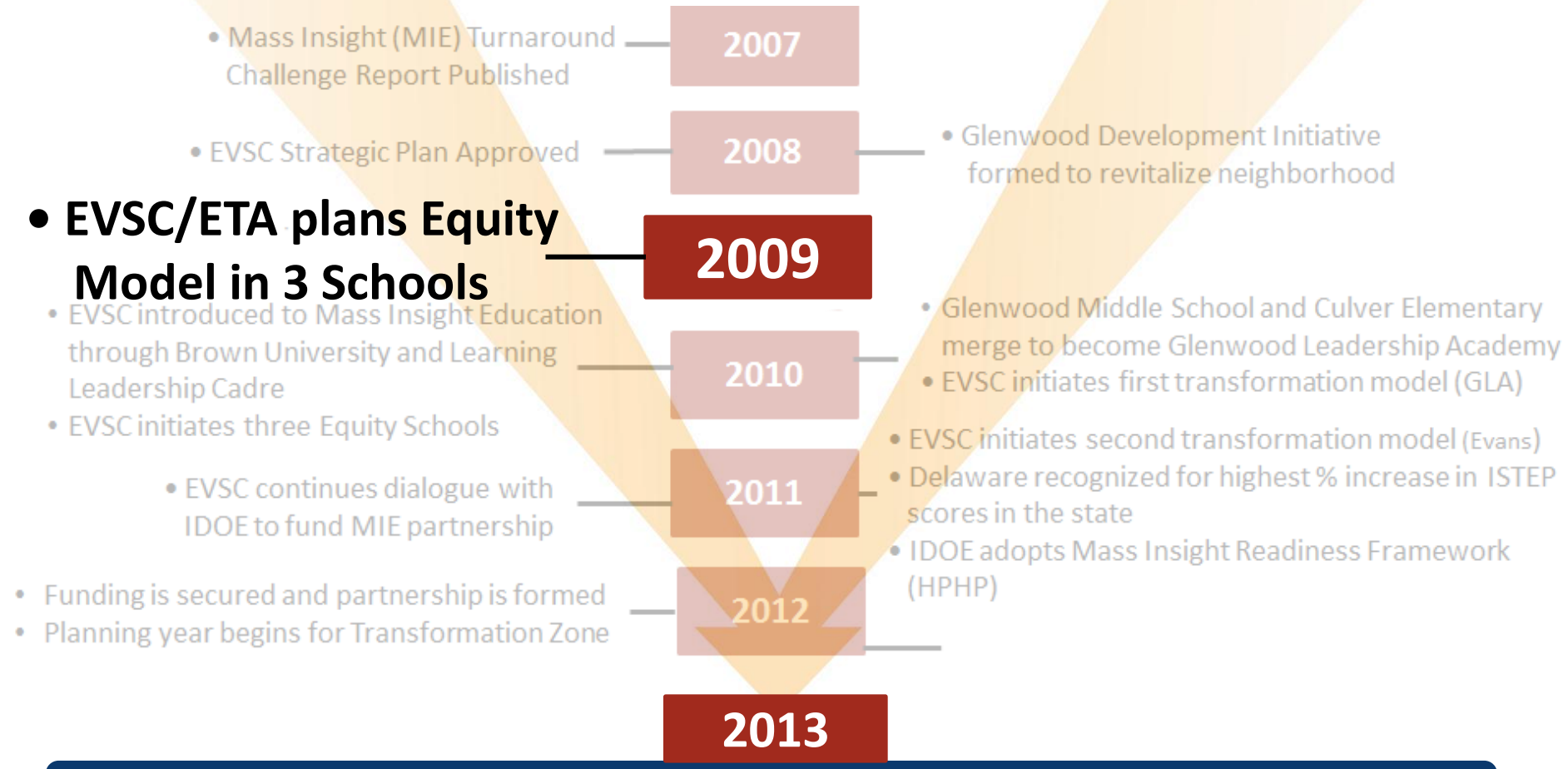

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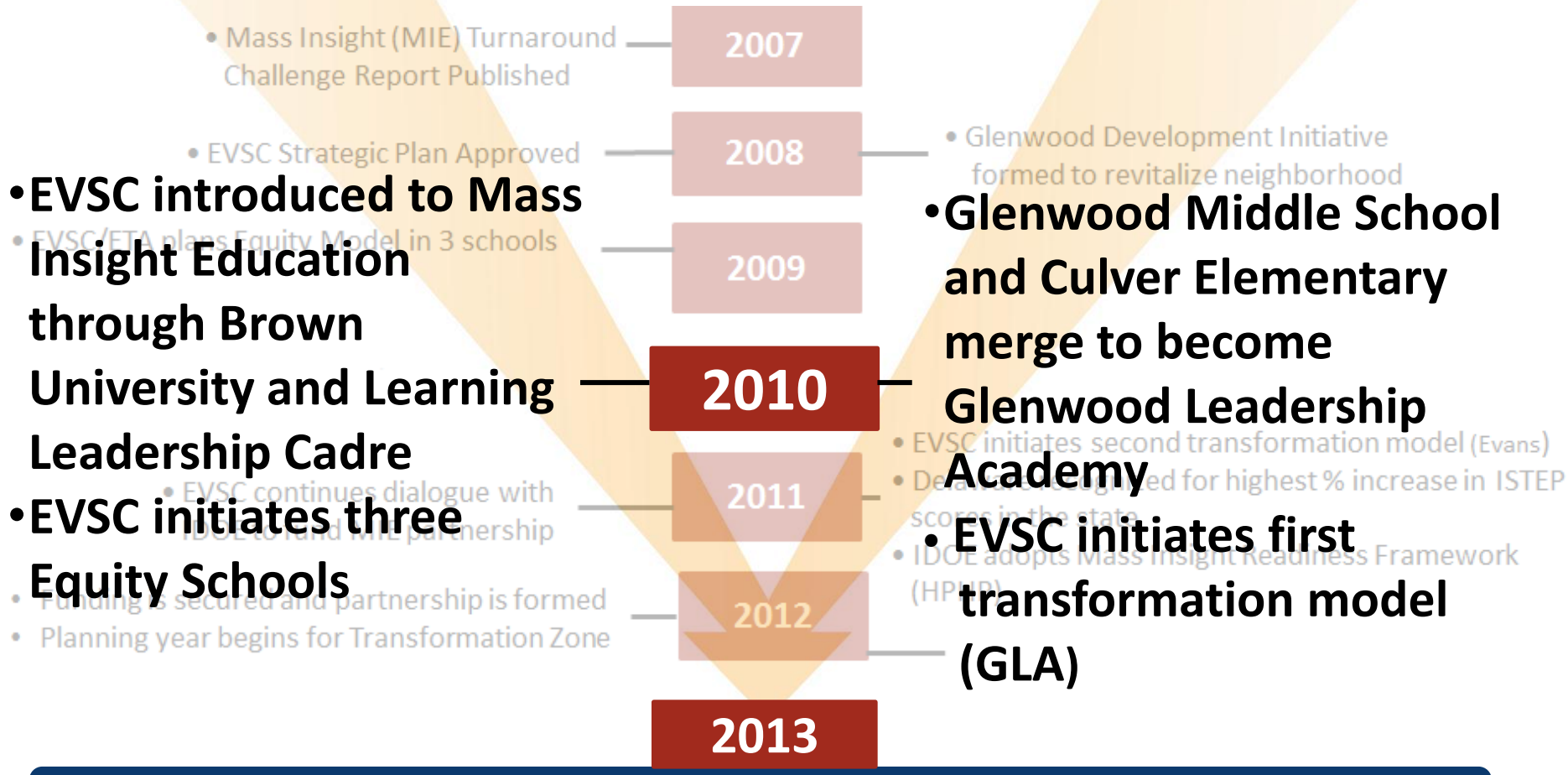

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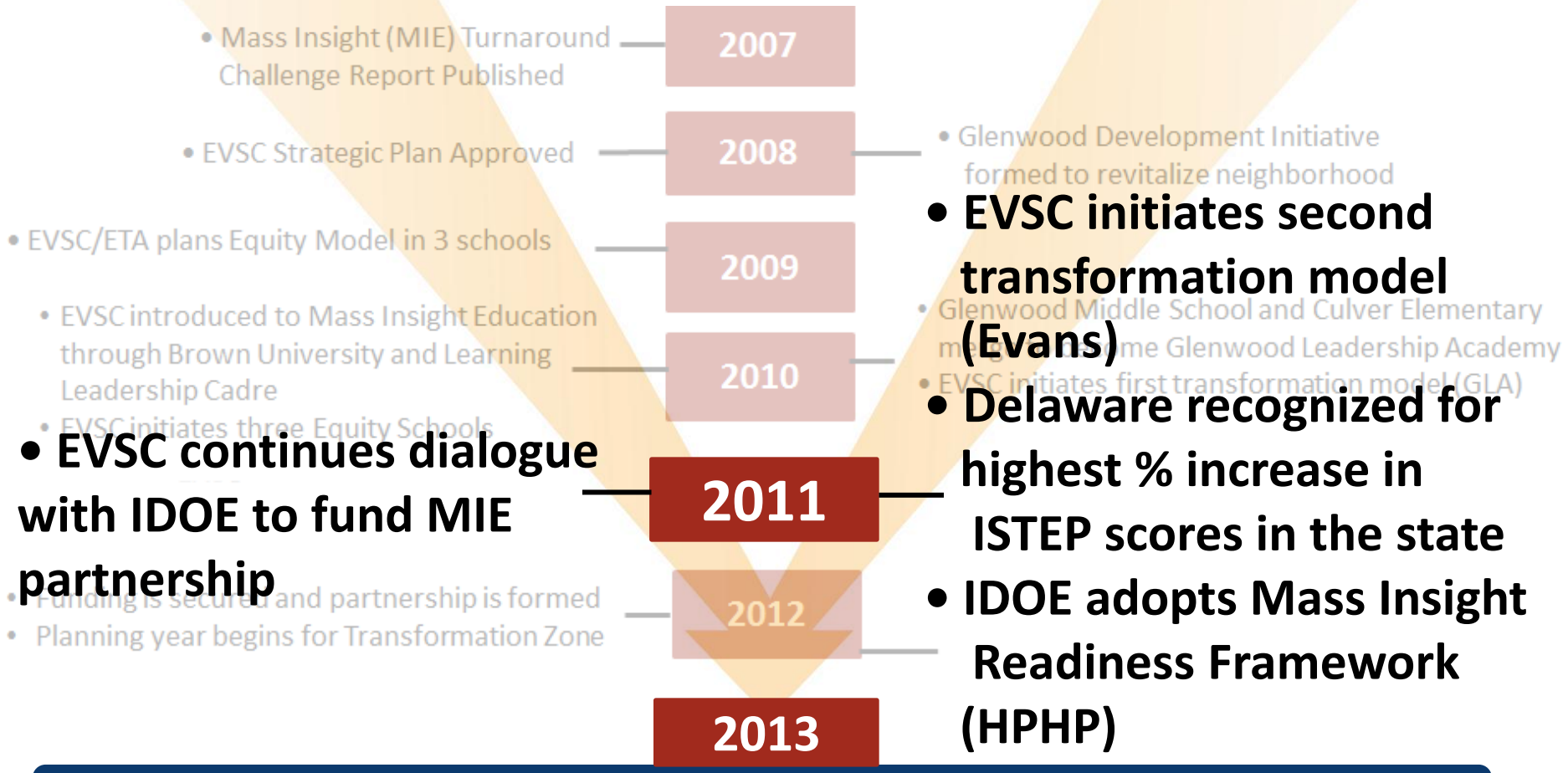

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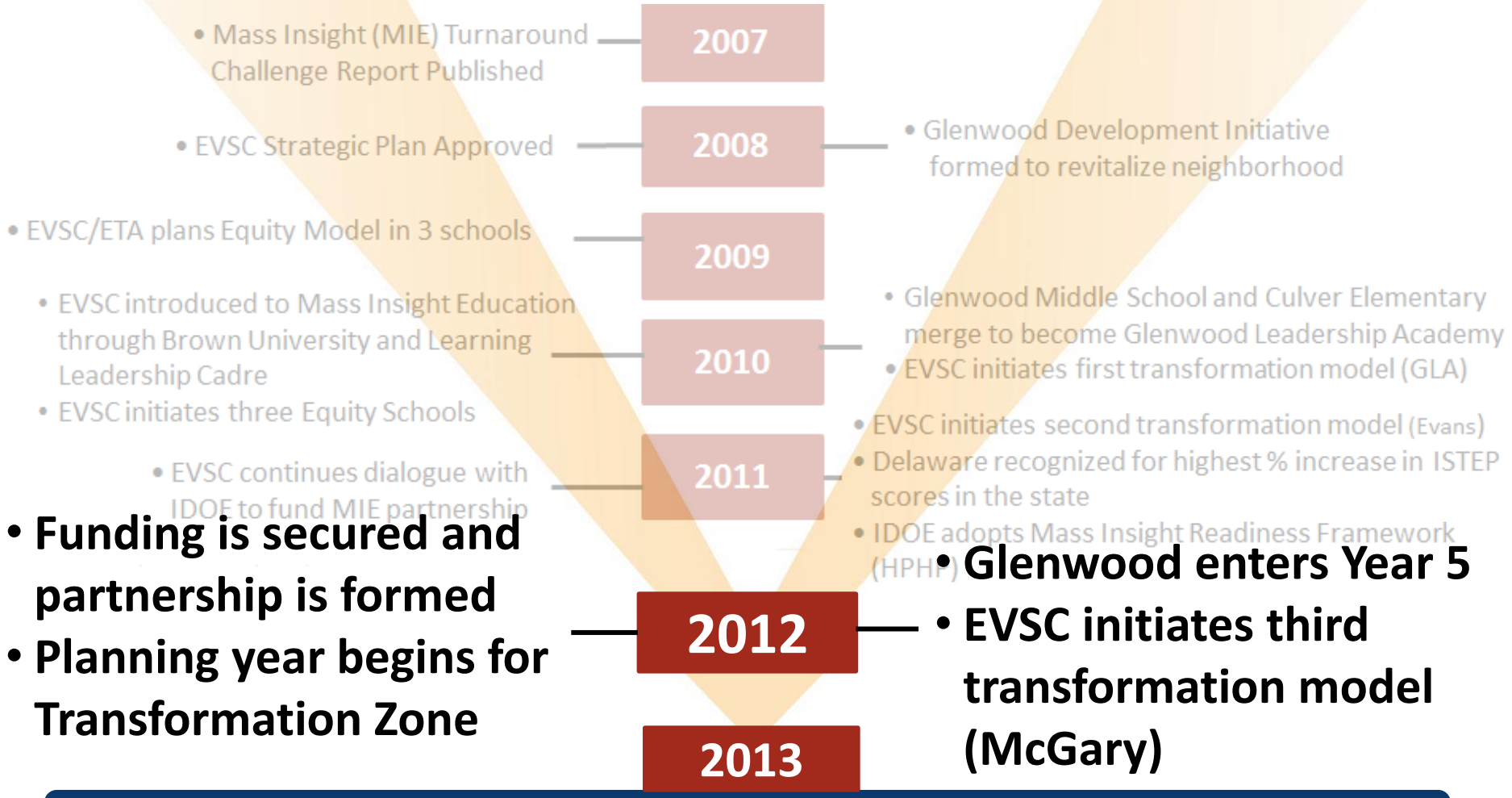


**Implementation of Transformation Zone Schools**

Evansville Vanderburgh School Corporation

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EVSC TRANSFORMATION ZONE

Unbound Thinking,
Unlocking Possibilities.

# *Internal* Lead Partner Strategy


EVSC - Office of Transformational Support (OTS)

Carrie Hillyard, Director of School Transformation


September 4, 2013

# EVSC's Internal Lead Partner Strategy: Our Approach and Progress

I. What is an *Internal* Lead Partner?

- *How does this compare with the External Lead Partner model*
- *Why did EVSC choose the ILP framework?*

II. What milestones have been accomplished to date by EVSC's ILP?

III. What early leading indicators of success have been observed?

- *Glenwood Leadership Academy – Early Leading Indicators*





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## I. What is an *Internal* Lead Partner?

- *How does this compare with the External Lead Partner model?*
- *Why did EVSC choose the ILP framework?*

# A Lead Partner

## Internal Lead Partnership Planning (12-13):

- It was a priority to work with MIE to help us "operationalize" The Turnaround Challenge.
- As we worked with MIE and reflected on the competencies outlined in their *Lead Partner Playbook,* we learned that districts building internal partnership zones:
    1. Have the potential to accelerate the pace of school turnarounds
    2. Tend to build greater support for turnaround from within the system





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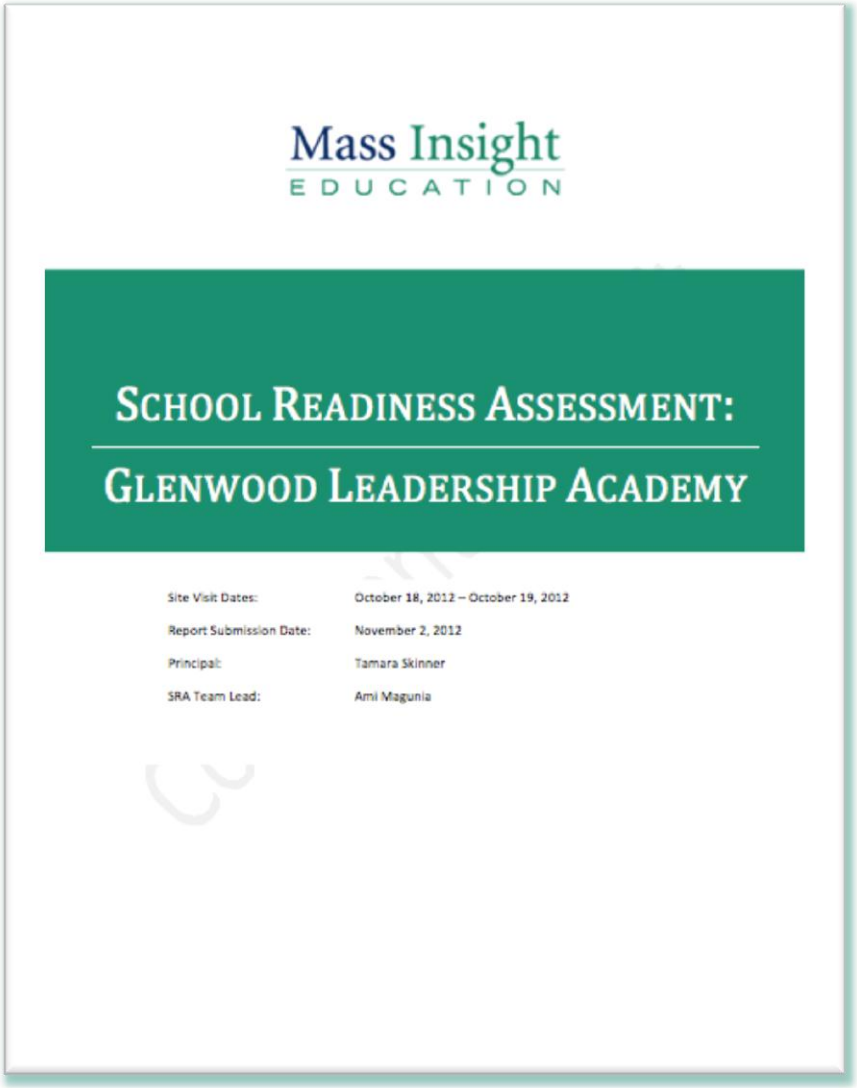
# Phase I: School Readiness Audits


Mass Insight
EDUCATION

SCHOOL READINESS ASSESSMENT:

GLENWOOD LEADERSHIP ACADEMY

Site Visit Dates: October 18, 2012 – October 19, 2012
Report Submission Date: November 2, 2012
Principal: Tamara Skinner
SRA Team Lead: Ami Magunia

- Fall 2012 - MIE conducted School Readiness Audits in all five TZ schools.
- Principals received immediate feedback after each 2-day audit with suggestions they could implement immediately.

| | |
|---|---|
| **Urgent Priority – 1** | Highest priority for school success and should be primary focus of school goals, programs, and resource allocation. |
| **High Priority – 2** | Strong priority for school success; should be addressed throughout strategies that support urgent priority areas. |
| **Lesser Priority – 3** | Lesser priority, school provides some existing evidence of addressing domain and should evaluate effectiveness of current programs for signs of improvement. |
| **Low Priority – 4** | Low priority, school exhibits some evidence of meeting the domain criteria and should not focus preliminary time or resources on this area. |

- Schools received a comprehensive report within two weeks that lifted urgent and high priorities with recommendations.
- MIE's School Readiness Assessment is so rigorous it originally informed the School Quality Review process utilized across the state of Indiana.
- Each of the TZ schools will receive an additional SRA and feedback this Fall 2013.





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# External v. Internal Lead Partner Responsibilities

| Lead Partner Responsibilities: (#s 1-8 are from Indiana's Lead Partner RFP) | ELP | ILP |
|---|---|---|
| 1. Implement instructional, programmatic, and/or structural supports that result in improved student performance. | ✔ | ✔ |
| 2. Meet agreed upon performance criteria and acceptance of the consequences for failing to do so. | ✔ | ✔ |
| 3. Provide ongoing performance data, including both leading and lagging indicators of success and failure. | ✔ | ✔ |
| 4. Establish a contract with the LEA. … The specific autonomies provided to the Lead Partner must be agreed to by the LEA and described in the contract developed by the LEA and the Lead Partner and approved by IDOE prior to acceptance. | ✔ | ✔ |
| 5. Focus on one or more agreed upon target areas (e.g., evaluation, curriculum and instruction, leadership) based on the identified needs of the school(s). | ✔ | ✔ |
| 6. Provide consistent and intense on-site support. | ✔ | ✔ |
| 7. Ensure the support provided is strategically aligned with school-wide initiatives and designed for long-term viability and sustainability. | ✔ | ✔ |
| 8. Participate in data collection, evaluation, and reporting activities as specified by the SBOE and IDOE. Accountability indicators may include data such as number of discipline incidents or teacher attendance rates. | ✔ | ✔ |
| 9. Create the conditions, capacity, and clustering necessary to systemically turnaround underperforming schools. | | ✔ |
| 10. Embed support fully and strategically in the schools and work closely with all LEA functional areas; focus on sustainable and systemic reform. | | ✔ |
| 11. Assume authority/monitoring over all external providers within cluster of schools. | | ✔ |
| 12. Serve in administrative function; Evaluate and provide continuous feedback, development, and support to school leaders. | | ✔ |

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# II. What milestones have been accomplished by EVSC's ILP?

# Transformation Zone: 3 Phases of Implementation

**Phase I Major Milestones:**

- Secured partnership with MIE
- Identified schools for TZ Cluster
- MIE implemented School Readiness Audits for all TZ Schools; provided immediate, robust feedback for school leaders
- District-level audit and design process

**Phase II Major Milestones:**

- Creation of EVSC's Internal Lead Partner: OTS
- TZ Team Training (Based on Doug Lemov's Teach Like a Champion Techniques)
- Teacher recruiting and selection support for principals
- Intensive Transformational Leadership training for TZ School Leaders

**Phase III Launch (Early Highlights):**

- New TZ Teacher Orientation
- Design and roll out Strategic-School Improvement Planning System
- Implement continuous Performance Monitoring connected into the S-SIP System
- Deeply embed our supports in the schools we serve.
- Additional logistical support for TZ school leaders





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# 1. Implement instructional, programmatic, and/or structural supports that result in improved student performance.

| Lead Partner Responsibility (#s 1-9 are from the state Lead Partner RFP): | ELP | ILP |
|---|---|---|
| 1. Implement instructional, programmatic, and/or structural supports that result in improved student performance. | ✔ | ✔ |
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- ☑ PLCs implemented in every TZ school
- ☑ TZ Team Training – Common instructional foundation required for all TZ teachers
- ☑ OTS Team with expertise in curriculum, instruction, and transformational leadership.
- ☑ Human resource systems that guarantee mutual agreement





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# 2. Meet agreed upon performance criteria and acceptance of the consequences for failing to do so.

| Lead Partner Responsibility (#s 1-9 are from the state Lead Partner RFP): | ELP | ILP |
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- ☑ Performance Contract established for the ILP
- ☑ Accountability through weekly meetings with Superintendent
- ☑ Biweekly checkpoints as part of district's continuous improvement plan to monitor implementation and performance metrics.





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# 3. Provide ongoing performance data, including both leading and lagging indicators of success and failure.

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- ☑ School Readiness Audits by MIE (utilized as School Quality Reviews)
- ☑ Strategic-School Improvement Planning and Performance Monitoring
- ☑ Support IDOE SIG monitoring
- ☑ Increased data coach support
- ☑ External evaluation





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**4. Establish a contract with the LEA. … The specific autonomies provided to the Lead Partner must be agreed to by the LEA and described in the contract developed by the LEA and the Lead Partner and approved by IDOE prior to acceptance.**

| Lead Partner Responsibility (#s 1-9 are from the state Lead Partner RFP): | ELP | ILP |
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- ☑ The ILP (OTS) has established increased discretion over operating conditions (detailed in the agreement)
- ☑ Collaborative and supportive relationship between the LEA and ILP. This is built upon common vision, mutual trust, and a shared sense of urgency.





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## 5. Focus on one or more agreed upon target areas (e.g., evaluation, curriculum and instruction, leadership) based on the identified needs of the school(s).

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- ☑ Comprehensive v. Targeted Support
- ☑ Systems focused around all 5 TZ schools



Unbound Thinking, Unlocking Possibilities

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# 6. Provide consistent and intense on-site support.

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- ☑ OTS onsite support goes above and beyond most lead partners, as we are permanently located in the schools we serve.
- ☑ Formative Walkthroughs
- ☑ Ongoing support to building leaders
- ☑ Ongoing support to professional development specialists





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# 7. Ensure the support provided is strategically aligned with school-wide initiatives and designed for long-term viability and sustainability.

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- ☑ Time invested at beginning of the year on school-wide strategic improvement planning, with OTS support in each school-specific planning session.
- ☑ As we initiate performance monitoring, follow up action planning will strategically align our supports further to the needs determined per school's progress toward successful strategic-school improvement plans.





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## 8. Participate in data collection, evaluation, and reporting activities…Accountability indicators may include data such as number of discipline incidents or teacher attendance rates.

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- ☑ Performance Monitoring
- ☑ External Evaluation
- ☑ School Readiness Audits
- ☑ Data Dashboards and Score Cards





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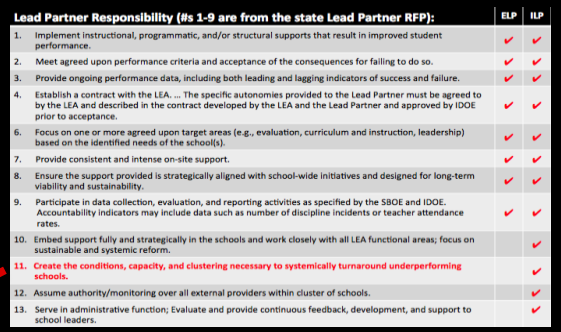
## 9. Create the conditions, capacity, and clustering necessary to systemically support the turn around of underperforming schools.



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- ☑ **OTS "carve out" structure for ILP *(district within a district) bringing in expertise in key areas often missing from school staff***
- ☑ **Increase principals' capacity by freeing up time spent on operational/organizational issues, where possible**
- ☑ 5 Priority School "Transformation Zone" Cluster
- ☑ Human resource systems and required successful completion of staff development
- ☑ Fiscal systems and supports for sound decisions regarding school resources





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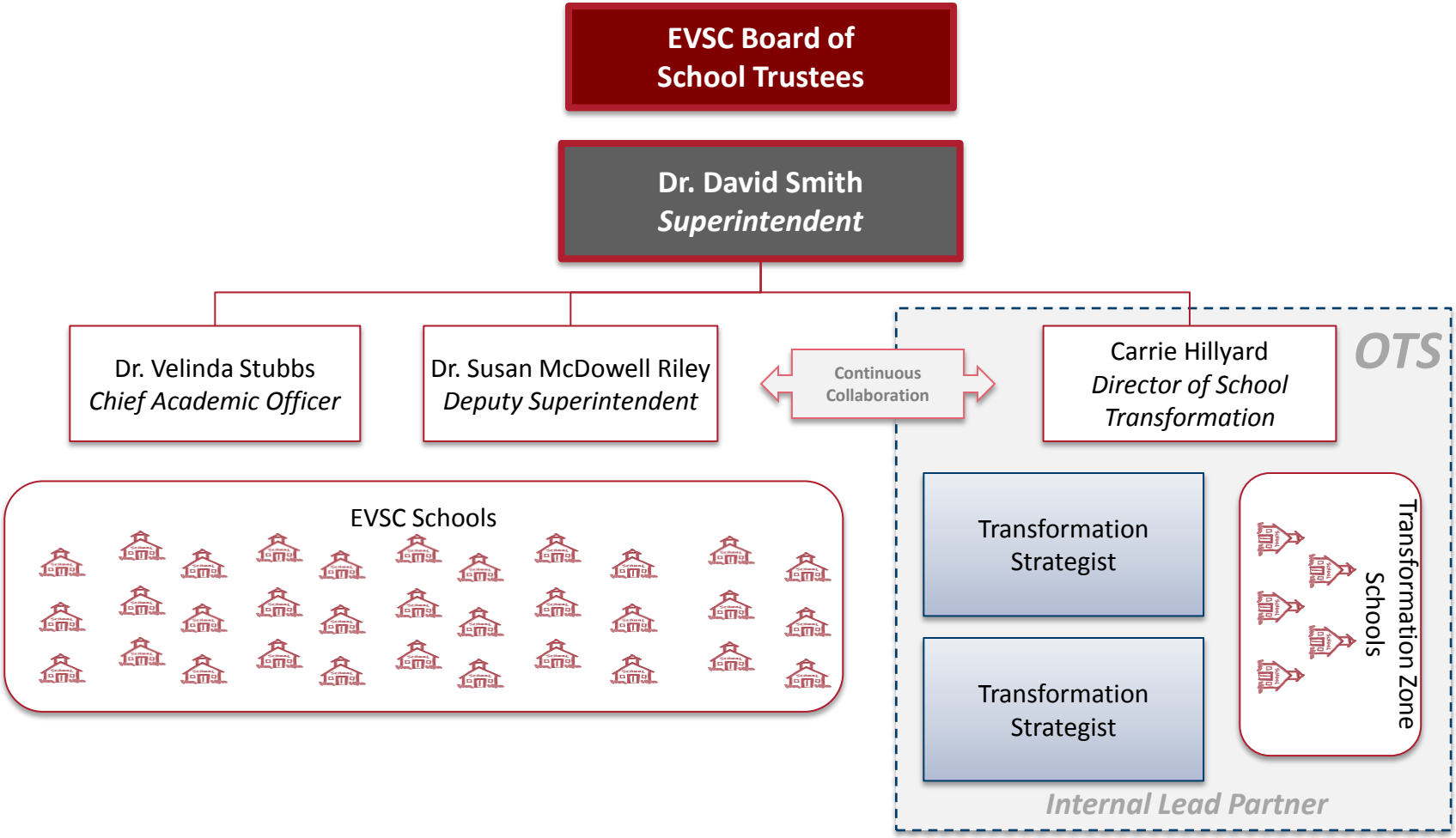
# OTS Organizational Structure



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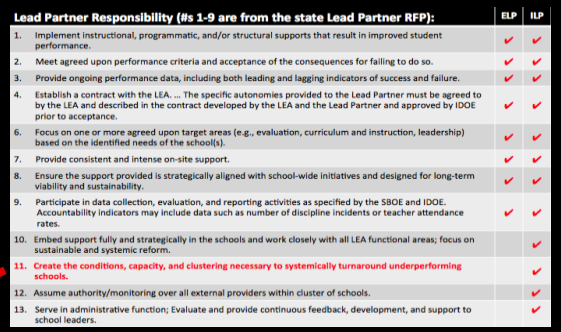
## 9. Create the conditions, capacity, and clustering necessary to systemically support the turn around of underperforming schools.



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- ☑ OTS "carve out" structure for ILP *(district within a district) bringing in expertise in key areas often missing from school staff*
- ☑ Increase principals' capacity by freeing up time spent on operational/organizational issues, where possible
- ☑ **5 Priority School "Transformation Zone" Cluster**
- ☑ Human resource systems and required successful completion of staff development
- ☑ Fiscal systems and supports for sound decisions regarding school resources





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# Selection of our TZ Cluster

- 5 Schools – All are IDOE "Priority" Schools
- 2200 K-8 Students
- 92% Low Socioeconomic Status

| School (Grade Span): | 2012 PL 221: | 11-12 SES: |
|---|---|---|
| Glenwood Leadership Academy (K-8) | Year 5 | 95.67% |
| Lincoln School (K-8) | Year 4 | 92.60% |
| McGary Middle School (6-8) | Year 4 | 83.50% |
| Caze Elementary School (PreK-5) | Year 3 | 88.10% |
| Evans School (PreK-6) | Year 1 | 93.30% |





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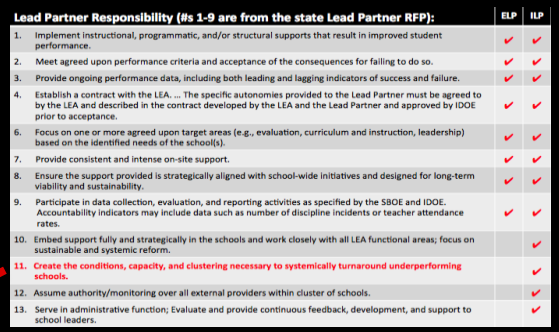

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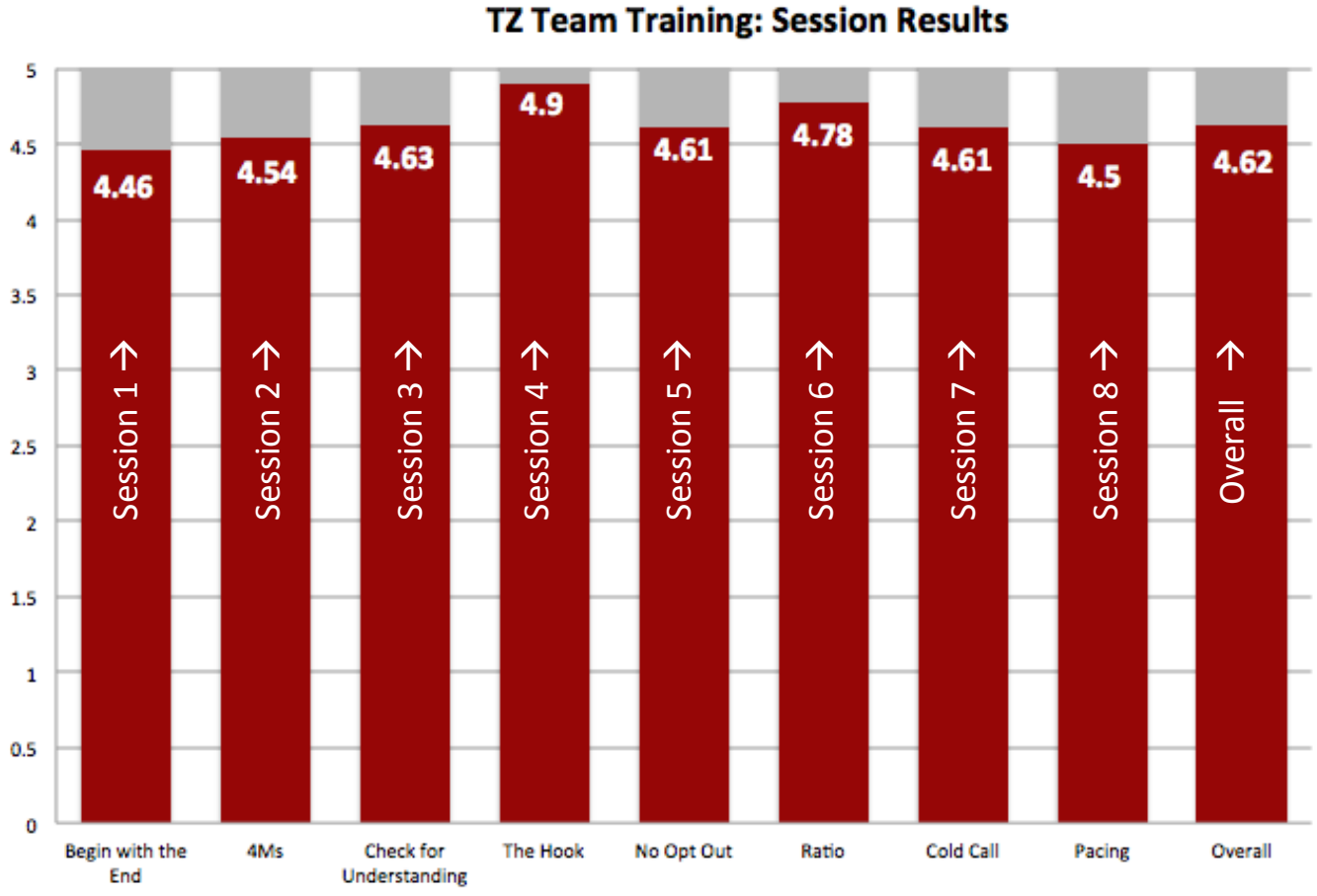
# Phase II: TZ Team Training – Inclusive Approach to Staffing




"This was some of the best PD I have experienced in my career! I wish I had learned these techniques when I first started teaching!"

--Teacher Feedback, TZ School

"The TZ Team Training techniques are being rolled out in my classrooms daily!"

-- Brynn Kardash, Evans Principal



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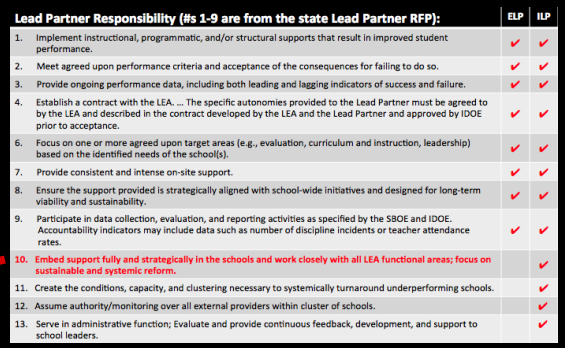

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- ☑ 3 phases of implementation along with MIE building our internal capacity
- ☑ **OTS is fully embedded in the TZ schools and community; not district office or an outside organization.**
- ☑ **In lieu of "light-touch" support, OTS will thoroughly understand each school's strengths and challenges to lead to greater classroom impact**
- ☑ Strategic-School Improvement Planning and Performance Monitoring
- ☑ Scalability of successful strategies and systemic efforts throughout LEA





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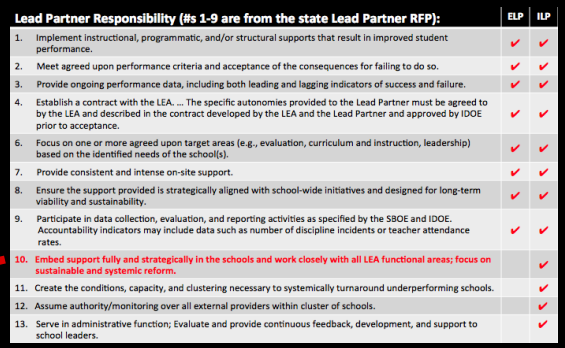

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# Phase III: TZ S-SIP – Organized into a "Logic Model" Structure

**S-SIP Schoolwide Academic Planner - Instructional Leadership**

**1a. EVSC Vision: Excellence in Student Achievement**

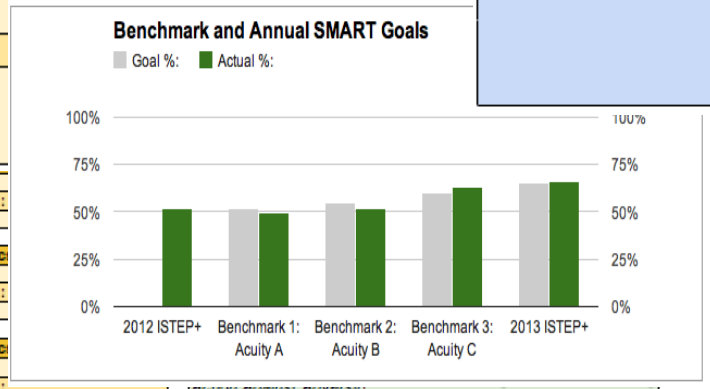
**1b. School Vision:**

**2a. EVSC Mission: Providing Outstanding Educational Opportunities Through Shared, Committed Responsibility**

**2b. School Mission:**

*in his or her EVSC career to graduate ready for college and/or career.*

| Measure of Implementation (Owner): | Baseline: | Goal: |
|---|---|---|
| | | |




**3b. Root Cause Analysis:**

| Root Finding: | Data Source: |
|---|---|
| | |
| | |
| | |

| | Baseline: | Goal: |
|---|---|---|
| al/Frequency of Monit | | |
| gagement): | 5d. Checkpoint Metric | |
| al/Frequency of Monit | Baseline: | Goal: |
| y Engagement): | 5e. Checkpoint Metric | |
| al/Frequency of Monit | Baseline: | Goal: |

| | | |
|---|---|---|
| Close Student-Adult Rel | | |
| **Readiness to Teach** | | |
| Share Responsibility for | | |
| Personalization of Instr | | |
| Professional Teaching C | | |
| **Readiness to Act** | | |
| Resource Authority | | |
| Resource Ingenuity | | |
| Agility in the Face of Tu | | |

<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs or TAP Cluster Cycles --->

**EVSC CORE VALUES: *Students Come First* *Intentionality* *Responsibility* *Collaboration* *Great People Matter***



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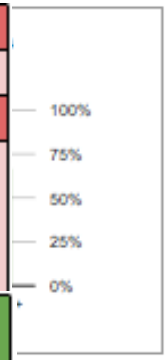
# TZ Performance Monitoring: Checkpoint Sessions

Priority Area of Improvement: Curriculum and Instruction

A

| Situation and Context | Baseline data point: |
|---|---|
| | |
| | Root cause(s): |
| | |




B

| SMART Goal & Cycle Monitoring | Measure/Date: | Goal %: | Goal #/#: | Actual %: | Actual #/#: |
|---|---|---|---|---|---|
| | | -- | -- | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

C

Are the strategies being implemented with fidelity?

D

| Short-Term Outcome Monitoring | Strategy: | Checkpoint Metric (Owner): | Baseline: | Checkpoint 1: | OTS Checkpoint 2: | Checkpoint 3: | OTS Checkpoint 4: | Checkpoint | Checkpoint | Checkpoint | Benchmark Goal: |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Strategy 1* | | | 0 | 3 | 2 | + | | | | |
| | *Strategy 2* | | | 1 | 5 | 1 | + | | | | |
| | *Technology Integration Strategy 3* | | | 0 | 2 | 2 | | | | | |
| | *Family Engagement Strategy 4* | | | 2 | 2 | 1 | + | | | | |
| | *Community Engagement Strategy 5* | | | 3 | 4 | 6 | + | + | + | + | |

Is there evidence to show the strategies are working?

E

| Follow-Up and Action Planning | Issue Requiring Follow-Up | | Action Plan | Person Responsible | Due Date | Notes/Comments |
|---|---|---|---|---|---|---|
| | Technology strategy 3 | | It was determined x is not available to... (Name) will follow up by doing x, y, and/or z. | Name | 8/30/2013 | It was determined during the checkpoint that... |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |



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# Phase III: TZ Strategic-School Improvement Planning

LINCOLN LIONS
EVSC: Bringing Learning to Life

## S-SIP Planning, Performance Monitoring, and Collaboration Portal (Lincoln)

Support of schools to organize all critical information such as data dashboards, school improvement planning documents, monitoring documents, fiscal documents, and ongoing collaboration portal in one place!

**Our Work:**

- Home
- Lincoln Data Dashboard
- Schoolwide S-SIP Planners
  - Academic Planner
  - Culture-Climate Planner
- Performance Monitoring
- Lincoln PLCs
  - K-1
    - Strategic Team Plan (K-1)
    - PLC Minutes
    - Checks for Understanding
  - 2-3
  - 4
  - 5-6
  - 7-8
  - Other PLC 1
  - Other PLC 2
- Committees
  - Academic Team
  - Data Team
  - Lincoln PBIS Team
    - Meeting Minutes (PBIS)
    - Current Trends (PBIS)
  - RtI Team

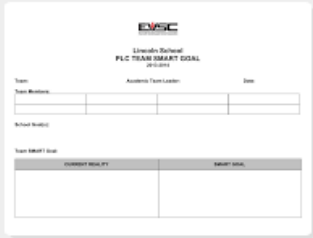
K-1

**Kindergarten & 1st Grade**

Meeting Minutes-Due Friday

PLC Norm Information.pdf

PLC Team Norms Form


PLC Team Smart Goals

Proposed Schedule

Team Roles and Responsi...



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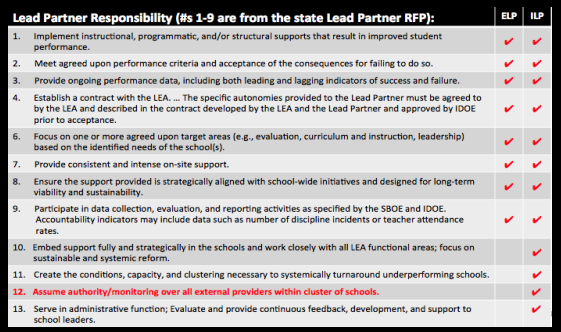

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- ☑ Coordination – provide a single point of contact
- ☑ Oversee all external service providers within the TZ
- ☑ Monitor the success of external service providers in the TZ
- ☑ Initiate contract development with providers, initiate revisions when/if necessary, and initiate cancellation of contracts if/when necessary



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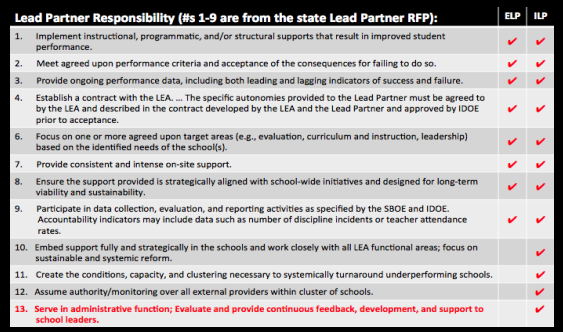

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☑ Continuous feedback through reflective tools and goal setting

☑ **Leadership Development**

☑ Evaluation and Performance Monitoring



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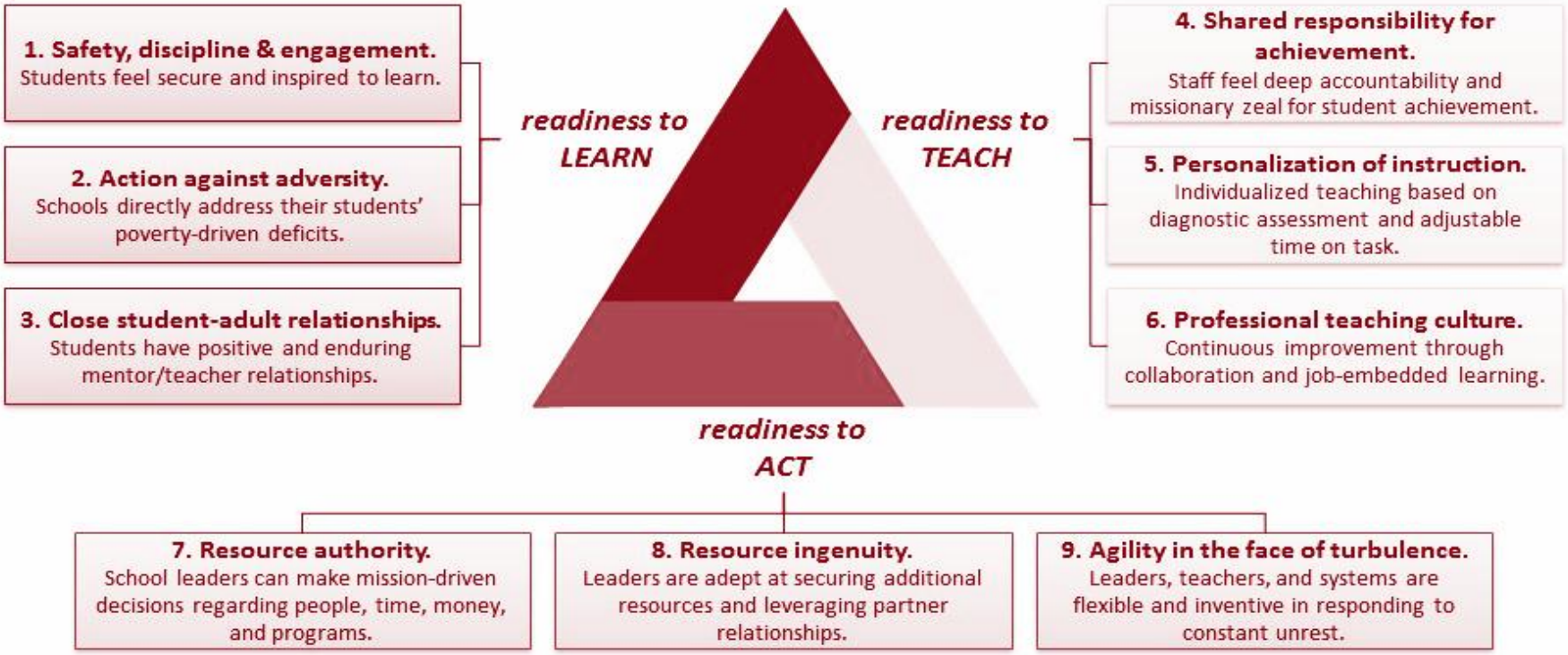
# Phase II: Intensive Leadership Training for TZ School Administrators





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# Phase II: Intensive Leadership Training for TZ School Administrators

- **OTS collaborated with MIE's School Turnaround Group to engage TZ School Administrators in intensive, individualized Transformational Leadership Training in Boston, MA.**

- **This experience included a model turnaround school site visit and training modules at MIE's National Headquarters to apply new learning into HPHP school planning**



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Evansville Vanderburgh School Corporation

Bringing Learning to Life

EVSC TRANSFORMATION ZONE

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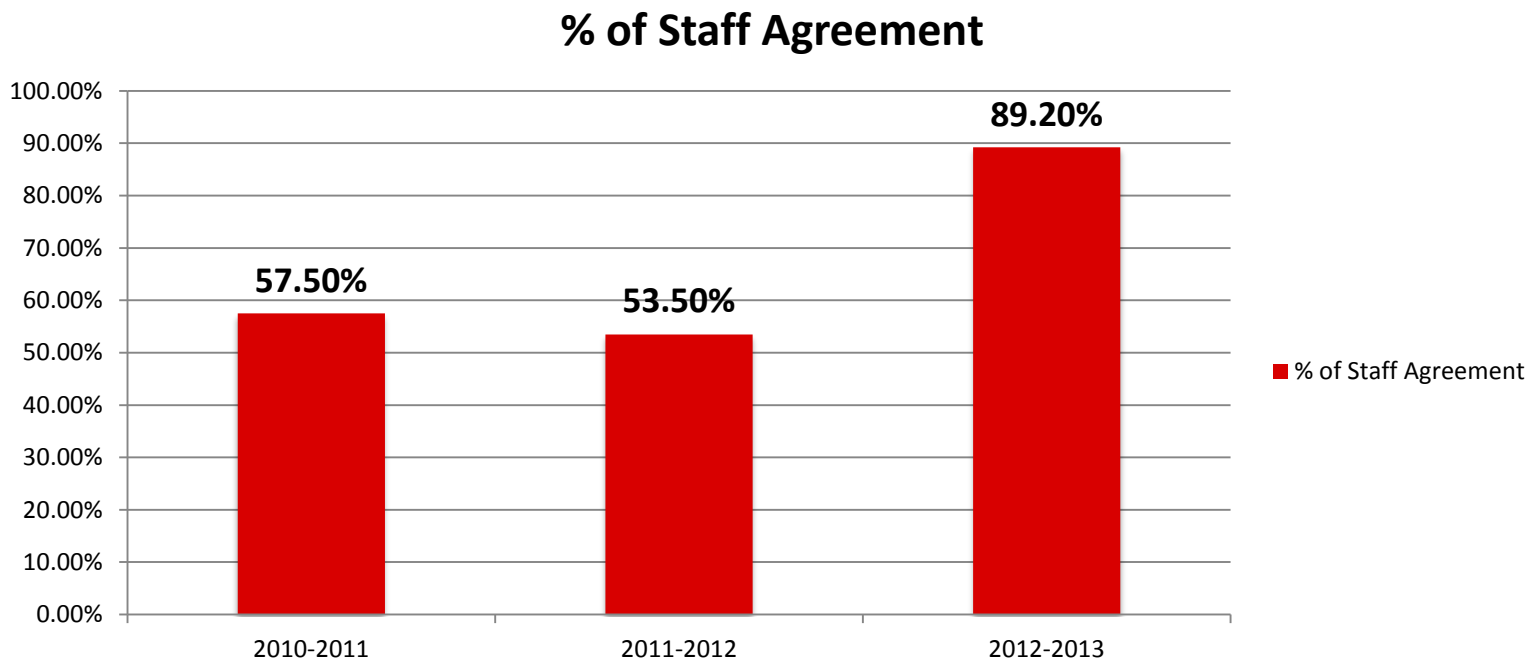
# III. What early leading indicators of success have been observed?

# Culture/Climate Survey:

## % of GLA Staff Agreement:
## Staff Work Well With Each Other



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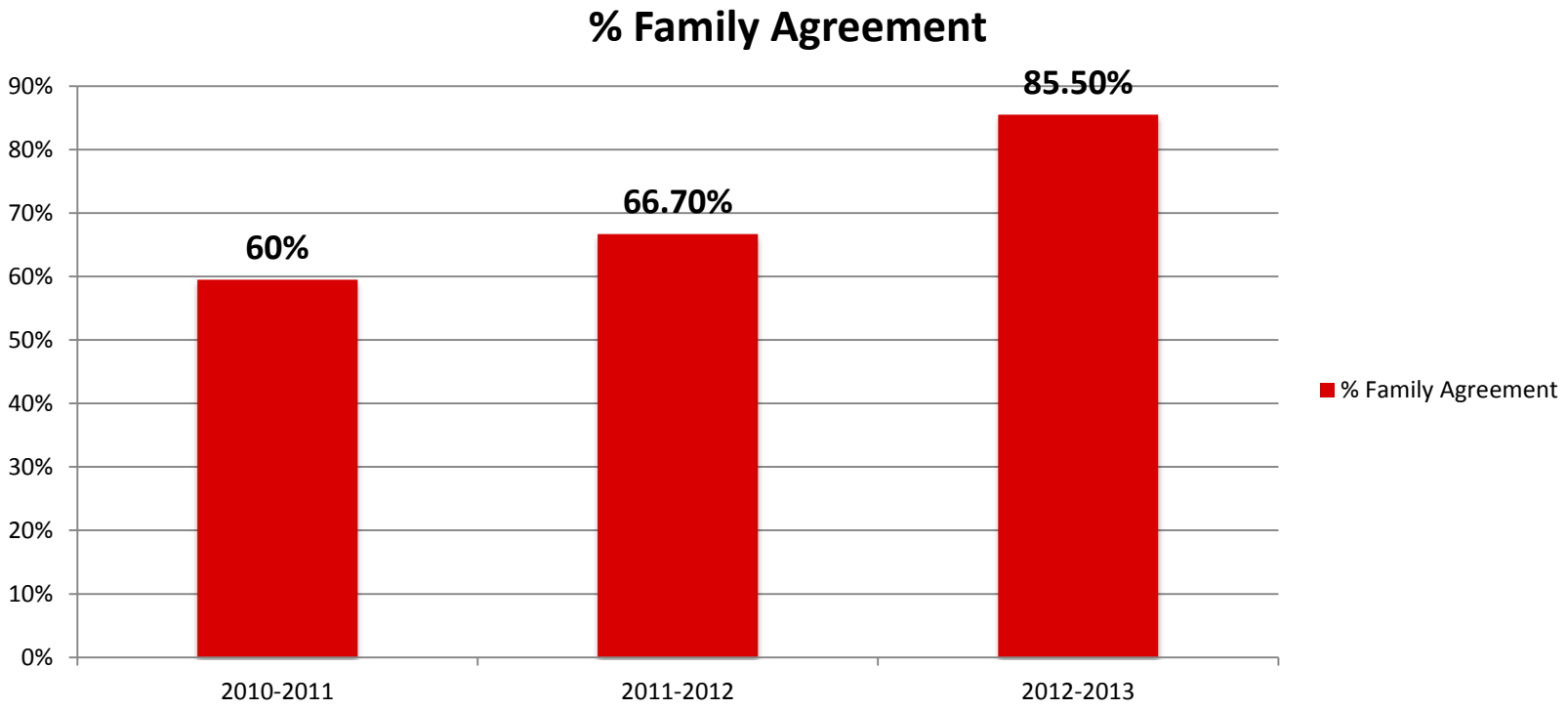
# Culture/Climate Survey:

## % of GLA Family Agreement:

## Parents/Legal Guardians Play an Active Role in Decision Making



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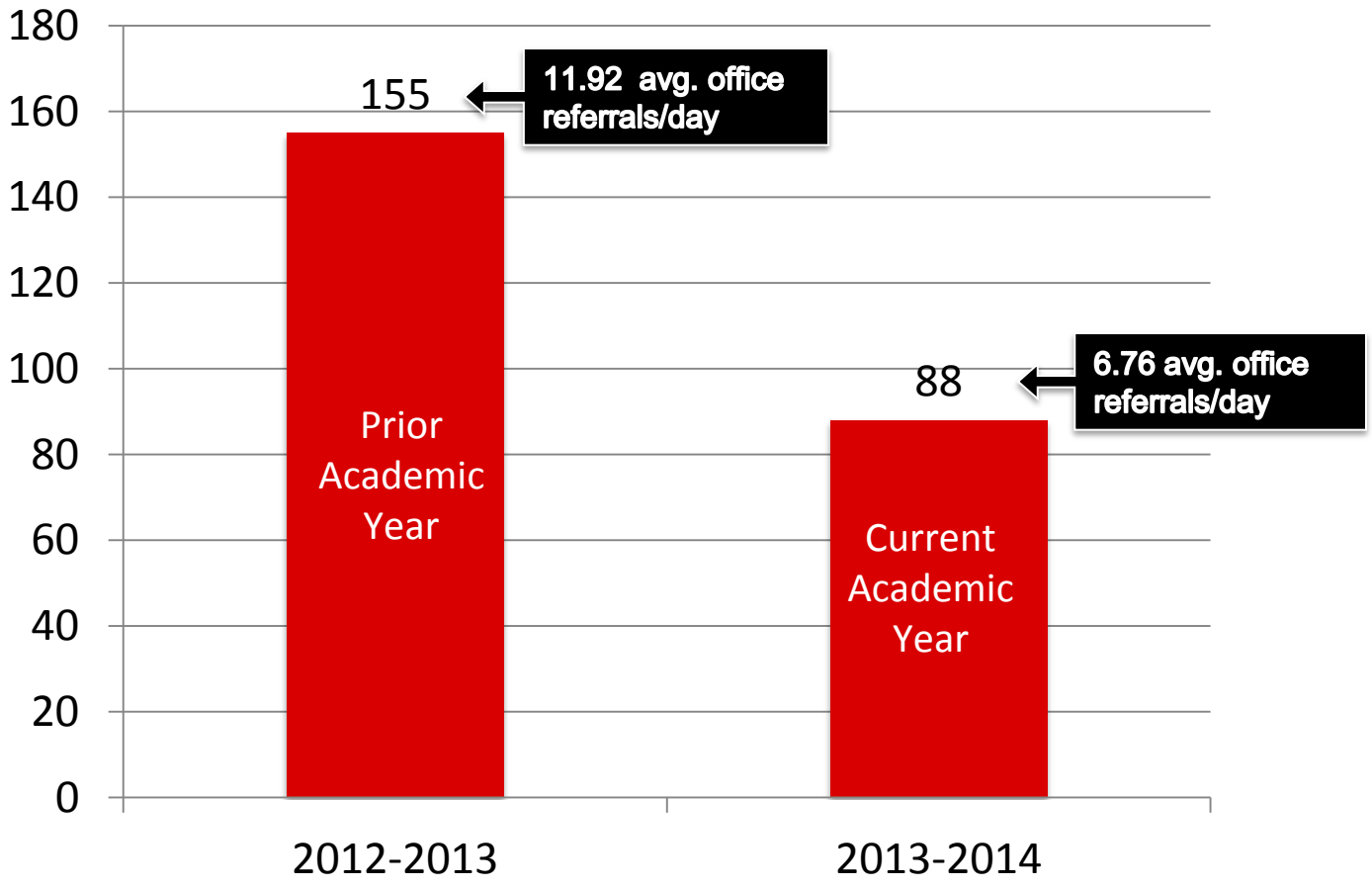
# Leading Indicator: Improved School-wide Discipline

## Glenwood Leadership Academy

### # of Discipline Incidents - First 13 Days



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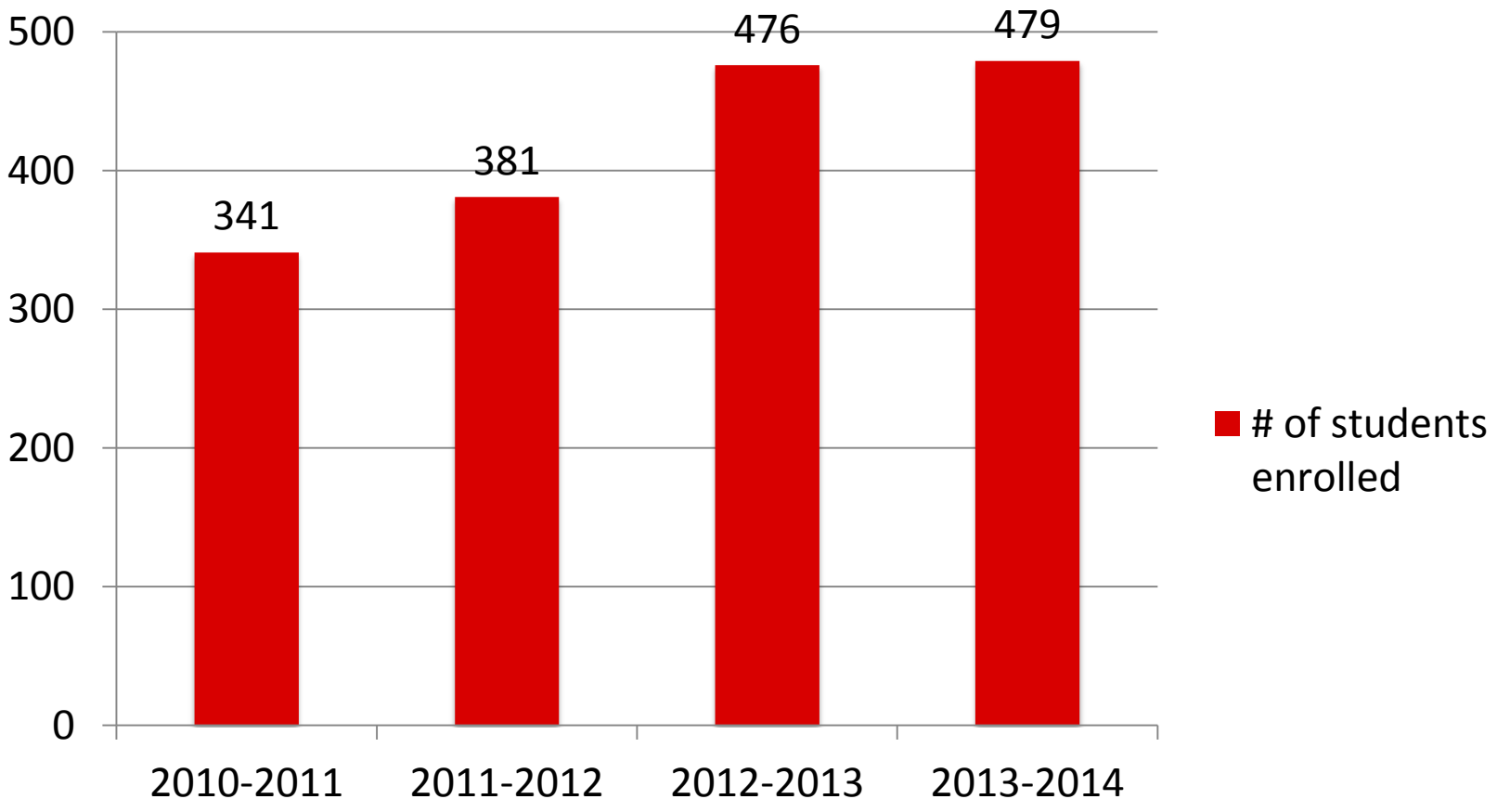
# Leading Indicator: Increased Enrollment

## Glenwood Leadership Academy



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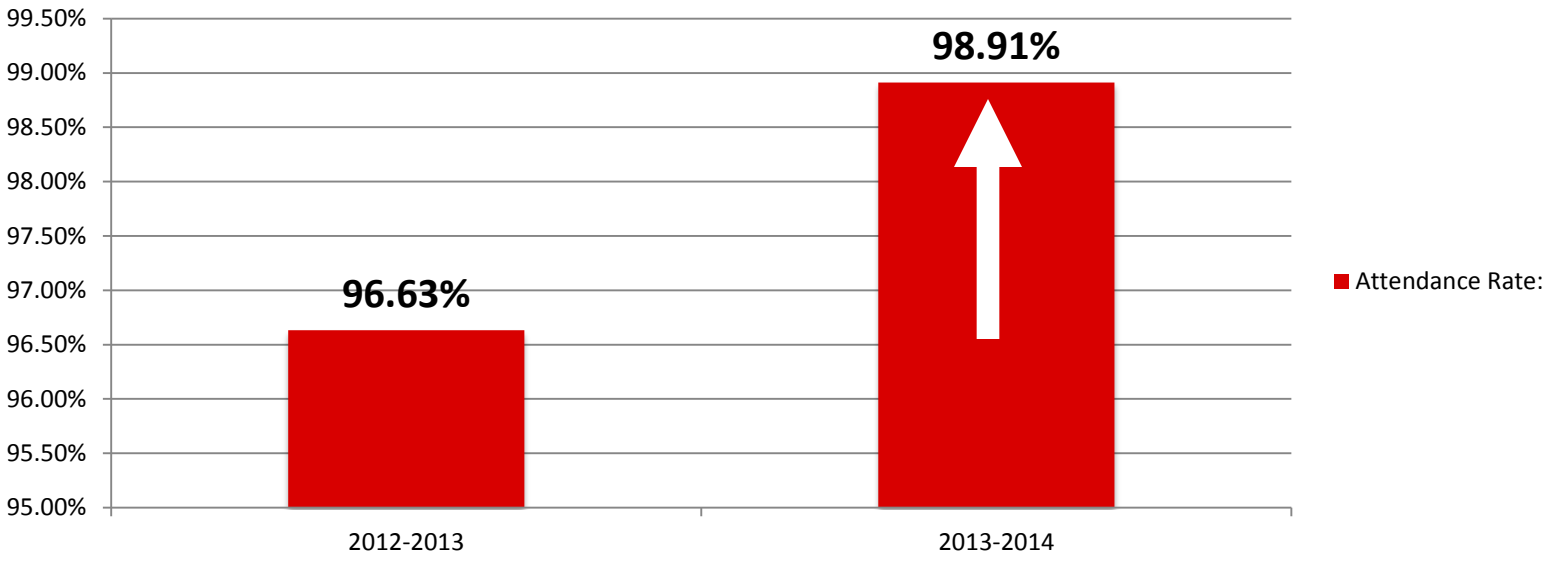
# Leading Indicator: Increased Student Attendance

## Glenwood Leadership Academy

**Attendance Rate for first 13 days of school**
**Comparison by School Year:**



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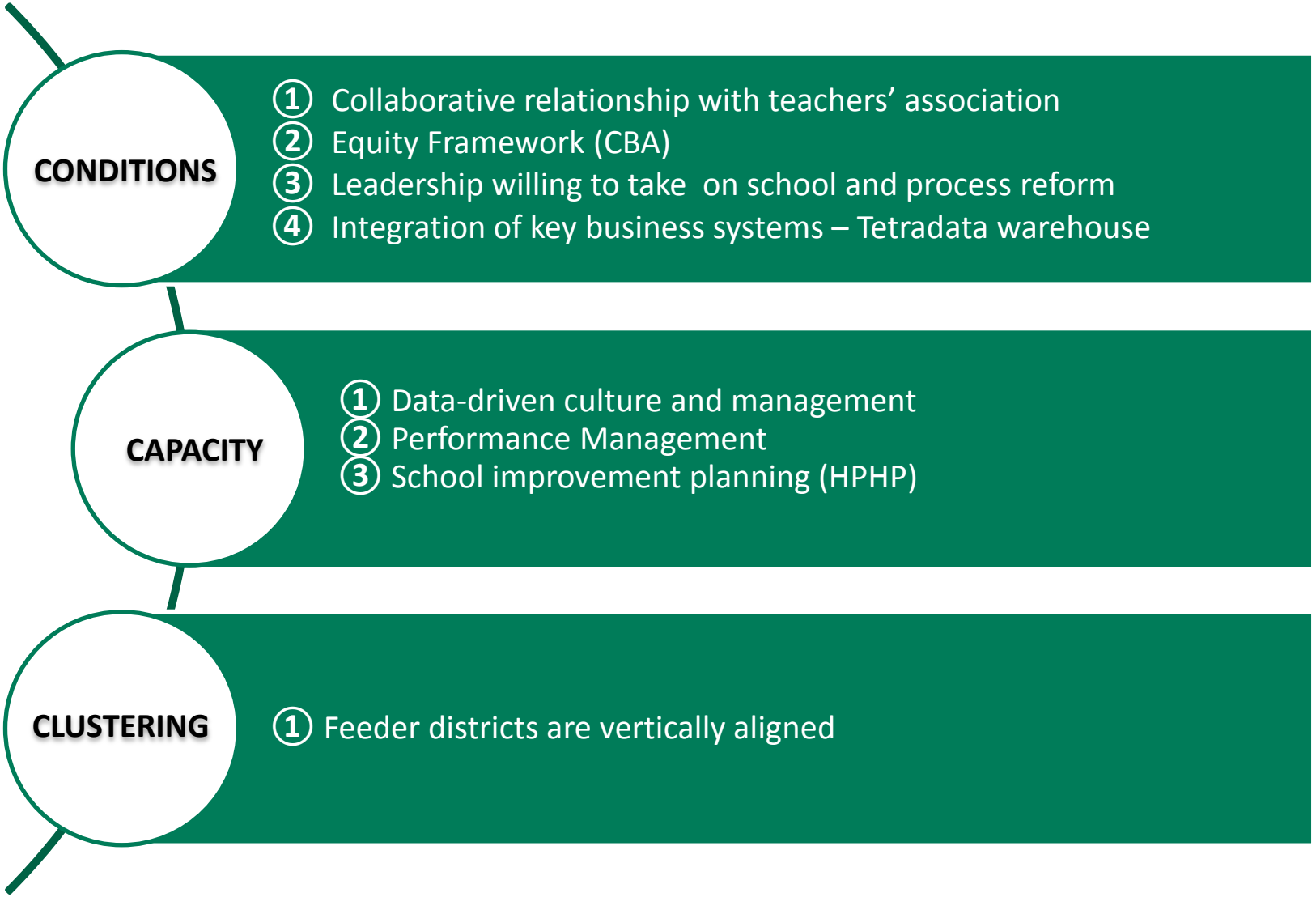
Mass Insight
EDUCATION

# The MIE-EVSC Partnership:

## State Board of Education

**September 4, 2013**

# Positioned for Success: EVSC's Foundational Elements



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# The Pace of Reform

**In our first year of partnership, several elements have accelerated the pace of the reform and the successful planning of the internal lead partner unit.**

- The realignment of central office personnel
- The will of executive leadership to change practice and tier support
- Prioritization of the effort district-wide to differentiate and tier support to schools
- The collaboration of multiple stakeholders including the teachers' association


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# From Our National Perspective

**Although complex in implementation, the internal lead partner model makes sense.**

1. **Although external lead partners have proven successful in some school districts, they are not likely to expand outside of their existing regions.**

2. **ILPs are not an extra expense but rather a more efficient and school-centric expenditure of central office resources.**

3. **Only districts (or internal lead partners) hold the possibility of encompassing ALL of the competencies and experiences necessary for turnaround work.**

Management Operations

School Design

District Relations

Talent Development

Community Engagement

Turnaround Experience

Capital to Scale



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# The Exponential Factor: Sustainability and Scalability

EVSC has demonstrated the **mutual enthusiasm necessary to ensure that the initiatives and reforms that we put into place in the Zone can be used across the district**. They are also **changing practices, processes, and systems to ensure sustainable** and maximize impact.

- Curriculum reform
- Competency-based selection
- Performance monitoring
- Teacher observation and development
- Rethinking central office support



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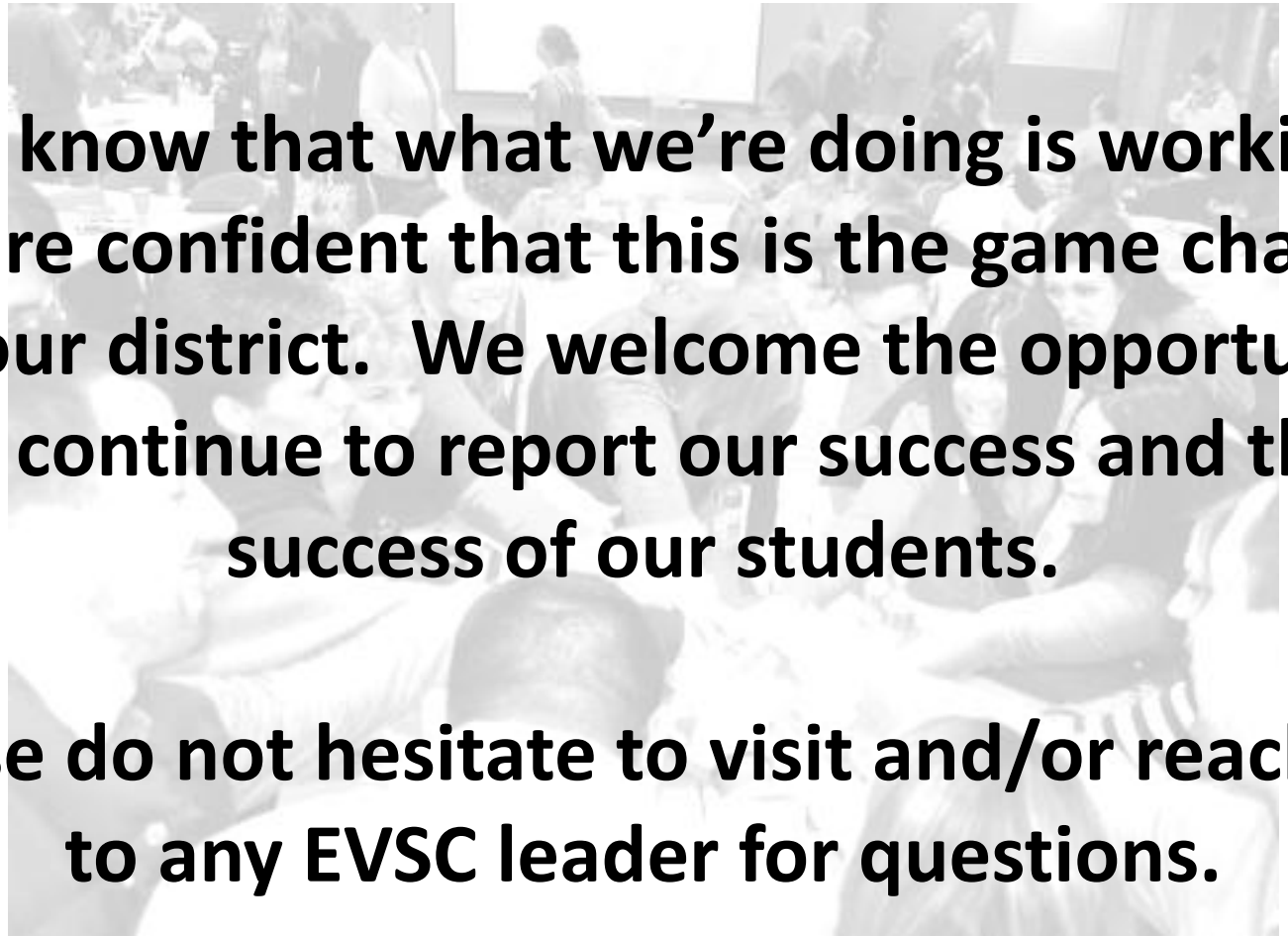
# Our Invitation and Promise



**We know that what we're doing is working. We are confident that this is the game changer for our district. We welcome the opportunity to continue to report our success and the success of our students.**

**Please do not hesitate to visit and/or reach out to any EVSC leader for questions.**