



Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

TO: State Board of Education

FROM: Department of Education

DATE: January 29, 2014

RE: Options for School Improvement available to the State Board of Education

Pursuant to I.C. 20-31-9-4(b)(1)(A)-(E)(iii), the State Board of Education ("Board") has the following options for school improvement to consider with respect to Glenwood Leadership Academy:

IC 20-31-9-4

School in lowest category in fifth year; hearing; establishment as turnaround academy

Sec. 4. (a) This section applies if, in the fifth year after initial placement in the lowest category or designation, a school still remains in the lowest category or designation.

(b) The state board shall do the following:

(1) Hold at least one (1) public hearing in the school corporation where the school is located to consider and hear testimony concerning the following options for school improvement:

- (A) Merging the school with a nearby school that is in a higher category.
- (B) Assigning a special management team to operate all or part of the school.
- (C) The department's recommendations for improving the school.
- (D) Other options for school improvement expressed at the public hearing, including closing the school.
- (E) Revising the school's plan in any of the following areas:
 - (i) Changes in school procedures or operations.
 - (ii) Professional development.
 - (iii) Intervention for individual teachers or administrators.

(2) If the state board determines that intervention will improve the school, implement at least one (1) of the options listed in subdivision (1).

(c) Unless the school is closed or merged, a school that is subject to improvement under this section becomes a turnaround academy under IC 20-31-9.5.

As added by P.L.1-2005, SEC.15. Amended by P.L.229-2011, SEC.189.

Please see the attached materials.



INDIANA STATE BOARD OF EDUCATION

143 W. Market Street
Indianapolis, IN 46204

To: SBOE Members
From: Anne Davis, Board Director
Date: December 31, 2013
Re: Public Hearing Summary for Glenwood Leadership Academy

This memorandum serves as a summary of the public hearing for Glenwood Leadership Academy (Evansville Vanderburgh School Corporation) that was held at the school on December 10, 2013. The State Board is required to hold a public hearing for any school in anticipation of the school being assigned the lowest performance category six consecutive years. The hearing was attended by State Board Chair and Superintendent of Public Instruction Glenda Ritz and Board members Troy Albert and B.J. Watts, in addition to myself as Board Director. Indiana Department of Education staff included Assistant Superintendent of Outreach Teresa Brown and Director of Outreach Leroy Robinson.

The district presentation focused on the school's partnership with contracted third-party school turnaround specialist Mass Insight, which is funded through a 1003(g) SIG grant awarded by the Department of Education. Early data was presented by district and school administration to highlight the improvements noted to date. Based on sign-in sheets, approximately 150 individuals attended the hearing, with 25 signing up to speak publicly. Of the five Board intervention options outlined in Indiana Code 20-31-9-4, public comment focused on the fourth option listed, which states "Implement other options for school improvement expressed at the public hearing, including closing the school." The speakers requested the school be allowed to stay the course of intervention it began last year through its intensive training with Mass Insight, so that the intervention may be fully implemented this year and outcomes from this intervention measured before any alternate interventions are considered.



**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

GLENWOOD LEADERSHIP ACADEMY
PUBLIC HEARING

Glenwood Leadership Academy
901 Sweetser Avenue, Evansville, IN 47713
December 10, 2013
5:30-7:30PM CST

AGENDA

- **Opening:** Glenda Ritz, Superintendent of Public Instruction
- **Review of Data:** Teresa Brown, Assistant Superintendent of the Outreach Division of School Improvement
- **Intervention Proposal:** Dr. David Smith, Superintendent of Evansville Vanderburgh School Corporation
- **Public Testimony:** Leroy Robinson, Director of Outreach
- **Closing:** Glenda Ritz, Superintendent of Public Instruction



PURPOSE OF THE HEARING

- Review Indiana's school accountability system
- Examine data for Glenwood Leadership Academy
- Present available state interventions for chronically underperforming schools
- Discuss the timeline for state intervention for Glenwood Leadership Academy
- Obtain information from the community regarding potential intervention options to deliver to the Indiana State Board of Education for review and final determination



STATE SCHOOL ACCOUNTABILITY LAW

PUBLIC LAW 221-1999

- Passed by General Assembly in 1999
- Performance places schools into 1 of 5 categories (A, B, C, D, F)
- Glenwood Leadership Academy has been in the lowest category placement – “F” – for 5 consecutive years
- Once a school receives an “F” for 5 consecutive years, it becomes a “turnaround academy”
- If Glenwood Leadership Academy moves out of “F” status for 2012-2013, the state board will not have authority to apply any intervention



YEAR 5 IMPLEMENTATION OPTIONS

Ind. Code § 20-31-9-4

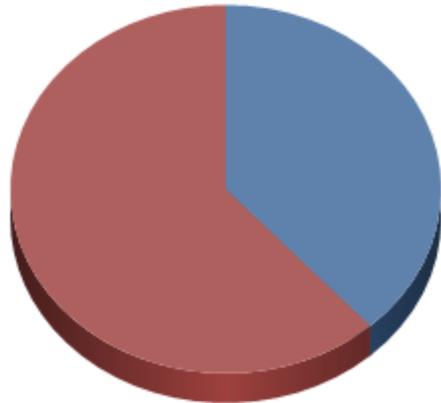
1. Merge Glenwood Leadership Academy with a nearby school that is in a higher PL 221 category
2. Assign a special management team to operate all or part of the school (Turnaround School Operator; Lead Partner)
3. Implement recommendation(s) from the Indiana Department of Education for improving the school
4. Implement other options for school improvement expressed at the public hearing, including closing the school
5. Revise the school's plan in the areas of school procedures/operations, professional development, or intervention for individual teachers or administrators



GLENWOOD LEADERSHIP ACADEMY STUDENT ASSESSMENT PERFORMANCE IN ENGLISH & MATH

2010-11

ISTEP+ 2010-11

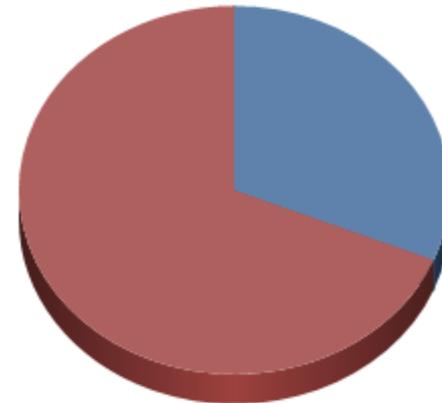


■ Pass ■ Did Not Pass

English/Language Arts

Pass: 38.3% 77 Students
Did Not Pass: 61.7% 124 Students

ISTEP+ 2010-11



■ Pass ■ Did Not Pass

Math

Pass: 31.2% 63 Students
Did Not Pass: 68.8% 139 Students



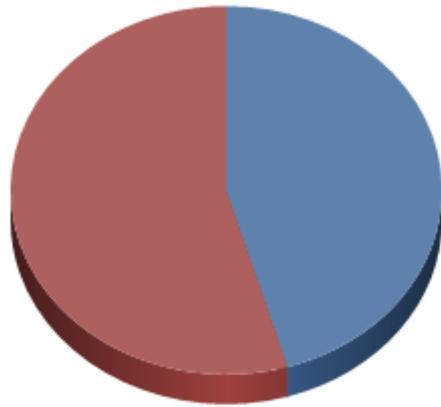
Indiana
Department of Education
Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

GLENWOOD LEADERSHIP ACADEMY STUDENT ASSESSMENT PERFORMANCE IN ENGLISH & MATH,

2011-12

ISTEP+ 2011-12

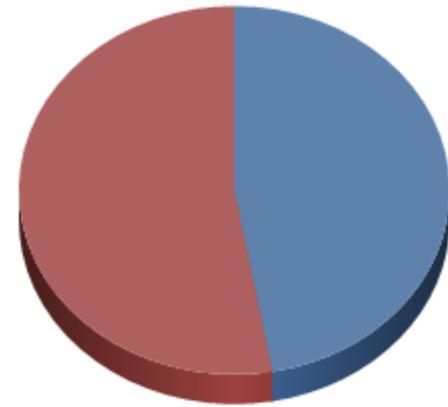
ISTEP+ 2011-12



■ Pass ■ Did Not Pass

English/Language Arts

Pass: 45.4% 94 Students
Did Not Pass: 54.6% 113 Students



■ Pass ■ Did Not Pass

Math

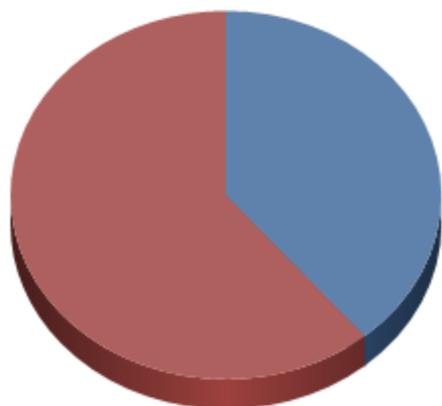
Pass: 47.2% 100 Students
Did Not Pass: 52.8% 112 Students



Indiana Department of Education
Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

GLENWOOD LEADERSHIP ACADEMY STUDENT ASSESSMENT PERFORMANCE IN ENGLISH & MATH, 2012-13

ISTEP+ 2012-13

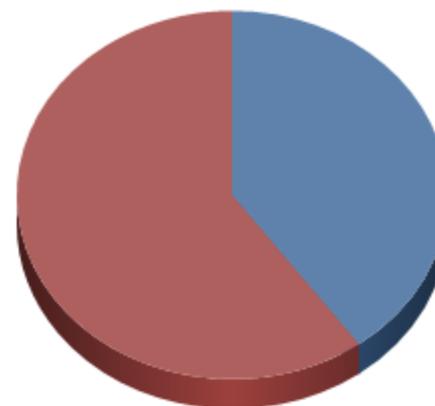


■ Pass ■ Did Not Pass

English/Language Arts

Pass: 38.9% 96 Students
Did Not Pass: 61.1% 151 Students

ISTEP+ 2012-13



■ Pass ■ Did Not Pass

Math

Pass: 40.0% 102 Students
Did Not Pass: 60.0% 153 Students



Indiana
Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Glenwood English/Language Arts 2009-2013 % PASS RATES

School	2013 Spring	2012 Spring	2011 Spring	2010 Spring	2009 Spring
3rd	55	50	48.5		
4th	42	52.9	48.9		
5th	29	54.8	39.3		
6th	25	37.8	17.2	34	39.3
7th	27	33.3	42.4	31.5	33.9
8th	39	37.5	25.8	28.9	36.4



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Glenwood Math

2009-2013 ISTEP % PASS RATES

School	2013 Spring	2012 Spring	2011 Spring	2010 Spring	2009 Spring
3rd	43	57.5	39.4		
4th	47	52.8	21.3		
5th	54	48.8	42.9		
6th	30	42.1	30	35.4	29.5
7th	21	36.7	36.4	29.1	26.8
8th	39	40	22.6	32.6	24.6



TIMELINE

DECEMBER

Hold community hearing & solicit additional public comment

PL 221 category placement – depending on PL 221 category placement, the Indiana State Board of Education decides on an intervention & implementation of intervention

A series of small, dark blue silhouettes of people in various walking and standing poses, positioned along a curved green path that rises from left to right.

Indiana
Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

PROCEDURE FOR HEARING

- Sign-in to have an opportunity to speak
- You will be called up in the order in which you signed up to speak.
- Select an intervention and provide reasons for the selection
- State your name, spell your name, and state the group you represent
- Based on the number of speakers, timing will be limited to 3 minutes
- Try not to duplicate what others have said. The state board is interested in many options
- All comments will be recorded by a court reporter
- Feel free to submit written testimony to rmcknigh@doe.in.gov



CLOSING

Thank you for your participation in tonight's hearing, and your passion and commitment to our children.

A series of black silhouettes of people in various walking and standing poses are arranged along a green, curved line that represents a hill or a path. The silhouettes are positioned at different points along the curve, creating a sense of movement and progression.

Indiana
Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction



Evansville Vanderburgh School Corporation

Bringing Learning to Life

Transformation in Action

Dr. David B. Smith, Superintendent of Schools

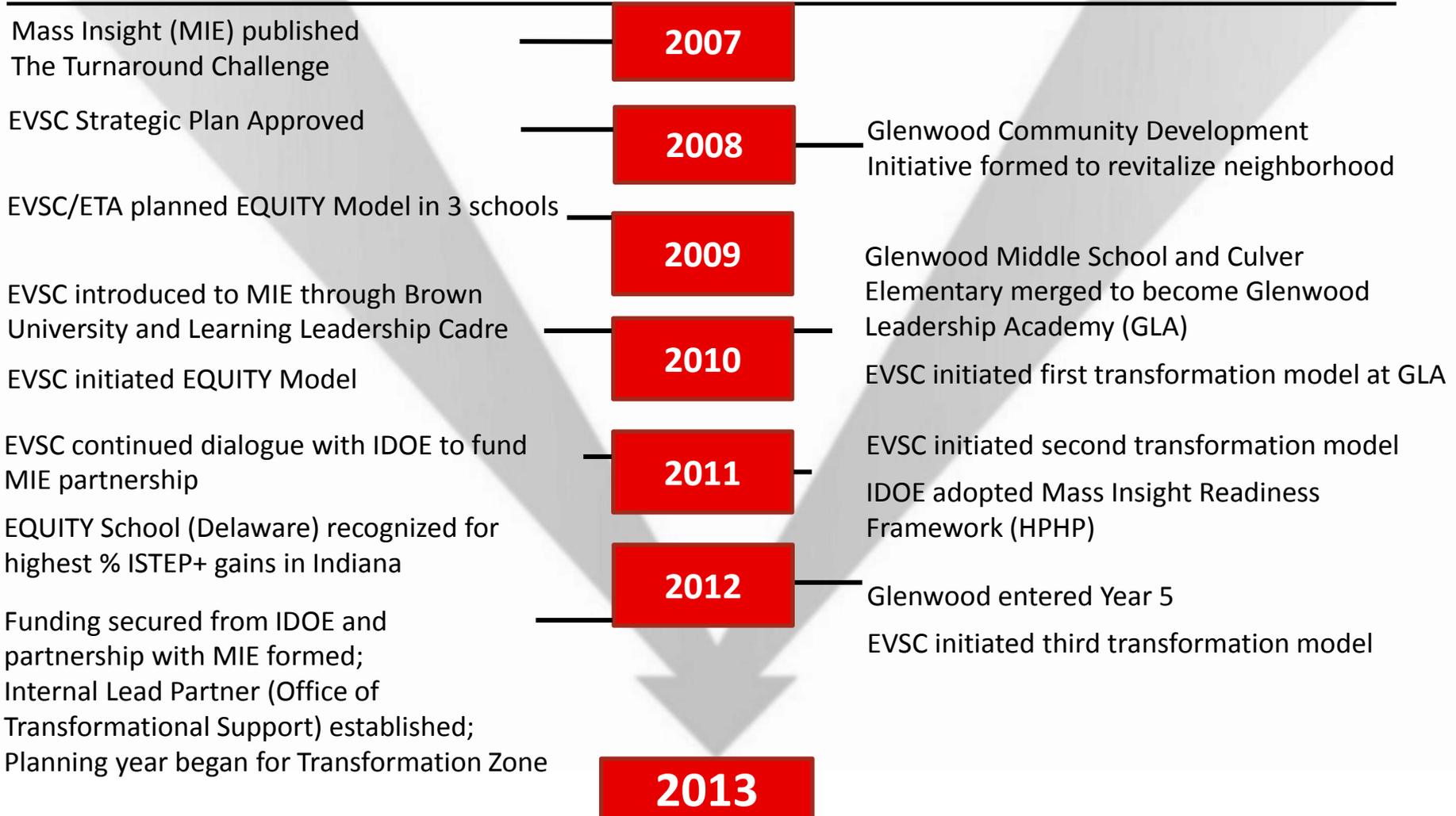
Ami Magunia, Mass Insight Education

December 10, 2013

“You absolutely cannot make a series of good decisions without first confronting the brutal facts.”

-- Jim Collins

The Convergence of Action



Implementation of Transformation Zone Schools

Positioned for Success: EVSC's Foundational Elements

CONDITIONS

- Collaborative relationship with the Evansville Teachers Association
- Equity Framework (CBA)
- Leadership willing to take on school and process reform
- Integration of key business systems – Tetradata warehouse

CAPACITY

- Data-driven culture and management
- Performance Management
- School improvement planning (HPPH)

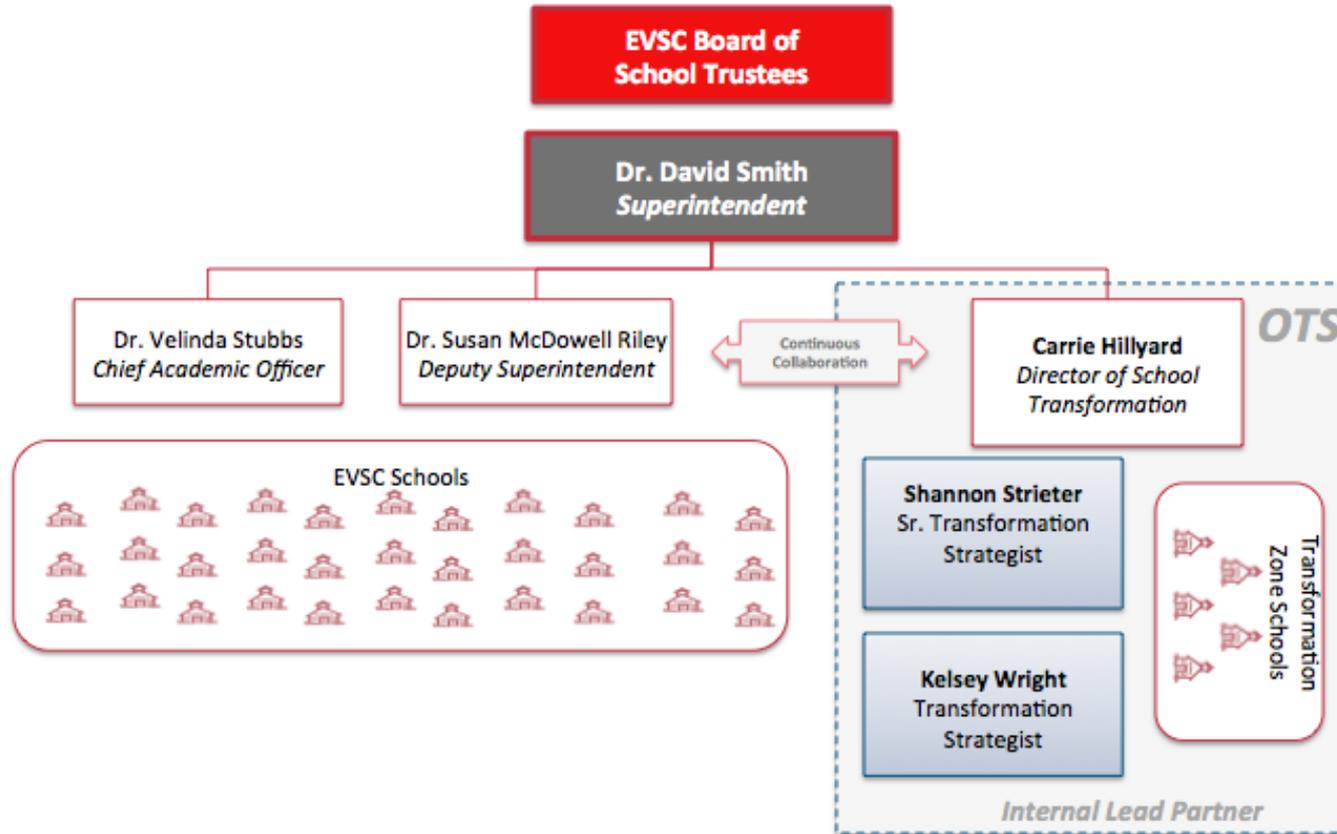
CLUSTERING

- Feeder districts are vertically aligned

What is an Internal Lead Partner (ILP)?

An ILP is a decentralized unit of the school district that brings a new kind of expertise and capacity needed to turn around underperforming schools.

EVSC Organizational Structure (With OTS Addition)



Mass Insight Education (MIE) supports capacity, sustainability, and scalability of the Transformation Zone's successful practices.

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 turn around 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.		✓

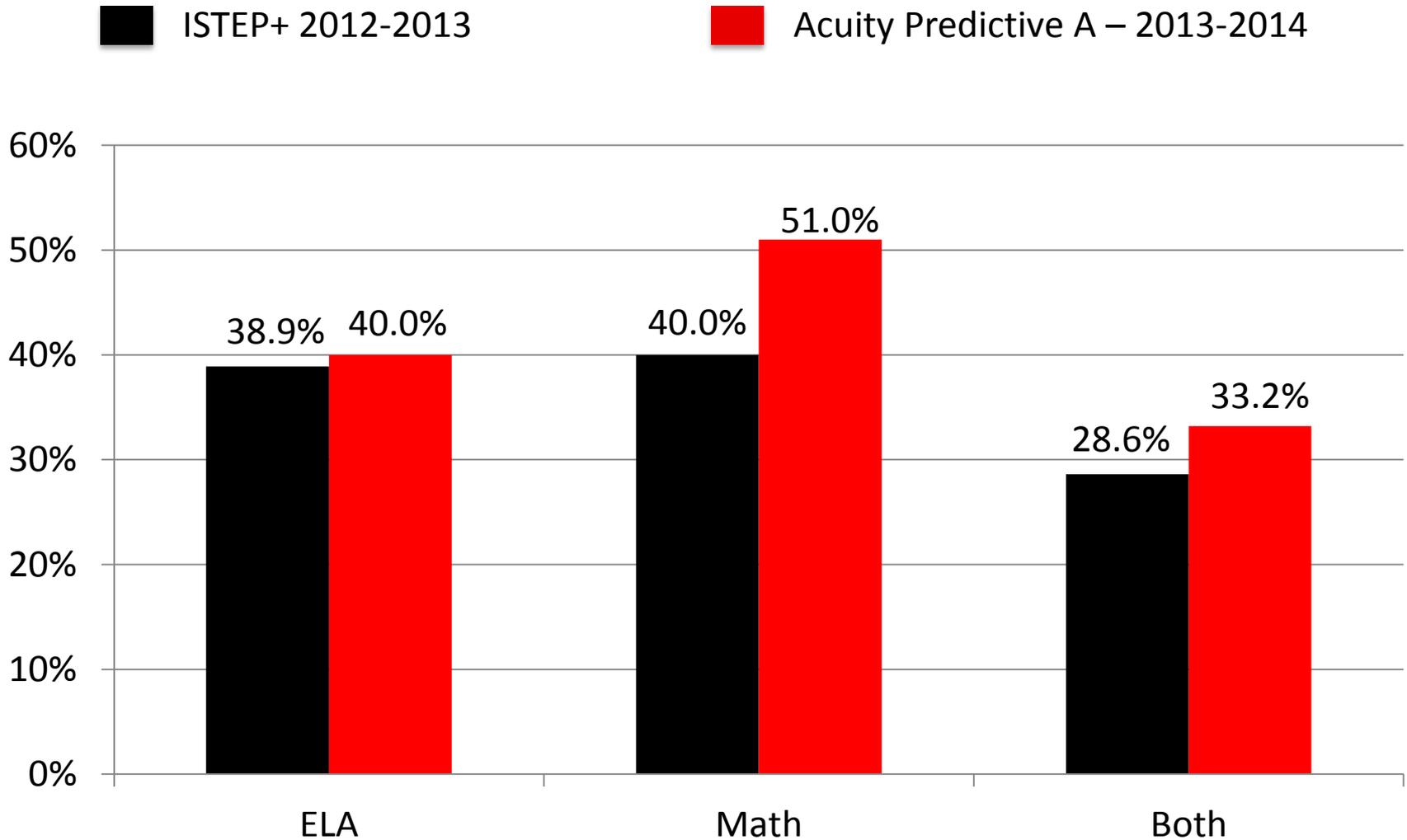
Office of Transformational Support (OTS) meets all state requirements for lead partner responsibilities.

Mass Insight's Research

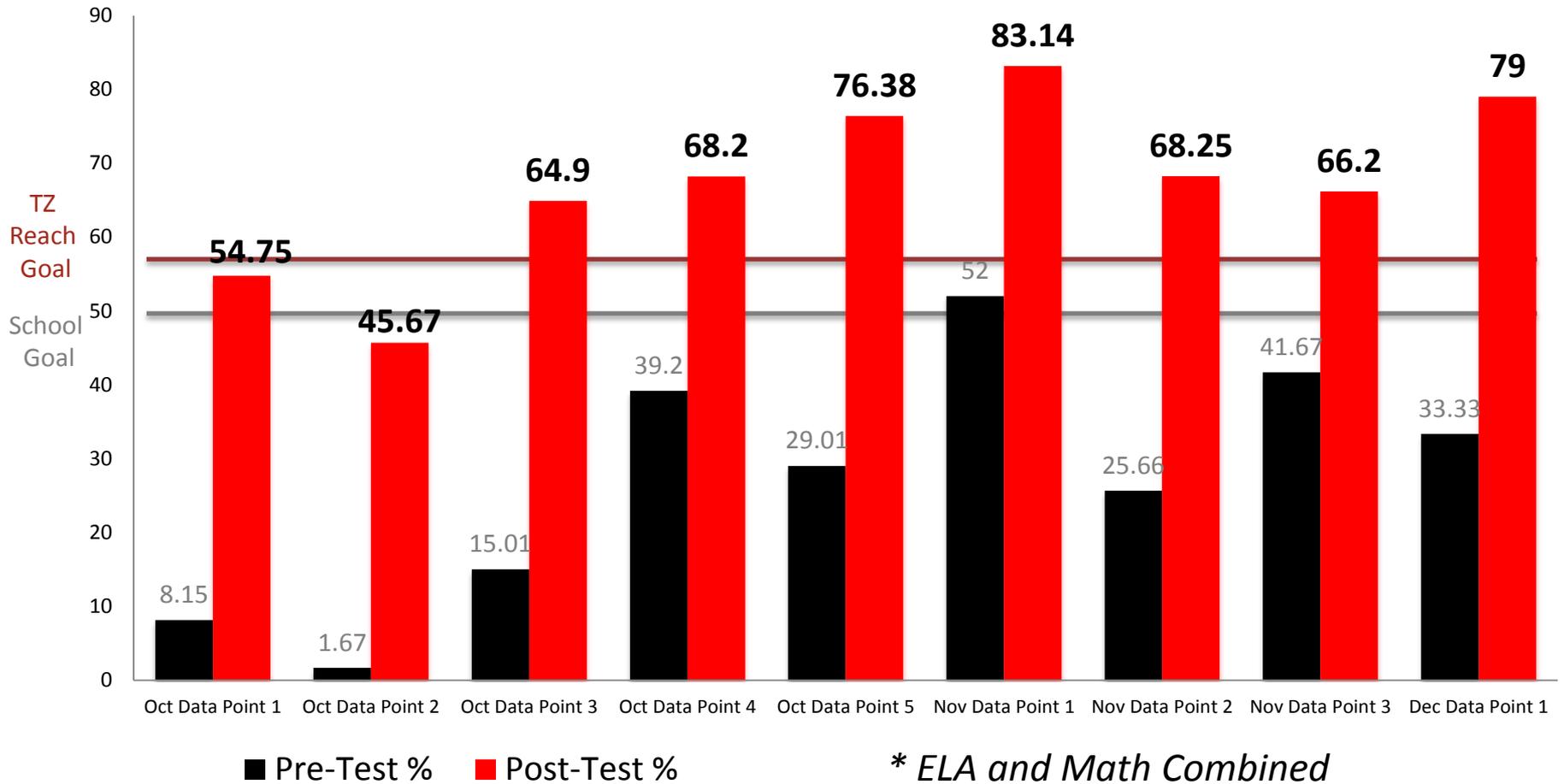
ILP's...

1. Have increased potential to accelerate the pace of school turnaround, and
2. Tend to build greater support for turnaround from within the system

GLA - Comparative Data



GLA's Weekly Formative Assessments*



**We invite you be a part of
GLA's journey to transformation.**

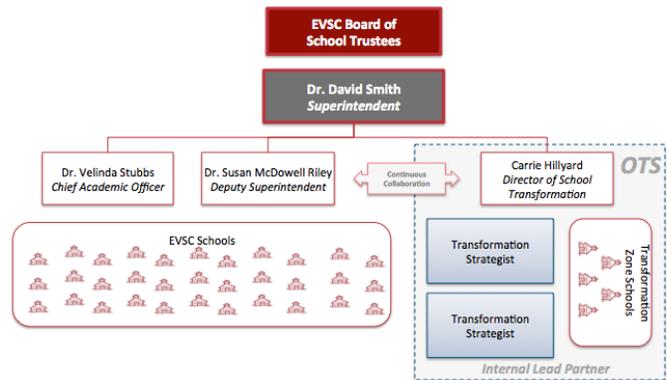


Background/Context

Evansville Vanderburgh School Corporation (EVSC) faces a strong imperative to address chronic underperformance in too many of the city's schools. The district now has the unprecedented opportunity to reverse the status quo in these schools, and EVSC has recognized and acted upon the need for bold and swift interventions in these schools. With this comes a commitment to provide the most struggling schools with the additional resources and discretion needed to implement innovative reform strategies.

In September 2012, the Evansville Vanderburgh School Corporation (EVSC) secured school improvement funding to work with Mass Insight Education (MIE) in order to create an **Internal Lead Partner** to manage a portfolio of the district's chronically underperforming schools. This portfolio is now known as the district's "**Transformation Zone (TZ)**," which is directly managed by EVSC's Internal Lead Partner, the **Office of Transformational Support (OTS)**. The OTS office oversees, directs, and manages five schools in EVSC: Glenwood Leadership Academy, Lincoln Community School, McGary Middle School, Caze Elementary, and Evans Elementary. The OTS is staffed by a Director of Transformational Support and two Transformation Strategists. Each are focused upon specific facets of school improvement while working very collaboratively as a team unit. This carve-out model draws heavily upon the success of similar initiatives in Chicago, Philadelphia, Charlotte-Mecklenburg, Baltimore, Los Angeles, Washington, D.C., and New York City, and is informed by the research presented in Mass Insight Education's 2007 report, *The Turnaround Challenge*.

OTS Organizational Structure



27

The current Internal Lead Partner model has allowed EVSC's to narrow its focus to re-align its resources and tier its supports to the schools that need it the most, such as Glenwood Leadership Academy. This reinforces the district's overarching mission to ensure every child is on track at each stage of his or her EVSC career to graduate college and/or career ready.

How It Works

While EVSC maintains most operational oversight of services (bus transportation, food services, materials, purchasing, etc.), OTS is directly responsible to EVSC's Superintendent for the responsible and intentional alignment of academic and operational services needed for the schools it directly manages. Unlike any other division within EVSC, the OTS has a performance-based contract with EVSC's Superintendent. This contract clearly outlines the roles and responsibilities for the EVSC and the OTS in the joint management and oversight of Glenwood Leadership Academy and the other TZ schools.

The EVSC Internal Lead Partner (OTS) serves within the same constructs and parameters as all external lead partners defined by the Indiana Department of Education (IDOE). That definition remarks that a lead partner must provide the following things:

- Implement instructional, programmatic, and/or structure supports that result in improved student performance
- Meet agreed upon performance criteria and acceptance of the consequences for failing to do so
- Provide ongoing performance data, including both leading and lagging indicators of success and failure
- Establish a contract with the LEA – the specific autonomies provided to the lead partner must be agreed upon by the LEA and described in the contract developed by the LEA and lead partner
- Focus on one or more agreed upon target areas
- Provide consistent and intense on-site support
- Ensuring the support provided is strategically aligned with school-wide initiatives and designed for long-term viability and sustainability
- Participating 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

The table below outlines how the Internal Lead Partner (OTS) meets each of these requirements for Glenwood Leadership Academy (GLA):

Lead Partner Requirement	Major Way OTS Meets That Requirement for GLA
Implement instructional, programmatic, and/or structure supports that result in improved student performance	<ul style="list-style-type: none"> • OTS guided GLA in its creation of a strategic school improvement plan (S-SIP) that focuses on three key school-wide strategies for improved student outcomes: instructional, school environment, and family/community engagement. • OTS holds regular checkpoint meetings with principal and key leadership staff to discuss process on action plan for major school priorities.
Meet agreed upon performance criteria and acceptance of the consequences for failing to do so	<ul style="list-style-type: none"> • This applies to the OTS who is accountable to the Superintendent for improved performance for Glenwood Leadership Academy through its performance agreement.
Provide ongoing performance data, including both leading and lagging indicators of success and failure	<ul style="list-style-type: none"> • The regular checkpoint meetings held by the OTS with GLA review instructional walkthrough data, climate data (such as number of office referrals), and learning indicators. Cycle reviews may lead to data-driven adjustments to the school's continuous improvement plan. Specific actions steps are created to execute and are receive follow up at each checkpoint, at a minimum.
Establish a contract with the LEA – the specific autonomies provided to the lead partner must be agreed upon by the LEA and described in the contract developed by the LEA and lead partner	<ul style="list-style-type: none"> • The performance agreement captures all of the key responsibilities and oversight managed by the OTS.
Focus on one or more agreed upon target areas	<ul style="list-style-type: none"> • GLA leadership team and the OTS collaboratively generated the areas of priority for the school. These areas of priority are captured in the school's strategic school improvement plan (S-SIP).
Provide consistent and intense on-site support	<ul style="list-style-type: none"> • The OTS responds to those needs identified by GLA through on-site support with the implementation of professional development, leadership coaching and support, and/or individual teacher support through coaching and mentoring. • The OTS provides measurable data support to the leadership team on its identified strategies in its S-SIP such as collective walkthrough data on the quality of PLCs.
Ensuring the support provided is strategically aligned with school-wide initiatives and designed for long-term viability and sustainability	<ul style="list-style-type: none"> • The OTS created the S-SIP tool and process for GLA, which is aligned to IDOE's recommended process. It was specifically designed for the school to easily differentiate the prioritization of its competing needs through a thorough root cause analysis and comprehensive needs' assessment prior to strategy development.
Participating in data collection, evaluation, and reporting activities as specified by the SBOE and IDOE	<ul style="list-style-type: none"> • All EVSC schools are required to participate in data protocols which provide needed information to the SBOE and IDOE. This specific requirement also appears in the performance agreement that OTS has with EVSC.

Additionally, the ILP:

- Creates the conditions, capacity, and clustering necessary to systemically turnaround underperforming schools.
- Embeds support fully and strategically in the TZ schools and works closely with all LEA functional areas; focus on sustainable and systemic reform
- Assumes authority/monitoring over all external providers within the cluster of schools
- Serves in administrative function; Evaluates and provides continuous feedback, development, and support to school leaders

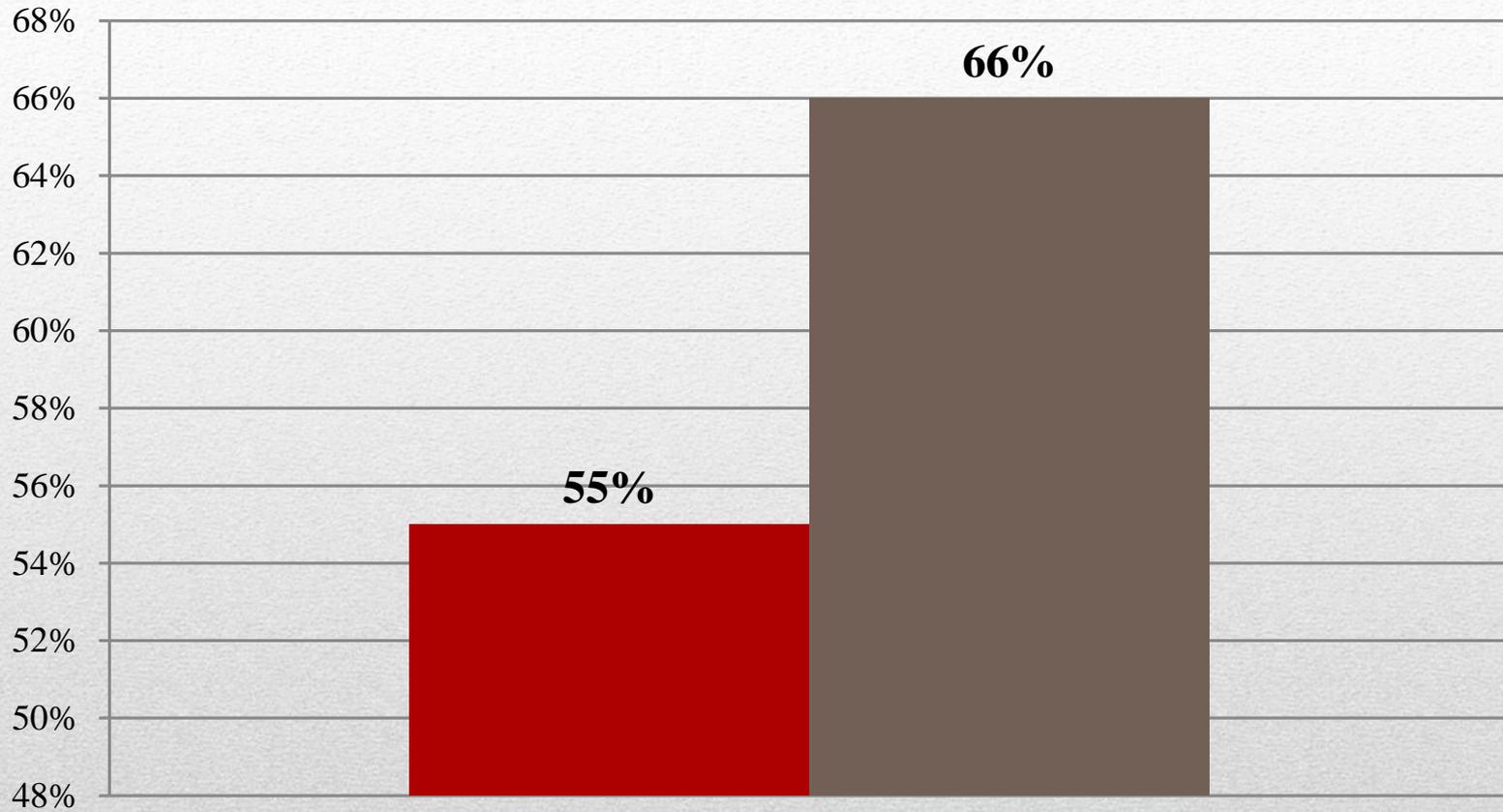


GLA Data Points

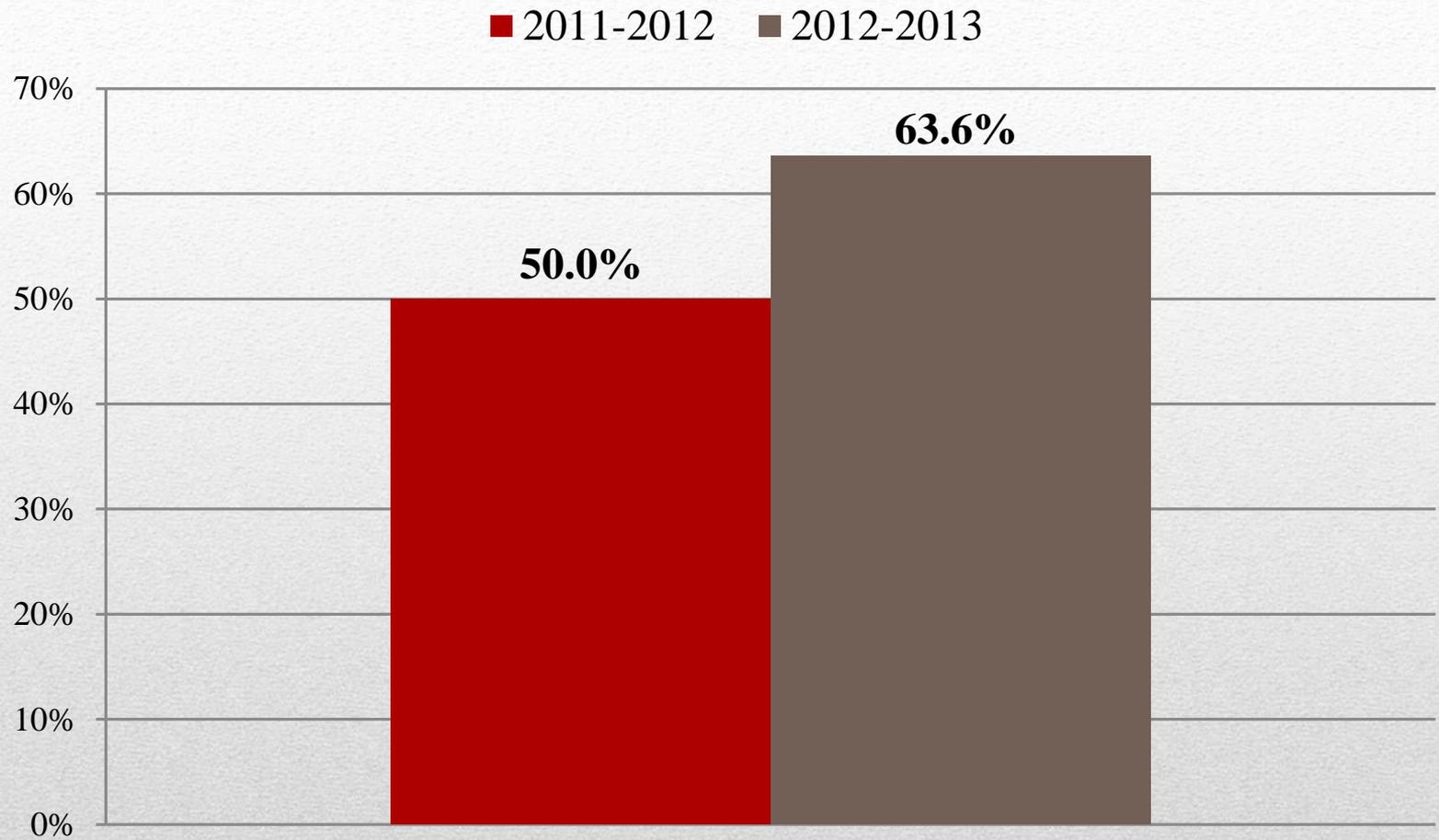
Public Hearing: December 10, 2013

Tamara Skinner; GLA Principal

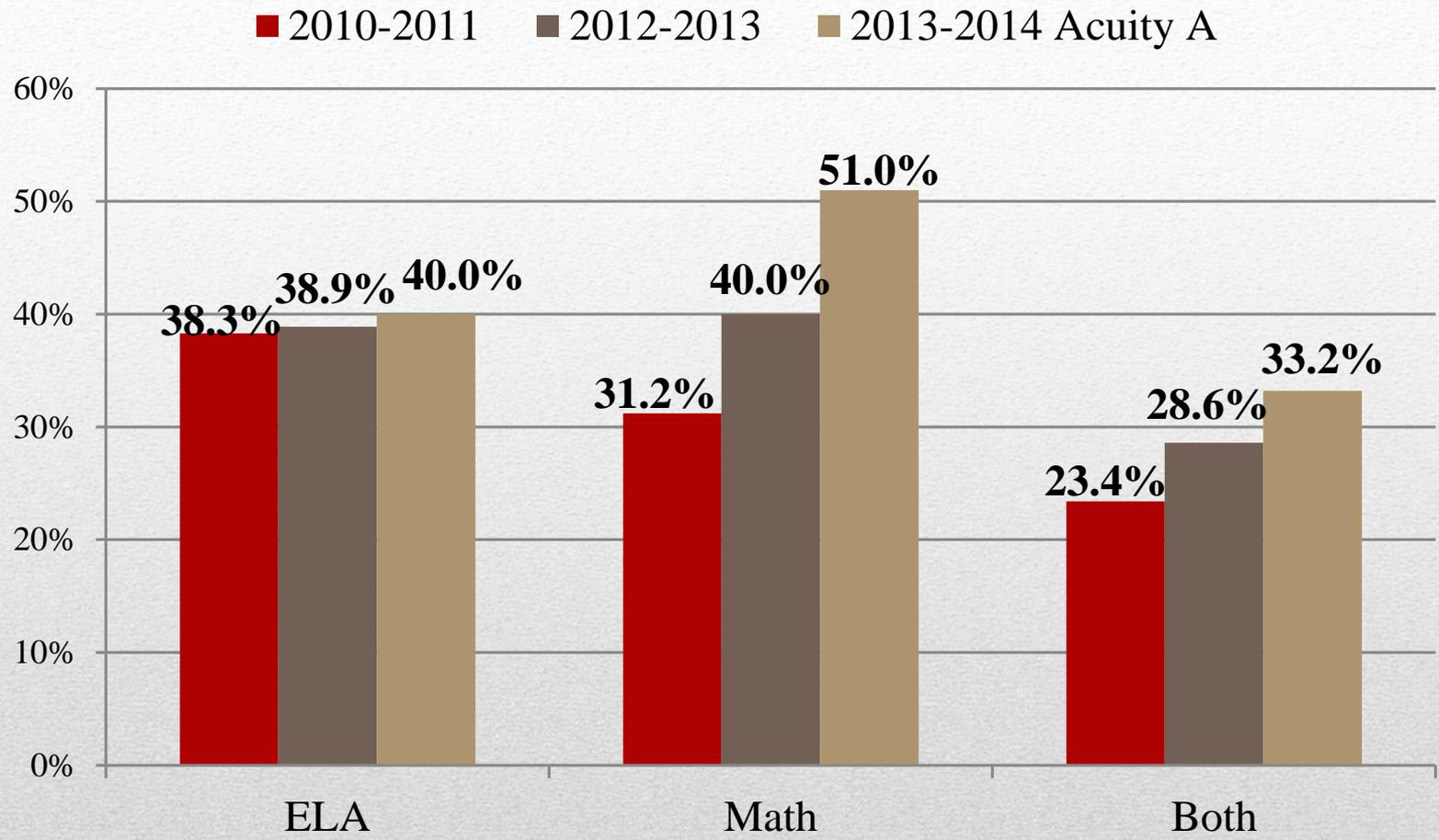
■ 2010-2011 ■ 2012-2013



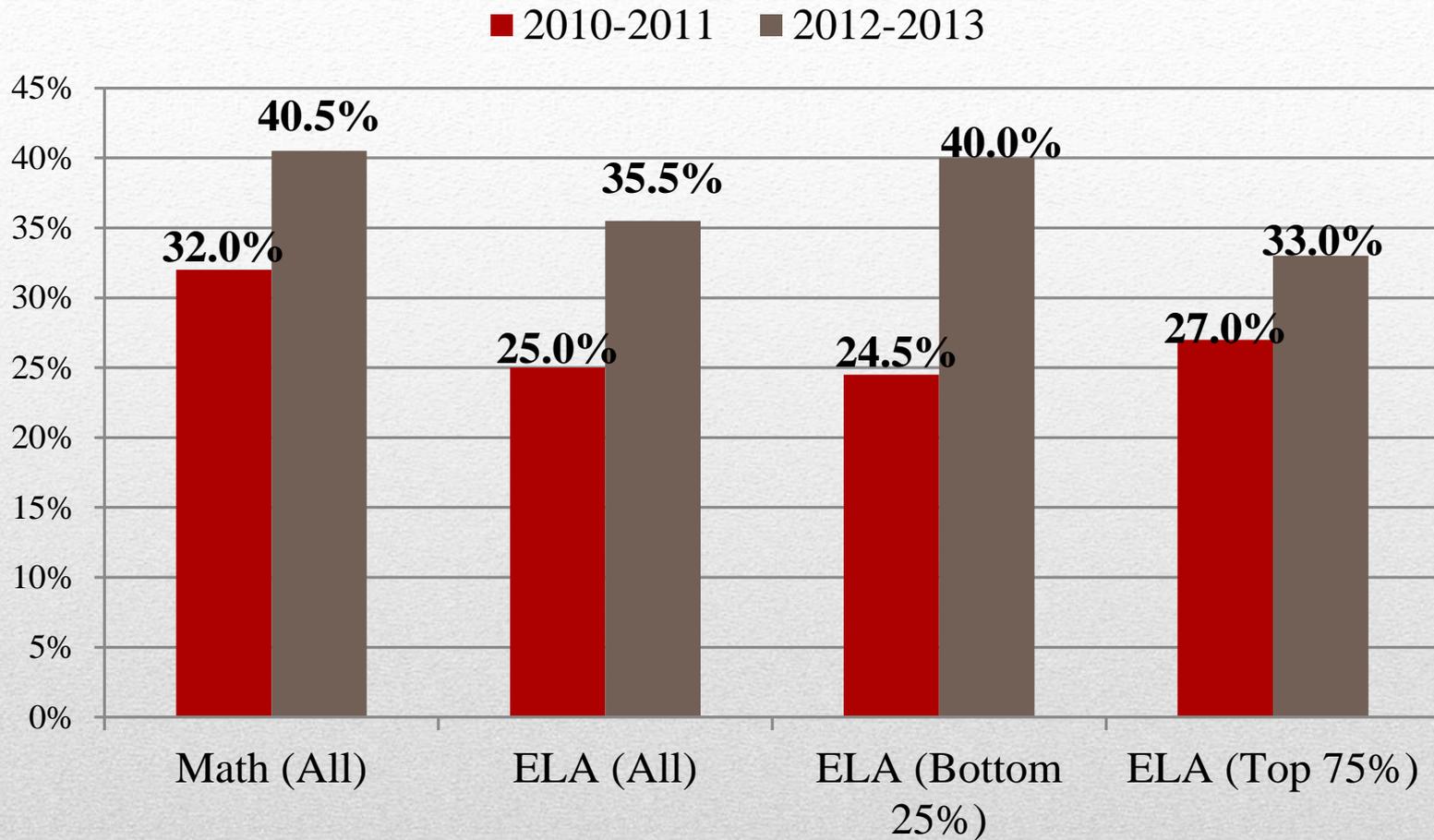
TRC (K-2) Proficiency %



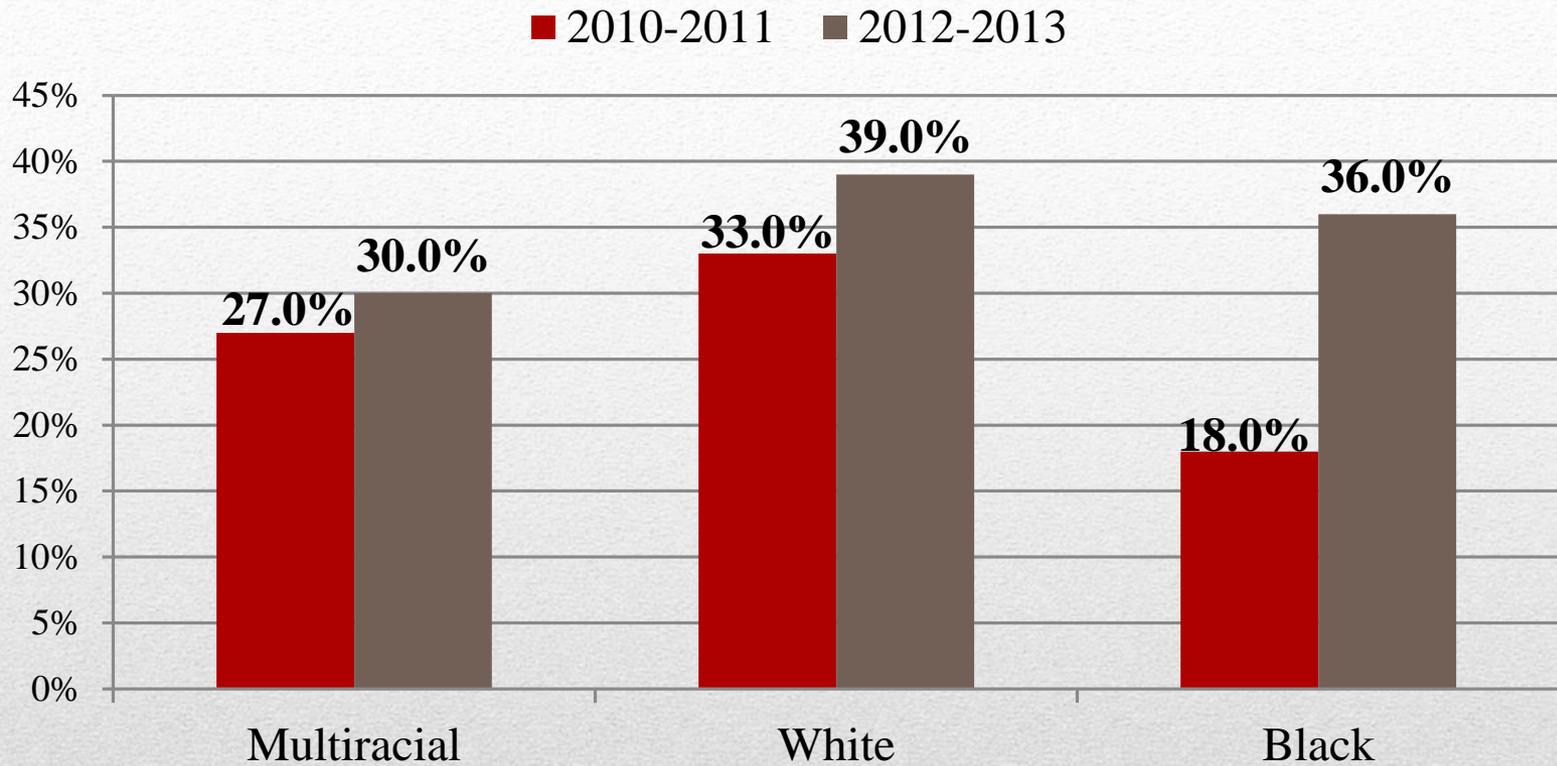
IREAD-3 Pass Rates



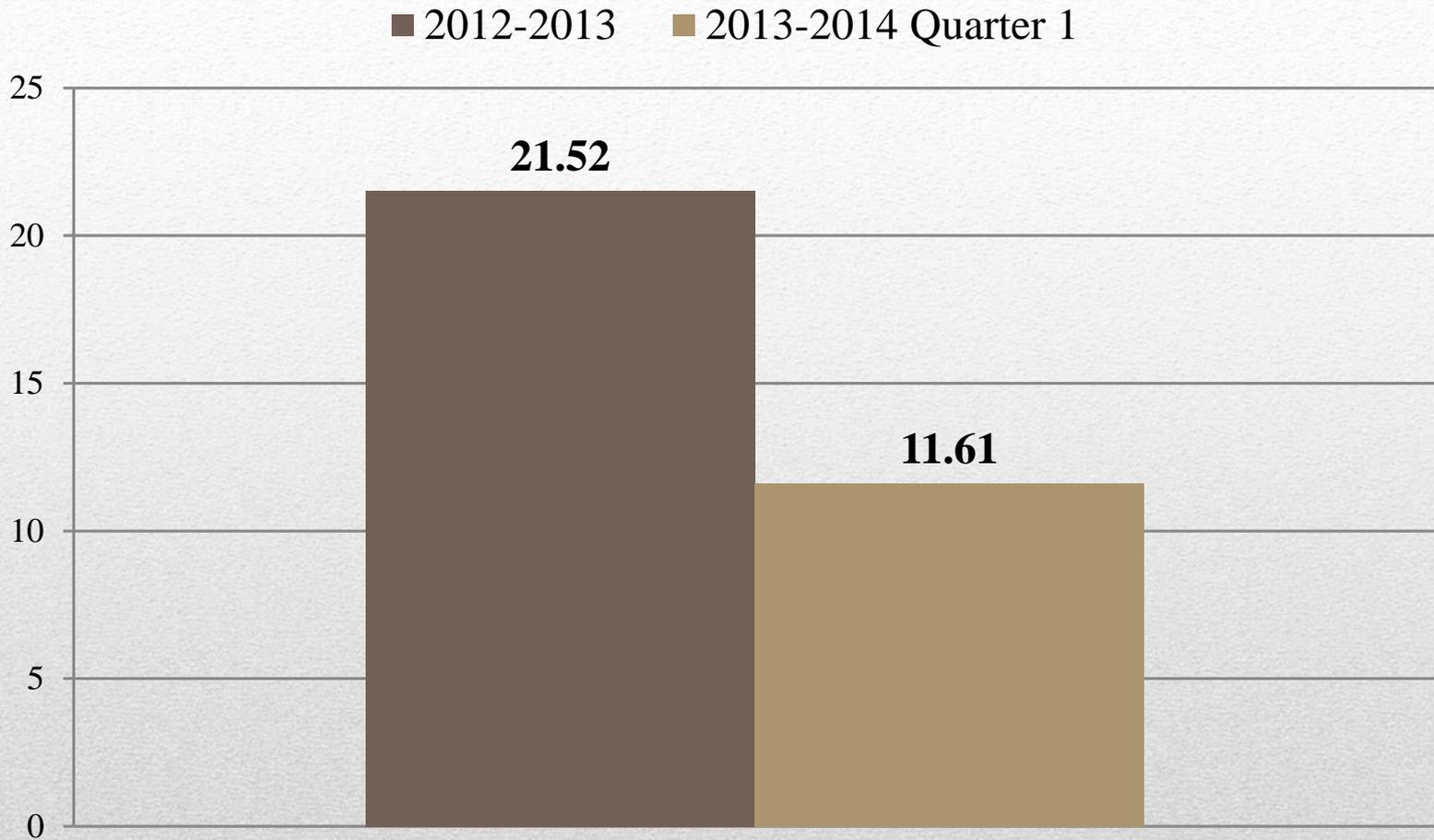
ISTEP+ Pass Rates



ISTEP+ Median Growth %

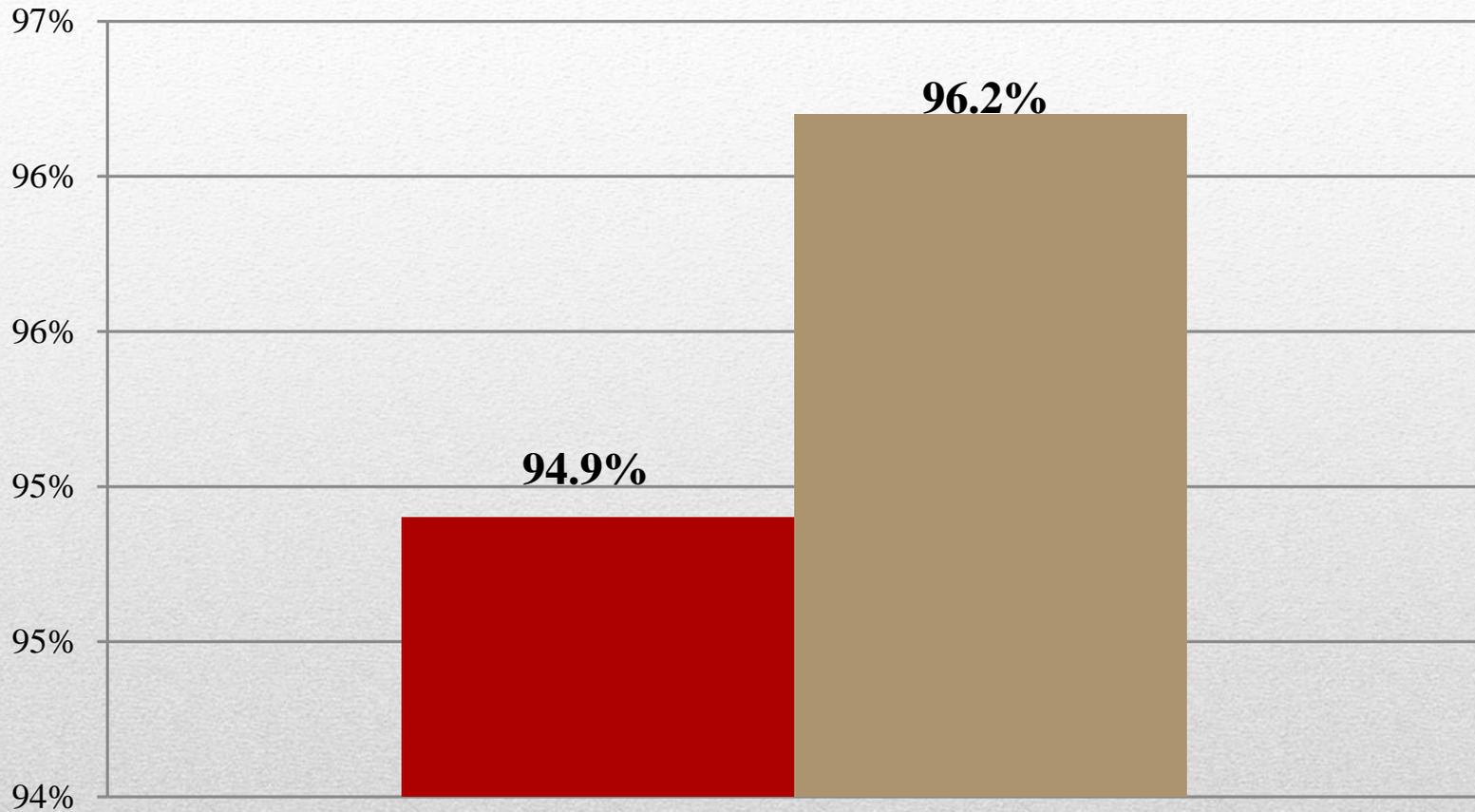


ISTEP+ Median Growth%: Subgroup Breakdown-ELA



Average Incidents Per Day

■ 2010-2011 ■ 2013-2014 (8/14 to 11/14)



Teacher Attendance Rate



GLENWOOD Leadership Academy

At GLA, I pledge to learn, serve and lead.

*I will be Respectful, strive to Excel,
be Accountable, display exceptional
Character, and always be Honest.*

I will REACH my potential.

I AM GLA.

**“Every strike is bringing us closer
to the next home run”**

-Babe Ruth

**“and GLA is ready to knock
one out of the park.”**

-Tamara Skinner



Unbound Thinking,
Unlocking Possibilities.

Internal Lead Partner Strategy Supplemental Artifacts to Oral Testimony

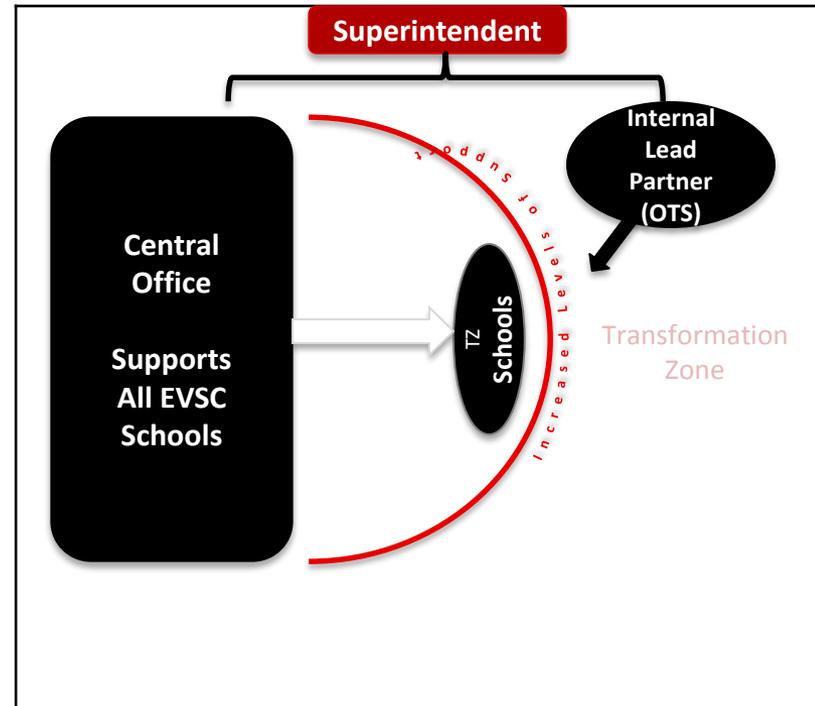
December 10, 2013



What is an Internal Lead Partner?

Definition:

- A decentralized unit of the school district that brings a new kind of expertise and capacity needed to turn around underperforming schools through four main responsibilities:
 - Accountability
 - Increased Discretion
 - Comprehensive Services
 - Embedded Presence in Schools



Mass Insight's Research Shows Internal Lead Partners...

1. Have increased potential to accelerate the pace of school turnaround, &
2. Tend to build greater support for turnaround from within the system

Office of Transformational Support: Four Key Research-Based Responsibilities

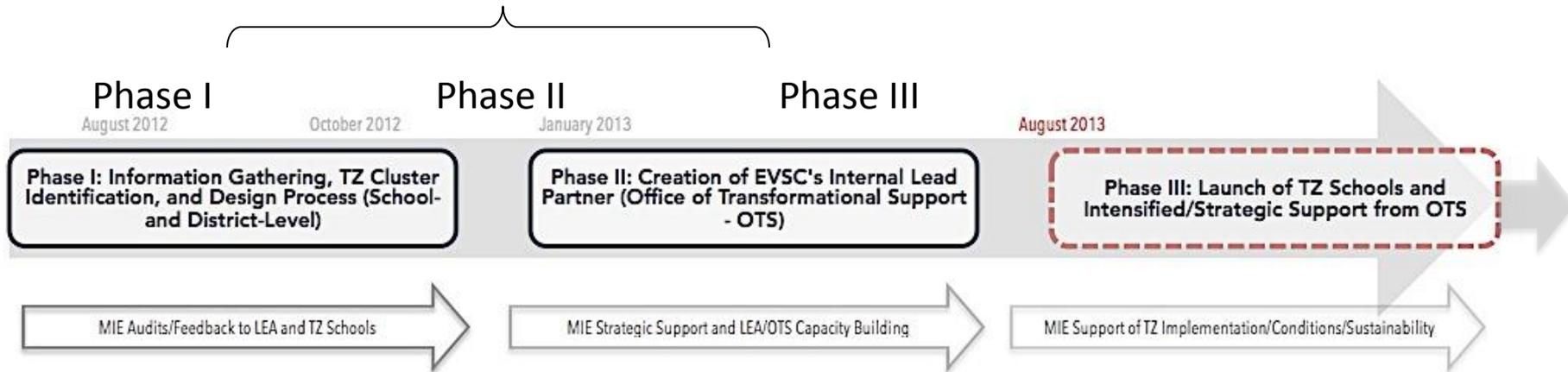
1. Accountability for student achievement	2. Operational discretion	3. Provider/coordinator of services and supports	4. Embedded school presence
<p>Examples in practice:</p> <ul style="list-style-type: none"> • Design and support of performance monitoring systems • Development and Implementation of Data Dashboards • Feedback/development of school leadership • Performance contract 	<p>Examples in practice:</p> <ul style="list-style-type: none"> • Staff Recommitment Process, including TZ training and success completion requirement for teachers committing to opt in to the Transformation Zone • Hiring of permanent substitutes • HR discretion 	<p>Examples in practice:</p> <ul style="list-style-type: none"> • Professional development for staff <ul style="list-style-type: none"> • <i>Teach Like a Champion Techniques</i> • <i>PLC Training</i> • <i>Teacher Evaluation/Feedback</i> • <i>Assessment Literacy</i> • Oversight/evaluation of external service providers 	<p>Examples in practice:</p> <ul style="list-style-type: none"> • Office located in the TZ schools = Presence in TZ schools 5 days a week • Deep understanding of school context, including impact of district policies on school practices (to lift back to central office)

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.		✓

Transformation Zone: 3 Phases of Implementation

2012-2013 Planning Year



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:

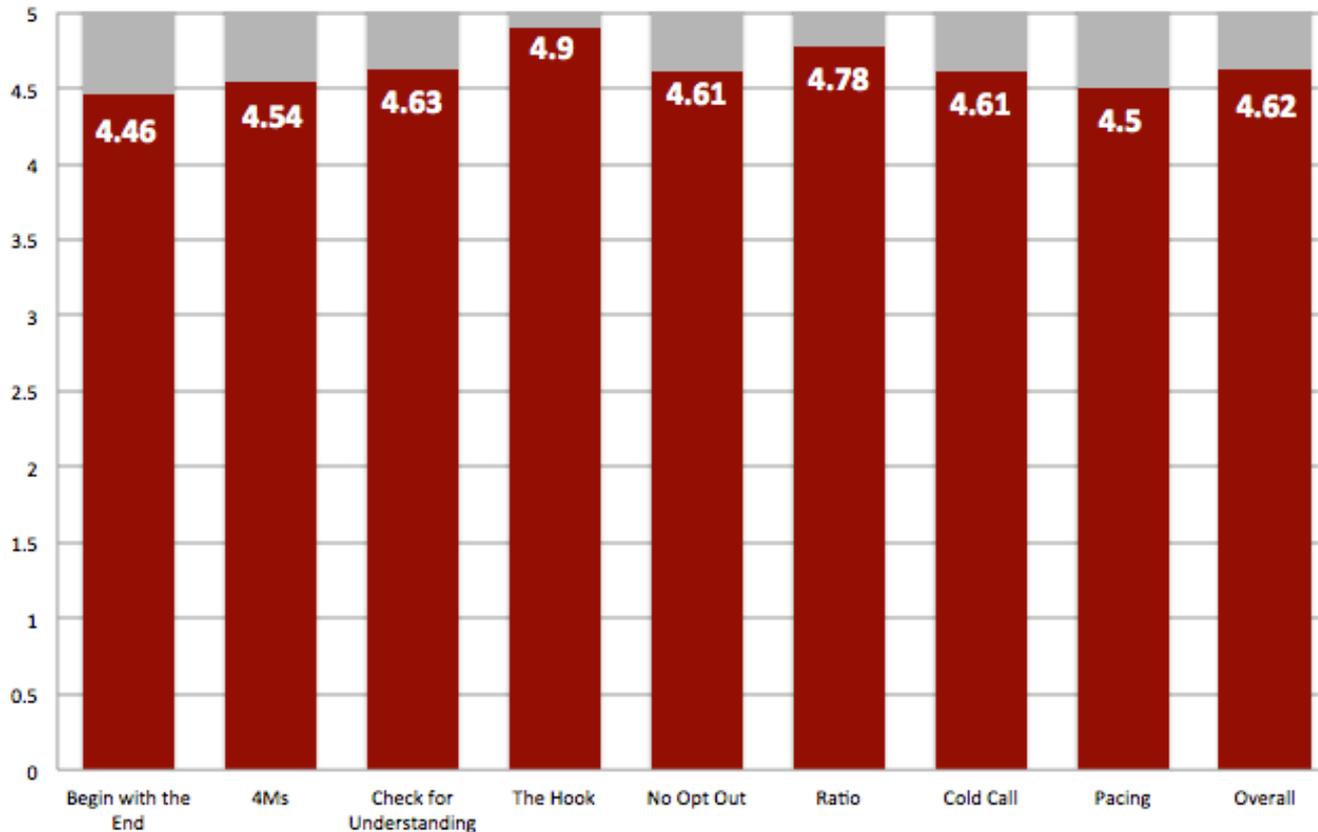
- Creation of EVSC's Internal Lead Partner: OTS
- TZ Team Training (Based on Doug Lemov's Teach Like a Champion Techniques)
- Teacher recruiting and selection support for principals
- Intensive Transformational Leadership training for TZ School Leaders

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
- Permanent TZ trained and supported substitute teachers
- Training and implementation support for Professional Learning Communities
- Additional Teach Like a Champion Technique training

Phase II: TZ Team Training – Modeling Formative Data

TZ Team Training: Session Results



“The TZ Team Training techniques are being rolled out in almost all of my classrooms daily!”

-- Brynn Kardash, Evans Principal

“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

Strong Qualitative Data!



“The TZ Team Training techniques are being rolled out in almost all of my classrooms daily!” -- Brynn Kardash

“Good Morning,
As I reflected on Saturday’s training/workshop, I felt it was appropriate to let you know what a great day it was. I have spoken to several people in my building, and we feel the same. We very much appreciate your understanding of the nerves and anxiety. The people I have spoken to felt it was a nonthreatening environment – and it was fun! I thoroughly enjoyed the presentation sessions, and learned new things. Thanks for being so prepared for the day. We appreciate your time and effort.”

-Julie Angle, Lincoln



Melissa Edwards Perkins Great job. Probably the best PD the EVSC has offered in ages.

February 2 at 6:01pm via mobile · Like · 🔄 1



Emily Smith McCormick Thanks for letting me be part of the great adventure!

February 2 at 6:32pm via mobile · Like · 🔄 1



Tammy LaGrange Dexter It was a great day! Thanks for all the hard work from the TZ:).

February 2 at 7:44pm · Like · 🔄 1



Rachel Roberts @roberts8785

Feb 2

Learning the how to improve my ratio of cognitive awareness in my classroom #transformationzone #evsc

Expand

Feedback from New TZ Teachers:

TZ "New Teacher Orientation"



TZ S-SIP – Organized into a “Logic Model” Structure

S-SIP Schoolwide Academic Planner - Instructional Leadership

1a. EVSC Vision: Excellence in Student Achievement 2b. School Mission:					
3. SITUATION/CONTEXT		4. OUTPUTS (Dev. Action Plan):		5. SHORT-TERM OUTCOMES (Dev. Action P	
3a. Baseline Indicator (Dig Into Student Data):		4a. Strategy 1: Measure of Implement Goal/Frequency of Monit		5a. Checkpoint Metrics: Baseline: Goal:	
3b. Root Cause Analysis: Root Finding: Data Source:		4b. Strategy 2: Measure of Implement Goal/Frequency of Monit		5b. Checkpoint Metrics: Baseline: Goal:	
		4c. Strategy 3 (Technology Integration): Measure of Implement Goal/Frequency of Monit		5c. Checkpoint Metrics (Technology Integra Baseline: Goal:	
		4d. Strategy 4 (Family Engagement): Measure of Implement Goal/Frequency of Monit		5d. Checkpoint Metrics (Family Engagemen Baseline: Goal:	
		4e. Strategy 5 (Community Engagement): Measure of Implement Goal/Frequency of Monit		5e. Checkpoint Metrics (Community Engage Baseline: Goal:	
				6. MEDIUM AND LONG-TERM OUTCOMES (Plan to Assess) Schoolwide Culture & Climate SMART Goal: 	
				Alignment to HPHP Read Readiness to Learn Turnaround Princip Safety, Discipline, & En Action Against Adversity Close Student-Adult Rel	
				Readiness to Teach Share Responsibility for Personalization of Instrn 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*					

7a. EVSC Ultimate Goal:
Every child in every school is on track at every stage in his or her EVSC career to graduate ready for college and/or career.

Tools and Processes Embedded Within S-SIP System

Content/Curriculum

Elements	Requires Action	Developing	Proficient	Distinguished
4. Vertical and horizontal alignment	<ul style="list-style-type: none"> The curriculum is neither vertically nor horizontally aligned. Teachers do not have a sense of what is being taught in other classes and grades. 	<ul style="list-style-type: none"> The curriculum has moderate vertical and/or horizontal alignment. Teachers may find it difficult to ascertain what is being taught in other classes or grades. 	<ul style="list-style-type: none"> The curriculum is horizontally aligned at each grade level, and vertical alignment is being developed. Teachers can easily access what is being taught in other classes and grades. 	<ul style="list-style-type: none"> The curriculum is vertically and horizontally aligned. Teachers have quick and constant access to what is being taught in other classes and grades.
5. Alignment to standards	<ul style="list-style-type: none"> Teachers plan units lesson by lesson; they are not familiar with Common Core/state standards and do not identify content standards student will master in each unit. Teachers have little familiarity with external assessments. 	<ul style="list-style-type: none"> Teachers identify content standards that students should master, but may not effectively use backward planning or allocate appropriate amounts of time for each unit. Teachers have done some thinking about how to cover test requirements. 	<ul style="list-style-type: none"> Teachers identify content standards that students will master in each unit, employ backwards planning by creating assessments before each unit begins, and allocate appropriate amounts of time for each unit. Teachers plan the year so that students will be ready for external assessments. 	<ul style="list-style-type: none"> Teachers have detailed plans for the year that are tightly aligned to Common Core/state standards and ensure success on external assessments. Teachers create well-designed unit assessments that align with end-of-year summative assessments and allocate appropriate amounts of time for each unit.
6. Assessments	<ul style="list-style-type: none"> Assessments do not match instructional outcomes. Assessments lack criteria. No formative assessments have been designed. Assessment results do not affect future plans, and teachers do not have real-time student data. 	<ul style="list-style-type: none"> Only some instructional outcomes are addressed in planned assessments. Assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students. Teachers have access to student data, but it is not always up-to-date. 	<ul style="list-style-type: none"> There are methods of assessment for all instructional outcomes. Assessment criteria are clearly written. There is a clear system of benchmark and summative assessments. Some teachers are developing familiarity with regularly using formative assessments to differentiate instruction. Plans indicate modified assessments when they are necessary for some students. 	<ul style="list-style-type: none"> Assessments are standards-based and provide real-time data that teachers use to differentiate instruction. Teachers embed formative assessments in their daily lesson plans. Students participate in designing assessments for their own work. Students develop rubrics according to teacher-specified learning objectives. Students are actively involved in collecting information from formative assessments and provide input.

Phase I: Selection of TZ Cluster

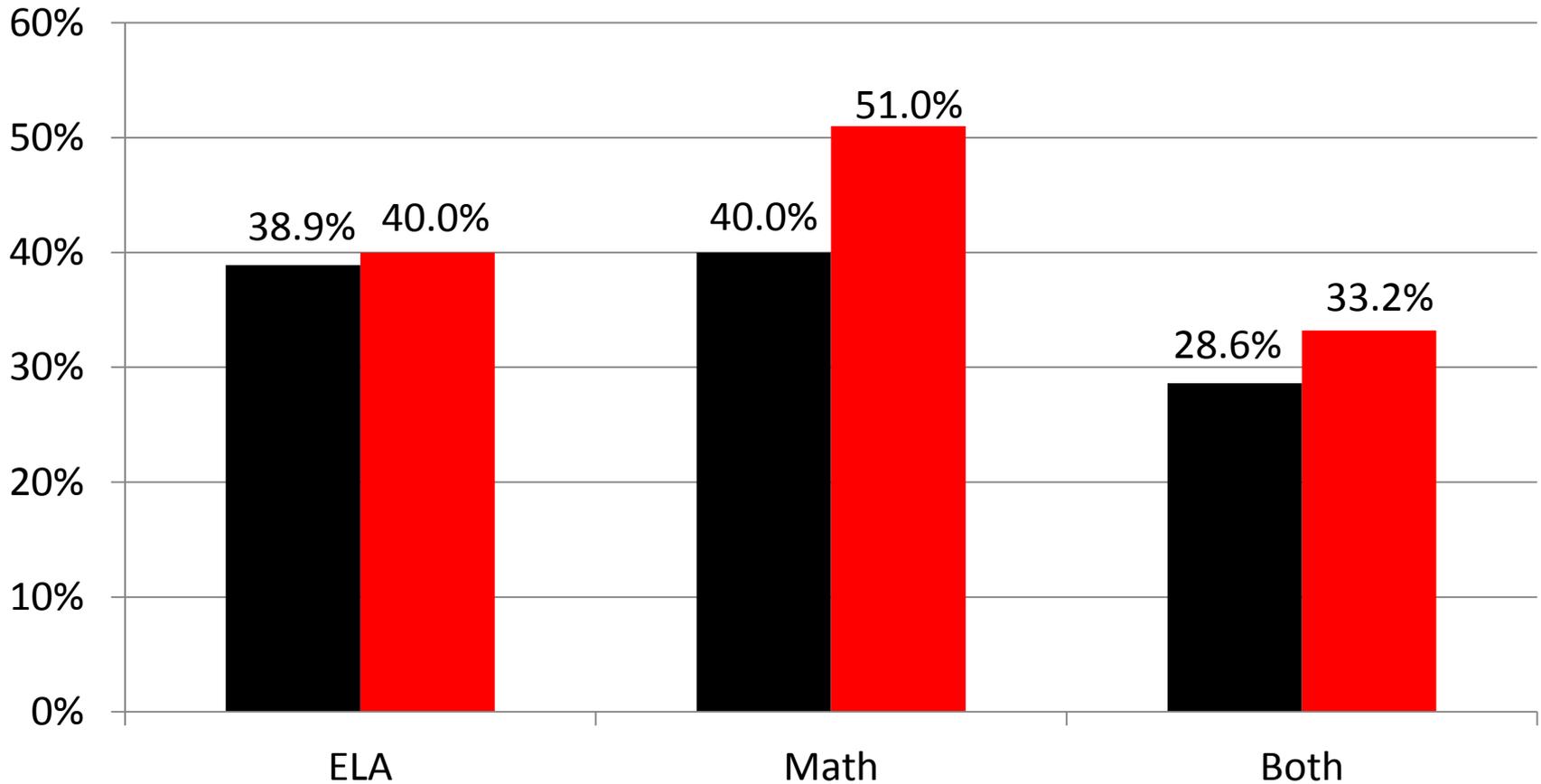
Transformation Zone Overview:

- 2200 K-8 Students
- All 5 Schools are Title I-Served
- 92% Low Socioeconomic Status
- All 5 Schools are IDOE “Priority” Schools

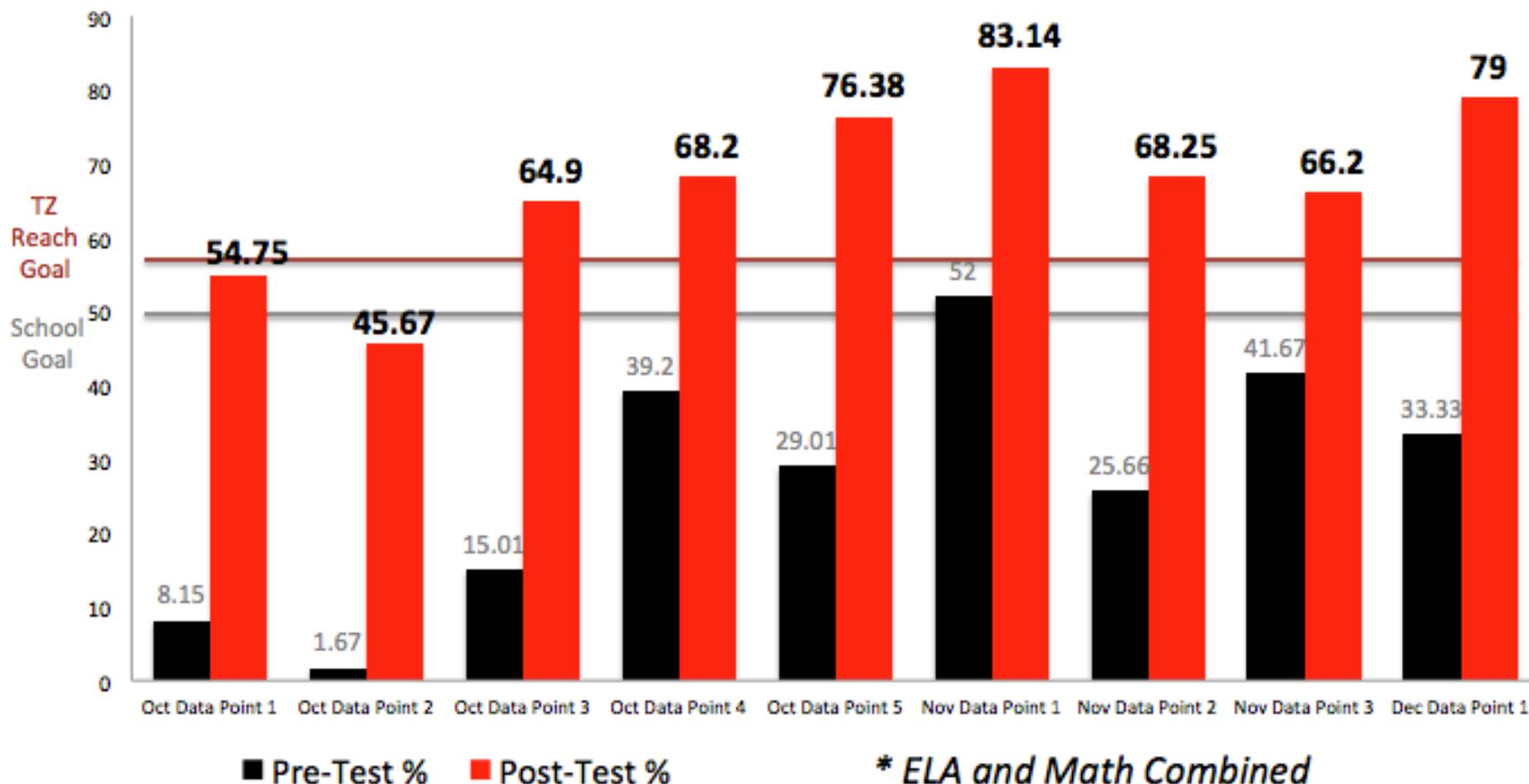
GLA - Comparative Data

■ ISTEP+ 2012-2013

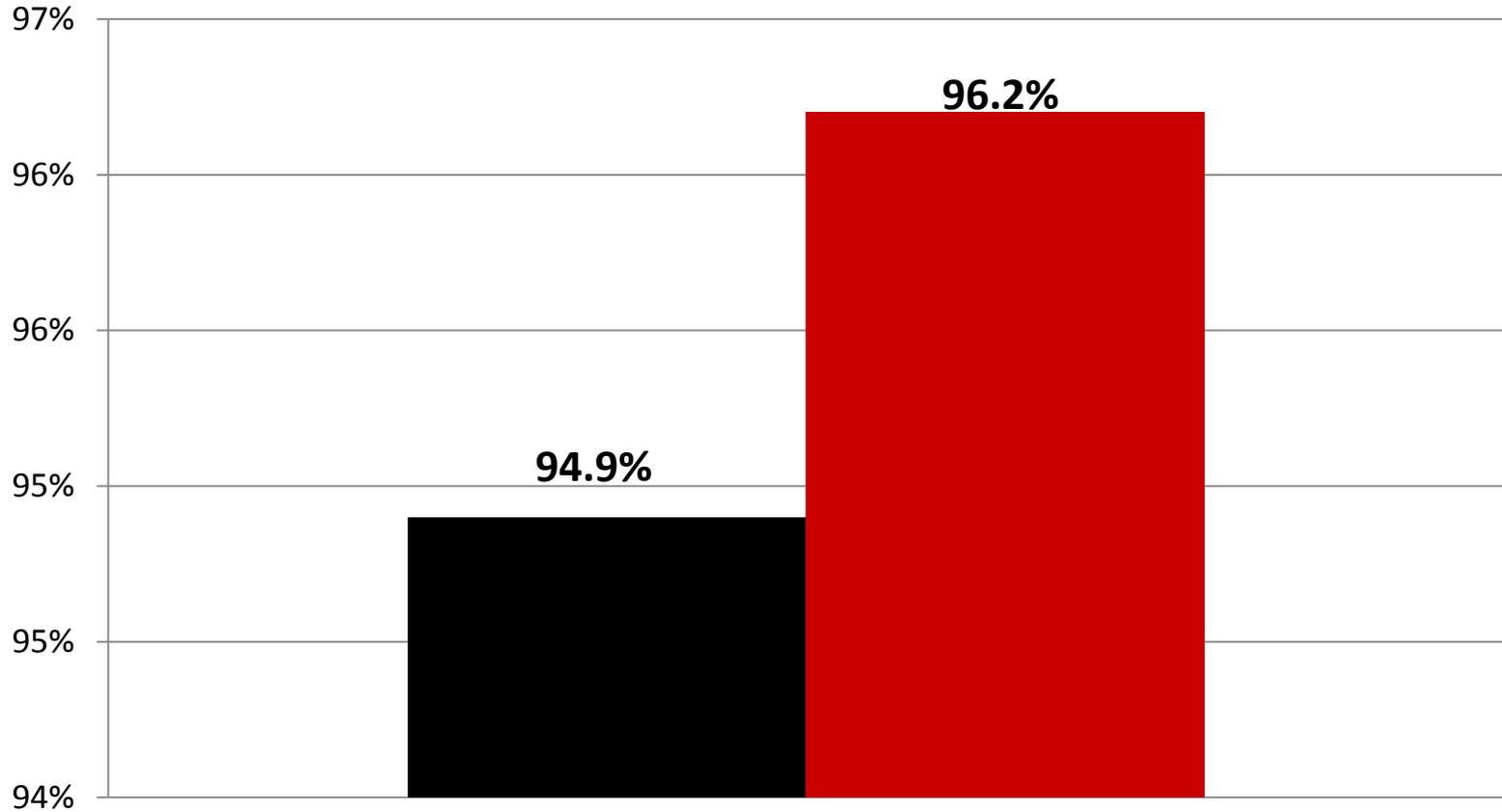
■ Acuity Predictive A – 2013-2014



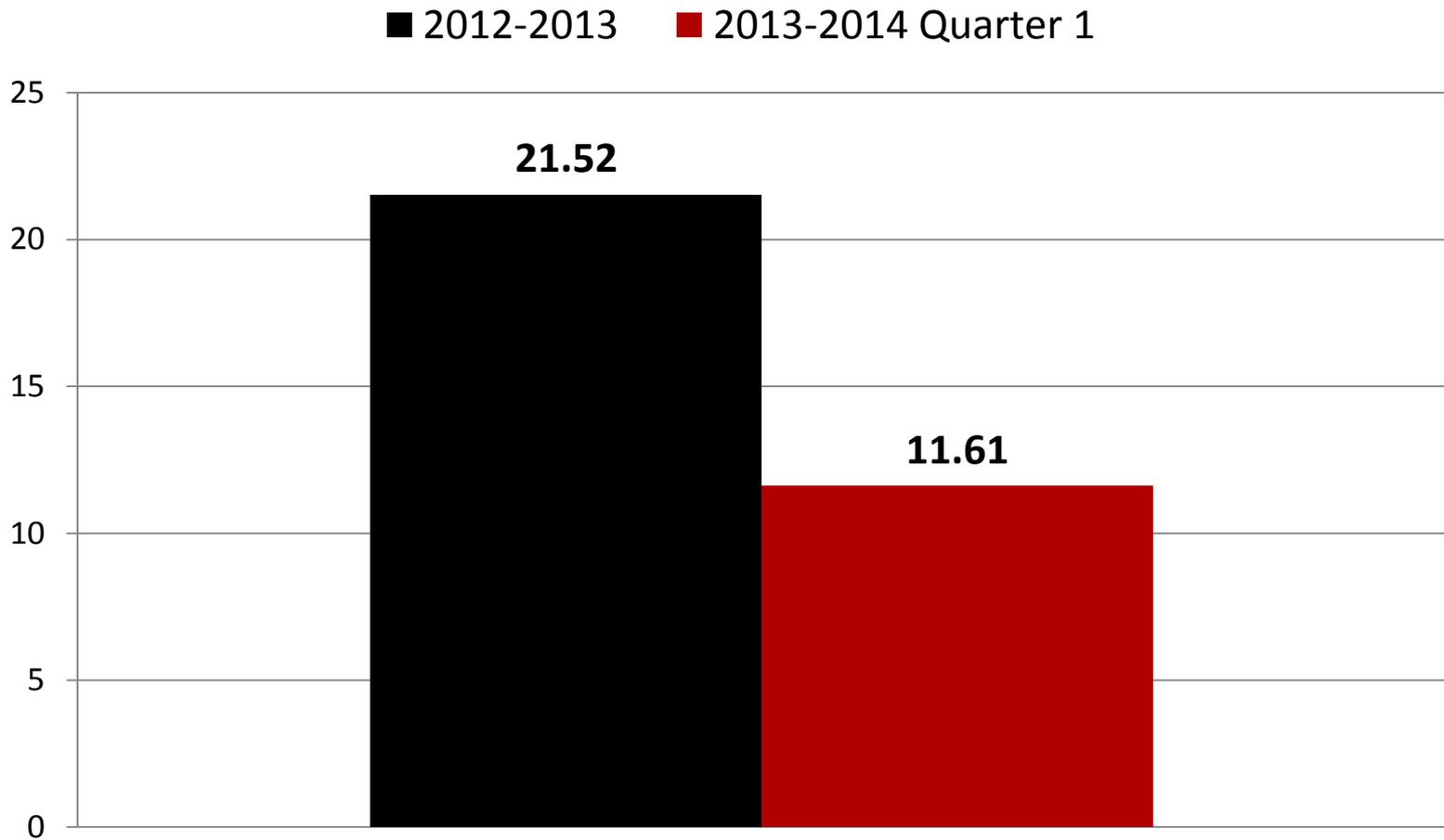
GLA's Weekly Formative Assessments*



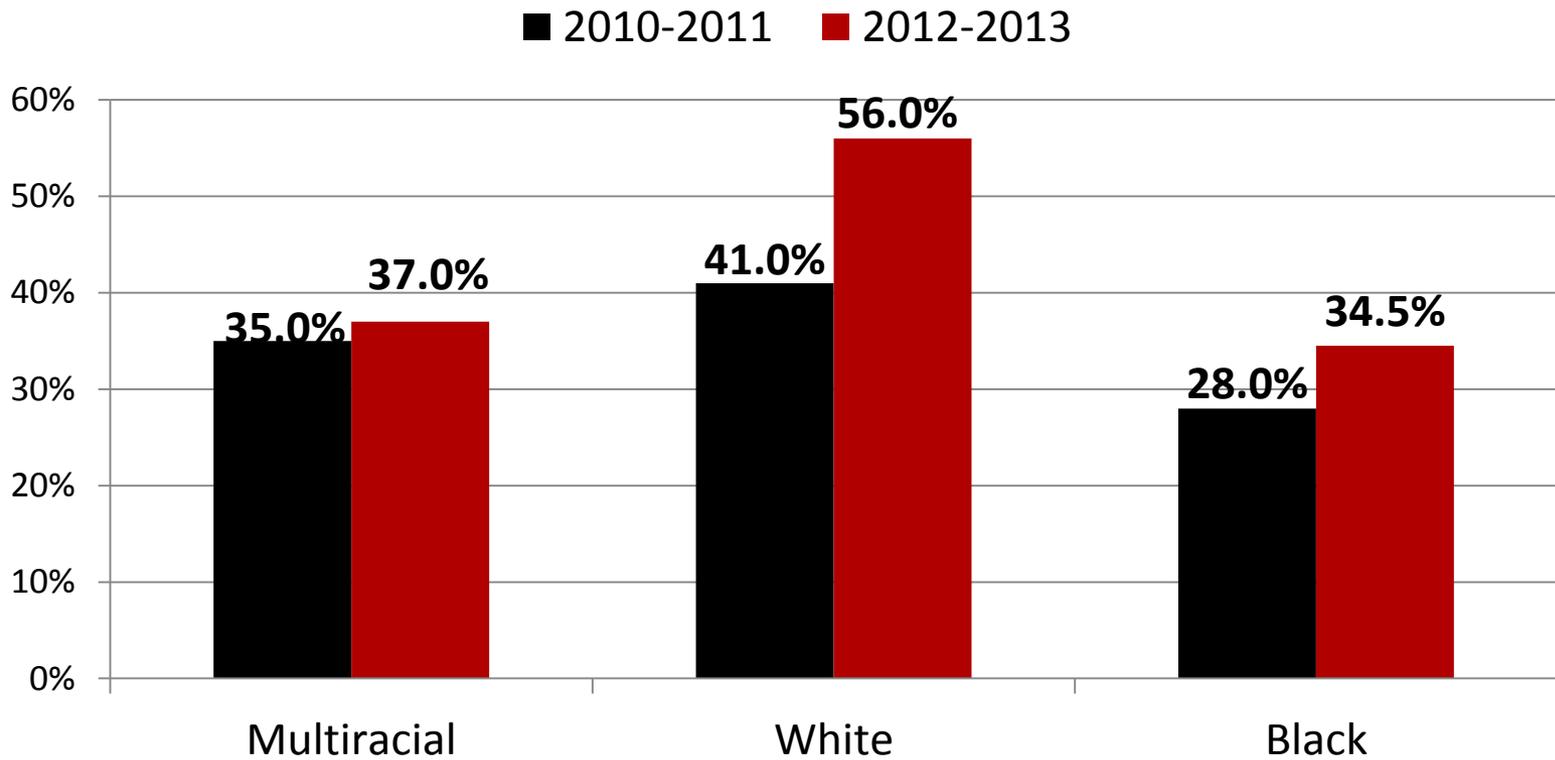
■ 2010-2011 ■ 2013-2014 (8/14 to 11/14)



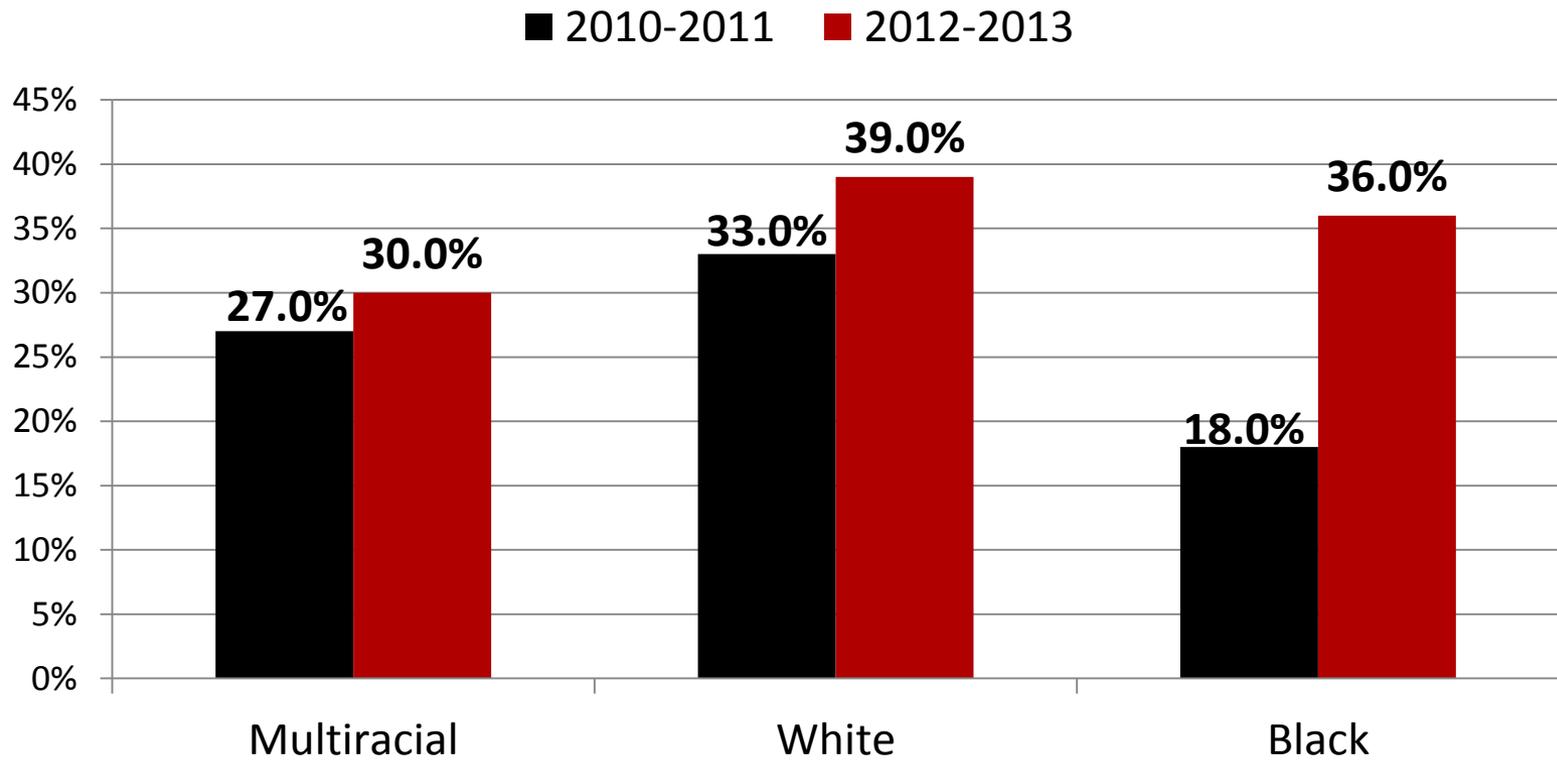
Teacher Attendance Rate



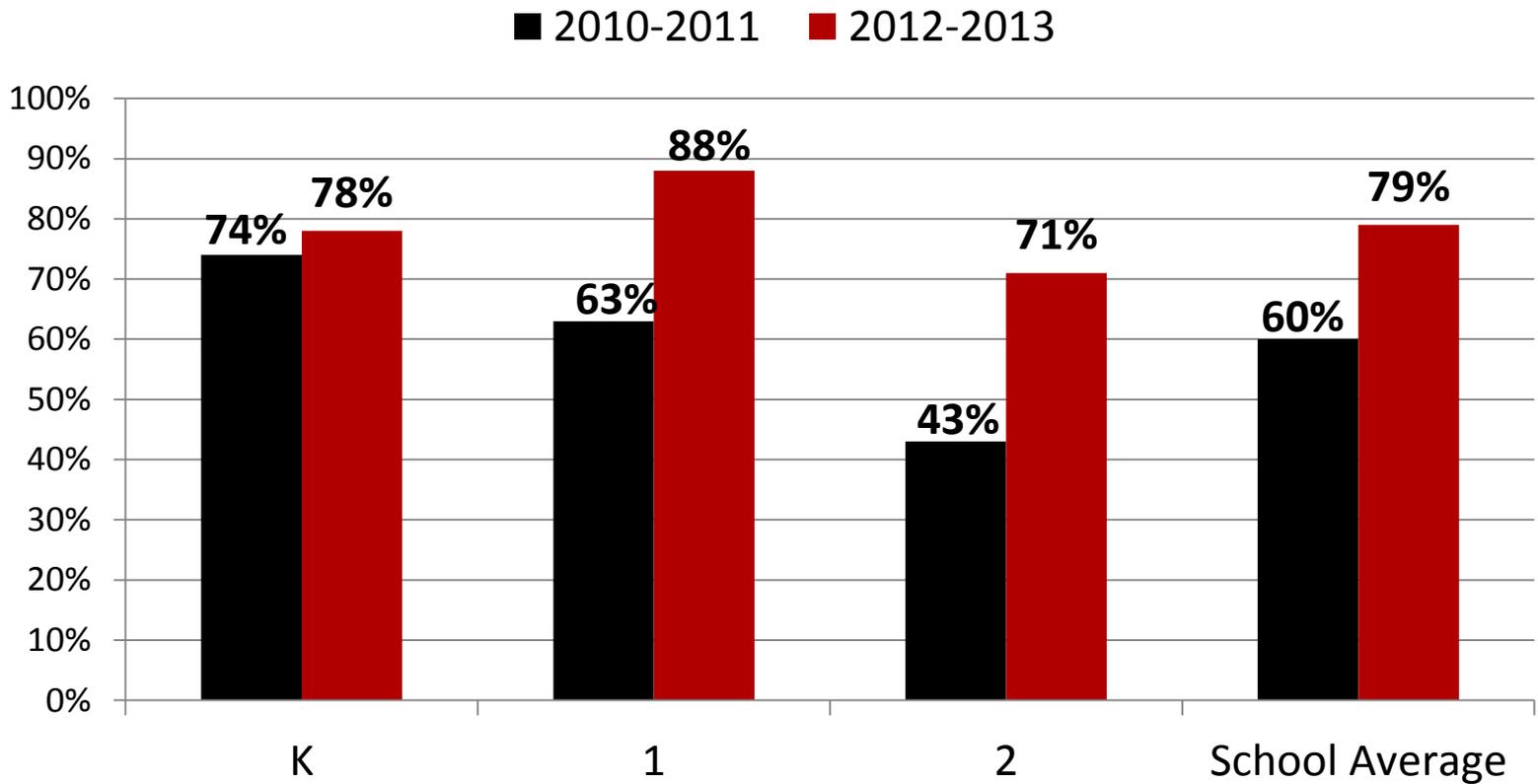
Average Incidents Per Day



ISTEP+ Median Growth %: Subgroup Breakdown-Math



ISTEP+ Median Growth%: Subgroup Breakdown-ELA



mClass Math (K-2) Grade Level Mastery

TRC (K-2) Proficiency %

■ 2010-2011 ■ 2012-2013

