

Corrective Action and Restructuring Planning Support and Process

August 2010

School Improvement and Intervention

Overview Training

- Arizona State System of Support
- Research on High-Performing, High-Poverty schools
- A Look at Comprehensive Reform
- Expectations for Corrective Action/Restructuring Planning schools
- Resources
- Answer Questions



School Improvement and Intervention

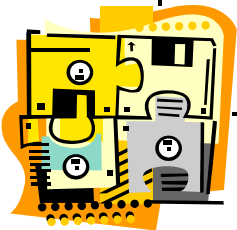
Kathy Hrabluk, Associate Superintendent, School Effectiveness Division
Angela Denning, Deputy Associate Superintendent, SII
Cindy Richards and Kega Leffard

NORTH	CENTRAL	SOUTH
Teri Regan, Director	Robert Gray, Director	John Black, Director
	Oran Tkatchov, Director	
Paul Fulginiti	Steve Henneberg	Greg Copeland
Virginia Stodola	Lyn Cook	Lisa Grote
John Cortez	Mary Arno	
	Marge Salow	
	Shelly Pollnow	
	Belinda Balough	

The State's Role

Mission

To build LEA capacity through a comprehensive system of support that ensures effective and sustainable teaching and learning environments that result in high academic achievement.

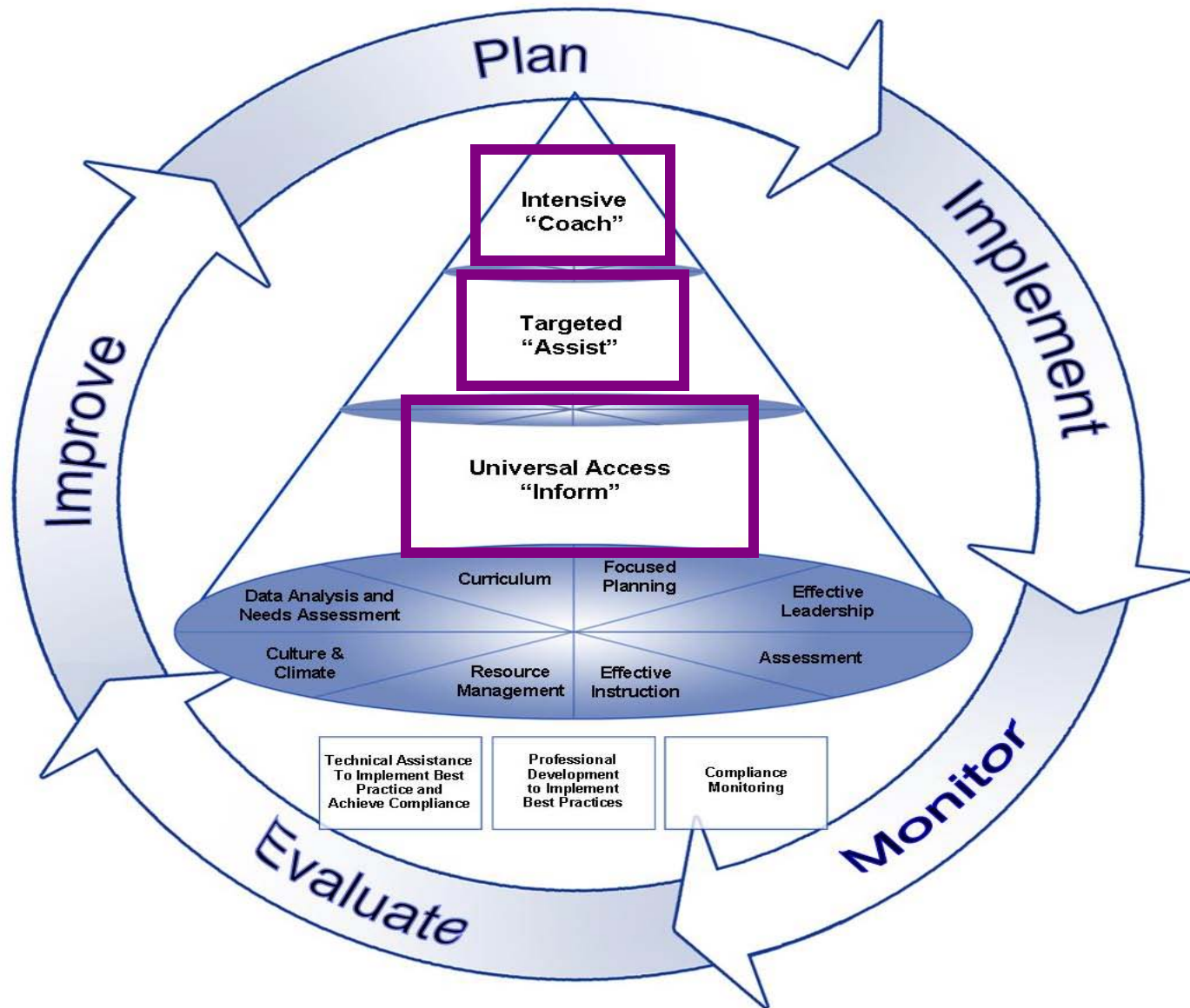


Vision

In order to provide LEAs with a comprehensive system of support our section will:

- Work as an integrated collaborative team with a unified voice
- Build LEA capacity and sustainability through research, data analysis and reflection
- Support the continuous improvement of schools to ensure high academic student achievement
- Collaborate with other sections to ensure access to resources and supports
- Build relationships with district and schools that foster trust, allowing school and districts to thrive
- Demonstrate a personal commitment to the success of all LEAs and schools

Continuous Improvement Model



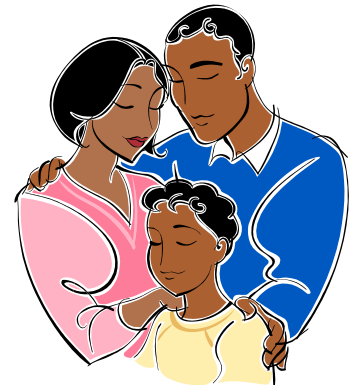
Universal

- PDLA
- ASIP on ALEAT
- SAI
- AZ LEADS
- ADE Conferences
- RtI Framework on ADE website
- K-12 Literacy course of study
- AZ READS literacy assessments K-12
- PBIS
- Parent Information Resource Center
- Academic Standards
- AIMS Blueprint
- Standards and Rubrics for School and LEA Improvement
- Resources easily accessible on our website



Parent Involvement Resource Center (PIRC)

- The Arizona Department of Education and PIRC are establishing a statewide collaboration for family, community and parental engagement that will provide the following: (1) regional training; (2) materials (PIRC, ADE, NNPS, ADI); (3) ongoing technical assistance



Targeted: Tier III

- Regional support for LEAs and schools in improvement status
- Differentiate Tier III based on level of need
 - Level of improvement, Percent proficient, Lack of Progress
- Topic specific meetings
- Training for LEAs with schools in Year 1
- Training for LEAs with schools in Corrective Action and Restructuring



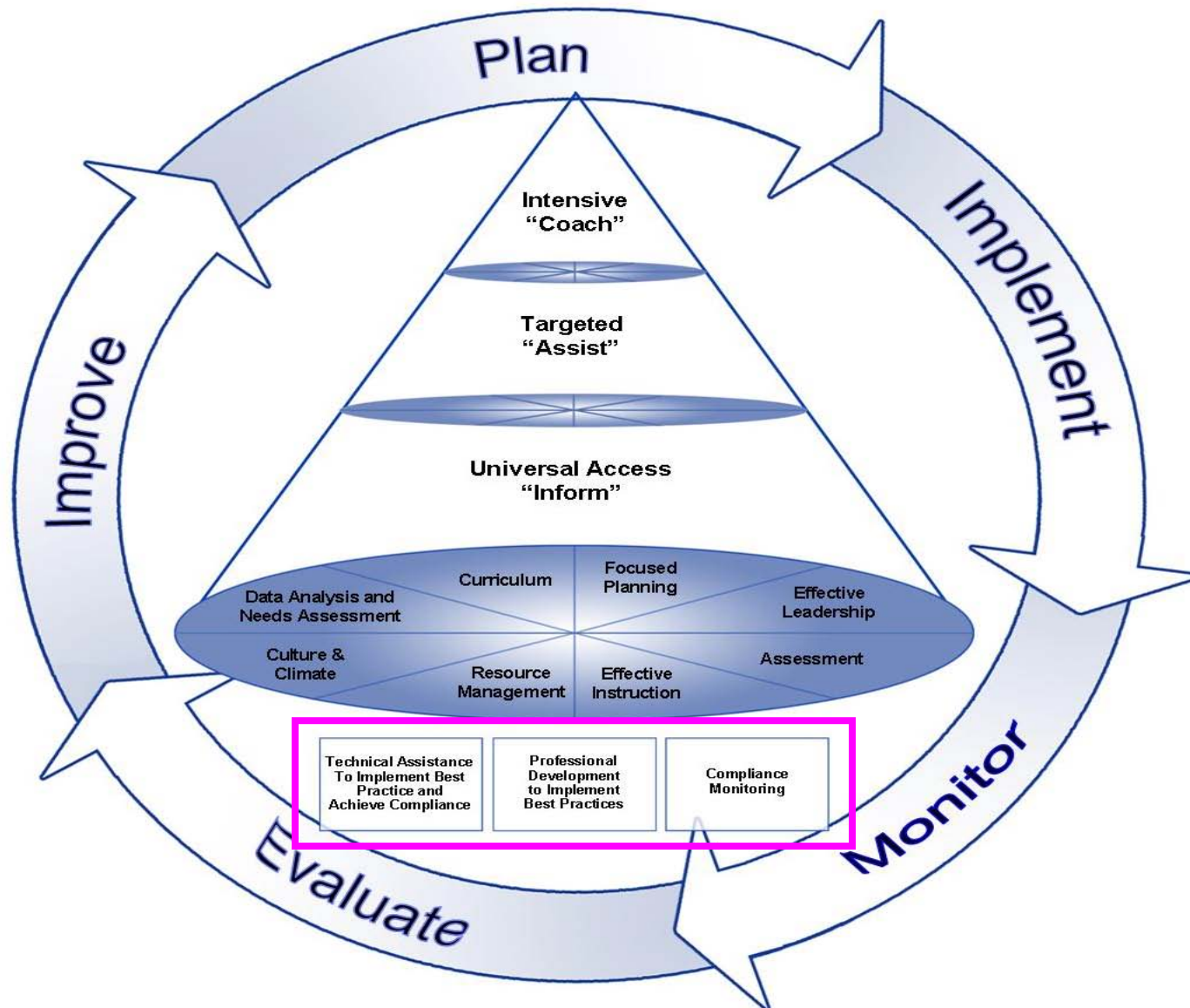
Intensive: Tier I and Tier II

In addition to Universal and Targeted:

- Monthly Leadership Trainings
 - Partnership with AZ LEADS, K-12 Literacy and Title I
- Collaboration with agency stakeholders – coordination of efforts
- Funds through School Improvement Grant



Continuous Improvement Model



Technical Assistance and Professional Development

Technical Assistance To Implement Best Practices

Technical assistance targeted to implementation of improvement and/or intervention plan. Goal is to increase student achievement and exceed end outcome goals.

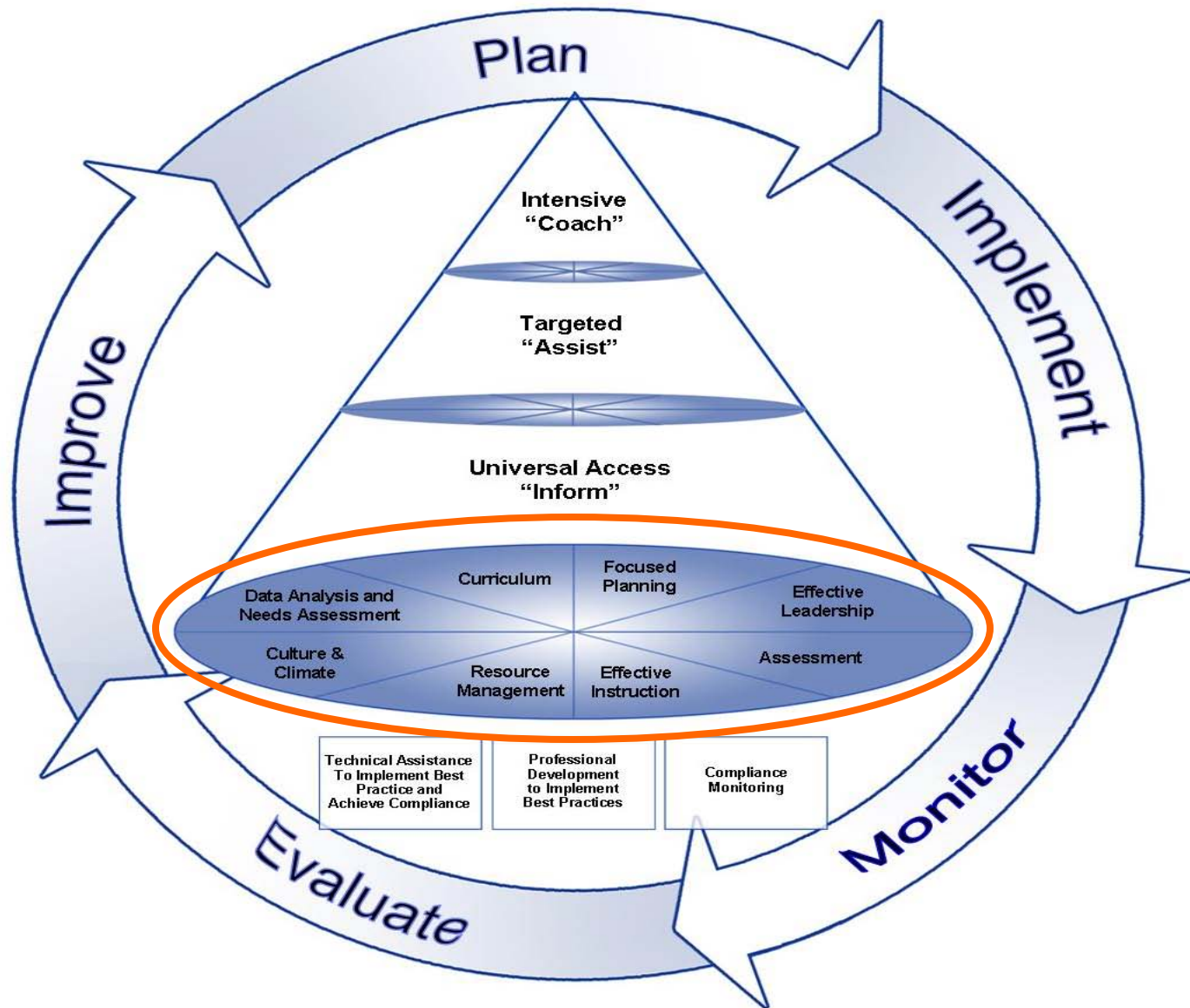
Professional Development to Implement Best Practices

Focus on professional development that increases the probability that the most effective practices are implemented with fidelity and integrity.

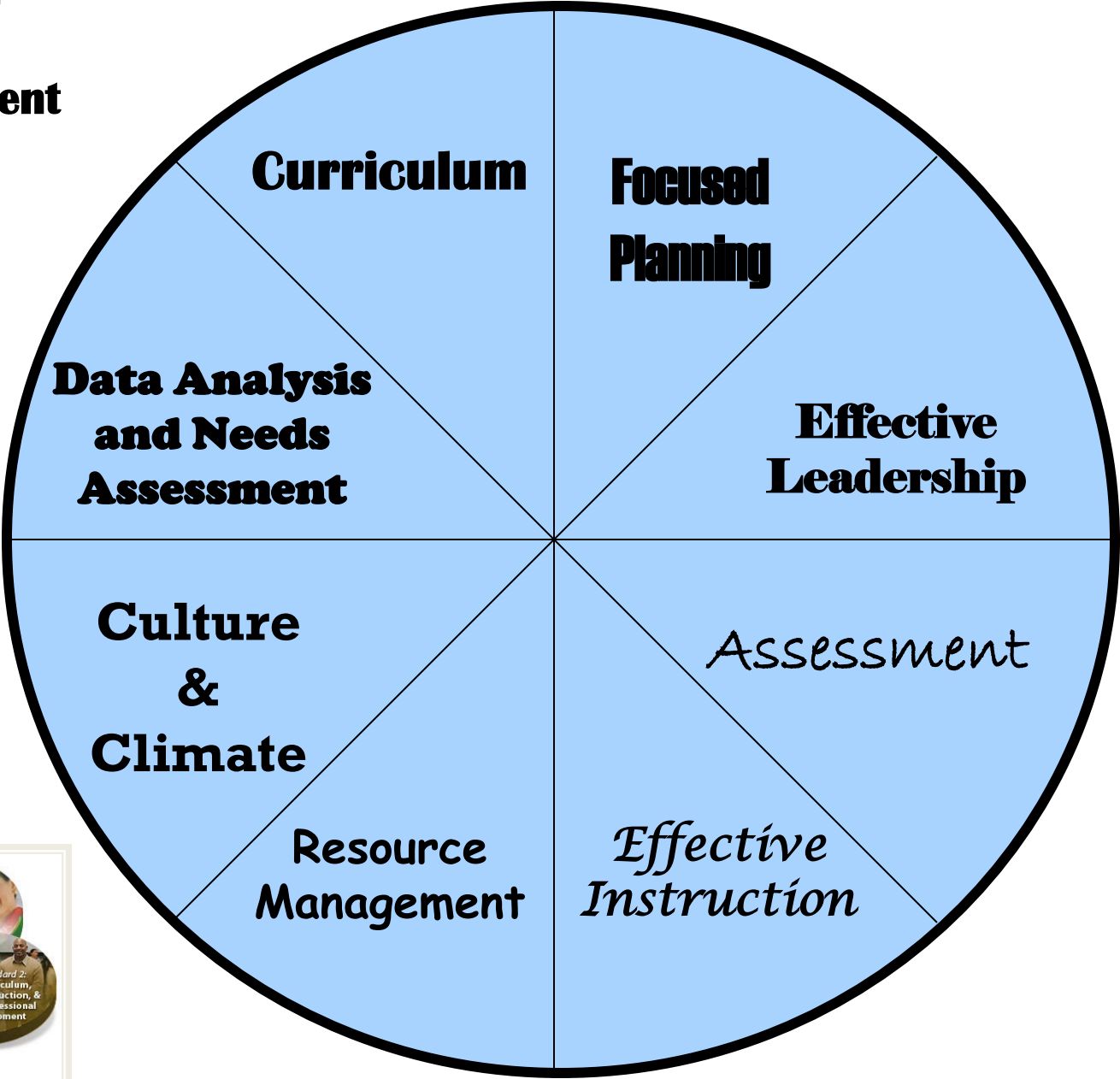
Compliance Monitoring

Must be in compliance with regulations and guidelines. Minimum requirement.

Continuous Improvement Model



**Foundation for
School and
LEA Improvement**



Regional Support Teams

- Three Regional Support Teams
 - North, Central and South
- Focus on the First Year Topics: Tier I and Tier II
 - Components of RTI
 - Data Utilization to make decisions
 - Effective Leadership
 - Attention to Turnaround Leader competencies
- Regionally based topics
 - Examples: systems to support high teacher turnover, high populations of English Language Learners, etc.
- Collaboration with ADE departments
 - Cross unit collaborative meetings focused on LEAs in Region

Corrective Action Defined

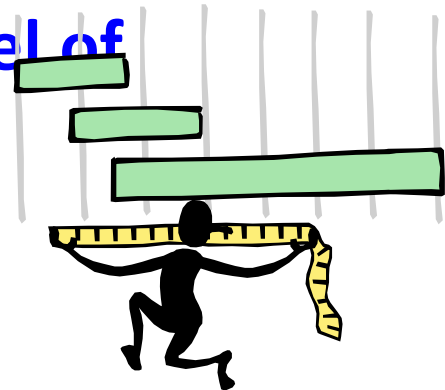
“Corrective Action” is a significant intervention in a school that is designed to remedy the school’s persistent inability to make AYP. The LEA must impose corrective action for the school meeting the requirements of §1116.



NCLB Corrective Action

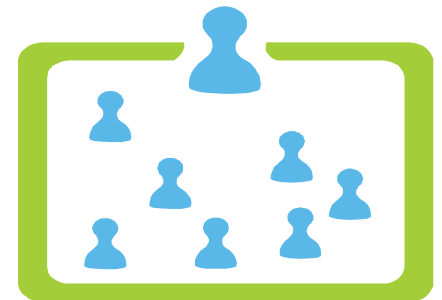
According to statute, corrective action must:

- Be consistent with state law;
- Substantially and directly respond to the **consistent academic failure** of a school;
- Substantially and directly respond to any **underlying staffing, curriculum or other problems** in the school; and
- Be designed to **increase substantially the likelihood** that each of the 4 sub-groups will meet or exceed the **state's proficient level of achievement.**



Restructuring Defined

- Significantly better student learning **FAST**
- Changes in the very **STRUCTURE** of the organization
- Changes in how **DECISIONS** are made
- Changes in authoritative **DIRECTION** and **CONTROL**
- Different from **SMALL CHANGES** in curriculum, instruction and professional development



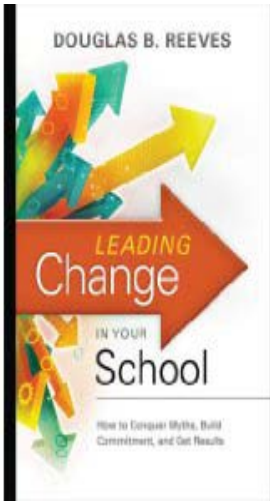
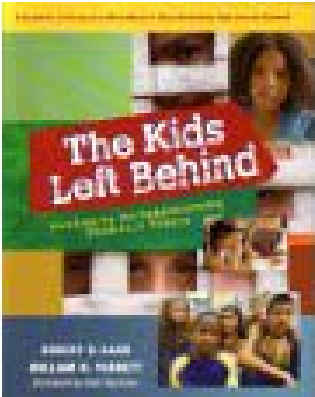
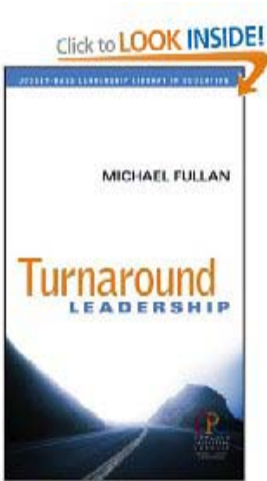
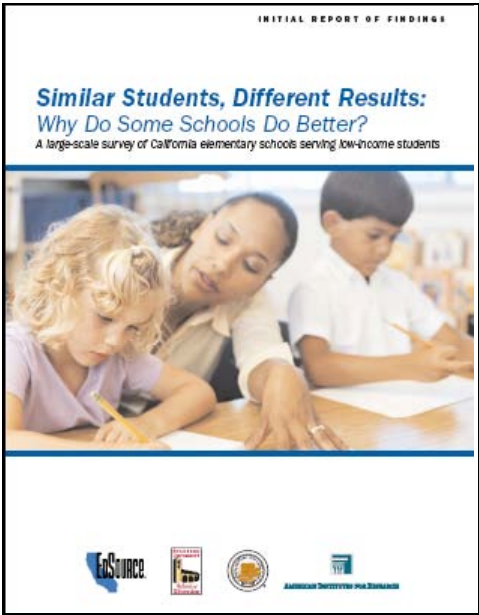
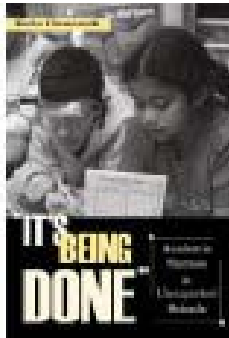
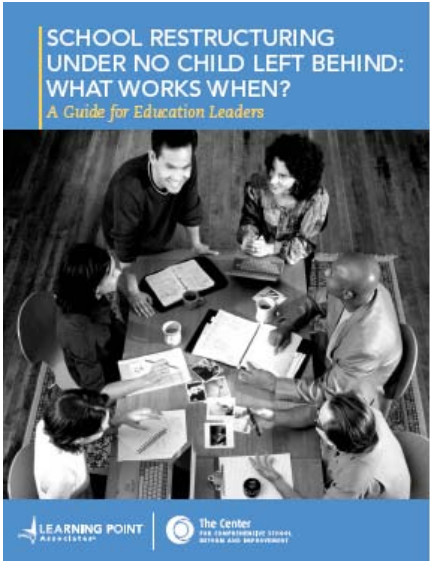
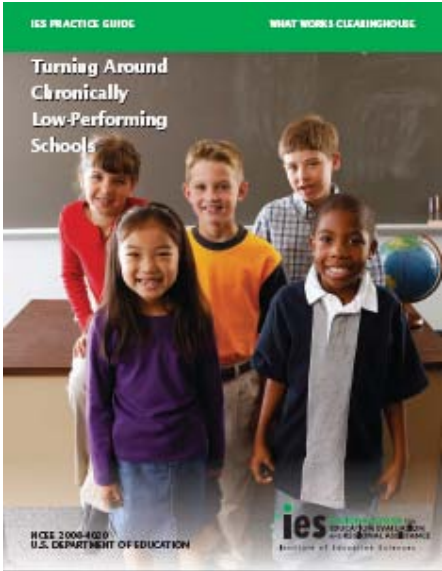
NCLB Restructuring

Under NCLB, **Restructuring** means making a change in:

- Governance
- Leadership
- Environmental factors
- Organizational practices



High-Poverty, High-Performing Research

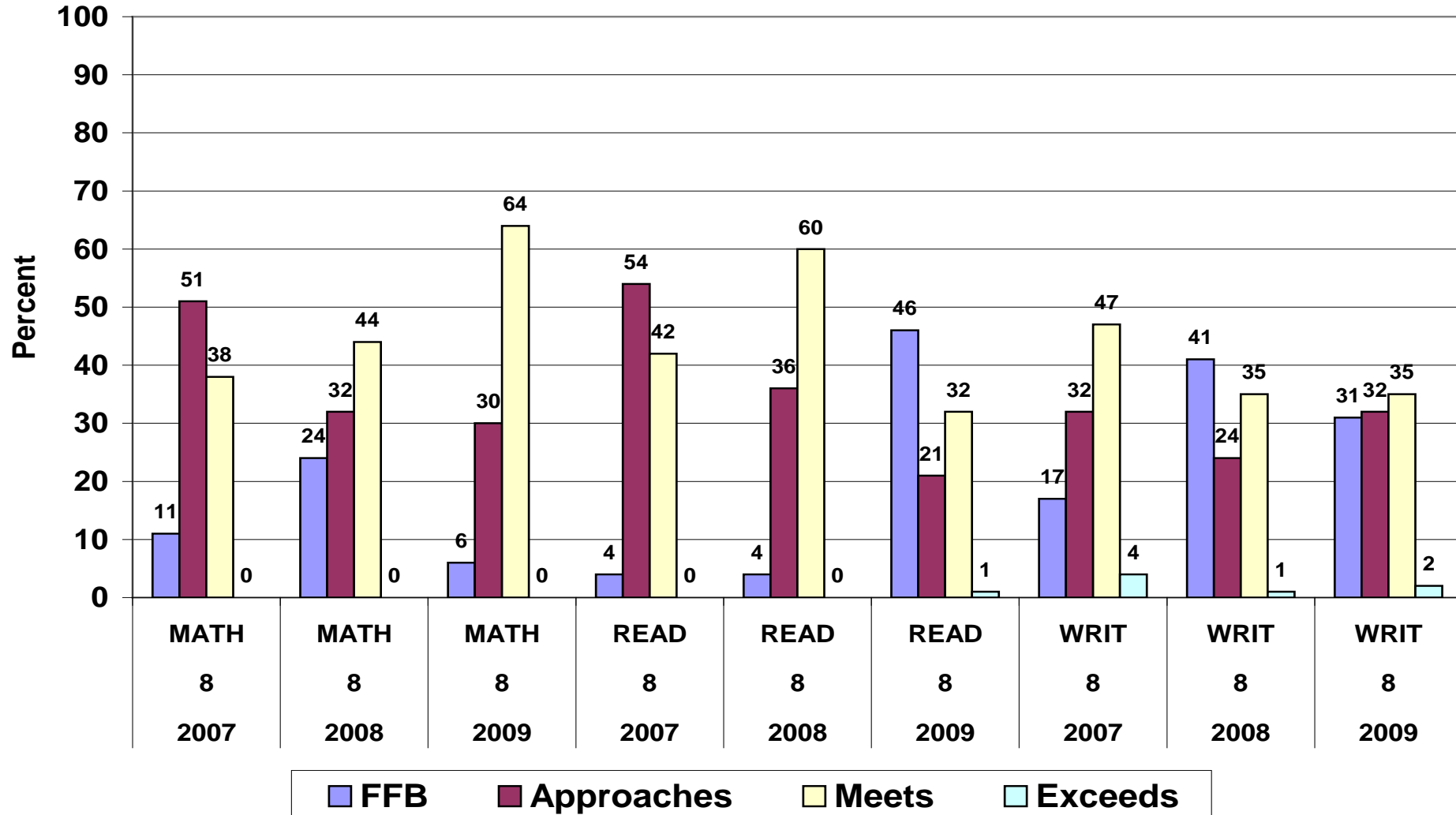


The first reason for being here is that current research supports this level of assistance.

How Do I Know Students are Learning?

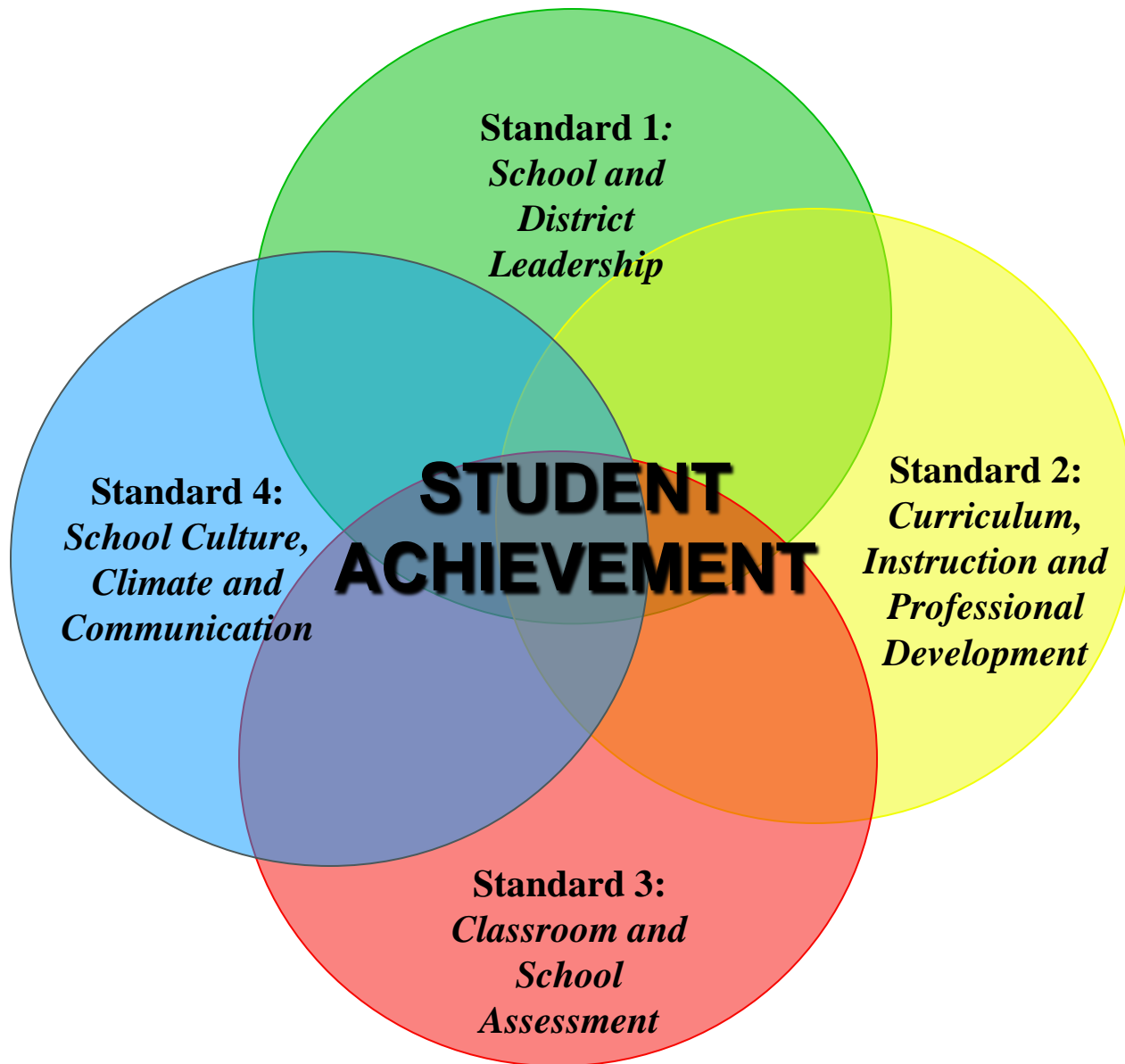
The second reason for being here
is student learning. It is no longer
about the “profile”.

Example Middle School AIMS



Focus On School Systems





Arizona Standards and Rubrics for School Improvement

Positive Culture and Climate

Safe Learning Environment for All Students

- Physical structures
- Operational policies and procedures

Purpose and Definition of Success Are Determined

- Shared vision, mission and goals
- Staff beliefs about student learning
- Commitment



Positive Culture and Climate

Clear Expectations for Student and Teacher Behavior

- Student achievement is highly valued
- Trust, communication and collaboration are valued



Comprehensive Assessment System

Schedule for Administration



Multiple and Varied Assessments

- Diagnostic, screening, outcome, **progress monitoring**

Displayed in Easy-To-Analyze Formats

Comprehensive Assessment System

Analysis, Interpretation and Discussion

- Focus on problem solving
- Instructional practice and/or program changes in response to data



Curriculum and Instruction

Aligned Curriculum

- Curriculum is fully aligned with Arizona State Standards
- Teachers know what is to be taught for each content area and grade level (curriculum maps and pacing guides)
- Instructional materials support the instruction of the Arizona State Standards



Instructional Leadership

- Set expectations for student and teacher behaviors
- Communication structures
 - Classroom Observations
 - Daily & ongoing
 - Focus on effective instructional practices
 - Grade level or Dept. meetings



Instructional Leadership

Professional Development

- Job embedded
- Process for gathering professional development needs
- Professional development based on instructional practice needs
 - SAI

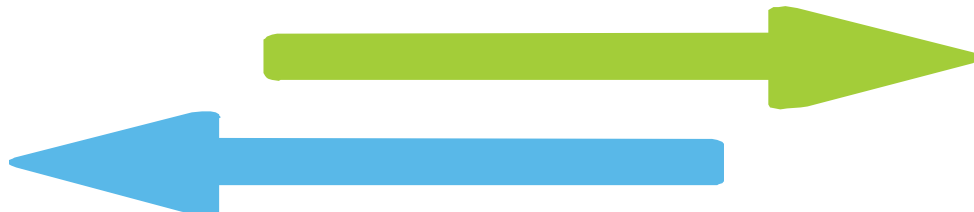
Restructuring: Lessons Learned



Lesson 1:

Big, fast improvements are different from incremental changes over time

- ✓ Successful, large improvements are preceded by a change in DIRECTION and CONTROL
- ✓ Successful, large improvements are preceded by how DIRECTION and CONTROL are used



Lesson 2:

Eliminating low-performing schools is NOT a one time project: It is a commitment that is a core part of district work.

- ✓ Sometimes the same school must do multiple restructuring efforts
- ✓ LEAs must set clear performance goals and commit to identifying failure promptly
- ✓ LEAs are encouraged to create a pipeline of turnaround leaders



Lesson 3:

District leaders must possess a steely will and a compass set firmly to eliminate low-performing schools

- ✓ Provide governance
- ✓ Manage stakeholders
- ✓ Create the right environment for change
- ✓ Be given the freedom and resources to act
- ✓ Accountability is clear, frequently tracked and publicly reported
- ✓ Timeframes allow for **plenty** of planning time and a **short** time to show success of the implementation

The Four Intervention Models

TURNAROUND MODEL

RESTART MODEL

CLOSE/CONSOLIDATE MODEL

TRANSFORMATION MODEL

Turnaround Model

- ✓ Replace the principal and at least 50% of the staff
- ✓ Adopt a new governance
- ✓ Implement a new/revised instructional program
- ✓ Incorporate interventions that provide for recruitment/placement/development of staff to ensure they meet student needs
- ✓ Restructure the day to increase time for both students and staff
- ✓ Provide for appropriate social-emotional and community oriented services/supports



Restart Model



Close the school and restart it under the management of:

- a charter school operator,
- a charter management organization (CMO),
- or an educational management organization (EMO)

A restart school must admit, within the grades it serves, any former student who wishes to attend

Close/Consolidate Model

Close the school and enroll students who attended the school in other **higher-performing schools** within the LEA



Transformation Model



1. Develop teacher and leader effectiveness
2. Implement comprehensive instruction programs using student achievement data
3. Extend learning time and create community oriented schools
4. Provide operating flexibility and support

Transformation Model

1. Develop teacher and leader effectiveness

- Replace the principal who led the previous school improvement
- Identify and reward school leaders, teachers and staff who improve student achievement outcomes
- Identify and remove those who do not improve student achievement outcomes

Transformation Model

2. Implement comprehensive instructional reform strategies

- Use data to identify and implement comprehensive, research-based instructional programs that are aligned to the state standards and vertically aligned from one grade to the next
- Differentiate instruction to meet students' needs

Transformation Model

3. Extend Learning Time and Create Community-Oriented Schools

- Use data to identify and implement comprehensive, research-based instructional programs that are aligned to the state standards and vertically aligned from one grade to the next
- Differentiate instruction to meet students' needs

Transformation Model

4. **Flexibility** in staffing, calendars, time and budgeting to **fully implement** a comprehensive approach to substantially improve student achievement



**“School Restructuring:
What Works When”
A Guide for Education Leaders**

Process and Next Steps

Process



STEP 1. Take Charge of Big Change

October - December 2010

- Organize LEA Restructuring Team (includes ADE specialist)
- Meet to assess district capacity to govern restructuring decision
- Plan to manage stakeholders in decisions

Process



STEP 2. Choose the Right Changes **January - February 2011**

- Planning the analysis of data
- Evaluation of all CA/RP schools using data/evidence
- Consider turnarounds, charters, contracting
- Make final restructuring decisions across district
- Submit decisions for school board approval

Process



STEP 3. Implement the Plan

March - June 2011

- After approval by the board, set goals for implementation
- Identify and remove roadblocks and interference
- Identify resources for implementation
- Prepare staff to implement plan beginning July 2011

Process

STEP 4. Evaluate, improve and act on failures June 2010 - June 2011

- Evaluation of process
- Create new improvement strategies
- Take action on failures



Substantial Reform

Consider:

- Instruction
- Assessment
- Curriculum
- Staff development
- Use of technology
- Other factors essential for success



Substantial Reform

Focus on:

- Governance and leadership
- Accountability
- Teacher quality
- Parental involvement
- Evidence-based instruction



Minimum Requirements

Elementary and School Education Act

Compliance Responsibilities

- Must continue to provide technical assistance
- Must provide students with option to transfer
- Must continue to make supplemental educational services available to eligible students
- May use not more than 5% of Title I allocation for financial incentives and rewards
- Is responsible for implementing an alternative governance plan
- Must provide adequate resources for creating change



School Improvement Corrective Action and Restructuring

Parent Notification Letters

- Parents must be notified (14) days prior to the beginning of school or as otherwise directed by ADE
- Use ADE approved templates
- Prior to notifying parents, send a copy of the notification letter to your educational specialist

ASIP

- School must submit an Arizona School Improvement Plan by October 26, 2010 on ALEAT

School Choice – Free Tutoring

- Parents must be given the choice to transfer their child to a school within the district that has made AYP
- Parents may receive free tutoring for their child from an approved state Supplemental Educational Service
- A list of approved Supplemental Educational Service providers must be sent home to parents

School Options

Schools must choose a “Correction Action” or “Restructuring” Option

Corrective Action	Restructuring
Replace school staff who are relevant to the failure to make AYP.	Reopen the school as a public charter school
Institute and implement new curriculum (with SBR professional development for staff).	Replace all or most of the staff (which may include, but not limited to, replacing the principal) who are relevant to the failure to may AYP
Significantly decrease management authority at the school level.	Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school.
Appoint an outside experts to advise on revising and implementing its school plan.	Turn the operation of the school over to the state, if permitted under state law and agreed to by the state.
Extend the school year or school day.	Carry out any other major restructuring of the school's governance arrangement that makes fundamental reforms to academic achievement in the school.
Restructure the internal organizational structure of the school.	

Comprehensive Planning

SCHOOL RESTRUCTURING UNDER NCLB:

WHAT WORKS WHEN?

A Guide for Education Leaders



**The Center for Comprehensive
School Reform and Improvement**

Arizona School Improvement Planning Process

**Where are we as an
educational system?**

- *Conduct School Needs Assessment

How are our students doing?

- *Report and analyze student learning: summative; formative; and diagnostic

How did we get to where we are?

- *Summarize and interpret data
- *Identify root causes
- *Analyze contributing causes

Where do we want to be?

- *Identify priorities
- *Conduct gap analysis to determine the differences between current status and the desired results
- *Goal setting

How are we going to get to where we want to be?

- *Develop strategies and action steps to implement in order to achieve goal(s) set

How will we implement?

- *Structures and frameworks are in place
- *Decision rules are created
- *Partnerships are established

How will we know if what we are doing is making a difference?

- *Ongoing evaluation of plan as it is implemented
- *Benchmarks set
- *Revisions made along the way

Comprehensive Planning

First Steps –

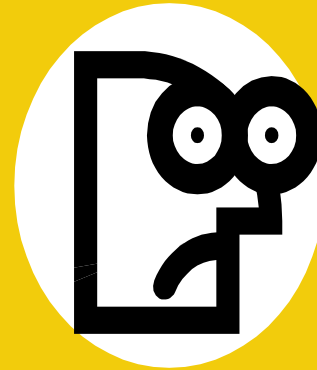
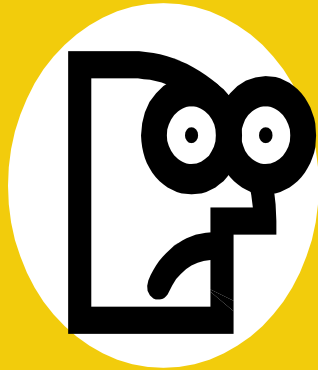
- Who needs to be on your LEA/Site Restructuring Planning Team?
- What Needs Assessment Data do you have?
 - Evidence-based ASIP Self-Assessment
 - SAI Perception Data
 - Student Achievement Data
 - AIMS
 - Progress Monitoring
 - Student Behavior & Attendance Data
 - Program Evaluations
- How does your ASIP lead into a 3-year plan?
- Do you have all the components of your systems in place?



Comprehensive Planning

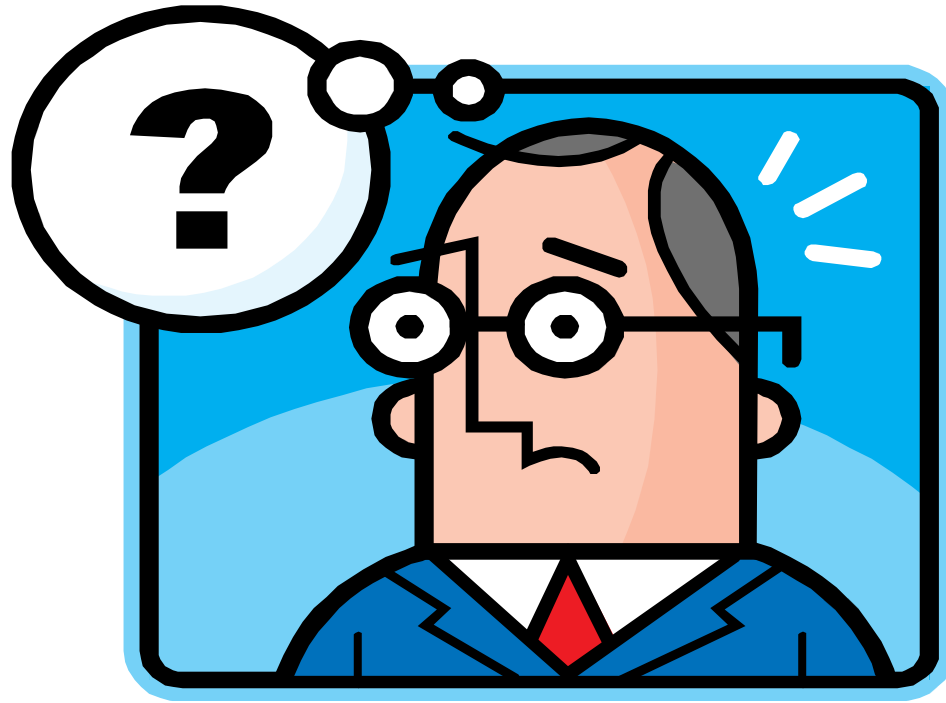
Next Steps –

- Form your LEA/Site Restructuring Leadership Team
- Begin gathering evidence to evaluate your systems



It's QUESTION TIME !!

What do YOU need?



Contacts

Angela Denning
Deputy Assoc. Supt.
School Improvement & Intervention
Angela.denning@azed.gov
602-364-2281

John Black
Director LEA and School Improvement –
South
John.black@azed.gov
520-628-6873

Robert Gray
Director LEA and School
Improvement –Central
Robert.gray@azed.gov
602-364-2202

Teri Regan,
Director LEA and School
Improvement –North
Teri.regan@azed.gov

Oran Tkatchov,
Director LEA and School
Improvement –Central
Oran.tkatchov@azed.gov