

Webinar Logistics

- The presentation will begin shortly.
- Please mute your phone by pressing *6. To unmute, press *6 again.
- Please feel free to ask questions or make comments at any time.
- Use the chat area to record your questions, responses, and/or additional comments.
- Feel free to use the chat box to introduce yourself to others participating in this webinar.
- This webinar will be recorded and accessible through the SC3 American Indian Education portal under the Events tab at http://www.sc3ta.org/topics/American_Indian.html.



Turning Around Low Performing Schools with Significant American Indian Student Populations

presented by the
South Central Comprehensive Center (SC3)
at the University of Oklahoma

Cross-center Indian Education Collaborative
Moving Research Into Practice in Indian Country Webinar Series
April 6, 2015

Today's Presenters and Facilitators



Belinda Biscoe Boni
SC3 Director & Associate
Vice President for
Outreach at the
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Cindy Hackney
Anadarko Public Schools
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Inquiring Minds Want to Know: Poll #1

- Please respond to the poll to let us know what type of organization you represent.
 - State education agency (SEA)
 - Regional comprehensive center (RCC)
 - Content center
 - Regional educational lab (REL)
 - Local education agency (LEA)/district/parish
 - School site
 - Other (*please specify*)

Cross-center Indian Education Collaborative



Cross-center Indian Education Collaborative

- Moving Research Into Practice in Indian Country
 - Researched Strategies
 - Emerging Best Practices
- Focus Areas of the Collaborative
 - Effective Teachers and Leaders
 - Turning Around Low Performing Schools

Webinar Overview

- Characteristics of Successful School Turnaround in Research and Practice
 - William Robinson, University of Virginia
- The Warrior Way: Anadarko Public Schools' Turnaround Experience
 - Cindy Hackney and David Sullivan, Anadarko Public Schools
- Discussion of districts and schools with similar and dissimilar experiences
 - All Participants
- Closure
 - Belinda Biscoe Boni, University of Oklahoma

School Turnaround is possible:

Dee Elementary (Ogden, UT)	28-pt. math and 39-pt. la gains in two years
Caruthersville ES (Caruthersville, Missouri)	34-pt. math and 27-pt. la gains in two years
Carson Elementary (Las Vegas, Nevada)	39-pt. math and 53-pt. la gains in two years
Northwest Middle (Salt Lake City, Utah)	49-pt. math and 20-pt. science in three years
South Avondale K-8 (Cincinnati, Ohio)	48-pt. math and 51-pt. la gains in three years
Oak Park ES (Caddo Parish, Louisiana)	60-pt. math and 55-pt. la in four years

Sustainable School Turnaround Requires:

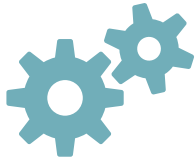
Fundamental disruption in practices of school & district

Willingness to rethink and redesign systems

Learning-focused leadership pursuing continuous improvement

3

KEY PRINCIPLES TO UVA-STP



A systemic approach and district ownership is key to success.



School Leadership makes the difference in turnaround



Sustained change requires ongoing support and accountability



KEY ACTIVITIES DRIVING OUR SUPPORT



RETHINK

1. Readiness Assessment, Implementation Plan & Consultation
2. Behavioral Event Interviews: Identifying High-Impact Leaders
3. Spring Turnaround Leadership Boot Camp



REIGNITE

4. Summer Executive Education: Leadership Focus
5. Winter Executive Education: Mid-Year Reset



REDESIGN

6. Action Planning Support
7. District and School Site Visits
8. Customized Support
9. Spring Retreats



TRANSFORM

The lessons learned and successes achieved inform strategies for expanding and sustaining success across the school system.

FOUR SYSTEM LEVERS

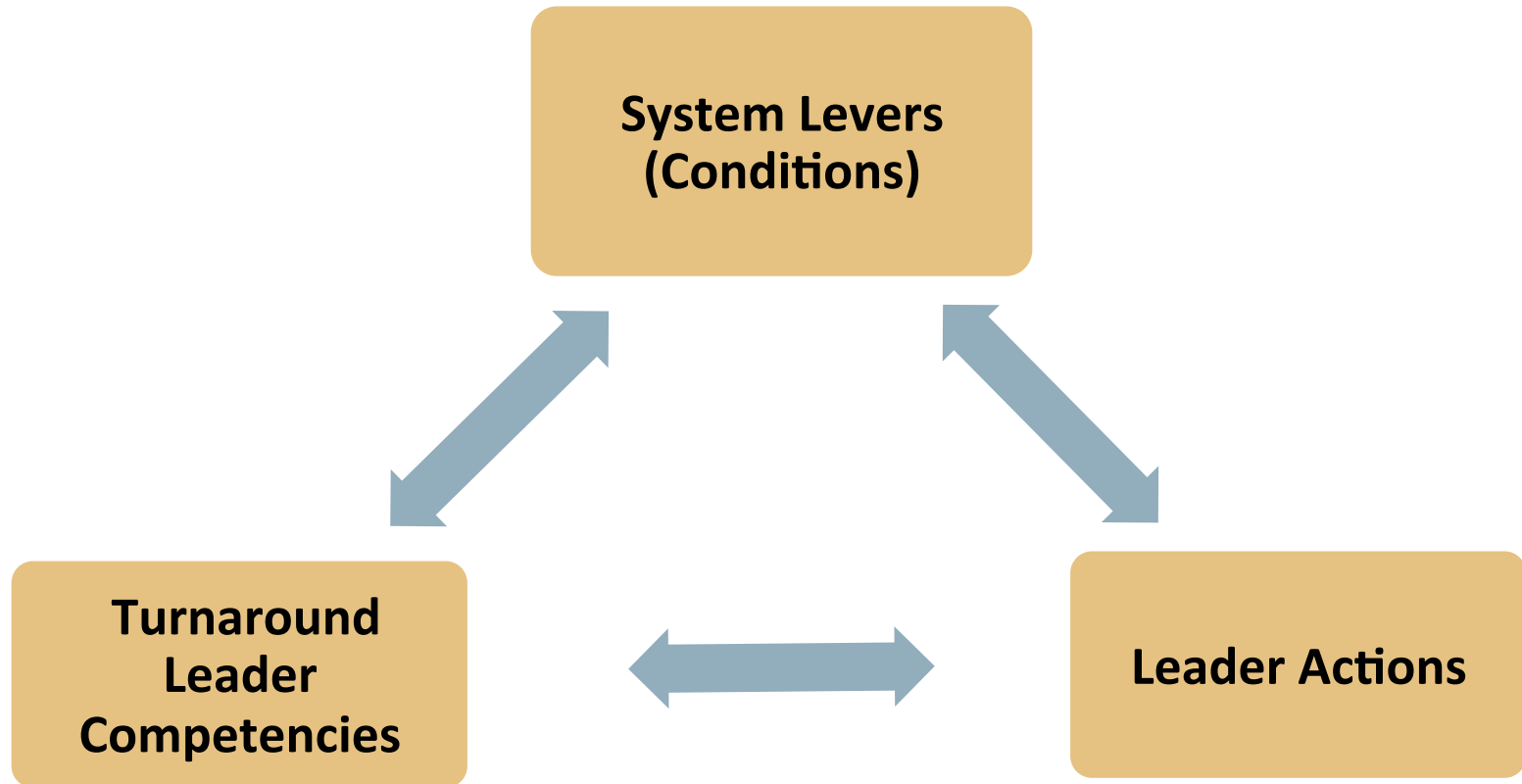


School Turnaround Requires:

Systemic approach to drive, focus, and sustain change

SYSTEM LEVER	DEFINITION
Leadership	Bandwidth and willingness to prioritize and do what is necessary to drive work
Differentiated Support and Accountability	Infrastructure to enhance school leadership practice by providing purposeful presence, removing barriers, and holding principals to high expectations
Instructional Infrastructure	Valid and cohesive assessment strategy tied to high quality curriculum and responsive data systems
Talent Management	Conditions to increase number and impact of highly effective teachers and leadership team members in high-need schools

Characteristics of Successful Turnarounds Evident in Research





Inquiring Minds Want to Know: Poll #2

- Of the Four System Levers, which do you find to be the most challenging for district and school leaders with whom you work?
 - Leadership
 - Differentiated Support and Accountability
 - Instructional Infrastructure
 - Talent Management



Question and Answer Break

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- Or, type your questions or comments into the chat box.

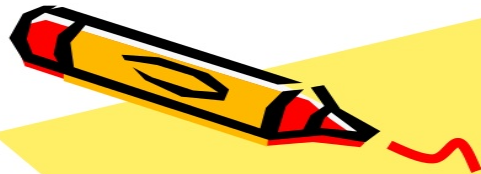
ANADARKO PUBLIC SCHOOLS

“Leadership at the District Level”



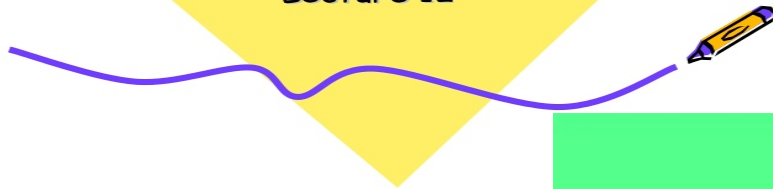
The Warrior Way.

Oh... My... Goodness!!!
????????????????????



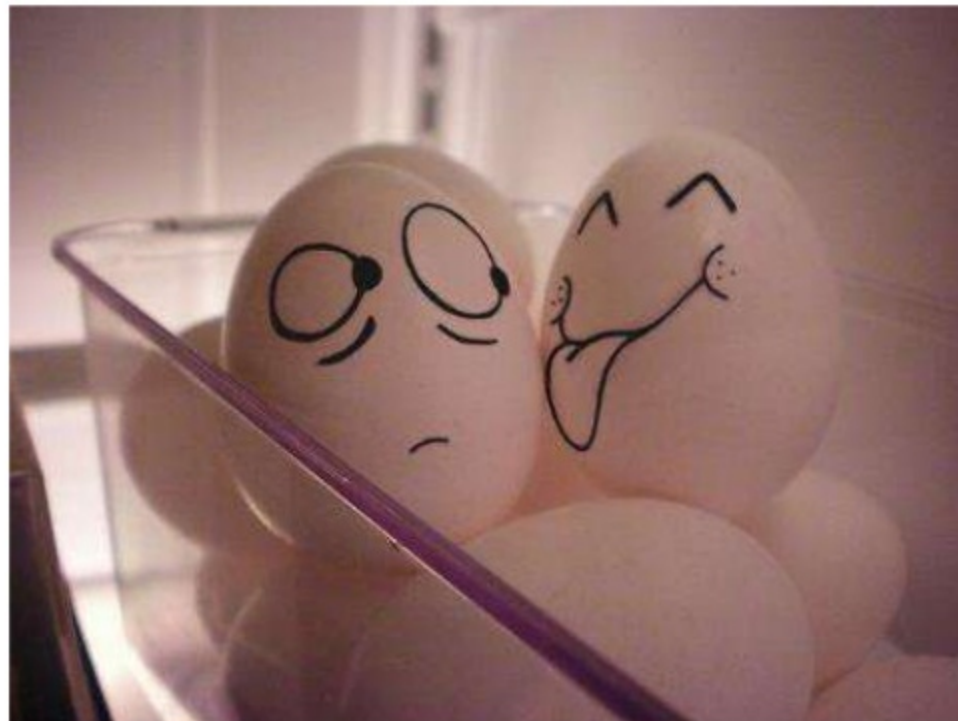
Organizational change

Lecture 12



"Everyone thinks of changing the world, but no one thinks of changing himself."

Leo Tolstoy



OUR STORY...

ABOUT US

- 1,932 Students
- 5 Sites: K-1; 2-3; PK & 4-5; 6-8; 9-12
- 243 Staff Members
- Student Population: 62% Native American; 4% African American; 18% Hispanic; 16% Caucasian
- 81% Free/Reduced Lunch District-wide
- Class 3A/4A State Champions or Runners-Up in almost every Oklahoma Secondary Schools Activities Association (OSSAA) event over the past three years
(Remember this toward the end of presentation.)

**What I hope you learn today is that
this is nothing radically new or
different from what you already
know.**

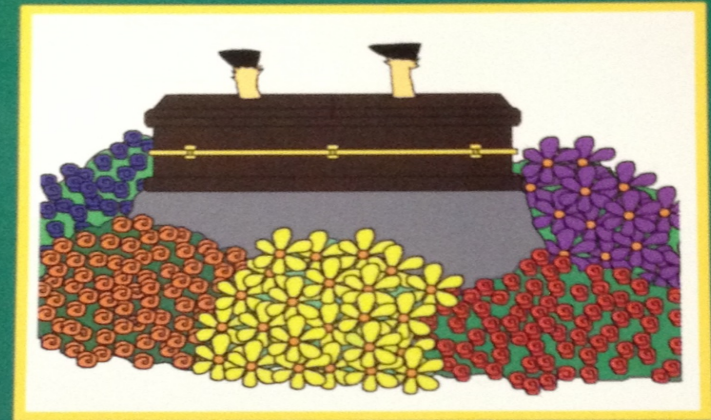
**It is a way of thinking about how you
do business and figuring out a way to
do it in a bolder and deeper way.**



If You're Riding a Horse and It Dies, Get Off

by Jim Grant and
Char Forsten

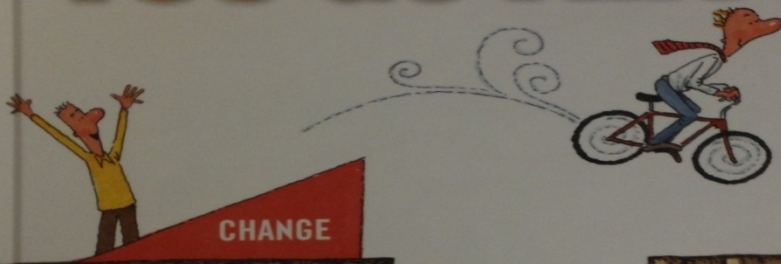
Illustrated by Nathan Bundy



If You're Riding a Horse and It Dies, Get Off

BY MAC ANDERSON AND TOM FELTENSTEIN

CHANGE IS GOOD... YOU GO FIRST.



21 Ways to Inspire Change

You Can't Send a Duck to Eagle School



And Other Simple Truths of Leadership

Mac Anderson

More Books About Change...

Really...isn't every book dealing with education about change of some sort?
So the message is...



FROM THIS...

One Element Was Missing In This System!

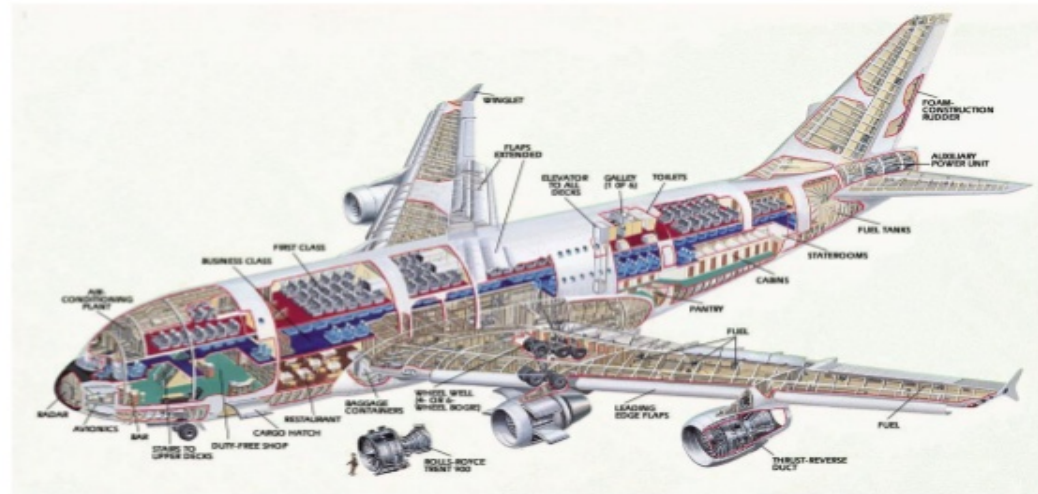
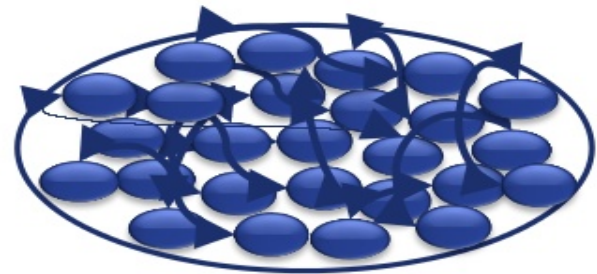


To This...

Synergy

whole

> Σ



I'VE LEARNED SO MUCH
FROM MY MISTAKES...

I'M THINKING OF MAKING
A FEW MORE.

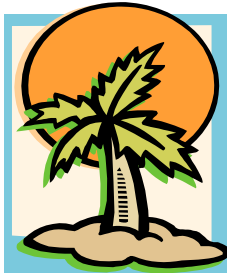
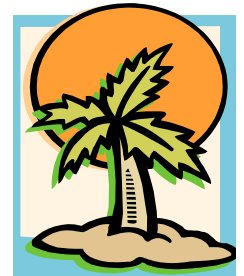
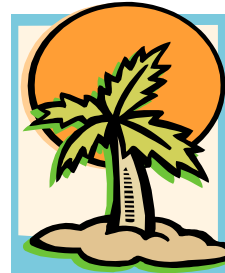
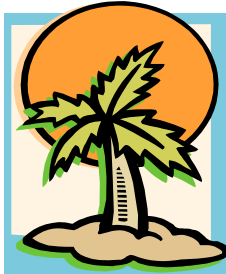
Change and Humor

Javed Mohammed

FIVE TINY ISLANDS ADRIFT IN A VAST SEA

- No One Person's Fault...But a Lack of System-Wide Beliefs

- Who We Were



It's About a System in the Making

- **There is no silver bullet.**
- **There is no magic program.**
- **We have been from coast to coast and back again with every kind of training imaginable and resources purchased, but we have found neither a silver bullet nor a magic program!**
- **Turnaround is hard – but rewarding work!**

When you are at the bottom, lots of offers come your way!

- Voyager Reading Program K-5
- Think Through Math 6-8

Everyone has good intentions and thinks they have a program to offer that will help you turn the corner!

But thank goodness for the University of Virginia Turnaround Specialist Partnership Grant (K-12)! The process has changed the way we do business.

FOUR SYSTEM LEVERS for TURNAROUND

- **Leadership** is willing to do what is necessary and has the capacity and capability to pursue this work immediately.
- The infrastructure to provide necessary and **differentiated support and accountability** exists or will be created.
- Effective **talent management** strategies are, or will be, used for school leadership selection and teacher talent management.
- An effective **instructional infrastructure** with valid assessments, effective curriculum and instructional strategies, and data systems exists or can be created.

The Beginning of a System

- Capacity of district leadership to implement dramatic change – assessment of current state
- My thoughts...
- Boot Camp with Instructional Coaches
- 90 Day Action Plan to define roles and responsibilities of all stakeholders
- The Warrior Way (more on this later)
- A group of very dedicated people
- Summer training for district administrators

SYSTEMS IN PLACE

- Data Driven Instruction
- District and Site PLC guidelines – no more housekeeping meetings
- District and Site Assessment Calendars
- SchoolNet Assessment Software for Common and District Benchmark Assessments (K-12)
- Deep Data Days – early release days to focus on student data
- Principal 90-Day Action Plans; Teacher 6-Week Action Plans; Student Reflection & Goal Setting – all based on data

SYSTEMS IN PLACE (cont'd)

- RTI – Embedded in each site's master schedule
- Warrior Way Talent Management Plan–
 - Tiered Teacher Support;
 - New Teacher Induction;
 - Principal Support;
 - PD Aligned to Goals (Mostly provided by in-district experts);
 - Netchemia TalentEd for Tulsa Model Teacher Evaluation; PD360
 - SearchSoft for McRel Principal Evaluation – Goals in SearchSoft match Goals on 90 Day Action Plans;
 - Behavior Event Interview Process for Prospective New Hires;
 - Developing Leaders from Within (Instructional Coaches, Teacher Leaders, Paraprofessionals)
- District Shepherd Team visits sites to assess progress, provide feedback, and give encouragement.

“The Tiger is in the Jungle”

CHANGE MANAGEMENT



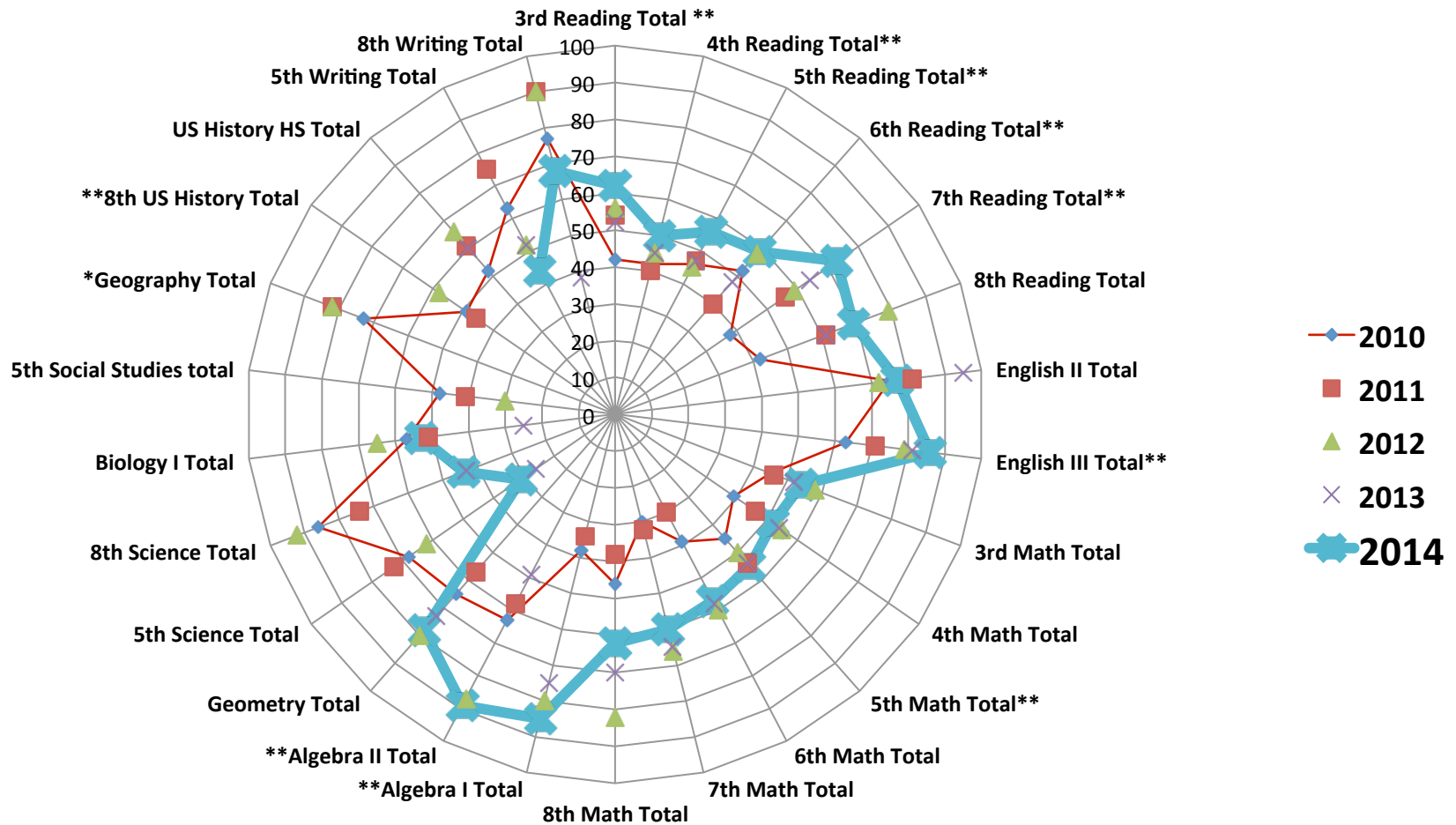
Lakeland Wonders (Case Analysis)

03/31/10

1

OUR DATA

** means all time best in 5 years

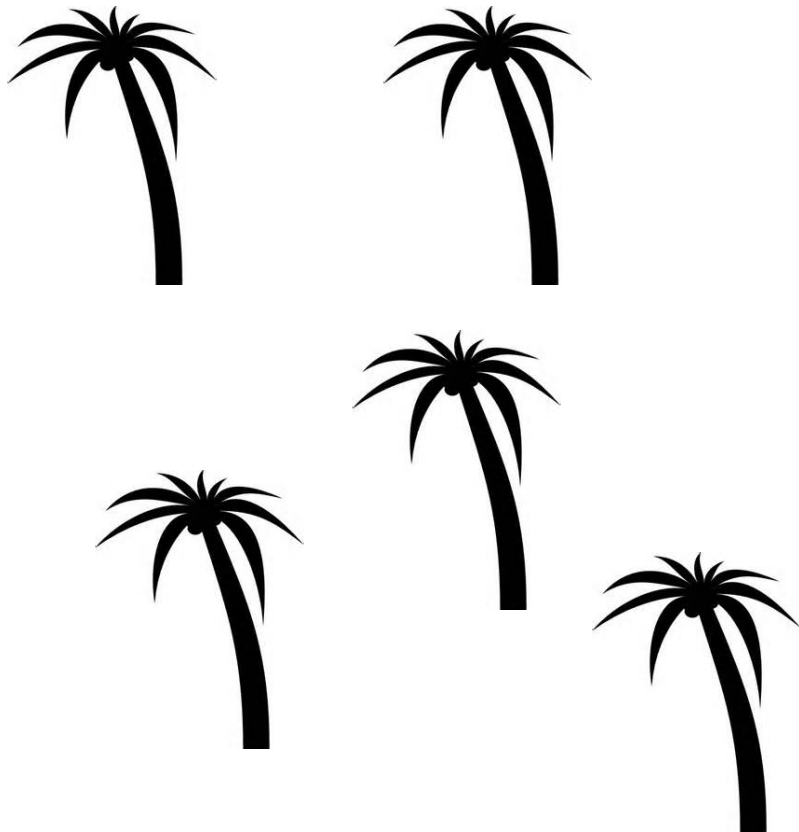


Facts About Our Data

- We still have work to do – especially in K-8 Math – fidelity to our programs is key and we continue to focus on that.
- This has been a learning process for us in so many ways!
- We have made great gains in many areas and small gains in others. *Celebrate!!! Celebrate!!!*
- Attendance data is up, Student Engagement is up, Graduation data is up, and Behavior data is down.
- High School won runner-up in the Class 4A State Academic Meet!
- Gains are gains, and we will take them!

Then Versus Now

- **Who We Were**



- **Who We Are**



Keys to Systemic Success

- Quality Training/Support/Expectation from UVA.
- Effective Implementation of 90-Day Action Plans – District Level and Site Level.
- Effective/Intentional Teamwork – All Levels.
- High Expectations/Consistent Monitoring/Feedback & Accountability – District Leaders, Teachers and Support Staff motivated and working together to fulfill the Mission – Peer Pressure can be Good!
- The Student has truly moved to the Center!

The Student Perspective

Before:

- Disengaged
- Apathetic
- Externally Motivated
- Disconnected from Data
- Disjointed Perspectives
- Competitive in Athletics

Emerging Traits:

- Engaged
- Excited
- Internally Motivated
- Data-Conscious
- Systemically Literate
- Academic cross-over

Defining the Warrior Way

- Fostering student's self-awareness, personal growth, limiting concern with other's opinions, interest in fulfilling their potential
- Fostering individual self-esteem, personal worth, social recognition, and accomplishment
- Building relationships
- Providing a safe place to learn
- Being fully attentive to individual student needs

What's Next?

“When you begin a great work you can't expect to finish it all at once; therefore, you and your brothers press on and let nothing discourage you until you have entirely finished what you have begun.”

Teedyuscung (1700-1763)
Delaware

LIVING THE WARRIOR WAY



AHS CLASS OF 2014 OKLAHOMA ACADEMIC SCHOLARS

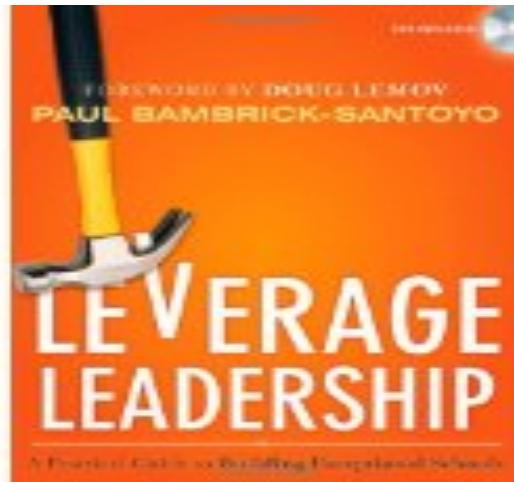
EAST ELEMENTARY CULTURE CLASS



- Pilot Project – Connection of Culture/Student Gains for All
- Daily Class – All 3rd Grade students attend sessions
- Instructor utilizes culture-based curriculum/guest presenters

Resources We Used

- *Leverage Leadership: A Practical Guide to Building Exceptional Schools*
by Paul Bambrick-Santoyo



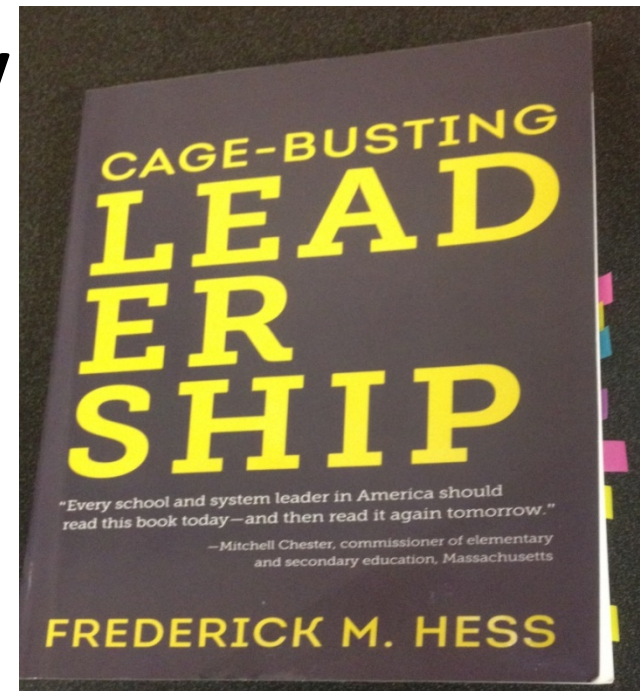
- *Driven by Data: A Practical Guide to Improve Instruction*
by Paul Bambrick-Santoyo



Cage-Busting Leadership

– Frederick M. Hess

- **Chapter 1 – It Doesn't Have to Be This Hard**
 - Stop Rolling The Boulder
 - Cage Busting Is Not About Picking Fights
- **Chapter 2 – Seeing Differently**
 - The Culture Of Can't
 - The Platitudes Trap
 - The “Sucks Less” Trap
 - The More, Better Trap
 - The MacGyver Trap
 - One More Thing on My Plate
 - **A Little Help From My Friends**



APS Documents Used

- **District Expectations**
- **District Expectations Monitoring Protocol**
- **District Leadership Team (PLC) Meeting Agenda**
- **District PLC Team Norms**
- **District Next Steps Action Plan**
- **District Assessment Calendar**



It's on our t-shirts, banners, marquee (donated this year by a local bank), website, Facebook, and newly refinished gym floor, and even on Chamber flags downtown – but most importantly – it's in our classrooms every day!




Inquiring Minds Want to Know

- Which of the topics presented would you like to know more about, either today or in the future?
 - Systemic approach - not functioning as individual islands
 - Leadership capacity development
 - Action planning
 - Data driven instruction and Deep Data Days
 - Student achievement results
 - Student engagement results
 - Other: Please specify in the chat box



Question and Answer Break

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- Or type your question or comments into the chat box.



Discussion of Districts and Schools with similar and Dissimilar Experiences

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Thank you!

Your opinions and recommendations are very valuable to SC3. You will be redirected to a survey following this presentation. Please take a few minutes to complete this survey.

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www.sc3ta.org