

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**SCHOOL LEADERSHIP PROGRAM GRANT APPLICATION  
CFDA # 84.363A  
PR/Award # U363A100132**

OMB No. 1894-0006, Expiration Date: 09/30/2011  
Closing Date: APR 06, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for

example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
4/6/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	NA

**State Use Only:**

6. Date Received by State:	7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Saint Paul Public Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
410901311	071753248

**d. Address:**

* Street1:	360 Colborne Street
Street2:	
* City:	Saint Paul
County:	Ramsey
State:	MN
Province:	
* Country:	USA
* Zip / Postal Code:	55102

**e. Organizational Unit:**

Department Name:	Division Name:

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix:	* First Name:	Shirley
Middle Name:		

\* Last Name: Heitzman

Suffix:

Title: Director, Office of Innovation and Development

Organizational Affiliation:

\* Telephone Number: (651)767-8365 Fax Number: (651)767-8367

\* Email: SHIRLEY.HEITZMAN@SPPS.ORG

**Application for Federal Assistance SF-424** Version 02

**9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.363A

CFDA Title:

School Leadership Program Grant Application

**\* 12. Funding Opportunity Number:**

ED-GRANTS-020510-001

Title:

School Leadership Grant Program CFDA 84.363A

**13. Competition Identification Number:**

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Saint Paul, Ramsey, MN

**\* 15. Descriptive Title of Applicant's Project:**

Turnaround Saint Paul

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: MN 4

\* b. Program/Project: MN 4

Attach an additional list of Program/Project Congressional Districts if needed.

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 10/1/2010

\* b. End Date: 9/30/2015

**18. Estimated Funding (\$):**

a. Federal	\$ 638306
b. Applicant	\$ 0
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 638306

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes  No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

**\*\* I AGREE**

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:		* First Name:	Valeria
Middle Name:	S		
* Last Name:	Silva		
Suffix:			

Title: Superintendent

\* Telephone Number: (651)767-8150 Fax Number: (651)767-8367

\* Email: VALERIA.SILVA@SPPS.ORG

\* Signature of Authorized Representative: \* Date Signed:

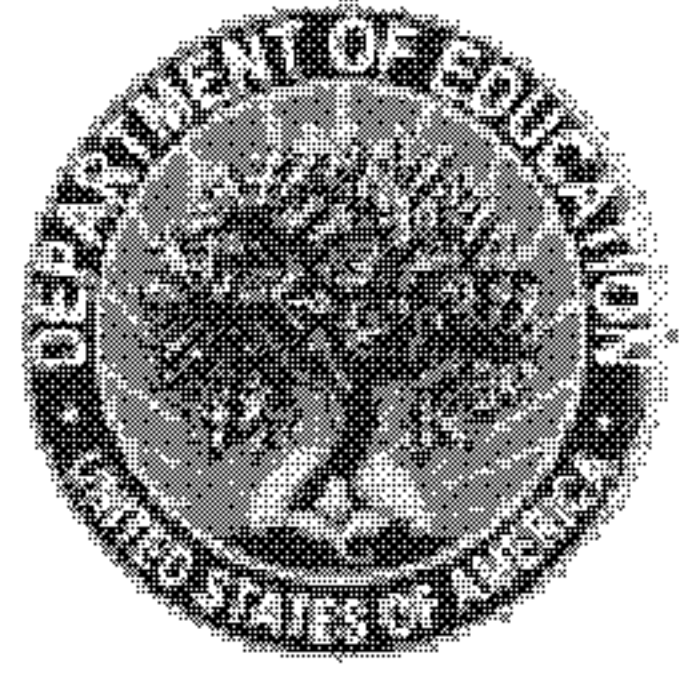
**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.





**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Saint Paul Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 260,189	\$ 265,392	\$ 270,700	\$ 276,114	\$ 281,636	\$ 1,354,031
2. Fringe Benefits	\$ 71,356	\$ 76,162	\$ 81,502	\$ 87,445	\$ 94,067	\$ 410,532
3. Travel	\$ 44,391	\$ 2,424	\$ 2,459	\$ 2,493	\$ 2,529	\$ 54,296
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 54,500	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 154,500
6. Contractual	\$ 193,679	\$ 192,929	\$ 192,929	\$ 192,929	\$ 192,929	\$ 965,395
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 624,115	\$ 561,907	\$ 572,590	\$ 583,981	\$ 596,161	\$ 2,938,754
10. Indirect Costs*	\$ 14,190	\$ 12,567	\$ 12,845	\$ 13,143	\$ 13,461	\$ 66,206
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 638,305	\$ 574,474	\$ 585,435	\$ 597,124	\$ 609,622	\$ 3,004,960

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

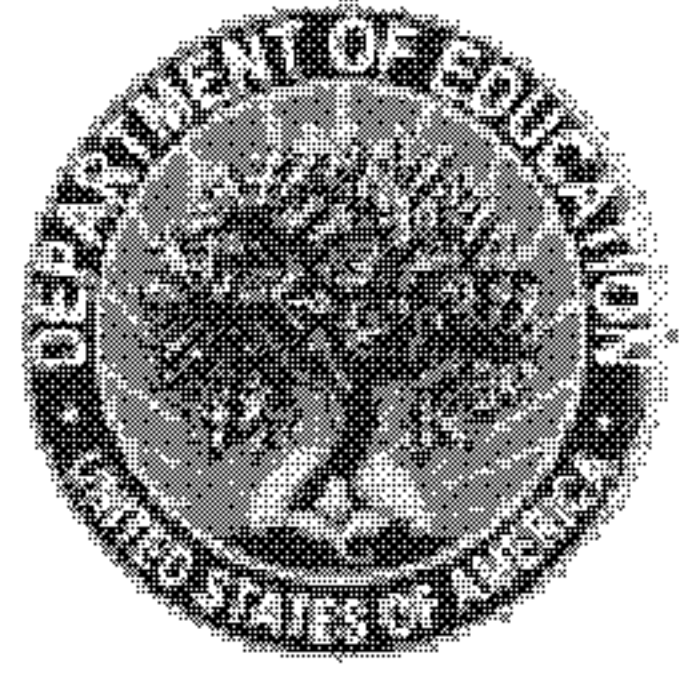
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is 2.61%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%





**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Saint Paul Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**

**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Valeria S. Silva

**Title:** Superintendent

**Date Submitted:** 03/31/2010

### Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Saint Paul Public Schools, ISD 625 Address: 360 Colborne Street City: Saint Paul State: MN Zip Code + 4: 55102-  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> Education	<b>7. Federal Program Name/Description:</b> School Leadership Program Grant  CFDA Number, if applicable: 84.363A	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Gilbert, Mary D. Address: 4820 Pleasant Ave. South City: Minneapolis State: MN Zip Code + 4: 55419-	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Valeria S. Silva Title: Superintendent Applicant: Saint Paul Public Schools Date: 03/31/2010	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)



## CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### APPLICANT'S ORGANIZATION

Saint Paul Public Schools

### PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:                      First Name: Valeria                      Middle Name: S  
Last Name: Silva                      Suffix:  
Title: Superintendent

Signature: \_\_\_\_\_                      Date: 03/31/2010

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### **Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : GEPA

File : L:\GRANTS\2 Public Grants\2009-2010\School Ldrsp Grant 2010\Final Documents\GEPA.doc



*Turnaround Saint Paul*  
Saint Paul Public Schools and Macalester College Center for School Change  
**Description of How Project Meets GEPA Requirements**

*Turn around Saint Paul* will ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs by following the District's established Equal Opportunity policy that is distributed to all personnel, students, and families in the Student Handbook. The policy clearly outlines the procedure for filing various types of complaints. The following is the District's policy:

Saint Paul Public Schools does not discriminate on the basis of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status or disability. Inquiries regarding our non-discrimination policies should be directed to 360 Colborne Street, Saint Paul, MN 55102 or call 651-767-8338.

For concerns regarding:

- Discrimination by a student – contact the school principal where the student attends.
- Discrimination by school district personnel or by a member of the school district community – contact the Human Resources Department at 651-767-8200.
- Student human rights – contact the school principal where the student attends or the Office of Academics at 651-767-8150.

For inquiries about sex discrimination, contact the Title IX Coordinator at the Office of Educational Equity at 651-767-8338.



# Project Narrative

## Abstract

### Attachment 1:

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\Final Documents\Abstract.doc**

Saint Paul Public Schools, 360 Colborne Street, St. Paul, MN, 55102  
Contact: Shirley Heitzman, Director, Innovation and Development, 651-334-6567,  
Shirley.heizman@spps.org

## **PROJECT ABSTRACT**

The Saint Paul Public Schools (SPPS) and three St. Paul charter public schools, plus nationally recognized public/private sector partners, will implement *Turnaround Saint Paul*, an innovative, replicable public/charter public school leadership turnaround model to serve 2,300 students in one of the five identified “persistently lowest achieving” schools in the of City St. Paul (Humboldt, Maxfield and High School for Recording Arts, New Spirit, Urban Academy). Based on St. Paul’s history of innovation and excellence in the charter and public school arena, *Turnaround Saint Paul* has assembled an extraordinary team of nationally-recognized educational leadership professionals from the University of Minnesota (Design Team), including Dr. Karen Seashore Louis, Dr. Jennifer York-Barr, and Dr. William Sommers and Joe Nathan of the Center for School Change at Macalester college to create an integrated system of supports and continuous improvement efforts that will 1) increase leadership capacity, 2) remove bureaucratic barriers, and 3) implement continuous improvement cycles. The project builds upon nationally recognized research at the University of Minnesota and previous successful turnaround efforts of the Center for School Change in Cincinnati<sup>1</sup>; extensive turnaround literature; district and charter public school leadership development initiatives; and innovative, replicable partnerships with business partners, the Target Corporation, the Travelers Corporation, and the Minnesota Business Partnership. The project has set specific, aggressive benchmarks for student achievement in the initial five participating schools: 1) Increase student achievement by 40% (cumulative) over the life of the grant (25% by Yr. 2); 2) Decrease student drop out rates by 50% over the life of the grant (75% of cumulative by Yr. 2); 3) Increase high school graduation rates by 50% over the life of the grant (75% of cumulative by Yr. 2).

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The design focuses on a few key activities that will achieve early and significant results. Project strategies and activities are designed to break through the organizational norms and barriers that inhibit success. Furthermore, the activities will be implemented in fast cycles that are results driven and that enable immediate analysis and problem solving. They will provide principals the leadership tools they need so that they are ready to act in response to the political and managerial challenges. They ensure instructors have clear expectations, support, and coaching so that they are ready to teach, and they ensure that students are a part of the process and that they are ready to learn.

The academic Project Design Team, described in the Conceptual Framework, will also build capacity to offer support and coaching on these strategies for other schools and districts as well. It is the combined strengths of a cohesive team that includes practitioners, professional development experts, and scholars with a strong interest in policy-relevant useable knowledge that will ensure that the results of this initiative are well documented, evaluated using strong designs, and are ready for dissemination during the last few years of the project and beyond.

# Project Narrative

## Quality of Project Design (45 points)

**The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

- 1. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.**
- 2. The extent to which the proposed activities constitute a coherent, sustained program of training in the field.**
- 3. The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**
- 4. The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.**
- 5. The extent to which project participants are to be selected on the basis of academic excellence.**

### Attachment 1:

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## **A. PROJECT DESIGN (45 points)**

**Introduction.** The Saint Paul Public Schools (SPPS) and three St. Paul charter schools, plus nationally recognized public/private sector partners, request support from the U.S. Department of Education's School Leadership Grant Program for approximately \$600,000 per year for five years (2010-2015) to implement *Turnaround Saint Paul*, an innovative, replicable district/charter school leadership change model. This project will produce major improvements in 2 district schools and 3 charter schools in St. Paul, Minnesota that are among the nation's 5,000 persistently lowest achieving schools. *Turnaround Saint Paul* is a model with extraordinary potential for future local and national replication.

Based on St. Paul's history of innovation and excellence in the charter and public school arena, *Turnaround Saint Paul* has assembled an extraordinary team of nationally-recognized educational leadership professionals from the University of Minnesota (Design Team), including Dr. Karen Seashore Louis, Dr. Jennifer York-Barr, and Dr. William Sommers and Joe Nathan of the Center for School Change at Macalester college to help create an integrated system of supports and continuous improvement efforts that will address identified gaps and barriers for these underperforming schools, and 1) increasing leadership capacity, 2) removing bureaucratic barriers, and 3) implementing continuous improvement cycles. (See Appendix 2, Logic Model).

The project builds upon nationally recognized research at the University of Minnesota and previous successful turnaround efforts of the Center for School Change in Cincinnati<sup>1</sup>; extensive turnaround literature; district and charter school leadership development initiatives and district and charter school continuous improvement efforts; and established innovative, replicable

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<sup>1</sup> The Center for School Change worked the Cincinnati Public Schools from 2000-2007, where efforts there significantly increased the high school four-year graduation rate from 51% to 79% and eliminated the graduation rate gap between African American and white students.



partnerships with business partners, the Target Corporation, the Travelers Corporation, and the Minnesota Business Partnership.

Over five years, (2010-2015) 2,300 students who attend one of five schools in the City St. Paul that have been identified as “persistently lowest achieving” (Humboldt, Maxfield and High School for Recording Arts, New Spirit, Urban Academy) will benefit from the immediate impacts of a reduced dropout rate, an improved four-year graduation rate, and they will be prepared for success in college and in their careers.<sup>2</sup> The project has set specific, aggressive benchmarks for student achievement in the initial five participating schools: 1) Increase student achievement by 40% over the life of the grant; 2) Decrease student drop out rates by 50% over the life of the grant; 3) Increase high school graduation rates by 50% over the life of the grant.

These unique partnerships with higher education experts, business partners, and other key stakeholders within the district will play critical roles. The project will use research-based strategies, including professional development, coaching, mentoring, and co-leadership structures to develop needed skills and competence and eliminate systemic barriers. In addition, turnaround leaders will have the opportunity to make site visits to Best-Practice Sites (such as New York); attend professional development on topics such as helping faculty use data to improve student performance and provide more effective instruction, and training on helping families understand how they can help increase academic achievement of their youngsters; helping principals develop a new community partnership that contribute to increased graduation rates and academic achievement; and provide web-training and other technology tools (such as streaming videos of successful turnaround schools) that will be made available.

*Turnaround Saint Paul* has the potential to increase national knowledge and understanding

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<sup>2</sup> This number may increase as additional district or charter schools newly identified as “persistently lowest achieving” are added to the project.

about effective strategies for turnaround school reform. Specifically, the project model will produce data/results on strategies for developing leadership competencies through training, mentoring, and coaching; the development of business training partnerships, examples of how leadership can impact instructional reform, how partnerships can help address complex family and community issues related to poverty that impact student achievement, how to overcome systemic/bureaucratic barriers to turnaround reform, how to successfully implement formative evaluation strategies for continuous improvement, and ultimately, how to improve student achievement and ensure that all students are prepared for college and other post-secondary opportunities within complex and challenging environments.

### **Saint Paul Public Schools and St. Paul Charter Schools Background**

Saint Paul, the capitol of Minnesota has a population of 288,000 in a metropolitan region of 3.5 million. 23.15% of children in the City of St. Paul live in poverty (Eligibility Criteria A.) Per the requirements of the Request for Proposals, the proposed project meets the eligibility requirements for poverty and teacher certification.

SPPS is the second-largest school district in the state, serving 39,000 students in grades pre-K through 12. Just 20 years ago, most students were white and middle class; recent demographic shifts and immigration, however, have significantly altered the make up of the District's schools. 76% of all students enrolled in District schools are children of color, compared with just 40% in 1998. In addition, more than 71% of students live in poverty, compared with 53% just ten years ago; and more than 44% speak languages other than English (primarily Spanish, Hmong, and Somali, with more than 100 dialects represented overall). The district's demographics reflect 30% African-American, 30% Asian-American, 25% European-American, 14% Hispanic-American, and 2% American-Indian students; 17% receive special education services.

Like other urban districts, SPPS struggles with low graduation rates, achievement gaps between white and minority student groups, and a lack of preparedness for post-secondary opportunities among graduating students. In 2007, the four-year high school graduation rate at SPPS was 63%, but for students of color, the four-year graduation rate was 49%. This is a significant statistic when you consider that nearly 76% of the Saint Paul student population is comprised of students of color. For those students pursuing higher education, significant numbers are not prepared for rigorous coursework. In a May 2005 report by the Citizens League called “A New Vision for Saint Paul Public Schools: Preparing all Students for Success in Higher Education,” various Minnesota institutions of higher education reported that between 37 and 56% of SPPS graduates who entered Minnesota public colleges or universities needed remedial courses in math, reading or writing.

St. Paul, a pioneer in the charter school model, is also home to thirty charter schools, including City Academy, established in 1992, that has the distinction of being the first charter school to open its doors in the United States. St. Paul’s charters are independent public schools focused on improving academic achievement and creating new, different and innovative learning environments; teaching methodologies; assessments; accountability systems; and professional development opportunities for teachers. The Center for School Change at Macalester College works with educators, parents, business people, students, policy-makers and other concerned people throughout the United States to increase student achievement, raise graduation rates, improve student attitudes toward learning, their schools, and their communities, and strengthen communities through building stronger working relationships among educators, parents, students and other community members.

**Persistently Lowest Achieving Schools** - In Minnesota, the definition of *persistently lowest*

*achieving schools* includes those schools that are among the lowest achieving five percent of elementary or secondary schools in improvement, corrective action, or restructuring based on low proficiency and growth and for secondary schools serving seniors, those that have a graduation rate of less than 60% over three years. In Saint Paul there are 5 schools that have been classified by the state as persistently low achieving and that are among the nation's 5,000 lowest achieving schools. These include two schools within the Saint Paul Public School (SPPS) District, Maxfield Magnet and Humboldt Secondary School, and three charter schools including: High School for Recording Arts, New Spirit, and Urban Academy.

Maxfield Magnet School (SPPS): Maxfield Magnet is an SPPS school with an enrollment of 299 students grades PreK-6, down from over 370 seven years ago. While the school's stated mission is to ensure that all Maxfield students possess the knowledge and skills required to meet or exceed district, state, and national standards, the school has suffered from low student performance and high-staff turnover for years. Located in one of the highest poverty neighborhoods in St. Paul, the school serves predominantly African American students. Despite numerous previous school reform efforts under several district administrations in the past ten years, there has been little success in turning around the overall outcomes in the school. The school currently has an Acting Principal and over one-third of the current staff has only 1-3 years of experience. The school's demographics (2008-09) include 96% students of color, 95% free and reduced lunch, 9% English Language Learners, and 21% special education. Maxfield is currently in Corrective Action Status, under AYP federal and state guidelines, and is predicted to be in Restructuring in 2010-2011.

Humboldt Secondary School (SPPS): Humboldt Secondary School is an SPPS school with enrollment of 858 students in grades 7-12, down from over 1,000 students ten years ago. Located

on the geographically-isolated “West Side” of St. Paul, the school has struggled with a poor reputation and student achievement results for decades. Despite numerous school and community efforts to reform the school, including investment by the local business partners, there has been little success in turning around the overall outcomes or reputation in the school. Based on a community-wide input process over the past three years, the school’s new mission is to educate a global community to be active learners who are environmentally aware and college prepared. The school’s demographics (2008-09) include 91% students of color, 92% free and reduced lunch, 38% English Language Learners, and 30% special education (almost twice the district average). Humboldt Secondary School is currently in Corrective Action Status, under AYP federal and state guidelines, and is predicted to be in Restructuring in 2010-2011.

High School for Recording Arts (HSRA) (Charter): HSRA was chartered in 1998 and has grown to enrollment of 225 students grades 9-12. The school’s mission is to provide youth the opportunity to achieve a high school diploma through the exploration and operation of the music business and other creative endeavors. The school’s focus is around a professional recording studio. Students earn time in the studio by completing academic projects in the core learning areas of English, Mathematics, Science and Social Studies. HSRA encourages students who may have dropped out or been expelled from traditional schools to complete their diplomas through a love of music. The school’s demographics (2008-09) include 94% students of color, 84% free and reduced lunch, and 24% special education. High School for Recording Arts is currently in Corrective Action Status and is predicted to be in Restructuring in 2010-2011.

New Spirit (Charter): New Spirit was chartered in 1998 and has grown to enrollment of 300 pre-K-8 students. The school is located in the high-poverty Frogtown area of Saint Paul with the intention to bring new educational opportunities to families who live in the heart of the city. The



school's mission is to provide challenging education to a diverse population through the pursuit of knowledge, character building, and service to the community. The school's demographics (2008-09) include Primary grades: 92% students of color, 96% free and reduced lunch, 69% English Language Learners, and 11% special education; and New Spirit Secondary: 93% students of color, 98% free and reduced lunch, 60% English Language Learners, and 17% special education. New Spirit is currently in Corrective Action Status, under AYP federal and state guidelines, and is predicted to be in Restructuring in 2010-2011.

Urban Academy (Charter): The Urban Academy was established in 2003 and has grown to enrollment of 275 students grade K-6. The School's mission is to work in partnership with urban parents to provide an opportunity for every child to meet or exceed their individual potential in basic academic and life skills by utilizing research proven methods in a safe, structured and respectful community. The school (2008-09) includes 95% students of color, 97% free/reduced lunch, 23% English Language Learners, and 12% special education. The Urban Academy did not make AYP in 2007-08 and was identified as a "Needs Improvement" school.

For SPPS, these schools have had persistent issues with student success and reputation for many years. (Please see Appendices for AYP Status and MCAII Student Achievement Data.) Charter schools are facing new challenges. All schools require solutions that will result in immediate changes so that the students who are in the schools now will succeed. Within these schools there are identified challenges that result in significant achievement gaps between minority and white students and high numbers of students who are not achieving up to their potential. In addition, at the secondary level, there are high dropout rates and rates of students who are not graduating on time. As a result, most of the students at these schools are not being adequately prepared to succeed in college and in other post-secondary opportunities.

Leadership, second only to classroom instruction, is one of the strongest predictors of student learning (Leithwood, Louis, Anderson and Wahlstrom, 2004; Burch and Spillane, 2003; Harris, Leithwood, Day and Sammons, 2007; and Leithwood and Janzi, 2006). Successful leaders help their colleagues develop shared understandings about the school and the activities and goals that drive it and work to develop capacity within their organizations through direct experiences with others in the school and redesigning the organization. Successful leaders understand organizational context and recognize that important differences exist between suburban and urban schools and between elementary and secondary schools; and that national, state, and district policies affect their work (Leithwood et al., 2004; Louis, et al, 2010). The recently completed 5 year study of leadership across the United States demonstrates that leadership is inequitably distributed in U.S. schools: strong instructional and shared leadership is less likely to be found in urban settings and in schools with poor students, and that school culture and climate, including teachers' sense of responsibility for student learning, are lower (Louis, et al, p 91-101).

In Spring 2010 meetings with the SPPS and charter school principals and representatives of the St. Paul Federation of Teachers and St. Paul Principals' Association, identified specific, challenging issues for the persistently lowest achieving schools in St. Paul, including:

1) Capacity: gaps in abilities to create an environment where teachers and staff work effectively as a team towards key set of goals; lack of ability to communicate clear expectations, and an inability to influence staff for results; lack of staff commitment to the mission from staff team; lack of professional development, ongoing mentoring and coaching support, and little "at-the-elbow" support in making critical decisions; lack of opportunity to observe successful practices in other districts and schools as a motivating tool for positive change;

2) Conditions: inexperienced staff, high staff turnover and an inability to attract and retain



experienced staff; difficulty in making necessary staff replacements; union contracts that previously prevented public schools from controlling their staffing decisions; inability to focus on critical strategies and tactics due to multiple district priorities and program requirements; lack of an identified or functioning School Leadership Team; lack of school ability to control their budgets or have the opportunity to identify resources needed to address problems; lack of resources, including technology, for instructional reform efforts; inflexibility in scheduling; difficulty in building and sustaining partnerships with high-value partners due to lack of time;

3) Continuous Assessment: lack of data or too much data to be meaningful; or an inability to measure and report progress frequently.

### ***A.1. Conceptual Framework***

The schools upon which this project is focused are in crisis. They require solutions that will result in immediate changes so that the students who are in the schools now will succeed. As such, *Turnaround Saint Paul* incorporates a conceptual framework grounded in three key strategies that will result in dramatic improvements in less than five years: 1) increasing leadership capacity, 2) removing bureaucratic barriers, and 3) implementing continuous improvement cycles. (See Appendix 2, *Logic Model*) Based on the strategies of the project, *Turnaround Saint Paul* will pursue and measure the following project goals: Goal 1: Increase leadership capacity for the *Turnaround Saint Paul* Partnership; Goal 2: Create structural conditions to create dramatic, transformative school change; Goal 3: Produce significant and measurable improvement in student achievement and graduation rates over five years.

<p><b>Goal 1: Increase leadership capacity for the <i>Turnaround Saint Paul</i> Partnership.</b></p>	<p><b>Goal 2: Create structural conditions to create dramatic, transformative school change.</b></p>	<p><b>Goal 3: Produce significant and measurable improvement in student achievement over three years.</b></p>
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Objective A: Recruit and select leaders with entrepreneurial characteristics.	Objective A: Streamline district bureaucratic requirements so that site leadership controls staff, budget, schedule, and all programs.	Objective A: Increase student achievement by 40% (cumulative) over the life of the grant (25% by year two).
Objective A1: Establish a set of recruitment criteria (based on justifiable evidence) to use to select site leaders.	Objective B: Provide support (as needed) so schools can recruit, develop, and retain strong, effective school-based leadership teams.	Objective B: Decrease student drop out rates by 50% over the life of the Grant (75% of cumulative by year two).
Objective A2: Identify a set of potential leaders who meet the recruitment criteria.	Objective C: Articulate a clearly defined authority for school leadership team to act on what is best for children and learning.	Objective C: Increase high school graduation rates by 50% over the life of the grant (75% of cumulative by year two).
Objective B: Implement a high-quality workshop and field-based professional development model to increase leadership capacity.	Objective D: Provide necessary training and support so leadership team can generate creative solution to a high-risk, changing environment.	Objective D. Design and implement a comprehensive program evaluation plan.
Objective C: Leverage partner relationships to provide comprehensive turnaround professional development services.	Objective E: Utilize support of St. Paul Teacher's Federation to amend labor agreements for field-based success.	Objective D1: Establish well-defined continuous improvement plan that will use data to plan, do, act, study, plan, do, act, study.
Objective C1: Develop specific partner roles and responsibilities.		Objective D2: Create performance-based behavioral objectives for leaders, teachers, students, and parents.
Objective C2: Create partners' sense of ownership for program results.		Objective D3: Develop and implement quantitative and qualitative measures of performance.
Objective C3: Focus partners' on a relentless effort to hire and train the best possible teaching force for these sites.		Objective D4: Study performance measure results and design immediate strategies to improve.
Objective C4: Provide necessary supports so that schools can develop an effective in-house leadership team.		

The project design incorporates ten evidence-based elements that through combined implementation will result in marked achievements over the five year project period. These elements are specifically designed to achieve the above project goals. Each element is supported by evidence-based research that best positions the project to achieve its intended results. (See *Appendix 9, Research Base for Design Elements*). They include:

1. A clear leadership identification and selection process (U of MN Design Team);
2. Turnaround leadership needs assessment & environmental scan (U of MN Design Team);
3. Development of Turnaround School Leadership Team: Principal, Assistant Principal, Teachers, key staff, parents/community members;
4. External Technical Assistance (U of MN Design Team): Locally-based team of national experts who will work with schools to implement rapid change efforts, including: research-based project design, professional development, mentoring and coaching, ongoing support and guidance, and project evaluation;
5. Leadership Professional Development for School Turnaround Leader Success (Principals/APs): Workshops and ongoing mentoring/coaching in core competencies needed for leaders in turnaround schools, including instructional reform efforts and effectively involving parents and families;
6. Business Partnerships, including Business Mentors and professional development (MN Business Partnership, Target, Travelers);
7. Specific Supports on Fostering Community Partnerships, Peer Mentoring Programs, and Family Involvement;
8. Best Practice Site Visits: Trips to visit outstanding schools in New York (probably the single best place to go to see outstanding district and chartered public schools)

9. Formative and summative evaluation for continuous improvement, including reflective practice protocols and experience-sampling instrument using hand-held palm computers;
10. Dissemination of best practices, videotaping and website development.

*Turnaround Saint Paul* is designed to increase the capacity of principals, assistant principals, teachers, and school leadership teams to create dramatic changes that result in increased student achievement. Traditional leadership development works effectively for schools and districts with high achieving schools. However, within urban districts, such as St. Paul, schools often suffer from low academic performance. Thus, traditional leadership models are ineffective. Schools struggling with high poverty and a host of related challenges require a specialized and comprehensive approach in order to effectively address their unique and complex circumstances.

The design focuses on a few key activities that will achieve early and significant results. Project strategies and activities are designed to break through the organizational norms and barriers that inhibit success. Furthermore, the activities will be implemented in fast cycles that are results driven and that enable immediate analysis and problem solving. They will provide principals the leadership tools they need so that they are ready to act in response to the political and managerial challenges. They ensure instructors have clear expectations, support, and coaching so that they are ready to teach, and they ensure that students are a part of the process and that they are ready to learn.

The project design draws upon the expertise of proven effective strategies that have been successfully in other schools, with direction and guidance from local experts who have been directly involved in testing and implementing these strategies in the past. Joe Nathan, Ph.D., Director of the Center for School Change at Macalester College is a primary project partner. He coordinated efforts that helped the Cincinnati school district, become one of the first urban

districts to eliminate the high school graduation rate gap between African American and white students. The district also significantly increased the high school four-year graduation rate from 51% to 79% between 2000 and 2007. Significantly, reforms Cincinnati put in place have produced continued improvements in high school graduation rates, even two years after the Bill and Melinda Gates funds that Nathan coordinated were spent. Many of the strategies used in Cincinnati are being employed in this project, along with newly developed activities designed to help more students be fully prepared for some form of higher education.

CSC also has developed a school leadership academy in cooperation with several local business that brings together “best practices” in education and private sector leadership development. This includes the use of both education and business leaders as mentors for principals. The New York Times and Washington Post already have written about this, and it is being replicated in the Kansas City metro area.

Needs Assessment. SPPS, in conjunction with charter schools, Center for School Change, and the University of Minnesota will conduct a needs assessment targeted at human resource identification. Specifically, the Turnaround Leadership Assessment will enable project leadership to identify the gaps between the skill set of current leaders (principals and assistant principals). The assessment will enable the project team to focus on the strategic characteristics necessary for dramatic site transformation. Additionally, the team will conduct an environmental scan that will also identify readiness of the sites for change; challenges, opportunities and barriers. It is imperative that the project creates the conditions necessary so that teachers are ready to teach, students are ready to learn, and principals are ready to act (Mass Insight 2007).

## ***A.2. Program of Training -***

### **Goal 1: Increase leadership capacity for the *Turnaround Saint Paul Partnership***



Increase Site Level Leadership Capacity. *Increase Leadership Capacity* is the first major domain of strategies for *Turnaround Saint Paul*. The project clearly articulates the unique leadership competencies for turnaround principals and leadership teams and delivers distinct training opportunities through which leaders and instructors are able to develop those competencies and receive support for effectively implementing the newly acquired skills.

In the context of the Turnaround schools, the term *leadership capacity* refers to the collective alignment of intellectual, social, cultural and instructional resources in schools so that all children learn well. Ultimately, leadership capacity includes not only administrators and teachers, but also students and parents (Lambert, 2003). Strategic points of action and corresponding competencies of principals as Turnaround school leaders have been identified by Steiner et al. (2008) and are presented in Tables 1 and 2 in Appendix 4. Also tabled for review are competencies of Turnaround classroom teachers (Steiner et al., 2008) that serve as a central focus of the instructional leadership by principals and intentionally designated teacher leaders.

**University of Minnesota Design Team** - A team of three local colleagues with international reputations for their work in P-12 education will serve as the Design Team for the project (*see Letters of Commitment and Vitae in the Appendices*). Two of the members, Dr. Bill Sommers, a high school principal with more than 30 years of administrative experience, a cognitive coaching expert, and the immediate-past president of the National Staff Development Council, along with Dr. Jennifer York-Barr, a professor of educational administration at the University of Minnesota whose expertise lies in areas of collaborative professional learning, reflective practice, and teacher leadership will assume lead roles in the design and facilitation of the principal and teacher leader professional learning. Dr. Karen Seashore Louis, a sociologist who is also a professor in educational administration (P-12 and higher education) at the University of

Minnesota and is an internationally known scholar in the area of leadership and organizational culture will assume the lead role in project evaluation. The project evaluation necessarily mirrors the professional learning design to determine fidelity to the design, as well as project impact. An enormous asset to *Turnaround Saint Paul* is that these Design Team members are live locally in the Twin Cities areas. Proximity will allow them the opportunity to understand more fully the practice and community settings in which the Turnaround leaders are situated. Such knowledge will result in specific tailoring of the emerging professional learning needs and interests of educators in the Turnaround Schools.

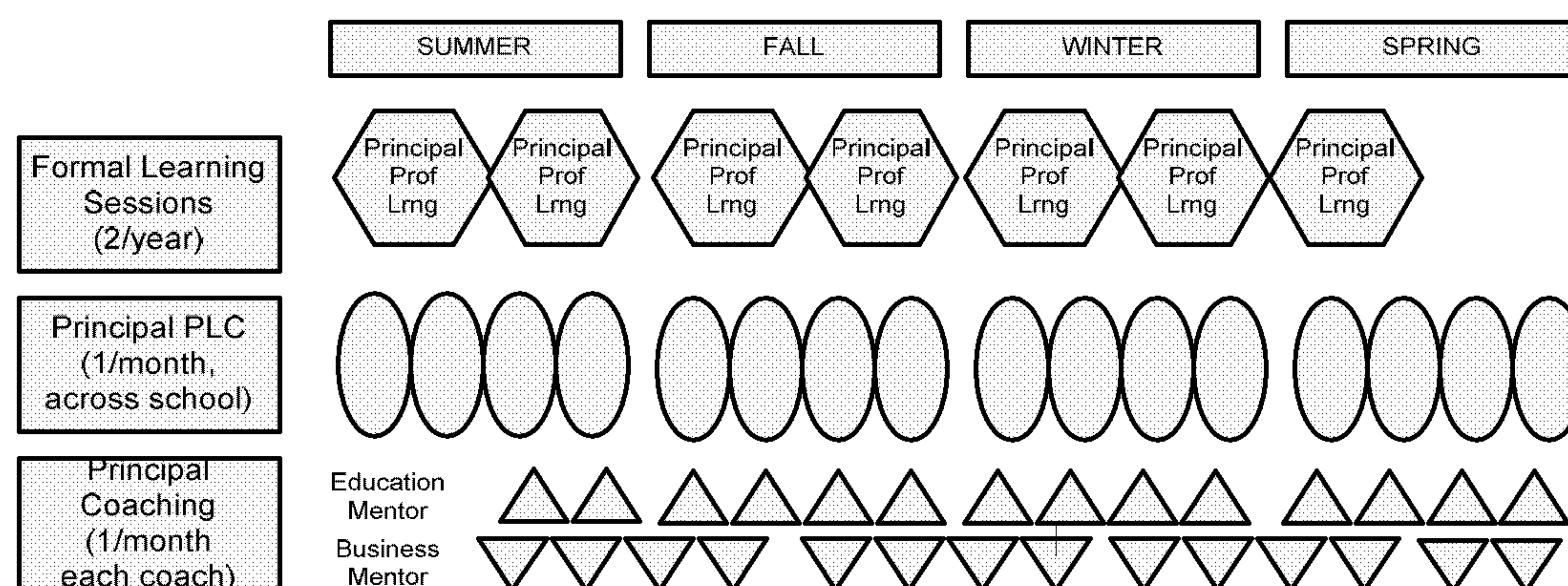
Specifically described in this section are the targets, purposes, and strategies for increasing the leadership capacity of principals and teacher leaders at the school level. This description draws largely from research reviews (Leithwood, Seashore Louis, Anderson & Wahlstrom, 2004; Marzano & Waters, 2009; York-Barr & Duke, 2004), reports of specific research studies (Crowther, Kaagan, Ferguson & Hann, 2002; Lambert, 2003; Mangin, 2007) and practitioner implemented frameworks (Hall & Simeral, 2008; Moller & Pankake, 2006; Steiner et al., 2008). Given that principal leadership is second only to teacher quality for increasing instructional effectiveness and student learning (Leithwood, et al., 2004), much of this section focuses on the leadership capacities of principals, along with the capacity building by principals to include teachers in the work of leading continuous instructional improvement.

#### Building the Instructional Leadership Capacity of Principals

*Turnaround St. Paul* will employ four types of intentional support for the building of instructional leadership capacity of the principals in the project schools: formal leadership development sessions, ongoing principal learning in the form of cross-school principal professional learning communities and individual coaching of principals (*see Figure 1*), and



district level support (see Section A3). Professional learning that is ongoing, job-embedded and collaborative aligns to the research-based standards of the National Staff Development Council (2001). Unique to the design is an informal set of development partnerships among experienced business leaders and experienced P-12 educational leaders. Each of the areas of professional development support for Turnaround principal learning will be specifically addressed in the project's evaluation plan. Further, the actual targets for professional learning will be determined by an initial needs assessment conducted by the project evaluator. The overall evaluation will serve not only to inform and advance principal learning and development in this project but also to guide principal professional learning in replication efforts.



**Figure 1. Annual Professional Learning Plan for Principals**

District support of principal instructional leadership. The instructional leadership capacity of principals is determined, in part, by the ways in which district level administrators either enhance or constrain the operational and instructional aspects of principal leadership. By employing meta-analytic research procedures, Marzano and Waters (2009) have identified six leadership behaviors that have been shown to impact the instructional leadership capacity of principals. These behaviors are: ensuring collaborative goal setting, establishing non-negotiable goals for achievement and instruction, creating broad alignment with and support of district goals, monitoring goals for instruction and student achievement, allocating resources to support the *Turnaround Saint Paul*, Saint Paul Public Schools & Macalester College, Center for School Change

goals for instruction and achievement, and defined autonomy—which means, clearly designating the areas in which principals are supported and expected to assume decision-making authority at the school level to continuously improve instruction and results for students. (See *Goal 2* for more information on *Conditions for Restructuring*.) The Project Design Team, project staff, and school leaders will develop individual focused implementation plans at each site in Year 1.

Formal professional learning sessions. As mentioned above the professional learning and development for Turnaround St. Paul principals will be co-configured by experienced education and local business leaders. Both Target, Inc. and Travelers St. Paul (*see letters of support in appendices*) have numerous expertly designed leadership workshops for which they have received rave reviews by principals involved previously in their workshops. The project will be able to access business partner training in areas deemed especially supportive of the Turnaround principals. From the outset, however, it is anticipated that business partners will specifically address the Turnaround Leadership action areas of driving for results and influencing internal and external environments. Dr. Bill Sommers will lead formal learning sessions that engage principals with “on the ground” leadership strategies, ranging from maintaining a daily focus on mission through clear messages, to keeping learning at the center of daily interactions in schools, to advancing instruction through collaborative reflective practice, to ongoing coaching of teachers and students to increase mental models, to managing conflict constructively, to having hard conversations with teachers about their instruction, and to bolstering care, commitment and courage to walk the daily life of a school leader. Joe Nathan, Ph.D., Director of the Center, will provide expertise and professional development associated with developing community relationships and family participation, developing programs for college readiness peer mentoring, and other areas of developing strong community partnerships with social agencies.

The emphasis throughout will be implementation of practices introduced in formal learning sessions. As reinforced in the a recent publication, *So much reform, so little change*, “training” without intentionally designed, coherent, focused follow-up will NOT impact practice.

Formal leadership learning sessions will be held six to eight times annually, twice in the summer, twice in the fall, twice in the winter and once in the spring. In addition to the principals participating in the formal sessions, school level instructional leadership team members (e.g., teachers, social workers, instructional coaches) will participate in aspects of the development sessions aimed at increasing overall instructional capacity of the school, such those which focus on ways to analyze and use data to craft measurable improvement goals and plans and ways to inform, engage and support teacher colleagues in school and classroom level instructional improvement. When speaking to the importance of forming community partnerships, with local churches, social services, and cultural leaders, full leadership teams also will be involved. For sections of the formal professional learning that addresses more specifically administrative practices that advance instructional leadership, principals will be the primary attendees.

Ongoing job-embedded principal learning: Principal PLCs. Turnaround principals will meet monthly throughout the entire calendar year with other principals in *Turnaround Saint Paul*. They will form their own professional learning community to reflect on, share strategies, and plan ahead for the upcoming month’s portfolio of Turnaround work. While teachers throughout the country meet regularly in PLCs to reflect on student data and their instructional practices with the specific aim of continuous improvement with collegial support, principals rarely are afforded this opportunity.

Historically, principals, especially elementary principals, have been the most isolated of educational professionals. Isolation thwarts both learning and support of principals. Arguably,

principals, especially Turnaround principals, have one of the most demanding and “in-action” sets of leadership responsibilities of any educational leader. Without sufficient opportunity for reflection on their practice, the tacit understandings of their practice will not be discerned (York-Barr, Sommers, Ghere & Montie, 2006). Reflective practice protocols will be intentionally designed to maximize learning and follow-up actions. Monthly events or topics for reflection will be determined based on Turnaround development actions and competencies (e.g., identified in Tables 1 and 2), balanced with ground level implementation learning needs and interests of principals. It is expected that principals will benefit enormously from these guaranteed reflection opportunities that will be intentionally designed to foster analytic thought with follow-up actions. An explicit objective of the high quality principal PLCs is that their experience will demonstrate the power and support of well designed group learning grounded in reflection on and for experience.

Ongoing job-embedded principal learning: Individual mentoring of principals. A powerful learning support for principals will be a multiple mentor model. Mentoring of new teachers is now widely recognized as critical support for helping teachers to not only survive but to thrive in their early years of teaching (Johnson, et al, 2004; Kardos, et al., 2001; Smith & Ingersoll, 2004). Recently, the essential role of mentoring in principal support is similarly being recognized (Weingartner, 2009; Alvy & Robbins, 2005). In *Turnaround Saint Paul*, each principal will have two leadership mentors, one from the business community and one from the education community. Dr. Sommers will assume responsibility for working with both the business and education mentors. A significant value of the particular form of principal mentoring employed for *Turnaround St. Paul* principals stems from establishing a “non-reporting” and “non-evaluative” relationship in which the principals can have an honest and confidential conversation



that also supports generation of ideas and shaping of mental models for leadership practice. Dr. Sommers also will serve as principal mentor.

As depicted in Figure 1, mentors and their mentees will engage in reflective conversations about site-specific practice at least once a month. Mentees will also be available “on-call” for their principal mentees. The power of individual instructional coaching for teachers (Bruce & Showers, 1998) will be brought forward to support the Turnaround principals. The availability of “just-in-time” mentoring support by experienced business and educational leaders is anticipated to result in both strategic and emotional support of the principals. The multiple mentor model employed in this project will be a specific emphasis in the overall evaluation.

Building the Instructional Leadership Capacity of Teacher Leaders. To create a culture of continuous learning that results in high levels of student engagement and learning in schools, principals and teachers must form partnerships for instructional improvement. There is an abundance of research that points to the critical role of principals in advancing and encouraging instructional leadership among teachers (Crowther, Kaagen, Ferguson & Hann, 2002; Hall & Simeral, 2008; Lambert, 2003; Mangin, 2007; Moller & Pankake, 2006; York-Barr & Duke, 2004). Specifically, principals can be viewed as influencing teacher leadership in four ways (York-Barr & Duke, 2004). They establish clear roles and supportive relationships. They create structures that allow teachers to engage with and influence their peers. They provide leadership development opportunities for teacher leaders. And, they address cultural and contextual conditions that either support or constrain teacher leadership. Emphasized in *Turnaround Saint Paul* will be principal support of teacher leadership in the form of leadership team membership, instructional coaching of peers, and partnership with union stewards.

Site level leadership teams serve as one structure that serves to broaden the base of



instructional leadership in a school. Principals must rely on teachers who engage daily with peers to uphold the expectations and provide encouragement and support of engaging instructional practices. Site leadership teams typically include a teacher representative from each grade level (in elementary) or subject area (in secondary), as well as special services teachers (e.g., special education, ELL, Title). Representation alone, however, does not make a leadership team. An explicit focus of the Turnaround principals is to select teachers who have been observed to hold influence among their peers and to expand the frame of reference from teachers as representatives or advocates of their respective teacher team (e.g., grade level or subject area) to informed and strategic decision-makers about school-wide development priorities. Teachers on site level leadership teams, therefore, must not only report from and to their affinity groups and learn to facilitate learning and reflective practice of affinity group members, but also develop understanding and agency of organizational learning and development.

Teachers as peer coaches to advance instructional excellence by providing individual support to classroom teachers is another form of teacher leadership. The influence of peer coaches rests in the instructional credibility and trustworthiness of the peer coach (York-Barr & Duke, 2004). Hall and Simeral (2008) present a model in which instructional coaches and building administrators have common responsibilities, distinct responsibilities, and overlapping responsibilities. Threaded through these similarities and contrasts is recognition of the distinct and complementary teacher development roles of teachers who are coaches of their peers and of principals. A coaching model that, at its core, views teachers as moving through a continuum of self-reflection (from being unaware to being conscious to taking action and finally to refinement), the progression of which is supported by highly skilled coaches, meaning coaches who model and who instill competence and value in reflective practice. Coaching done well, is an extremely

powerful “intervention” for advancing practice. Turnaround principals will be taught how to discern who among the teachers would serve well as coaches and how to nurture and support teachers who coach their teaching colleagues.

To advance instruction by means of supporting teacher leadership on site leadership teams and as peer coaches, principals must (Hall & Simeral, 2008; Moller & Pankake, 2006; York-Barr & Duke, 2004): (1) clarify the differentiated roles of teacher leaders and principal leaders; (2) reinforce and structurally support a school-wide focus on learning, inquiry and reflective practice; (3) direct the work of teacher leaders to that which is visible and valued in the realm of instructional improvement; (4) recognize the ambiguity of the work of teacher leaders and strive to discern ground-level actionable means of maximizing the influence of teacher leaders; (5) protect the relationships of teacher leaders with their peers; (6) assist with conflicts that emerge with other teachers and among teacher groups; (7) develop a trusting and trustworthy relationships with teacher leaders; (8) be available to assist with clarifying and redirecting the work of teacher leaders; (9) provide teacher leaders with learning opportunities; and (10) affirm and articulate the position of teachers who lead to create a culture of continuous improvement.

Finally, a strategic and essential leadership partnership for continuous instructional improvement is that between Turnaround principals and their respective teacher association stewards. Recognizing the inherent structural and political points of potential role divergence, areas of convergence include shared aspirations for the success of students and shared commitments to advancing and supporting teacher practice that results in student success. To some extent the nature and function of the principal ~ union steward will be particular to each school site. Overarching principles for a productive working relationship include ADD HERE. Educational leader coaches will be especially instructive in their work with principals to help in

the discernment critical areas of partnership and negotiation.

Building the Instructional Capacity of Classroom Teachers. A parallel, but separately funded (by state allocated school improvement resources) capacity building focus in the identified Turnaround Schools, is the advancing the instructional excellence of classroom teachers. Table 3 identifies the Turnaround areas of competence for classroom teachers. These competencies will be addressed through formal professional development sessions, ongoing teacher team learning, instructional coaching of teachers by teacher leaders, and regular principal monitoring of classroom instruction (i.e., through walkthroughs) and coaching (i.e., through reflective conversations and feedback). Please see *Appendices Section 4, Table 3, for Clusters of Competence for School Turnaround Teachers (Public Impact, 2008b, p. 8-9)*.

Leveraging Specific Supports on Fostering Community Partnerships, Peer Mentoring Programs, and Family Involvement. Based upon the results of the needs assessments, and implementation planning, schools will develop plans for incorporating social services, peer mentoring programs aimed at college preparation, and increasing family involvement at schools as a part of their overall school improvement efforts. Because the targeted schools are serving a high percentage of students who live in poverty, many other external factors are impacting their ability to succeed in school. As such, the school can coordinate the delivery of supports that will help families to alleviate basic needs and other conditions that impact their children. For example, inviting Ramsey County Social Services, nonprofit community service organizations, and health care providers to deliver services onsite can increase access to services for families that will help them to achieve greater family stability and decrease mobility. The Center for School Change will draw upon diverse college staff to coordinate a peer mentoring program that can be used as a model for turnaround schools to help students and families of the participating

schools understand why it is important to take challenging courses in middle and high school to earn college credit while still in high school and avoid remedial courses in college. As part of the leadership support, it will be critical to assist Principals and school leaders to learn how to develop relationships with community service providers to meet critical student and family needs and thereby create sustainable partnerships once the grant period ends.

### ***A.3. Project Fit with Comprehensive Efforts to Improve Teaching and Learning***

#### ***Complements Shared Accountability Framework/AYP Consequences. Turnaround Saint Paul***

has been designed to complement existing leadership development, restructuring, and school continuous improvement efforts in SPPS and St. Paul charter schools. For the past ten years, the Saint Paul Public Schools' Office of School Improvement has assisted schools in creating School Continuous Improvement Plans, reviewed school performance annually, and regularly audited schools. In 2008, the Office of Accountability developed the district's Shared Accountability Framework, based on a community-wide input process, in which the roles and responsibilities of the Board of Education, administrators, principals and school leaders, teachers, school staff, central office staff, parents in teaching and learning were set out.

The Chief Accountability Officer, in coordination with the Chief Academic Officer, Executive Directors of Elementary and Secondary Schools, Director of Title I, and Director of School Continuous Improvement works with schools annually to determine AYP status and to develop improvement, corrective action, or restructuring plans as determined by the state and federal guidance. Both Humboldt and Maxfield have Corrective Action Plans that have been approved by the Minnesota Department of Education (MDE). The district is currently negotiating the development of Restructuring Plans for both of these schools with MDE. SPPS is planning to establish an Office of Turnaround Schools to work directly for rapid transformation

of the lowest achieving schools. Charter schools in restructuring are negotiating restructuring plans directly with their sponsoring district and MDE. *Turnaround Saint Paul* principal leadership efforts will complement the overall restructuring plans for each of the five schools. As mentioned earlier, school improvement grants will focus on capacity building in the identified Turnaround Schools to advance the instructional excellence of classroom teachers.

Expands Leadership Development Efforts. Both Saint Paul Public Schools and Center for School Change have engaged in significant leadership development efforts over the past decade. Both organizations have engaged in specific efforts to develop critical knowledge and skills consistently in principals. SPPS delivers two primary levels of principal leadership development as part of the district's comprehensive plan to improve teaching and learning and support rigorous academic standards for students. These include the Aspiring Principals' Leadership Institute intended to consistently develop core competencies in aspiring principals and the Minnesota Principals' Academy – Twin Cities Cohort for experienced principals. The *Turnaround Saint Paul* Partnership will meet the need for a third level of leadership development that focuses specifically on the development of turnaround competencies for low-performing schools that require a unique and specialized approach.

*SPPS Aspiring Principals' Leadership Institute:* The “Aspiring Principals' Leadership Institute” in SPPS has been a proactive approach to develop aspiring leaders for future leadership roles in the organization. Completion of this program is now required for all applicants to principal and assistant principal positions in SPPS. Since its inception ten years ago, around 200 leaders have completed this first level of principal leadership development. The *Aspiring Principals' Leadership Institute* framework is based on the work of Loeminger, and are competencies which all SPPS leaders are expected to develop and demonstrate.



*Minnesota Principals' Academy – Twin Cities Cohort.* The Minnesota Principals' Academy – Twin Cities Cohort is a collaboration of the Saint Paul Public Schools, the Minneapolis Public Schools, The Minnesota Department of Education, and the University of Minnesota to train experienced principals utilizing the national best-practice model of leadership training, *National Institute for School Leadership (NISL)*. The Minnesota Principals Academy is designed for sitting principals as part of a comprehensive effort by SPPS to improve teaching and learning and support rigorous academic standards for students.

*Minnesota Alternative and Charter School Leadership Academy.* In the last 18 months, the Center for School Change at Macalester College has developed an Alternative and Charter School Leadership Academy, in cooperation with the Minnesota Department of Education. Education Week, the New York Times and Washington Post have cited this academy's efforts to bring together research about the most effective ideas of school and corporate training programs. For example, each participant in this cohort program has an education leader and a business leader as a mentor, participants meet with some of the nation's most effective principals, visit some of the most effective educational programs in the Midwest, and they carry out a year-long project focused on improving student achievement.

## **Restructuring Conditions**

### **Goal 2: Create structural conditions to create dramatic, transformative school change**

In *Turnaround Saint Paul*, district level administration (in the case of schools in the Saint Paul Public Schools) and board level policy directives (in the case of the charter schools in St. Paul) are committed to partnership with and direct support of principals to ensure continuous progress of educational outcomes for students. Such support necessarily involves the district leadership behaviors identified above. Further, district level support also necessarily involves

teacher union leadership support of Turnaround principals. Simply and significantly, principals in Turnaround Schools cannot be constrained by District and Board level policies and practices that thwart and detract from the enormous commitment and effort involved in ensuring student success. A key component to ensuring the successful transformation of turnaround schools is to eliminate bureaucratic barriers of time, money, and inflexibility with staffing decisions. At SPPS, the district currently has recently negotiated newly written policies and procedures with the St. Paul Federation of Teachers for easing requirements that may be barriers to restructuring efforts in high need schools, and both Humboldt and Maxfield already have negotiated agreements around these conditions. *(See Appendix 4, SPPS Teacher Contract: Humboldt and Maxfield Restructuring Sections).*

**Time:** The SPPS teacher contract contains a new article which provides for greater flexibility when a site needs restructuring. The agreement requires teachers and administration to work together to determine areas of the contract that need to be modified in order to ensure success for all students. These agreements were developed at Humboldt and Maxfield Schools. Humboldt will add an additional 65 minutes to its day for 2010-11. Teachers will be required to work additional duty days to participate in professional development. Maxfield teachers will also work additional duty days for curriculum development and to participate in professional development.

**Money:** SPPS has a system of site-based budgeting whereby schools are provided their annual budget and staff, administration and parents work as a team to determine how the resources will be used in order to affect the greatest level of student achievement. The District mandates a few key elements that schools are required to maintain (e.g., a principal, a school secretary, a content-level coach). These key elements are few, and schools possess significant

freedom to make economic decisions.

**Staffing:** The SPPS teacher transfer process is primarily voluntary. If a school has a vacancy, it is posted and internal teachers can apply to transfer. A Site Leadership Team, comprised of teachers and the principal(s), will interview and select. The principal makes the final hiring decision. In the event that a probationary teacher would be affected at a high needs school, the voluntary transfer process would be utilized to fill the position, where the principal could select a teacher fully committed to the transformation. District Administration has the right to administratively transfer any teacher out of the building.

The following are highlights from the District's policies on school restructuring:

- The District and the Union agree that one of the approaches to achieving the mutual goal of ensuring success for all students is to work together to restructure schools when it is deemed necessary. These Restructured Schools must be free to choose their own staffs, develop new cultures of successful performance and learning, redesign work rules, modify the length of the instructional day and year, modify scheduling, improve instruction programs and pedagogy, and recognize teacher and leader effectiveness in accordance with state and federal guidelines and statutes. This article will be used where applicable when restructuring is required by the Board or by state and federal guidelines.
- Teachers shall work in Restructured Schools on a voluntary basis. When a school is designated as a Restructured School and an approved Election to Work Agreement is in place, existing teaching staff will be invited to apply to remain in the school. The principal of the school and/or Superintendent shall have the authority to determine which teacher applicants will be accepted. The application and selection process will be clearly communicated in the Election to Work Agreement.

- No teacher on an Improvement Plan may transfer into or out of a Restructured School except with permission of the Superintendent.
- Teachers at a school to be restructured who are not selected to staff the Restructured School shall be transferred to another District teaching position through the voluntary/involuntary transfer processes as defined in the labor agreement.
- If teachers in Restructured Schools are contracted to work additional hours or days, the District may make the signing of a Waiver of Tenure for that additional duty time a condition of being assigned to a position at a Restructured School.

Charter School Conditions. St. Paul charter schools, which operate independently of SPPS, encounter somewhat similar and somewhat different conditions as district public schools.

- Charters have complete budget and personnel independence within state certification requirements. This gives them total freedom regarding how money is spent and who (so long as they are certified teachers) and who they hire.
- Charter school employees work on an “at will” basis. This gives charters the freedom to remove teachers who are not effective
- Charters rarely have been invited to participate in district in-service programs and have seldom cooperated amongst themselves on in-service programs. So leaders at each individual charter have had to set up their own in-service, along with many other duties. As the achievement in participating charters shows, this approach has not been very effective.
- Directors in participating charter schools have made clear that they are interested in greater collaboration for in-service and other programs.

#### ***A.4. Potential to Replicate Project Activities or Strategies***

The *Turnaround Saint Paul* project design includes an implementation and evaluation model

that will produce information to guide its replication locally, statewide, and potentially nationally. The implementation of ten clearly articulated key project elements can be measured along with specified targets for student achievement over five years. Using both formative and summative evaluation that draws from a variety of assessment tools, the project will be able to identify, substantiate, and communicate its successes, which will lend to the ability of the project design to identify specific behaviors and skills that (1) can be changed relatively easily; and (2) are associated in all of the schools with increases in student success on multiple measures. It is important to emphasize that the use of multiple outcome measures allows us to be clear about those interventions and behaviors that may be most appropriate for replication within other schools and communities that have persistently low achieving schools.

The academic Project Design Team, described in the Conceptual Framework, will also build capacity to offer support and coaching on these strategies for other schools and districts as well. It is the combined strengths of a cohesive team that includes practitioners, professional development experts, and scholars with a strong interest in policy-relevant useable knowledge that will ensure that the results of this initiative are well documented, evaluated using strong designs, and are ready for dissemination during the last few years of the project and beyond. *(Please see Section C for further information on replication and dissemination.)*

Up to eighteen additional schools within SPPS and some charter schools are at risk of also being identified as persistently low achieving schools in the next five years. The proposed project will serve the five currently identified schools while building capacity to also serve newly identified schools in coming years. Once the project has been successfully developed and implemented, additional schools that are newly classified as persistently low achieving schools can be incorporated into the project and drawing in part upon the project's resources, utilizing



district resources, and accessing business partnerships such as the Travelers Corporation, that currently has a strategic, long-term partnership with SPPS to fund leadership development and college readiness efforts. In addition, the Minneapolis Public Schools has expressed strong interest in partnering with the University of MN, but was not able to partner in this project due to not meeting poverty eligibility requirements.

#### ***A.5. Selection of Project Participants on the Basis of Academic Excellence***

*Turnaround Saint Paul* is committed to working with the State, the District, Charter School Boards, and the Principal Association to ensure that highly qualified individuals are placed within the Principal leadership positions at the targeted schools. The initial assessment and environmental scan will help the project, district, and charter school leadership to determine where and when changes must be made. It is clear that successful turnaround efforts *must* include placement of highly qualified and effective leaders who must continually be evaluated for effectiveness. While tough decisions often meet with resistance from many angles, it is one of the key purposes of the project to make changes in organizational and systemic cultures and remove barriers that are impeding high need schools from succeeding.

The University of MN Design Team will work with district, charter schools and project leadership to identify successful new leaders at each site. The project will utilize the Quality School Leadership Identification Procedure (QSL-ID), (or similar instrument) developed and piloted by Learning Point Associates to address school and district needs for a standards-driven and systematic approach to hiring school principals. The procedure provides hiring committees with a process for setting hiring priorities, recruiting and screening candidates, and reaching consensus on hiring recommendations. The QSL-ID also includes a set of rubrics for evaluating candidates, an interview question bank, and best practice .

In general, candidates will be selected based on a number of qualifications and characteristics that have been determined to best position them for success in turnaround schools. The project will seek individuals who are highly experienced and currently serving in a leadership role in a professional organization who have a knowledge of teaching and learning and a demonstrated commitment to student achievement. They will have well-developed communication and interpersonal skills and will possess an optimistic “can-do” world view. All candidates must either be currently serving in a school leadership position or hoping to be in such a position no later than September 2011. Also favorable will be candidates who can make a 5-year commitment.

# Project Narrative

## Quality of Project Evaluation (25 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

1. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
2. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

### Attachment 1:

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## **B. PROJECT EVALUATION (25 points)**

### ***B.1. Use of Performance Measures to Produce Quantitative and Qualitative Data***

#### **Goal 3: Produce significant and measurable improvement in student achievement and graduation rates over five years**

Evaluation Design. The evaluation of the *Turnaround Saint Paul* will have two components. The first will be summative, and will assess whether the program has had the desired effect of reducing barriers to effective leadership, enhancing principal and teachers leaders' capacity to turn around low performing schools, and creating a culture of continuous improvement (Goldring, in progress). The second will be formative/developmental, and will focus on providing "evaluation processes undertaken for the purpose of supporting academic programs, project staff, and/or organizational development," (Patton, 1997)

*Summative Evaluation Design.* The summative evaluation will focus on changes in principal and teacher behavior, with a secondary focus on the perceived reduction in barriers, and the development of continuous improvement cultures in the schools. A matched sample time series design will be employed over the three years of the project, with baseline data collection occurring before the project begins, some data collection occurring at the end of the first, and subsequent years, and a final full round of data collection during the 5th year of implementation. Because the project will target all eligible charter and regular public schools in the district, a matched sample of schools will be obtained from districts located within 15 miles of St. Paul that have similar demographic characteristics and achievement. Data collection in the matched sample will occur only pre-implementation and at the end of the project.

Changes in behavior will be assessed using the experience-sampling method (ESM) , which is a time sampling strategy that measures behaviors, attitudes, beliefs and feelings as they occur within the context of people's daily routines in natural settings (Csikszentmihalyi & Larsen,

1992; Czikszemihalyi & Czikszemihalyi, 1988). This technique has recently been successfully adapted for studying the behavior of principals, and is as or more valid than alternative measures of behavior, such as End of Day (EOD) logs (Camburn, Spillane, & Sebastian, 2009; Spillane & Hunt, 2010). The strategy involves the use of pagers and hand-held palm computers. Principals and other leaders will be “beeped” at random and asked to record what they are doing at that moment using a list of activities, which will include but not be limited to turnaround competencies. The pre-project data collection will sample events during a 7 work day period, and this will be repeated in subsequent years. The instruments used by Spillane and his colleagues will require some adaptation to fully reflect the turnaround capacities, but provide a solid and reliable basis for instrumentation (*Appendix 5 for sample items from an ESM log*).

Changes in perceived barriers and in the development of continuous improvement cultures and activities in schools will be measured by principal and teacher paper and pencil surveys that will be administered during the 1st and 5th year. The culture components of the surveys will be based on the survey instruments developed in Wallace Foundation funded Learning from Leadership project, and will focus on individual and collective self-efficacy, continuous improvement cultures, problem solving behaviors, trust, professional community, and shared leadership which are key components of the proposed development focus. Reliable indices for these aspects of school culture have already been developed (Louis, Dretzke, & Wahlstrom, in press; Louis et al., 2010) (*See Appendix 5 for sample items*). This assessment strategy will measure changes in principals’ in relation to the intended outcomes noted in the project design as observed by those with whom they work. This approach is generally regarded as more reliable than self-reports (Podsakoff & Organ, 1986; Zerbe & Paulhus, 1987). Moreover, it satisfies the performance measures stipulated by the Secretary of education to assessment the effectiveness of



the School Leadership Program (e.g., “the percentage of principals including assistant principals who participate in professional activities, show an increase in their pre-post scores on a standardized measure of principal skills,” p. 6012). In addition, teachers will be asked to report on their classroom teaching behavior, to determine whether there is any change in the types of teaching that are demonstrably associated with student learning (Wahlstrom & Louis, 2008). Student achievement data, grades, dropout/retention rates, and graduation rates will be collected and analyzed for changes in the indicators that are available from the schools (The collection of new achievement data is not anticipated because of the costs and burdens).

Data analysis will rely on descriptive and inferential statistics. In particular, the project will look for changes in leader behavior in two areas: (1) increased focus on turnaround leader behaviors and cultures as articulated in the body of this proposal; and (2) increased team activity, indicating an increase in shared and distributed initiatives related to improvement. In addition to determining whether change has occurred, the project will look for clusters of behaviors that are most strongly associated with changes in school culture and teachers’ reported instructional practices. Finally, we will examine how much time is required to introduce changes in behavior: Some behaviors change quickly (during the first year) and others require more time and effort.

## ***B.2. Evaluation Methods: Performance Feedback and Periodic Assessment***

*Formative/Developmental Evaluation Design.* Patton points out that formative evaluation has always been a step-child to summative evaluation (Patton, 1994), and argues that this should not be the case where the “thing” being evaluated is expected to change in response to what is being learned. This observation is particularly apt where the goal is leader development: Participants start with different skills, work in different contexts, and may, therefore, make sensible choices to develop personal priorities that are not fully aligned with the program’s

theory of action. In the case of the proposed project, the project is faced with a program that has developmental outcomes for individuals and schools. All are expected to improve, but it would be unreasonable to expect outcomes be fully anticipated in advance. In addition, evaluating developmental programs requires a skeptical eye: Not all change is good and the project must look not only for unanticipated positive outcomes, but also those that might be negative. Finding these problems (or unanticipated barriers) early provides an opportunity to address them.

In developmental evaluation, the “outside evaluators” will become collaborators with the design and implementation team, providing help in collecting and analyzing information about “how things are going” and assisting the group in collecting and analyzing its own data. Evaluation, organizational learning and organizational development will coincide. (Cousins & Earl, 1992). The design assumes that data collection and analysis are on-going and semi-formal, involving documents, interviews and participant observation. The evaluation team will initiate these activities by developing preliminary open-ended interview guides for both program implementers and participants (including mentors) focused on: (1) uncovering assumptions, values, beliefs and commitments that may affect implementation; (2) locating arenas that may emerge as areas that require more attention (or less, in some cases), and (3) locating perceived barriers to turnaround leadership in the state, district/sponsoring agency, and school. In addition, the evaluation team will work with the project staff to design observation instruments for training and professional development activities, shadowing of school-based leaders, and other events or activities sponsored by the project. The Project Design Team will meet at least monthly with project staff to debrief and make adjustments to program work. In addition, the project expects to involve program participants (mentors, principals and teacher leaders) in collecting and analyzing their own data in action research projects. Based on previous experience (Louis &

Freeman, 2001), participants are expected to be comfortable making oral reports about their own efforts to obtain data about changes in the patterns of leadership in their school that will provide feedback to the implementation and design teams, as well as giving participants an investment in the on-going program development.

In addition to looking at individual development, each school in the program will be treated as a case. This will require interviewing teachers and even students who are not participating in the program to determine their experiences and perspectives on barriers to turnaround. Only by examining the issues involved in translating turnaround leadership training into visible changes in practice at the ground level will the project be able to assist the program team in making necessary adjustments to the intervention. In addition, the cases will assist in determining which aspects of the program initiative and experiences were particularly powerful in different settings, and will thus supplement the ESM, survey, and student outcomes data that form the core of the summative evaluation design.

*Reporting.* The evaluation team will be careful to provide clearly differentiated reporting streams based on the summative and formative/developmental evaluation efforts. Summative reports will be prepared annually, and will be driven by the available quantitative data about program activities, and changes in leadership behaviors and outcomes. Qualitative data will be used primarily for illustrative purposes only, and will focus on progress in removing barriers to turnaround leadership. The annual reports will pay particular attention to each school's progress in meeting benchmarks, including any that are added as the project develops. A separate reporting stream, which will also be annual, will draw primarily on school case studies, interview and observational data, and will focus on summarizing the jointly determined implications for program change. These latter reports will have significance in pointing to project activities that

may be particularly important (because they have similar effects across all schools) and, therefore, worthy of replication. A final report will focus both on impact and implications for policy and practice in supporting school turnarounds.

# Project Narrative

## Significance (20 points)

**The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:**

- 1. The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.**
- 2. The likelihood that the proposed project will result in system change or improvement.**
- 3. The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

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## **C. SIGNIFICANCE (20 points)**

### ***C.1. Potential Contribution of Proposed Project***

*Turnaround Saint Paul* has the potential to 1) significantly increase knowledge and understanding of educational problems, issues, and effective strategies for turnaround school reform, and 2) to create new capacity to assist other low-performing schools through the creation of a dynamic, highly-functioning technical assistance team at the University of Minnesota. Specifically, the project model will produce data/results on strategies for developing leadership competencies through: 1) Training, mentoring, and coaching by educational professionals to improve shared and instructional leadership; 2) The development of business training and mentorship partnerships to increase transformational leadership skills; 3) Guidance in how to address complex family and community issues related to poverty that impact student achievement; 4) Identification and removal of systemic/bureaucratic barriers to turnaround reform, and 5) the implementation of formative evaluation for continuous improvement.

These interventions are expected to create permanent capacity within the participating schools and the district/charter sponsoring agencies related to how to improve student achievement and ensure that all students are prepared for college and other post-secondary opportunities within complex and challenging environments.

Based on St. Paul's history of innovation and excellence, along with the extraordinary team of professionals and partners that have been assembled to participate in the project, *Turnaround Saint Paul* is well-positioned to achieve the project goals and outcomes, collect data, and disseminate the results and findings. First, St. Paul and SPPS have long been educational leaders in the national arena. For example, the district created a K-12 public school option recognized by the US Department as a "carefully evaluated, proven innovation worthy of national

replication,” as the first of many public school options.. The nation’s first chartered public school opened and remains in operation in St. Paul. More recently, a group of 4 charter high schools in St Paul created in cooperation with the Center for School Change attracted urban and suburban students, and produced high graduation and college entrance rates than the state-wide average. The district’s English Language Learning Program has been recognized by the Council of Great City Schools as among the nation’s most effective. These are examples of innovation and excellence demonstrated by the city and the school district. They help illustrate that ideas and strategies developed in St Paul can help impact reform on a national level.

For the federal government’s investment in St. Paul to have significant payoff for the larger population of underperforming schools, the project’s experiences and evaluation findings cannot be limited to a local audience. It is important to emphasize that the broader impact of the expected results will be achieved in large measure because the Partner and Project Design Team includes internationally recognized experts from the University of Minnesota and Macalester College in the field of educational reform, leadership, and evaluation including, Karen Seashore Louis Ph.D., Joe Nathan, Ph.D., William Sommers, Ph.D., Jennifer York-Barr, Ph.D., and Peter Demerath, Ph.D. (*See Appendix 9: Resumes/Curricula Vitae*). These scholars are all widely published and will publish findings of their work on this project in national outlets where it will find currency in a larger audience of both those who provide support to low achieving schools and those who train school leaders.

Also offering a unique opportunity for generating and sharing new but tested ideas is the proposed collaborative model between an urban district and independent charter schools. Joe Nathan, Director of the Macalester College Center for School Change and a primary project partner, speaks regularly at statewide and national charter school conferences and writes articles

in a variety of education publications that have already had significant influence on educational policy. Through his work, the project has the potential to influence practices of collaborative relationships between charter and public schools throughout the United States.

The project is also utilizing an innovative method of data collection on the behaviors of school Principals. The strategy involves the use of pagers and hand-held palm computers as a method to measure behavior as it relates to acquiring turnaround competencies. This experience-sampling method (ESM), explained in greater detail in the Training Program section of this proposal, offers an opportunity to collect more in-depth data on Principals and the degree to which they implement desired turnaround competencies, and to further test this method of data collection. Up to now, the ESM method has been used primarily as a research tool. However, the project will also explore the degree to which feedback to people about the results of their ESM on turnaround leadership behaviors may actually be a useful tool in helping principals and teacher leaders to make changes. The degree to which ESM data increases individual and collective reflectiveness and choices about how to spend time on activities that will have an impact on student success, will be documented and feedback will be provided to participants beginning in the second year of the project.

### ***C.2. How Project will Result in Systems Change***

In order to achieve the goals of the project and impact systems change, SPSS and its partners have developed a conceptual framework that incorporates strategies that research has proven to be effective. The systems change that the project seeks is aligned with the three primary project goals. First, the project will create structures through which highly qualified Principals and school leadership teams can be placed and acquire the skills and support they need to succeed within challenging school environments. Second, the project will change the conditions within

district and charter leadership structures that currently impede progress and reform within schools that face significant and highly complex challenges to student achievement and post-secondary preparedness. And finally, the project seeks to make a contribution to local, statewide, and national systems change by testing the project design and sharing the knowledge gained so that efforts can be replicated to help change systems in other high need schools. It is also anticipated that the expertise of the Project Design Team may also be accessed by other schools as a resource for turnaround schools.

In implementing the conceptual framework, the project will draw upon the expertise of its academic design team, described above, to provide guidance, professional development, and coaching. Furthermore, Joe Nathan, Ph.D., Project Partners and Director of the Center for School Change at Macalester College will provide guidance, expertise, and oversight. Dr. Nathan worked closely with the Cincinnati Public School District's turnaround efforts, where they were able to significantly increase the high school four-year graduation rate from 51% to 79% for all students and eliminate the graduation rate gap between African American and white students. It appears that Cincinnati is among the first of urban districts to eliminate this gap. As such, he brings critical expertise to the project in support of its success. The Center also helped establish four charter high schools in St Paul that are attracting national attention for attaining a higher graduation and college entrance rate not only that urban, but also many suburban public schools. Nathan brings critical expertise with both charter and district public schools to the project.

### ***C.3. Importance and Magnitude of Outcomes: Teaching and Student Achievement***

*Turnaround Saint Paul* has been designed to achieve immediate impacts that within five years that will result in marked improvements in the targeted schools, particularly in the areas of

teaching and student achievement, in order to reach the project's overall goal of increasing student achievement and ensuring that all St. Paul students graduate ready for post secondary opportunities and success in their careers. This will be directly impacted by the competencies gained by Principals, teachers, and school leadership teams. It will also be impacted by the development of strong business and community partnerships, increased family involvement, and by creating a commitment to the mission and vision of the efforts by all involved, including leaders, teachers, students, families, partners, and community members. The specific academic impacts on student achievement identified include: 1) Increase student achievement by 40% (cumulative) over the life of the grant (25% by year two); 2) Decrease student dropout rates by 50% over the life of the grant (75% of cumulative by year two); 3) Increase high school graduation rates by 50% over the life of the grant (75% of cumulative by year two).

Currently, there are around 1,500 St. Paul students grades K-12 enrolled in the 5 schools that the project will target. Over five years, the estimated duplicated number of number of students served will be around 7500 and an estimated number of unduplicated students served will be around 2300. It is also anticipated that the project will serve in some capacity new schools within the district that are newly identified as Persistently Low Achieving Schools. While the value of each child who is able to access greater opportunities in their life through higher achievement and preparedness is infinitely indescribable, the magnitude and importance of *Turnaround Saint Paul* can also be measured according to the contribution the project will make to changing systems; contributions to the body of knowledge on successful turnaround strategies and perceptions of students' ability to achieve, by the impacts that can be achieved by replicating the project locally, statewide and nationally; and by the increased capacity that will be achieved within each school that reaches its goals and the number of students who will be better served by



those schools in the future. As such, *Turnaround Saint Paul* has the potential to make significant and measureable impacts upon students, families, schools, communities, and to the field of educational reform.

# Project Narrative

## Quality of Management Plan (10 points)

**The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**

- 1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
- 2. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**
- 3. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

### Attachment 1:

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## **D. MANAGEMENT PLAN (10 points).**

### ***D.1. Adequacy of Management Plan to Achieve Objectives***

Project Advisory Council. *Turnaround Saint Paul* will achieve the project objectives by implementing a project management structure that includes clearly defined responsibilities and by following a project timeline that identifies key activities and milestones. As the applicant agency, Saint Paul Public Schools will have the overall responsibility of ensuring that all aspects of the project are implemented according to the project plan and requirements of the grant agreement. In order to ensure that the project receives representation and collaborative input, a *Turnaround Saint Paul* Advisory Council will be developed for this purpose. It will include representation from all major partners and schools participating in the project. (*See Appendix 7: Management Structure*)

Direct Project Oversight. The Project Director will report to the new Executive Director of Office of Turnaround Schools, who will report to the Chief Accountability Officer. (The district will develop this office within during the first year of the project and hire an Executive Director of Turnaround Schools who will manage all district Turnaround efforts including the leadership project and all of the School Improvement plans.) Until that position is in place, the project staff will report to the Chief Accountability Officer.

Funded Staff Positions. All three funded positions will ensure the project is implemented per the project plan and grant requirements. They will work directly with key project partners including the Center for School Change, The Project Design Team from the University of Minnesota, business partner trainers and mentors, and union and association representatives. (*See also Appendix 8: Job Descriptions*)

Project Director and Project Coordinator: A staff team of a 1.0 Project Director and 1.0

Project Coordinator will be hired to oversee and coordinate all project activities and provide site-level assistance to schools. (*See Job Descriptions in the Appendices.*). The Turnaround Team will assist schools in implementing all elements of *Turnaround Saint Paul*.

*The Project Director.(1.0 FTE)* The Project Director will be a highly experienced and successful turnaround Principal who can provide high level management of partnership and oversight and support and coaching to Principals and leadership teams at the participating schools. This position will provide overall project leadership and direction in the development and implementation of all aspects of *Turnaround Saint Paul*, including guiding the work and role of the project staff, developing project policy and communications, coordinating development and implementation of professional development, engaging with and coordinating the activities of charter school, business, state, and postsecondary partners, directing the evaluation of the project, and other related activities.

*Project Coordinator.(1.0 FTE)* This position will provide support to the Project Director in the development and implementation of all aspects of *Turnaround Saint Paul*, including ensuring that the multiple pieces of the project are coordinated; that the collaborative relationships among SPPS, the charters, and other community partners enjoy clear and strong communication and interaction; and that evaluative measures are in place and ongoing .

*Management Assistant.(1.0 FTE)* This position provides administrative support to the Project Coordinator and Project Director.

Valeria Silva, SPPS Superintendent. Valeria Silva began serving as the District's Superintendent December 16, 2009. Ms. Silva has served in a variety of roles at SPPS, most recently serving as Chief Academic Officer. Prior to that assignment, she was Director of ELL Programs, Principal, Assistant Principal, and Coordinator of Spanish Immersion Program / Curriculum. She has also

spent time as a Specialist for Standards and Accommodations for the Minnesota Department of Education. Ms. Silva holds B.A. degrees from St. Cloud State University and Pontificia University of Chile and M.A. and ED.S. degrees from the University of Minnesota. She also is a recent graduate of the prestigious Broad Superintendent's Academy.

Michelle Walker, SPPS Chief Accountability Officer. Michelle Walker has been the Chief Accountability Officer for SPPS since 2007. In her position she is responsible for implementing the district's Shared Accountability Framework, ensuring implementation of the Strategic Plan for Continued Excellence and overseeing the federal Title I program along with testing and assessment. She is also responsible for aligning accountability programs for students, staff and schools. Walker has a strong background in state and federal policy work, most recently serving as the Chief of Strategic Planning and Policy for District of Columbia Public Schools. She also has worked as a policy and budget analyst for the District of Columbia Office of Budget and Planning. She has a Master's degree in Educational Administration from Columbia University and Bachelor's degrees in Government and Africana Studies from Cornell University.

Project Partner. Joe Nathan, Director, Macalester College Center for School Change. Joe Nathan, PhD directs the Center for School Change at Macalester College. His specialty areas include parent and community involvement, school choice, charter schools, and youth community service. His projects include work with governors in six states and with schools in a number of communities to help increase achievement and the percentage of students who graduate ready to do college level work. With support from the Bill and Melinda Gates Foundation, the Center helped Cincinnati Public Schools increase high school graduation rates by almost 30 points, and eliminated the high school graduation gap between white and African American students. The Center also coordinated a project in Minneapolis that brought together



Minneapolis district and charter schools, producing major improvements in student achievement and family involvement. Nathan holds a doctorate in educational administration from the University of Minnesota.

University of Minnesota Project Design Team (*listed alphabetically*):

William Sommers, Ph.D., Jennifer York-Barr, Ph.D., and Karen Seashore Louis, Ph.D., and Peter W. Demerath, Ed.D. comprise the Design Team working closely with the Project Director.

Dr. Karen Seashore Louis Evaluator/Trainer, University of Minnesota. Dr. Seashore Louis is the Robert H. Beck Professor of educational administration at the University of Minnesota and is an internationally known scholar in the area of leadership and organizational culture. Dr. Seashore Louis has particular interest in the areas of organizational theory, planned change, schools and universities as workplaces, and leadership and administration. Her primary research interests focus on school improvement and urban school reform. She recently completed a study of the effects of leadership on student learning, funded by the Wallace Foundation. Dr. Seashore Louis has a long-standing interest in evaluation with emphasis on the assessment of large-scale educational programs and policies. Her most recent (2009) book (with Sharon Kruse) is *Building strong school cultures: A guide to leading change*. Thousand Oaks, CA: Corwin. She holds a Ph.D. in sociology from Columbia University and a BA in history from Swarthmore College.

Dr. Peter W. Demerath Evaluator/Trainer, University of Minnesota. Dr. Demerath is an anthropologist who is also an associate professor of educational administration at the University of Minnesota. Dr. Demerath's research has focused on investigating urban culture in the U.S., with a particular emphasis on school-age youth. He brings a strong background in ethnographic and qualitative research to the project and experiences in investigating how individuals and groups formulate educational problems and respond to them. His 2009 book is titled *Producing*

*success: The culture of personal advancement in an American high school, published by the University of Chicago Press*

William Sommers, Ph.D., Project Design Team, University of Minnesota. Dr. Sommers is a Senior Fellow for the Urban Leadership Academy at the University of Minnesota, and he is on the Board of Trustees and President-elect for the National Staff Development Council. Bill is the former Executive Director for Secondary Curriculum and Professional Learning for Minneapolis Public Schools and is also an Adjunct Professor of Educational Leadership at Hamline University in St. Paul, Minnesota. He is currently a Program Manager for Southwest Educational Development Laboratory (SEDL) in Austin, Texas. Since 1990, Bill has been an associate trainer for the Center for Cognitive Coaching<sup>SM</sup>, based in Denver, Colorado. In addition to several books and articles on coaching, assessment, and reflective thinking, he also does training in poverty, leadership, organizational development, conflict management, brain research, and classroom management. Bill has worked in K-12 education from 1970 to the present as a teacher and principal in urban, suburban, and rural schools.

Jennifer York-Barr, Ph.D., Project Design Team, University of Minnesota. Dr. York-Barr is a professor of educational administration at the University of Minnesota whose expertise lies in areas of collaborative professional learning, reflective practice, and teacher leadership will assume lead roles in the design and facilitation of the principal and teacher leader professional learning. She has a professional practice background in physical therapy, special education, and facilitating collaboration between general and special educators to foster learning in inclusive classrooms and schools. Dr. York-Barr holds a doctorate in special education from the University of Wisconsin-Madison, a masters of education in special education from the University of Illinois, Urbana/Champaign, and a bachelors in physical therapy from the

University of Illinois Medical Center.

#### Business Partners Coaches and Mentors, & Academic Mentors

Executives from Target, Travelers, and the Minnesota Business Partnership will provide mentoring and coaching along with group trainings tailored by the business's training department. Business partners are providing services in-kind. Experienced principals will also be paired with the turnaround principals for support and guidance in acquiring competencies and implementing new skills. Academic mentors will receive a stipend.

#### ***D.2. Inclusion of Diverse Perspectives***

During the development of the proposed project, several planning meetings were coordinated to gather diverse perspectives and bring representation from the key stakeholders (schools, staff, parents, teachers, the district, administrators, unions & associations, the business community, and a variety of disciplinary and professional fields). Based on these meetings and the input gathered, the ten key project elements were developed. In particular, leaders in schools provided the following input on gaps, barriers and needs as indicated in the *Introduction* section.

The proposed project has assembled a dedicated team that was deliberately selected to ensure diversity of perspectives. We have included both scholar/evaluators, people with strong backgrounds in training and human development, current and former administrators and teachers, and business partners who will serve as advisors and mentors. The diversity of perspectives represented in the group will enrich the delivery of support, and will stimulate new thinking at the school level.

Throughout the project period, *Turnaround Saint Paul* will be committed to including soliciting input from the key stakeholders described above through Turnaround Advisory Council meetings. In addition, input will be gathered from students and parents. Although they

will not be “delivering” the program, their views will be sought on a regular basis, primarily as part of the leadership development activities in which schools will engage.

Considerable evidence exists that increasing collaboration between educators, families and other community groups can produce many benefits, including increased student achievement, better attendance, increased graduation rates and higher rates of students going on to some form of post-secondary education. (Christenson, Epstein, Henderson) To use this evidence, researchers suggest, among other things that programs are needed to “develop the capacity of school staff to work with families, embrace a philosophy of partnership and build strong connections between schools and community organizations.” (Henderson and Mapp, p. 8) Furthermore, “Partnership is integral to the educational success of children and youth...academic outcomes will improve when parents and educators collaborate throughout students’ educational careers.” (Christenson, Rouds and Franklin, p. 19)

*Turnaround Saint Paul* will help participating principals understand specific, practical steps that can be taken immediately to increase family involvement in their schools. This work will help complement the important changes that are taking place within the building and its classrooms. Another part of this effort will help principals develop at least one new community partnership focused on increasing students’ academic achievement. Project staff will help participating principals develop at least one new partnership with a community or business group that can last beyond the project period. The goals here are to develop a new, constructive partnership and help principals understand how they can maintain and nurture this relationship.

### ***D.3. Adequacy of Procedures for Feedback and Continuous Improvement***

The proposed evaluation plan has been designed to produce annual reports to assess the degree to which proposed and evolving benchmarks are being met. In addition, the plan includes

a strong emphasis on ongoing feedback for continuous improvement of the project, using more qualitative formative/developmental evaluation strategies, which will also be documented in annual reports. The Turnaround Leadership project's commitment to both summative and formative evaluation is demonstrated by the exceptional evaluation team that has been assembled, and the significant time commitments of the senior evaluators (Seashore Louis and Demerath at a combined .25), as well as the Research Assistant (who will have a MA+ in a related field, at .50). In addition, the external evaluators will be supported by internal evaluators in the St. Paul Public Schools. For more information on Feedback, see *Section B*.



PROJECT IMPLEMENTATION TIMELINE

	Year 1: 2010-11	Year 2: 2011-12	Year 3: 2012-13	Year 4: 2013-14	Year 5: 2014-15
<b>Project Component &amp; Needs Assessment &amp; Environmental scan</b>	<i>Design Team:</i> Needs Assessment & Environmental scan at all five schools				
<b>Collaboration with District and Unions</b>	<i>Project Staff &amp; Design Team:</i> <b>Benchmark:</b> Ongoing continual assessment of successful removal of systemic barriers				
<b>Build Capacity of Leadership Team: Training Program</b>	Project Coordinator and Design Team: Training Program developed and scheduled: 1) Formal Learning Sessions 2/year 2) Principal PLC's across schools – monthly 3) Monthly Principal coaching <i>More intense focus in years 1 &amp; 2</i>	Project Coordinator and Design Team: Training Program developed and scheduled: 1) Formal Learning Sessions 2/year 2) Principal PLC's – across schools – monthly 3) Ongoing assessment of professional development needs 4) Potential to serve schools newly classified and low achieving <b>Benchmark:</b> Formative and Summative evaluation of competencies			
<b>Build Capacity of Leadership Team: Business partner mentorship/coaching &amp; academic partner coaching</b>	<i>Project Director and Project Coordinator:</i> 1) Develop training plan and match mentors and coaches with principals 2) Deliver training, mentoring and coaching <i>More intense focus in years 1 &amp; 2</i>	<i>Project Director and Project Coordinator Target, Travelers, MN Business Partnership, Academic Mentors:</i> 1) Develop annual training plan 2) Monthly Principal coaching 3) Ongoing assessment of professional development needs <b>Benchmark:</b> Formative and Summative evaluation of competencies			
<b>Social services &amp; parenting classes</b>	<i>Project Director, Project Coordinator, Center for School Change:</i> Provide support and training around building community partnerships, increasing family involvement and developing peer mentoring college access programs. <b>Benchmark:</b> All schools will develop at least 2 strong community partnerships				
<b>Web &amp; technology tools - dissemination</b>	<i>Project Director:</i> develop web & video learning. <b>Benchmark:</b> Tools developed and accessed				
<b>Formative &amp; summative evaluation</b>	<i>Project Design Team:</i> Summative data collected and reported on annually Formative data collected ongoing – monthly meetings of Design Team to assess and adjust strategies/activities <b>Benchmark:</b> Objectives set for student achievement and college preparedness, meeting goals of individualized annual school plans determined by needs assessment and environmental scan.				

# Project Narrative

## LEA Eligibility (Evidence of Eligibility)

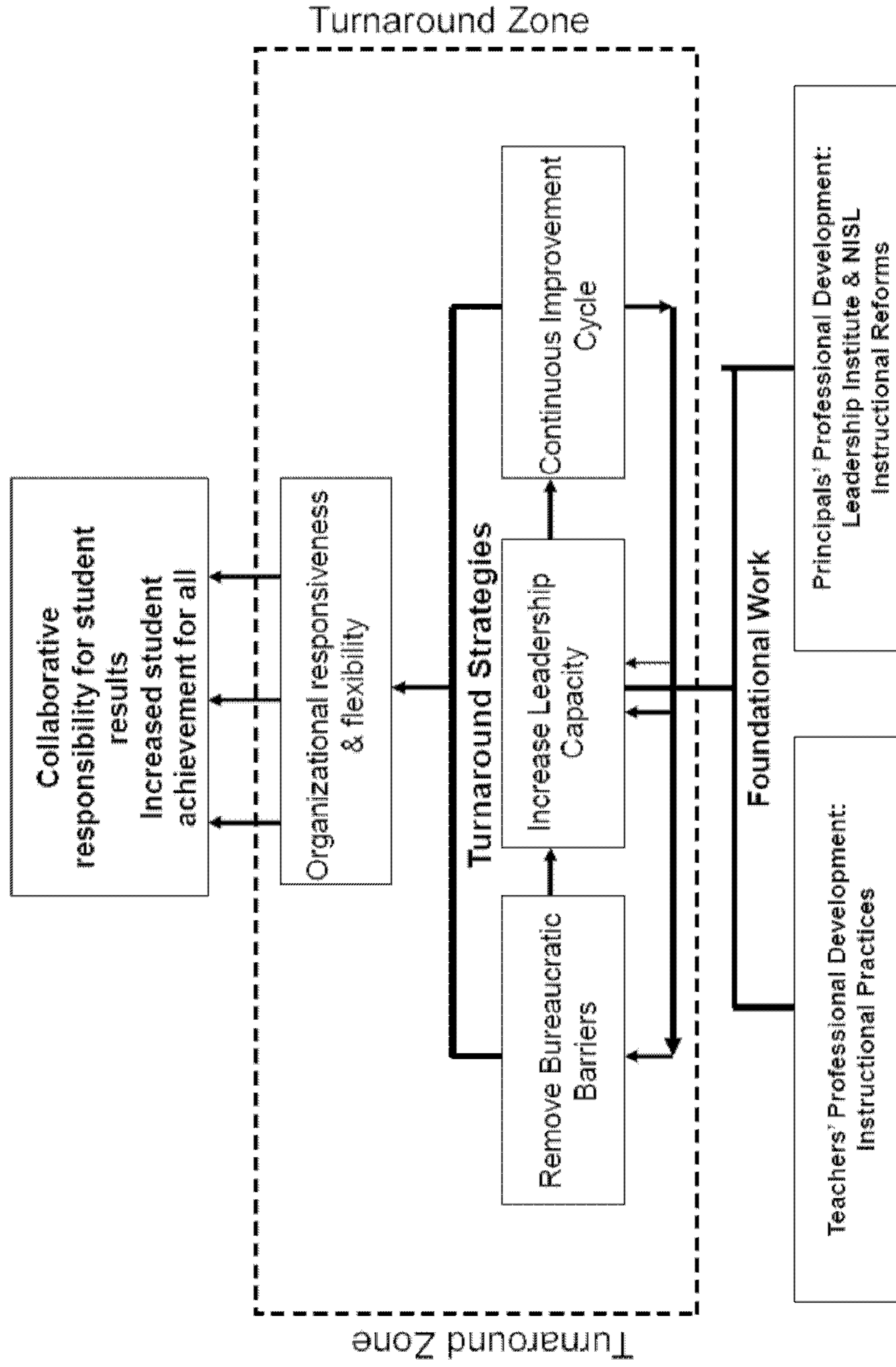
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## Appendix 1: Eligibility Verification

Name of LEA	# of Children		Poverty Rate		And	Percent of Teachers			
	A1	#	A2	%		B1	%	B2	%
Saint Paul Public Schools St. Paul, MN	√	11,859*	√	23.51%*		73	2.8%	397	15.4%
High School for Recording Arts, St. Paul Charter School	√	11,859*	√	23.51%*		2	7.8%	19	74.5%
New Spirit, St. Paul Charter School	√	11,859*	√	23.51%*		1	3.7%	0	0%
Urban Academy, St. Paul Charter School	√	11,859*	√	23.51%*		3	14.3%	2	9.5%
<b>* Note</b>	The figure 11,859 and the percentage 23.51 represent the total number and percent of children living in poverty in the city of St. Paul; as all four LEAs are within the city limits, each LEA has the same data.								
<b>Data Source for B1 and B2</b>	Minnesota Department of Education 2008-2009 Report on Permissions Granted <a href="http://education.state.mn.us/MDE/Data/Data_Downloads/Staff_License_Permissions/Permission_Data/index.html">http://education.state.mn.us/MDE/Data/Data_Downloads/Staff_License_Permissions/Permission_Data/index.html</a>								
<b>Notes for B1 and B2</b>	<p><b>B1: Variance</b> (MN Rule 8710.1400.) A special permission granted for fully licensed teachers to serve in positions for which they are not licensed (out-of-field).</p> <p><b>B2: Waiver</b> (MN Statute 122A.09, subd. 10.) A special permission granted for one or more licensed individuals to teach out of their subject area to accommodate experimental (innovative) programs or for an assignment for which there is no appropriate licensure.</p>								

**APPENDIX 2: Logic Model**



**APPENDIX 3: Conceptual Framework**



## APPENDIX 4: Program of Training

Table 1. Actions of School Turnaround Leaders (Public Impact, 2008a, p. 6-7)

Initial Analysis and Problem-Solving	<ul style="list-style-type: none"> <li>• Collect and analyze data</li> <li>• Make action plan based on data</li> </ul>
Driving for Results	<ul style="list-style-type: none"> <li>• Concentrate on big, fast payoffs in year 1</li> <li>• Implement practices even if requires deviation</li> <li>• Require all staff to change</li> <li>• Make necessary staff replacements</li> <li>• Focus on successful tactics; halt others</li> </ul>
Influencing Inside and Outside the Organization	<ul style="list-style-type: none"> <li>• Communicate a positive vision</li> <li>• Help staff personally feel problems</li> <li>• Gain support of and gain assistance from key influences</li> <li>• Silence critics with speedy success</li> </ul>
Measuring, Reporting (and Improving)	<ul style="list-style-type: none"> <li>• Measure and report progress frequently</li> <li>• Require decision makers to share data and problem solve</li> </ul>

Table 2. Clusters of Competence for School Turnaround Leaders (Public Impact, 2008a, p. 8-9)

<p><b>Cluster: Driving for Results</b>  <i>Strong desire to achieve outstanding results and task-oriented actions required for success</i></p>	<ul style="list-style-type: none"> <li>• Achievement</li> <li>• Initiative and persistence</li> <li>• Monitoring and directiveness</li> <li>• Planning ahead</li> </ul>
<p><b>Cluster: Influencing for Results</b>  <i>Motivating others and influencing their thinking and behavior to obtain results... cannot accomplish alone... rely on work of others</i></p>	<ul style="list-style-type: none"> <li>• Impact and influence</li> <li>• Team leadership</li> <li>• Developing others</li> </ul>
<p><b>Cluster: Problem Solving</b>  <i>Thinking applied to organization goals and challenges... includes analysis of data to inform decisions, making clear logical plans that people can follow; and ensuring strong connection between school learning goals and classroom activity</i></p>	<ul style="list-style-type: none"> <li>• Analytical thinking</li> <li>• Conceptual thinking</li> </ul>
<p><b>Cluster: Showing Confidence to Lead</b>  <i>Public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds</i></p>	<ul style="list-style-type: none"> <li>• Self-confidence</li> </ul>

Table 3. Clusters of Competence for School Turnaround Teachers (Public Impact, 2008b, p. 8-9)

Cluster	Competencies
<p>Driving for Results <i>Teacher's strong desire to achieve outstanding student learning results and the task-oriented actions required for success.</i></p>	<p>Achievement</p> <ul style="list-style-type: none"> <li>• <i>The drive and action to set challenging goals and reach a high standard or performance despite barriers.</i></li> </ul> <p>Initiative and persistence</p> <ul style="list-style-type: none"> <li>• <i>The drive and actions to do more than is expected or required in order to accomplish a challenging task.</i></li> </ul> <p>Monitoring and directiveness</p> <ul style="list-style-type: none"> <li>• <i>The ability to set clear expectations and to hold others accountable for performance</i></li> </ul> <p>Planning ahead</p> <ul style="list-style-type: none"> <li>• <i>A bias towards planning in order to derive future benefits or to avoid problems.</i></li> </ul>
<p>Influencing for Results <i>Teacher's ability for motivating others—students, other school staff, and parents – and influencing their thinking and behavior to obtain student learning.</i></p>	<p>Impact and influence</p> <ul style="list-style-type: none"> <li>• <i>Acting with the purpose of affecting the perceptions, thinking and actions of others</i></li> </ul> <p>Interpersonal Understanding</p> <ul style="list-style-type: none"> <li>• <i>Understanding and interpreting others' concerns, motives, feelings and behaviors</i></li> </ul> <p>Teamwork</p> <ul style="list-style-type: none"> <li>• <i>The ability and actions needed to work with others to achieve shared goals</i></li> </ul>
<p>Problem Solving <i>Teachers' thinking to plan, organize and deliver instruction.</i></p>	<p>Analytical thinking</p> <ul style="list-style-type: none"> <li>• <i>The ability to break things down in a logical way and to recognize cause and effect</i></li> </ul> <p>Conceptual thinking</p> <ul style="list-style-type: none"> <li>• <i>The ability to see patterns and links among seemingly unrelated things</i></li> </ul>
<p>Personal Effectiveness <i>Turnaround teacher's self-management of emotions and personal beliefs that affect student learning.</i></p>	<p>Belief in Learning Potential</p> <ul style="list-style-type: none"> <li>• <i>A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.</i></li> </ul> <p>Self-Control</p> <ul style="list-style-type: none"> <li>• <i>Acting to keep one's emotions under control, especially when provoked.</i></li> </ul> <p>Self-Confidence</p> <ul style="list-style-type: none"> <li>• <i>A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.</i></li> </ul> <p>Flexibility</p> <ul style="list-style-type: none"> <li>• <i>The ability to adapt one's approach to the requirements of an situation and to change tactics.</i></li> </ul>

## APPENDIX 5: Evaluation

### Sample #1: Items from School Leader Experience Sampling Logs

1. Are you engaging in a SCHOOL-RELATED activity?

- Yes
- No (terminates questionnaire)

3. WHERE are you? (SAMPLE ITEMS ONLY)

- My Office
- Main Office
- Classroom
- Conference Room
- Hallway

4. WHAT are you doing? (select one) (SAMPLE ITEMS ONLY)

- ADMINISTRATION....
- INSTRUCTION and CURRICULUM (specific items follow)....

If you selected INSTRUCTION and CURRICULUM, what is your PRIMARY intention? (select one) (SAMPLE ITEMS)

- Increase KNOWLEDGE of TEACHING
- Monitor CURRICULA IMPLEMENTATION
- Monitor INSTRUCTIONAL PRACTICE
- Develop/Communicate SCHOOL GOALS
- Motivate TEACHERS/STUDENTS
- Receiving COACHING/TRAINING
- Studying EFFECTIVE PRACTICES
- Other

5. Are you LEADING this activity?

- Yes
- No

If yes, indicate who is CO-LEADING this activity with you. (select all that apply)

9. What is the DURATION of this activity from start to anticipated finish?

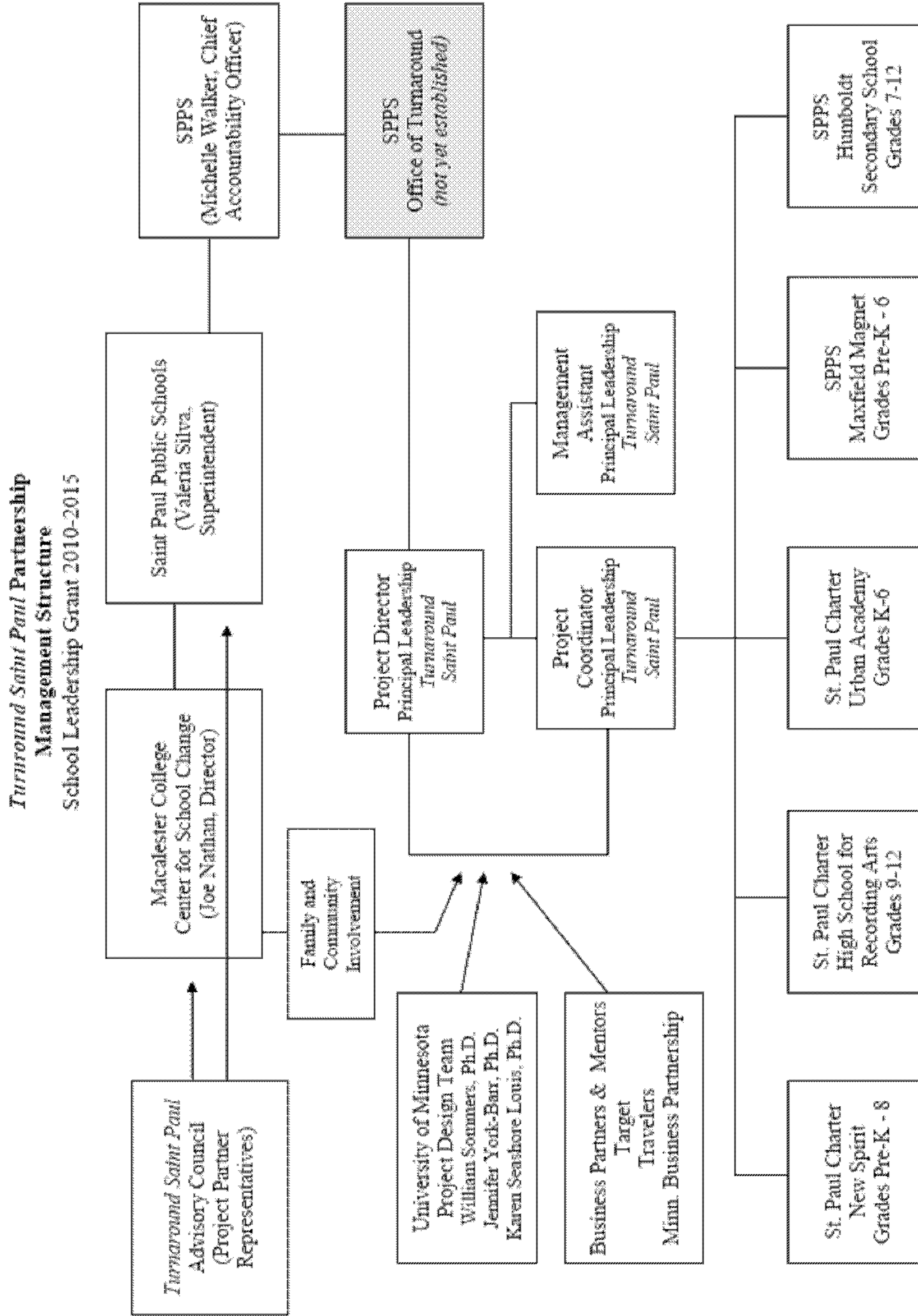
- Less than 1 minute
- 1 to 15 minutes
- 15 to 30 minutes
- 30 to 45 minutes
- 45 minutes to 1 hour

**Sample #2: Sample Items for Survey Measuring Continuous Improvement Cultures**

New Variable	Alpha	Survey Items
Shared Leadership	.78	<p>The department chairs/grade-level team leaders influence how money is spent in this school.</p> <p>Teachers have an effective role in school-wide decision making.</p> <p>Teachers have significant input into plans for professional development and growth.</p> <p>School's principal(s) ensures wide participation in decisions about school improvement.</p> <p>How much direct influence do students have on school decisions?</p> <p>How much direct influence do school teams (depts., grade levels, other teacher groups) have on school decisions?</p>
Instructional Leadership	.82	<p>My school administrator clearly defines standards for instructional practices.</p> <p>How often in this school year has your school administrator discussed instructional issues with you?</p> <p>How often in this school year has your school administrator observed your classroom instruction?</p> <p>How often in this school year has your school administrator attended teacher planning meetings?</p> <p>How often in this school year has your school administrator made suggestions to improve classroom behavior or classroom management?</p> <p>How often in this school year has your school administrator given you specific ideas for how to improve your instruction?</p> <p>How often in this school year has your school administrator buffered teachers from distractions to their instruction?</p>
Organizational Learning	.84	<p>In our school, continuous improvement is viewed by most teachers as a necessary part of every job.</p> <p>How many teachers in this school show initiative to identify and solve problems?</p> <p>How many teachers in this school share current findings in education with colleagues?</p> <p>How many teachers in this school seek out and read current findings in education?</p> <p>19 In our school, problems are viewed as issues to be solved, not as barriers to action.</p> <p>Teachers actively seek to expand their understanding about multiple cultures.</p>



## APPENDIX 6: Management Structure



## APPENDIX 7: Job Descriptions

## APPENDIX 8: Resumes

## APPENDIX 9: References

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**Research Base for Design Elements**  
*Turnaround Saint Paul Partnership*

<b>Strategies &amp; Associated Project Elements</b>	<b>Research Basis</b>
<p><i>STRATEGY: Removing Bureaucratic Barriers</i></p> <p>1) Collaboration with district administration and Principal and Teachers Unions</p>	<p>Turnaround schools need freedom to act (Center on Innovation and Improvement, 2007; Mass Insight, 2007)</p>
<p><i>STRATEGIES: Removing Bureaucratic Barriers &amp; Increasing Leadership Capacity</i></p> <p>2) Turnaround leadership needs assessment &amp; environmental scan</p>	<p>Identify areas of strength, particularly schools that are helping their non-proficient students grow at an accelerated rate (MDE, 2009)</p> <p>Concentrate on factors most in need of change (Boyne, 2004).</p>
<p><i>STRATEGY: Increasing Leadership Capacity</i></p> <p>3) Project Design Team: Leadership team of experts to work with schools to implement change (Research-based project design, ongoing support and guidance, professional development, project evaluation)</p> <p>4) Turnaround School Leadership Team: Principal, key staff, parents/community members &amp; development of core competencies (political, managerial, instructional)</p> <p>5) Business partner mentorship &amp;</p>	<p>Documented, quick, dramatic and sustained change in organizational performance (Center on Innovation and Improvement, 2007)</p> <p>Implement fewer strategies, implement in first few months, get early wins (no definite time period but some can turn around quickly and many corporate turnarounds take about 3-5 years) (Sudarsanam and Lai, 2001; Walshe et al, 2004; Appel, 2005; Gibson &amp; Billings, 2003; Joyce, 2004).</p> <p>See Steiner et al.</p> <p>4 core competency clusters: Driving for results, Influencing for results, Problem solving, Showing leadership confidence (Public Impact for the Chicago Public Education Trust, 2008)</p> <p>benefits include increased confidence about</p>

<p>coaching and academic partner coaching</p> <p>6) Social services &amp; parenting classes</p>	<p>their professional competence, the ability to see theory translated into practice. (Brown University 2003)</p> <p>Clearly specify outcomes of mentorship (to be developed after the grant is awarded) and detailed information on knowledge and skills that will be developed during the course of this relationship. Mentors need to have communication and feedback skills as well as the ability to conduct a brief (conversational) needs analysis.</p> <p>Match conditions (e.g., turnaround school, turnaround company) and match the mentor with mentee based on this.</p> <p>The turnaround school literature (noted under Project Design Team) provides research and information on the social services components in schools.</p>
<p><i>STRATEGY: Implementing continuous improvement cycles</i></p> <p>7) Formative and Summative Evaluation</p>	<p>Need clear definition of measurable performance and continuously assess effectiveness (Neal, 2009)</p> <p>Provide a measure of school performance that complements current status measures i.e. MCA-II student assessment growth model, (Pil, F.K., &amp; Leana, C. 2009)</p> <p>See also Appendix 4 on Evaluation</p>

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## APPENDIX 10: Letters of Support



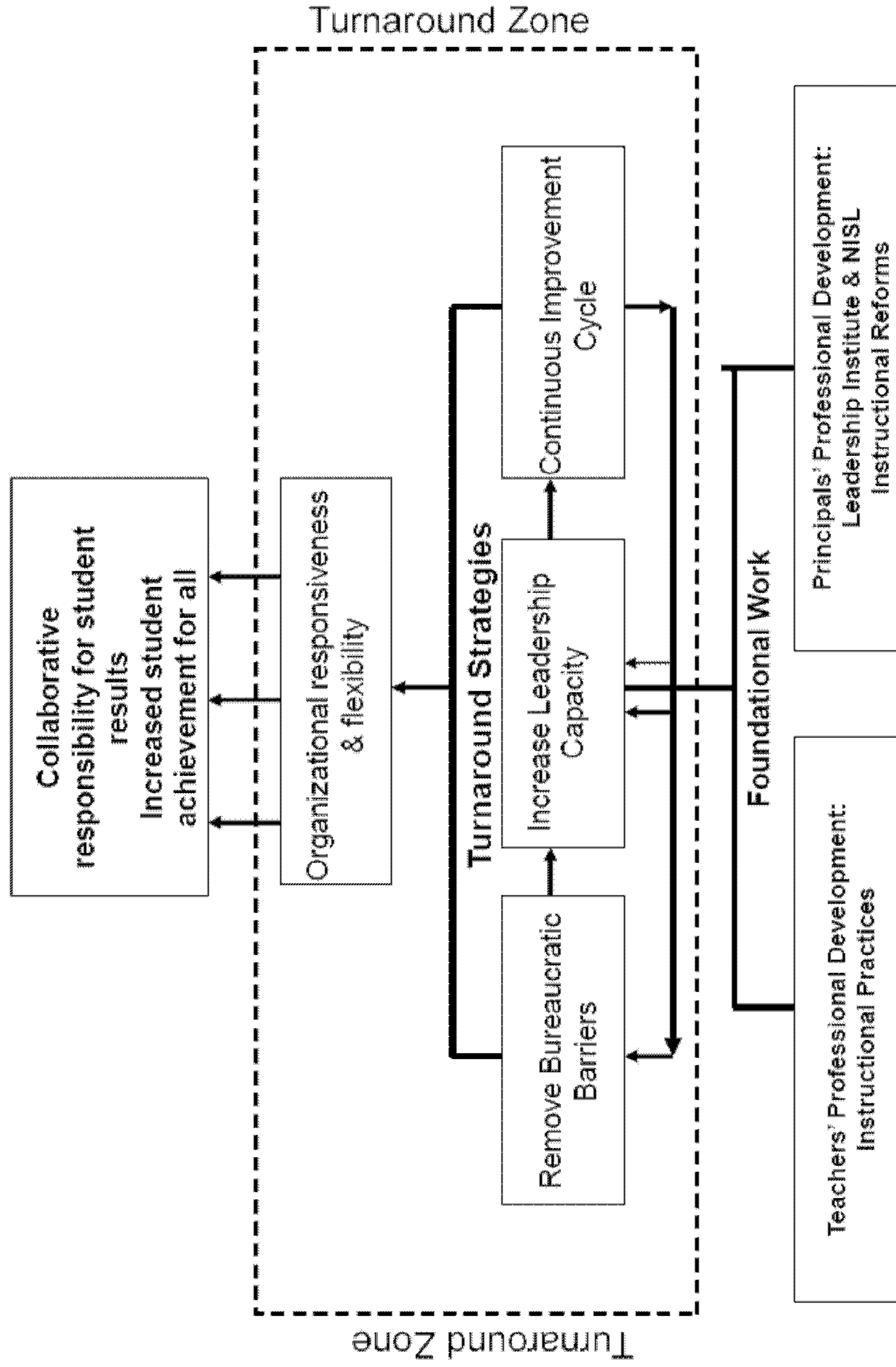
# Project Narrative

## Appendices/ Attachments

### Attachment 1:

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\Final Documents\APPENDICES, Turnaround Saint Paul 4 6 10 rd.doc**

**APPENDIX 1: Logic Model**



**APPENDIX 2: Conceptual Framework [see separate sheet]**

## **APPENDIX 3: SPPS Teacher Contract Humboldt and Maxfield Negotiated Sections**

### **ELECTION TO WORK AGREEMENT AND WAIVER OF CONTINUED RIGHT TO EXTENDED WORK YEAR**

#### **HUMBOLDT SECONDARY SCHOOL**

As part of restructuring for the 2010-2011 school year, Humboldt Secondary School will continue to shape a 7-12 environmental studies program. This change will require staff to be prepared for and committed to the following:

1. Designing and implementing a college and career preparatory Environmental Studies program;
2. Embodying and demonstrating the fourteen school practices and cultural characteristics identified by the National Middle School Association (NMSA) as well as other academic support programs such as AVID;
3. Embracing and implementing the characteristics of a small school environment including delivery of instruction and support to the complete grade range, 7-12;
4. Participating in professional development to directly support design and implementation of the Environmental Studies 7th-12th grade program, and participation in professional learning communities and work with content coaches to increase student achievement. This may require up to an additional ten workdays;
5. Implementing a new student day program that reflects the 14 school practices and cultural characteristics identified by NMSA and provides essential academic supports;
6. Agree to be flexible and work as a team to create an optimal learning environment.

In order for Humboldt Secondary School to appropriately staff and develop professional training, it will be necessary for you to complete and submit this form to your building principal no later than March 15, 2010.

By signing this Election to Work Agreement, the following contractual issues will be implemented for Humboldt Secondary School teachers:

1. If professional training occurs, up to ten days will be scheduled during one or more of the following weeks: June 14 - June 18, August 9 – 13 and August and 23 – 27, 2010. Pay for additional duty days for professional training will be paid as follows:
  - A. The daily rate of pay will be equal to the base teacher salary (not including longevity) divided by 205;
  - B. Pay for four hours or less of training will be paid at one-half the daily rate;
  - C. A day of training that is comprised of more than 4 hours up to 8 hours will be paid at a full day's rate per A above;
  - D. If a training day extends beyond 8 hours; teachers will be paid for each additional hour of training. The hourly rate will be determined by dividing the daily rate by 8.
2. Teachers will be provided a schedule of the predicted courses and the predicted work shifts as soon as this information is available. Various factors may require schedule and/or shift changes to occur during the school year. Teachers will be provided an opportunity to request their shifts. Every attempt will be made to assign teachers to their shift preference. Teachers will be informed of their anticipated shift for fall semester 2010 no later than the end of the 2009-10 school year. Every attempt will be made to communicate assignments for second semester to staff prior to Winter Break 2010.
3. Teachers may apply for a shift change or for an exemption from summer professional training days due to personal or exigent circumstances. A process for review of such requests will be implemented and communicated to staff. The dates for the summer professional development will be finalized and communicated to staff no later than April 16, 2010.

4. Teachers will be informed of their work day (shift time, extended day, etc.) as soon as possible. In the event that no teacher elects to work an extended day in their license area where a need exists, the least senior teacher working in that license area will be required to work the extended day assignment.
5. Teachers that elect to work an ALC assignment will be paid per the Appendix D ALC hourly rate of \$25.35. Pay for an additional non-ALC\_class for credit\_at any time during the new school day (i.e teaching one more class than the regular teaching assignment) will be compensated at the Additional Daily Teaching Assignment rate of pay as defined in Article 9, Section 4 of the current labor agreement.
6. Pay for an assignment during the new school day that is scheduled through the Community Education Department will be per the agreement with the Community Education Department.
7. Athletics and non-athletic extracurricular activities will be part of the new school\_day for students. Teachers who are coaches or who lead extracurricular activities for Humboldt Secondary School activities will be paid per Appendix C of the labor agreement. Every effort will be made to accommodate the schedule for a teacher who performs athletic or non-athletic extracurricular activities at another school.
8. Teachers working an extended day will not receive additional sick leave hours, nor will additional sick leave hours be deducted when an absence occurs.

By checking the appropriate box indicating your commitment to this Election to Work agreement, you are agreeing to all of the terms and conditions set forth in this agreement, including the additional required training for which you will be released from regular teaching duties or for which you will receive compensation on a pro rata basis as defined in this agreement. Teachers who commit understand that you give up your right to claim a continuing right to additional duty days in years subsequent to the 2010-11 school year.

If you do not desire to commit to this Election to Work Agreement at Humboldt Secondary School, check the box marked, "I submit my name for transfer". Your name will then be placed on the involuntary transfer list and you will be reassigned under the contract provisions governing voluntary and involuntary transfers.

**Election to Work Agreement**  
**Humboldt Secondary School**  
**2010-2011 School Year**

**This form must be received by your principal no later than March 15, 2010**

I commit to this Election to Work Agreement and to the program at Humboldt Secondary School, agree to participate in all required training, and wish to remain in my current position. I understand that my signature constitutes a waiver of claim to an extended work year. I further understand that I am not guaranteed a position and that I remain subject to administrative/voluntary/involuntary transfer, layoff and probationary nonrenewal procedures.

I submit my name for transfer.

Signature \_\_\_\_\_

\_\_\_\_\_  
 [Employee Name] \_\_\_\_\_  
 Date



**ELECTION TO WORK AGREEMENT AND  
WAIVER OF CONTINUED RIGHT TO EXTENDED WORK YEAR  
MAXFIELD MAGNET SCHOOL**

In working to jumpstart Maxfield Elementary School to address the requirements of the Race to the Top and School Improvement grants, Maxfield Elementary staff will require additional professional days beyond the current contract year. The professional days will focus on developing a deeper understanding of current pedagogy and curriculum, instruction that reflects the community served by the school, differentiated instruction, and collaborative instruction models. In order for Maxfield Elementary to appropriately staff and develop professional training, it will be necessary for you to complete and submit this form to your building principal no later than March 15, 2010.

By signing this Election to Work Agreement, the following contractual issues will be implemented for Maxfield Magnet School teachers:

A maximum of ten (10) professional days up to eighty (80) hours will be scheduled immediately after the end of the 2009-2010 school year or immediately prior to or immediately following the 2010-2011 school year. Pay for additional professional days or hours will be paid as follows:

9. Pay for Professional Development

- A. The daily rate of pay will be equal to the base teacher salary (not including longevity) divided by 205;
- B. Pay for four hours or less of training will be paid at one-half the daily rate;
- C. A day of training that is comprised of more than 4 hours up to 8 hours will be paid at a full day's rate per A above;
- D. If a training day extends beyond 8 hours; teachers will be paid for each additional hour of training. The hourly rate will be determined by dividing the daily rate by 8.
- E. Teachers may apply for an exemption from summer professional development days due to personal or exigent circumstances. A process for review of such requests will be implemented and communicated to staff.

10. Pay for Other Professional Work (small group work, LLC work, etc.) - Pay under this category will be based upon an hourly prorate rate equal to the base teacher salary (not including longevity) divided by 1640.

11. Teachers may apply for an exemption from summer professional work/training days due to personal or exigent circumstances. A process for review of such requests will be implemented and communicated to staff.

By checking the appropriate box indicating your commitment to this Election to Work agreement, you are agreeing to all of the terms and conditions set forth in this agreement, including the additional required training for which you will be released from regular teaching duties or for which you will receive compensation on a pro rata basis as defined in this agreement. Teachers who commit understand that you give up your right to claim a continuing right to additional duty days in years subsequent to the 2010-11 school year.

If you do not desire to commit to this Election to Work Agreement at Maxfield Magnet School, check the box marked, "I submit my name for transfer". Your name will then be placed on the involuntary transfer list and you will be reassigned under the contract provisions governing voluntary and involuntary transfers.

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***Election to Work Agreement  
Maxfield Magnet School  
2010-2011 School Year***

***This form must be received by your principal no later than March 15, 2010***

- I commit to this Election to Work Agreement and to the program at Maxfield Magnet School, agree to participate in all required training, and wish to remain in my current position. I understand that my signature constitutes a waiver of claim to an extended work year. I further understand that I am not guaranteed a position and that I remain subject to administrative/voluntary/involuntary transfer, layoff and probationary nonrenewal procedures.*
- I submit my name for transfer.*

*Signature*

\_\_\_\_\_  
*Employee Name*

\_\_\_\_\_  
*Date*

## APPENDIX 4: Program of Training

Table 1. Actions of School Turnaround Leaders (Public Impact, 2008a, p. 6-7)

Initial Analysis and Problem-Solving	<ul style="list-style-type: none"> <li>• Collect and analyze data</li> <li>• Make action plan based on data</li> </ul>
Driving for Results	<ul style="list-style-type: none"> <li>• Concentrate on big, fast payoffs in year 1</li> <li>• Implement practices even if requires deviation</li> <li>• Require all staff to change</li> <li>• Make necessary staff replacements</li> <li>• Focus on successful tactics; halt others</li> </ul>
Influencing Inside and Outside the Organization	<ul style="list-style-type: none"> <li>• Communicate a positive vision</li> <li>• Help staff personally feel problems</li> <li>• Gain support of and gain assistance from key influences</li> <li>• Silence critics with speedy success</li> </ul>
Measuring, Reporting (and Improving)	<ul style="list-style-type: none"> <li>• Measure and report progress frequently</li> <li>• Require decision makers to share data and problem solve</li> </ul>

Table 2. Clusters of Competence for School Turnaround Leaders (Public Impact, 2008a, p. 8-9)

<p>Cluster: Driving for Results <i>Strong desire to achieve outstanding results and task-oriented actions required for success</i></p>	<ul style="list-style-type: none"> <li>• Achievement</li> <li>• Initiative and persistence</li> <li>• Monitoring and directiveness</li> <li>• Planning ahead</li> </ul>
<p>Cluster: Influencing for Results <i>Motivating others and influencing their thinking and behavior to obtain results... cannot accomplish alone... rely on work of others</i></p>	<ul style="list-style-type: none"> <li>• Impact and influence</li> <li>• Team leadership</li> <li>• Developing others</li> </ul>
<p>Cluster: Problem Solving <i>Thinking applied to organization goals and challenges... includes analysis of data to inform decisions, making clear logical plans that people can follow; and ensuring strong connection between school learning goals and classroom activity</i></p>	<ul style="list-style-type: none"> <li>• Analytical thinking</li> <li>• Conceptual thinking</li> </ul>
<p>Cluster: Showing Confidence to Lead <i>Public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds</i></p>	<ul style="list-style-type: none"> <li>• Self-confidence</li> </ul>

Table 3. Clusters of Competence for School Turnaround Teachers (Public Impact, 2008b, p. 8-9)

Cluster	Competencies
<p>Driving for Results <i>Teacher's strong desire to achieve outstanding student learning results and the task-oriented actions required for success.</i></p>	<p>Achievement</p> <ul style="list-style-type: none"> <li>• <i>The drive and action to set challenging goals and reach a high standard or performance despite barriers.</i></li> </ul> <p>Initiative and persistence</p> <ul style="list-style-type: none"> <li>• <i>The drive and actions to do more than is expected or required in order to accomplish a challenging task.</i></li> </ul> <p>Monitoring and directiveness</p> <ul style="list-style-type: none"> <li>• <i>The ability to set clear expectations and to hold others accountable for performance</i></li> </ul> <p>Planning ahead</p> <ul style="list-style-type: none"> <li>• <i>A bias towards planning in order to derive future benefits or to avoid problems.</i></li> </ul>
<p>Influencing for Results <i>Teacher's ability for motivating others—students, other school staff, and parents – and influencing their thinking and behavior to obtain student learning.</i></p>	<p>Impact and influence</p> <ul style="list-style-type: none"> <li>• <i>Acting with the purpose of affecting the perceptions, thinking and actions of others</i></li> </ul> <p>Interpersonal Understanding</p> <ul style="list-style-type: none"> <li>• <i>Understanding and interpreting others' concerns, motives, feelings and behaviors</i></li> </ul> <p>Teamwork</p> <ul style="list-style-type: none"> <li>• <i>The ability and actions needed to work with others to achieve shared goals</i></li> </ul>
<p>Problem Solving <i>Teachers' thinking to plan, organize and deliver instruction.</i></p>	<p>Analytical thinking</p> <ul style="list-style-type: none"> <li>• <i>The ability to break things down in a logical way and to recognize cause and effect</i></li> </ul> <p>Conceptual thinking</p> <ul style="list-style-type: none"> <li>• <i>The ability to see patterns and links among seemingly unrelated things</i></li> </ul>
<p>Personal Effectiveness <i>Turnaround teacher's self-management of emotions and personal beliefs that affect student learning.</i></p>	<p>Belief in Learning Potential</p> <ul style="list-style-type: none"> <li>• <i>A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.</i></li> </ul> <p>Self-Control</p> <ul style="list-style-type: none"> <li>• <i>Acting to keep one's emotions under control, especially when provoked.</i></li> </ul> <p>Self-Confidence</p> <ul style="list-style-type: none"> <li>• <i>A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.</i></li> </ul> <p>Flexibility</p> <ul style="list-style-type: none"> <li>• <i>The ability to adapt one's approach to the requirements of an situation and to change tactics.</i></li> </ul>



## APPENDIX 5: Evaluation

### Sample #1: Items from School Leader Experience Sampling Logs

1. Are you engaging in a SCHOOL-RELATED activity?

- Yes
- No (terminates questionnaire)

3. WHERE are you? (SAMPLE ITEMS ONLY)

- My Office
- Main Office
- Classroom
- Conference Room
- Hallway

4. WHAT are you doing? (select one) (SAMPLE ITEMS ONLY)

- ADMINISTRATION....
- INSTRUCTION and CURRICULUM (specific items follow)....

If you selected INSTRUCTION and CURRICULUM, what is your PRIMARY intention? (select one) (SAMPLE ITEMS)

- Increase KNOWLEDGE of TEACHING
- Monitor CURRICULA IMPLEMENTATION
- Monitor INSTRUCTIONAL PRACTICE
- Develop/Communicate SCHOOL GOALS
- Motivate TEACHERS/STUDENTS
- Receiving COACHING/TRAINING
- Studying EFFECTIVE PRACTICES
- Other

5. Are you LEADING this activity?

- Yes
- No

If yes, indicate who is CO-LEADING this activity with you. (select all that apply)

9. What is the DURATION of this activity from start to anticipated finish?

- Less than 1 minute
- 1 to 15 minutes
- 15 to 30 minutes
- 30 to 45 minutes
- 45 minutes to 1 hour

## Sample #2: Sample Items for Survey Measuring Continuous Improvement Cultures

New Variable	Alpha	Survey Items
Shared Leadership	.78	<p>The department chairs/grade-level team leaders influence how money is spent in this school.</p> <p>Teachers have an effective role in school-wide decision making.</p> <p>Teachers have significant input into plans for professional development and growth.</p> <p>School's principal(s) ensures wide participation in decisions about school improvement.</p> <p>How much direct influence do students have on school decisions?</p> <p>How much direct influence do school teams (depts., grade levels, other teacher groups) have on school decisions?</p>
Instructional Leadership	.82	<p>My school administrator clearly defines standards for instructional practices.</p> <p>How often in this school year has your school administrator discussed instructional issues with you?</p> <p>How often in this school year has your school administrator observed your classroom instruction?</p> <p>How often in this school year has your school administrator attended teacher planning meetings?</p> <p>How often in this school year has your school administrator made suggestions to improve classroom behavior or classroom management?</p> <p>How often in this school year has your school administrator given you specific ideas for how to improve your instruction?</p> <p>How often in this school year has your school administrator buffered teachers from distractions to their instruction?</p>
Organizational Learning	.84	<p>In our school, continuous improvement is viewed by most teachers as a necessary part of every job.</p> <p>How many teachers in this school show initiative to identify and solve problems?</p> <p>How many teachers in this school share current findings in education with colleagues?</p> <p>How many teachers in this school seek out and read current findings in education?</p> <p>19 In our school, problems are viewed as issues to be solved, not as barriers to action.</p> <p>Teachers actively seek to expand their understanding about multiple cultures.</p>

Budget for Evaluation:

Karen R. Seashore (Director of Evaluation)

(b) (6) (12 month salary includes fringe benefits) 26,036

Peter W. Demerath (Co-director of Evaluation)

(b)(6) (12 month salary, includes fringe benefits) 14,893

Research Assistant (TBA)

(b)(6) for 12 months (includes fringe benefits) 31,900

Office expenses

Xeroxing, postage, local travel, etc. 1,000

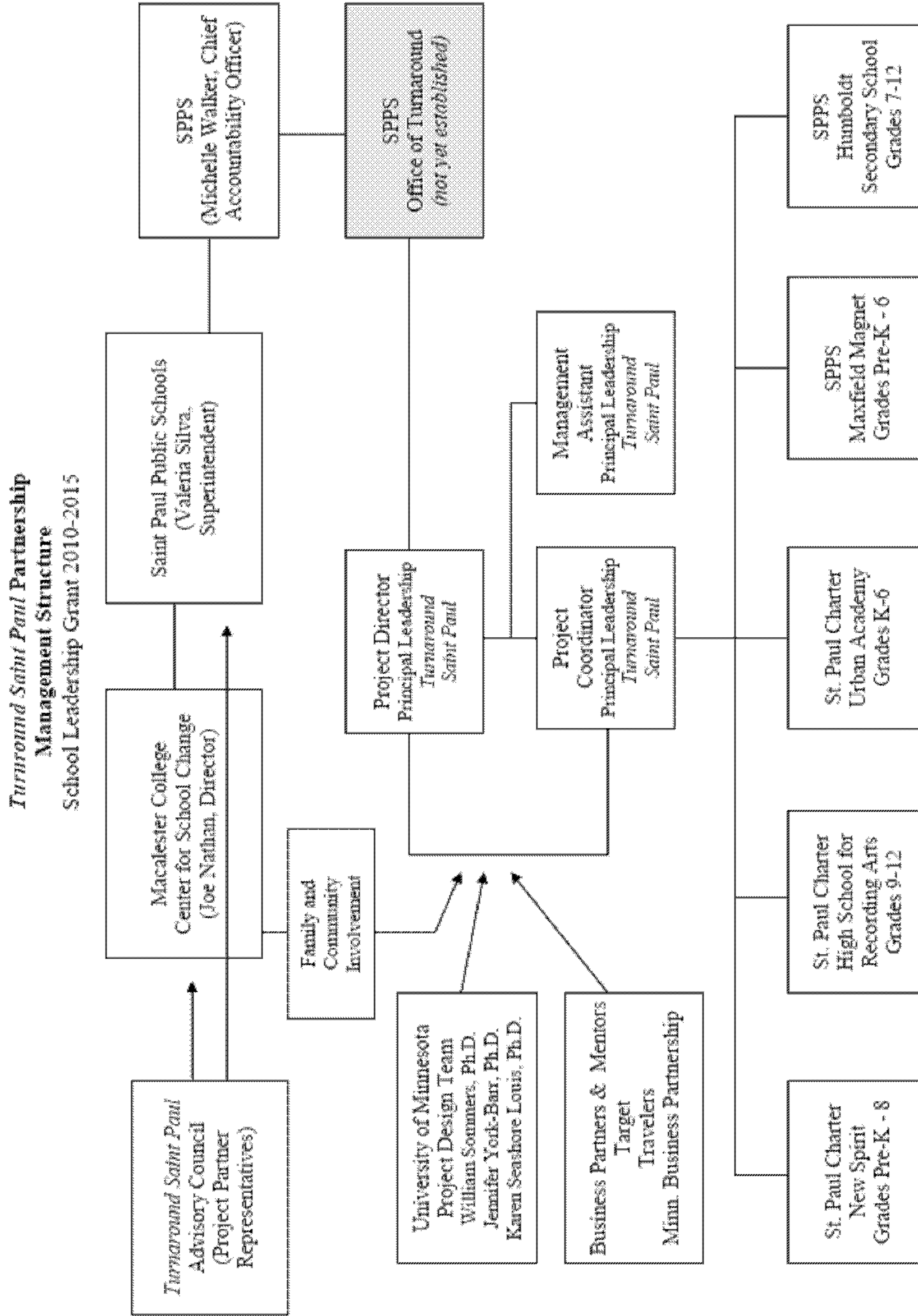
Total Direct: 83,729

Indirect Costs (8%) 6,700

TOTAL 90,429



## APPENDIX 6: Management Structure



## **APPENDIX 6: Job Descriptions**



## **APPENDIX 7: Resumes**

## APPENDIX 8: References

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*Turnaround Saint Paul Partnership*  
**Research Background for Project Elements**

<b>Project Elements</b>	<b>Research Basis</b>
<p>1) <u>Leadership Identification and Selection Process</u></p> <p>2) <u>Needs Assessment &amp; Environmental Scan</u></p>	<p>Turnaround schools need freedom to act (Center on Innovation and Improvement, 2007; Mass Insight, 2007)</p> <p>Identify areas of strength, particularly schools that are helping their non-proficient students grow at an accelerated rate (MDE, 2009)</p> <p>Concentrate on factors most in need of change (Boyne, 2004).</p>
<p>3) <u>Turnaround School Leadership Team</u></p> <p>4) <u>External Technical Assistance</u></p> <p>5) <u>Professional Development</u></p> <p>6) <u>Business Partnerships</u></p>	<p>See Steiner et al.            4 core competency clusters: Driving for results, Influencing for results, Problem solving, Showing leadership confidence (Public Impact for the Chicago Public Education Trust, 2008)</p> <p>Documented, quick, dramatic and sustained change in organizational performance (Center on Innovation and Improvement, 2007)</p> <p>Implement fewer strategies, implement in first few months, get early wins (no definite time period but some can turn around quickly and many corporate turnarounds take about 3-5 years) (Sudarsanam and Lai, 2001; Walshe et al, 2004; Appel, 2005; Gibson &amp; Billings, 2003; Joyce, 2004).</p> <p>See Steiner et al.            4 core competency clusters: Driving for results, Influencing for results, Problem solving, Showing leadership confidence (Public Impact for the Chicago Public Education Trust, 2008)</p> <p>See Steiner et al.            4 core competency clusters: Driving for results, Influencing for results, Problem</p>



<p>7) <u>Community Partnerships</u></p> <p>8) <u>Site Visits</u></p>	<p>solving, Showing leadership confidence (Public Impact for the Chicago Public Education Trust, 2008)</p> <p>Clearly specify outcomes of mentorship (to be developed after the grant is awarded) and detailed information on knowledge and skills that will be developed during the course of this relationship. Mentors need to have communication and feedback skills as well as the ability to conduct a brief (conversational) needs analysis.</p> <p>Match conditions (e.g., turnaround school, turnaround company) and match the mentor with mentee based on this.</p> <p>The turnaround school literature provides research and information on the social services components in schools.</p> <p>Benefits include increased confidence about their professional competence, the ability to see theory translated into practice. (Brown University 2003)</p>
<p>9) <u>Formative and Summative Evaluation</u></p> <p>10) <u>Dissemination of best practices</u></p>	<p>Need clear definition of measurable performance and continuously assess effectiveness (Neal, 2009)</p> <p>Provide a measure of school performance that complements current status measures i.e. MCA-II student assessment growth model, (Pil, F.K., &amp; Leana, C. 2009)</p> <p>See also Appendix 4 on Evaluation</p> <p>Added value element – not research based</p>

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## **APPENDIX 9: Letters of Support**

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **Budget narrative** Pages: **3** Uploaded File: **L:\GRANTS\2 Public Grants\2009-2010\School Ldrsp Grant 2010  
\Final Documents\Budget Narrative.pdf**

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>Personnel</b>						
Project Director - 1.0 FTE - This position will provide overall project leadership and direction in the development and implementation of all aspects of Turnaround Saint Paul, including guiding the work and role of the staff working on Turnaround Saint Paul, developing project policy and communications, coordinating development and implementation of Turnaround Saint Paul professional development, engaging with and coordinating the activities of charter school, business, state, and postsecondary partners, directing the evaluation of the project, and other related activities. (Salaries are collectively bargained and are subject to change; assumed a 2% increase each year.)	120,000	122,400	124,848	127,345	129,892	624,485
Project Coordinator - 1.0 FTE - This position will ensure that the multiple pieces of the project are coordinated; that the collaborative relationships among SPPS, the charters, and other community partners enjoy clear and strong communication and interaction; and that evaluative measures are in place and ongoing and consistent analysis and problem solving is present. (Salaries are collectively bargained and are subject to change; assumed a 2% increase each year.)	75,000	76,500	78,030	79,591	81,182	390,303
Management Assistant - 1.0 FTE - Performs responsible work providing staff assistance to management, doing research, preparing reports, recommendations and grant proposals; performs liaison, public information, budget preparation and other similar staff functions on behalf of the division or department; and performs related duties assigned. (Salaries are collectively bargained and are subject to change; assumed a 2% increase each year.)	49,189	50,172	51,175	52,199	53,243	255,977
Research Analyst - 0.2 FTE - Performs responsible professional work involving collecting, compiling and analyzing data; and prepares recommendations based on data research. (Salaries are collectively bargained and are subject to change; assumed a 2% increase each year.)	16,000	16,320	16,646	16,979	17,319	83,265
<b>Personnel Subtotal</b>	<b>260,189</b>	<b>265,392</b>	<b>270,700</b>	<b>276,114</b>	<b>281,636</b>	<b>1,354,030</b>
<b>Fringe Benefits</b>						
Project Director - 1.0 FTE - Standard Benefits package includes Professional Growth Allowance of \$2,000, TSA Match up to \$1500/year, FICA @ 7.65%, Retirement at 6.834% and Health Benefits. The rates are collectively bargained and subject to change. Estimates are based on current contract rates and average health benefit election (SPPS offers single, single +1 and family coverage).	30,700	32,580	34,662	36,972	39,538	174,451
Project Coordinator - 1.0 FTE - Standard Benefits package includes TSA Match up to \$600/year, FICA @ 7.65%, Retirement at 8.34% and Health Benefits. The rates are collectively bargained and subject to change. Estimates are based on current contract rates and average health benefit election (SPPS offers single, single +1 and family coverage).	22,045	23,592	25,314	27,231	29,371	127,553



	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Management Assistant - 1.0 FTE - Standard Benefits package includes Professional Growth Allowance of \$500, TSA Match up to \$600/year, FICA @ 7.65%, Retirement at 6.875% and Health Benefits. The rates are collectively bargained and subject to change. Estimates are based on current contract rates and average health benefit election (SPPS offers single, single +1 and family coverage).	14,660	15,781	17,030	18,427	19,989	85,888
Research Analyst - 0.2 FTE - Standard Benefits package includes Professional Growth Allowance of \$500, TSA Match up to \$600/year, FICA @ 7.65%, Retirement at 6.875% and Health Benefits. The rates are collectively bargained and subject to change. Estimates are based on current contract rates and average health benefit election (SPPS offers single, single +1 and family coverage).	3,951	4,209	4,496	4,814	5,169	22,640
<b>Fringe Benefits Subtotal</b>	<b>71,356</b>	<b>76,162</b>	<b>81,502</b>	<b>87,445</b>	<b>94,067</b>	<b>410,532</b>
<b>Travel</b>						
Local Travel - Mileage Reimbursement for Project Director and Project Coordinator: 12 months x 60 miles/month x \$0.50/mile (adjusted annually to IRS mileage reimbursement rate)	720	720	720	720	720	3,600
Out of State Travel - Best Practice Site Visits - travel expenses for three staff from each of the five project sites estimated using GSA per diem rates and current airfare costs (5 staff x 5 schools plus 3 project personnel x \$1500/person)	42,000	-	-	-	-	42,000
Grantee Conferences - 2 project staff for one night estimated using GSA per diem rates and current airfare costs; apprx. \$836/person (assume 2% increase/year)	1,671	1,704	1,739	1,773	1,809	8,696
<b>Travel Subtotal</b>	<b>44,391</b>	<b>2,424</b>	<b>2,459</b>	<b>2,493</b>	<b>2,529</b>	<b>54,296</b>
<b>Equipment - None</b>	-	-	-	-	-	-
<b>Equipment Subtotal</b>						
<b>Supplies</b>						
Computer Workstations for Project Director, Project Coordinator and Management Assistant at an estimated cost of \$1,500 each	4,500					4,500
Materials to support project activities at each site (\$10,000 in year 1 and \$5,000/year after)	50,000	25,000	25,000	25,000	25,000	150,000
<b>Supplies Subtotal</b>	<b>54,500</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	<b>154,500</b>
<b>Contractual</b>						
<b>University of Minnesota Design Team</b>						
Dr. Bill Sommers will lead formal learning sessions that engage principals with "on the ground" leadership strategies, such as maintaining a daily focus on mission through clear messages; keeping learning at the center of daily interactions in schools; advancing instruction through collaborative reflective practice; ongoing coaching of teachers and students to increase mental models; managing conflict constructively; having hard conversations with teachers about their instruction; and bolstering care, commitment and courage to walk the daily life of a school leader. \$2,000/day x 20 days	40,000	40,000	40,000	40,000	40,000	200,000

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Dr. Karen Seashore-Louis (Continuous Improvement, Evaluation and Reporting) is a sociologist and a professor in educational administration (P-12 and higher education) at the University of Minnesota. She is an internationally known scholar in the area of leadership and organizational culture and will assume the lead role in project evaluation (Per Contract Estimate/Appendices)	90,429	90,429	90,429	90,429	90,429	452,145
Dr. Jennifer York-Barr, a professor of educational administration at the University of Minnesota whose expertise lies in areas of collaborative professional learning, reflective practice, and teacher leadership, will assume a lead role in the design and facilitation of the principal and teacher leader professional learning	12,000	12,000	12,000	12,000	12,000	60,000
<b>Macalester College Center for School Change</b>						
Center for School Change, Macalester College will play a key role in facilitating the work between the targeted charter schools and the school district. Joe Nathan, Director of the Center will help facilitate these relationships and provide expertise and professional development coaching associated with developing community relationships and family participation and other areas of leadership development. \$1,200/day x 12.5 days; plus \$5,000/year for CSC staff member, Sheena Thao, bilingual family outreach and college access education efforts.	20,000	20,000	20,000	20,000	20,000	100,000
<b>Mentor Principals to provide ongoing job-embedded principal learning</b>						
Annual Stipend (5 education mentors x \$2000/year)	10,000	10,000	10,000	10,000	10,000	50,000
Travel Allowance for Mentor Principals (up to 2 mentors x \$1000/trip x 3)	6,000	6,000	6,000	6,000	6,000	30,000
<b>Other Contractual Services</b>						
Service providers such as videographer and web designer to provide increased access to web-training and other technology tools	10,000	10,000	10,000	10,000	10,000	50,000
Communications - Cellular Phone equipment (year 1 only 5 x \$150/phone), Service (5 phones x 12 months x \$75/month), and JIT Behavior analysis software from BlackBerry	5,250	4,500	4,500	4,500	4,500	23,250
<b>Contractual Subtotal</b>	<b>193,679</b>	<b>192,929</b>	<b>192,929</b>	<b>192,929</b>	<b>192,929</b>	<b>965,395</b>
<b>Construction - None</b>	-	-	-	-	-	-
<b>Construction Subtotal</b>	-	-	-	-	-	-
<b>Other - None</b>	-	-	-	-	-	-
<b>Other Subtotal</b>	-	-	-	-	-	-
<b>Total Direct Costs</b>	<b>624,115</b>	<b>561,907</b>	<b>572,589</b>	<b>583,980</b>	<b>596,161</b>	<b>2,938,753</b>
<b>Indirect Costs at federally negotiated rate (2.61% FY2010 - TBD 2011+) and only on the first \$25,000 of each contract</b>	<b>14,190</b>	<b>12,567</b>	<b>12,845</b>	<b>13,143</b>	<b>13,461</b>	<b>66,205</b>
<b>Training Stipends</b>	-	-	-	-	-	-
<b>Total Costs</b>	<b>638,306</b>	<b>574,474</b>	<b>585,434</b>	<b>597,123</b>	<b>609,621</b>	<b>3,004,958</b>