IMPLEMENTATION STRATEGIES FOR SUPPORTING CSI AND TSI SCHOOLS

COMBINED FEDERAL PROGRAMS MEETING
DECEMBER 6–7, 2018 | WASHINGTON, DC
TECHNOLOGY CHECK

PLEASE MAKE SURE YOU ARE READY TO ENGAGE IN OUR PRESENTATION!

Poll Everywhere

1. Navigate to our Poll Everywhere URL on your preferred device:
   www.pollev.com/CFPM2

2. As we activate polls during the session, they will populate automatically on your device.
WELCOME AND INTRODUCTIONS
IMPLEMENTATION STRATEGIES FOR SUPPORTING CSI AND TSI SCHOOLS

David Cantrell
Director, Office of School Support and Rural Programs, Office of Elementary and Secondary Education, U.S. Department of Education

Kim Okahara
Group Leader, Comprehensive Centers and Equity Assistance Centers, Office of School Support and Rural Programs, Office of Elementary and Secondary Education, U.S. Department of Education
COMPREHENSIVE CENTERS PROGRAM

- Center on Enhancing Early Learning Outcomes
- Center on School Turnaround
- Center on Great Teachers and Leaders
- Center on Innovations in Learning

- Center on Building State Capacity and Productivity
- Center on College and Career Readiness and Success
- Center on Standards and Assessments Implementation
PRESENTERS

IMPLEMENTATION STRATEGIES FOR SUPPORTING CSI AND TSI SCHOOLS

Tiara Booker-Dwyer
Executive Director, Office of Leadership Development and School Improvement, Maryland State Department of Education

Angela Minnici
Director, Mid-Atlantic Comprehensive Center, WestEd

Carlas McCauley
Director, Center on School Turnaround, WestEd
Have you worked with a Comprehensive Center in the last three years?
(Yes, No, Don’t know)
Have you worked with a Comprehensive Center in the last three years?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td></td>
</tr>
</tbody>
</table>
What services have you received from your Comprehensive Center?

(For example, one-on-one TA, development of tools/resources, sharing practices, making connections to other states)
What services have you received from your Comprehensive Center?
CASE STUDY
IMPLEMENTATION STRATEGIES FOR SUPPORTING CSI AND TSI SCHOOLS
What is one burning question you have around strategies for supporting CSI and TSI schools?
What is one burning question you have around strategies for supporting CSI and TSI schools?
CENTER ON SCHOOL TURNAROUND AT WESTED

FAILED REFORM: WHAT WE’VE LEARNED

- Not focused on a few high-leverage priorities
- Insufficiently rigorous in its expectations
- Inadequately rooted in research-based practice
- Not focused on implementation fidelity as well as program/intervention fidelity
- Not monitored by a core team committed to its success
- Too rigid, inflexible, and absent performance-management procedures for making necessary changes in course
FAILED REFORM: WE’VE ALSO LEARNED

• They are primarily top down.
• They do not provide opportunities to learn from and with each other.
• They do not acknowledge and reach out to apathetic and resistant stakeholders.

In complex change, everybody is a leader and a learner.
FOUR DOMAINS FOR RAPID SCHOOL IMPROVEMENT

- **Turnaround Leadership**
  - Prioritize improvement and communicate urgency
  - Monitor short & long term goals
  - Customize and target support to meet needs

- **Culture Shift**
  - Build a culture focused on student learning and effort
  - Solicit and act upon stakeholder input
  - Engage students and families

- **Instructional Transformation**
  - Diagnose and respond to student learning needs
  - Provide rigorous evidence-based instruction
  - Remove barriers and provide opportunities

- **Talent Development**
  - Recruit, develop, retain and sustain talent
  - Target professional learning opportunities
  - Set clear performance expectations
CASE STUDY

Implementation Strategies for Supporting CSI and TSI Schools
CASE STUDY
Utah State Board of Education
Implementation Strategies for Supporting CSI and TSI Schools
• Utah needed a research-based framework upon which to build the State System of Support

• State-identified approach (continuous improvement model)
UTAH STATE BOARD OF EDUCATION

IMPLEMENTATION STRATEGIES FOR SUPPORTING CSI AND TSI SCHOOLS
• Evidence-Based Strategies workshop to assist SEA staff who serve in multiple roles to support LEAs in identifying, selecting, and implementing EB strategies.

• Began with staff for ESEA, SpEd, Adult Ed, and equity and prevention programs.

• West Comprehensive Center supported the state’s development of an SSOS handbook and the rollout and training to support the use of that handbook.
IMPLEMENTATION UPDATES

IMPLEMENTATION STRATEGIES FOR SUPPORTING CSI AND TSI SCHOOLS

1. Statewide System of Support handbook/tools/processes are being piloted with State Turnaround Cohort 2 schools.

2. Cohort 3 Turnaround Schools and ESSA CSI and TSI schools will be identified when the state’s 2018 data are available in December.
CASE STUDY

Alabama State Board of Education
Implementation Strategies for Supporting School Improvement Grant (SIG) Schools
Learned of the Four Domains as a framework for supporting SIG schools.

Internal professional learning led the state to adopt the framework for taking a deeper dive into instructional transformation.
ALABAMA STATE BOARD OF EDUCATION

IMPLEMENTATION STRATEGIES FOR SCHOOL IMPROVEMENT GRANT (SIG) SCHOOLS

SESSION 1: SHOULDER TO SHOULDER

SAM REDDING
JANICE PAVELONIS
Southeast Comprehensive Center (SCC) providing support around evidence-based strategies.

SCC is assisting the state to maximize the use of evidence-based strategies to support the instructional transformation academy.
IMPLEMENTATION UPDATES

IMPLEMENTATION STRATEGIES FOR SUPPORT SIG SCHOOLS

1. Professional learning (SIG, Transformation Academy) has been high-quality and well-received from LEA and school partners.

2. Southeast CC assisted in designing tools to evaluate SIG applications, providing professional learning in SIG schools and evaluating those sessions, supporting EL professional learning at the SEA level, and supporting the SEA system of support for the professional learning commission.

3. Southeast CC assisted in the development of a formative assessment that's been a significant focus of SIG schools, and the professional learning was provided for SIG coaches which has been regularly referenced and utilized in their work with school instructional leaders.
CASE STUDY
Maryland State Board of Education
Implementation Strategies for Supporting CSI and TSI Schools
The Office of Leadership Development and School Improvement

Fostering the Growth of Effective Leaders
Provide targeted professional learning experiences and resources to equip current and future leaders with the skills and knowledge required for successful school and district leadership.

Ensuring Valid and Reliable Evaluations
Oversee the development and implementation of Maryland’s teacher and principal evaluation system. Training, guidance, and support is provided to local school systems in the implementation of fair and valid evaluations.

Raising the Quality of Education
Provide customized professional learning experiences and support, informed by data and grounded in effective practices, to improve school performance.

Not Pictured: 13 Leadership Coaches
MARYLAND AT A GLANCE

24
School Systems

82,256
Instructional Staff

36,525
Non-Instructional Staff

879,601 Students
79% of students are in 8 school systems
(Montgomery County, Prince George’s, Anne Arundel County, Baltimore County, Baltimore City, Frederick County, Harford County, and Howard County)
“Every System is Perfectly Designed to Get the Results it Gets.”
OVERARCHING GOAL

Provide customized support, informed by data, aimed at raising student achievement.
ALIGNING WORK AROUND A COMMON FRAMEWORK
SUPPORT SYSTEM FOR SCHOOL IMPROVEMENT

The level of support provided to each school system is informed by data, grounded in research, and focused on student learning and well-being.

Universal

Support provided to all school systems through
- facilitating statewide meetings;
- conducting professional learning experiences; and
- developing online resources to improve student achievement.

Customized

Support provided to select schools through
- facilitating a root cause analysis and needs assessment;
- conducting targeted professional learning experiences;
- providing leadership coaching; and
- implementing evidenced-based interventions to improve student achievement.

Concentrated

Increased support provided to select schools that have not significantly improved student outcomes through
- reviewing and revising school improvement strategies and organizational structures;
- increasing the frequency of on-site support and data analysis; and
- increasing accountability to improve student achievement.

Office of Leadership Development and School Improvement | 2018
SHIFTING THE SYSTEM TO IMPROVE OUTCOMES

- Evaluation Systems
- Root Cause Analysis and Evidence-Based Interventions
- Curriculum Vetting
- Customized Professional Learning
- Leadership Coaching
SUPPORT PROVIDED BY MSDE FOR SCHOOL IMPROVEMENT

All support is based on outcomes in root cause analysis, needs assessment, and action plan

### Instructional Transformation
- Vetting of curriculum
- Training to support standards-based instruction
- Training to support effective instructional practices

### Turnaround Leadership and Talent Development
- Building leadership capacity to implement evidence-based interventions
- Training to equip leaders with the content and skills necessary to improve school performance

### Culture Shift
- Establishing a network of partners and community resources that support student achievement and well-being

Customized Support Provided through the Leading for School Improvement Institute and Promising Principals’ Academy
CROSS-FUNCTIONAL SCHOOL IMPROVEMENT TEAM

FACILITATED BY THE MID-ATLANTIC COMPREHENSIVE CENTER (MACC)

Monthly work sessions across Divisions at the Maryland State Department of Education to:

• Align school improvement work

• Build internal capacity around evidence-based strategies and effective school improvement practices
PROFESSIONAL LEARNING EXPERIENCES FOR SCHOOL LEADERS
FACILITATED BY THE MACC AND REL MID-ATLANTIC

- Developed Effective School Improvement Practices Webinar
- Led In-Person Sessions on the
  - Four Domains for Rapid School Improvement
  - Operational Structures and Budgets
  - Distributed Leadership
  - Community Engagement
SUPPORT FOR IMPROVING MARYLAND’S EVALUATION SYSTEM

FACILITATED BY THE MACC AND REL MID-ATLANTIC

• Facilitating Maryland’s Evaluation Improvement Workgroup
• Developing webinars for the Professional Standards for Educational Leaders Rubric
• Developing Principal Evaluation Guidebook
Partnering to Improve School Performance

The Office of Leadership Development and School Improvement provides customized support to raise the quality of education and student achievement in schools. Summarized below are partners that provide technical assistance in the development of professional learning experiences and resources for school improvement.

- Supporting School Leaders
- Raising the Quality of Curriculum and Instruction
- Improving School Culture and Climate
- Assessing Effectiveness

March 2018

http://www.marylandpublicschools.org/about/Pages/OTPE/index.aspx
RESOURCES FOR SCHOOL IMPROVEMENT
https://www.marylandresourcehub.com

- Webinars
- Events
- Supporting Resources
MARYLAND STATE DEPARTMENT OF EDUCATION
Office of Leadership Development and School Improvement

Tiara Booker-Dwyer,
Executive Director
tiara.booker-dwyer@maryland.gov
410-767-3676
Questions?
SESSION EVALUATION

PLEASE GIVE US YOUR FEEDBACK!

We invite you to complete the session evaluation located on your table. Thank you!