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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: May 9, 2014

INFORMATION: Update on Title I School Improvement Grants and the University of Virginia Partnership for Leaders in Education Program

Background: The Title I Program utilizes the Title I School Improvement Grant (SIG) to work with local education agencies (LEAs) in turning around lowest-performing Title I schools. Additionally, Utah has entered into a collaborative partnership to provide intensive leadership training through the University of Virginia-Darden School of Business/Curry School of Education Partnership for Leaders in Education (PLE) program. This presentation will provide information regarding the progress of Title I SIG Priority Schools and the PLE initiative in Utah.

Key Points: Progress of Title I Priority Schools in SIG Cohort 1:

- SIG Cohort 1: Seven of the fifteen Title I Priority Schools were part of SIG Cohort 1 and completed the 3-year SIG grant at the end of the 2012-13 school year. Of the seven SIG Cohort 1 schools, five achieved sufficient levels of improvement to successfully exit Priority School status (no longer among Utah's lowest 15 percent of Title I schools).
- Title I schools participating in the University of Virginia PLE are showing significant improvement in turning around school performance.

Anticipated Action: The Utah State Board of Education will receive information and clarify any issues.

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Turning Around Low-Performing Title I Schools:

A Closer Look at

Utah's Title I Systems of Support, Title I School Improvement Grants (SIG), and the Partnership for Leaders in Education (PLE) Program

Report to the Utah State Board of Education
Karl Wilson & Ann White, Title I

May 9, 2014



Turning Around Low-Performing Title I Schools

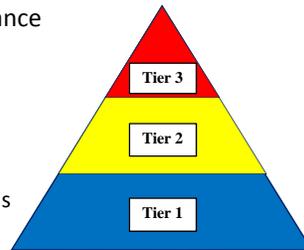
Utah's Title I Systems of Support are designed to assist local education agencies (LEAs) in the school improvement process by providing:

- Tools and strategies based on effective schools research
- Access to trained school support teams
- Title I school improvement funding
- Quality training and technical assistance

Tier 3: Intense Support to Priority Schools

Tier 2: Targeted Support to Focus Schools

Tier 1: General Support to All Title I Schools



(2)



Title I School Improvement Grant (SIG) – 1003(g)

- During the 2009-2010 school year, LEAs could compete for substantial 3-year grants under the Title I SIG on behalf on the state’s lowest-performing Title I (or Title I eligible) schools. The full implementation of the SIG 3-year grants began in 2010-11.

- LEAs awarded the Title I SIG are required to implement 1 of 4 federally-defined major turn-around strategies:
 - Closure
 - Restart
 - Turnaround
 - Transformational (All Utah SIG schools chose this option)

- The amount of Utah’s Title I SIG grants ranged from \$750,000 to \$2,675,000 per school.

3



Utah Title I SIG Cohort 1 Schools (2010-2013)

District/School	Grant	Pre-SIG 2010 Proficiency	Post-SIG 2013 Proficiency	Exit Priority Status	UVA PLE
Granite—Granger HS	\$2,000,000	45%	52%	No	No
Ogden—Dee Elem	\$1,650,000	31%	66%	Yes	Yes
Ogden—Odyssey Elem	\$1,650,000	46%	66%	Yes	Yes
Ogden—Madison Elem	\$1,650,000	42%	51%	No	Yes
Salt Lake—Glendale MS	\$2,675,000	50%	71%	Yes	Yes
Salt Lake—Northwest MS	\$2,675,000	60%	80%	Yes	Yes
San Juan—Bluff Elem	\$750,000	38%	78%	Yes	No

4



Utah Title I SIG Cohort 2 Schools (2011-2014)

District/School	Grant	Pre-SIG 2011 Proficiency	UVA-PLE
Davis—Fremont Elem	\$1,200,000	45%	No
Ogden—Ogden HS	\$1,000,000	47%	Yes
Ogden—Washington HS	\$1,000,000	20% (avg)	Yes
Salt Lake—Edison Elem	\$1,500,000	38%	Yes
Salt Lake—Horizonte T&LC	\$2,200,000	20%	No
San Juan—Tse'bii'nidzsigai Elem	\$1,200,000	45%	Yes-new
Tooele—Wendover HS	\$1,000,000	45%	Yes
Uintah—Eagle View Elem	\$1,775,000	57%	No

5

Utah Title I SIG Cohort 3 Schools (2014-2017)

District/School	Grant	Pre-SIG 2013 Proficiency	UVA-PLE
Granite—Lincoln	\$1,000,000	49%	No
Granite—Roosevelt	\$1,000,000	49%	No
Salt Lake—Lincoln	\$1,200,000	49%	Yes
Salt Lake—Meadowlark	\$1,200,000	51%	Yes-new
San Juan—Montezuma Creek	\$800,000	56%	No
San Juan—Monument Valley	\$800,000	40%	Yes-new

6

What makes a difference?

- ✓ Strong leadership
- ✓ High quality instruction for all students
- ✓ Appropriate assessments inform data-driven decision making
- ✓ Targeted interventions based on student needs
- ✓ High quality professional development
- ✓ Critical Friend (External School Support Team)

[7]



- State education leaders from Arizona, Colorado, Nevada, New Mexico, and Utah requested that the Southwest Comprehensive Center at WestEd (now West Comprehensive Center) assist in identifying a proven model for leadership development.
- The Partnership for Leaders in Education (PLE) program, a part of the world-renowned University of Virginia-Darden School of Business, was identified as a top program with a record of success. This program is also referred to the School Turnaround Program (STP).
- PLE provides intensive 2-year executive leadership training to teams from schools, districts, and state education agencies. The goal is to build capacity and align systems that turn around low performance.
- The PLE includes on-campus and regional training, as well as on-site technical assistance.

[8]

Leadership Principles in the PLE

- Setting the Stage – Good to Great
- Framing the Context for Success
- Root Cause Analysis and Action Planning
- Leveraging Strengths and Setting High Expectations
- Data-Driven Decision-Making
- Stakeholder Engagement and Collaboration
- Committing to Change: Confronting Knowing-Doing Gap

9

Utah Participation in the PLE

2011-2013 Cohort 8	2012-2014 Cohort 9		2013-2015 Cohort 10
<u>Ogden SD</u> Dee Elem Odyssey Elem Ogden HS Washington HS	<u>Ogden SD</u> Gramercy Elem James Madison Elem Mound Fort JHS Ben Lomond HS	<u>Salt Lake SD</u> Edison Elem Meadowlark Elem Riley Elem Glendale MS	<u>Ogden SD</u> Heritage Elem Horace Mann Elem T.O. Smith Elem Mount Ogden JHS
<u>Provo SD</u> Provo Peaks Elem Amelia Earhart Elem	<u>Provo SD</u> Spring Creek Elem Sunset View Elem Dixon MS	<u>Tooele SD</u> Northlake Elem Wendover HS	<u>Provo SD</u> Timpanogos Elem Franklin Elem
			<u>Salt Lake SD</u> Lincoln Elem Northwest MS

10

Utah Participation in the PLE

2014-2016 Cohort 11	
<u>Ogden SD</u> Lincoln Elem Bonneville Elem Highland JHS	<u>San Juan SD</u> Tse'bi'i'ndizigai Elem Monument Valley HS
<u>Salt Lake SD</u> Backman Elem Parkview Elem Bryant MS	<u>Jordan SD</u> Westvale Elem Heartland Elem Majestic Elem
<u>Tooele SD</u> Anna Smith Elem Northlake Elem Grantsville HS Wendover HS	

11

USOE Support of Participating PLE Schools

- Facilitate annual application and recommendation process for new PLE Cohorts
- Supplemental Grants to participating LEAs with Title I Priority or Focus Schools
- Alignment of Title I school improvement reporting requirements for Priority and Focus Schools in PLE
- SEA representation in PLE Cohorts to facilitate alignment of systems
- Assist in evaluation by sharing school achievement data with the University of Virginia

12



The Southwest Turnaround Leadership Consortium

The West Comprehensive Center at WestEd (formerly the Southwest Comprehensive Center) is a federally -funded technical assistance center serving the states of Arizona, Colorado, Nevada, New Mexico and Utah. The WCC (SWCC) formed the Southwest Turnaround Leadership Consortium with Southwestern states to deepen understanding of turnaround work, align turnaround work at all levels of the system: region, state, district and school, and develop a pipeline of leaders in each state specifically trained to turnaround low-performing schools. The Southwest Turnaround Leadership Consortium is partnering with the University of Virginia to establish this turnaround program in the Southwest. This effort was initiated at the request of the chief state school officers to address an urgent need in their states. WestEd was asked to review and identify existing leadership programs that addressed these objectives, had a long-standing record of success, and the credentials, experience and reputation to offer these services in a collaborative structure. WestEd found the University of Virginia's Partnership for Leaders in Education to uniquely meet these criteria.

The Partnership for Leaders in Education at the University of Virginia

In 2003, the University of Virginia's Darden School of Business and the Curry School of Education established a formal partnership – the Darden/Curry Partnership for Leaders in Education (PLE). This partnership was formed in order to strategically combine the most innovative thinking in business and education thereby providing education leaders with the knowledge, tools, skills and resources necessary to meet today's unique demands for managing and governing schools and school systems. In 2004, the PLE launched the UVA-School Turnaround Specialist Program (UVA-STSP), now the most established school turnaround program in the country. It is also the only school turnaround program in existence that utilizes a systemic approach to change by working with school, district, and state-level leadership teams in order to help them build the internal capacity necessary to support and sustain effective school turnarounds. Through work with over 100 schools in nine states, the UVA-STSP has demonstrated that with highly capable school leaders and an aligned, supportive system, chronically under-performing schools can achieve quick, dramatic and sustainable increases in student achievement. The Partnership for Leaders in Education at the University of Virginia is a joint effort of the Darden School of Business, world-renowned as the number one executive leadership development program, and the Curry School of Education.

Over the course of a two-year Southwest Turnaround Leadership Consortium, state, district and school leaders receive the same type of world-class executive education typically provided to top-level business leaders, as well as the support and full access to resources and research.



Benefits of Consortium Membership

By forming a consortium of states, several benefits are shared by participating states and districts.

- Support from the CC provides a structure to deepen understanding of turnaround work at all levels of the system: state, district and school and co-sponsor consortium activities in the SW region.
- Participating Southwest states work collaboratively to develop a pipeline of turnaround leaders and share strategies and approaches to support and sustain turnaround efforts.
- Participating district and school leadership form cohorts to share experiences and support each other in the challenging work of turning around schools.
- A Memorandum of Understanding among the states, WestEd and the University of Virginia PLE outlines the agreements among the partners in the consortium to support and assist district and school leaders in turnaround work.



Partnership for Leaders in Education

*Darden School of Business
Curry School of Education*

UVA-STP DELIVERY MODEL

The University of Virginia School Turnaround Program (UVA-STP) is the only program in the country focused both on establishing system conditions ripe for change and building transformative leadership to achieve that change. Through three years of integrated work, we empower courageous system and school leaders to pursue what's possible and together rethink, reignite, redesign and ultimately transform their organizations.

PLANNING YEAR: RETHINKING THE SYSTEM TO SET THE STAGE



During the planning year, our team partners with district leadership to assess current capacity and practice and rethink how to design aspects of the system to enable turnaround. We believe transformative change is most effective when led from the district level and allows both top-down and bottom-up innovation. The UVA-STP focuses on building systemic capacity across four areas - leadership, instructional infrastructure, support & accountability, and talent management. Activities during planning the year are described below.

READINESS ASSESSMENT, IMPLEMENTATION PLAN & CONSULTATION

During the readiness assessment, we analyze the district's current ability to engage in a sustainable turnaround initiative and provide preliminary recommendations for how the district (or alternative form of LEA or CMO) can address gaps in readiness and enhance its capacity. After the assessment, district leaders and UVA-STP representatives co-determine what commitments will be necessary for successful turnaround. If a mutual agreement to move forward is established, an implementation plan is developed detailing the agreed upon commitments. A UVA-STP representative will then consult with district leaders to help them set the stage for the initiative launch.

BEHAVIORAL EVENT INTERVIEWS: IDENTIFYING HIGH-IMPACT LEADERS

Our team works with the system to recruit, interview and select high-impact leaders to lead the turnaround initiative. UVA-STP representatives support the district in implementing a rigorous competency-based selection process, the behavioral event interview, to identify school leaders uniquely qualified to lead effective school turnaround. This information used alongside the candidates' track record of performance informs both the placement and critical development needs of current and prospective leaders. This experience is adapted to meet the needs of system leaders and can include support with selecting the leader who will oversee the cluster of turnaround schools. Given the necessity of competent leadership in a turnaround setting, a principal candidate must meet a threshold score to be eligible to participate in the UVA-STP.

SPRING TURNAROUND LEADERSHIP BOOT CAMP

This executive education experience brings together leaders from across the country seeking to launch bold turnaround initiatives. Boot Camp inspires district leadership to embolden their turnaround plan and rethink the support and accountability schools currently receive. The experience equips leaders with the knowledge to face some of the most challenging, yet rewarding work of their careers. Our team will also help leaders develop a strategy to redefine their relationship with schools and identify school-by-school needs, ensuring that each school's root-cause needs inform the turnaround plan.

SUMMER PROGRAMS: REIGNITE LEADERS TO CO-CREATE SUCCESS

Over two consecutive summers, residential executive development programs for the school leader(s) and district turnaround team will be held at the Darden School of Business. These immersive experiences focus on igniting change in organizations and leadership practice. During the 6-day program in Year 1, leadership teams work together to understand root cause needs, launch organization change efforts, learn how to better drive decisions with data, establish focused execution plans and create a learning organization that continuously adapts. It also serves to create honest conversations and build trusting relationships between the district turnaround leadership team and principals in order to create and sustain change in the targeted schools.



In Year 2, the program is held over three days. The focus during this time is further leveraging strengths to build on success, addressing gaps in implementation, utilizing innovation to promote change and reinvigorating change efforts to overcome resistance.

YEAR 1 & 2: REDESIGN AND TRANSFORM PRACTICE

With people and structures in place ready to inspire performance, we help system and school leaders execute a shared vision of success. We continuously expose leaders to data-driven and system redesign approaches to ignite a mind-shift in what is possible. All four semesters, each partner system and school develops context-based 90-Day Plans that enable teachers and students to succeed. As implementation deepens, the cluster of turnaround schools become a learning lab for what's possible as successful approaches are identified that can transform system-wide practice and inform further system redesign. To help leaders stay urgently on course, our team makes embedded visits, provides customized support and remains engaged throughout both years.

DISTRICT AND SCHOOL SITE VISITS

Through on-site visits, we seek to empower change that cannot wait. The UVA-STP team owes it to our partners to hold them to commitments and brainstorm how to improve execution. Thus, a team will visit each school after each summer session and the first winter session to help each school assess progress on their turnaround plans and determine next steps. Our primary purpose is to collaborate with the school system and school leadership teams to assess progress, discuss opportunities to reinvigorate or adapt efforts and determine how our team or consultants can best support the effort. We seek to set a high bar to allow leaders to emerge while quieting naysayers.

WINTER RETREATS

Two-to-three day executive education retreats will be held in January or February of each year. These sessions will include not only the district turnaround leadership team and the turnaround specialist principals, but also a 3-member school leadership team (per participating school). The focus for these retreats is strengthening teamwork, empowering change agents and making strategic mid-course corrections. Change is not formulaic and requires engaged leadership across each district and school solving their most critical challenges. Sessions will include turnaround specialist principals and school leadership teams from around the country, allowing for the exchange of ideas and promising practices.

CUSTOMIZE SUPPORT

Following all executive education programs, each partner system and school develops context-based 90-Day Plans. To help leaders stay urgently on course, the UVA-STP team regularly connects with system leaders to provide feedback on action plans and brainstorm how to strengthen the initiative and overcome hurdles. As we collectively identify high leverage opportunities to embolden the initiative, the UVA-STP team will at least once per year directly provide customized, hands-on support tailored to the district's needs. Additionally, based on identified needs, our team will connect leaders to members of nation-wide network of successful turnaround practitioners.

SPRING RETREATS

A local one-day strategic retreat will be held with the school system leaders and the turnaround principals each spring of the turnaround effort. These meetings will be facilitated by UVA-STP staff or faculty and in year one typically focuses on resource reallocation and coordination – covering topics that help energize summer planning. Our final retreat focuses on sustainability to help leaders determine lessons and practices that will drive continuous transformation.