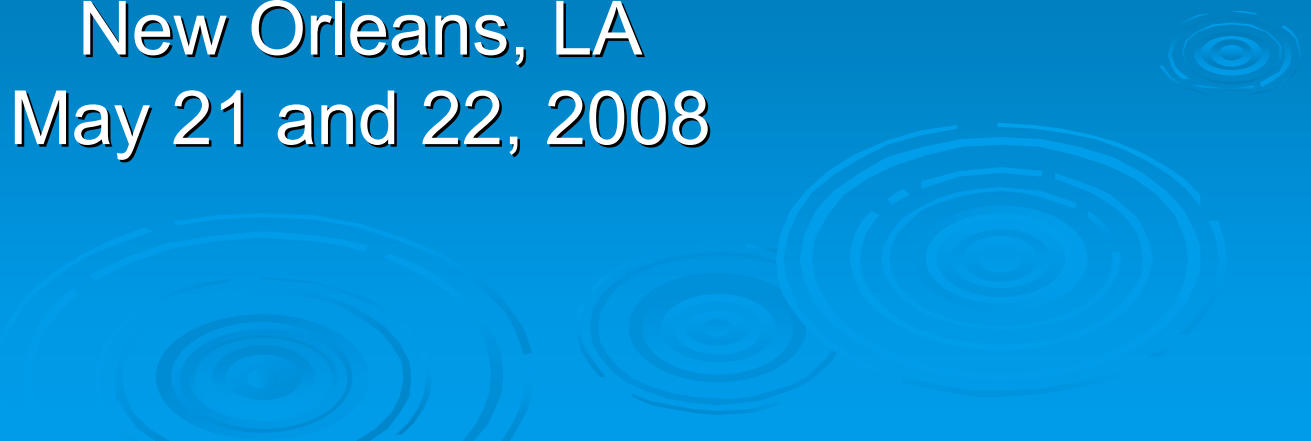
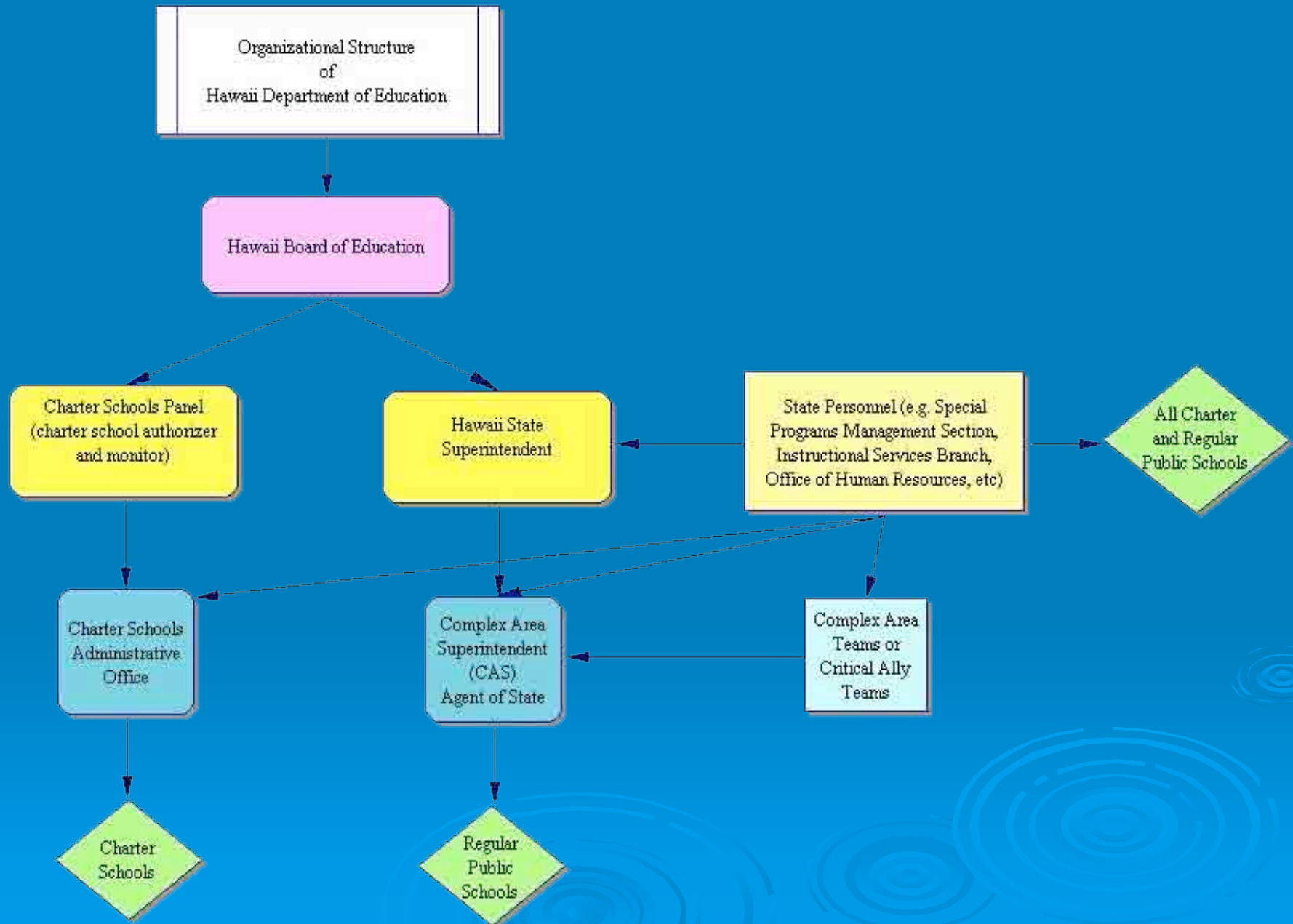


Southeast Comprehensive Center Annual Regional Forum

Marriott Convention Center
New Orleans, LA
May 21 and 22, 2008



Hawaii Department of Education: A Single Educational System



Hawaii's Three C's of Turnaround at Scale



#1: Building Capacity

Gates Study: Organizational Turnaround requires...

- *Special expertise*
- *Two-stage process – fundamental transformation and capacity building improvement to follow*
- *State responsibility to develop a local marketplace of partner/providers skilled in school turnaround, as school districts lack the means and expertise to do so on their own*
- *Integrated approach that aligns outside support around the turnaround plan, organized by a single “system integrator” partner*

Restructuring

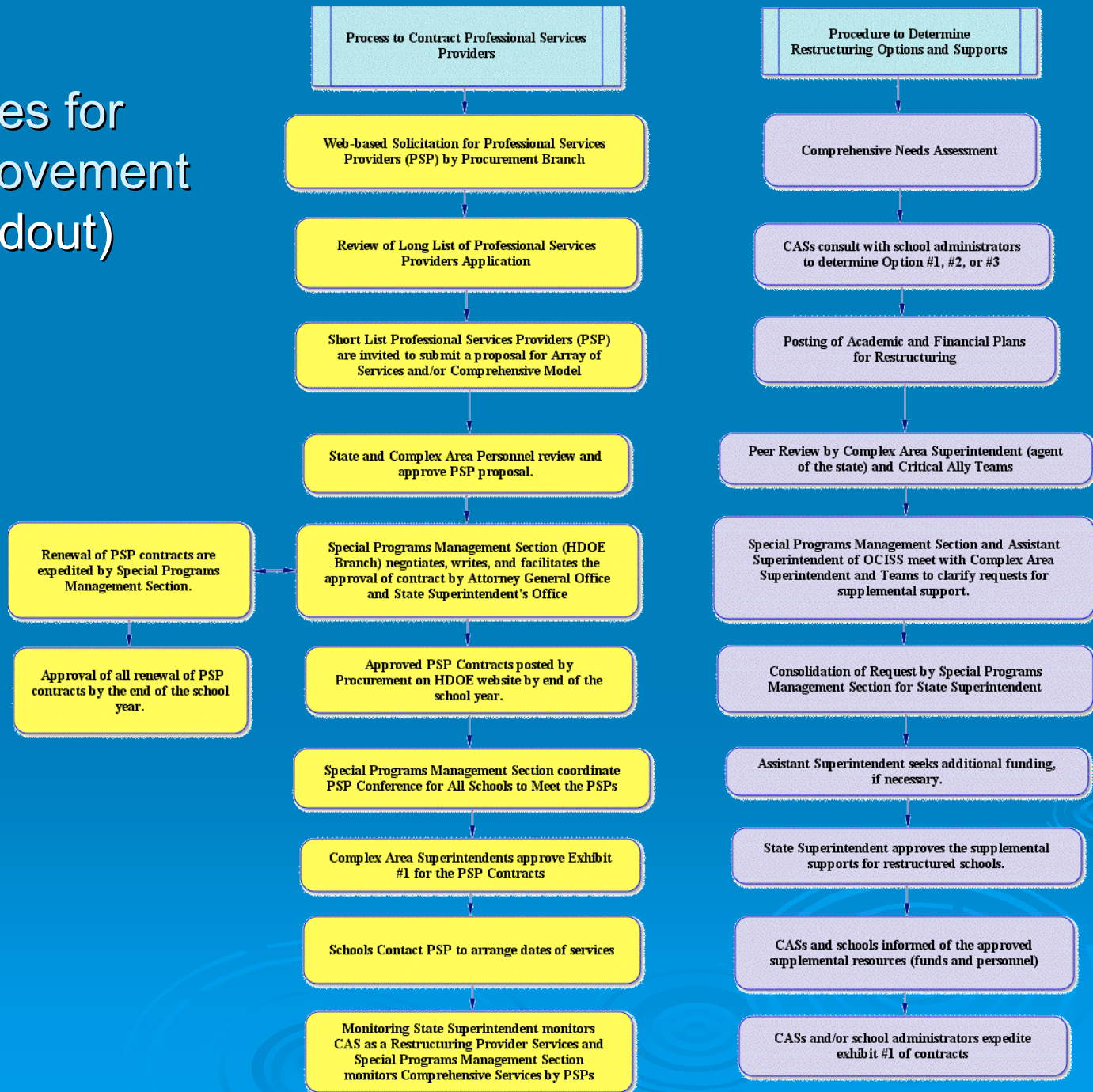
Framework for School Improvement

- Outlines the system of accountability and support

Restructuring is a State Takeover

- Chart – Determination of Options for Restructuring
 - Option #1 – Comprehensive Restructuring Model with Professional Services Provider (external providers)
 - Option #2 – Complex Area Superintendent (CAS) as the Restructuring Provider
 - Comprehensive Model
 - Array of Services
 - Option #3 – Conversion to Charter School
 - Governance Change
 - Curriculum and Instructional Change

Procedures for School Improvement (see handout)

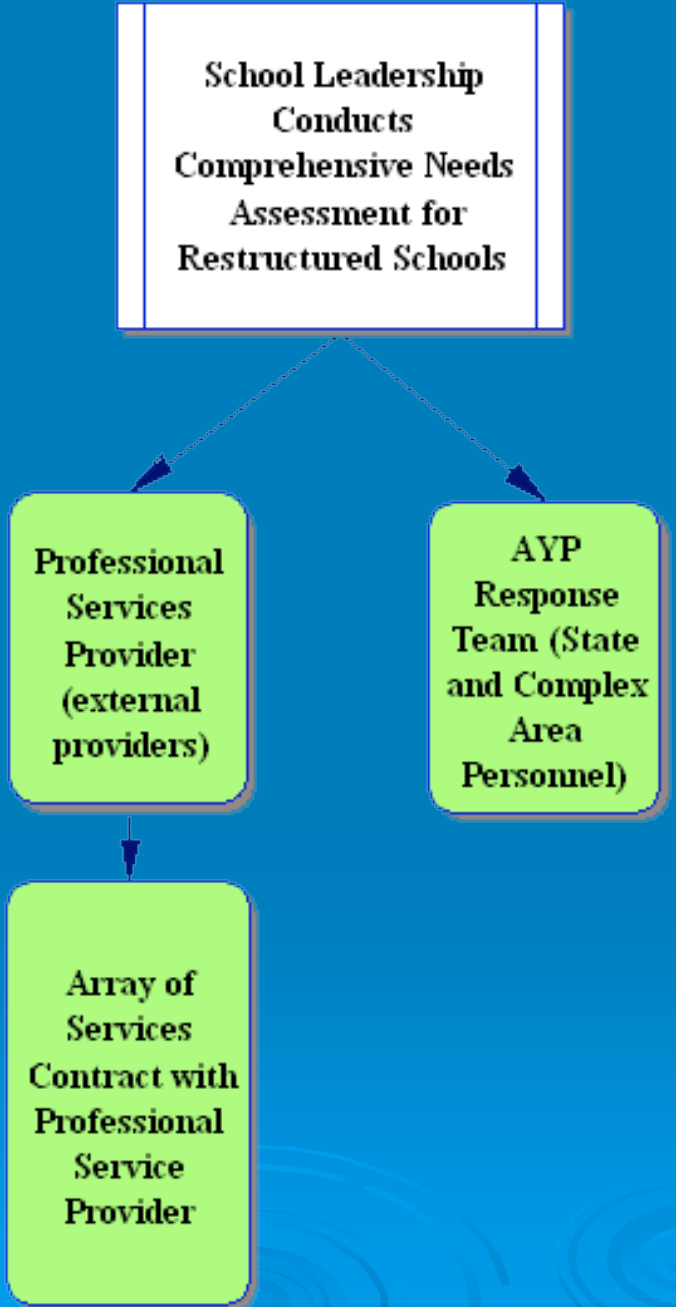


**School Leadership
Conducts
Comprehensive Needs
Assessment for
Restructured Schools**

**Professional
Services
Provider
(external
providers)**

**AYP
Response
Team (State
and Complex
Area
Personnel)**

**Array of
Services
Contract with
Professional
Service
Provider**



A School's Story – Comprehensive Professional Services Provider

- Conduct Comprehensive Needs Assessment
- Initial Introduction with all Edison Alliance School Teams
- Facilitated the development of a restructuring plan
- Leadership Team Training
 - Coaching and mentoring of school administrators and teacher leaders
 - Time to network
- Leadership team meetings
- Instructional leadership conferences
- Curriculum coordinator support meeting

Professional Services Provider (continued)

- Long-term planning
- Pacing plans (Reading and Math)
- Companion guides (Reading and Math)
- Benchmark assessments and analysis
- Breaking down the standards
- Classroom walkthroughs
- Staff development on content of core areas
- Staff development on instructional strategies
(large group, small groups, or in classroom, etc.)

Initial Changes

- Bell schedule
- Uniforms
- Tightening transitioning of students
- Teacher articulation meetings – developing Professional Learning Communities

Transformation

- Principal as a curriculum leader
- Confidence of school leadership
 - School Leadership are mentors for other Alliance schools and complex
- Effective school leadership team
- Assessment system implemented schoolwide
 - Assessment utilized to inform instruction
- Establishment of Professional Learning Communities
- Standards-based Education
- Reduction in disciplinary issues
- Increase in student achievement – made state benchmarks in reading

Transformation (continued)

- Focused action
- Increased professionalism of teachers
- Student awareness of data and ability to assess their own performance
- Partnership of school, professional service provider, and complex team

Questions of School X

- Why do we need to change?
- Who are you to make us change?
- How can we help buy-in?
- How are pockets of success helpful?

Critical Question

- How can we turn around these test scores, students' attitudes and teachers' attitudes as well as the public to make them want to send their best children to our great school?

Building Capacity of the State to Provide Comprehensive Support Services

- Training of turnaround specialists
 - Entering second year
 - Continue to expand the professional services provider contracts
- Training by state personnel of complex area personnel on conducting Comprehensive Needs Assessments
- Training of complex area personnel on Standards-based Education

CAS as Restructuring Providers

Another School's Story



#2: Clustering of Support

Gates Study: State and districts should undertake turnaround in clusters organized around identified needs by school type (e.g., middle schools or grades 6-12 academies), student characteristics (very high level of English language learners [ELL]), feeder patterns, or region.

Hawaii Clustering the Support

- Example: Molokai Complex utilized one PSP to provide comprehensive services to the schools. Out of five schools, two made AYP in Spring 2007 and are anticipated to make AYP for Spring 2008; and one school is unconditional, good standing
- Clustering of resources for complex area high schools with similar needs
- SY2008-09 supporting the pilot of a strategic plan to reform services to SPED students for secondary schools in a complex area. A PSP is being contracted to partner with the complex area. Presently, state assistant superintendent for instruction is coordinating a partnership with this complex area initiative with the state resources.

#3: Changing Conditions

Gates Study:

- *Turnaround requires protected space that dismantles common barriers to reform.*
- *Turnaround leaders clearly must have the authority to act.*
- *Decision-making must be freed so that it revolves around the needs of children, not adults.*
- *Each turnaround school cannot be expected to design and manage its own change process – framework of strong network support and turnaround design parameters established by the state, and carried out by districts and/or turnaround partners*

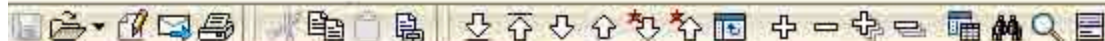
#3: Changing Conditions (continued)

Minimum Changes in Conditions by HDOE

- Agreement with teacher unions to create Complex Administrative Officers who are embedded in the school to build school leadership and facilitate with the school administrator curriculum and instructional reforms
- State assistant superintendent working with Special Education Branch to change the SPED allocation formula, which presently penalizes schools that are practicing inclusion
- Development and Implementation of Framework for School Improvement – outlines systems of support and pool of Professional Services Providers

Procurement Database on Lotus Notes Workspace





ress



Workspace Procurement - Categories X

- Procurement
- Categories**
- Subject
- Untitled

Title	Attachment Size
8. Travel	
9. Risk Management	
PS D07-003	
PS D08-001 - Educationally Related Professional Services for FY07-08	
SPMS School Improvement Contracts	
America's Choice CO-70021 (eff thru 6/30/08)	
American Institutes for Research, CO-70022 (eff thru 6/30/08)	
Authentic Education, CO-70023 (eff. thru 6/30/08)	
AVID, CO-80001 (eff thru 6/30/08)	
CORE, CO-70025 (eff. thru 6/30/08)	
Dr. Julia Watson-Barnett, LLC, CO-70060 (eff thru 6/30/08)	
Edison Schools, CO-70001 (eff. thru 6/30/08)	
ETS, CO-70002 (eff. thru 6/30/08)	
LACOE, CO70027 (eff. thru 6/30/08)	
Leila Naka, CO70057 (eff. thru 6/30/08)	
Marick Rozek-Tedesco Educ. Consult., CO70050 (eff. thru 6/30/08)	
McRel, CO70048 (eff thru 6/30/08)	
NCS Pearson, CO-70058 (eff thru 6/30/08)	
Northwest Evaluation Association, CO-70049 (eff thru 6/30/08)	
Rose Yamada CO-70059 (eff. thru 6/30/08)	
School Improvement Network, CO-70052	
School Rise Hawaii, CO-70029 (eff thru 6/30/08)	
Sopris West, CO-70076 (eff thru 6/30/08)	
Success For All Foundation, Inc., CO-80005 (eff thru 6/30/08)	
WestEd, CO-70031 (eff. thru 6/30/08)	
SPMS SES Contracts	
TRAINING	

Lessons Learned

- Restructuring option based on comprehensive needs assessment
 - Importance of customization of services
 - Focused action
 - Awareness of all levels of the needs of the school
 - Example: Special Education Assessment
- Partnership and commitment of all parties – state, complex area, and the school
- State leadership (state superintendent and complex area superintendents) and school administrators who will make the hard decisions

Lessons Learned (continued)

- Integrated and comprehensive services
 - Does the Professional Services Provider (external consultant or the CAS and Critical Ally Team) have the capacity to provide an assessment system, develop school leadership, expertise in content area, knowledge and skills in delivering standards-based education, parent involvement strategies, etc.?
 - Hawaii Results

Comparison of Models

Models	Out of NCLB Status	Made AYP Spring 2007	Not Make AYP	Percentage Making AYP or Out of Status
Comprehensive Restructuring Model	8 schools	13 schools	21 schools	50%
Array of Services Restructuring Model	0 schools	2 schools	10 schools	17%

Lessons Learned (continued)

- Rally Support – Getting people ready to act as a team
 - School community council
 - Complex area superintendent and district support
 - Strategic planning
 - Academic and financial plan
 - State

Lessons Learned (continued)

- Embedded services
- Skilled and knowledgeable resources
- Schools must have an assessment system
 - Assessment tool aligned with state standards and high predictability
 - Provides instructional information
 - Process that engages educators to analyze data to inform instruction
 - Schoolwide implementation of assessment process

Lessons Learned (continued)

- Curriculum and instruction aligned with state standards
 - Differentiated strategies to reach all children
 - Tiered instruction
 - Rigorous lessons
 - Schoolwide implementation of pacing guides/curriculum maps

Lessons Learned (continued)

- Staff development must be scaffold and based on needs assessment of the school
- Turnaround needs to build professional learning communities that will sustain the professional growth of the educators
- Turnaround requires substantial funding
 - Consolidate funds to support the schools
- State must develop a marketplace of partner/providers skilled in this discipline (Gates Study)
 - Pool of PSP contracts accessible to any public school in Hawaii

Questions and Answers

