

Developing Turnaround Leaders with State & University Partners: The Louisiana School Turnaround Specialist Program (LSTS)

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Developing Turnaround Leaders

- Presentation Agenda
 - Part I: Virginia Leads the Nation
 - Part II: Louisiana Launches LSTS at UVa
 - Part III: LSTS partners with EduLead
 - Q&A

Developing Turnaround Leaders

Part I

The Virginia School Turnaround Specialist Program



Partnership for
Leaders in Education
*Darden Graduate School of Business Administration
Curry School of Education*

Governor Mark Warner: A Businessman's Vision for School Change

- Applies Private Sector Background to Challenge DoE
- Creates K-12 Model for Underperforming Schools
- Encourages University Collaborations



June 21, 2004 - Governor Warner Visits Darden to Launch “Turnaround Specialist” Program

Virginia Turnaround Specialist Program (VTSP): Design Components

- **Selection**
- **Training**
 - 3 Modules
 - Midyear/Final programs
 - MOUs
- **Support**
 - Turnaround Coaches
- **Credential**
 - 3-part, performance-based
- **Incentives**



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VTSP: Essential Support

- Network of Support
 - Coaches
 - Specialist Network
- MOUs
 - State, District, School Commitments
- Performance-Based Credential
- Incentives



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VSTP: Executive Development

**District Leadership
Academy (DLA)**

SYSTEM VIEW – Division Support Teams

- Supporting Change
- Leveraging Resources and Partnerships
- Moving from Good to Great

**Turnaround Specialist
Program (TSP)**

MACRO VIEW - The Three-Year Journey

- Leading Change
- Creating High Performing Organizations
- Executing Turnarounds

**Turnaround Leadership
Institute (TLI)**

MICRO VIEW – Year-One Turnaround Design

- Data Analysis and Decision Making
- Setting Targets and Creating Action Plans
- Balanced Scorecard Implementation

VTSP: Lessons Learned

- Every low-performing school is similar...and unique
- Low-performing schools can be turned around fairly quickly with experienced and specially trained principals
- Principals in successful school turnarounds do many things that principals in less successful school turnarounds do – they just do them better
- Successful turnaround specialists are able to do two things relatively quickly:
 1. Develop a clear focus to guide actions
 2. Create conditions that support effective teaching and learning

VTSP: Program Results

- Twelve of 18 schools in their **first year** of the UVA-School Turnaround Specialist Program either made adequate yearly progress (AYP) or saw *at least* a 10% reduction of failure rates in reading or math for a **67% rate of success** (combined results for Cohorts I and II)
These are urban or rural Title I schools that had not previously made AYP for at least 2 consecutive years
- Overall, of UVA's first three cohorts to participate in the program, **57%** either made AYP or showed "significant increases" in performance after the first year in the program.

Developing Turnaround Leaders

Part II

LDE partnership with UVa to launch LSTS



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LSTS Program Overview

- Newest component of the LA Educational Leaders Network (LELN)
- BESE 8(g) funded statewide program
- Designed to recruit, groom, and build a cadre of school leaders prepared to turnaround chronically failing schools
- Borrows heavily from the corporate world
- Strengthens the organizational and instructional leadership skills of currently certified and experienced principals

LSTS Program Overview

2008-09

- Cohort I consisting of 11 school turnaround specialists candidates will participate in year two of the University of Virginia Turnaround Specialist Program.
- Cohort II consisting of a maximum of 15 new school turnaround specialists candidates will be selected to participate in the University of Virginia Turnaround Specialist Program.

LSTS Cohort II Program Components-Timeline

Virginia Turnaround Specialist Program Components	2008-09 Year 1	2009-10 Year 2
District Leadership Conference	2 days	2 days
Executive Education Program	4 days	3 days
Cohort Retreats	2 days	2 days
District Retreats	1 day	
Ongoing Support	Ongoing	
<i>Total Days</i>	<i>9 days</i>	<i>7 days</i>

LSTS Program Curriculum

Four Core Essentials

- 1. Knowledge and Skills**
- 2. Systems and Processes**
- 3. Best Practices**
- 4. Real Time Support**

LSTS Selection Criteria for Schools

Eligible Schools

Cohort II of the LSTS program will specifically target:

- Louisiana schools in Academic Assistance;
- Priority will be given to schools in AUS1 and AUS2 with increased priority given to schools at higher levels of Academic Assistance; and
- Priority will be given to a school residing in a district with a large percentage of schools in AUS2, with the goal of providing that district with a model for turning around schools.

LSTS selection criteria for principals (turnaround specialist candidates)

- Must hold a Louisiana certification as a school principal or educational leader;
- Should have at least one year of successful experience as a principal or three or more years of school-level administrative experience (other than as a principal);
- Make a three-year commitment to serving as principal of the turnaround school. Two years to complete the program and remain a third year at the turnaround school site;
- Have demonstrated the ability to improve student achievement in a time-compressed manner;
- Should not have been at the selected school as principal for more than three years prior to acceptance into the LSTS program; and
- Must be recommended and supported by the district superintendent and central office staff.

Responsibilities and Commitments

- Superintendent and School District
- Louisiana Department of Education (LDE)

Benefits to District/School

- Be part of a cutting edge school reform initiative
- Build capacity for effective school leadership
- Build a cadre of leaders equipped to turnaround low-performing schools
- Improve student achievement
- Funding to support participants' learning experiences (travel allocation and performance-based supplements)

Benefits to Turnaround Specialists

- Be part of a cutting edge school reform initiative
- Strengthen organizational and instructional leadership skills
- Improve student achievement
- Earn Turnaround Specialist certification endorsement upon program completion
- Eligible for performance-based supplements upon successful completion of each year of the program

Developing Turnaround Leaders

Part III

Louisiana-Based LSTS Program



EduLead: Defining a Partnership

- Partnership between Center for School Improvement at Virginia Commonwealth University and Center for Leadership in Education at the University of Richmond
- Mission: To infuse non-traditional professional development practices into educational leadership in the K–12 arena.



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Linking Leadership & K-12 Education

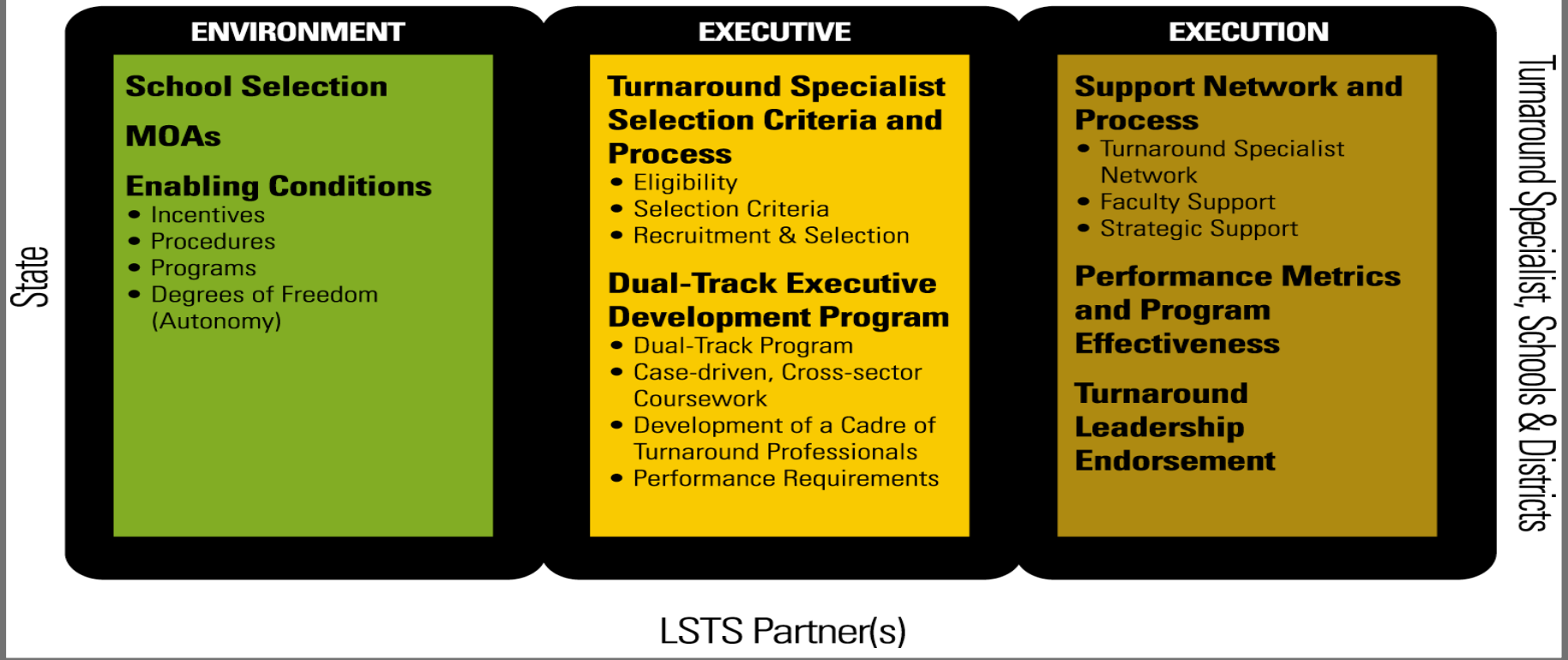


LSTS Development: Phase II

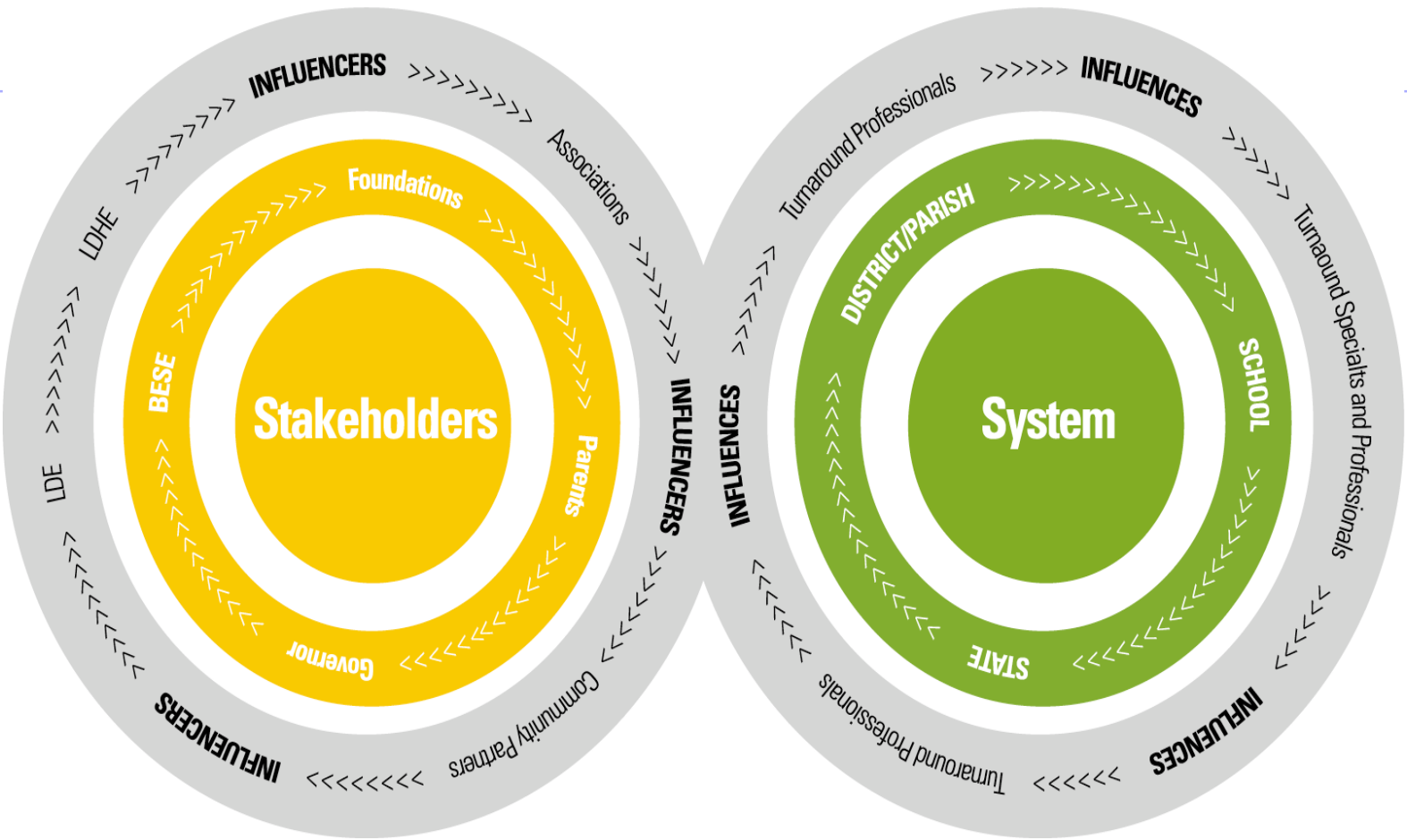
- EduLead - Rethinking School Turnarounds
 - White Paper
 - Design Blueprint
 - Communications Plan
 - Request for Proposal (RFP)
 - University Partner PD Program

3 E's: Environment, Executive, and Execution

Design Elements



2-S Approach



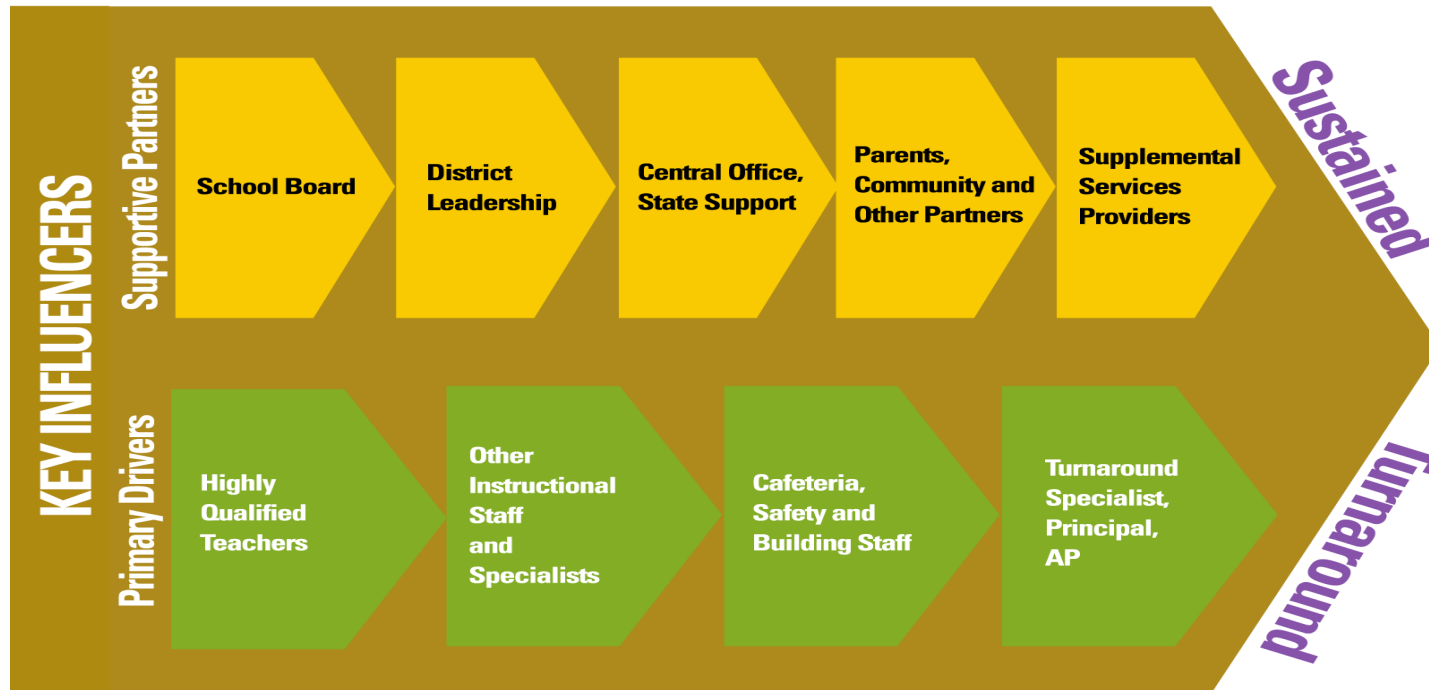
LSTS: Design Blueprint

Turnaround Value Chain



LSTS: Design Blueprint

Turnaround Value Chain



Turnaround Leader Endorsement

- The State has developed preliminary considerations for a turnaround leader endorsement.
- Once a university partner is identified, the State and university partner will collaborate on the development of a Teacher Leader Endorsement policy.

Business / Leadership Principles

Major modules may include:

- Organizational Change
- Turnaround Leadership
- Guiding Instruction
- Teamwork and Communications
- Data Analysis and Decision Making
- Stakeholder Engagement
- Ethics and Inclusiveness
- Conflict Resolution
- High Performance; and
- Sustainability

Dual-Track Executive Development Program

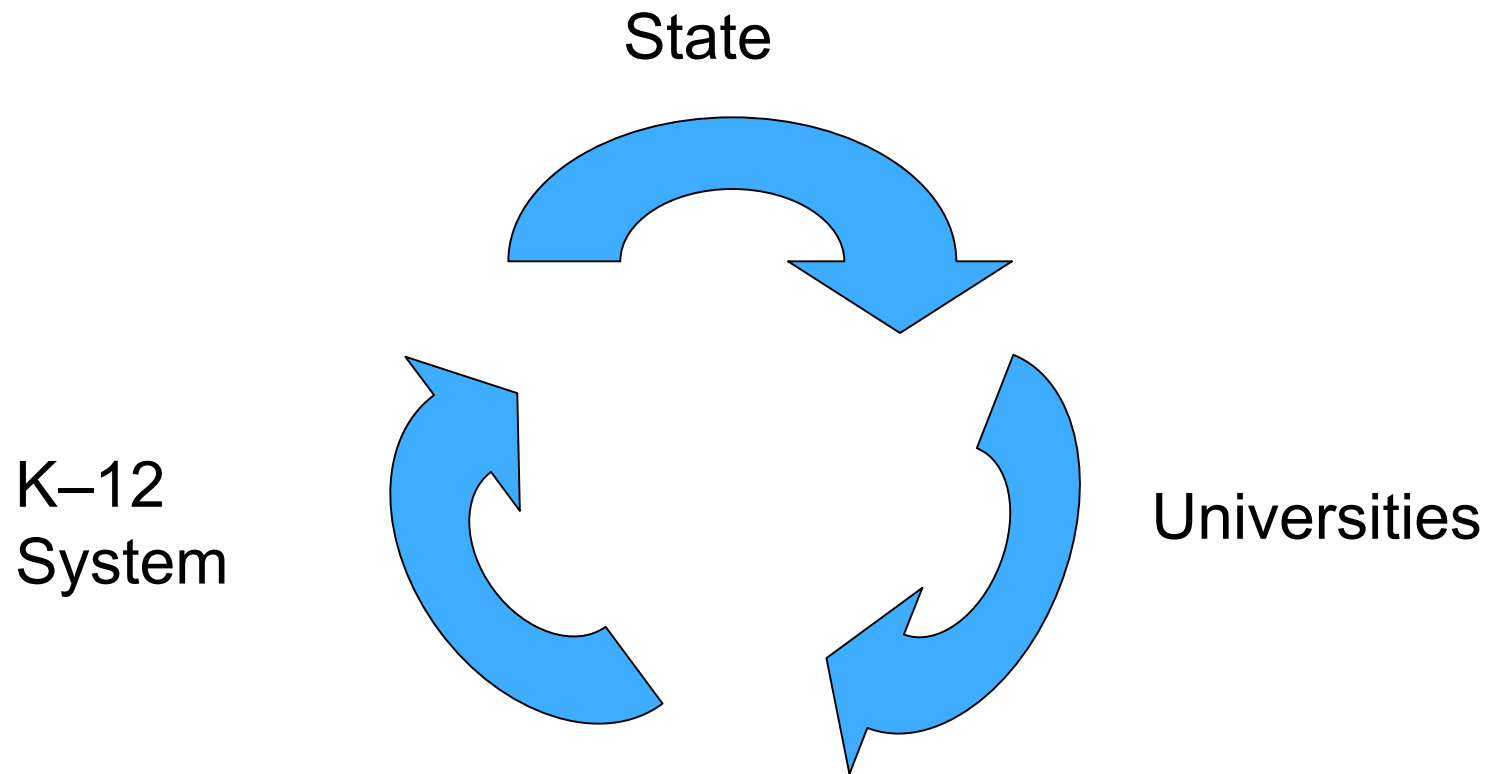
- EduLead team discovered a need for a model of succession to continue turnaround.
- Approximately 15-20 eventual successors per cohort to sustain the results achieved.
- Successor program track will receive same high-level of intense business/leadership principles.

LSTS is a Partnership

The State:

- seeks a university partner capable of refining the LSTS design and launching the Louisiana-based program in the 2008–2009 school year.
- seeks a university partner with knowledge and expertise in designing and delivering executive development programs.
- realizes a university partner may involve multiple stakeholders in the program, to offer a quality turnaround experience and program.

Why University Partnerships?



Expectations for University Partner

- Develop and implement the LSTS program
- Build in a succession component
- Show how the LSTS will include Cohort 1 and 2
- Launch the Louisiana-based program in 2008–2009

Outcomes are Key

- Performance metrics
- Program effectiveness
- Turnaround indicators - student performance metrics
- Tools needed for monitoring turnaround progress

Thank You!



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