

# School turnaround proposal

November 2011

DRAFT MATERIAL - CONFIDENTIAL

# Executive Summary

## Context

- New Jersey’s education system ranks exceptionally well on national and international measures of student achievement. On the 2011 NAEP, our 4<sup>th</sup> and 8<sup>th</sup> graders rank fourth and third in math, respectively, and rank second nationwide in reading. According to a recent ranking by Education Week, our high school graduation rate is among the highest in the nation
- However, as measured on the 2011 NAEP exam, New Jersey ranked 50 out of 51 states (including DC) in the size of the achievement gap between low and high-income students in 8th grade reading. On the 2010 NAEP exam, only four states had a larger achievement gap in 4<sup>th</sup> grade math. Not surprisingly, these achievement problems are often concentrated in New Jersey’s persistently poor performing schools

## Current Intervention Strategies

- The NJDOE is already making progress on its plans to transform the way it measures performance and intervenes to turnaround the state’s persistently underperforming schools:
  - Through New Jersey’s NCLB waiver, the state’s accountability system will be streamlined and effective tools for holding schools accountable (including School Performance Reports) will be created
  - The state is building 7 Regional Achievement Centers that will provide targeted intervention to underperforming schools using proven turnaround principles

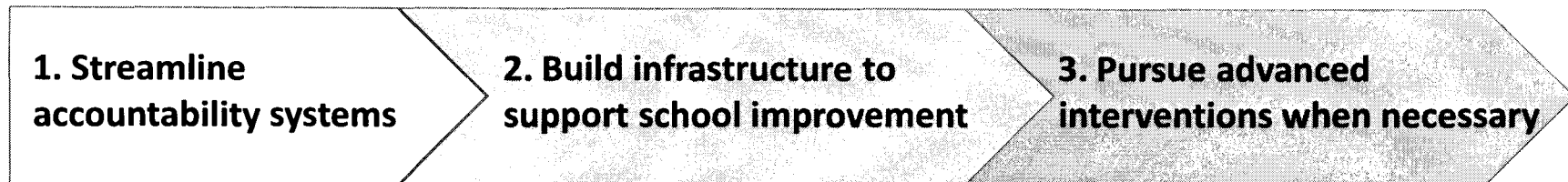
## Advanced Interventions

- Though we believe strongly that the interventions provided by Regional Achievement Centers will result in improved student achievement and school performance, in some instances further action will be required
- In addition to pursuing advanced interventions (e.g., restructuring and closure) permitted under current authority, the NJDOE plans to support legislation establishing an Achievement School District to enable the Commissioner of Education to assume control of persistently failing schools and establish conditions for school success

## The Opportunity

- With this grant, the NJDOE will accelerate its efforts to turnaround New Jersey’s underperforming schools by:
  - Building an efficient analysis and school identification system enabling targeted interventions
  - Supporting the work underway to ensure that Regional Achievement Centers are working in schools by fall 2012
  - Researching and developing advanced intervention strategies, including an Achievement School District

# New Jersey is pursuing a three step approach to support and turnaround underperforming schools



- Create efficient School Performance Report system that will meaningfully differentiate performance and identify lowest performing schools
  - Ensure schools utilize data to improve instruction
  - Build Early Warning System for earlier intervention
  - Ensure system centers around college and career readiness
- Split compliance and school improvement functions at the county level
  - Build 7 Regional Achievement Centers staffed with turnaround experts (utilizing existing staff)
  - Deliver targeted interventions to underperforming schools via Regional Achievement Centers
- Monitor improvement of underperforming schools
  - Pursue advanced interventions when necessary (e.g., restructuring or closing)
  - Pending legislation, create Achievement School District to turnaround persistently failing schools

# School Performance Reports underpin NJ's streamlined accountability system

## School Performance Reports

- Automatically aggregate, analyze, and produce benchmark data and written commentary, enabling identification of lowest performing schools and targeted interventions
- Replace the current bifurcated state and federal reporting structures
- Contain composite grades for:
  - overall student achievement
  - overall student progress year to year
  - overall success in achieving college and career ready benchmarks, graduation, and post-secondary enrollment
- Include a Peer Index School Comparison ranking

## Early Warning Systems

- Two 'drill down' ready reports enable educators to identify students who are at-risk of not being college and/or career ready
- Early Warning Reports track the following metrics (not exhaustive):
  - Chronic absenteeism
  - Student-level proficiency and growth
- College and Career Reports track specific readiness measures:
  - High school course credit completion
  - Suspensions and expulsions
  - PSAT, SAT, AP exam scores
  - Additional transcript data

## Post-secondary success

- Successful Post-Secondary Student Profiles will be created for each high school
- Data from the National Student Clearinghouse will be joined with the longitudinal data in NJ-SMART to build a profile of a typical 2011 high school graduate who enrolled in post-secondary education (and remained continuously enrolled)
- In 2015, it will be possible to construct a profile at a high school level of those students who successfully completed post-secondary education
- Profiles can be used by high schools to set their own specific goals

### Next steps

- NJDOE working to create metrics, weighting, formatting, and design
- Analytical capacity needed to complete in time for 2012 school year launch

### Next steps

- On track for completion in early 2012

### Next steps

- Development underway

# Within School Performance Reports, schools will be identified according to intervention needs

<p><b>Priority Schools</b></p>	<p>Identify the <u>lowest performing schools across the state</u> with regard to absolute achievement or graduation outcomes and those that are persistently low achieving (SIG) schools. Structure intense, mandatory interventions and supports that address school-wide failure and that adhere to the turnaround principles.</p>	<p>~74 schools / bottom 5% of Title I schools</p>
<p><b>Focus Schools</b></p>	<p>Identify <u>schools where particular subgroups are demonstrating a lack of success in achievement or graduation outcomes</u> and where within-school achievement gaps are the largest. Identify targeted interventions and supports that are specific to the particular subgroup, such as strategies for English Language Learners or students with disabilities.</p>	<p>~179 / 10% of Title I schools</p>
<p><b>Reward Schools</b></p>	<p>Recognize, celebrate and reward <u>schools with high overall and subgroup achievement</u> levels or those that are demonstrating great growth or progress.</p>	<p>~197 schools (not yet finalized)</p>
<p><b>All Other Schools</b></p>	<p>Provide detailed, specific data to illustrate the strengths and areas in need of improvement for all schools, regardless of Title I status, so that progress in each AMO, in every subgroup in every school building, can be tracked and can be used to inform school improvement activities.</p>	<p>~1777 schools</p>

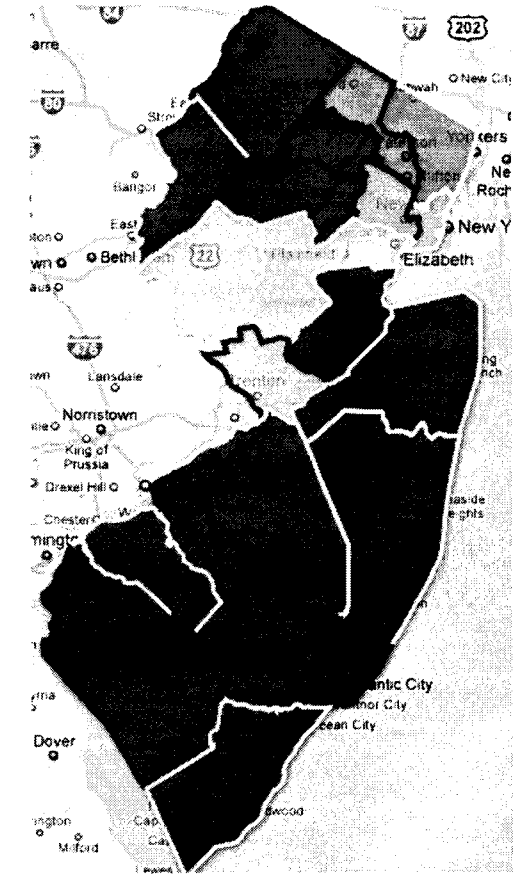
# Priority and Focus Schools will receive targeted intervention via Regional Achievement Centers

*Regional Achievement Centers, launched in Fall 2011, are designed to ensure strategic and coordinated interventions in schools. Seven regional teams, comprised of 12-15 experts in school turnaround principles and content expertise, will be built to provide targeted assistance to schools that need the most support. DOE will repurpose ~105 existing staff to serve as specialists on teams.*

<b>School Turnaround Principles</b>	<b>Regional Achievement Staffing</b>	<b>Primary Responsibility to Facilitate and Monitor the Effectiveness of...</b>
Principal leadership	(1 – 2) Principal leadership specialist	Instructional Leadership PD
Quality of instruction	(1) Instructional specialist	Teaching PD
Quality of standards-based curriculum, assessment, intervention system	(4) Content area specialists: (1) elementary literacy; (1) secondary literacy; (1) mathematics; (1) science	Curriculum Implementation
Effective use of data to improve student achievement	(1) Data Specialist	Data coaches within schools
Effective staffing	(3 - 4) Staffing Specialists	Staffing practices
School Climate & Culture	(1) Climate and Culture Specialist	Climate / Culture specialists within schools
Academically-focused family & community engagement	(1) Family & Community Engagement Specialist	Engagement strategies managed by school-level engagement staff
Effective use of time	No additional staff	Design of schedules to increase teacher collaboration and student learning

# Regional Achievement Centers will begin interventions in fall 2012

Region #	Counties	# of Districts	# of Schools	# of Failing Students (1)
1	Morris - Sussex - Warren	89	239	19,662
2	Bergen - Passaic	95	403	44,595
3	Essex - Hudson	35	330	51,378
4	Hunterdon - Mercer - Somerset - Union	79	378	44,299
5	Middlesex – Monmouth - Ocean	103	469	57,675
6	Camden - Burlington	77	296	35,369
7	Atlantic - Cape May - Cumberland - Salem - Gloucester	98	271	35,260
<b>Total(2)</b>	<b>21</b>	<b>577</b>	<b>2,386</b>	<b>288,238</b>



(1) Number of students failing LAL, Math, and/or Science state assessments, averaged across the past 3 years of test data

(2) Does not include charter schools; Charters will continue to be managed by NJDOE Trenton Office of Charter Schools

*Note: Considerations for distribution:*

- Geographically contiguous
- Similar number of districts, schools and low-performing students

# Next steps for launching Regional Achievement Centers

## Goals

## Activities

## Timeline

Hire Regional Achievement Center teams with expertise in turnaround

- Design and execute recruitment strategy
- Hire 7 Regional Achievement Directors
- Interview and select team members (repurposing existing staff)

- Fall 2011
- By early 2012
- By spring 2012

Prepare teams to successfully intervene in Priority and Focus Schools

- Build PD plans that include executive coaching, master principal coaching, and training to ensure consistent and disciplined approach to turnaround
- Complete initial coaching

- By spring 2012
- By end of summer 2012

Conduct effective outreach to districts and other stakeholders

- Engage district leaders to share overall plan and gain feedback on accountability and delivery plans
- Communicate regularly with Priority and Focus School leaders, staff, and families

- By summer 2012
- Starting summer 2012

Begin interventions in fall 2012

- Convert county offices in 7 regions
- Work with districts to set performance targets for participating schools
- Build accountability and delivery plans for each Priority and Focus school
- Conduct initial interventions

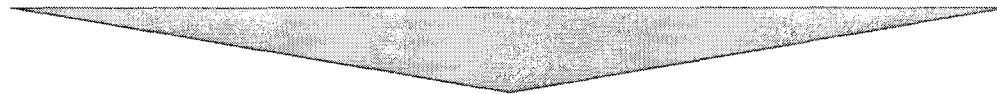
- By late spring 2012
- By fall 2012
- By fall 2012
- By fall 2012



# For schools that fail to improve, existing NJDOE authority enables advanced interventions

In addition to having the authority to close schools and designate charters, state law and regulation allows for the Commissioner of Education, upon the failure of one or more schools in a district to achieve New Jersey’s Curriculum Content Standards, to take immediate corrective action. Such actions could include the following:

- Restructuring of curriculum or programs
- Retraining or reassignment of staff and the development and implementation of a formal plan for professional development
- Conducting a comprehensive budget evaluation
- Redirecting expenditures
- Enforcing spending at the full adequacy budget
- Reviewing the terms of future collective bargaining agreements
- Requiring a district board of education to implement enhanced budget procedures



## ***Turnaround plans not impacted by legislation:***

- Accountability system work, including School Performance Reports and turnaround designations
- Launch of Regional Achievement Centers and direct school interventions
- Recruitment of high quality operators to the state and creation of talent pipeline
- Advanced interventions, including school closure

# Pending passage of legislation, selected Priority Schools could enter the Achievement School District

## Achievement School District (ASD) overview

### **Eligibility**

- All Priority status schools
- The Commissioner determines which Priority Schools enter the ASD considering the following:
  - Degree and persistence of underperformance
  - Capacity of the district and the school to generate improvement
  - Availability and capacity of high-performing independent operators
  - Availability of independent support organizations to assist school operators
  - Capacity of the NJDOE to monitor schools (no more than 30 schools in ASD)
- The decision of the Commissioner to put a school in the ASD cannot be appealed
- If more than 40% of a district's schools are in Priority status, the state may take over the district or any number of its schools
- Districts currently under state control will return to local control in four years but through the ASD process the state will have the ability to take over a number of its schools

### **Strategy**

- The Commissioner will choose the strategy that creates the conditions for success, including selecting new leadership teams empowered to implement comprehensive school improvement
- Schools in the ASD will negotiate ambitious performance agreements with the state
- Operators may be required to take certain actions placed on other Priority Schools (e.g., adopting the state's curriculum and formative assessment system)
- Families will be given school choice
- Overall funding will not change, but operator will have budget control
- Schools that improve adequately will be eligible for removal from the ASD
- Schools that do not improve adequately will be subject to additional interventions, including closure

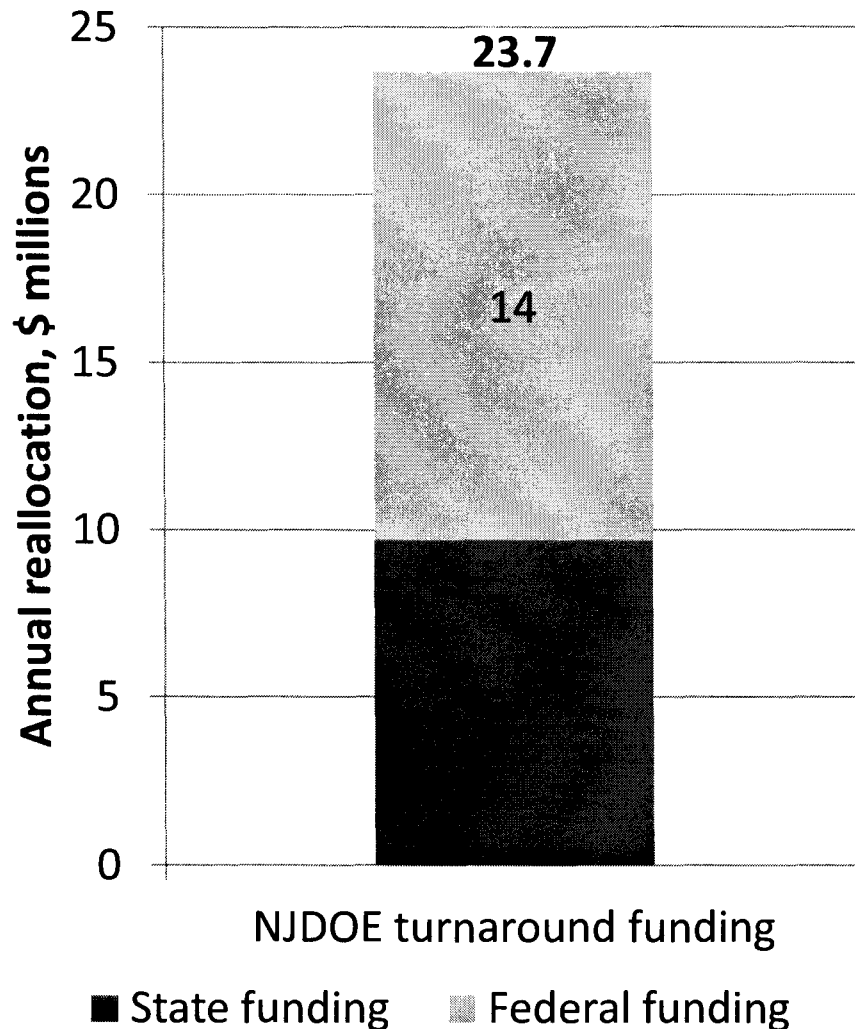
### **Personnel**

- Schools will be freed from the district's collective bargaining agreement and the school's operator will have control over personnel decisions
- For staff members not retained by the operator, the state will pay, for one year, the cost of those employees' salaries and benefits

# Next steps to pursue advanced interventions

<b>Goals</b>	<b>Activities</b>	<b>Timeline</b>
Recruit high quality partners to operate in selected districts	<ul style="list-style-type: none"> <li>• Research and select high quality operators to recruit to state</li> <li>• Incubate operators by funding startup costs</li> </ul>	<ul style="list-style-type: none"> <li>• Starting fall 2011</li> <li>• Starting summer 2012</li> </ul>
Build pipeline of talented school leaders and teachers	<ul style="list-style-type: none"> <li>• Develop partnership with organization to build pipeline of high talent school leaders and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• By December 2012</li> </ul>
Build ASD plan that leverages lessons learned in other states	<ul style="list-style-type: none"> <li>• Complete research on similar school districts in TN, MI, and LA</li> <li>• Study legislation in other states and finalize NJ legislation</li> <li>• Pass ASD legislation</li> <li>• Build ASD infrastructure, recruit head of ASD, conduct community outreach, educate districts, design model performance contracts</li> <li>• First schools enter ASD</li> </ul>	<ul style="list-style-type: none"> <li>• By Summer 2012</li> <li>• By Summer 2012</li> <li>• By December 2012</li> <li>• By late summer 2013</li> <li>• By Fall 2013</li> </ul>
Identify and monitor schools that may enter ASD	<ul style="list-style-type: none"> <li>• Finalize School Performance Reports and school categorizations</li> <li>• Monitor performance of Priority and Focus Schools and success of interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Late spring 2012</li> <li>• Starting fall 2012</li> </ul>

# NJDOE will reallocate ~\$24M in public funds each year to support turnaround work



**~166 staff (some part time) will be repurposed under school turnaround plans:**

- Existing school improvement staff
- School quality review consultants
- County office staff supporting districts
- State staff administering school improvement programs

# Additional funding needs total ~\$8.8M

Turnaround initiative	Project	Description	FY 2012*	FY 2013	FY 2014	Funding need
1. Streamline accountability systems	Support creation and syndication of School Performance Report system that will automatically aggregate, analyze, and produce benchmark data and written commentary, enabling identification of lowest performing schools and targeted interventions	Team of consultants (6 at \$140K for 1.5 years)	420,000	840,000	-	1,260,000
2. Build infrastructure to support school improvement	Recruitment of Regional Achievement Office Directors and selected team members	Partnership with recruiting firm	200,000	-	-	200,000
	In-depth research and support for launch of Regional Achievement Offices (e.g., designing delivery strategies, designing and executing PD plans, and supporting strategic communication and outreach); initial screening, executive coaching, master principal coaching, and training of regional leaders to ensure consistent and disciplined approach to turnaround	2 consultants, full time (\$140K) for 1.5 years; 8 coaching sessions, 3 days per session+ twice monthly follow up (\$5000/training day)	320,000	400,000	120,000	840,000
	Launch of 3 Superintendent and Principal Leadership Academies for training of leaders in Priority and Focus Schools and districts	Partnership with NLNS, NYCLA, or similar group (\$500K/year)	250,000	500,000	500,000	1,250,000
3. Pursue advanced intervention strategies when necessary	In-depth research and recommendations on advanced interventions, including design and potential intervention partnerships; Project management support for advanced intervention activities	6 person consulting team - \$250K/month for 9 months	1,500,000	750,000	-	2,250,000
	Incubation of intervention partners	Startup funds for partnerships (5-10 at \$200-400K)	-	1,000,000	1,000,000	2,000,000
	Partnership to build pipeline of high quality school leaders and teachers	Partnership with TNTP or similar group (\$0.5M/yr)	-	500,000	500,000	1,000,000
<b>Total</b>			<b>2,690,000</b>	<b>3,990,000</b>	<b>2,120,000</b>	<b>8,880,000</b>

\*FY 2012 ends June 30, 2012