



ED DIRECTION

TRANSFORM YOUR SCHOOLS

A Division of Cicero Group

Progress Report

Partner Turnaround Schools

- Bonneville Elementary
- Entheos Academy – Magna Campus
- Granger Elementary
- Lincoln Elementary
- Oquirrh Hills Elementary
- Pioneer High School for the Performing Arts
- Redwood Elementary
- South Kearns Elementary
- Thomas Jefferson Jr. High
- Thomas W. Bacchus Elementary
- West Lake Jr. High
- Whitehorse High School

Accomplishments to Date

Year 0

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Summer
<ul style="list-style-type: none"> ✓ By Aug 15: SB 235 schools selected ✓ Turnaround RFP 	<ul style="list-style-type: none"> ✓ Turnaround vendors approved by USBE 	<ul style="list-style-type: none"> ✓ By Oct 1: School turnaround committees formed 	<ul style="list-style-type: none"> ✓ Schools and LEAs meet vendors ✓ Turnaround partners selected 	<ul style="list-style-type: none"> ✓ Partners co-develop appraisal and improvement planning process 	<ul style="list-style-type: none"> ✓ On-site appraisal ✓ Observations ✓ Interviews ✓ Focus Groups ✓ Surveys ✓ Data Analysis ✓ Appraisal report finalized ✓ Principal shares report with staff 	<ul style="list-style-type: none"> ✓ Develop Improvement Plan ✓ Finalize Improvement Plan with School/Charter Boards ✓ LEA approves Improvement Plan 	<ul style="list-style-type: none"> ✓ Principal Check-ins: Prepare for Implementation (weekly) ✓ Analysis of teacher leadership practices ✓ Selection of School Transformation Team (STT) ✓ STT Kickoff Meeting 	<ul style="list-style-type: none"> ✓ STT meetings (weekly) ✓ Principal/STT organize student, culture, and implementation data ✓ By Apr 1: State Board receipt of plan 	<ul style="list-style-type: none"> ✓ Spring data reflection ✓ Identify common student learning problems ✓ Staff prioritize implementation strategies ✓ Review PBIS 	<ul style="list-style-type: none"> ✓ 3-day STT boot camp ✓ Create 30-, 60-, and 90-day plans ✓ Begin defining mastery for ELA, math, and science ✓ Develop/refine pacing guides

Lessons Learned



No school wants to be designated turnaround, but all partner schools clearly understand the urgency and have engaged in **honest dialogue**, building **trusting partnerships** with Ed Direction's team.



Every single one of our **partner schools has the assets to transform**: **educators** willing to try new things, **families** with a strong commitment to their student's education, **teachers** willing to lead and be led, and a **principal** with the courage to drive improvement efforts.



Principals believe that transformation is possible and have **strong growth mindsets** for themselves, their staff, and the students who attend their schools. Principals have demonstrated a willingness to be vulnerable, opening up themselves and their schools up to constructive feedback and new perspectives.



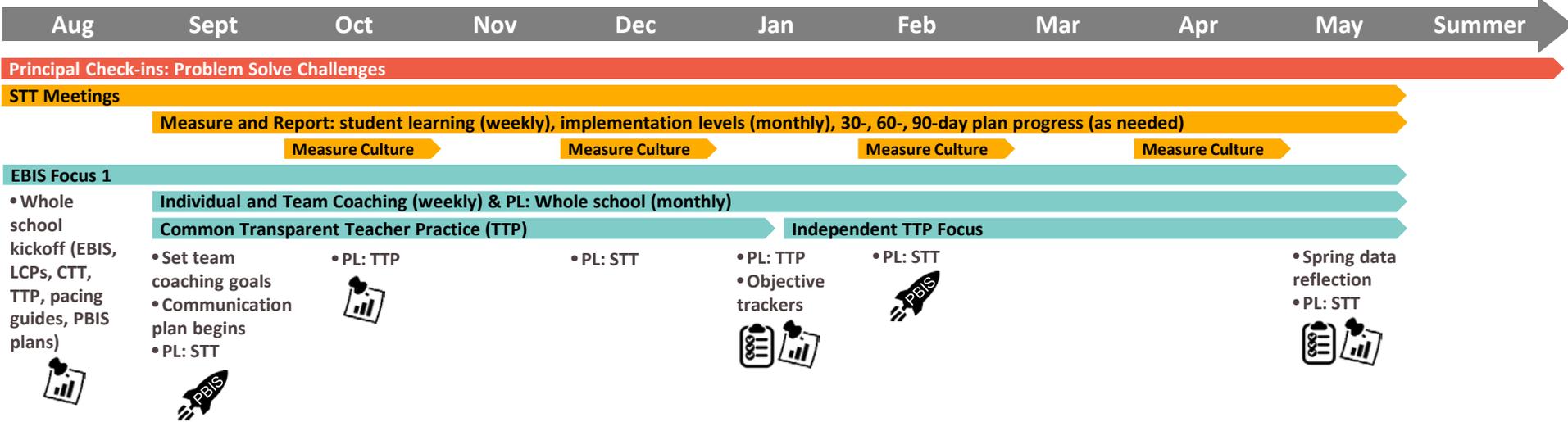
District and charter leaders have become partners, as well, **actively contributing** to every stage of process: joining in the on-site appraisals, co-planning with their school(s) and Ed Direction, reallocating resources to support transformation, and committing to ongoing, consistent implementation review meetings with Ed Direction's team.



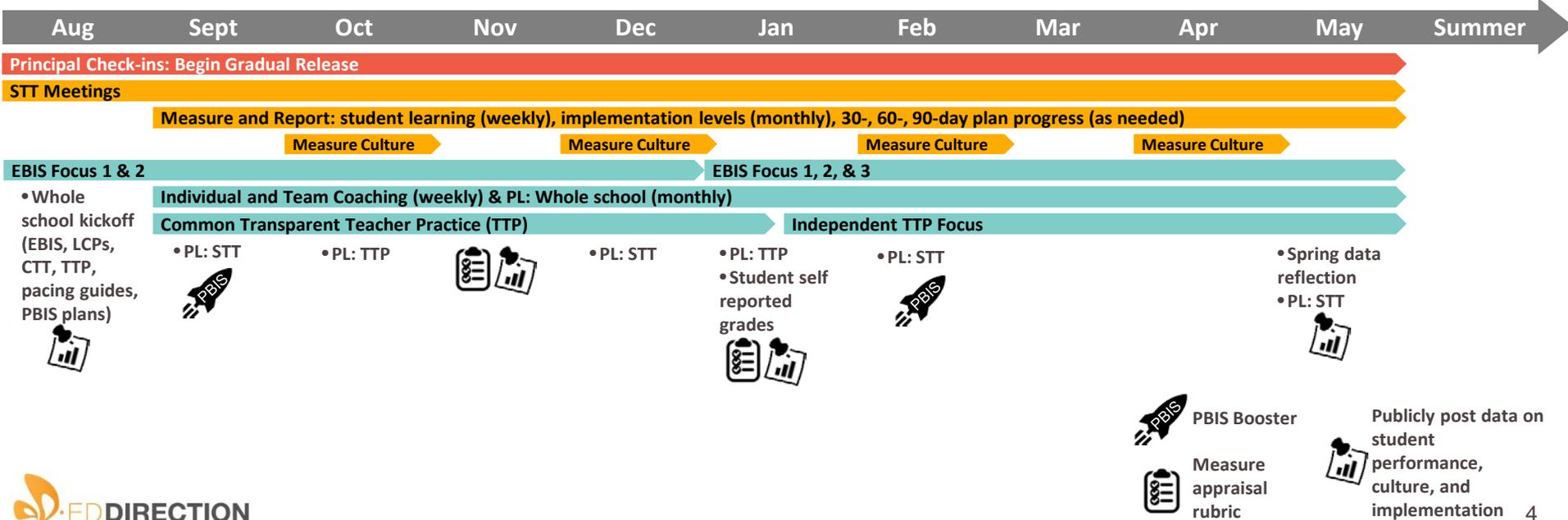
All of us have a responsibility to better acknowledge the work of turnaround schools. Our partner schools have experienced high teacher attrition and been disproportionately impacted by current teacher shortages in Utah. **Realizing sustainable improvement will require ongoing and systematic supports.**

Next Steps

Year 1



Year 2



Thank you!

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Deep Transformation Experience

- 10+ years
- 20+ states
- 100+ districts
- 500+ schools
- Success with high poverty, high diversity schools in both urban and rural environments

Experienced Team

- School board members
- District leaders
- School principals
- Classroom teachers
- School psychologists
- Higher education faculty and administrators
- Education researchers and professional developers

Thought Leaders

- 50+ articles
- Six published books



History of Transformation Success

LARGE URBAN DISTRICT



- Turnaround of 9 failing schools simultaneously
- 300% increase in “A” grade schools
- Winner, Best District Award

LARGE SUBURBAN HIGH SCHOOL



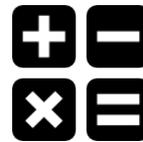
- Transitioned from an “F” designation to a “C” grade in 2 years
- 40% increase in 9th and 10th graders on-track for graduation
- Developed an Early Warning System

SMALL RURAL DISTRICT



- Earned “A” grade at district level, only one of nine district’s statewide
- Achieved “on track” status for full set of ambitious 2020 goals

LARGE URBAN MIDDLE SCHOOL



- 27% improvement in Math proficiency over 3 years
- Implemented structured math and reading labs without additional funds
- Increased student choice permits by 31%

LARGE SUBURBAN DISTRICT



- 83% of schools received an “A” or “B” status, compared to 54% statewide
- Five-year improvement in student proficiency, double that of five neighboring districts

SMALL RURAL ELEMENTARY SCHOOL



- Three-year improvement in school grade from “D” to “A”
- Decreased office disciplinary referrals by 50%

Appendix

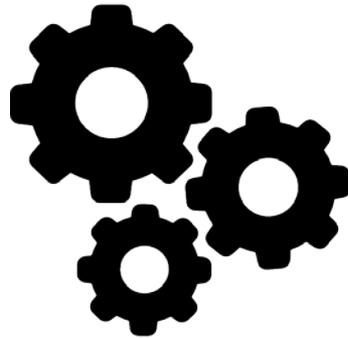
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**Evidence Based
Practices**

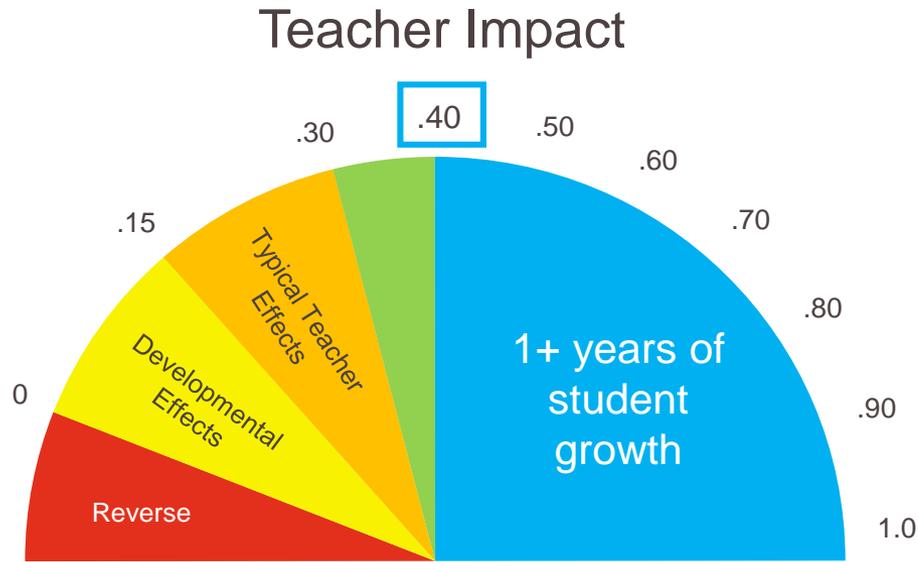


**Implementation
Science**



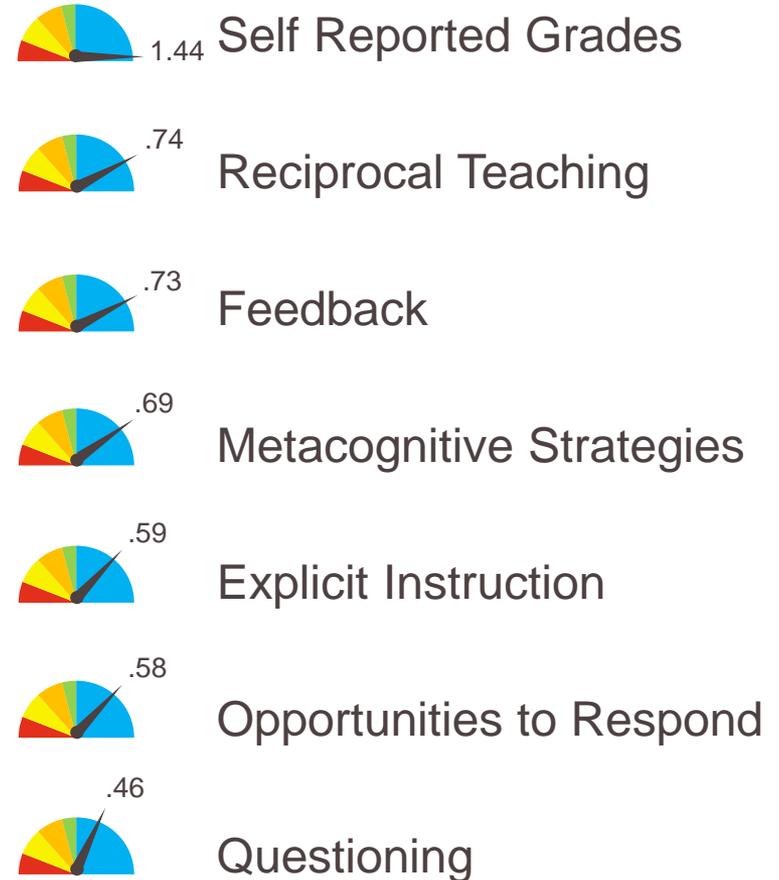
**Maximum
Student Growth**

Ed Direction focuses on research proven instructional strategies.



Many instructional techniques have some impact on student performance, therefore, the question for today's educator is not, "What works?" rather, "What combination of things works best?" To answer this question, educators can access meta-analysis research.

Key Instructional Strategies



Key Instructional Strategies were chosen based on three criteria:

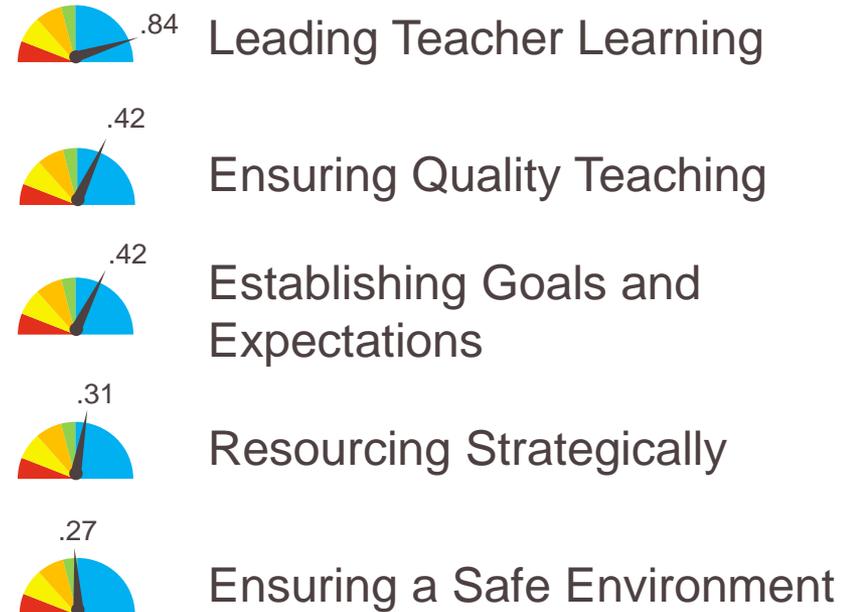
1. Effect Size > .4
2. Applicable across grade and content levels
3. Observable in action

Research has also proven what works best for school leadership.

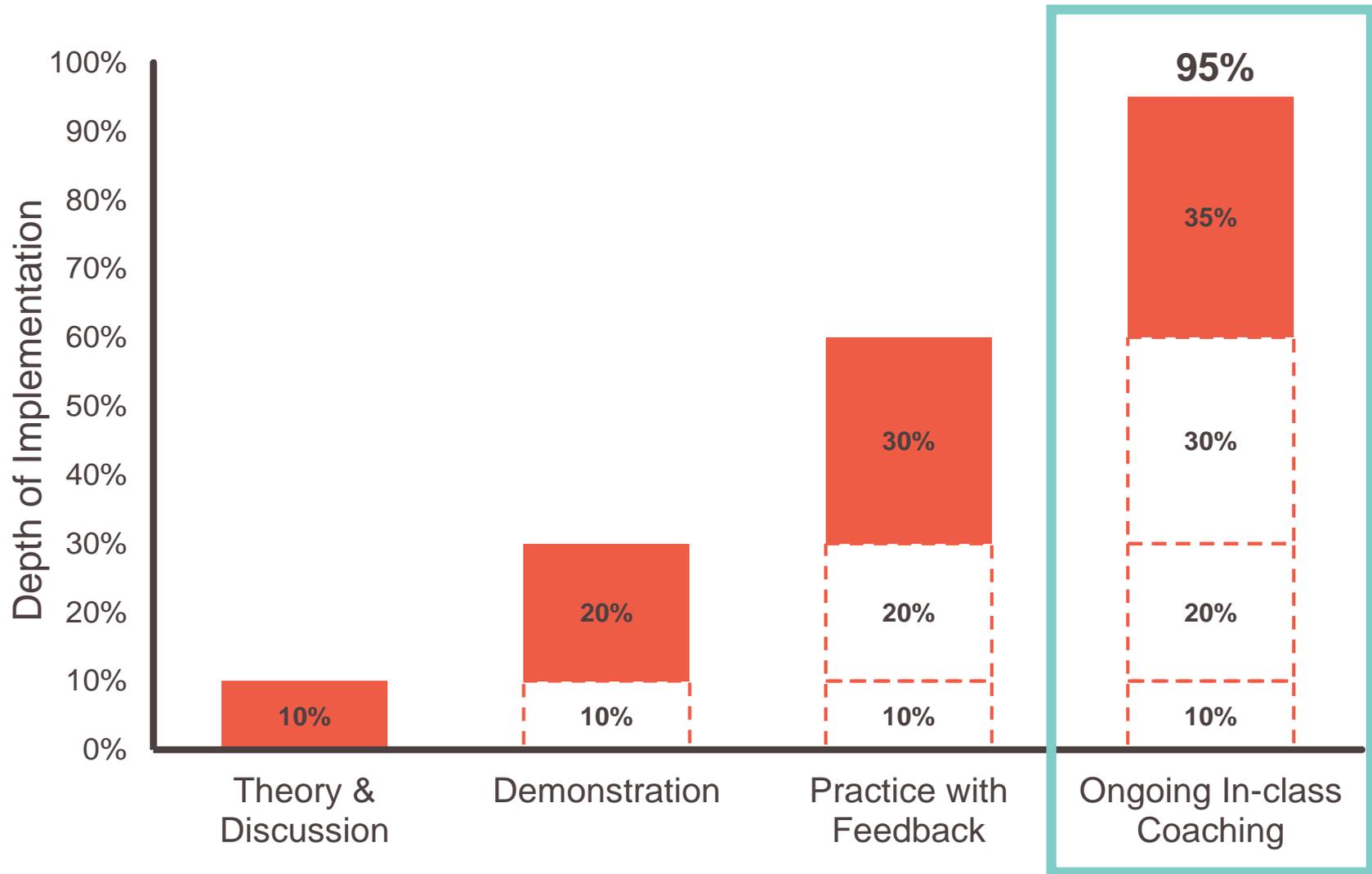


Based upon rigorous analysis of evidence about the impact of particular types of leadership practice on a variety of student outcomes, a 2008 study, identified five broad categories of effective leadership actions or leadership dimensions.

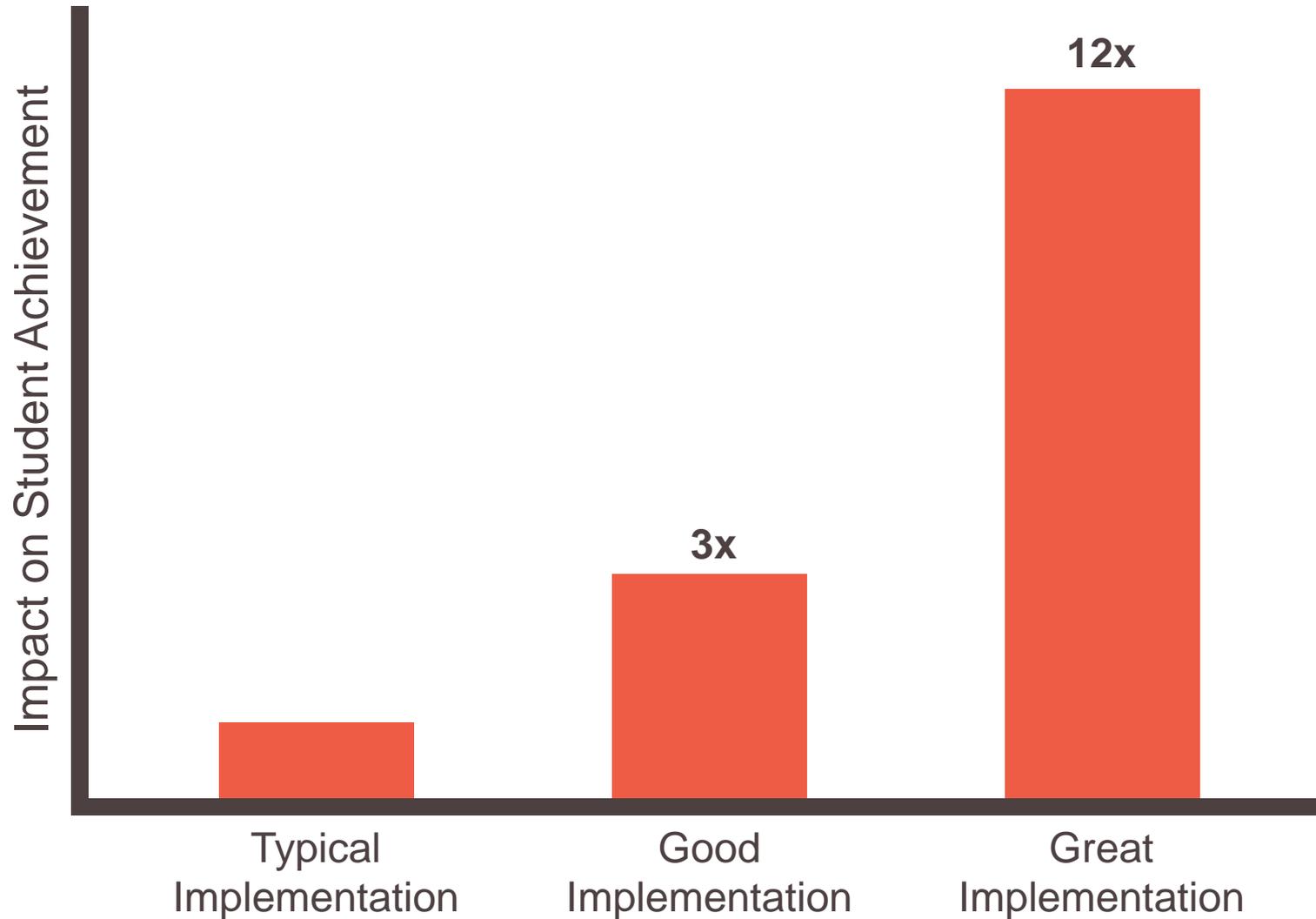
Five Dimensions of Student-Centered Leadership



Ongoing, regular coaching is essential for transformation.

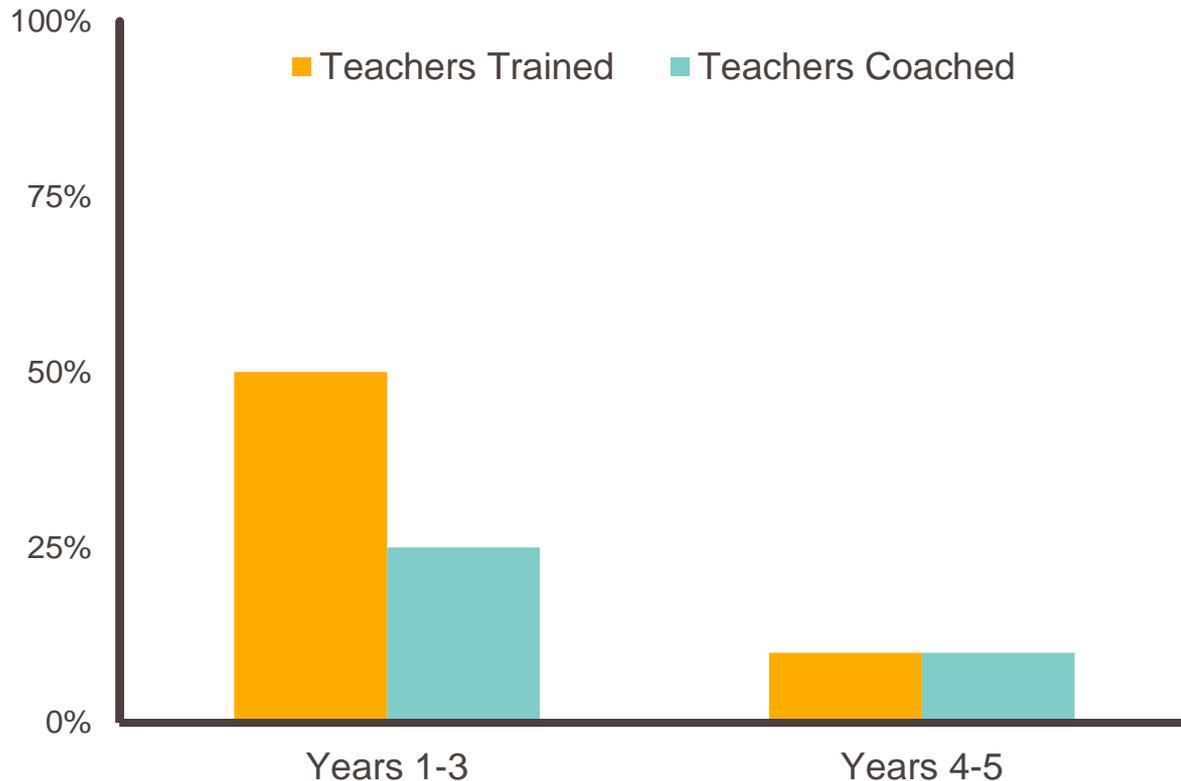


Research shows that *how* the plan is implemented also matters.



Even the most scrutinized projects didn't leverage the research.

Implementation Research: \$7 billion in SIG waste



Outcomes

- 1/3 of SIG schools decreased in proficiency
- On average, SIG schools increased in proficiency by 0-3% per year relative to all schools nationwide
- Proficiency changes cannot be attributed to the SIG investment

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Our School Transformation Model



Plan

“Narrow the focus”

- Conduct comprehensive needs assessment, including root-cause analysis and exploration of school and district priorities to identify alignment opportunities
- Co-develop a schoolwide transformation plan
 - Acts as singular plan to meet all district/state planning requirements
 - Leverages research
 - Ensures teacher buy-in
 - Plans for progress monitoring (30-, 60-, and 90-day intervals)
 - Acknowledges the challenges of change



Implement

“Go slow to go fast”

- Implement plan with fluency and depth
- Train, coach, and monitor teacher teams to deliver strong, healthy, and intentional Professional Learning Communities (PLCs) as the main lever for implementation
- Enable administrators and School Transformation Teams (STTs) to lead and support PLCs
- Implement fewer, higher-leverage, evidence-based teaching, leadership, and implementation practices



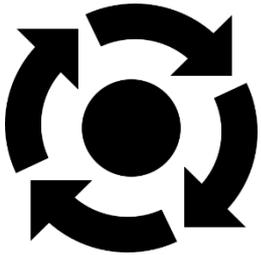
Grow

“Foster a growth mindset”

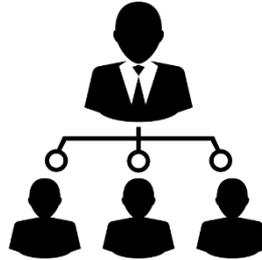
- Provide weekly, on-site coaching for every teacher
- Provide regularly scheduled leadership coaching for school administrators
- Conduct on-site, job-embedded professional learning
 - At least 80-hours per educator per year
 - Whole-group, small-group, and individual-level learning
- Enable lesson study, peer coaching, learning walkthroughs, video analysis and other effective adult learning models
- Leverage sustainability strategies that lead to durability and scale across a school and district

Our Model for Sustainability and Scalability (District Transformation Team)

1. Adopt an Inquiry Cycle



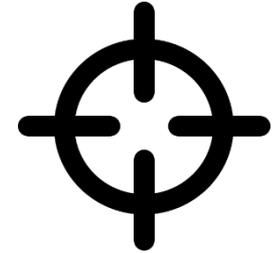
2. Define Roles and Teams



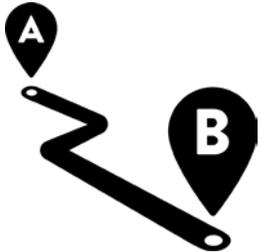
3. Team Effectively



4. Narrow the Focus



5. Lead with Purpose



6. Connect Teams



7. Leverage Expertise



8. Reflect and Refine



Why We're Different



Evidence-based approach – we implement what works best in ways that work



Pricing approach puts our **skin in the game** – we only get paid if we succeed, we like co-accountability



Education transformation professionals with **real world experience** – we understand what it's like to be in your shoes



Widely published, respected transformation professionals from a wide variety of education backgrounds