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Response to:

**Wisconsin Department of Public Instruction
Application for Lead Turnaround Partner (LTP)**

Submitted by:

Cambium Education, Inc.
Cathy Sump, Business Development Director
4093 Specialty Place
Longmont, CO 80504
P: (303) 651-2829, ext. 466
F: (888) 819-7767
E: cathy.sump@cambiumlearning.com

Submitted to:

Wisconsin Department of Public Instruction
Title I and School Support Team
Attn: Andrew Fisher
125 South Webster Street
Madison, WI 53703

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TAB 5: Application Narrative Overview

As trusted and nationally renowned leaders in supporting successful school improvement and turnaround projects across the country in large urban districts, this Provider's staff have decades of combined experience consulting on school turnaround and transformation projects with district and school staff that is aligned to the requirements of the *School Improvement Grant 1003 Transformation Components*. Repeatedly, our experience has confirmed that as a result of our school improvement consulting projects, districts and schools are able to experience observable growth at the student, classroom, building, and ultimately, district level. In addition, we are able to transform, accelerate and sustain student performance in a differentiated way at the *elementary, middle, and high school level all over the nation*. For more information about our research based model, see Appendix A, page 38.

As a current partner in Milwaukee and thus current service provider in the State of Wisconsin, this Provider's staff is well-versed in the curriculum and assessment practices of the state due to extensive on the ground experience within Milwaukee Public Schools. Each staff member has interacted not only with personnel that work within the public school system within Wisconsin but have also interacted with various state officials. The interactions with Wisconsin DPI personnel, along with over two years of working with Wisconsin struggling schools and having implemented a plethora of successful initiatives that have improved teaching and learning, as evidenced by positive results on the WKCE and MAP assessments – truly position this Provider for success in these four schools.



Tab 5.1 – Onsite Diagnostic Review

4.1.a DIAGNOSTIC REVIEW

Describe the process and measures that your organization would use to perform an onsite diagnostic review of Priority Schools' core instructional program. This description must include the following elements of the school's practice:

- i. The fidelity of implementation and the efficacy of the curriculum (including core instruction);
- ii. Universal screening;
- iii. Processes to identify students in need of interventions;
- iv. Selected interventions;
- v. Progress monitoring tools and strategies for use;
- vi. Staff capacity to implement a system of early intervening services (including systems that provide meaningful data about student performance and collaborative planning time for staff);
- vii. Methods that ensure ongoing collection of parent and community feedback on school practices.

Wisconsin has stipulated that each Provider will determine the status of the school with regards to essential school components, such as student academic data, attendance, interventions and curriculum. In addition, it is necessary to analyze all available data points to ensure that all necessary information that is needed to develop an action plan is ready and available in a user-friendly format. Lastly, this comprehensive needs assessment will define the goals and objectives of the turnaround and transformation efforts for the school and outline the specific strategies to accomplish each in alignment with the requirements of the *School Improvement Grant* for the implementation of the *Transformational* model.

To conduct this very comprehensive needs assessment – this Provider deploys a team of content area experts (literacy, mathematics, science, special education, English Language Learns) that have extensive experience in underperforming schools and are thus trained by experience, not just research, as to what to look for and how to adequately assess key school components such as those highlighted in prompt 4.1.a. This team is tailored to meet the needs of the specific schools serviced by this Provider and lead by a Project Manager with proven leadership experience (i.e. principal, district administrator, etc.) in struggling schools.

This Provider will employ a comprehensive school assessment process using its *CTAG* (Closing the Achievement Gap) *School Assessment Framework* (see Appendix E, page 89).



This framework is organized around a set of more than 80 benchmarks—features of schools and classrooms that are associated in research with higher levels of student achievement. Specifically, this tool is aligned with the *Charlotte Danielson Framework for Teacher Effectiveness* and thus captures today's leading research with regards to promoting quality instruction in the classroom. By collaboratively assessing the extent to which these features are present in a school, instructional leaders, guided by this Provider's personnel, will be able to identify specific strengths and challenges and monitor the impact of improvement initiatives.

This framework also includes a classroom assessment domain. This classroom observation framework identifies 32 features of classroom instruction that are associated in research with higher levels of student achievement. By regularly measuring the extent to which these features are present in a classroom, instructional leaders can identify specific strengths and challenges. Combined with other data (such as faculty, student, and parent survey data) this information may be used as baseline data for determining targeted professional development, as well as monitoring the impact of other school improvement strategies.

1) Fidelity of implementation is measured by:

- The facilitated self-assessment of school-site instructional and leadership personnel to gauge staff perspectives on the key categories that include the use of data to drive instruction, the quality of the curriculum and assessment, and teacher and leader effectiveness.
- Multiple planning and analysis sessions of curriculum alignment tools, scope and sequence, pacing and planning guides, rubrics, and assessments
- Classroom observation (does the physical environment support learning and curriculum, how is the teacher presenting the material, what is the engagement of each of the



students, what does the interactivity look like in the classroom, is high level questioning of the student going on, etc.)

2) **Efficacy is assured through** (does the curriculum do what it is supposed to do):

- A collaborative effort –subject experts help the teachers/leaders ask questions - Is the curriculum research-based and demonstrated effectiveness in other similar situations?
- Observation and surveys – Evaluation by students and parents (am I learning the material vs. teacher just teaching it)
- Reviewing assessments (informal and formal) to determine if students are meeting standards and learning material (in addition to recall, can the students analyze and apply the information to different situations)
- Leading teachers/principal in process to evaluate curriculum in more depth against district, school, and state standards

3) **Universal screening happens:**

- In the School Data Workbook: This data workbook is the companion piece tied to the School Level Benchmark Reference and Classroom Survey Reference. Organized around what research shows are essential features of high performing schools, the workbook includes 95 rubrics on a six-year horizon to evaluate a school's capacity to ensure that all students make significant gains toward mastering challenging academic standards and year-end goals.
- By review of existing data state tests, curriculum based tests, teacher records (examples of student work in notebooks or on walls).
- By the expert team providing training on data analysis to review gap areas that need to be addresses (school wide, classroom wide, or individual students).



- Were gaps identified and solutions recorded – does the school have adequate tools in place, does staff have the training in the tools, do they implement the tools.

4) Processes to identify students in need of interventions:

- Review universal screening tests, student records, and interview and collaborate with teachers.
- Work through the School Data Workbook together – identify subgroups (are they performing more or less than the mean, are they performing at proficiency, are they growing at a year's pace)
- Identify students who are already in Rtl or who should be in the process (see figure in Appendix E on page 92).

5) Are selected interventions working?

- Review the data on what interventions have been tried while asking questions: do the records exist; are there tools in place on which interventions are recommended for which gaps; is there evidence that the interventions are research based and that the process of selecting each intervention was informed by data and research; are the number of interventions throughout the school manageable for fidelity and efficacy of the interventions; are the interventions coordinated and standardized across the school for collaboration of methods, efficiency of training, and teacher/principal mastery.

6) Progress monitoring tools are reviewed by:

- Subject matter expert and SPED/Rtl specialist review records: is there evidence that interventions recorded and progress monitored in a timely fashion to determine if interventions working; are interventions tried for an appropriate amount of time, but changed if progress not showing.



- Observe existing interventions and assessments (small group, individual, special education) - Are interventions recorded on the progress monitoring tools, are the assessments administered with fidelity, are the assessments recorded correctly and the progress graphs and data updated and used in the Rtl meetings.

7) Staff capacity is determined by:

- Surveys and interviews of collaboration including asking if staff has the tools needed and if they can demonstrate proficiency in using the tools.
- Observation of whole class (including tier 1 type interventions and differentiation in the classroom).
- Review gradebooks, student folders, records/lesson plans of teachers looking for evidence of awareness of where the whole class is regarding standards, subgroups, individual students, and attempts to identify and close gaps.
- Can individual staff and leadership demonstrate Rtl skills at recognizing student skill deficits, selection of appropriate interventions, and monitoring progress?

8) Parent/Community feedback:

- During the first stage analysis survey parents and community members.
- Initially meet with and conduct interviews with a representative sample of parents.
- Throughout the year have community meetings and written communication on progress of turnaround efforts.
- If cluster (multiple-school) model is selected, there may be a specific parent/community expert, otherwise the chief turnaround officer will provide guidance to the school administration on how to survey community and conduct fruitful meetings;
- Parents are part of the Education Transformation Committee.



- Involve both community and parents in extended learning opportunities (effective mentoring of students, place to study, how to bring concerns to school – what is useful information for a teacher/principal)

4.1.b DIAGNOSTIC REVIEW

After the school diagnostic review, the Lead Partner will make recommendations to the school that must include plans for:

- Addressing the needs of all students, including equal access to resources and support for their long-term academic success;
- Instituting effective collaborative systems among educators;
- Using data to make informed decisions about students, staff, and resources.

Provide an example of a prior school/district diagnostic review conducted by your organization.

Provide examples of the recommendations made by your organization to the school/district that was the focus of this diagnostic review

Once the diagnostic review is completed, this Provider, in collaboration with school leadership and instructional personnel, will deliver recommendations to overcome identified challenges via a cohesive and strategic transformational plan. To achieve the creation of the school's transformational plan in a collaborative manner, this Provider will establish an **Educational Transformation Committee**. The Committee is a key element in our approach to drive diagnostic and sustainable reform efforts within a school. Through representation of all stakeholders in the appraisal process, the ETC ensures the effective implementation of the diagnostic review as well as the action plan and implementation of school improvement efforts moving forward through 1) the necessary stakeholder buy-in and 2) the alignment of expectations of leadership and staff. A key benefit of a well-organized, well-structured, ETC during the appraisal process is the opportunity for school staff to build the capacity for leadership and change as a result of watching the Provider model these actions effectively and receiving direct, improvement-based feedback from the Provider.

The recommended membership of the ETC is as follows: Members of the Provider's Transformational Team; Wisconsin DPI Representatives; school principal; assistant principal(s)/Programmer; Coaches/Curriculum Specialists/District Specialists-Facilitators;



Department Chairpersons (all core subjects, SPED/ELL and one representative from elective); Guidance Counselors; Social Workers; Athletic Director; Technology Specialist; Safety/Violence Free School Zone; Parent/Business Community Representation; Union; Non-instructional staff; Student representative from each grade. This ETC would conduct regularly meetings (weekly is suggested) to discuss the findings of the needs assessment, the goals and objectives for the transformational process, and the strategies that will be used to achieve them. Furthermore, to integrate the community into the transformation process, this Provider, in collaboration with the Principal and ETC, will host 3 town hall meetings annually to inform community stakeholders of the status of the implementation of the reform model and how they may support it.

The transformation plan developed by partnership of this Provider's staff and school-site personnel will serve as a roadmap to guide the initiatives necessary to move the schools from low performing to high performing i.e. an **Action Planning or Scorecarding Process**. In conjunction with our efforts to build the capacity of school staff and leadership, this Provider will work with these individuals to collaborate on a very actionable and measurable plan of implementation. The key deliverables delineated within this plan, implemented according to a multi-year school improvement process road-map will include but not be limited to: linking specific strategies and action steps to needs identified during each school's diagnostic review in a sustainable manner; determination of capacity and optimal use of resources for school improvement plan implementation including critical gaps and the prescriptive actions and resources necessary to close the gaps in resources and infrastructures; and mapping of the chronological sequence and interdependency of each action step and resulting change and outcome. In Appendix E, page 93 is an example of two initiatives from an Action Plan.



This Provider would provide the school leadership and Wisconsin DPI a comprehensive Action Plan that will overcome the areas of weaknesses and capitalize on the areas of strengths identified during the CTAG Needs Assessment.

To further support transformational initiatives and garner key stakeholder buy-in, this Provider would work with school and district leadership to develop a Communication Plan that contributes to a successful implementation of the transformational plan. The purpose of the Communication Plan is to present a clear and concise framework for communicating transformational initiatives to the school and its community. The plan will address two types of stakeholders: internal (i.e. students, teachers, staff, administration, and Department of Public Instruction) and external (parents, businesses, civic groups, religious groups, and other members of the district community). The priority of this plan is to ensure that each school has a unified message at all times among all stakeholders. Although the development of a school communication plan must be tailored to the community and needs of the school, these are some common initiatives utilized by this Provider to accomplish the creation of this plan:

- Conduct a comprehensive assessment of the current communication process and provide the school with appropriate information so that the Principal can make modifications as needed for an appropriate communication to take place regarding this transformational plan. The principal should then share results of the assessment and strategies recommended with his or her leadership team.
- Once the assessment of the current communication process is completed, identify key individuals and events within the communication process i.e. the individuals responsible for developing the messages, the individuals responsible for disseminating the message, and the different target audiences and stakeholders that receive those message and the frequency with which this occurs. The Educational



Transformation Committee is comprised of the majority of the stakeholders groups that should be represented.

- o Realign the communication process analyzed above to ensure that the communication delivered to each target audience is owned by one individual so that he or she may develop consistency, momentum, and rapport with that specific target audience.

Upon completion of the draft Action Plan, this Provider will review each school's plan with Wisconsin DPI and school leadership and modify it as necessary to reach consensus on the process. As additional follow up to the diagnostic review, this Provider will analyze each school's "capacity of readiness" within the stakeholders to set expectations for the following year so that the implementation starts off with teachers and leadership aligned. The Provider will work with the principal to assess the readiness of the school-site stakeholders for the upcoming change to prepare everyone with an individual plan for capacity development. This way, change management strategies do not fail and/or undermine the school's ability to achieve the student performance goals targeted by the transformational initiatives. To institute the effective infrastructure changes that will contribute to a successful transformational plan for the school, the provider will use strategies that include but not be limited to:

- Understanding previous change initiatives and their impact on staff morale etc.
- Involving top leadership i.e. principal, grade level chairpersons etc.
- Identifying key stakeholders, specifically those that will present obstacles and those that will champion change, and use their skill set accordingly.
- Mapping out a transitional plan so that the school has the proper foundation of structures and policies to support the transformational Action Plan.



- Providing support and coaching for both the principal and his leadership team to lead the staff through the change.
- Measuring success through informal and formal resources i.e. surveys, forums, one-on-one discussions, etc.

It is this Provider's belief that with this support, the school will both leverage current capacity and build the additional capacity needed to meet the high demands of the change initiatives of the transformational plan and improve the quality of teaching and learning.

Lastly, in order to ensure objective feedback, a survey would be sent along with the Action Plan to instructional and operational staff to ask targeted questions as to the effectiveness of its various segments and initiatives. The Provider would then work with the principal and leverage the survey results to address all stakeholders concerns during a survey-based, targeted review of instructional materials, master schedule, teacher methodologies, intervention materials etc. to determine if they are aligned and appropriate to the transformational Action Plan. This will also include an examination of the current pedagogy practices to offer research-based recommendations for supporting the professional growth of teachers to ensure that the delivery of high quality instruction in every classroom takes place as soon as possible. The Provider will provide written recommendations to both the principal and department chairs should any change be necessary to ensure a successful implementation of the transformational plan.



Tab 5.2 – School Reform Experience & Framework

4.2.a SCHOOL REFORM EXPERIENCE AND FRAMEWORK

Describe your organization's prior experience with turning around and improving student engagement and achievement in low performing schools that are within the same grade span as the schools you intend to serve in Wisconsin.

Include qualitative and quantitative data on prior experience and success.

Include contextual information for each example (i.e., rural, urban, elementary, high school, union involvement, school size, demographics, socioeconomics, change in performance measures, etc.).

The majority of turnaround schools NAEP has worked with are inner city schools and have union involvement, high poverty, and significant Hispanic and African American minority populations. Many of the schools have improved one or more letter grades or improvement categories. See Appendix C, page 62 for work in Memphis City Schools, TN, Miami-Dade, FL, St. Croix, Virgin Islands, 7 Florida Charter Schools, Milwaukee, WI, Palm Beach City FL, and Broward County, FL. NAEP is currently working in Providence, Rhode Island.

4.2.b SCHOOL REFORM EXPERIENCE AND FRAMEWORK

Describe your organization's framework/model for turning around low performing schools. This should include:

- i. Governance,
- ii. Instructional design,
- iii. Staffing,
- iv. Professional development,
- v. Student supports.

NAEP uses a research-based model entitled Global Educational Transformational Model: GETS RESULTS © (see Appendix A, page 38) that is founded in the extensive work cited in the Mass Insight Turnaround Challenge Report (see Appendix D, page 75) on the Research of Effective Schools. It is supported with years of successful practitioner experience that has resulted in a consistent track record of educational transformation success. This model includes the following seven elements:



These seven elements encompass the activities to be undertaken as part of the Transformation Model described in federal statute and guidelines. This Provider collaborates with school and district leadership to develop components throughout the transformation process that, as proven by experience, attain each of the aforementioned seven domains at the schools. Each of the components has a clear pathway and set of deliverables that drives and measures the effectiveness of the strategies being used.

It is critical to note that this Provider has demonstrated the greatest level of success with this nationally recognized model for school clusters of three or more. For example, currently, NAEP leads a transformation effort with seven schools in one district. NAEP delivers capacity development activities for leaders and teachers using the National Professional Development Process of planning, delivering, implementing, and monitoring and will adapt it as necessary to be in compliance with department of education and district rules and regulations. This is accomplished via a unique coaching continuum model founded on a five-step process: observation, modeling, co-teaching, observation, and debriefing. This coaching is delivered by content area experts with a proven track record in closing achievement gaps for students across



the country struggling to meet proficiency expectations and attain the necessary and increasingly difficult skill set required for college and career readiness.

4.2.c SCHOOL REFORM EXPERIENCE AND FRAMEWORK

Briefly describe how your organization's activities within a Priority School would change over a four-year period, what the basis and/or timing for this evolution might be, and the process by which this evolution would take place.

This Provider works in collaboration with district and school stakeholders throughout the contract and the processes mentioned in 4.2.b above such as leader and teacher mentoring continue, but the role gradually changes from this Provider's experts directly demonstrating skills to the experts to observing and providing refinement of skill feedback to school leaders and teachers. On a regular basis, this Provider will meet with the appropriate and requested stakeholders to provide them with a status report on the progress achieved in the schools during the implementation of the Plan. Furthermore, due this Provider's use of the Florida Continuous Improvement Model, all "dips and knows" that are discussed during these updates will be addressed and integrated into the subsequent steps of the transformational plan.

In order to implement a successful action plan, This Provider understands that comprehensive monitoring processes must be instituted to ensure the fidelity of the transformational plan, model requirements, and return on investment of funds that contribute to this project. Due to extensive experience with implementing reform initiatives that are funded by SIG monies, this Provider is well-versed with the requirements of this process and has had successful state audits with no exception. Although This Provider currently utilizes an electronic reporting platform to provide the school and districts implementation updates on a monthly basis, this Provider is ready and willing to abide by or collaboratively develop a process to prepare monthly reports about findings in the assigned schools with suggestions for improving performance. This Provider's transformation team appoints a liaison that is charged with gathering and communicating the artifacts, evidence, and results of transformational processes



for school and district stakeholders: i.e. agendas and formative assessment results. This team utilizes the action plan developed as the road map for when and how certain objectives need to be proven or demonstrated to school-site and district stakeholders (see Appendix E, page 93). In addition, the Chief Transformation Officer, in collaboration with the Principal for modeling and capacity building purposes, will create project calendars and monthly reports and will conduct monthly meetings with the Educational Transformation Committee to ensure that plan requirements consistently guide discussions and are used to guide transformational efforts.

Due to the needs-driven processes that determine the flow of the transformational project and the necessary precision of subsequent next steps, a detailed plan for the scope of work the following school year is submitted at the end of the current school year.

4.2.d SCHOOL REFORM EXPERIENCE AND FRAMEWORK

Describe the theory of action that guides and informs your organization's practice.

Research that guides NAEP work is founded in the work of Mass Insight, Marzano, Charlotte Danielson and many others (see Appendix D, page 75). The underlying belief is that all children and teachers can succeed if given the right tools and instruction. The CTAG (see above, page 2) capacity building system for the school evaluation, action plan, and implementation is solidly grounded in the effective schools literature, particularly research on "high-performing, high-poverty" schools and is heavily informed by the whole-school approach to the needs of struggling students through Response to Intervention. The data gathered throughout the process provide the expert coaches and leadership a series of benchmarks in each of the following categories to work toward to create a high performing school (for a more detailed discussion of the GETS RESULTS model, see Appendix A, page 38).



4.2.e SCHOOL REFORM EXPERIENCE AND FRAMEWORK

Describe your organization's experience implementing the following required turnaround strategies (note: if applicant carries no experience with Response to Intervention, a detailed description of their work with a similar system is included):

- i. Response to Intervention,
- ii. Extended Learning Time,
- iii. Highly Skilled Educators,
- iv. Highly Skilled Leaders,
- v. Positive and Safe Learning Environment,
- vi. Family Engagement.

1) Response to Intervention and Extended Learning Time

As mentioned above, Response to Intervention is a key process that informs this Provider's CTAG evaluation process and coaching and mentoring of leaders and teachers has occurred in the following schools and districts: Memphis City Schools, TN, Miami-Dade, FL, St. Croix, Virgin Islands, 7 Florida Charter Schools, Milwaukee, WI, Palm Beach City FL, Broward County, FL., and Providence, RI. In the high schools especially, credit recovery is a key issue and time has been built in for after-school and summer school work to catch students up. NAEP has included coaching with leadership on how to approach and implement extended learning.

2) Highly Skilled Educators and Leaders

This Provider's process brings in experts with leadership and instruction experience and skills, having them collaborate with the staff to evaluate the school, and then model the skills, observing the school staff, and providing continual feedback until mastery develops the staff into highly skilled educators and leaders. See also the 11 leadership courses available (Appendix A, page 53) for topics to help develop highly skilled administrators.

3) Positive and Safe Learning Environment

To begin creating a positive and safe learning environment, this Provider has used climate survey in each of its client schools to gauge needs. In some schools this Provider has created faculty and student incentive programs to increase positive behaviors such attendance, on-time behavior, reductions in suspensions, and student achievement.



4) Family Engagement

Part of the CTAG process in each of the schools includes a family engagement survey and introductory meeting with parents about how they can help and monitor the changes in the school. This Provider has facilitated meetings throughout the year for parents to attend in order to keep informed. Additionally, this Provider has provided specific training for leaders and teachers on how to effectively engage parents in the process of improving their child's achievement (also see Educational Transformation Committee above, page 7).

Tab 5.3 – Approach to Working with School District and Staff

4.3.a APPROACH TO WORKING WITH SCHOOL DISTRICT AND STAFF
Explain your organization's approach to negotiating with district offices to ensure needed autonomy over:

- i. Governance,
- ii. Budgeting,
- iii. Instructional design,
- iv. Staffing,
- v. Professional development,
- vi. Student supports.

This Provider has created numerous contracts, Memoranda of Understanding, and performance contracts between schools and districts on the specific roles related to governance, budgeting, instructional design, staffing, professional development, and student supports. There are some areas that this Provider prefers to be collaboratively involved in if possible such as hiring and firing decisions, major budget decisions impacting curriculum and tools for student support, and school schedules and programs. This Provider prefers to collaborate with leadership on these matters and to provide them with the capacity to make decisions that will help improve and sustain student achievement while successfully navigating the legal requirements, district policies, and collective bargaining agreements.

4.3.b APPROACH TO WORKING WITH SCHOOL DISTRICT AND STAFF
Explain your organization's approach to working with district leadership and central office staff to improve district policies and practices. Provide examples of past work with these stakeholders.

In creating a scope of work for another school district this Provider has worked with the superintendent, central office staff, and other district leaders. This includes assembling a team



of district and school stakeholders for the Educational Transformation Committee mentioned above on page 7. Collaboration with the district is essential if the schools are to sustain success. In addition to the cluster school model, this Provider can provide turnaround services through a district turnaround office (see Appendix A, page 52).

Jeffrey Hernandez's, the CEO of NAEP, career has spanned school and district positions in addition to his turnaround consultant work. He led schools that were part of the School Improvement Zone in Miami-Dade. Part of the process was collaborating with other school and district leaders. In addition to working with district staff from the school level, he collaborated with district from the state perspective as a state regional director in charge of fifteen low performing high schools. Quotes from some of the district employees are shown in Appendix D, page 75.

4.3.c APPROACH TO WORKING WITH SCHOOL DISTRICT AND STAFF

Describe your organization's strategy for building capacity in the school and turning power and responsibility back over to the school and district.

Include detailed examples of your organization's successful work with building capacity in a school and turning power and responsibility back over to the school and district.

Capacity building is a key approach in all of the work this Provider does. This Provider leverages and builds on existing resources. See Appendix 3 (page 62) for capacity building in Memphis, Miami Dade, St Croix, Florida Charter Schools, Palm Beach and Broward. This Provider builds capacity by training leaders and teachers in the school. First, this Provider evaluates existing tools and procedures and how they are contributing to student progress. Second, this Provider trains staff on improving existing procedures and introduces any new necessary tools and procedures. The training is based on a gradual process where participants see the skill desired performed by an expert, teachers and administrators get to practice in front of the expert and receive feedback, and then proceed on their own when the staff member has mastered the skill.



Tab 5.4 – Approach to Required Responsibilities

4.4.a APPROACH TO REQUIRED RESPONSIBILITIES

Briefly describe your organization's activities in a school and district during its first six months working with a Priority School. Answer should include seven or more of the following early, visible, and meaningful improvement measures:

- i. Recruit and hire/rehire staff;
- ii. Establish a consistent and intense relationship with each school and key district offices;
- iii. Launch community engagement efforts;
- iv. Work with facilities department to ensure physical improvements;
- v. Focus on culture and stabilization in building;
- vi. Monitor non-academic (leading) indicators;
- vii. Enhance rigorous and aligned curriculum;
- viii. Other appropriate, visible, and meaningful improvement measures that are supported by research on successful school turnaround.

Provide examples of prior success with each of the above early, visible, and meaningful improvement measures.

The following are parts of the contract between Cambium/NAEP and a district where work is currently underway:

Recruit and hire/rehire staff – “If an whenever possible, Cambium will have the authority to confirm all new school level hires. Cambium will work collaboratively with building administrators to make staffing decisions and assignments driven by student and programmatic needs. Cambium will support the evaluation process of faculty and staff. Cambium will also support the design and implementation of staff support structures and professional growth opportunities (incl. growth plans, professional development, and common planning time).

Establish a consistent and intense relationship with each school and key district offices – “Cambium, will provide academic, managerial, and operational expertise in support of the building principal and faculty...” Cambium shall design and implement comprehensive reform plans working in collaboration with the district and school communities... The district and Cambium will maintain regular communication to promote maximum levels of transparency and collaboration. Cambium will maintain frequent communication with the district... Every week, the district will receive a calendar... Cambium will participate in a monthly meeting with the



Superintendent, CAO, Executive Director of School Transformation and members of his/her cabinet to provide status updates and discuss success and challenges.”

Launch community engagement efforts – As noted above Cambium/NAEP focuses on family and community engagement in order to create a positive learning environment. This includes an introductory meeting with the community and generally three reporting sessions as well as recruiting community in participating in extended learning opportunities.

Work with facilities department to ensure physical improvements - “[Cambium will] support school operations, including: 1) Coordination of services with the district central office (e.g. food services, maintenance, security, IT, purchasing, procurement, transportation, human resources, payroll); 2) Budgeting and financial management; 3) Development and grants management; 4) Compliance reporting.”

Focus on culture and stabilization in building – “[Cambium will] implement activities necessary to create a positive learning environment, including: 1) Socio-emotional support; 2) Behavior management; 3) Culture/Change management; 4) Family and community engagement; and 5) Communications and media relations.”

Monitor non-academic (leading) indicators – “Cambium will be held accountable for improvements in each of the following areas for students who are registered at the schools by the third Friday after school begins: 1) Student attendance; 2) Chronic absenteeism; 3) Number of out-of-school suspensions, 4) First time credit acquisition rate.”

This Provider has provided *Data Dashboards* to districts as well as helped develop custom-tailored interactive *Data Dashboards* in collaboration with the district and/or school. Clear, comprehensive, and customized, *Data Dashboards* can provide the increased capacity in the area of data collection and analysis. These data management systems measure academic and non-academic indicators and serve as early warning systems and progress monitoring tools



to schools and district staff. The following screenshot show the *Data Dashboard* capabilities. For further information and figures on *Data Dashboards*, please see Appendix B, page 59.

Tab 5.5 – Instructional Strategies

Please refer to – *Required Turnaround Strategies (Appendix 3, page 35)* for a detailed description of the required activities.

<p>4.5.a INSTRUCTIONAL STRATEGIES: Rtl, CCSS, and Extended Learning Time Describe your organization's curriculum and assessment program in detail, including:</p> <ul style="list-style-type: none"> i. Clear expectations for student learning; ii. Alignment with Common Core Standards; iii. Implementation of the Rtl System; iv. Description of how curriculum is designed across grade spans; v. How equity and access will be ensured for all students including but not limited to students with disabilities, English language learners, students in at-risk situations, as well as students dealing with low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues.
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Student learning – As mentioned before, the CTAG benchmarking assessment has 32 features of classroom instruction that are tied with higher levels of student learning (see page and 2 and Appendix E, page 89).

Common Core – The first S of RESULTS in the GETS RESULTS model stands for standards based alignment and curriculum. This Provider uses existing curriculum and shows staff how to align their current work with Common Core Standards and determine the gaps in curriculum and instruction in relation to meeting the standards. The experts show staff how to select and develop research-based alternative curriculum if necessary and coach instructional leaders on how to continually evaluate how curriculum and instruction support standards.

Rtl – NAEP provides coaching by subject leaders and special needs experts who will evaluate curriculum and student data and help administration and teachers strengthen the existing Rtl plans, procedures, tools, benchmarks, progress monitoring, and interventions.

Curriculum Alignment – NAEP facilitates the alignment of curriculum by experts in curriculum subject areas by reviewing the existing alignment tools, pacing guides, and formative and summative assessments. NAEP reviews and provides coaching to leaders and teachers in



alignment and coordination within each grade (horizontal) and between subjects as well as vertical alignment between grades. For example, a standard writing rubric would be communicated to all of the grades and all subject areas including science, math, and social studies.

Equity and Access – As mentioned above, the CTAG process reviews academic and non-academic data (including behavioral interventions) on subgroups to ensure that all students are getting the services they need to achieve and that no groups of students are unfairly treated.

4.5.b INSTRUCTIONAL STRATEGIES: RtI, CCSS, and Extended Learning Time
Describe your organization’s strategies to implement flexible scheduling and to create extended learning time. Include clearly defined sample schedules. Demonstrate how your strategy can ensure 300 additional hours of instructional time, focused entirely on academics.

Part of assessment process in phase 1 is to evaluate current extended learning times, what is needed, and then work with administration, parents and community to expand opportunities within school day and for outside activities. In Miami Dade –the F.A.S.T. program added 1 hour daily for underachieving students and created a 4 hour Saturday program (2 hours reading, 2 hours math) funded by community sponsors.

4.5.c INSTRUCTIONAL STRATEGIES: RtI, CCSS, and Extended Learning Time
Describe how your organization will address student transitions throughout the grade levels. Describe how intervention models in elementary and middle schools will be integrated with high school interventions, and vice versa. For high schools, discuss the partnerships that will be formed with community colleges, districts, and colleges and universities to address barriers to postsecondary access.

In the Miami F.A.S.T program, Mr. Hernandez program worked with 20 elementary and secondary schools. Part of the improvements included block scheduling for secondary and departmentalized scheduling for elementary and the creation of a common assessment system to drive instruction, enrichment, and interventions. The cluster model in other districts has provided a unique opportunity for elementary and secondary schools to develop same-grade and multi-level subject and leadership teams to start and continue conversations on alignment and instruction between schools. Mr. Hernandez also has created partnerships with the



community and postsecondary schools to facilitate extended learning as well as provide professional development and coaching resources for transforming schools.

Tab 5.6 – Staffing and Professional Development

4.6.a STAFFING AND PROFESSIONAL DEVELOPMENT: Highly Skilled Educators and Highly Skilled Leaders

Describe your organization’s plan to design and implement a rigorous, transparent, and equitable performance evaluation system for teachers and principals that utilizes teacher and principal observation and takes into account data on student growth as a significant factor.

The following are some key points on the existing agreement Cambium/NAEP has with another school district. Cambium would negotiate something similar with any Wisconsin district: “Cambium, working collaboratively with the building principals, shall assume authority over school staffing in a manner that is consistent with the applicable collective bargaining agreements and the District’s criterion based-hiring process. ... 1) Evaluation of School Administrators. Cambium shall implement the State-approved evaluation system for school administrators; Cambium and the Executive Director of the district shall collaboratively evaluate building administrators... 2) Evaluation of Teaching Staff. Cambium shall work with building administrators to implement a State-approved evaluation system for teachers that a) takes into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement, and b) is designed and developed with teacher involvement.”

4.6.b STAFFING AND PROFESSIONAL DEVELOPMENT: Highly Skilled Educators and Highly Skilled Leaders

Explain how your organization will assess the training and professional development needs of the staff and provide targeted professional development. Include information about the standard components of your organization’s professional development design and the areas that will be customized to fit the school and district.

The CTAG tool and mentoring and coaching process mentioned on page 2 above includes an individual professional development plan for each staff member that is created based on self-assessment and observation of the staff member’s opportunities for growth. The training includes group instruction, online training and resources, coaching, mentoring,



modeling, feedback, and observation and evaluation. The standard topic areas include leadership, Response to Intervention, differentiation, curriculum alignment, instructional strategies, methods of assessment, classroom management and can be customized to fit the school and district.

4.6.c STAFFING AND PROFESSIONAL DEVELOPMENT: Highly Skilled Educators and Highly Skilled Leaders
Describe how your organization will evaluate the fidelity of implementation, quality, relevance, and utility of professional development, including how targeted professional development will lead to improvements in student engagement and learning.

The team of curriculum, instruction, and leadership experts does intensive on-site observations in real world situations and re-teaches staff when weaknesses remain. The expert team and school and district staff review leading and other indicators of success (attendance, suspensions, student achievement) and create interventions to deal with these issues.

4.6.d STAFFING AND PROFESSIONAL DEVELOPMENT: Highly Skilled Educators and Highly Skilled Leaders
Explain your organization's plan to determine the effectiveness of the existing school leadership team in carrying out the selected intervention model. Include details on:

Evaluating principal's ability to act as an instructional leader;
Evaluating principal's ability and commitment to effectively distributing leadership across school staff;
Evaluating principal's ability to build capacity across the leadership team.

During phase 1 there are a series of meetings with the school leader. The Chief Transformation Officer and school leadership work together to evaluate strengths and areas needed for improvement. After phase 1, the Principal creates a teacher leadership team and the CTO observes the interaction with principal, expert team, and teachers. The expert team observes distribution of leadership, capacity building, and communication and makes suggestions for improvements including modeling if necessary and then evaluates continually until expected results are achieved. Part of the skills to be included is how do leaders conduct effective professional development in both leadership and instruction?



4.6.e STAFFING AND PROFESSIONAL DEVELOPMENT: Highly Skilled Educators and Highly Skilled Leaders

Provide information about your organization's plans for recruiting, hiring, and developing leaders (i.e., principals, other administrators, and teachers) for Priority Schools.

Include plan for working with district human resources staff to address school staffing issues.

In the previous school district mentioned above, new principals were required to be hired in accordance with the SIG Turnaround and Transformation reform models. In some of the districts, the principals were already hired before this Provider started. However, it is preferred that this Provider either have authority to select new principals or collaborate with the district and school in the process. Generally, the school districts have provided training to this Provider in the evaluation systems for both administrators and principals (at no charge). The evaluation system will inform the hiring and termination process. Because hiring is such a key part of an administrator's job and the success of a turnaround school, it is important that this Provider work collaboratively with the building principals, hiring teams, and district staff to recruit, identify, and hire school faculty and staff.

4.6.f STAFFING AND PROFESSIONAL DEVELOPMENT: Highly Skilled Educators and Highly Skilled Leaders

Describe how your organization will work with the district, the teachers' union, and, as applicable, other organizations to design and implement a fair and consistent method to evaluate staff members' ability to effectively participate in the school reform plan.

See the answer to 4.6.a above (page 23). This Provider has included unions, districts, and other stakeholders in previous organizations when creating a fair and consistent method to evaluate staff members.

Tab 5.7 – Positive and Safe Learning Environments

4.7.a POSITIVE AND SAFE LEARNING ENVIRONMENTS:

Describe the specific strategies and activities employed by your organization that will support attainment of a school culture and climate conducive to high expectations and student learning, including a school wide PBIS system, as outlined in the reform plan. Include methods of measuring effectiveness of strategies and activities (such as tracking school climate over time with school climate survey of students and teachers) and examples of past success.

First this Provider assesses the culture of school. Is this a learner centered environment? This Provider trains leaders and teachers to:



- Identify characteristics of a safe and orderly learning environment
- Review key data indicators regarding school safety and student efficacy
- Review and refine school discipline plan
- Identify and consider implementation of key strategies for positive behavior support
- Facilitate the development of incentive and recognition programs to increase positive behaviors, decrease suspension rates, increase student attendance.

Tab 5.8 – Family Engagement

4.8.a FAMILY ENGAGEMENT

Describe how your organization intends to develop and maintain meaningful partnerships with parents. Indicate how your organization plans to integrate parents and other stakeholders into the reform process.

Describe how your organization will engage parents, guardians, and family members to establish and support a culture of high expectations, with a description of specific strategies that also include a focus on parents who are not currently engaged.

Describe how your organization will employ system wide strategies to listen and communicate with parents about expectations for student learning and goals for improvement.

Describe how your organization's family engagement plans align with the research of Dr. Joyce Epstein of John Hopkins University.

Phase 1 of process, assessment of school climate, includes parent involvement and perceptions. Throughout this Provider's work with schools there are periodic meetings with parents (generally three per year). Parents and community are represented on the Educational Transformation Committee. And finally, this Provider mentors the school leaders on parent outreach efforts including involving them in the Extended Learning Program

Dr. Joyce Epstein	NAEP examples of past or current practice
1) increasing frequency and variety in communication with parents, specifically regarding their child's academic progress	Instruct principal in effective parent and community engagement such as direct communication, conflict management when there is an upset parent, and what parents want and need to know.
2) providing resources to encourage learning at home;	Involve parents in Extended Learning Opportunities, discussions about home



	resources needed for student support (e.g. quiet study area) and how to help with homework.
3) developing meaningful volunteer opportunities	Ask for participation on school committees (especially the ETC) and parent groups. Develop parents as leaders.
4) increasing the participation and effectiveness of parent representation in school governance	Involve the parents in critical CTAG and other parent surveys, periodic parent meetings, and representation on ETC.
5) implementing strategies to strengthen and support effective parenting	Expert team trains leaders in parent support strategies and effective communication. Strong print presence, newsletter and Web tips, effective community meetings and learning opportunities.
6) Strengthening community partnerships to support parents. To demonstrate this level of engagement	Train principal and teacher leaders, review and discuss benefits and methods of effective community engagement. Develop and conduct community perception and engagement surveys. Review and discuss parent/community survey and meeting reflections.
Priority Schools must implement parent training programs to help all parents understand the school's screening methods, how to interpret universal screening data, criteria for entering and exiting interventions based on need, progress monitoring methods, and progress monitoring data.	Parent/ community meetings focus on how to help students, what the data show, what interventions, progress monitoring. During RtI/SPED process – expert works with principal on notification of parents, how to get the information a parent needs, how a parent can work as part of a team in student meetings, and how the team will decide on interventions and monitor student achievement.

Tab 5.9 – Turnaround Partner Staffing and Qualifications

Describe the number of Full Time Equivalent (FTE) positions that the organization will provide to support the school.

Describe the qualifications of organization personnel who will support the school, including personnel who will be present in the school 80 percent of the work week.

Here is a typical scenario for year one	Hours
Leadership Director (CTO)	700
Literacy Director	800
Math Director	800



Science Director 300

Special Education Director 300

Example schedule and specific times above (to be determined based on school and district needs):

Monday	Tuesday	Wednesday	Thursday	Friday
CTO*	CTO* Literacy Math	CTO* Literacy Math Science Special Services	CTO* Literacy Math Science Special Services	Science Special Services

The staff of NAEP include former teachers, administrators, curriculum directors, and contractors who have worked to successfully improve schools in similar turnaround or transformation situations. See the resumes for more detail (Appendix F on page 95