

# JCPS Intervention Models

Board of Education  
Work Session  
January 24, 2011

# Framing Question

- ▶ How do we best make changes for improvement in the most expeditious and least disruptive way?

# Research on Models

- ▶ Little research-based evidence exists on the full models
- ▶ Some case studies with observations and interviews are available
- ▶ Resources for successful implementation are developing:
  - Education Northwest
  - Center on Innovation & Improvement – Handbook on Effective Implementation of School Improvement Grants
  - FSG – The School Turnaround Field Guide

# Intervention Models

- ▶ 730 schools nationwide are implementing the four federal intervention models –
  - 53% urban, 23% rural and 24% suburban schools
- ▶ 71% use the transformational model, 21% use the turnaround/re-staffing model
  - 100% of urban schools chose the re-staffing model
- ▶ USDOE is looking into other intervention models

# Commonalities in Models

- ▶ Replacing the principal
- ▶ Adopting a new governance structure
- ▶ Implementing a new or revised instructional program
- ▶ Implementing strategies to recruit, place, and retain effective staff
- ▶ Providing ongoing, high-quality, job-embedded professional development
- ▶ Promoting the continuous use of student data
- ▶ Increase instructional time for students and time for collaboration and professional development for staff
- ▶ Ensure that the school receives ongoing, intensive technical assistance and related support

# Key Differences

## Turnaround/Re-staffing

- ▶ Replace at least 50 percent of the staff\*
- ▶ Providing social emotional and community-oriented services for students

## Transformation

- ▶ Use evaluations that are based on student growth
- ▶ Identify and reward school staff who improve student achievement and identify and remove those who do not
- ▶ Provide mechanisms for family and community engagement

\* Staff hired as part of broader reform effort since 2008 may be included in the replacement numbers

# JCPS Reform

Components	JCPS Initiatives since 2008
New or revised instructional program	Freshman Academy Advisory Career Themes & Schools of Study Ramp Up to Advanced Literacy Facing History and Ourselves Inquiry-based Science College Preparatory Mathematics
Recruit & retain staff	Leadership Development
High quality PD	Learning Walks Learning Teams of Teachers
Use of student data	Project Proficiency
Increase time for students and teachers	Flexible student/staff schedules
Replace principal	
New governance structure	
Technical assistance	

# HR Strategies since 2008

- ▶ Developed a Teacher Disposition Survey (which aligns with Theory of Action) and implemented it as a screening tool for teacher candidates
- ▶ Embedded Theory of Action components (Care for Kids, Cultural Responsibility, Learning Communities, etc.) as major elements of 5-day New Teacher Induction
- ▶ Provided BEST mentors to assist persistently low performing schools, supporting new and struggling teachers
- ▶ Provided release days to teachers seeking National Board Certification, encouraging best practices and reflective teaching