

# **The School Superintendents Association (AASA)**

## **Talent Development Secondary Grant Opportunity**

## VISION

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

MISSISSIPPI STATE BOARD OF EDUCATION  
STRATEGIC PLAN GOALS

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



# This webinar will address:

The  
Opportunity

Networked  
Improvement  
Community

Request for  
Application

# AASA/TDS "NIC"

**A Networked Improvement Community:  
Improving our Lowest Performing Secondary  
Schools in the ESSA Era**

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# THE OPPORTUNITY



- ▶ For the first time in this nation's history there are ample federal resources and ample evidence to address the needs of our most challenged secondary schools.



- ▶ AASA and TDS, two respected national leaders, are coming together to provide a platform to take on a cohort of these schools with evidence-based support and will share lessons learned through a Networked Improvement Community with the broader group of district leaders that faces similar challenges.

# AASA AND TDS ARE JOINING FORCES TO:



1. Create a “networked improvement community” (NIC) focused on evidence-based school transformation for the 5% most challenged secondary schools in the ESSA era.



2. Provide a series of three webinars in the fall 2018.



3. Hold a preconference at the AASA National Conference on Education in LA on February 13.



4. Issue an RFA (Applications) at that preconference for 15-20 districts that best meet the requirements.



5. Extend the community of practice to any Precon participants that want to participate virtually after the final participants have been named.

# WHAT IS A NETWORKED IMPROVEMENT COMMUNITY

(NIC - Bryk, Gomez & Grunow, 2011)

## 1. Developing a theory of practice improvement

- ▶ Understanding the problem
- ▶ Understanding the drivers
- ▶ Understanding the key leverage points for change



## 2. Learning and using improvement research methods

- ▶ Highly iterative and continuously learning
- ▶ PDSA
- ▶ Evaluation and ongoing feedback loops from Dr. Balfanz of JHU





# NIC (con.)

## 3. Building a measurement and analytic infrastructure:



- ▶ Quarterly reports on ABCs/prevention, recovery and total on-track
- ▶ Annual reports on ABCs plus standardized test scores and graduation/promotion rates.
- ▶ Need access to district data
- ▶ Administer climate surveys
- ▶ Develop a shared School Transformation Plan (STP) based on key levers of change.

# NIC (con.)

## 4. Leadership, Organization and Operation

- ▶ Initiation team – TDS/AASA
- ▶ Virtual “networked” community serves as early adopters and next cohorts



## 5. Culture, Norms & Identity

- ▶ AASA/TDS NIC
- ▶ Core first cohort
- ▶ Regular meetings of work-alikes and summer conference for four years
- ▶ Collaterals, branding, expanding over time.

# WHAT ARE THE REQUIREMENTS OF ESSA

- ▶ What does ESSA say about our 5% lowest performing
- ▶ Comprehensive assessments
- ▶ What does evidence-based practice mean?
  - ▶ **Tier 1 – Strong Evidence** : supported by one or more well-designed and well-implemented randomized control experimental studies.
  - ▶ **Tier 2 – Moderate Evidence** : supported by one or more well-designed and well-implemented quasi-experimental studies.
  - ▶ **Tier 3 – Promising Evidence** : supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

# UNPRECEDENTED OPPORTUNITY



- ▶ We know more about what works in our most challenged educational environments than ever before



- ▶ We have 10 years of evidence behind us with SIG, Race to the Top, i3, etc.



- ▶ We have wisely used that experience to craft ESSA legislation that concentrates these lessons on the most challenged schools



- ▶ Finally, we have a recurring federal revenue stream with ESSA that makes 7% of Title I available year after year



- ▶ This amounts to almost twice as much as any of the Obama SIG rounds (except the initial stimulus package). About \$1 billion a year!

# LESSONS LEARNED ABOUT SUBSTANTIVE REFORM?

- ▶ Organize adults and the school structure for success
- ▶ Support all students' success at the center of school's mission/actions
- ▶ Improve teaching & learning and a system for doing so
- ▶ Integrate student support services against the most predictive indicators (ABC's) of high school graduation
- ▶ Provide universal access to post-secondary pathways, partners and preparatory experiences
- ▶ Use a planning and training year where possible
- ▶ Use an evidence-based partner fully dedicated to supporting the effort over time

# WHY TALENT DEVELOPMENT SECONDARY?

- ▶ It works!!!
- ▶ Time and time again, evaluation after 3<sup>rd</sup> party evaluation, TDS gets results in



▶ Attendance



▶ Graduation rates



▶ Math and ELA growth and



▶ Putting off-track students back on track

# TDS MEETS ESSA EVIDENCE STANDARDS

## MIDDLE GRADES

PROGRAM	DOMAIN
DIPLOMAS NOW	EARLY WARNING INDICATORS
TDS MIDDLE SCHOOL MODEL	MATH ACHIEVEMENT
TDS MIDDLE SCHOOL MODEL	READING ACHIEVEMENT
TDS MIDDLE SCHOOL MODEL	PROMOTION
COMPUTER AND TEAM ASSISTED MATHEMATICAL ACCELERATION LABORATORY (CATAMA)	MATH ACHIEVEMENT
SUCCESS MENTORS	ATTENDANCE REDUCING CHRONIC ABSENTEEISM

## HIGH SCHOOL

PROGRAM	DOMAIN
DIPLOMAS NOW	EARLY WARNING INDICATORS
TALENT DEVELOPMENT HIGH SCHOOL MODEL	9TH GRADE ATTENDANCE
TALENT DEVELOPMENT HIGH SCHOOL MODEL	9TH GRADE PROMOTION
TALENT DEVELOPMENT HIGH SCHOOL MODEL	CREDIT ACCRUAL
TALENT DEVELOPMENT HIGH SCHOOL MODEL	MATHEMATICS ACHIEVEMENT
TALENT DEVELOPMENT HIGH SCHOOL MODEL	READING ACHIEVEMENT
TRANSITION TO ADVANCED MATHEMATICS (TAM)	HIGH SCHOOL CATCH UP MATHEMATICS
ADOLESCENT LITERACY (ADULT) COACHING + TEACHING MATERIALS	READING COMPREHENSION ACHIEVEMENT
SUCCESS MENTORS	ATTENDANCE REDUCING CHRONIC ABSENTEEISM

# BROOKINGS' ANALYSIS

- Well-evaluated targeted interventions close over 70% of the gap between more and less advantaged children
- The children's enhanced incomes are roughly 10 times greater than the costs of the programs resulting in a positive ratio of benefits to costs for the taxpayer
- The biggest challenge is taking these programs to scale without diluting their effectiveness

Summary of Post-Birth Interventions					
Life Stage	Intervention Model	Description	Level of Evidence	Adjusted Variable	Effect Size
Early Childhood	Home Instruction for Parents of Preschool Youngsters	Biweekly home visits and group meetings to instruct and equip parents to be effective teachers for their children	Meets the DHHS criteria for an evidence-based program model	Reading	0.75 SD
				Hyperactivity	-0.68 SD
	Preschool	High-quality center-based preschool programs that provide educational services to children directly	Meta-analysis of quasi-experimental and randomized studies of early childhood center-based interventions (Camilli et al., 2010)	Reading	0.45 SD
				Math	0.45 SD
Middle Childhood	Social Emotional Learning	A broad range of interventions that focus on improving behavioral, emotional, and relational competencies	Highest-rated i3 development application (2013)	Antisocial Behavior	-0.22 SD
				Success for All	A school-wide reform program with a strong emphasis on early detection and prevention of reading problems
	Math	0.27 SD			
Adolescence	Talent Development	A comprehensive high school reform initiative aimed at reducing student dropout rates	Highest i3 validation application (2010)	Reading	0.32 SD
				Math	0.65 SD

SGM Target Population: Low-income children (family income < 200% FPL)



# THE BENEFITS OF TDS (CONT'D.)

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SGM TARGET POPULATION: LOW-INCOME CHILDREN (FAMILY INCOME < 200% FPL)

- TDS demonstrate strong effects in moving reading and math scores.
- TDS, as lead partner in Diplomas Now, shows through MDRC randomized control trial in 2016 that it can put off track 6<sup>th</sup> and 9<sup>th</sup> grade students back on track to graduation at statically higher rates than similar control schools.
- TDS Talent Development has demonstrated 5 point increases in Average Daily Attendance, 8 point increases in academic curriculum completion and 8 point increases in 10th grade promotion, improve likelihood of graduation by 8 points (MDRC 2005 study).

# RECENT STUDY FROM DARDEN SCHOOL OF BUSINESS AT UNIVERSITY OF VIRGINIA

As recently reported in [an academic study](#),  
TDS is one of seven out of 151 providers  
sanctioned in 13 states with evidence of impact  
on student achievement outcomes in turnaround  
school contexts.

**Don't Get Fooled Again!**



# FIVE LEVERS OF CHANGE



1. **Small Learning Communities**
2. **Acceleration Curricula and Embedded PD/Coaching**
3. **Three Tiered Intervention of Support Against the ABC's**
4. **Can-Do Climate and Culture**
5. **Pathways to Post-Secondary Success**

# NOT A TYPICAL RFP

- ▶ **This RFA's value is in the ecology of evidence-based supports we will provide to keep a common approach with local nuance on track for four years.**
- ▶ **We will not offer money but will provide a powerful framework that helps you to access the ESSA/Title I money that has been made available for this effort and the supports we will provide over the four-year period.**
- ▶ **We will formally issue the RFP at the Precon in February in LA.**
- ▶ **We will select 15 – 20 districts that are willing to work with 1-5 schools (at least one high school and its feeder middle schools).**

# AASA/TDS PRECON APPROACH

## ▶ Leadership Team

- Mort Sherman and AASA Team Members
- Charles Hiteshew and Dr. Robert Balfanz of TDS

## ▶ Presenters

- ▶ Those above
- ▶ Dr. Jean-Claude Brizard of TDS Board will support

# RFA DESCRIPTION

- ▶ 15-20 districts
- ▶ 1-5 schools each
- ▶ At least 1 must be a high school and ideally its feeder middle(s)
- ▶ The RFA (Request for Applications) is now Live!
- ▶ Open through March 30 – rolling admissions
- ▶ All decisions made by April 30
- ▶ Contracts executed by May 30
- ▶ Summer Kick-Off Conference for a planning, training and capacity-building year in early July



# RFA ELEMENTS



1. TDS/District co-selected TOSA (Teacher on Special Assignment ) to serve as STF (School Transformation Facilitator) at each participating school).



2. Small Learning Communities – interdisciplinary teacher team sharing ~100 students all year with common planning time



3. Acceleration curriculum in math and ELA for students that are 2-3 years behind and extra help lab for those that are more than 3 years behind



4. Block schedule to allow acceleration courses in the fall and on-grade level in the spring for those that are behind.



5. Life Skills (“skinny”) for middle grades and freshmen



6. A plan to integrate student support providers (tutors for tier II support and at least one case manager for tier III supports)

# RFA ELEMENTS (CON.)



7. Fully dedicated Math and ELA coach at each school



8. EWS with weekly access to ABCs (attendance, behavior and math and ELA course grades)



9. 9<sup>th</sup> Grade Success Academy with Career pathways or academies in 10-12 grades and industry mentors, site visits and paid summer internships between 11 and 12<sup>th</sup> grades



10. Planning year starting in the summer of 2019



11. Regular meetings of district leaders every summer; principals twice a year and STFs and coaches twice a year.



12. All totaling \$175K per school per year for the three implementation years.





# NEXT STEPS

- ▶ Precon in LA on February 13

- ▶ Register: <http://nce.aasa.org/pre-conference-5/>

- ▶ Application

- ▶ <http://www.tdschools.org/aasa-tds-networked-improvement-community/aasa-tds-nic-application/>

**It is in our interest to confirm the top 20 districts  
as soon as possible so the first 20 strong applications  
will secure spots.**

# Questions





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DEPARTMENT OF  
EDUCATION

Ensuring a bright *future* for every child

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