


presenters




Peter Pappas
Assistant Superintendent
for Instruction

Patricia Martin
Director of Reading /
Language Arts

*East Irondequoit Central
School District
Rochester New York*

www.eicsd.k12.ny.us

project website



www.edteck.com/nclb


additional projects and resources



www.peterpappas.com

agenda

1. How we responded to NCLB
2. Grants and partnerships
3. Leadership in a era of change
 - Richard Elmore
 - Robert Marzano
 - Doug Reeves



we made NCLB work for us

- **Change agent**
- Used data to **settle debates**
- Our **marketing plan**
- **Justification** for building capacity
 - professional development
 - curriculum and program design
 - growth of instructional office



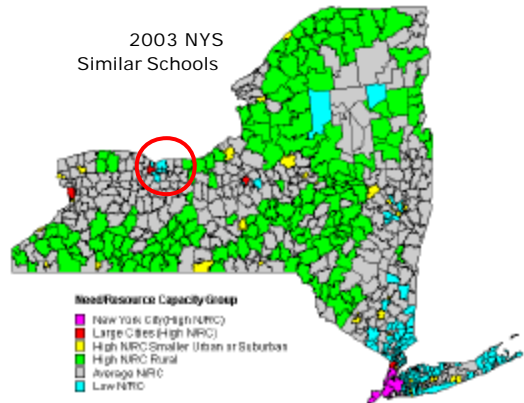
East Irondequoit CSD

Inner-ring suburb – Rochester, New York

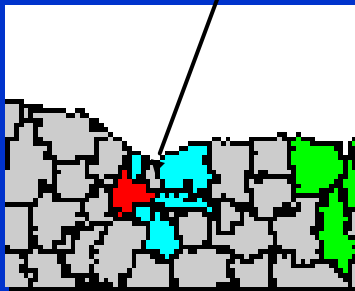
- 3,500 students
- Two K-2, Two 3-6, One 7-8, One 9-12
- Free and reduced lunch by building: 23 - 33%
- American Indian, Asian, Black, Hispanic by building: 14 - 24%



2003 NYS
Similar Schools



East Irondequoit



performance data - 1999

- First year of new NYS tests
 - ELA 4 and 8
 - Math 4 and 8
- Lowest scores in the county



Every system is designed to achieve the results its getting.

Coleman report 1966

“Schools bring little to bear on a child’s **achievement** that is independent of his **background** and general social context.”

Equality in Educational Opportunity, 1966

Jencks report 1972

“Schools do little to lessen gaps of **wealth** or **ability** among students.

Inequality: A Reassessment of the Effects of Family and Schooling in America, 1972

Jencks report 1972

...the character of a school's output depends largely ... on the characteristics of the entering **children**.

Everything else –the **school budget, its policies, the characteristics of the teachers** is either secondary or **completely irrelevant**.”

Inequality: A Reassessment of the Effects of Family and Schooling in America, 1972



No Child Left Behind

“to ensure that **all children** have a fair, equitable and significant opportunity to obtain a **high-quality education**, and **reach**, at the minimum, **proficiency on challenging** state academic standards and **state academic assessments**.”

a revolution in accountability

“Student achievement is primarily the function ... **background** of the **student**.”

Jencks Report 1972

“... **all children** must reach ... proficiency on challenging state academic assessments.”

NCLB 2001



Bush's educational blueprint

Accountability for student performance

- Data disaggregated by group
- Challenging state standards and testing

Focus on what works

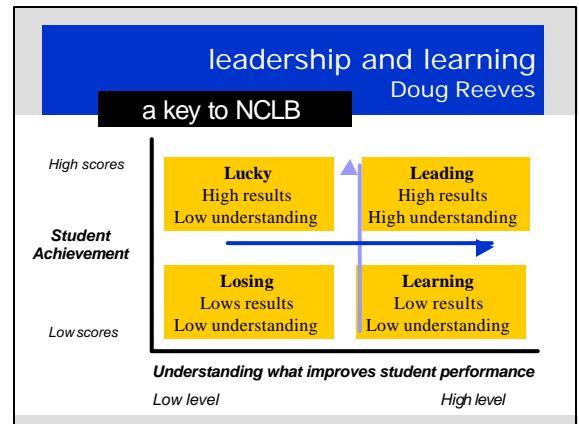
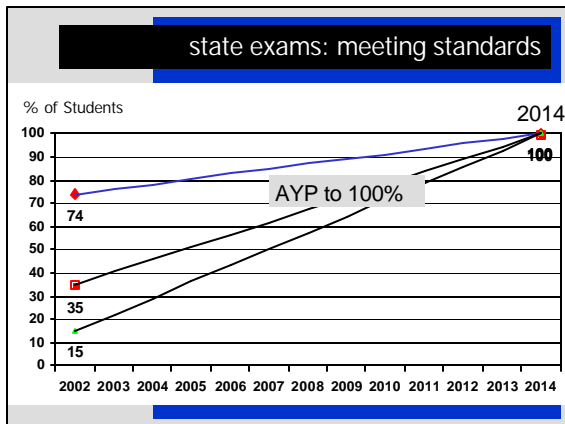
- Scientifically-based research
- Funding targeted to improve student achievement

Empower Parents

- Parental Choice
- Right to Know

Increased Flexibility

- Greater decision-making power at local and state levels



discover who we are

- Create structures and activities that allow **different people to interact in different ways.**
- Forge a **common view of teaching and learning**
- Treat the **organization** as an instrument for **accomplishing this vision**

build capacity

- Dynamic:** capacity to grow and improve
- Cohesive:** logical K - 12 program
- Supportive:** training and resources for teachers
- Public:** clearly define student standards
- = **Successful:** measurable results for all students

engage and empower teachers

- New leadership roles
- Committees that matter
 - K-12 steering
 - Curriculum
 - Professional development


core area directors

Understanding what improves student performance

more than new structures and programs - it's about quality instruction

- Don't just give **new names** to **old practices**
- Mastery** of content **knowledge, instructional methods** and classroom **management.**
- Teachers** need opportunity to thoughtfully **observe, analyze and reflect** on practice


Understanding what improves student performance



If we
don't provide
an intellectually stimulating
environment for teachers,
why do we think they
will provide them for kids?
... Art Costa

end "contractual" PD

- **Disconnected** from the classroom and student performance outcomes
- Wrong **motivation**
- **Lack of focus**
- **Model bad methods**:
 - Trainer talks – teacher listens
 - Here's the sample lessons
 - No follow up




We are all learning

Make staff development
everybody's business


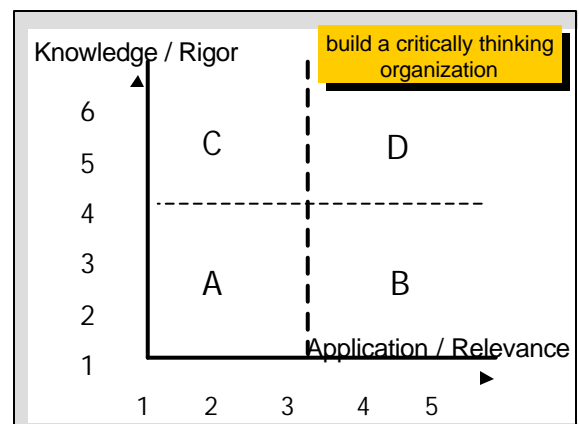
teachers learn to teach differently
when they:

- **Reflect** on their current practice
- **Inquiry** about and **observe** new method
- Receive **explicit instruction** in new method **consistent** with the method being taught
- **Observe skilled practitioners** in action
- Receive **consistent feedback** from **administrators** capable of **modeling** the practice

Understanding what improves student performance

put professional in
professional development

- **Policy** set by PD committee
- Adopt a **district model** of effective teaching
- **Differentiate** offerings
 - Vary scheduling
 - Online
 - Mentor
 - Personal trainer
- Encourage **skepticism**

Can your students answer these questions?

- **What** am I learning today?
- **Why** am learning it?
- How can I **use** the knowledge and skills to make a difference in my life?
- How can I work with teachers and peers **to improve** teaching and learning?

Can your teachers answer these questions?



Organizing the school around adding value to student performance

Your daily measure—how did I contribute to our learning community?



what's working?
inventory every program

1. Identified **standards to improve student mastery of higher-level thinking skills**
2. **Effectively assess student performance**
3. **Use assessment data** to diagnose progress
4. **Effectively implement instructional activities**

Understanding what improves student performance

use inventories to drive program improvements

- All curriculum, assessments, and professional development had to be rooted in **inventory**
- **Peer review** process foster critical thinking
- Look at student **work**



Understanding what improves student performance



accountability and high standards

- **District assessments K- 8**
- **Alignment** of classroom assessments to answer: "Who's learning, who isn't, and why?"
- **Targeted academic interventions**
- Launch of new **9th grade academy** and more rigorous **HS honors program**

parent involvement survey

- **Information:** How they get it / what they want
- **Attendance:** What and when?
- **Participation:**
 - children's homework
 - as a volunteer
 - in planning / decision making



Understanding what improves student performance

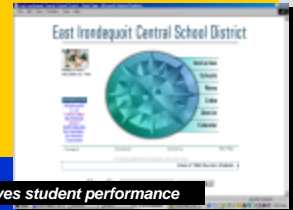
parent outreach

- Change in **delivery** of curriculum nights
- **Train faculty** to connect with parents
- Include parents in **staff development**
- New **report cards** and **website**



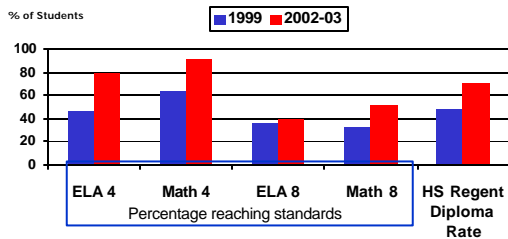
new district website

- **Connect** with the community
- **Showcase** our success
- **Extend learning** beyond the classroom
- **Teacher training** and access
- Post it on line–
 - showcase projects
 - student work / photos
 - performance data
 - committees
 - curricula



Understanding what improves student performance

progress 1999 - 2003



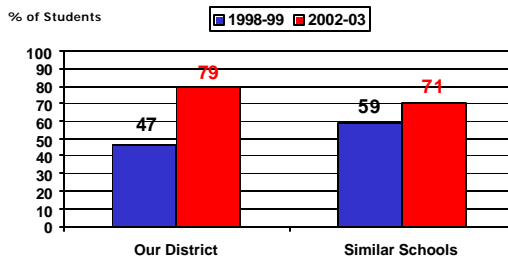
Understanding what improves student performance

use the data

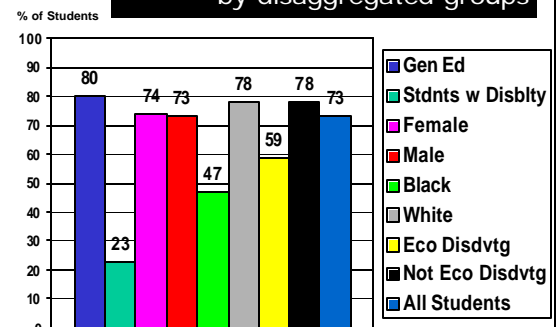


- **Don't debate** program issues on the basis of what's **popular** with teachers or parents
- Tie the process to NCLB - the need to **collect data and track student performance**

are we making progress in ELA 4?

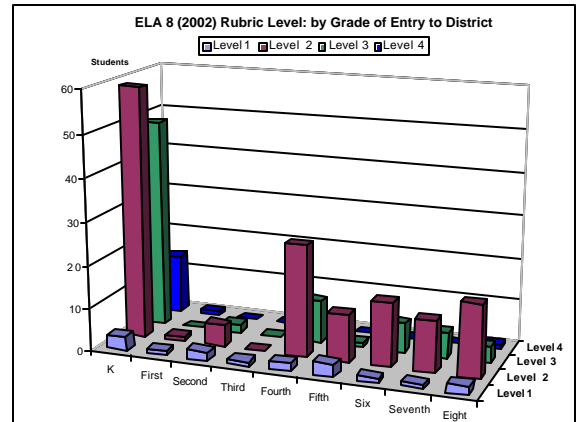


2001-02 ELA 4: by disaggregated groups



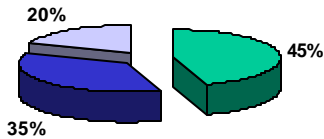
The popular view on slow improvement in ELA 8:

*"Our student are improving.
The students who transfer in
keep our scores down."*



students who **did not** meet
ELA 8 standards

Entered K-2 Entered 3-6 Entered 7-8



75% regular ed
60% **not** economically disadvantaged

Part 2:
Finding money
and partners

Pat Martin

- Variety of grants
 - Categorical vs competitive
 - Federal, state, local
 - Private
- Recipients - district, building or individual level
- Mixing fund sources— outside and internal funds



your district's grant culture

- Who controls the grants? (\$ = power)
 - Business office, instructional office, dedicated grant writing office, individual in district
- Do you have programs that are dependant on grant money?
- How are grant funds distributed?
- Who are the key players?
 - Writer, coordinator, beneficiary



grant writing:
rubric level 1

- Rushed deadlines
- Scurry for data
- Who can partner with us?
- Forced fit
- Mouth to feed
- Unmanageable project
- Someone upstairs thinks we ought to get this one



grant writing: rubric level 4



- Aligned and clearly articulated goals
- Resolved issues of management and sustainability
- Partnership between business and instructional offices
 - Financial and instructional expertise needed to apply / manage
 - Look beyond the fiscal benefits to program impact
 - Ongoing effective communications between the two offices

grant writing: rubric level 4



- Current data
 - demographics, needs surveys, achievement data
- Commitments from internal partners
 - BOE, admin, teachers, parents
- Rolodex of external partners
 - higher ed, agencies, other districts, community

here's the steps



1. Needs assessment
2. Clearly articulated goals
3. Buy in from internal and external partners
4. Need to identify your success measures
5. Timely on the categorical – research the competitive and private
6. Look for how the grant can achieve the goal

creativity in grants



- Opportunities to consolidate
- Combine from different sources
- Spend grant money first
- Use grant as seed for new district initiative
- Use fund an ongoing project and free up district \$
- Don't leave money on the table – spend it all
- Keep an open mind

Title I: Improving Academic Achievement of the Disadvantaged *overview*

- Mandated, largest federal program
- Raise student achievement through:
 - additional instructional staff
 - professional development
 - extended time programs
 - scientifically-based instructional strategies

Title I, Part A make it work for you



- Case study: Academic Intervention Services
- Additional instruction that supplements regular classroom instruction for students determined at risk of not meeting state standards
- Provides intensive, diagnostic service to students:
 - Supported by effective data management
 - Provide a consistent strategy for teachers as required by NCLB / Title I

Understanding what improves student performance

funding strategies: AIS



- Reading specialist
- Professional development
- Summer program
- Busing for before/after school tutoring
- Tutors

Title I, Part B Reading First Initiative overview

- New program helps states and districts identify and adopt scientifically based reading programs K-3
- Based on formula, voluntary
- Provides professional development for teachers
- Reports on improved student performance
- Targets services to districts that are low-performing and high-poverty

Title I, Part B: make it work for you

If you qualify...

- SuccessMaker
- Supplemental reading products
- Speech recognition software
- Handheld reading applications for diagnosis and testing
- Online training for teachers
- Reporting and accountability requires servers and storage

Understanding what improves student performance



Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and Principals overview

- Combines funding from Eisenhower and Class Size reduction programs
- Increases student achievement by elevating teacher and principal quality through recruitment, hiring and retention strategies.
- Ensures all teachers are "highly qualified" by 2005-06 in subjects they teach in *core academic areas*
- Participation is voluntary

Title II, Part A: make it work for you

Combine II A with Title I to support academic intervention model by moving to a consultant teacher professional development model



Understanding what improves student performance

Title II, Part D: Enhancing Education Through Technology overview

- Improve student academic achievement through the use of technology in elementary and secondary schools
- Encourage effective integration of technology resources and systems through teacher training and curriculum development

Title II, Part D: make it work for you

middle school
summer tech "boot camp"



- Improving classroom instruction in core academic subjects to prepare students to meet standards
- Provide intensive tech training and guided practice for teachers
- Thinking critically about how technology can improve teaching and learning

Understanding what improves student performance

Title III: Language Instruction for Limited English Proficient and Immigrant Students *overview*

Assists school districts in teaching English to limited English proficient students and in helping these students meet the same challenging state standards required of all students.

Title III: make it work for you

- Leapfrog
- Extended K program
- Extended K summer school program



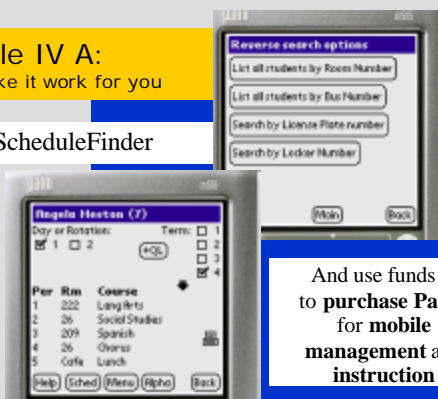
Understanding what improves student performance

Title IV A: Safe and Drug Free Schools *overview*

- Safe, orderly, and drug-free learning environment and support academic achievement
- Prevention of illegal drug use/violence - provides programs, activities, strategies, training, technical assistance, and the latest information that is scientifically based to prevent and reduce illegal drug use and violence.

Title IV A: make it work for you

ScheduleFinder



And use funds
to **purchase Palms**
for **mobile**
management and
instruction

Title V, Part A: Promoting Informed Parental Choice and Innovative Programs *overview*

- Supports state/local efforts to implement promising reform programs, with a continuing source of innovation and educational improvement
- Funds for curricular materials, professional development and gifted and talented programs, with strong emphasis on technology acquisition, integration and teacher training.

Title V, Part A: make it work for you

- “Professional Development” of parents - science, math, and technology nights
- Online course for parents
- Teacher web training
- District website



Understanding what improves student performance

emphasis on flexibility and transferability

- Local district may transfer up to 50% (30% for low performing) of funds among the following and Title I
- Is not a transfer of funds from one Title program to another, but a transfer of the use of funds
 - Title II, Part A – Teacher Quality Training
 - Title II, Part D – Tech. Grants (Formula)
 - Title IV, Part A – Safe and Drug Free Schools
 - Title V, Part A – Innovative Programs

case study in **flexibility**: summer academy

- Combines staff development and service to students
- Provides services to private / parochial schools
- Funds used Titles I, II, III, V, Special Ed



Understanding what improves student performance

case study in **creativity**: Learn and Serve

- Service Learning Grant
- Rationale: Students engaged in public service
- AlphaSmart Dana



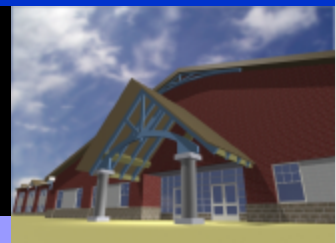
Understanding what improves student performance

case study in **program reform**: inclusion planning

- Fully included district
- Old model for summer “planning”
- Used the rationale and funding of NCLB to move to a staff development model to:
 - Build capacity
 - Utilize federal funds
 - Improve program



Case study in partnerships: our new 6-8 middle school opening: Sept '03



Chance to reach out to a community partner to help us make the transition to a new program

Understanding what improves student performance

working with external partners

Same guiding principles as NCLB:

- Building capacity
- Flexibility
- Research based
- Results
- Replicable



effective partnerships

- Align interests
- Sustainability
- Role of institutions and leaders
- Trust that you're moving in the same direction



our current 7-8 junior high school

- Stagnant student performance at middle level
- Lack of confidence in the program
- Demoralized faculty
- Families move out

Outmoded approach
to technology -
disconnected from
curriculum



Understanding what improves student performance

technology as change agent

- Showcase a new school and program
- Build community confidence and pride
- New high-tech building
 - invigorate the program
 - support student learning
 - engage the students and staff in critical thinking



multimedia classroom

Each classroom - computer, document camera, DVD/CD/VHS player, cable TV, sound system, and LCD projector.

3 computer labs

Laptops for sign out

AlphaSmart for sign out

Library - media center

PolyCom video conferencing units

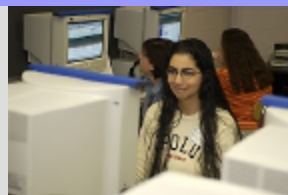
Digital video server and streaming video collection



we needed outside assistance to integrate technology

St. John Fisher College

Master of Science in
Mathematics / Science / Technology
Education Program (GMST)



our college partner was looking for:

- High quality field placements
- Technology-rich environment
- Work with diverse student body
- Jobs for their students
- Support both K-6 and 7-12 certifications
- Improve capacity and visibility of their program
- Program re-certifications and grant opportunities



building a partnership

- Leadership team aligned goals, standards and assessments
- Joint staff development
- Create and sustain teacher- intern learning teams
- Measure progress – teachers, interns, our students



learning team: intern

- Placed with a grade level team for 10 weeks
- Work with the classroom teacher to critically evaluate applicable technology projects
- Designing lessons following common templates
- Serve as resource to teacher, students and parents



learning team: classroom teacher

- Serve as a instructional mentor to intern
- Be part of collegial circle of mentors
- Reflect on instructional practice with the intern
- Monitor the effectiveness of technology
- Receive district professional development credit



a chance to think critically about technology and instruction

Change the focus from –
how to use the technology to a critical analysis of:

- What tools are available? (*comprehension*)
- What can they do? (*analysis*)
- How can they be used to improve teaching and learning? (*evaluation*)



institutional partnership

- We serve as satellite site for the college
- Combined training serves college credit / district PD
- Jointly evaluate application of technology-based instruction and its impact on student achievement
- Jointly apply for grants



NCLB and partnerships

- NCLB mandates that all teachers be highly qualified – a stimulus to school - higher ed partnerships
- Title II demands documentation connecting teacher quality and student learning
- Grant opportunities require external partners
- Alignment of partners:
 - District and college technology standards
 - State content standards and assessments

Understanding what improves student performance

Part 3 - Making NCLB work for you: Leadership in an era of change

Richard Elmore:

Harvard Graduate School
of Education

Robert Marzano:

MCREL

Douglas Reeves:

Center for Performance Assessment



Dick Elmore: leadership, capacity and accountability

- **Internal** accountability **precedes external** accountability.
- School must **share a coherent** view of what **a good school** looks like **before** they can use **test data** from the outside to improve student learning.

Understanding what improves student performance

Low-performing schools, and
the people who work in them,
don't know what to do.



If they did,
they would be
doing it already

reciprocal accountability

- The system holds **teachers** accountable for student results
- The system should hold **administrators** accountable for increasing the capacity of the teachers



Test-based accountability without
substantial investments in
capacity—is unlikely to elicit better
performance from low-performing
students and schools.

Capacity must keep up with
accountability.

Dick Elmore: The Capacity Gap

Robert Marzano: leadership and the factors you can control

“35 years of research concretely identify 11 district, teacher, and student factors that are the **primary determinants of student achievement.**”

Robert J. Marzano,
What Works in Schools: Translating Research into Action, 2003

Understanding what improves student performance

district-level factors

- A guaranteed and viable curriculum
- Challenging goals and effective assessments
- Parent and community involvement
- A safe and orderly environment
- Staff collegiality and professionalism



teacher-level factors

- Effective teaching techniques
- Classroom management
- Sequencing and pacing instruction



student-level factors

- Supportive the home environment
- Learned intelligence and background knowledge
- Student motivation



effective programs can make a difference

“The **districts that are highly effective** at the district- and teacher-level factors produce results that **almost entirely overcome** the effects of **student background.**”



two key components: a guaranteed and viable curriculum

- Identify essential content that can be addresses in the time available
- Sequence and organize in a way that student can master
- Ensure that teachers address the essential content



and challenging goals and effective assessments



- We're over testing and but under assessing
- Establish specific and challenging goals.
- Use classroom level assessments that measure progress, offer timely feedback on specific knowledge and skills for specific students.
- Use the feedback to influence instruction.

effective leaders focus on factors we can control

District and teacher factors

- Viable curriculum
- Challenging goals
- Assessments
- Instructional practice
- Orderly schools
- Staff collegiality
- Teaching techniques
- Classroom management

Student factors

- Supportive home environment
- Student motivation
- Learned intelligence and background knowledge

Doug Reeves: leadership that produces results

Rigor, analysis, writing, editing and hard work by students and teachers yield better results than either mindless test prep or endless whining about testing.

*Doug Reeves
If You Hate Standards, Learn to Love the Bell Curve,
Education Week 2001*

Understanding what improves student performance

the success of 90/90/90 schools

- Long-term sustainable results without proprietary programs
- Local standards that were implemented, monitored and assessed
 - **Written** responses in **performance assessments**
 - Frequent **collaboration** using **student work**
 - Extensive use of **assessment data**
 - Clear **curriculum choices** and consistent **student outcomes** in all areas

leaders committed to evidence and hypothesis testing

- Challenge popular notions
- State as a hypothesis
- Express it as relationship between two variables
- Test with data



"But I don't have time to do more writing"

High scores

Scores in
math,
science
and social
studies

Low scores



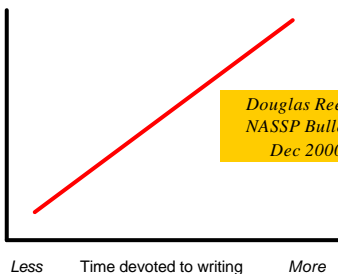
Less Time devoted to writing More

research proves – just the opposite is true

High scores

Scores in
math,
science
and social
studies

Low scores



*Douglas Reeves
NASSP Bulletin
Dec 2000*

Less Time devoted to writing More

leadership in two eras

“Student achievement is the function of the **background** of the student. The **school budget, its policies**, the **characteristics of the teachers** is ... **completely irrelevant.**”

Jencks Report 1972

“... **all children** must reach ... proficiency on challenging state academic assessments.”

NCLB 2001

leadership and learning

High scores

**Student
Achievement**

Low scores

Lucky
High results
Low understanding

Leading
High results
High understanding

Losing
Lows results
Low understanding

Learning
Low results
Low understanding

Understanding what improves student performance

Low level

High level

In 2014, how will you look back
at education in 2003?

Education was at the top
of the political agenda
An era of innovation and
challenges

NCLB, the most dramatic federal policy
change since Brown vs. Board of Ed

