Arizona’s Turnaround Challenge: Lessons Learned
SECC Annual Forum
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Outcomes

Attendees will become familiar with:

- Arizona’s State and Federal Accountability Systems
- Statewide System of Support
- State Intervention: School and District
TWO KEY PIECES TO THE ACCOUNTABILITY PUZZLE IN ARIZONA:

NCLB

AZ LEARNS
State and Federal Accountability Systems

COMPONENTS OF SCHOOL ACCOUNTABILITY IN ARIZONA

NCLB

- Required by federal law
- One-year snapshot of student performance

AZ LEARNS

- Required by state law
- Longitudinal examination of student performance
State and Federal Accountability Systems ~ continued

COMPONENTS OF SCHOOL ACCOUNTABILITY IN ARIZONA

NCLB
Components of evaluation:

• AIMS Scores
• Percent students assessed
• Attendance/graduation rates

AZ LEARNS
Components of evaluation:

• AIMS Score
• Measure of Academic progress (MAP)
• Graduation/dropout rates
• Adequate Yearly Progress (AYP)
• English Language Learner (ELL) data
## Guiding Principles for School/LEA Support

<table>
<thead>
<tr>
<th></th>
<th>AZ LEARNS</th>
<th>NCLB - School</th>
<th>NCLB - LEA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prevention</strong></td>
<td>Excelling</td>
<td>Met AYP</td>
<td>Met AYP</td>
</tr>
<tr>
<td></td>
<td>Highly Performing</td>
<td>Warning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Performing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assistance</strong></td>
<td>Underperforming-Year 1</td>
<td>Improvement Year 1</td>
<td>Improvement Year 1</td>
</tr>
<tr>
<td></td>
<td>Underperforming-Year 2</td>
<td>Improvement Year 2</td>
<td>Improvement Year 2</td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td>Underperforming-Year 3</td>
<td>Corrective Action- Year 3</td>
<td>Corrective Action- Yr. 3</td>
</tr>
<tr>
<td></td>
<td>(Failing)</td>
<td>Restructuring Planning-Year 4</td>
<td>Restructuring Implementation-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restructuring Implementation- Year 5</td>
<td>Year 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Corrective Action II-Yr. 4</td>
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</table>
Standards and Rubrics for School Improvement

http://www.ade.az.gov/schooleffectiveness/STDSRUBRIC.pdf
Standards and Rubrics for LEA Improvement
http://www.ade.az.gov/asd/Title1/AccountabilityGrants/
2007StandardsandRubricsforLEAImprovement.pdf

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Leadership
Resource Management
LEA Assessments

Curriculum, Instruction, and Professional Development
Culture, Climate, and Communication

STANDARDS AND RUBRICS FOR
LOCAL EDUCATION AGENCY IMPROVEMENT
2007 EDITION
### Chronology

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>2003–2004</td>
<td>School Effectiveness Division established 81 schools at Underperforming -Year 2 Solutions Teams deployed</td>
</tr>
<tr>
<td>End of 2003–2004</td>
<td>Only 11 remained UP, moved to failing</td>
</tr>
<tr>
<td>2005–2006</td>
<td>9 of 11 schools exited intervention</td>
</tr>
<tr>
<td>2006–2007</td>
<td>2 of the original schools remain; 3 new schools</td>
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<tr>
<td>2007–2008</td>
<td>9 new schools (4 from one district)</td>
</tr>
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</table>
## Arizona Achievement Profiles

<table>
<thead>
<tr>
<th>Label</th>
<th># of Schools</th>
<th>% of Total</th>
<th># of Schools</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excelling</td>
<td>320</td>
<td>16.3%</td>
<td>386</td>
<td>20.0%</td>
</tr>
<tr>
<td>Highly Performing</td>
<td>235</td>
<td>12.0%</td>
<td>230</td>
<td>11.9%</td>
</tr>
<tr>
<td>Performing Plus</td>
<td>670</td>
<td>34.1%</td>
<td>449</td>
<td>23.3%</td>
</tr>
<tr>
<td>Performing</td>
<td>609</td>
<td>31.0%</td>
<td>697</td>
<td>36.2%</td>
</tr>
<tr>
<td>Underperforming</td>
<td>123</td>
<td>6.3%</td>
<td>148</td>
<td>7.7%</td>
</tr>
<tr>
<td>Failing</td>
<td>8</td>
<td>0.4%</td>
<td>17</td>
<td>0.9%</td>
</tr>
<tr>
<td>Total</td>
<td>1965</td>
<td>100%</td>
<td>1927</td>
<td>100%</td>
</tr>
</tbody>
</table>
Purpose of Site Visit

To collect information to determine if (ARS §15-241.U):

1. The school has properly implemented its school improvement plan
2. The school curriculum is aligned with Arizona Academic Standards
3. The school provides teacher training/professional development
4. The school has prioritized its budget to support school improvement
5. The school provides other proven strategies to improve academic performance
Site Visit Activities

- Staff meeting presentation and online teacher survey
- School administration interview
- School tour
- District leadership interview
- Teacher focus group interviews
- Support staff focus group interview
- Walkthrough classroom visits
- Community town hall presentation
- Online parent surveys
Primary Interventions

• **Arizona Desert-Gadsden Elementary School District**
  – ADE to monitor and assist district and school leadership; Principal to work collaboratively with district to maintain and/or replace teachers and staff as needed (i.e., highly qualified teacher compliance, grade level teaming needs)

• **Craycroft Elementary-Sunnyside Unified School District**
  – Place a Turnaround Principal; replace some teachers at the discretion of the Turnaround Principal; District Superintendent shall transfer the teachers necessary to facilitate the school improvement process

• **El Mirage Elementary-Dysart Unified School District**
  – Place a Turnaround Principal
Primary Interventions

• Many Farms-Chinle Unified School District
  – Place a Mentor Principal; school and ADE work collaboratively to select an internal full time teacher on assignment to assist principal with school management.

• Van Buskirk Elementary-Tucson Unified School District
  – Current principal to attend turnaround principal training with TUSD team: Assistant Principal and TUSD mentor principal; after revision of ASIP, district to support the principal’s recommendations for staff changes.
State Findings for Underperforming and Failing Schools

- Lack of leadership at school and/or district level
- Lack of knowledge/understanding of data driven instruction and effective teaching strategies
- Lack of understanding regarding the writing and implementation of the School Improvement Plan
- Lack of parental/community outreach and involvement
Primary Interventions

1. Continued implementation of the School Improvement Plan
2. Assigning a Mentor Principal
3. Assigning a Turnaround Principal
4. Assigning an ATLAS Teacher
5. Restructuring the school through an outside agency
6. Other
If 50% of schools in the district are underperforming and at least one school is designated failing

Defines “systemic educational mismanagement” to mean that the school district failed to ensure that a school or schools in the school district properly implemented their school improvement plan or plans.
Appointment of Turnaround Superintendent

- Term of 3 years
- Defines “superintendent” as the chief executive officer of the school district
- Review and investigate the school district’s educational affairs
- Reports to State Board and ADE
Appointment of Turnaround Superintendent

Duties and powers:

- a) **Overriding any school district governing board decisions** on management, operation, curriculum, and instruction

- b) **Initiation and decision-making concerning the management and operation of the school district**

- c) **Hiring or termination of personnel**

- d) **Cancellation of existing employment contracts, to the extent permitted by law**

- e) **Refusal to reemploy any certificated teacher who has not been employed for more than a majority of 3 consecutive school years**
Where are we now?

Questions and Discussion