

# The Broad Symposium 2006

## **The Winner's Circle:** Lessons from Prior Broad Prize Winners

**Stephen Jones**  
**Norfolk Public Schools (2005 winner)**

**Abelardo Saavedra**  
**Houston Independent School District (2002 winner)**

**September 18, 2006**

# Systemic Reform through the NCEA Best Practice Framework



# The Broad Symposium 2006

## The Winner's Circle: Lessons from Norfolk Public Schools



Dr. Stephen Jones  
Superintendent  
Norfolk Public Schools  
September 18, 2006

# Norfolk Public Schools

Percentage of Students Scoring Proficient or Better

Grade/ Content	1997- 1998	1998- 1999	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	8 year change
Grade 3/ English	38%	50%	52%	54%	58%	67%	62%	74%	36%
Grade 3/ Math	47%	56%	64%	70%	73%	79%	81%	83%	36%
Grade 5/ English	49%	59%	58%	63%	69%	80%	82%	81%	32%
Grade 5/ Writing	52%	78%	83%	87%	85%	87%	88%	92%	40%
Grade 5/ Math	30%	40%	57%	57%	62%	67%	75%	80%	50%

# Norfolk Public Schools

## Percentage of Students Scoring Proficient or Better

Grade/ Content	1997- 1998	1998- 1999	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	8 year change
Grade 8/ English	42%	49%	52%	56%	58%	57%	68%	70%	28%
Grade 8/ Writing	47%	55%	71%	64%	63%	62%	74%	68%	21%
Grade 8/ Math	26%	33%	44%	50%	53%	63%	75%	74%	48%

# Norfolk Public Schools

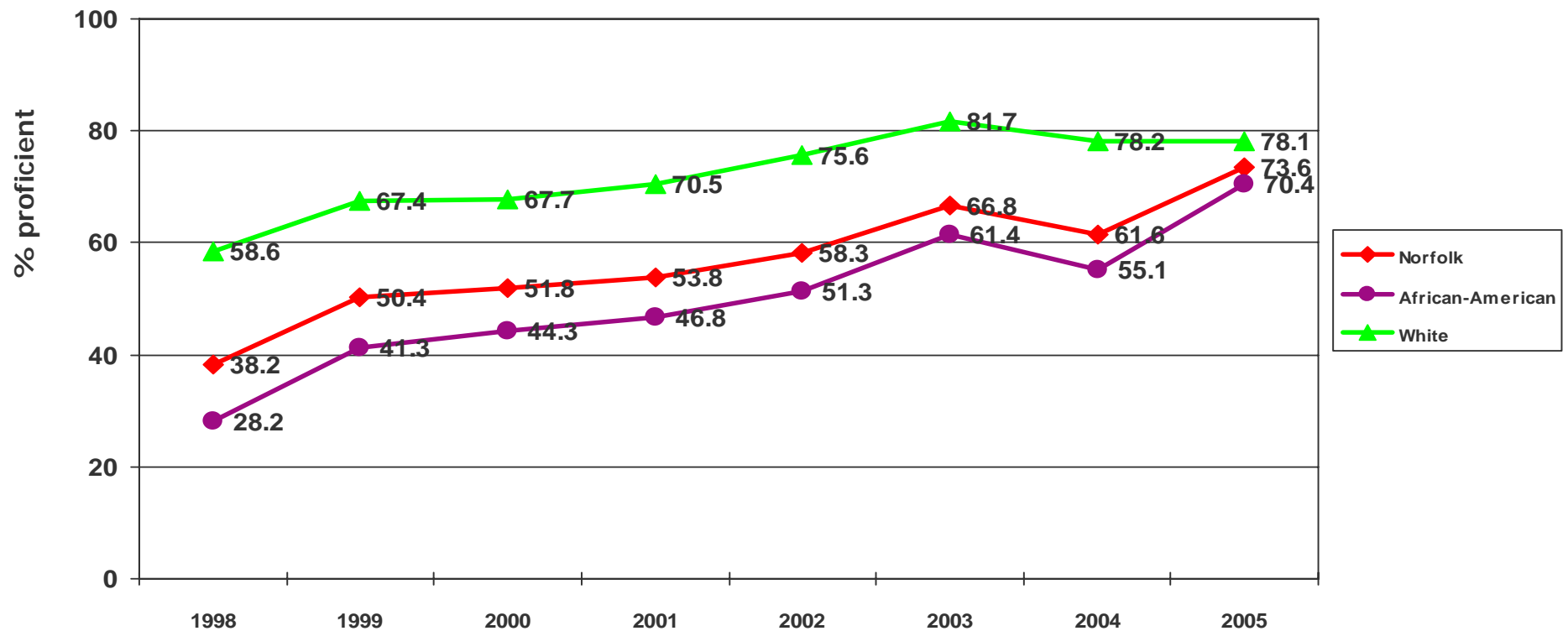
Percentage of Students Scoring Proficient or Better

Grade/ Content	1997- 1998	1998- 1999	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	8 year change
High School/ English	71%	72%	72%	82%	84%	95%	86%	78%	7%
High School/ Algebra II	26%	50%	63%	78%	84%	87%	88%	84%	58%

# Norfolk Public Schools

## Closing Gaps: SOL Data at a Glance

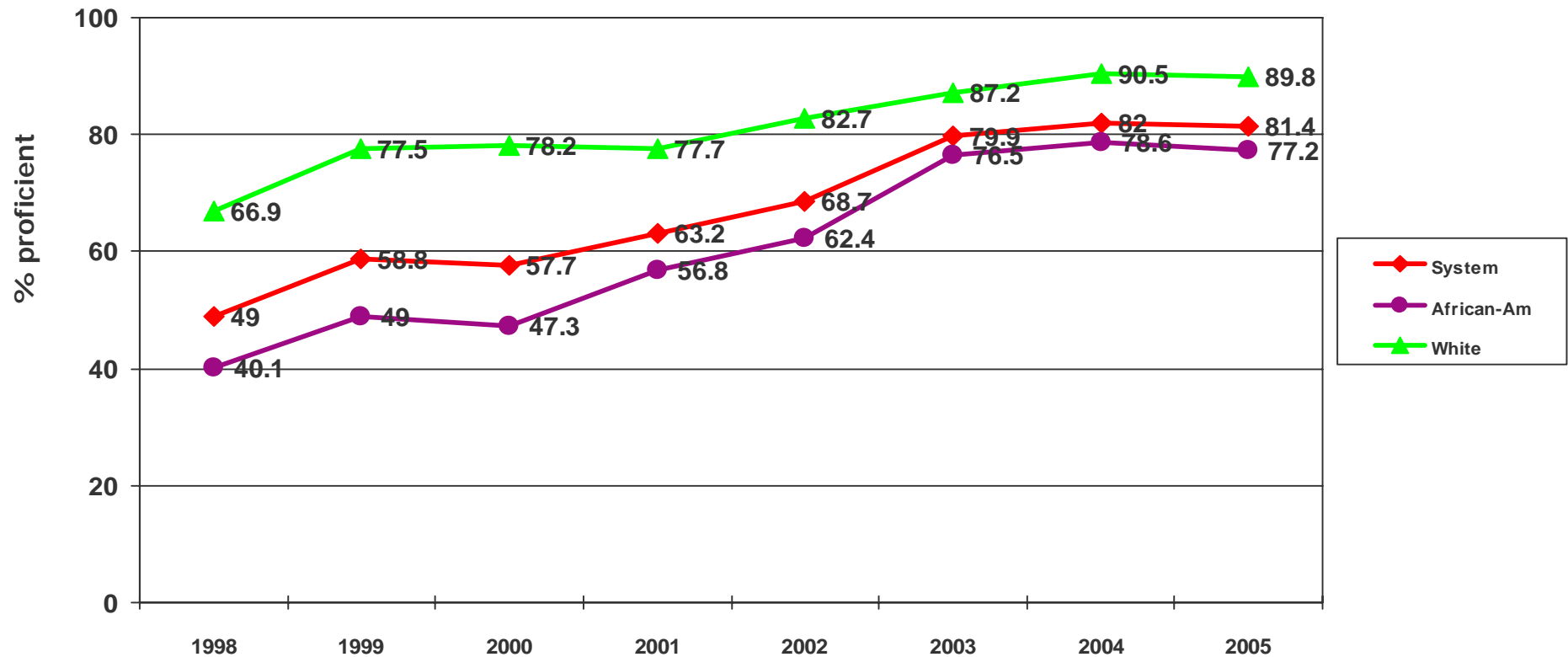
### Grade Three: English by Ethnicity



# Norfolk Public Schools

## Closing Gaps: SOL Data at a Glance

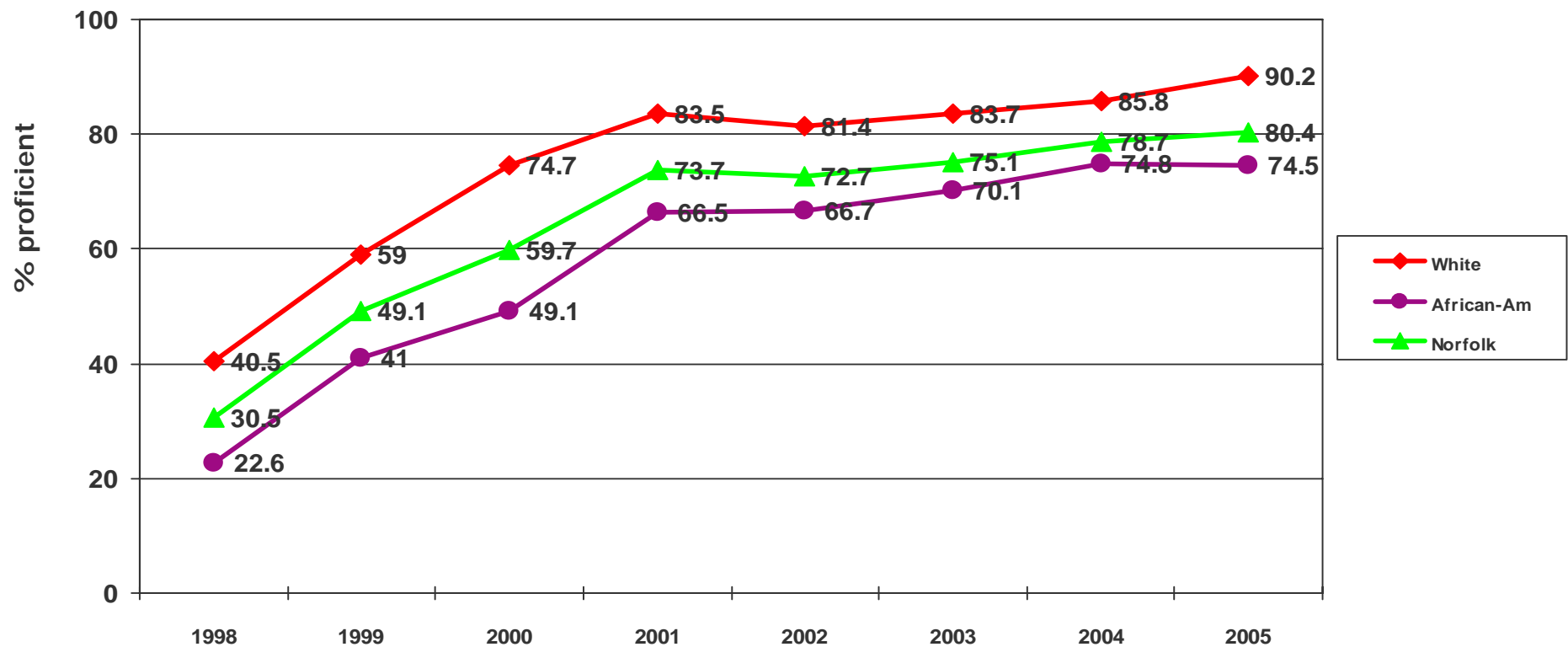
### Grade Five: English by Ethnicity



# Norfolk Public Schools

## Closing Gaps: SOL Data at a Glance

### Algebra 1 by Ethnicity



# Norfolk Public Schools

## Norfolk's Reform Journey

- **The situation in 1998**
- **The initiation of the reform effort**
  - Curriculum and Academic Goals
  - Instructional Programs, Practices and Arrangements
- **Ensuring systemic and high fidelity implementation**
  - Staff Selection, Leadership and Capacity Building
  - Monitoring, Compilation, Analysis and Use of Data
  - Recognition, Intervention and Adjustment
- **Lessons learned**

# Norfolk Public Schools

## Where We Started

- Lack of accountability for student achievement
- Culture of low expectations for students
- 22 different reading programs
- 2 schools met state's accreditation standards
- Lack of trust within the district

# Norfolk Public Schools

## Initiation of Reform Effort

### Powerful literacy and mathematics

- 14 character skill-set focusing on bringing literacy into all instruction
- Focus on critical thinking, analysis and problem-solving

### Instructional non-negotiables

- Four district-wide non-negotiables
- Centralized instructional pedagogy based on the district functioning as a “learning community”
- Centralized curriculum and textbooks

# Norfolk Public Schools

## Systemic Implementation

### Staff Selection and Capacity Building

- Staff development and instruction all had one clear consistent message.
- All staff activities streamlined through the message and goals.
- Multiple training both internally and with consultants.
- Central office specialists spend 70% of their time working with principals and teachers in schools.

# Norfolk Public Schools

## Systemic Implementation

### Monitoring, Analysis, Compilation and Data Use

- Accountability at all levels for faithful implementation
  - Three-tiered accountability system
  - Walkthrough process
  - Common-planning time for teachers to meet and review data
- Monitoring across the district
  - Vertical Data Teams monitor performance among levels
  - Frequent, common assessments used
  - “Real Time” intervention

# Norfolk Public Schools

## Systemic Implementation

### Recognition, Intervention, and Adjustment

- Struggling schools receive assistance in instruction and data interpretation
  - Partnered with higher-performing schools
  - Assistance from Doug Reeves
- Students not meeting state standards are required to attend in-school remediation programs
- Students are assigned to flexible groups by data results
- Heavy focus on pre-school education and Even Start programs

# Norfolk Public Schools

## Lessons Learned

### Challenges in initiating and managing the reform

- Creating the compelling picture of “why” - vision
- Using data to drive decisions

### Advice for sustainability

- Maintain a focus on teaching and learning
- Manage the influences that could lead to changes in direction
- Avoid complacency

### Next steps for the district

- Facing the adaptive challenges
- Bringing the strategic plan to scale

# The Broad Symposium 2006

## The Winner's Circle: Lessons from Houston Independent School District

**HOUSTON**  
Independent School District

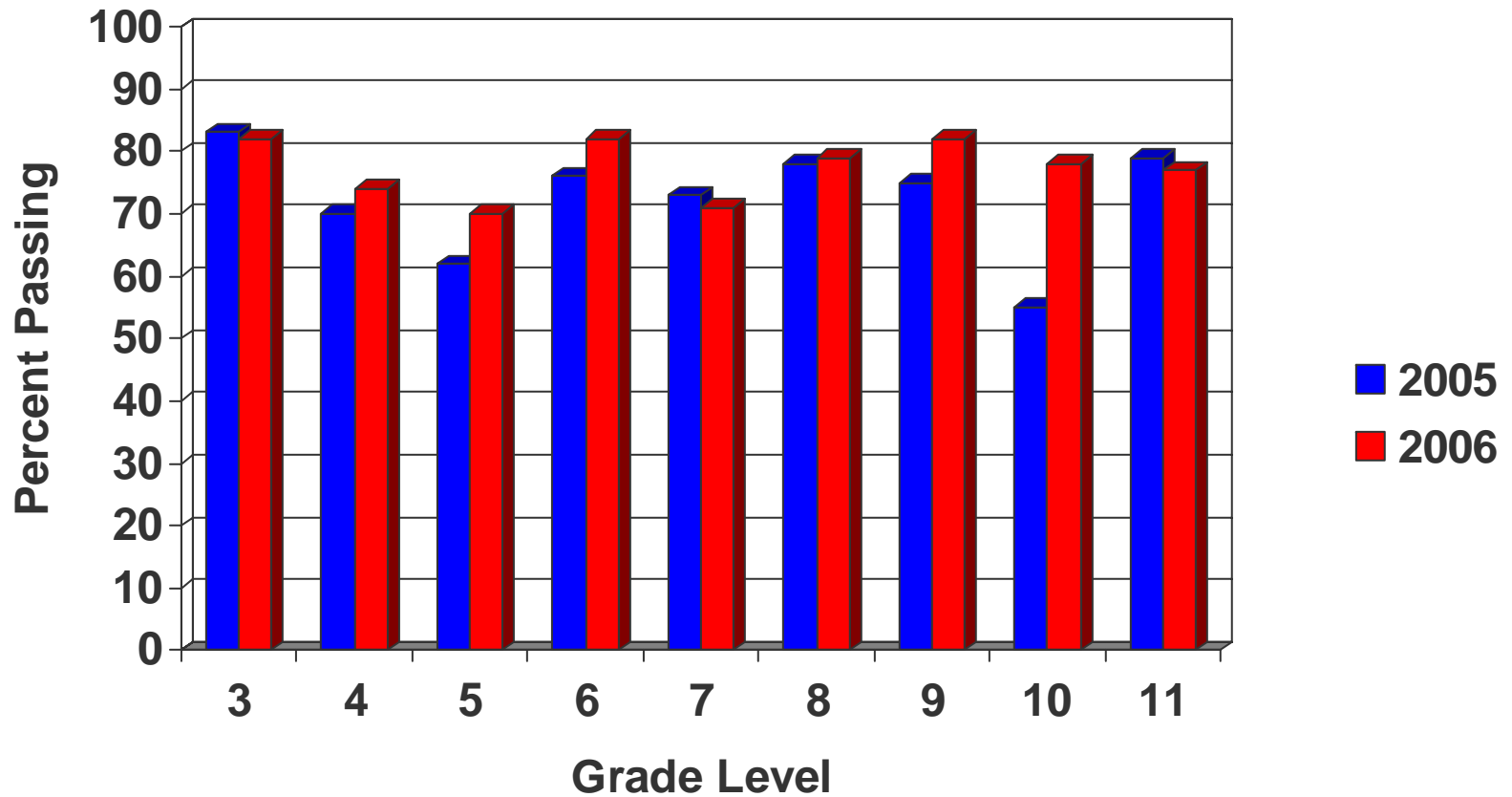


Creating a College-Bound Culture

**Dr. Abelardo Saavedra**  
**Houston Independent School District**  
**September 18, 2006**

# Houston Independent School District

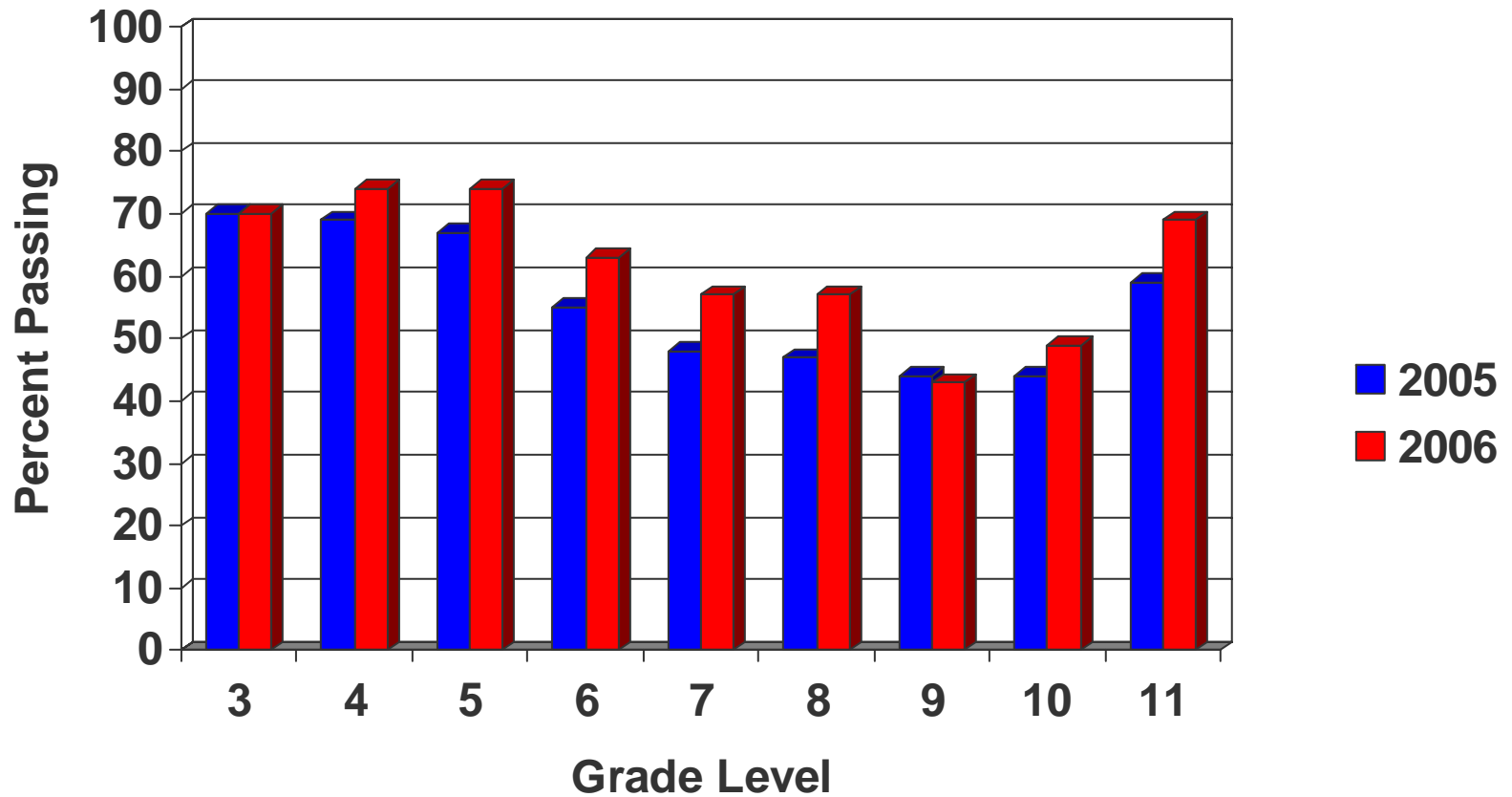
## Annual Comparison TAKS Performance: Passing Percentages in Reading



Data Source: 2005 & 2006 Texas Assessment of Knowledge and Skills report.

# Houston Independent School District

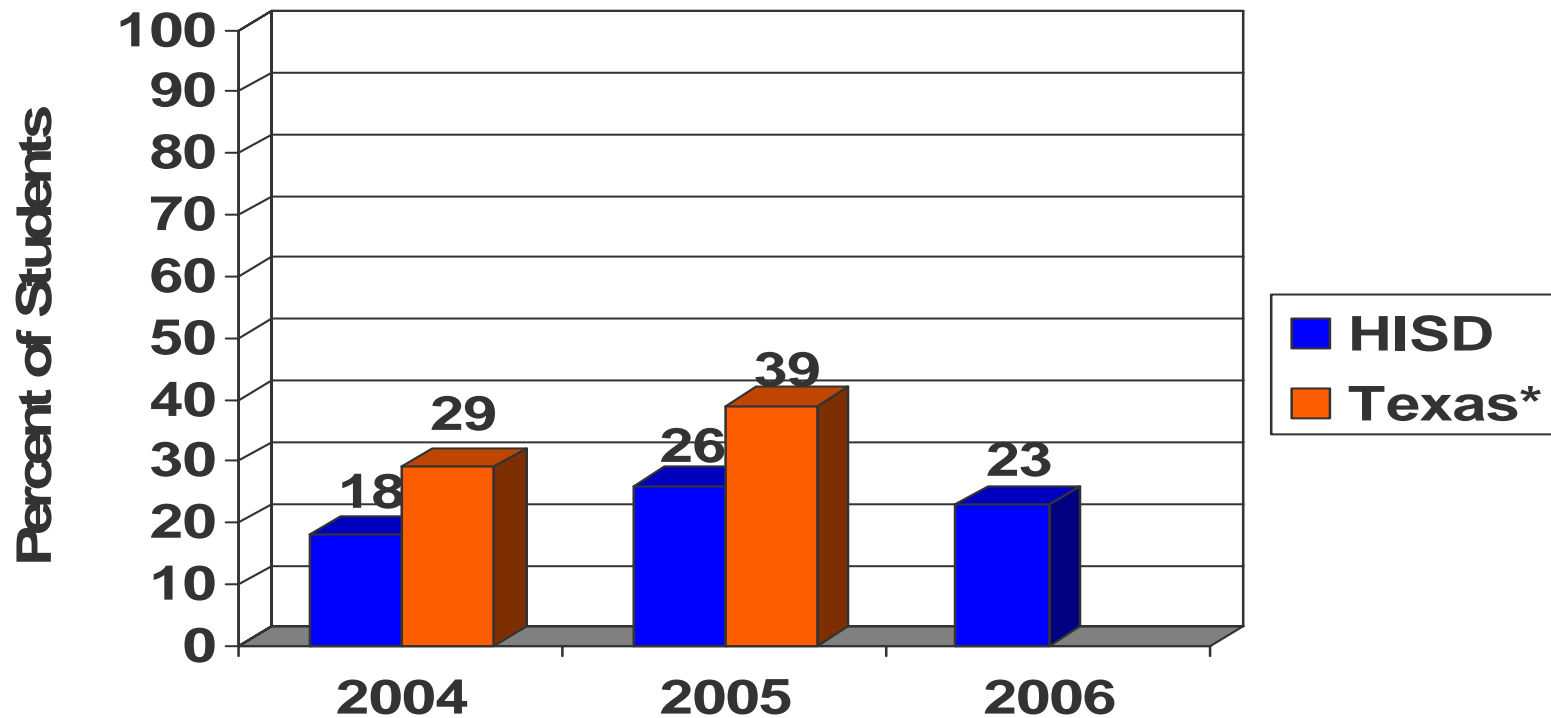
## Annual Comparison TAKS Performance: Passing Percentages in Mathematics



Data Source: 2005 & 2006 Texas Assessment of Knowledge and Skills report.

# Houston Independent School District

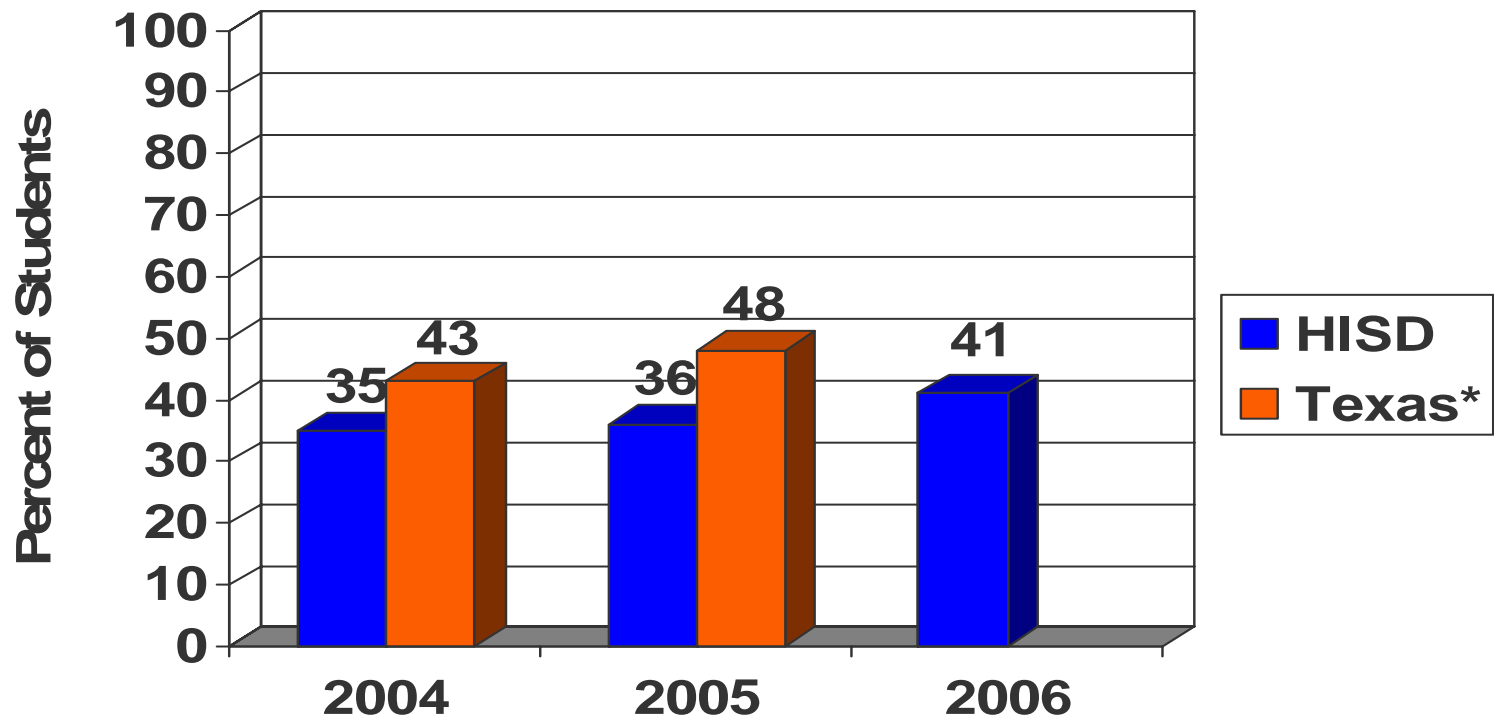
## Percent of Students Meeting College-Readiness Standard in Reading



\* State data released in December 2006

# Houston Independent School District

## Percent of Students Meeting College-Readiness Standard in Mathematics



\* State data released in December 2006

# Houston Independent School District

## HISD Curriculum Reform—2005-2006

### Curriculum Review—March 2006

Recommendations 1 and 2:

- Develop and implement a comprehensive management plan to establish curricular expectation.
- Revise and refine curriculum documents to meet curriculum management improvement model criteria for high-quality curriculum and to enhance effective implementation.

# Houston Independent School District

## Activities

- Require implementation of a system-wide, rigorous, curriculum that focuses on the core content areas and provides guidance to teachers in identifying and using best practices for student achievement.
- Reduce student-teacher ratios in entry-level high school courses (math and science for at-risk students).
- Enhance co-curricular activities to support academic programs

# Houston Independent School District

## Curriculum Reform—March 2006

### Recommendation 3:

- Design and implement a comprehensive student and program assessment system to provide meaningful data for decision-making and selection of programs for the improvement of student achievement.

# Houston Independent School District

## Activities

- Provide all schools with longitudinal data on every student.
- Require common assessments.
- Develop skills of all instructional staff to create collaborative planning, examine student work, and use assessment data to guide instruction.
- Use assessments aligned to curriculum to monitor learning (math and science).
- Assist parents in understanding assessment data and accountability systems.

# Houston Independent School District

## HISD Performance Pay Systems

### Teacher Performance Pay

- **Three Strands (up to \$4,500):**
  - Campus-level performance
  - TAKS measure of individual teacher performance
  - Stanford/Aprenda measure of individual teacher performance

### Administrator Performance Pay

- **Based on teachers' performance**
  - **Principal up to \$7,500**
  - **Executive Principal up to \$25,000**
  - **Regional Superintendent up to \$25,000**

# Houston Independent School District

## Instructional Programs, Practices, and Arrangements

- **Programs selected to implement curriculum**
  - Marzano's High-Yield Strategies
  - CRISS (Creating Independence Through Student Success)
  - Lexile Systems
- **Role of decentralization**
  - High performing schools earn more discretion in instructional programming
  - All schools follow district-wide curriculum

# Houston Independent School District

## Monitoring, Compilation, Analysis, and Use of Data

- Longitudinal data on every student
- Training teachers/educational staff on formative/summative assessments
- Six-week curriculum benchmarks
- Teachers' quick access to data

# Houston Independent School District

## Recognition, Intervention, and Adjustment

- **Higher level of decision making for schools performing at exemplary and recognized levels.**
  - Less discretion at academically unacceptable schools, and review of school leadership.
- **Three tier system of intervention for students**
  - All students
  - Small groups
  - One-on-one/two—"whatever it takes"
- **High-school reform**
  - More prescribed activities and closer supervision for low-performing schools
  - Lower pupil/teacher ratios in all four core subjects in grades 9-10
  - Content specialists assigned to feeder patterns

# Houston Independent School District

## Lessons Learned

### Challenges in initiating and managing reform

- High-school principal turnover
- Recruitment for school size
- Quality of teachers in math and science
- Strategic use of community commitment

### Sustainability

- Support school leadership
- Maintain focus on improvement in low-performing schools

### Next steps for the district

- Five-year instructional plan
- Value-added assessments
- Expectation for more exemplary/recognized schools
- Acceptable not good enough anymore

# The Broad Symposium 2006

## Contact Information

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