Transforming Schools: Leading for Excellence

Transcending Race and Poverty
Presented by: Dr. Tiffany Anderson

RODNEY MCALLISTER
1999 - 2001
Current School District Turnaround: Immediate School Improvement

The Transformation of Jennings School District Starting in 2012

Jennings Demographic

- 2,600 Students
- 100% Free Lunch
- 98% African American
- Approximately 4 Square Miles
- Low Property Tax Revenue
- Multiple Home Foreclosures
- 15% Special Education (Decrease from 20%)
Meeting Below 50% of Standards = Unaccredited
Meeting 70% of Standards = Full Accreditation

<table>
<thead>
<tr>
<th>MSIP Movement</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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</thead>
<tbody>
<tr>
<td>APR Total Points</td>
<td>80/140</td>
<td>92/140</td>
<td>109.5/140</td>
<td>113.5/140</td>
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<tr>
<td>Percent of Points</td>
<td>57.1%</td>
<td>65.7%</td>
<td>78.2%</td>
<td>81.1%</td>
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<table>
<thead>
<tr>
<th>MSIP 5 Standards</th>
<th>Points Possible</th>
<th>Points Earned 2014</th>
<th>Points Earned 2015</th>
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</thead>
<tbody>
<tr>
<td>1. Academic Achievement</td>
<td>56</td>
<td>42</td>
<td>46</td>
</tr>
<tr>
<td>2. Subgroup Achievement</td>
<td>14</td>
<td>9.5</td>
<td>10</td>
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<tr>
<td>3. College and Career Ready</td>
<td>30</td>
<td>20</td>
<td>18</td>
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<tr>
<td>4. Attendance</td>
<td>10</td>
<td>8</td>
<td>9.5</td>
</tr>
<tr>
<td>5. Graduation Rate</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
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JENNINGS • Just two years ago, Sean Charleston didn’t understand the point of school. He was sometimes suspended. He earned D’s. He blew off homework.

But then he ended up in Karen Thompson’s biomedical science class that the 20-year veteran teacher had begun teaching at Jennings Senior High School. Sean loved the class and saw that Thompson cared about his future. Now, he is determined not just to graduate high school, but college.

“That’s the only way I’ll be successful,” said Sean, now a sophomore.

Sean’s transformation is happening on a larger scale throughout the Jennings School District. The north St. Louis County school system — which once found itself on the brink of losing state accreditation — is climbing back toward academic respectability. Parents are showing up in greater numbers to open houses and parent meetings. Attendance is up. Discipline problems are down. Middle schoolers are visiting college campuses.

More of the article can be found at www.Post-Dispatch.org
Montgomery County
Blacksburg Middle School Closes Achievement Gaps for African American Students

Montgomery County: Achievement Gap Analysis

Shawsville Elementary School
Gap Analysis for Disadvantaged Students
(Mathematics)
Montgomery County: ELL Gap Analysis Data

In 2008 the pass rate for students in proficient and advanced was 59.5%.

In 2009 the pass rate for students in proficient and advanced jumped to 84.1%.

In 2011 the pass rate for proficient and advanced is 93%.

Missouri - UA Charter Achievement Results for High School English

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- In 2009 the pass rate for students in proficient and advanced jumped to 84.1%.
- In 2011 the pass rate for proficient and advanced is 93%.
Economics and Poverty:
A Closer look at a Caste System that Maintains a Cycle of Poverty

- The downfall of one caste system has been replaced by another - slavery, Jim Crow and now mass incarceration/schools to prison pipeline (Michelle Alexander author of A New Jim Crow)

- Mandatory sentencing and Safe Schools Act of the 1980s: 80% of cases get public defenders with large case loads that plea bargain cases & per the safe schools act, students must be removed from school and reported to the police

- Probation/Parole - voting rights taken, employment opportunities reduced, barred from public housing, removal of college aide and food stamps = poverty increases and educational opportunity decreases

A zip code should not determine your destiny

Privilege – What do you have access to that the those in poverty do not?
https://mail.google.com/mail/u/0/#search/michelle+alexander%2C+the+new+jim+crow/14cf48e973c3e80d?projector=1
Effective Schools Research: What we already know
Ron Edmonds, L. Lezotte and Ron Ferguson

We know that the research-based effective school correlates are:
- Instructional Leadership
- Focused Vision/Mission
- Safe and Orderly Climate
- Climate of High Expectations
- Frequent Monitoring of Progress
- Positive Home-School Relations
- Student Time-on-Task/Opportunities to Learn

As we work to understand disparities, we know that a tripod of three things have the greatest impact on instruction:
- Content – Curriculum
- Relationships-Home School
- Pedagogy – Having a highly qualified staff with effective instructional techniques

Schools that have eliminated the gap: What do they have in common?
- Quality Teachers Empowered with Culturally Relevant Teaching
- An Aligned Standards Based Culturally Competent Rigorous Curriculum
- They take time to creatively build positive, strong relationships with students, parents, and faculty instilling faith and hope.
Relationships
Without relationships, improvement in any school or organization is limited.

Students will work hard for you if they trust you, they won’t if they don’t!

Relationship Building Strategies
- High Visibility – Informal interactions are key in high poverty settings
- Remove systems of oppression and teach families to work beyond the system
- Create new economic opportunities (Employing parents, integrating job readiness, addressing underfunded banking, job placement etc.)
- Public Recognition – Giving families a voice
- Serving Basic Family & Staff Needs with Dignity (Food Pantry, Supplies, Clothing)
- Home Visits & Saturday Parent Conferences (Be available when families are)
- Multiple Extended Opportunities to Succeed for Students and Staff (Example: Saturday School, Staff Supports)
Foundation for Mastery Learning: History

1. Plato & Socrates – Bloom & Carroll in 1968
   (Practice trials, pupil correction, evaluation trials/exams)

1. A Model of Student Learning: Harvard
   Professor Carroll and Benjamin Bloom
   Perseverance/ Opportunity to Learn

   Degree of Learning = f
   Learning Rate, Quality of Instruction, Ability to understand

Closing the Achievement Gap: Transforming Schools for Excellence

The Level of Commitment in Successful Schools is Exceedingly High For Every Staff Member

Problems are Viewed as Opportunities
“We can, whenever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.”

--Ron Edmonds 1982

Dr. Tiffany Anderson
Superintendent & Consultant

Dr. Anderson’s 2012 Book: Transforming Schools for Excellence can be purchased through Amazon, Barnes and Noble or through Outskirts Press. Dr. Anderson can be contacted for consulting by contacting ASCD.
Questions?