The Anadarko Journey: Turning Around Low Performing Schools with Significant American Indian Student Populations

sponsored by the
South Central Comprehensive Center (SC3) at the University of Oklahoma and the Oklahoma State Department of Education (OSDE)
Cross-center Regional Indian Education Collaborative: Moving Research Into Practice in Indian Country
June 3, 2015
Today’s Presenters and Facilitators

William Robinson
University of Virginia
Executive Director of the Darden/Curry Partnership for Leaders in Education

David Sullivan
Anadarko Public Schools
Indian Education Program Director

Cindy Hackney
Anadarko Public Schools
Superintendent

Kerri White
SC3 Arkansas/Louisiana
Technical Assistance Coordinator
School Turnaround is **possible:**

<table>
<thead>
<tr>
<th>School Name</th>
<th>Gains</th>
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<tr>
<td>Dee Elementary (Ogden, UT)</td>
<td>28-pt. math and 39-pt. la gains in two years</td>
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<tr>
<td>Caruthersville ES (Caruthersville, Missouri)</td>
<td>34-pt. math and 27-pt. la gains in two years</td>
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<tr>
<td>Carson Elementary (Las Vegas, Nevada)</td>
<td>39-pt. math and 53-pt. la gains in two years</td>
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<tr>
<td>Northwest Middle (Salt Lake City, Utah)</td>
<td>49-pt. math and 20-pt. science in three years</td>
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<tr>
<td>South Avondale K-8 (Cincinnati, Ohio)</td>
<td>48-pt. math and 51-pt. la gains in three years</td>
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<tr>
<td>Oak Park ES (Caddo Parish, Louisiana)</td>
<td>60-pt. math and 55-pt. la in four years</td>
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Sustainable School Turnaround Requires:

Fundamental disruption in practices of school & district

Willingness to rethink and redesign systems

Learning-focused leadership pursuing continuous improvement
A systemic approach and district ownership is key to success.

School Leadership makes the difference in turnaround.

Sustained change requires ongoing support and accountability.
KEY ACTIVITIES DRIVING OUR SUPPORT

RETHINK
1. Readiness Assessment, Implementation Plan & Consultation
2. Behavioral Event Interviews: Identifying High-Impact Leaders
3. Spring Turnaround Leadership Boot Camp

REIGNITE
4. Summer Executive Education: Leadership Focus
5. Winter Executive Education: Mid-Year Reset

REDESIGN
6. Action Planning Support
7. District and School Site Visits
8. Customized Support
9. Spring Retreats

TRANSFORM
The lessons learned and successes achieved inform strategies for expanding and sustaining success across the school system.
FOUR SYSTEM LEVERS

LEADERSHIP LEVER

INSTRUCTIONAL INFRASTRUCTURE LEVER

TALENT MANAGEMENT LEVER

DIFFERENTIATED SUPPORT & ACCOUNTABILITY LEVER
## School Turnaround Requires:

**Systemic approach to drive, focus, and sustain change**

<table>
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<tr>
<th>SYSTEM LEVER</th>
<th>DEFINITION</th>
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<tr>
<td>Leadership</td>
<td>Bandwidth and willingness to prioritize and do what is necessary to drive work</td>
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<tr>
<td>Differentiated Support and Accountability</td>
<td>Infrastructure to enhance school leadership practice by providing purposeful presence, removing barriers, and holding principals to high expectations</td>
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<tr>
<td>Instructional Infrastructure</td>
<td>Valid and cohesive assessment strategy tied to high quality curriculum and responsive data systems</td>
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<tr>
<td>Talent Management</td>
<td>Conditions to increase number and impact of highly effective teachers and leadership team members in high-need schools</td>
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Characteristics of Successful Turnarounds Evident in Research

System Levers (Conditions)

Turnaround Leader Competencies

Leader Actions
Discuss the challenges organization leaders (inside and outside of education) have in pulling effectively on each of the four system levers: Leadership, Differentiated Support and Accountability, Instructional Infrastructure, and Talent Management. What capacities do SEAs need to support district and school leaders to pull effectively on these levers?
ANADARKO PUBLIC SCHOOLS

“Leadership at the District Level”
Oh... My... Goodness!!!

Organizational change
Lecture 12

Organization Change and Development
By
Mr. Swagat Kumar Rath
"Everyone thinks of changing the world, but no one thinks of changing himself."

Leo Tolstoy
OUR STORY...
ABOUT US

• 1,932 Students
• 5 Sites: K-1; 2-3; PK & 4-5; 6-8; 9-12
• 243 Staff Members
• Student Population: 62% Native American; 4% African American; 18% Hispanic; 16% Caucasian
• 81% Free/Reduced Lunch District-wide
• Class 3A/4A State Champions or Runners-Up in almost every Oklahoma Secondary Schools Activities Association (OSSAA) event over the past three years (Remember this toward the end of presentation.)
What I hope you learn today is that this is nothing radically new or different from what you already know.

It is a way of thinking about how you do business and figuring out a way to do it in a bolder and deeper way.
If You’re Riding a Horse and It Dies, Get Off
by Jim Grant and Char Forsten
Illustrated by Nathan Bundy

You Can’t Send a Duck to Eagle School
And Other Simple Truths of Leadership
Mac Anderson

Change is Good... You Go First.
By Mac Anderson and Tom Feltenstein

21 Ways to Inspire Change
More Books About Change...

Really...isn’t every book dealing with education about change of some sort?
So the message is...
One Element Was Missing In This System!
To This...

Synergy

whole > ∑
I'VE LEARNED SO MUCH FROM MY MISTAKES...
I'M THINKING OF MAKING A FEW MORE.

Change and Humor

Javed Mohammed
FIVE TINY ISLANDS ADRIFT IN A VAST SEA

- No One Person’s Fault...But a Lack of System-Wide Beliefs

• **Who We Were**
It’s About a System in the Making

- There is no silver bullet.
- There is no magic program.
- We have been from coast to coast and back again with every kind of training imaginable and resources purchased, but we have found neither a silver bullet nor a magic program!
- Turnaround is hard – but rewarding work!
When you are at the bottom, lots of offers come your way!

• Voyager Reading Program K-5
• Think Through Math 6-8

Everyone has good intentions and thinks they have a program to offer that will help you turn the corner!

But thank goodness for the University of Virginia Turnaround Specialist Partnership Grant (K-12)! The process has changed the way we do business.
FOUR SYSTEM LEVERS for TURNAROUND

- **Leadership** is willing to do what is necessary and has the capacity and capability to pursue this work immediately.
- The infrastructure to provide necessary and **differentiated support and accountability** exists or will be created.
- Effective **talent management** strategies are, or will be, used for school leadership selection and teacher talent management.
- An effective **instructional infrastructure** with valid assessments, effective curriculum and instructional strategies, and data systems exists or can be created.
The Beginning of a System

- Capacity of district leadership to implement dramatic change – assessment of current state
- My thoughts...
- Boot Camp with Instructional Coaches
- 90 Day Action Plan to define roles and responsibilities of all stakeholders
- The Warrior Way (more on this later)
- A group of very dedicated people
- Summer training for district administrators
SYSTEMS IN PLACE

• Data Driven Instruction
• District and Site PLC guidelines – no more housekeeping meetings
• District and Site Assessment Calendars
• SchoolNet Assessment Software for Common and District Benchmark Assessments (K-12)
• Deep Data Days – early release days to focus on student data
• Principal 90-Day Action Plans; Teacher 6-Week Action Plans; Student Reflection & Goal Setting – all based on data
• RTI – Embedded in each site’s master schedule
• Warrior Way Talent Management Plan–
  ➢ Tiered Teacher Support;
  ➢ New Teacher Induction;
  ➢ Principal Support;
  ➢ PD Aligned to Goals (Mostly provided by in-district experts);
  ➢ Netchemia TalentEd for Tulsa Model Teacher Evaluation; PD360
  ➢ SearchSoft for McRel Principal Evaluation – Goals in SearchSoft match Goals on 90 Day Action Plans;
  ➢ Behavior Event Interview Process for Prospective New Hires;
  ➢ Developing Leaders from Within (Instructional Coaches, Teacher Leaders, Paraprofessionals)
• District Shepherd Team visits sites to assess progress, provide feedback, and give encouragement.
“The Tiger is in the Jungle”

CHANGE MANAGEMENT

Lakeland Wonders (Case Analysis)
** OUR DATA **

** means all time best in 5 years
Facts About Our Data

• We still have work to do – especially in K-8 Math – fidelity to our programs is key and we continue to focus on that.
• This has been a learning process for us in so many ways!
• We have made great gains in many areas and small gains in others. *Celebrate!!! Celebrate!!!*
• Attendance data is up, Student Engagement is up, Graduation data is up, and Behavior data is down.
• High School won runner-up in the Class 4A State Academic Meet!
• Gains are gains, and we will take them!
Then Versus Now

• Who We Were

• Who We Are
Keys to Systemic Success

• Quality Training/Support/Expectation from UVA.
• Effective Implementation of 90-Day Action Plans – District Level and Site Level.
• Effective/Intentional Teamwork – All Levels.
• High Expectations/Consistent Monitoring/Feedback & Accountability – District Leaders, Teachers and Support Staff motivated and working together to fulfill the Mission – Peer Pressure can be Good!
• The Student has truly moved to the Center!
For a district or school turnaround to be effective, the organization must function systemically, not as separate islands. How does relationship building play a role in systemic alignment in any organization? Why do you feel including Indian education was vital to systemic change?
The Student Perspective

Before:
• Disengaged
• Apathetic
• Externally Motivated
• Disconnected from Data
• Disjointed Perspectives
• Competitive in Athletics

Emerging Traits:
• Engaged
• Excited
• Internally Motivated
• Data-Conscious
• Systemically Literate
• Academic cross-over
Defining the Warrior Way

• Fostering student’s self-awareness, personal growth, limiting concern with other’s opinions, interest in fulfilling their potential
• Fostering individual self-esteem, personal worth, social recognition, and accomplishment
• Building relationships
• Providing a safe place to learn
• Being fully attentive to individual student needs
“When you begin a great work you can’t expect to finish it all at once; therefore, you and your brothers press on and let nothing discourage you until you have entirely finished what you have begun.”

Teedyuscung (1700-1763)
Delaware
LIVING THE WARRIOR WAY

AHS CLASS OF 2014 OKLAHOMA ACADEMIC SCHOLARS
• Pilot Project – Connection of Culture/Student Gains for All
• Daily Class – All 3rd Grade students attend sessions
• Instructor utilizes culture-based curriculum/guest presenters
Resources We Used

• *Leverage Leadership: A Practical Guide to Building Exceptional Schools*
  by Paul Bambrick-Santoyo

• *Driven by Data: A Practical Guide to Improve Instruction*
  by Paul Bambrick-Santoyo
• Chapter 1 – It Doesn’t Have to Be This Hard
  – Stop Rolling The Boulder
  – Cage Busting Is Not About Picking Fights

• Chapter 2 – Seeing Differently
  – The Culture Of Can’t
  – The Platitudes Trap
  – The “Sucks Less” Trap
  – The More, Better Trap
  – The MacGyver Trap
  – One More Thing on My Plate
  – A Little Help From My Friends
APS Documents Used

- District Expectations
- District Expectations Monitoring Protocol
- District Leadership Team (PLC) Meeting Agenda
- District PLC Team Norms
- District Next Steps Action Plan
- District Assessment Calendar
It’s on our t-shirts, banners, marquee (donated this year by a local bank), website, Facebook, and newly refinished gym floor, and even on Chamber flags downtown – but most importantly – it’s in our classrooms every day!
The leadership team of Anadarko Public Schools includes the Indian Education Program Director. How does the make-up of a leadership team assist in driving change? What characteristics of leaders should districts and schools consider when establishing leadership teams?
# Presenters’ and Facilitators’ Contact Information

<table>
<thead>
<tr>
<th>Anadarko Public Schools (APS)</th>
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<tbody>
<tr>
<td>Cindy Hackney, Superintendent</td>
<td>David Sullivan, Indian Education Program Director</td>
</tr>
<tr>
<td><a href="mailto:chackney@apswarriors.com">chackney@apswarriors.com</a></td>
<td><a href="mailto:dsullivan@apswarriors.com">dsullivan@apswarriors.com</a></td>
</tr>
<tr>
<td>405.247.6605</td>
<td>405.247.2288</td>
</tr>
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<tr>
<th>South Central Comprehensive Center (SC3) at the University of Oklahoma (OU)</th>
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<tbody>
<tr>
<td>Kerri White, Arkansas/Louisiana Technical Assistance Coordinator</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:kkwhite@ou.edu">kkwhite@ou.edu</a></td>
<td></td>
</tr>
<tr>
<td>405.325.6962</td>
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<tr>
<td>William Robinson, Executive Director</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:robinsonw@darden.virginia.edu">robinsonw@darden.virginia.edu</a></td>
<td></td>
</tr>
<tr>
<td>404.630.5744</td>
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Thank you!

South Central Comprehensive Center
1639 Cross Center Drive, Suite 354
Norman, Oklahoma 73019-5050

www.sc3ta.org

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