



Data from the Field:

Documented gains in turnaround schools

September 2010

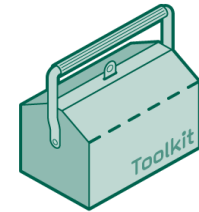
This report represents an extension of Mass Insight’s research on school turnaround. This data summary is a part of the STG’s larger toolkit on evaluation. The following data document early gains in turnaround schools. Not only does this report highlight successful school turnaround initiatives, it also informs realistic growth benchmarks for schools engaging in this work. Due to state-specific standardized tests and the need to account for an individual school context, it is impossible to determine an average anticipated gain; however, the data presented here indicate the level of improvement that is possible through turnaround. We look forward to adding to this document as more data become available.

Mass Insight continues to lead research and development efforts in the turnaround sector. Our education reform strategies are defined by two convictions: that change at scale depends on the practical integration of research, policy, and practice; and that only dramatic and comprehensive change in high-poverty schools will produce significant achievement gains. In line with these beliefs, we focus our work on a number of core activities, including the development of cutting edge, research-based toolkits, communication of both our principles and strategies to key stakeholders, and support for states and districts in designing and implementing dramatic reform strategies.

The culmination of our research is the launch of the Partnership Zone Initiative, a national effort to implement proof points of our Partnership Zone framework in six states over the next several years. This work is funded by an initial grant from the Carnegie Corporation of New York, with a partial match from the Bill & Melinda Gates Foundation.

This data summary is part of a larger STG toolkit on evaluation

Visit www.massinsight.org/stg to access a broader set of tools pertaining to evaluation. This toolkit will be updated on an ongoing basis.



1. Evaluation primer

About this guide: Provides an overview of evaluation theory and provides a framework for evaluating school turnaround; those new to evaluation should review this piece prior to the other documents.

2. Evaluating school turnaround (PRIMARY DOCUMENT)

About this publication: Provides an introduction to evaluation in the context of school turnaround; describes the evaluation process and identifies leading and lagging indicators of school turnaround.

3. Turnaround data from the field

About this tool: Compiles data from successful turnaround schools across the country; suggests what is achievable in years 1, 2, etc. under a turnaround model and can inform benchmarks in other states, districts, and schools.

4. Metrics for evaluation

About this list: Provides a comprehensive list of metrics that can be used to evaluate turnaround. The metrics are grouped into six major categories: demographic data, school environment data, student achievement data, perception data, instructional data, facilities/resources data.

5. Protocol for data use

About this guide: Provides teachers, administrators, Lead Partners, and LEA/SEA staff with a process to collaboratively use and analyze data, thereby using the evaluation process for decision-making and to set strategic goals. Not yet released.

Using the data presented here

Caveats and limitations:

- Turnaround is a new and growing field. Many turnaround models are just now beginning to collect efficacy data. These models suggest leading and lagging indicators of school turnaround and benchmarks for anticipated growth.
- While there is a demand for demonstrable proof that turnaround works, evidence from the field indicates a lag time for the effect of turnaround on student outcomes. This underscores the importance of setting and communicating reasonable metrics.
- Benchmarks and expectations must be school-based. A school's expected gains must account for the school's historical data, context, and student population.
- An evaluation system must not only capture discrete data points, but also assess the schools' goals and the programs and interventions designed to move data accordingly.
- At the outset, many turnaround schools lack sufficient data capacity; therefore, an initial phase of work must include implementing data systems and mandating accurate data tracking.

Data from the turnaround field

School	Attendance	Reading Scores	Math Scores
Academy for Urban School Leadership			
Dodge Renaissance Academy 1 st year of turnaround: 02-03	94% attendance in 08-09 → 95% in 09-10	<ul style="list-style-type: none"> •77% of students “meeting or exceeding standards” on ISAT in 08-09 → 82% in 09-10 •22% of students “meeting or exceeding standards” on the ISAT → 82% within 7 years of turnaround with AUSL 	
Harvard School for Excellence 1 st year of turnaround: 06-07	93% attendance in 08-09 → 94% in 09-10	<ul style="list-style-type: none"> •56% of students “meeting or exceeding standards” on ISAT in 08-09 → 58% in 09-10 •32% of students “meeting or exceeding standards” on the ISAT → 58% within 3 years of turnaround with AUSL 	
Morton School of Excellence 1 st year of turnaround: 07-08	93% attendance in 08-09 → 92% in 09-10	<ul style="list-style-type: none"> •41% of students “meeting or exceeding standards” on ISAT in 07-08 → 33% in 08-09 •33% of students “meeting or exceeding standards” on ISAT in 08-09 → 49% in 09-10 •41% of students “meeting or exceeding standards” on the ISAT → 49% within 2 years of turnaround with AUSL 	
Johnson School of Excellence 1 st year of turnaround: 09-10	91% attendance in 08-09 → 94% in 09-10	42% of students “meeting or exceeding standards” on ISAT in 08-09 → 52% in 09-10 (in year 1 of turnaround with AUSL)	
Sherman School of Excellence 1 st year of turnaround: 04-06	92% attendance in 08-09 → 93% in 09-10	<ul style="list-style-type: none"> •51% of students “meeting or exceeding standards” on ISAT in 08-09 → 56% in 09-10 •29% of students “meeting or exceeding standards” on the ISAT → 56% within 4 years of turnaround with AUSL 	
Dulles School of Excellence 1 st year of turnaround: 09-10	92% attendance in 08-09 → 93% in 09-10	49% of students “meeting or exceeding standards” on ISAT in 08-09 → 43% in 09-10 (in year 1 of turnaround with AUSL)	
Bethune School of Excellence 1 st year of turnaround: 09-10	91% attendance in 08-09 → 93% in 09-10	34% of students “meeting or exceeding standards” on ISAT in 08-09 → 42% in 09-10 (in year 1 of turnaround with AUSL)	

Data from the turnaround field

School	Attendance	Reading Scores	Math Scores
Friends of Bedford, District of Columbia Public Schools			
Paul Laurence Dunbar Senior High School 1 st year of turnaround: 09-10	Increase in avg. daily attendance from 69% → 77%	18.8% of students scoring “proficient” on the DC-CAS → 29.5%	24.7% of students scoring “proficient” on DC-CAS → 23.1%
Calvin Coolidge Senior High School 1 st year of turnaround: 09-10	Increase in avg. daily attendance from 72% → 83%	36.2% of students scoring “proficient” on the DC-CAS → 56.6%	42.6% of students scoring “proficient” on DC-CAS → 48.5%
Mastery Charter School, School District of Philadelphia			
Thomas Campus 1 st year of turnaround: 06-07		<ul style="list-style-type: none"> •28% of 8th grade students “proficient/ advanced” on the PSSA in 2005 → 84% in 2009 •33% of 11th grade students “proficient/ advanced” on the PSSA in 2005 → 56% in 2009 	<ul style="list-style-type: none"> •38% of 8th grade students “proficient/ advanced” on the PSSA in 2005 → 85% in 2009 •37% of 11th grade students “proficient/ advanced” on the PSSA in 2005 → 58% in 2009
Pickett Campus 1 st year of turnaround: 08-09		<ul style="list-style-type: none"> •8% of 7th grade students “proficient/ advanced” on the PSSA in 2007 → 57% in 2009 •34% of 8th grade students “proficient/ advanced” on the PSSA in 2007 → 72% in 2009 	<ul style="list-style-type: none"> •10% of 7th grade students “proficient/ advanced” on the PSSA in 2007 → 65% in 2009 •17% of 8th grade students “proficient/ advanced” on the PSSA in 2007 → 75% in 2009
Shoemaker Campus 1 st year of turnaround: 07-08		<ul style="list-style-type: none"> •20% of 7th grade students “proficient/ advanced” on the PSSA in 2006 → 71% in 2009 •43% of 8th grade students “proficient/ advanced” on the PSSA in 2006 → 84% in 2009 	

Data from the turnaround field

School	Attendance	Reading Scores	Math Scores	Other
Green Dot, Los Angeles Unified School District				
Locke High School 1 st year of turnaround: 08-09	Increase by over 10% in Y1 of turnaround	<ul style="list-style-type: none"> •First year scores unchanged •Increased from 13.7% to 14.9% proficiency in Y2 	<ul style="list-style-type: none"> •First year scores unchanged •Increased from 4% to 6.7% proficiency in Y2 	<ul style="list-style-type: none"> •In 2009, retained 500 more students than in previous year •38% more students tested in 1st year
Achievement Zone, Charlotte-Mecklenburg Schools				
West Charlotte High School 1 st year of turnaround: 06-07	91% avg. daily attendance, compares to 95% district-wide	40% on grade level in 05-06 → 68% on grade level in 08-09		
West Mecklenburg High School 1 st year of turnaround: 06-07	90% avg. daily attendance, compares to 95% district-wide	48% on grade level in 05-06 → 73% on grade level in 08-09		
E.E. Waddell School 1 st year of turnaround: 06-07	91% avg. daily attendance, compares to 95% district-wide	49% on grade level in 05-06 → 60% on grade level in 08-09		<ul style="list-style-type: none"> •79% of classes taught by highly qualified teachers in 07-08 → 88% in 08-09 •35% participation rate on SAT compared to 61% district-wide
Sedgefield Middle School 1 st year of turnaround: 08-09		33% of students “proficient” in 07-08 → 51% in 08-09	46% of students “proficient” in 07-08 → 69% in 08-09	77% of classes taught by highly qualified teachers in 07-08 → 88% in 08-09
Office of School Turnaround, Chicago Public Schools				
Harper High School 1 st year of turnaround: 08-09	Increase in avg. daily attendance from 54% → 70%			<ul style="list-style-type: none"> •Misconduct decreased from 1,100 → 226 incidents •Percent of freshman on track to graduate increased from 53% → 79%

Get involved

The School Turnaround Group is a division of Mass Insight Education, an independent non-profit that organizes public schools, higher education, business, and state government to significantly improve student achievement, with a focus on closing achievement gaps.

For more information on how your state can employ these promising practices for school turnaround, please contact the School Turnaround Group at:

The School Turnaround Group
Mass Insight Education
18 Tremont Street, Suite 930 • Boston, MA 02108 • 617-778-1500
turnaround@massinsight.org

The School Turnaround Groups **offers a broad range of strategic consulting services to state and district clients**. This work includes **building organizational capacity** through the development of state and district turnaround offices, **securing more flexible operating conditions**, including through the development of modified collective bargaining agreements; **attracting and supporting Lead Partners** through the development of Request for Proposal and Memorandum of Understanding tools; and **auditing state and district readiness** to implement dramatic turnaround strategies.

In each of our engagements, we seek to deeply understand the needs of our client to offer highly customized solutions and to develop lasting relationships to support the difficult work of school turnaround over the necessarily long time frame.