

Notes from School Restructuring Session
 CC Directors Meeting – September 12, 2006 – 11:30 to 12:30

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School Restructuring

Day Two 11:30-12:30

1. Define in context of NCLB & ed. reform;
2. Highlight key research & resources;
3. Share knowledge, identify key issues, lessons learned;
4. Discuss role of Comprehensive Centers in supporting state efforts & developing state capacity.

Agenda

10:30-10:35	Setting the Stage (Carol)
10:35-10:45	<ul style="list-style-type: none">• Highlights from Research (Carole)• New Resource (Fran)
10:45-11:05	Group Discussions (small) <ul style="list-style-type: none">• Experience from the field
11:05-11:10	Group Discussion (whole) <ul style="list-style-type: none">• The Knotty Problems of School Restructuring (Fred)
11:10-11:25	<ul style="list-style-type: none">• Pair/Share• Comp Center role
11:25-11:30	<ul style="list-style-type: none">• Group/Share

Restructuring: NCLB

Identification

- A school that misses AYP targets for 5 years

Defined

- A major re-organization of school governance:

OPTIONS:

1. Re-open as a charter
2. Replace all/most staff
3. Contract w/private management company
4. Turn over to SEA
5. Other: increase oversight; re-open w/mission-theme; smaller learning communities; dissolve; reconfigure grade span.

LEA Responsibilities

- Create plan to restructure school (After 5th year)
- Implement plan (After 6th year)
- Invite teachers and parents to participate in planning
- Provide notification of status, involvement, transfer options, SES services.

SEA Responsibilities

- Reserve & allocate Title I Part A money
- Create & sustain system of support

Group Reflections

Lessons learned / Knotty problems

- Once you have a plan, how to make substantial change that makes a difference to student learning
- Systemic district improvement that is urgent & substantial
- Appropriate changes of staff
 - e.g. not moving people that have helped
 - e.g. moving people who should be
- Rural issue – where are the people?
- Building on what is working – strengths/assets
- What do you do when stakeholders are the problem?
- Labor intensity required for takeover – and political will

CC Role (group discussion)

- Need to examine state systems of support and revamp, re-tool
- Building state capacity
- Bringing research to SEA's – to build capacity
- Understand the issue as a systemic issue
- Help states build tools e.g., on-line

CC Role (Individual Responses from cards)

- Partner with teams that are carrying out RCT's at school level.
- Conduct your _____ research and evaluation to validate your strategies and initiatives.
- Helping SEA look at SSOS and make changes.
- Facilitate problem-solving meetings with the SDE to deal with specific areas of concern (data analysis, leadership training, forging relationships).
- Help SEAs help districts make the right restructuring decision. Sponsor cross-state/multi-state discussion.
- Assist SEA with conducting – organizing inventory of resources/providers that can help with school restructuring.
- Help build the capacity of SEA & intermediate agency teams to facilitate the work of restructuring schools.
- Depending on numbers of districts work with not only SEAs but regional educational agencies (ISD etc.)
- RCCs can help SEAs understand the restructuring arena and what their role is – can also guide process for developing a statewide perspective (policy) (state---districts---schools)
- Support state departments (SEAs) by building the leadership across the state regional system.
- Try to get SEA to view restructuring from a systemic perspective and identify areas of support for district central office actions.
- See resources at www.centerii.org including state database on restructuring policies, practices, and progress.
- Starting point:
 - Contact Center on Innovation and Improvement
 - Go to www.centerii.org for resources
- Bring silos together across the SEA to converse about more effective ways to help low-performing schools
- To not forget that our charge is **NOT** to work with schools or districts but build state capacity.
- The state works with districts, therefore comprehensive centers will tend to work at district level sanctions under “corrective action” not school restructuring.
- Provide research and information about restructuring models & their success track records.
- Provide technical assistance to state support teams to improve SEA intervention.
- How can we interact with high Native American population schools?

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- We can help build capacity of states to help them engage districts with the school improvement work so that they do not transition to restructuring!

Resources

1. www.centerii.org – Center on Innovation and Improvement
2. www.centerforsri.org – Center for Comprehensive School Reform and Improvement
3. Leadership capacities for a changing environment: state and district responses to NCLB, Education Alliance at Brown University.