

The Broad Symposium 2006

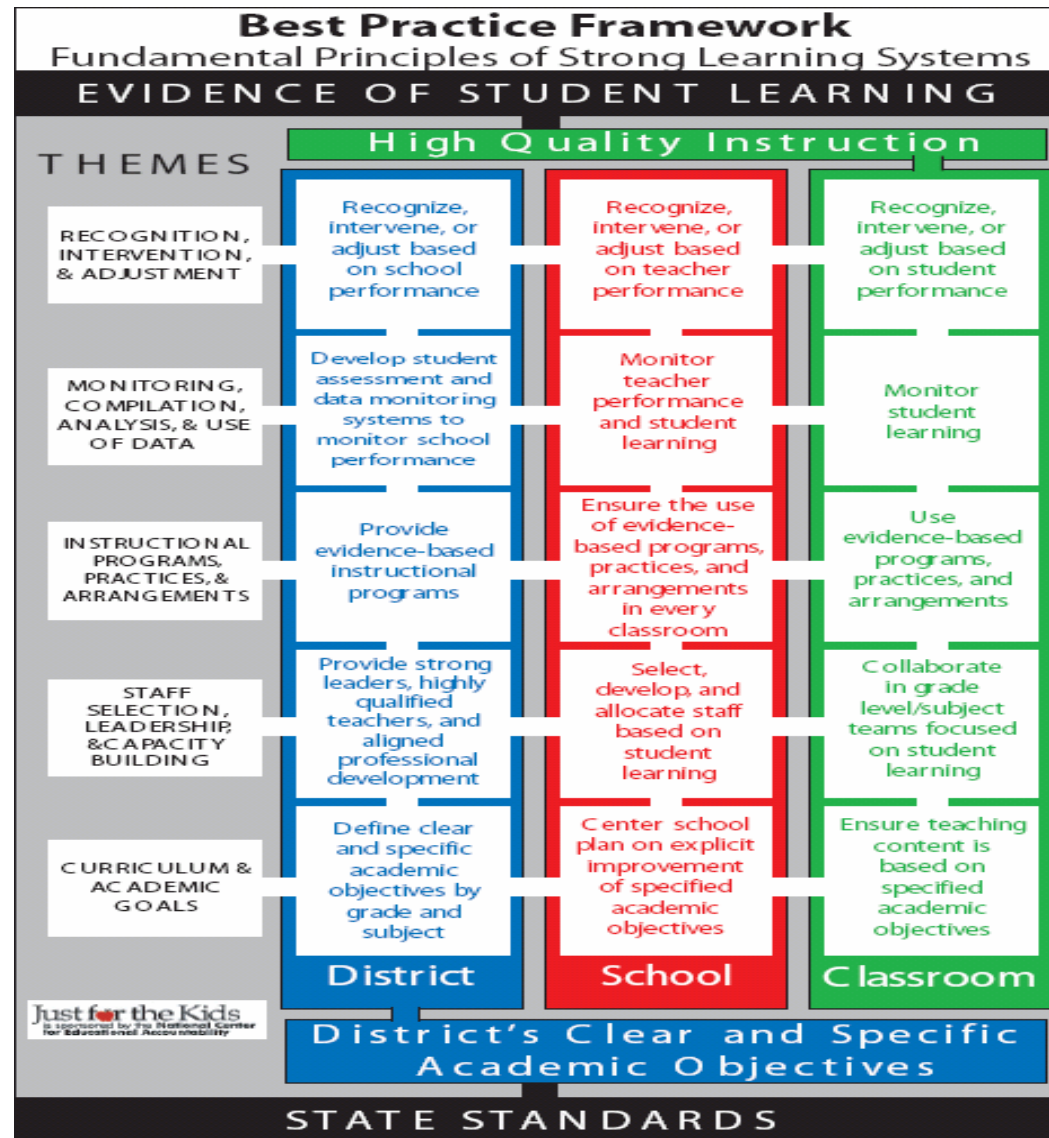
The Winner's Circle: Lessons from Prior Broad Prize Winners

Christopher J. Steinhauser
Long Beach Unified School District (2003 winner)

Laura Schwalm
Garden Grove Unified School District (2004 winner)

September 18, 2006

Systemic Reform through the NCEA Best Practice Framework



The Broad Symposium 2006

The Winner's Circle: Lessons from Long Beach Unified School District



Chris Steinhauser
Superintendent
Long Beach Unified School District
September 18, 2006

Long Beach Unified School District

Growth by Grade Level for ELA (Proficient + Advanced)

Grade	LB2003	LB2006	Growth	State03	State06	Growth
2	37%	49%	12%	36%	47%	11%
3	31%	38%	7%	33%	36%	3%
4	36%	50%	14%	39%	50%	11%
5	32%	43%	11%	36%	43%	7%
6	30%	41%	11%	36%	41%	5%
7	29%	41%	12%	36%	43%	7%
8	26%	37%	11%	31%	41%	10%
9	34%	42%	8%	38%	43%	5%
10	27%	33%	6%	33%	37%	4%
11	24%	32%	8%	32%	36%	4%

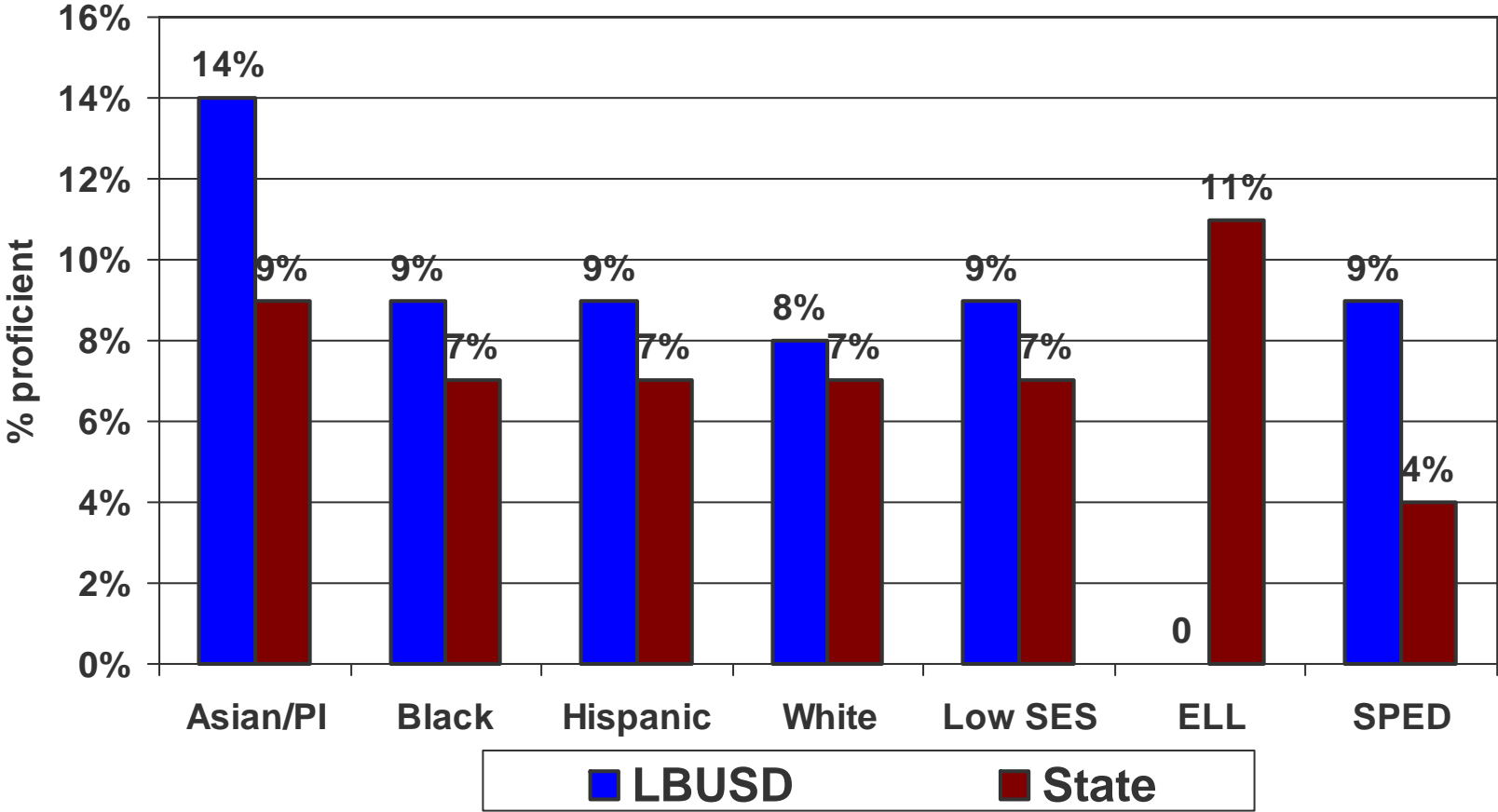
Long Beach Unified School District

Growth by Grade Level for Math (Proficient + Advanced)

Grade	LB2003	LB2006	Growth	State03	State06	Growth
2	54%	60%	6%	53%	59%	6%
3	46%	58%	12%	46%	57%	11%
4	43%	57%	14%	45%	54%	9%
5	32%	51%	19%	35%	48%	13%
6	31%	39%	8%	34%	42%	8%
7	25%	37%	12%	30%	41%	11%
Gen. Math	20%	22%	2%	20%	22%	2%
ALG 1	24%	25%	1%	21%	23%	2%
GEOM	25%	23%	-2%	26%	26%	0%
ALG 2	31%	29%	-2%	29%	25%	-4%

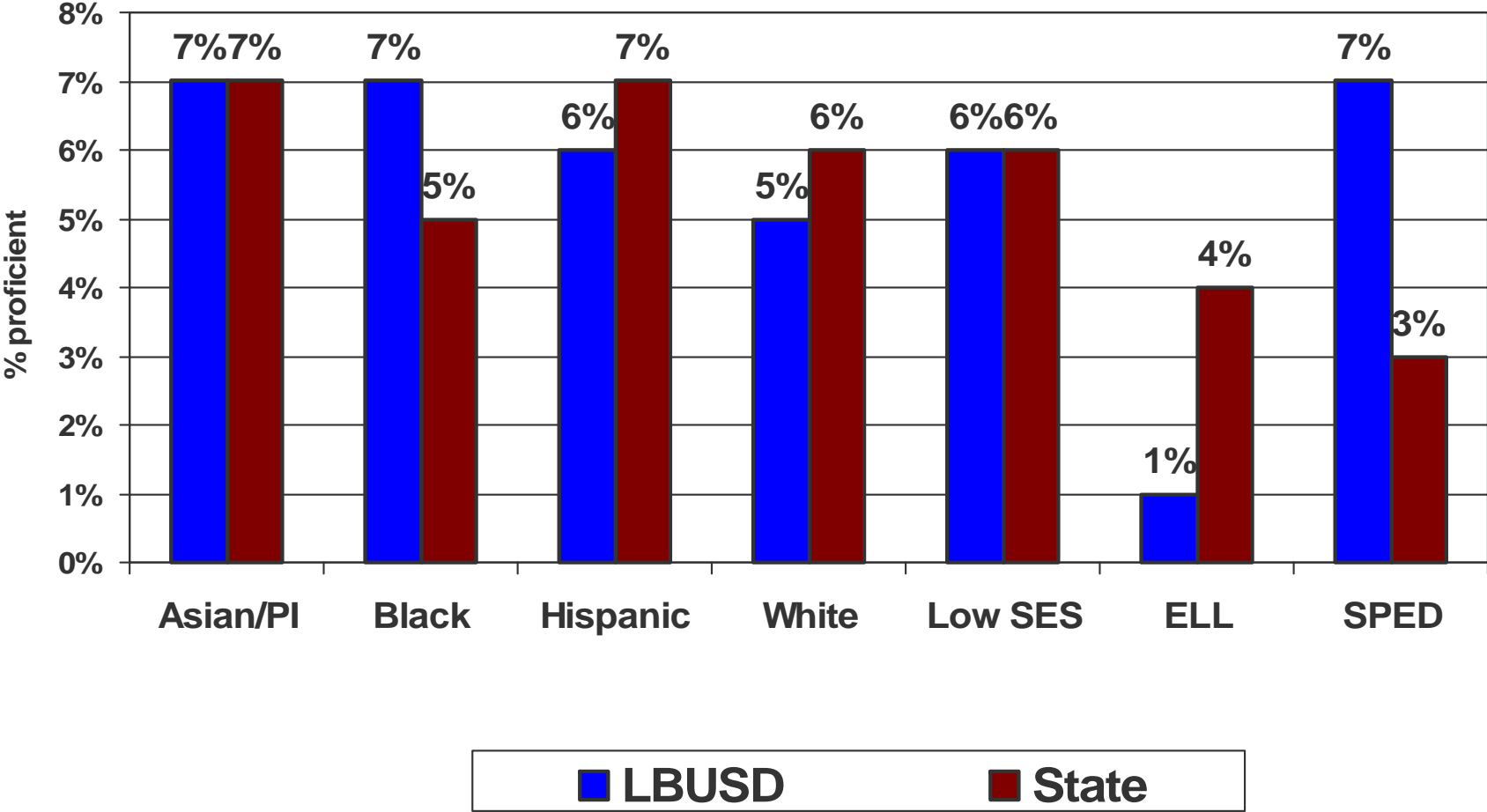
Long Beach Unified School District

% Subgroup Growth for LBUSD and State in ELA (2003-2006)



Long Beach Unified School District

% Subgroup Growth for LBUSD and State in Math (2003-2006)



Long Beach Unified School District

Long Beach's Reform Journey

- The situation in 1994
- The initiation of the reform effort
- Ensuring systemic and high fidelity implementation
- Lessons learned

Long Beach Unified School District

Initiation of Reform Effort

Refined standards-based curriculum

- Fine-tuned pacing guides
- Developed common academic language
- Infused literacy into instruction of all academic subjects

Long Beach Unified School District

Initiation of Reform Effort

Curriculum and Academic Goals & Instructional Programs, Practices and Arrangements

- Essential Elements of Effective Instruction
- Common textbooks and instructional materials
- Pushing Algebra and math skills to lower grades
- Standards-based elementary report card

Long Beach Unified School District

Systemic Implementation

Staff Selection, Leadership and Capacity Building

- In depth, structured induction program for new teachers
- Focused, sustained professional development
- District and site-based coaches
- Alignment of professional development with academic goals
- Partnership with higher education to improve teacher quality

Long Beach Unified School District

Systemic Implementation

Monitoring, Compilation, Analysis and Use of Data

- District-wide end-of-course exams
- Common assessments across all grade levels
- User friendly data collection and reporting system
- Regularly scheduled classroom walkthroughs and analysis of student work
- Common grading criteria

Systemic Implementation

Recognition, Intervention and Adjustment

- Clear expectations for student achievement (retention policy)
- Aligned school, student and teacher interventions (Peer Assistance and Review, Focus Schools, summer school)
- Individual and school-wide recognition

Lessons Learned

Challenges in Initiating and Managing the Reform

- Communicating the need for continuous improvement
- Building consensus on the improvement strategy
- Evaluating the progress of the reform effort

Advice for sustainability

- Create clear goals and objectives
- Resource alignment
- Communicate progress with all stakeholders

Next steps for the district

- Continuing past reform efforts while identifying new initiatives
- Recognizing the “tipping point” of staff in managing reform efforts

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The Winner's Circle: Lessons from Garden Grove Unified School District

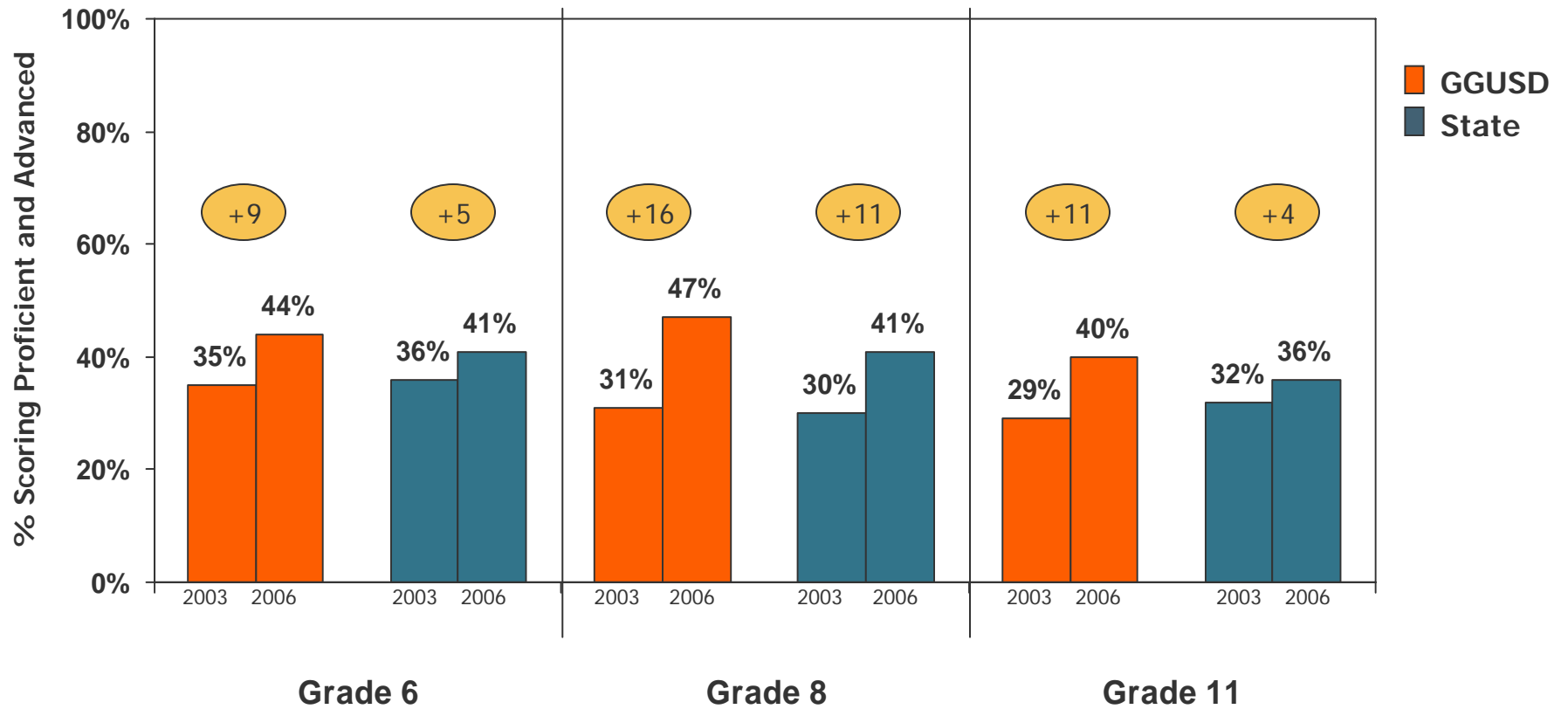


Laura Schwalm
Superintendent
Garden Grove Unified School District
September 18, 2006

Garden Grove

ELA Test Results

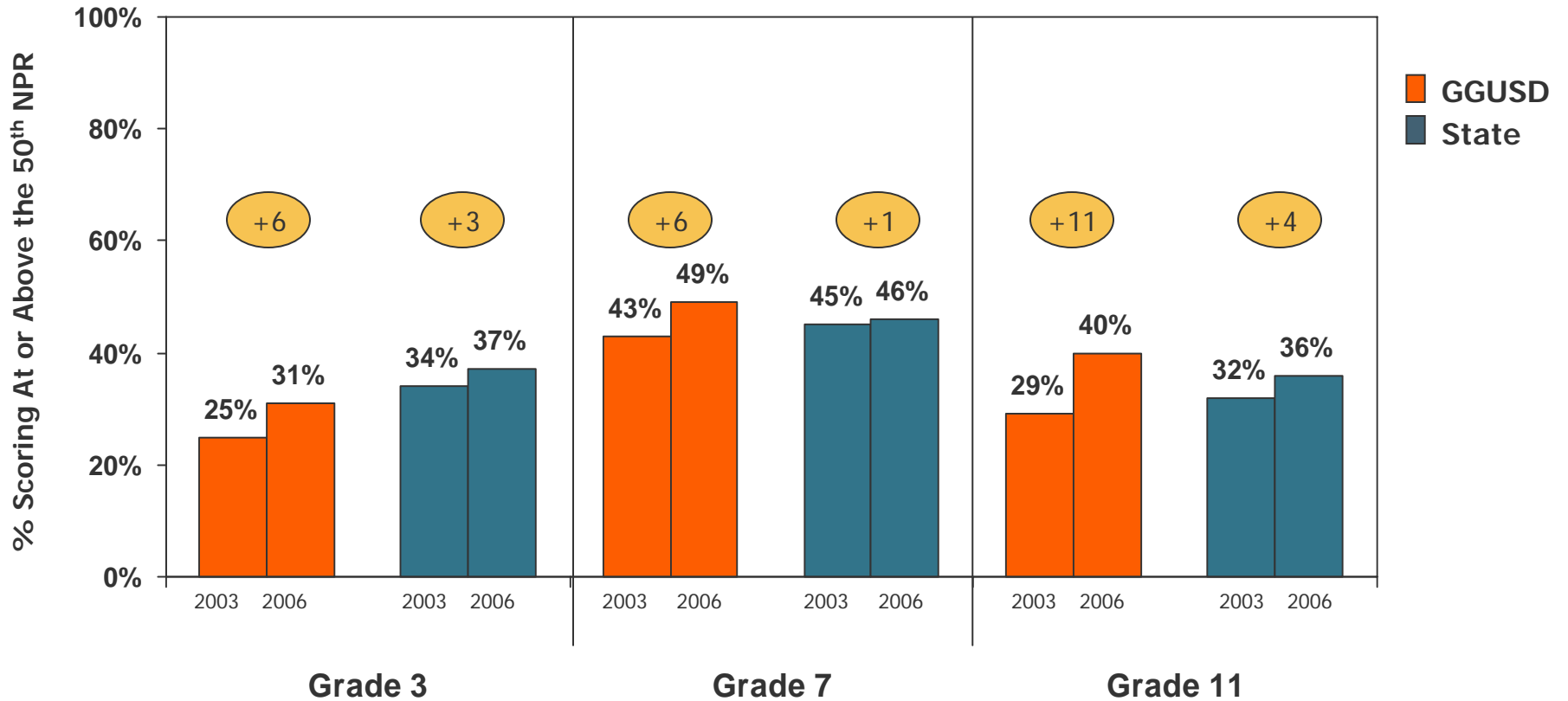
California State Standards Test – Reading / Language Arts



Garden Grove

ELA Test Results

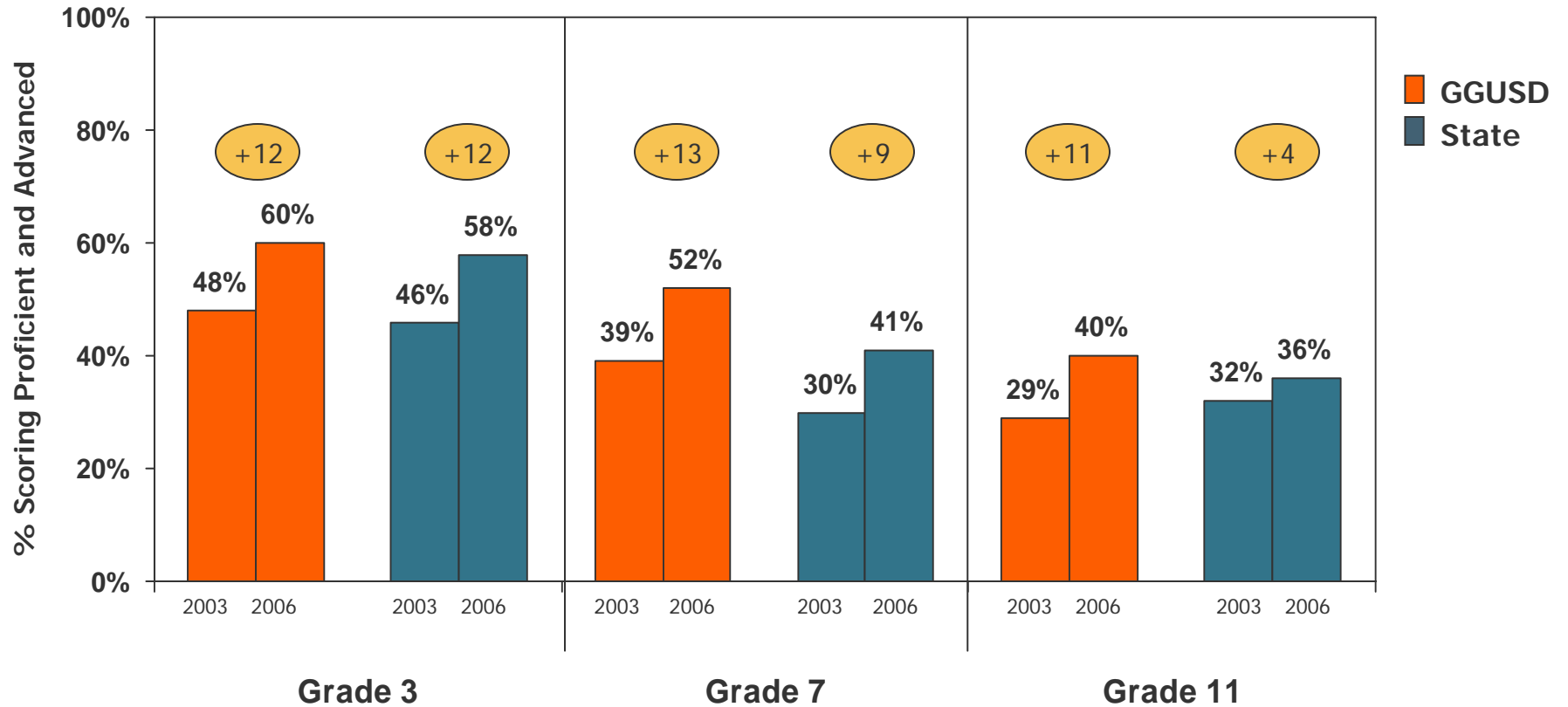
California Achievement Test (CAT6) - Reading



Garden Grove

Math Test Results

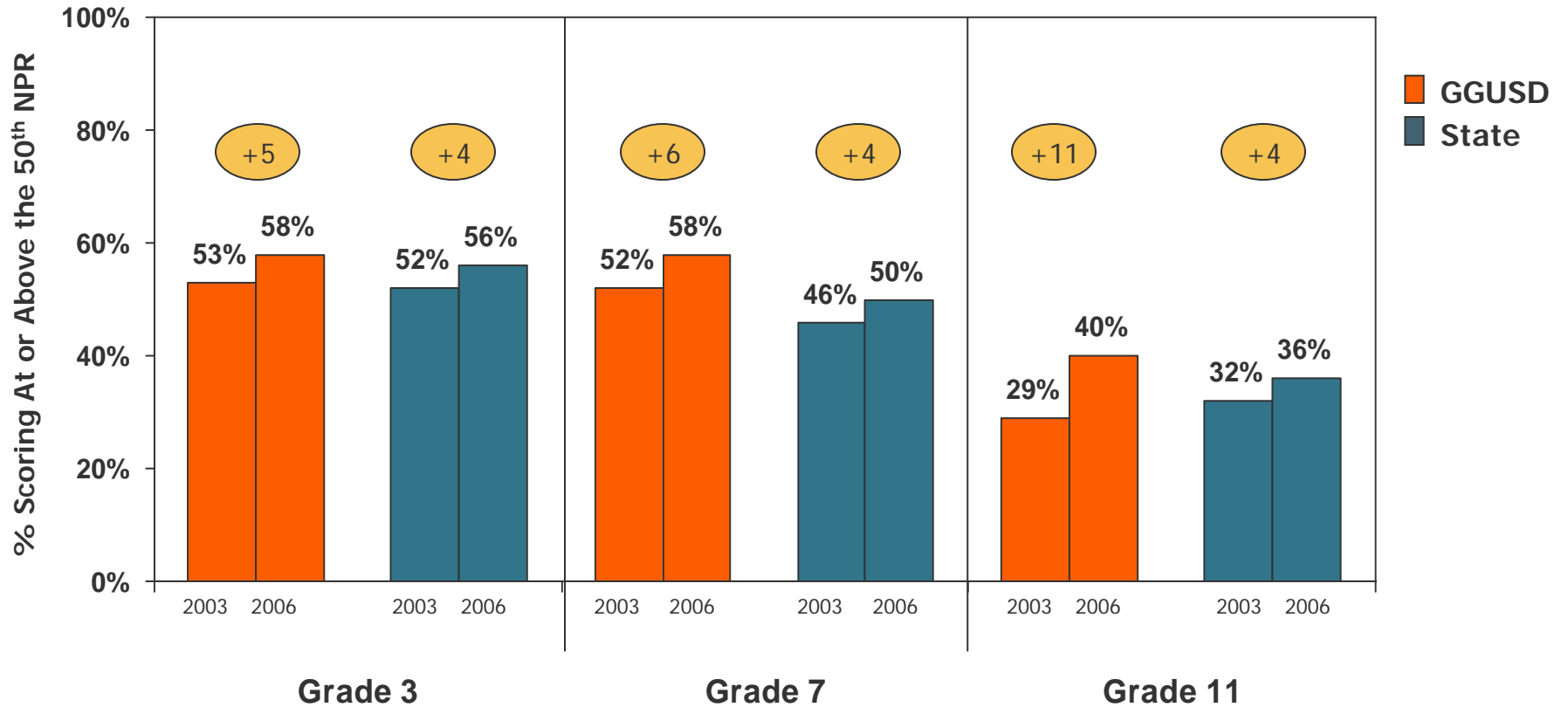
California State Standards Test - Mathematics



Garden Grove

Math Test Results

California Achievement Test (CAT6) - Mathematics



Garden Grove Unified School District

Garden Grove's Reform Journey

- The situation in 1999-2000
 - Not focused on results
 - No strong academic focus
 - Not using data
 - Instructional programs not aligned
 - System was not focused

Garden Grove Unified School District

Initiation of Reform Effort

Two consistent focus goals drive all district activities:

- “Students in GGUSD five years or longer will meet or exceed GGUSD grade-level standards in core academic subjects; and
- English Language Learners with GGUSD five years or longer will attain the early advanced level in overall English language proficiency, with no skill area below intermediate level.”

Curriculum and Academic Goals

- Identified “focus standards” to meet the two goals
- Common textbooks and instructional materials
- Develop curriculum and pacing guides outlining how to properly address and sequence instruction
- Used data to place students in more rigorous courses

Garden Grove Unified School District

Systemic Implementation

Staff Selection and Capacity Building

“Faithful replication” of those goals achieved by:

- Centralized recruitment and selection of teachers
- Focused, sustained staff development for principals and teachers using existing staff and outside consultants
- Leadership Team Academies for principals, teachers and counselors
- Common-planning time for teachers to plan instruction, share and model best practices, and review student work and data

Instructional Programs, Practices and Arrangements

- Core instructional programs used district-wide
- Common research-based instructional strategies
- Emphasis on full and faithful implementation
 - System-wide training
 - Central office staff and Teachers on Special Assignment are key to consistent training and support

Garden Grove Unified School District

Systemic Implementation

Monitoring, Compilation, Analysis and Use of Data

- Comprehensive, user-friendly data system
- District-wide quarterly benchmarks and end-of-course exams in core academic areas
- Frequent walk-throughs by leadership teams
- Use of data with students and parents

Recognition, Intervention, and Adjustments

- Data routinely used to inform needed interventions and adjustments to instruction
- Early intervention for students and schools
 - Clear expectations for student achievement
 - School Wide Instructional Model (SWIM)
 - Identification of “focus schools”

Challenges in initiating and managing the reform

- Focus
- Alignment
- Expectations
- Opportunities

Advice for sustainability

- Build a system
- Build capacity

Next steps for the district

- Refinement
- Stay the course

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Contact Information

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