



Generation Schools Network Turnaround Leadership Program Report (6.15.22)

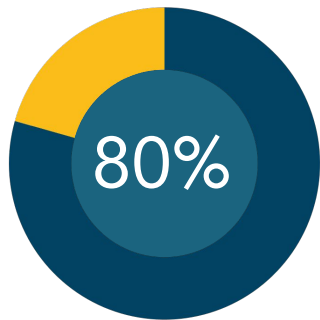
Evaluation Sources

- Evaluation of Colorado School Turnaround Network and School Turnaround Leadership Development Grants: Descriptive Analysis of 2015-2020 Cohorts (*Benjamin R. Shear, Elena Diaz-Bilello, Sanford R. Student, and Medjy Pierre-Louis A report prepared by the Center for Assessment, Design, Research and Evaluation (CADRE) at the CU Boulder School of Education*)
- GSN Turnaround Improvement Impact, Cohorts 1-4 (Taproot Report, 2021)

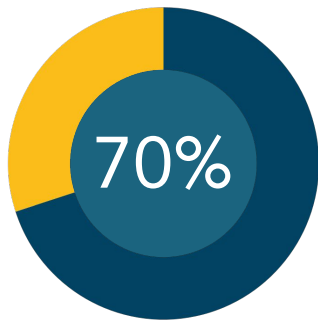
Our Impact (First Four Cohorts)

School leadership reports that the Turnaround Leadership Program (TLP) has specifically supported schools/districts in understanding data analysis and implementing data processes to drive instruction.

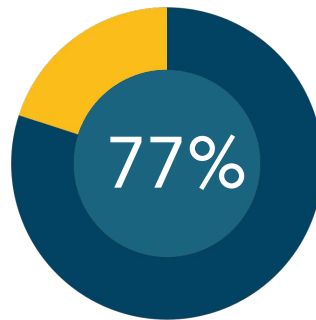
Other areas TLP participants saw improvement include:



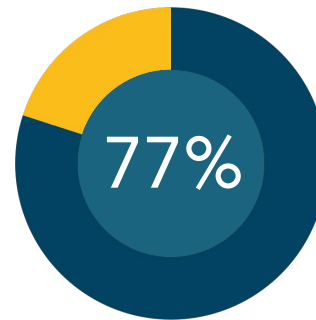
Collaborative
Culture



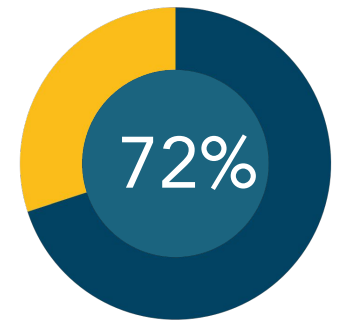
Instructional
Practice



Quality of
Professional
Development



Distribution
of Leadership



Social &
Emotional
Learning Support

GSN Turnaround Program Performance (Taproot Report)

- ~1% year over year increase in Math and English test scores
- Increased Math percentile by 5-10% and English percentile by 10-20%
- 4 out of first 6 schools that have finished turnaround programs with GSN are no longer in Turnaround or Priority Improvement status



Credentialed Leadership Growth (First Four Cohorts)

- 71 completed
- 40 earned 369 credits combined
- 26 Graduate Certificates in Turnaround Leadership
- 5 Principal Licensure Completion



GSN Program Success Themes

Accountability. On average, CADRE found trends in student achievement consistent with small positive effects for each cohort of STN and STLD schools for years during and after participating in the programs. To put these findings into context, these small positive changes are consistent with the average magnitude of positive effects found in other recent studies of school turnaround interventions (CADRE 2021 Report)

Alignment. Significant coherence and confidence in the power of big early wins focused on collaborative culture and distributed leadership (Taproot Report)

Case Study: Aguilar (Taproot Report)

- 60% students are minority and 80% eligible for free/reduced lunch
- Purchased new evidence-based literacy and math curriculum to help standardize learning
- Revised daily English and Reading schedules to have more consistent learning across all levels
- Provided teachers with daily planning and prep time to relieve burnout
- Eliminated multi-aged math and phonics instruction to allow teachers to have single grade level instruction leading to more focused learning for students
- Utilized technology (even prior to COVID) to assist teachers in planning and teaching
- School improved CDE SPF scores from 37.3 in 2016 to 49.9 in 2019 with even higher SPF scores on a 1-year basis
- School has been taken off Priority Improvement and is now Improvement status

Lesson #1: Early “Big Wins” Strengthen Culture, Practice, and Climate Connections

- Collaborative Culture
- Instructional Practice
- PD Quality
- SEL



Lesson #2: Move at the Speed of Trust

- The initiatives or interventions undertaken by schools as part of the turnaround programs may focus on nonacademic outcomes that are not well represented by standardized test score (CADRE 2021 Report)
- GSN culture-oriented early big win approach builds trust and capability to take on larger SEL, MTSS, and college and career pathway challenges over the long term (Taproot Report)

Lesson #3: Support Sustainability

- Promote consistent educator participation on TLP teams
- Build educator confidence in school system capability to stay the course on turnaround efforts (statewide challenge)
- Strengthen system capability to recruit and hire teacher talent and manage that talent (statewide challenge)