LEARNING FROM QEIA SCHOOLS:
A Symposium on Pathways to Change

OVERVIEW OF FINDINGS

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MAY 2013
CULTIVATING CHANGE IN SCHOOLS
A DEEPER LOOK AT QEIA IMPLEMENTATION

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SEPTEMBER 2013
PATHWAYS TO CHANGE
LEARNING FROM EXEMPLARY QEIA SCHOOLS

FINISH
Overview

• What **key strategies, initiatives, and programs** have QEIA schools implemented?
• How and to what extent did participating schools meet **QEIA program requirements**?
• What **challenges** did school stakeholders face in their implementation of QEIA?
• What are the **perceived impacts** of QEIA?

Overview

• What **incidents and experiences led to success** at exemplary schools?
• What features of school sites help to **mitigate challenges**? What factors facilitated change?
• How might **lessons learned** be transferred to other schools?
Data Sources

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QEIA Implementation Timeline

**PLANNING YEAR** 2007/08
- Needs Assessments
- School Site Plan Revision
- Preparation (facilities, hiring)

**YEARS 2-4** 2008/09 - 2010/11
- Incremental Implementation of Requirements
  (1/3 each year)

**YEAR 5-8** 2011/12 - 2014/15
- Full Implementation
### Accountability Requirements: Regular Program

<table>
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<th>REQUIREMENT</th>
<th>YEAR 2 % MEETING 1/3 OF REQUIREMENTS</th>
<th>YEAR 3 % MEETING 1/3 OF REQUIREMENTS</th>
<th>YEAR 4 % WITH FULL IMPLEMENTATION</th>
<th>YEAR 5 % MAINTAINING IMPLEMENTATION</th>
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<td>99%</td>
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<td>Highly Qualified Teachers</td>
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<tr>
<td>Teacher Experience Index</td>
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<td>96%</td>
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<td>Professional</td>
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<td>99%</td>
<td>100%</td>
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<td>Counselor Ratios</td>
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<td>100%</td>
<td>97%</td>
<td>100%</td>
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<tr>
<td>API Growth</td>
<td>Not monitored until 2010</td>
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<td>85%</td>
<td>65%</td>
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<td>Williams Act</td>
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<td>99%</td>
<td>97%</td>
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<td>Exemplary Administrators</td>
<td>No formal monitoring</td>
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### Key Goals of Schools

- **Improving Student Learning**
  - Improve Test Scores
  - Promote Academic Success
  - Develop the Whole Child

- **Fostering Teacher Growth**
  - Strengthen Teacher Collaboration
  - Enhance Professional Development

- **Enhancing Structures to Support Instruction**
  - Use Data Effectively
  - Implement Consistent Instruction
  - Adopt New Models and Frameworks
Key Initiatives and Strategies

- Hiring staff and teachers
- Engaging in professional development
- Supporting teacher collaboration
- Reducing class sizes
- Implementing interventions

“It is the quality of teachers and administration that takes schools up and down. It’s not policy or budget or any of those other things.”
COMMITMENT
WILLINGNESS TO INNOVATE
TRUST & RESPECT
SUPPORTIVE LEADERSHIP

DEFINED TEAMS
DEDICATED ARCHITECT
SCHEDULED TIME
BRANDING
SPECIFIC PURPOSE
CLEAR EXPECTATIONS
Class Size Reduction

- Class Size Reduction
- Greater Ease of Classroom Management
- More Instructional Time
- Decreased Workload
- Increased Teacher Morale

Better Learning Environment

Increased Student Engagement

Vary Instructional Methods

Assess and Review Data

Strengthen Relationships with Students

Higher Quality Instruction

Greater Awareness of Student Needs
Immediate Results

CLASS SIZE REDUCTION → GREATER EASE OF CLASSROOM MANAGEMENT

Level 1

GREATER EASE OF CLASSROOM MANAGEMENT

- BETTER LEARNING ENVIRONMENT → INCREASED STUDENT ENGAGEMENT
- MORE INSTRUCTIONAL TIME
- DECREASED WORKLOAD → INCREASED TEACHER MORALE
Level 2

- More Instructional Time
- Decreased Workload
- Vary Instructional Methods
- Assess and Review Data
- Strengthen Relationships with Students
- Increased Student Engagement
- Higher Quality Instruction
- Greater Awareness of Student Needs

Implementing Interventions

- More time for core instruction
- Technology
- Enrichment programs
- “Sparkling 10”
Exemplary Leaders

Challenges

Financial Challenges

CSR Logistics

Staffing & Turnover

Cultivating Commitment to Change

Beginning Collaboration

Understanding QEIA

Balancing Responsibilities

Community Challenges
Improved School Performance

![Graph showing improved school performance](image)

<table>
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<tr>
<th>Year</th>
<th>Elementary (N=227)</th>
<th>Middle (N=60)</th>
<th>Alternative High (N=15)</th>
<th>Regular High (N=17)</th>
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<td>-31</td>
<td>-17</td>
<td>-26</td>
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<td>2007/08</td>
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<td>-21</td>
<td>-26</td>
<td>-9</td>
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<td>2008/09</td>
<td>-14</td>
<td>-16</td>
<td>-15</td>
<td>-5</td>
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<tr>
<td>2009/10</td>
<td>-6</td>
<td>-13</td>
<td>-8</td>
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<td>2010/11</td>
<td>3</td>
<td>-11</td>
<td>-10</td>
<td>-13</td>
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<tr>
<td>2011/12</td>
<td>5</td>
<td>-5</td>
<td>-19</td>
<td>-4</td>
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Improved Reputation

“We increased our test scores, and I think that behavior as a site is getting better, and the community recognizes that our school’s improving. It used to be like nobody wanted to come to our school. Parents would try to keep their kids at a different school, but now people want to come [here].”
Improved Climate

“Our staff cares about our students to the highest. They really do go above and beyond...We do whatever it takes for our students, and I think that's the biggest key, too, because if you’re not willing to go above and beyond, they’re only going to make success to a certain degree.”

Improved Parent Involvement

“A lot better parent involvement, especially since they see a lot of the programs and things that we’ve tried to do to bring the families into the school and make them more involved, and then they become more involved in certain fundraisers and even social things like talent shows...That has brought the community together.”
Digging Deeper: Critical Incidents

Pathways to Change

<table>
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<tr>
<th>PATHWAY</th>
<th>N</th>
<th>PERCENT</th>
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<tbody>
<tr>
<td>Reducing Class Size</td>
<td>36</td>
<td>27%</td>
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<tr>
<td>Leveraging Collaboration Time</td>
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<td>24%</td>
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<tr>
<td>Responding to Student Needs</td>
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<td>16%</td>
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<td>Building Local Accountability</td>
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<td>14%</td>
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<td>Recognizing &amp; Rewarding Students</td>
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<td>8%</td>
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<td>Using Student Data to Intervene</td>
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<td>6%</td>
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<tr>
<td>Strengthening Leadership</td>
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<td>5%</td>
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Reducing Class Size

- More *small group* instruction
- *Differentiated* instruction
- *Individual time* with each student
- Instruction on *complex skills*
- Expanded time for *re-teaching*
- Frequent & ongoing *assessment*

Leveraging Collaboration Time

- Planning Together
- Aligning Instruction
- Sharing Practice
Responding to Student Needs

Building Local Accountability
Recognizing and Rewarding Students

Using Student Data to Intervene
“She helped us pull together as a staff... **learn what true collaboration is all about** and use the smaller class sizes to our advantage. In focusing all of our efforts, we are now able to pinpoint specific areas that we can address. It has also created a climate of family with our staff and students. **We are one big team.**”
Cultivating Change

1. Collaborate
2. Be Accountable
3. Understand and Intervene
4. Lead
5. Develop and Train

“It doesn’t matter what size shoe I wear, it’s not going to fit you… We have not been successful because of a program. We’ve been successful because we all agree to be successful. You have to find what’s going to work for you and your school and then everybody has to buy into it…It has to be something the teachers come up with, something the staff works together on, and something that everybody can support.”