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Improving Student Achievement of Private School Students Receiving Title Services: A Positional and Dispositional Change Plan

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National Louis University

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IMPROVING STUDENT ACHIEVEMENT OF PRIVATE STUDENTS RECEIVING TITLE SERVICES: A POSITIONAL AND DISPOSITIONAL CHANGE PLAN

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Educational Leadership Doctoral Program

Submitted in partial fulfillment
of the requirements of
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in the Foster G. McGaw Graduate School

National College of Education
National Louis University
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Abstract

This change plan examined the current competencies, conditions, culture and context of a for-profit education corporation which resulted in low student achievement, “As Is”. As a means of developing strategies and actions for change, the competencies, conditions, culture and context necessary to increase student achievement was explored “To Be”. A change plan was developed and implemented. The change plan addressed my personal immunities to change as well as strategies and actions needed to improve student achievement. Private school students receiving title services were assessed using the Measures of Academic Progress (MAP) test in May of 2014. The results of that test were that fifty-four percent of the students receiving title services met or exceeded their growth targets. Fifty teachers participated in a focus group. Based on the results of that focus group, professional development was provided in the area of data driven instruction during the 2014-2015 school year. When the students were assessed again in May of 2015, fifty-nine percent of the students receiving title services met or exceeded their growth targets on the MAP test. The results indicate that there was a relationship between the teachers’ ability to engage in data driven decision making and student achievement.
Preface

My maternal grandmother, Mama Martha, was a sharecropper who never had the benefit of formal educational experiences. She worked hard in the fields of Brownsville, TN, picking cotton and then as a maid in Decatur, IL, modeling work ethic. She instilled in me a love for education, emphasizing opportunities available to me that were not available to her.

My father, Bishop Harry L. Hendricks, Sr., served the community of our hometown as a police officer for over ten years. Daddy is in his 36th year of service as a pastor for the Church of the Living God and is concurrently serving as Bishop of the 12th diocese. He instilled in me my duty to create the world I want to live in through service to my fellow man and community, emphasizing that “to whom much is given, much is required”

Deborah, from the Holy Bible, was an established sitting judge who held court between Ramah and Bethel for people to come to settle disputes. She encouraged herself so she could encourage others – “Oh my soul, march on in strength” (Judges 5:21). She saw the bigger picture and its impact on the current conditions, creating a sense of urgency to act as a change agent on behalf of the collective community.

My son, Brandon, was born with multiple severe disabilities and had a life expectancy of 8 years old. He turned 26 years old last October and has made great gains despite his disabilities and limitations, demonstrating relentless drive. He taught me how to love unconditionally and accept others while supporting them in their growth process.

My daughter, Barbara, experienced situation poverty during her childhood as a result of my divorce from her father. She was provided equitable educational opportunities in public and private schools, graduating as her senior class valedictorian and received a fully paid scholarship
to Marquette University. Possessing a Bachelor’s degree in Business Administration, she is now embarking upon the journey to earn her Master’s degree in Organizational Leadership.

Malcolm X, a controversial black leader in the 1960’s, believed that blacks should gain their civil rights “by any means necessary”. Malcolm underwent enormously philosophical change during his tenure as a leader. He continued working towards his vision for a better America despite tremendous dangers posed to himself and his family until his assassination.

Dr. Rogers Onick, “Dad”, excelled in academia despite the loss of his mother at a young age. He leveraged change in MPS by developing a partnership with MPS and MPA to obtain much needed funding from the NEA for the district to address the achievement gaps. Even in his retirement, he continues to support new upcoming leaders and serves as my mentor.

I acknowledge the fore mentioned as pillars who have influence my personal leadership statement. Throughout the dissertation journey, more immediately this change plan, my personal leadership statement guided me in my words, deeds and actions: *I will use my relentless drive to leverage change by whatever means necessary to create equitable opportunities.*
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Chapter 1: Introduction

Statement of the Problem

The for-profit educational corporation, wherein I served as the Regional Director, has a multi-million dollar contract with a large urban district to provide Title I reading and math intervention services to private schools. One of the corporations’ contractual requirements is that eighty percent of the students that receive title services will meet or exceed their growth targets on the Measures of Academic (MAP) test. At the end of the 2013-2014 school year, fifty-four percent of the students receiving title services met or exceeded their growth targets on the MAP test. After initiating the change plan, I envisioned that student performance on the MAP test would increase.

Rationale

I am the Regional Director of the for-profit educational corporation. I have over twenty years of experience in public education, having served as a paraprofessional, special education teacher, central office administrator, assistant principal, principal and instructional leader of a charter school with multiple campuses. I had little experience in private education and a few years of experience in the business world. However, I lacked “corporate” experience, particularly in the for-profit educational corporate world. Despite this, the search firm was impressed with my profile on LinkedIn; the Regional Vice President was impressed with my initial interview; and the Chief Executive Officer, Chief Operations Officer and Chief Financial Officer were impressed enough to hire me.
I metaphorically “moved from the balcony to the dance floor” (Heifetz, Grashow and Linsky, 2009, p. 19) as I joined the rank of upper management and found myself collaborating with district administrators, private school leaders, local market leadership team members and those who provide direct services to the schools (teachers, trainers, etc.). Aligned with the work of Heifetz, Grashow and Linsky (1999), I decided to engage in the process of diagnosis. This began with data collection and problem identification. I solicited information from corporate officials, district leadership, local market leaders and service providers. I reviewed the current contract with the district which was the basis for the existence of a local market in this large urban city and identified the problem which if not addressed could result in the loss of the contract. After receiving confirmation from the district administrator who oversees the contract, I identified the problem which is multi-faceted and impacted by the competencies, conditions, culture and the context of the organization.

Goal

I had a professional and ethical goal to meet the requirements of the contract with the large urban district. At the end of the 2013-2014 school year, fifty-four percent of the students receiving title services met or exceeded their growth targets on the MAP assessment. After initiating the change plan, I envisioned that student performance on the MAP assessment would increase.

Setting

According to its website, the for-profit educational corporation is an international company that has been in existence since 1978, providing educational services to public, private, charter, contract and virtual school as well as the military. Two years ago, the corporation was
acquired by a larger corporation, its biggest competitor in educational services nationally. The local market serves over thirty private schools in a large urban city.

The federal government allocates Title I revenue to the states to provide reading and math intervention services for students who are struggling academically. The state allocates Title I revenue to Local Educational Agencies (LEA’s). LEA’s are school districts and independent charter schools. The LEA’s determines each private school’s allocation that is used to provide reading and math intervention services. The LEA contracts out with third party providers, who operate as Title vendors. The title vendors provide Title services and leverage funding directly from the district based on each school’s allocation.

The title vendors’ teachers are assigned to work in the schools and offer pull out services in reading and math. Title I teacher also provide after school and summer school services in reading and math to Title I students. The local market has an office and is assigned a Regional Director. I am responsible for all market operations, inclusive of overseeing the Supervisors. The Supervisors hire title teachers.

**Demographics**

Per the 2013-2014 End of Year report that is submitted to the district, the title vendor provided two thousand, four hundred, nineteen title services in reading and/or math to students attending thirty-two private schools. One thousand, eight hundred sixty-six kindergarten through twelfth grade students received title services. Nine hundred, twenty-one students were female. Nine hundred, forty-five students were male. Fifty-five students were Asian/Pacific Islander. Nine hundred, eight were black. Six hundred, forty-two were Hispanic. Five were American Indian/Alaskan Native. Two hundred, fifty-six were White. Table 1 provides data on students that received title services by sex.
Table 1

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Summary

I am the regional director of a for-profit corporation that provides title services to students attending private schools. I had a professional and ethical goal to meet the requirements of the contract with the large urban district. After initiating the change plan, I envisioned that student performance on the MAP assessment would increase. The four arenas of change is explored in Chapter Two. My personal immunities to change is presented in Chapter Three. The research methodology is presented in Chapter Four. Chapter Five contains relevant literature. Chapter Six contains data analysis and interpretation. Chapter Seven contains a vision of success. The conclusion, inclusive of strategies and action for change is presented in Chapter Eight.
Chapter 2: Assessing the 4 C’s

Introduction

Wagner’s 4 C’s (2006) are component of a framework that assists organizations with considering the systemic weaknesses that plague their current situation. The components challenge leaders to examine the competencies of the organization’s human capital; conditions as a result of how time, space and resources are allocated; values, beliefs and behaviors that shape organizational culture; and, the context. This framework provides a means to assess the organization while really “seeing” how systemically interrelated competencies, conditions, culture and context contribute to its current state. The framework further provides a means for leaders to identify what needs to be altered so that systemically interrelated competencies, conditions, culture and context support a highly functional organization wherein shared goals are actualized. This is the core of this change leadership plan, knowing the current state; visualizing the future; and, understanding what leadership actions are required for systemic improvements. The 4 C’s provide a theoretical framework for creating this leadership change plan.

Leadership Challenge

I find myself in dilemma. Private school students receiving title services did not demonstrate the academic gains required according the district contract. Something had to be done differently. However, I hadn’t been with the corporation long so I lacked information needed to initiate a change plan. I piloted the use of Wagner’s 4’C’s during a meeting with the supervisors to gain further insight. The supervisors provided positive feedback about the experience and suggested to engage the title teachers in the process. “Moving towards more active engagement in learning and problem solving also requires leaders to give up their role as
experts who have all the answers” (Wagner, p, 42). I engaged the staff as a focus group, utilizing Wagner’s 4’C’s.

During the focus group meeting, I facilitated the learning of and use of Wagner’s 4 C’s. The meeting was scheduled for three hours. I facilitated learning about change and Wagner’s 4’C. Eight large post-it’s were placed on the wall two for each of the “C’s”, four for “as is” and four for “to be”. Focus group members were provided colorful sticky notes to write down their thoughts and place them on the appropriate post-it. The post-its were collected.

AS IS

Focus group members communicated the current reality as it relates to the competencies, conditions, culture and context of the title vendor by placing colorful sticky notes on the appropriate labeled post it note posters. Appendix A contains “As Is” data.

Competencies.

Data included soft skills (good listener); loyalty (been here 11 years); educational attainment (master’s degree); learned skills (using data for instruction); pedagogy (direct instruction) and experience (been doing this for 25 years).

Conditions.

Data included the use of resources (money spent on technology); spacing issues (too small); time concerns (not enough for instruction); and materials (not enough teaching materials).

Culture.

Data varied from a belief that all students can learn to some student who want to. Also focus group members expressed concerns about co-workers’ thoughts about students. One focus
group member responded that she enjoys working with students but doesn’t believe other focus
group members have the same regard.

Context.

Data included difficulty with language barriers (English Language Learner (ELL)
students and their families); lack of parental involvement; DPI mandates; lack of community role
models and media/society’s messages to students.

Summary

In this chapter, I examined the competencies of the organization’s human capital;
conditions as a result of how time, space and resources are allocated; values, beliefs and
behaviors that shape organizational culture; and, the contextual desired outcome. I present my
personal immunities to change in Chapter Three. The research methodology is presented in
Chapter Four. Chapter Five contains relevant literature. Chapter Six contains data analysis and
interpretation. Chapter Seven contains a vision of success. The conclusion, inclusive of
strategies and action for change is presented in Chapter Eight.
Chapter 3: Personal Immunities to Change

Introduction

I am just as complex as the for-profit corporation I served. I had individual competencies that were beneficial to as well as incompetency that were detrimental to the organization I served. I created conditions related to how I allocated time, space and resources that were advantageous as well as disadvantageous to the organization. My values, beliefs, expectations and behaviors that shaped the culture positively or negatively. The context from within outcomes that I believed were most beneficial for students stifled as well as catalyzed the organization. Inasmuch as I understood that the 4 C’s framework could be utilized objectively when examining how to move the organization along the trajectory toward high performance; equally important was the need to utilize the framework subjectively to move myself to become better. Wagner references the need for a leader to “recognize that they, as individuals, may have to change in order to lead the necessary organizational changes (p. 38). Boyatis and McKee speak to this…leaders embracing the challenge of knowing and managing themselves (2005, p. 6). Using the 4 C’s framework for self-engagement assisted the researcher in aligning herself to the goals of the organization.

Mindful Leader

A mindful leader is one who is attentive to the nature and nurture of intelligence in the process of influencing others to achieve a goal (Dickman & Stanford-Blair, 2009). Very much “in tune” with myself, my surroundings, my interactions, others, others’ position, others interactions, both verbally and non-verbally; I attempted to stay “awake, away and actively attentive “(Boyatizis & McKee, 2005, p. 100). I reflected at the end of the day, providing me with time to focus on how my day went as well as how I interacted with others. I took the time
to hear my own voice, that little girl that resides in me, making sure that I was meeting my own needs. I paid attention to the “patterns” (mine and others), not only as it related to me personally and professionally; but also how it impacted the universe. I looked for the meaning in why things happened believing that there was a lesson to be learned from everything that happened. Constructivist/developmental theory gives attention to how “individuals perceive or make meaning of the world around them” (Avolio & Gibbons, 1989, p. 286). Kegan & Lahey (1984) suggest that development is the ability to make meaning of experiences – regardless of age.

I periodically revisit my personal leadership statement to make sure my actions were congruent with why I was doing what I did. My personal leadership statement is: **I will use my relentless drive to leverage change by whatever means necessary to create equitable opportunities.** Wagner speaks of leaders developing what he refers to as a “commitment statement” (Wagner, p. 73). I considered my personal leadership statement and what needed to be done to ensure equitable opportunities. Knowing that equitable opportunities are afforded to those who are adequately prepared, I knew that teachers are paramount in ensuring that students are prepared. My commitment statement is: **I am committed to ensuring that every interaction with teachers focuses on improving their ability to prepare students.**

I was “centered” as it relates to who I am; what I am; and, what my calling is from a spiritual realm. I attempted to be cognizant of “my baggage” (feelings, dispositions, paradigms of thinking, perceptions) when interacting with others to make sure I wasn’t projecting something onto someone else or allowing them to “block” her receptions thereby creating a distorted “picture”. I was acutely attune to the nature and nurture of intelligence when influencing others through practices that address physiological, dispositional, reflective, social,
emotional, and constructive needs (Dickman & Stanford-Blair, 2009). And at any given moment, when my “mind” told me to, I could be found sitting in my sunroom to just “be”, which proved to be very enlightening. It was during one such moment of “being” that I came to realize my own personal immunities to change.

**Competing Commitments and Behaviors**

My initial statement of the problem was presented in a manner that was reactionary, compliance focused and isolated. I decided to reframe the statement of problem as a result of developing my commitment statement. That reframing included removing language regarding the contractual requirements and focusing on increasing student achievement. By focusing on contractual requirements, I was engaging in countering behaviors that didn’t align with my commitment to ensuring that every interaction with teachers focuses on improving their ability to prepare students. The current reality was that my behaviors were counterproductive to my commitment. I sent emails that focused on routines and procedures. I instituted checklists were used to addressed compliance. Bi-monthly meetings focused on announcements, procedures and policies. I engaged in very few actions that “led to a culture of purpose and focus; engagement; and collaboration” (Wagner, 100).

Focused on my hidden commitment to keep contractual requirements first and foremost, I undermined my commitment of ensuring that every interaction with teachers focuses on their ability to prepare students. Additionally, because I was committed to not losing the contract, I required staff to complete checklists to ensure that all contractual requirements were met.

**Big Assumptions**

Wagner describes “big assumptions” as “a rule or prediction about what will happened if [one] acts or appears in particular ways’ (p. 131). I assumed that if others discovered that I was
keeping contractual requirements first and foremost, they wouldn’t see me as an educational leader but rather view me as a shrewd business woman only interested in making a profit for the corporation. Additionally, I assumed that if I lost the contract, others would view me as incompetent and a failure. This discovery was as Wagner described as “stomach-tightening” (p. 132). These big assumptions have haunted me for years (See Appendix B). As I advanced in my career, earning more money while working in struggling poverty stricken schools; I often questioned if I was “making money off the backs of poor children”. So transitioning to a for-profit corporation exasperated this sentiment. Despite my relatively successful career, I often battled with the demon of failure.

In order to really focus on my commitment, I faced my immunities to change. I identified what Wagner refers to as the “cost” if the immunities were left unchallenged (p. 165). If I didn’t ensure that every interaction with teachers focuses on their ability to prepare students, there would be a “cost”. Student achievement wouldn’t improve. Professional practices of teachers wouldn’t improve. Professional practices of the supervisors wouldn’t improve. Students wouldn’t be prepared to take advantage of equitable opportunities. I realized that my immunities to change were impeding my ability to be a great leader.

**Vision of Success**

Wagner speaks of leaders developing “a vision of success” (p. 166). My vision of success (See Appendix C) is more than eliminating the costs fore mentioned. This vision of success focused on what I would be doing differently (Wagner, p 166). I will fulfill my commitment to ensure that every interaction with teachers focuses on their ability to prepare students, without regard for what the contract requires knowing that if I operated as the educational leader I am, I would meet the contractual requirements. Some would continue to see
me as a business leader, something I have no control of. However, I have the ability to engage teachers in my role as an educational leader. This was what Wagner referred to as “the first noticeable step forward” (p. 166). As I continued on my journey in leadership, eventually I would reach what Wagner referred to as “the finish line” (p.166). At that place and in that space, I approach leadership differently, knowing that leaders understand that they must take risks. And with all risks is the potentiality of success or failure. I may perhaps serve as a superintendent of a school district in the future. “Risks are part of [that] job. So instead of working towards certainty, [I] have to get better at deciding which risks to take and how.” (Wagner, p. 163).

Summary

I presented her personal immunities to change in this chapter. After I established my vision of success, my commitment became the catalyst for active engagement as a change leader. The research methodology is presented in Chapter Four. Chapter Five contains relevant literature. Chapter Six contains data analysis and interpretation. Chapter Seven contains a vision of success. The conclusion, inclusive of strategies and action for change is presented in Chapter Eight.
Chapter 4: Research Methodology

Introduction

In this chapter, I attack the technical challenges by using Wagner’s Seven Disciplines for Improving Instruction. A challenge is technical if there is an existing solution in the form of knowledge and/or capacity to address it (Wagner, Kegan, et al., 2006). Wagner’s Seven Disciplines for Improving Instruction provides an “outline of a system of processes that contribute to the improvement of teaching and leadership, and, therefore student achievement (p. 52). However, I was aware that this was an adaptive challenge as well. An adaptive challenge is one for which the necessary knowledge to solve the problem does not yet exist (Wagner, Kegan, et al, 2006, p. 37). With a sense of urgency, I was driven by my “moral imperative to do what’s best for students” (Brown & Moffett, 1999, p. 70).

Discipline #1 - Urgency for Instructional Improvement

The teachers employed by the for-profit corporation easily embraced this discipline, due in part, to the fact that it was a requirement of the contract with the large urban district. No effort was needed to create a sense of urgency. Student performance data was presented and the teachers “gasped” at the results, wondering what actions the district take as a result of failing to meet the contractual goal. Immediately, the sense of urgency was prevalent as some teachers inquired about the corporation losing the contract due to non-compliance and staff possibly becoming unemployed. I, however preferred the perspective of other teachers who communicated disappointment in how they had “failed” their students. This emotion provides a means to move teachers toward engagement far more easily than relying on the need to be in compliance with the contract. “Coupled closed with a tendency to be reactive is an attitude of compliance” (Wagner, 86). I was informed by teachers that student performance data hadn’t
been shared in the past so the teachers believed that students were performing well which led to the belief that they were performing well.

**Discipline #2 – Shared Vision of Good Teaching**

Wagner warns that this is more difficult than people think (p. 53). Engaging the focus group in the AS IS/TO BE process, resulted in teachers identifying that engaging in data driven instruction was their shared vision of good teaching. However, teachers varied in their skill levels. To collect additional data capturing the varied teachers’ levels of proficiency, I developed a survey (See Appendix D). All teachers completed the survey prior to professional development. They also completed the survey after they received professional development.

**Discipline #3 – Meeting About the Work**

The supervisors historically convened bi-monthly meeting with all teachers. However, the meeting agendas consisted mostly of reminders about procedures and expectations; announcement of due dates for reports; compliance expectations; and, collecting deliverables from teachers. “Ideally, under this discipline, all adult meetings are about instruction” (Wagner, 53). Much thought went into deciding what was most important when determining the agenda for meetings during the 2014-2015 school year. Wagner speaks about the importance of “determining what is truly important”, stating “everything becomes urgent and then, nothing is important” (p. 39).

**Discipline #4 – A Shared Vision of Student Results**

Teachers used the common core standards and thus had already established “well defined performance standards” (Wagner, 54). Students were assessed using the MAP test; thus, there was a common assessment for students at all grade levels (Wagner, 54). Engaging the focus
group in the AS IS/TO BE process, resulted in teachers further identifying a shared vision of student results.

**Measures of Academic Progress (MAP) test.**

Northwest Evaluation Association (NWEA) developed the MAP test as a means to determine student’s progress in the areas of reading, language arts, and math. It is a computerized test that is administered three times per year (fall, winter, spring). Teachers proctor the test. As students answer questions, the test is adjusted based on their performance. If a student answer a question correctly, the next question is more difficult. If a student answers the question incorrectly, the next question becomes easier. There are forty-two questions on the reading test and students must answer each question to proceed to the next. Students are not allowed to skip a question. After the student completes the test, a Rasch unIT (RIT) score is provided to measure student achievement on the test as well as student growth when comparison student performance to previous or subsequent tests. (Northwest Evaluation Association, 2010).

NWEA initially developed RIT scale norms in 1996. Having conducted new norming studies, NWEA complete the most recent on in 2011. A RIT score has remained the same. How a RIT score is compared to distributions, such as percentile rank, has changed. Such differences are a result of differences of how RIT scores are distributed based on samples used in the subsequent studies. RIT scale norms provide a means to compare a student’s performance on the MAP test to other students in the same grade and age. The national normed RIT score for first grade student on the fall reading assessment is 160, placing the student in the 50\(^{th}\) percentile. (NWEA, 2011).
Discipline #5 – Effective Supervision

“Education administrators’ central function has traditionally been seen as the management of structures and processes” (Wagner, 49). Teachers had historically received ineffective supervision from the supervisors. Inasmuch as supervisors conducted school visits every other month, those visits resembled what Wagner referred to as perfunctory (p. 54). The supervisors completed a Compliance Checklist (See Appendix F), ensuring that teachers had completed all compliance activities. There were nine items on the checklist and each items contained an additional items that were required if a teacher was “meet compliance expectations”. Under this discipline, “supervision is focused on instruction” (Wagner, 54). The compliance checklists were still completed quarterly based on supervisors’ observations. However, the bi-monthly meetings focused on “each teacher’s individual work” (Wagner, 55). I modeled what a meeting would look like as I engaged the supervisors in regularly meeting about their work.

Discipline #6 – Professional Development

“Unless there is a focus on how to develop teaching skills, student achievement is unlikely to improve” (Wagner, p. 49). During the 2014-2015 school year, data driven instruction was the priority. Examining the results of the survey, the supervisors identified teachers who would serve as “coaches” and provide additional support to their colleagues. A local expert on data driven instruction provided professional development.

Discipline #7 – Diagnostic Data with Accountable Collaboration

Students were assessed regularly throughout the school year using a formative assessment, Measures of Academic Progress (MAP). This diagnostic data was used to place students in small intervention reading groups. When performance data was collected, time was
provided for teachers to collaborate about student performance and professional practices that led to an increase in that student performance.

**Research Design**

In this mixed method study, I gathered quantitative and qualitative data. Student performance data on the MAP test provided quantitative data. A focus group was assembled as a means of collecting qualitative data, a more in-depth understanding of the existing context, culture, conditions and competencies. Additional qualitative data was collected via a teacher survey.

**Participants**

Fifty employees of the for-profit corporation participated in this change plan. Twenty-nine participants were white females. Eight participants were black females. Eight participants were white males. Two participants were black males. One participant was an Asian female. Two participants were Hispanic females. As employees, they all participated during a regularly scheduled student released professional development days during the 2014-2015 school year.

**Data Collection Techniques**

Student performance data was measured using the MAP test. That data was collected as part of my regular duties. A focus group was convened to collect data on the competencies, conditions, context and culture of the for-profit corporation’s current state “as is” as well as the competencies, conditions, context and culture needed in order to meet the district student performance goal. Additional data collected included a survey.
Data Analysis Techniques

Overall student performance data was retrieved from the MAP website. During the focus group meeting, I facilitated the learning of and use of Wagner’s 4 C’s. The meeting was scheduled for three hours. Eight large post-it’s were placed on the wall for each of the “C’s”, four for “as is” and four for “to be”. Focus group members were provided colorful sticky notes to write down their thoughts and place them on the appropriate post-it. The post-its were collected. Staff complete a survey prior to receiving professional development as well as after receiving the professional development.

Summary

Using Wagner’s Seven Discipline for Improving Instruction, this framework guided my actions in this change plan. The research methodology was presented in Chapter Four. Chapter Five contains relevant literature. Chapter Six contains data analysis and interpretation. Chapter Seven contains a vision of success. The conclusion, inclusive of strategies and action for change is presented in Chapter Eight.
Chapter 5: Relevant Literature

Introduction

I conducted a review of relevant literature on leadership. Rather than present this literature review in a manner typically done in a dissertation, I will present relevant literature as a personal metaphorical journey.

Prologue

“If anybody asks you where I’m going, I’m going up yonder” (Walter Hawkins, 1975).

Fortunately, Walter Hawkins and the Love Center Choir knew exactly where “yonder” is in their song. Unfortunately, many leaders aren’t so fortunate. This deficit is not intentional as most leaders are well-meaning and commit themselves whole heartedly to their work. They have a personal interest in making dramatic improvements in the organization they lead. Therein lays the challenge. “Personal interests” places more focus on the leader than the organization. How do I know this? During my journey as a well-meaning school leader, I have allowed my “personal interest” to sabotage the growth of the school. Now I am hoping that you won’t judge me because at least I am aware of this deficit. Borrowing from the 1980 American hero, G I Joe “knowing is half the battle” (Ziff Davis, 1982). “A hero is any individual (male or female) who transcends the norms of a group to embody the highest moral virtues reflected in the collective vision of the universe shared by the members of that group” (Brown & Moffett, 1999, p. 12.). Fortunately, the “gurus” around me pulled me aside and warned me. They advised me that whatever changes I desired for my school could only come about by making a change within me first. So I took a look at the wo-“man in the mirror” (Michael Jackson, 1987).
**Welcome aboard The Lyzette**

During this metaphorical journey, I explore my currently held beliefs, attitudes and behaviors. Being transparent in the personal realm is always difficult for leaders who have a “public” to which they are accountable. Metaphorically reframing this journey provides a level of ease and comfort, particularly because I have chosen to present myself as the Sailing Pirate. Because I am revealing the intricate details of my story, this literature review is presented as a vignette and divided into the five metaphorical tools needed for this journey. A metaphor [is] a powerful device for deepening understanding and knowledge of the complex phenomena” of leadership. (Brown & Moffett, 199, p. 32).

**Characters.**

The other characters are:

- Anne Bonny
- Hendrick Quintor
- Black Caesar
- Big Mouth
- Diego Grillo

**Anchor.**

Anne was sitting in the brig, facing her demise. She had disguised herself as a man, betraying all who trusted her. Her mother died and her father abandoned her. She was taking time to reflect on her past and present within uncertainty as her future. I anchored the ship to think as well. I had to reflect on my attitudes and behaviors to get a perspective on myself (Heifetz, Grashow & Linsky, 2009). I thought I was leading The Lyzette but it appeared as if we had been on a course to nowhere. No treasures, no victories, we were just floating along basking
in our historic conquests. By no means were we facing any sort of danger. All knew we were doing well and my leadership was respected. However, we were stagnant. More ships inhabited the vast waters. I had heard about a theory of “adaptive leadership” that Black Beard was using.

“Adaptive leadership is the practice of mobilizing people to tackle tough challenges and thrive” (Heifetz, Grashow & Linsky, 2009, p. 5). We were definitely facing a challenge and without a doubt, we needed to thrive. We had to decide what to hold onto that led to our success and what to let go of. “Adaptive changes build on the past rather than jettison it” (Heifetz, Grashow & Linsky, 2009, p. 25). Anne was definitely part of our success that we needed to hold onto. She wasn’t expendable. In the Pirata Codex, the consequence for betrayal is execution. Excusing it would be met with opposition from the rest of the crew. But “we are at the crossroads…that calls for nothing less than heroism” (Brown & Moffett, 1999, p. vii). This could definitely cause mutiny, but I am convinced that “questions raised…can serve as a catalyst for substantive discussion in highly polarized groups (Brown & Moffett, 1999, p. ix.). Hopefully at Brethren Court, I could convince remind my fellow pirates of how valuable Anne was in the past and how valuable she will be in the future. “This is a tall order, requiring people to look backward and forward at the same time” (Heifetz, Grashow & Linsky, 2009. p. 15).

Balance Scale.

Hendrick Quintor was one of the thirty crew men of the Whydah, an overtaken slave ship, who earned a reputation as one of the toughest pirates. As such, he viewed Anne’s betrayal as an act of undermining my leadership. In all honesty, I did too. So I found myself at odds with my personal interest and the interest of the crew. I found myself facing “the challenge of knowing and managing [myself]. This self-engagement also demanded [that I] align [my] emotions with our goals” (Boyatzis & McKee, 2005, p. 6.) On one hand, Anne’s betrayal felt
uncomfortably familiar to the betrayal I had experienced as a child. Promising never to let anyone get close enough to hurt me like that again, I have always been reserved and allowing few into my “inner circle”. However, knowing that “the world needs distributed leadership because the solutions to our collective challenges comes from many places” and many people, I always shared my knowledge as a means of capacity building (Heifetz, Grashow & Linsky, 2009, p. 15). How would I balance my needs with he needs of the crew?

Falling back on Heifetz, Grashow and Linsky (1999), I decided to engage in the process of diagnosis. This begins with data collection and problem identification. After identifying the “what”, I moved to interpreting that data. Why was this happening? From there, I considered potential action steps to figure out the “what next”. Despite pressures to lift the anchor, we stayed put. Accused of mooring, Hendrick saw no “incentive to wade….in murky waters”. He consistently attempted to agitate the situation by appealing to my ego. The diagnosis process took a long time but a “quick fix response based on a too swift assessment of the situation, could be disastrous (p. 18).

I decided to throw a Gaspirilla fest. We pulled out the harmonicas, accordions, fiddles and penny whistles. As the music filled the vessel, I moved from the balcony to the dance floor “to gain the distanced perspective [I needed in order] to see what [was] really happening” (Heifetz, Grashow and Linsky, 1999, p. 18). Besides, I had given so much “of myself…. that I, too, needed to engage in renewal” (Boyatizis & McKee, 2005, p. 13). This reminded me of resonant leadership, something that Captain Kidd practiced. “Little value is placed on renewal or developing practices of mind, body and behavior that enable [leaders] to create and sustain resonance” (Boyatizis & McKee, 2005, p. 15). Integrating adaptive and resonant leadership, I had counteracted my personalization of Anne’s betrayal by diagnosing and acting on myself. It
appeared as if somehow magically I had diagnosed and acted on the crew because on the surface, things were “on the whole, on balance. The system is working fine, even though it may appear to be dysfunctional in some respects” to Hendrick (Heifetz, Grashow and Linsky, 1999, p. 28).

**Compass.**

Black Caesar is a tall, large West African tribal chief who was kidnapped, bound into slavery. During a hurricane, he escaped with the assistance of a crew member. Eventually he joined forces with Blackbeard. He is a sexist, egotistical, self–righteous individual with impeccable intelligence and leadership skills that had served him well in Africa. Black has remained silent, but I knew he wouldn’t remain silent much longer. Hendrick had already attempted to sway Black to his thinking, maintaining that my femininity was adversely affecting my leadership actions. After all, very few female pirates held leadership roles. I needed to gather my thoughts so I escaped to the crow’s nest.

Up in the crow’s nest, I began to reflect, a skill that I had learned from my wise grandmother. “Think and think hard, girl, before you make a decision”, she had told me as a child. One thing I admired about Blackbeard was the fact that he was “notably reflective” (Heifetz, Grashow and Linsky, 2009, p. 51). I felt pressured to make a decision, to “leap into action” (p. 51), but I knew that this adaptive challenge called for time and reflection (p. 52). This leadership dilemma involved a technical as well as adaptive challenge. “Most problems come mixed, with technical and adaptive elements intertwined” (p. 29). If I just addressed the technical challenge, I would end this dysfunction and no one would question my leadership. The consequence for betrayal was execution. Our current state of disequilibrium would diminish if I just executed Anne. Wait! Are we really in a state of dysfunction? What is really going on here? Was everything all “so rosy” before this dilemma? Or maybe we were in a state of
illusion. Did Anne’s betrayal result in “innocence lost”? I’m asking questions so it must have. What is the real issue here? Were some people benefitting from things as they were? Why did Anne feel compelled to hide her sex? She shouldn’t have to. She was as good of a pirate as any of my men onboard The Lyzette. Black Caesar and Hendrick were going to make this into a male vs. female issue. Women need to be respected just as much as men. It was time for change. I climbed down from the crow’s nest just as bewildered as when I went up.

**Handheld Telescope.**

Big Mouth is a notorious Somalian pirate that reigned terror on the Indian Ocean. Big Mouth retired after he was captured while attempting to visit the “set” of a mock filming about his life. He met me just as I returned from the crow’s nest. Without giving me a moment he whisked me to the galley. Much to my surprise he told me that I would be foolish to fight Black Caesar and Hendrick alone. He further stated he was willing to work with me and gather allies to address this dilemma. He didn’t believe that Anne should be executed. He warned me that if I went before the crew with logic I would lose. Caesar and Hendrick had logic on their side. He said “you are trying to move people with logic and fact who prefer the status quo to the risk of doing things differently” (Heifetz, Grashow and Linsky, 2009, p. 46). He told me to “connect [with the crew] with the values, beliefs, and anxieties” that they hold (p. 45). They value team work. They believe that Anne is an exemplary member of the team. Their anxieties were grounded in sexism. Big Mouth told me that if I went to the crew with that, I could win them over and save Anne’s life. He provided me the direction I needed.

**Light House.**

Diego Grillo is the first and most notorious Cuban pirate who benefitted from the tutorage of two great pirates. He presided over the proceedings. Just as Big Mouth had told me,
Black was very vocal, spewing logic and fact with Hendrick engaging in theatrical symbolisms of support. I looked at Anne, head lowered, dejected and crying. My heart felt for her. But that was exactly what I needed because “if [I] wasn’t engaged in my heart, [I] would find it virtually impossible to connect” with the crew (Heifetz, Grashow and Linksy, 2009, p. 46). Just at that moment, I had a vision, bright as the biggest lighthouse I’d ever seen. That was the platform for my argument on behalf of Anne. I shared my vision of a world wherein female pirates worked hand in hand with their counterparts. I drew upon Anne’s hard work ethic and commitment to the crew. I admitted that I too had anxiety about men and women working and living together in close quarters but I believed that we would be all the better and known in the history of piracy as trend setters. When I ended, Black withdrew his dissent and Diego ruled that Anne would live, not as the man she falsely portrayed, but as the competent and respected woman she is. *The Lyzette* had arrived at the lighthouse.

**Summary**

This metaphorical journey is relevant in that these vignettes represents a review of literature on leadership. Additionally, embedded within this metaphorical journey are leadership challenges I experienced during my career, serving in various leadership capacities. “Metaphors function in a variety of ways” (Brown & Moffett, 199, p. 32), providing me with a means to reflect on leadership lessons within the context of these vignettes. I met Anne while serving as a Special Education Supervisor. I learned that everyone is valuable and needed. I met Hendrick while serving as an assistant principal. I learned from him that negativity creates an impasse in the change process. I met Black while serving as a special education teacher. I learned from him the need to respect other’s “truth” even if they are different from mine. I met Big while serving as a principal. I learned from him that the wisdom of seasoned, good leaders is rare and
precious, necessitating me to embody them as my gurus. I met Lighthouse serving as a Regional Director. I learned from her to always have hope because miracles happen. Overall, my metaphorical journey affirms that leadership is an act and has very little to do with position and authority.

In this chapter, I presented relevant literature on leadership. Chapter Six contains data analysis and interpretation. Chapter Seven contains a vision of success. The conclusion, inclusive of strategies and action for change is presented in Chapter Eight.
Chapter 6: Change Plan Data Analysis and Interpretation

Introduction

Fifty teachers participated in a focus group and provided qualitative data regarding the competencies, conditions, culture and context at the end of the 2013-2014, as referenced in Chapter Two and Appendix B. The teachers also provided qualitative data regarding the competencies, conditions, culture and context that would need to be present for student achievement to increase during the 2014-2015 school year. That data is referenced in Chapter Seven and Appendix F. The results of data provided a shared vision of good teaching, using data driven decision making.

Teacher Surveys

Teachers completed the pre-survey assessing their ability to engage in data driven decision making in August 2014. Table 2 contains the results of the pre-survey.

Table 2

<table>
<thead>
<tr>
<th>Skill</th>
<th>Unable to do</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigate the NWEA Website</td>
<td>27</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access students’ RIT scores</td>
<td></td>
<td></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Access students’ specific skill data</td>
<td>46</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access goal setting documents</td>
<td>32</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use MAP data to drive instruction</td>
<td>42</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use MAP data when planning lessons</td>
<td>42</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporate skills paths when planning lessons</td>
<td>46</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use MAP data when goal setting with students</td>
<td>32</td>
<td>18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teachers received professional development on data driven decision making during the 2014-2015 school year. Teachers completed the post-survey assessing their ability to engage in data driven decision making in May 2015. Table 3 contains the results of the post-survey.
Table 3

<table>
<thead>
<tr>
<th>Skill</th>
<th>Unable to do</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigate the NWEA Website</td>
<td>17</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access students’ RIT scores</td>
<td>27</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access students’ specific skill data</td>
<td>12</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access goal setting documents</td>
<td>41</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use MAP data to drive instruction</td>
<td>18</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use MAP data when planning lessons</td>
<td>18</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporate skills paths when planning lessons</td>
<td>15</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use MAP data when goal setting with students</td>
<td>45</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The survey results indicate that the teachers’ ability to engage in data driven decision making increased as a result of the professional development received during the 2014-2015 school year.

**Student Performance Data**

Private school students receiving title services were assessed using the MAP test in May of 2014. The results of that assessment were that fifty-four percent of the students receiving title services met or exceeded their growth targets on the MAP test. Private school student receiving title services were assessed again in May of 2015. The results of that assessment were that fifty-nine percent of the students receiving title services met or exceeded their growth targets on the MAP assessment. Student performance data indicate that student performance increased during the 2014-2015 school year.

**Summary**

The teachers’ ability to engage in data driven decision making improved during the 2014-2015 school year. Student performance on the MAP assessment increased during the 2014-2015 school year. I am cautious not to attribute the increased in student achievement to an improvement in the teacher’s professional practice of data driven decision making. However,
there is a relationship between the teachers’ ability to engage in data driven decision making and student achievement. In this chapter, I analyzed and interpreted the data. Chapter Seven contains a vision of success. The conclusion, inclusive of strategies and action for change is presented in Chapter Eight.
Chapter 7: Change Plan Vision of Success

Introduction

Wagner’s 4 C’s (2006) are component of a framework that assists organizations with considering the systemic weaknesses that plague their current situation. The 4 C’s also assist learning organizations in considering the systemic strengths that are needed to move along the trajectory to higher performance. The focus group members, referenced in Chapter Two, communicated their vision of what the competencies, conditions, culture and context will be when the title vendor reaches its goal by placing colorful sticky notes on the appropriate post it note paper during meeting. Appendix F contains “To Be” participant data.

To Be

Competencies.

Data included mastery of skills on how to navigate the NWEA website and use MAP data for instruction, differentiation and planning. Focus group members also communicated that best practices would be learned from one another and the supervisors.

Conditions.

Data suggested better use of space, better transition planning, technology and resources for meeting the needs of learners.

Culture.

Data included clear expectations for focus group members and students. Additionally, teachers will believe in the abilities of all learners.
Context.

Data included fully funded mandates; alternative testing for English Language Learner (ELL) students and varied MAP growth targets for ELL students.

Summary

In this chapter, I examined the competencies, conditions, culture; and, contextual required in order for student achievement to increase amongst private students receiving title services. The conclusion, inclusive of strategies and action for change is presented in Chapter Eight.
Chapter 8: Strategies and Actions for Change

Introduction

During the implementation of this change plan, I engaged in the following activities:

1. Shared the information gathered from the focus group at the Teacher Institute August 27-29, 2014 and developed a plan collectively to address the key areas of change.
2. Conducted a survey to assess teacher’s competencies in the area of data driven decision making in August 2014
3. Provided high quality professional development on data driven decision making throughout the 2014-2015 school year
4. Conduct post survey to assess teacher’s competencies in the area of data driven decision making in May 2015
5. Collected student performance data on the MAP test in May 2015

Key Areas of Change

Based on the data collected from focus group members, key areas of change were as follows:

1. Competencies – increasing teacher competencies in data drive decision making toward the goal of improved ability to navigate the NWEA website and use student performance data to drive instructional decisions
2. Conditions – improve the utilization of space and time; provide more resources (technology, instructional materials and internet access); create opportunities for increased collaboration
3. Culture – foster a belief that all students can and will achieve; increase clarity around teacher and student expectations; get the “right people on the bus” who have positive dispositions about the work that has to be done
4. Context – advocate for change in the areas for which we don’t have direct control

These key areas of change led to strategies and action (See Appendix G) that were and continue to be taken toward the goal of increasing student achievement.

Summary

While implementing this change plan, I addressed three of the four key areas of change: (1) competencies; (2) conditions; and, (3) culture. I explore the final key area, context, in part three of this dissertation, Policy Recommendations.
References


Appendix A: 4C Diagnostic Tool “As Is”

Context
- Language barriers (ELL & fee)
- Low/no parent participation
- DPI mandates – Smarter Balanced
- Lack of community role models
- Dangerous, stressful home life
- Media/society doesn’t value education
- Diet/nutrition – lack of

Culture
- Believe all students can learn
- All students can achieve but it takes some longer
- Reach at least one student
- Fear of failure blocks learning
- I believe teaching is a joy but I don’t believe that all NEST teachers believe the same
- Students limit themselves
- You don’t have to go to college to be successful

Conditions
- Variance in the amount of technology available at schools
- Assigned classrooms too small
- Enough time is not allotted to assist struggling students
- Sealed materials are out of date and old
- Too much money allocated for parental involvement that could be spent on instruction
- Not enough planning time
- Private school teachers are incompetent
- Transition difficulties from Title I to regular classroom
- Double testing (MAP, WKCE, IOWA Basic, interim assessments, etc.)

54% of the students receiving Title services met or exceeded their MAP growth targets

Competencies
- Data driven instruction
- Direct instruction
- Experienced teachers
- Highly educated and competent teachers
- Creative engaging lesson planning
- Ability to meet the needs of diverse learners
- Can embed technology to deliver blended learning models
- Committed to the students
- Love the students
- Experience with the organization
- Strategic timeline
### Appendix B: Personal Immunities to Change Map

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Doing/Not Doing</th>
<th>Hidden/Competing Commitment</th>
<th>Big Assumption</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am committed to ensuring that every interaction with teachers focuses on improving their ability to prepare students.</td>
<td>I am focusing on the contract.</td>
<td>I am committed to keeping the contractual requirements first and foremost</td>
<td>I assume that if others discovered that I am committed to keeping the contractual requirement first and foremost, that they won’t see me as an educational leader but rather view me as a business woman only interested in making a profit for the corporation.</td>
</tr>
<tr>
<td>I am sending communications to teachers focusing on routines and procedures.</td>
<td></td>
<td>I am committed to not losing the contract</td>
<td>I assume that if I lose the contract, others would view me as incompetent and a failure</td>
</tr>
<tr>
<td>I am instituting checklist that address compliance</td>
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<td></td>
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<tr>
<td>My meetings focus on announcements, procedures and policies,</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
## Appendix C: Vision of Success

<table>
<thead>
<tr>
<th>Commitment</th>
<th>First Noticeable Step</th>
<th>The Finish Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am committed to ensuring that every interaction with teachers focuses on their ability to prepare students</td>
<td>I will fulfill my commitment to ensure that every interaction with teachers focuses on their ability to prepare students, without regard for what the contract requires knowing that if I operated as the educational leader I am, I would meet the contact requirements. Some will continue to see me as a business leader, something that I have no control of. However, I have the ability to engage teachers in my role as an educational leader.</td>
<td>I approach leadership differently, knowing that leaders understand that they must take risks. And with all risks is the potentiality of success or failure. I may perhaps serve as a superintendent of a school district in the future. “Risks are part of [that] job. So instead of working towards certainty [I have] to get better at deciding which risks to take and how.” (Wagner, p. 163).</td>
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</tbody>
</table>
Appendix D: Teacher Survey

NWEA Survey
Please rate yourself

**Ability to navigate the NWEA website**

<table>
<thead>
<tr>
<th></th>
<th>Unable to do</th>
<th>basic</th>
<th>proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to access students’ RIT scores</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Ability to access specific skill data</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to access goal setting documents</td>
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</table>

**Ability to use MAP data to drive decision making**

<table>
<thead>
<tr>
<th></th>
<th>Unable to do</th>
<th>basic</th>
<th>proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to use individual student MAP performance data when planning lessons</td>
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<tr>
<td>Ability to incorporate specific skill paths from NWEA when planning lessons</td>
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<tr>
<td>Ability to use MAP data when setting measurable target goals for students</td>
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</tbody>
</table>
### Appendix E: Compliance Checklist

Teacher_________________  Supervisor________________________

School____________________

<table>
<thead>
<tr>
<th>Indicate Yes (Y) or No (N); and Enter Notes, if applicable</th>
<th>Nov</th>
<th>Jan</th>
<th>Mar</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are there any new students since the last compliance visit? (For initial visit, questions 1a – 1c apply to all students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a. If yes, is the Eligibility List current?</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1b. If yes, is the Student Roster current?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1c. If yes, is the signed parent consent form current?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2. Has the MAP assessment been administered to all students? |     |     |     |     |
| 2a. If yes, are the MAP goal setting documents completed for all students inclusive of the teacher and parent signature? |     |     |     |     |
| 2b. If yes, are clear, challenging goals set for all students? |     |     |     |     |
| NOTES: |     |     |     |     |

| 3. Has the teacher’s schedule been submitted to the supervisor with the school leader’s signature? |     |     |     |     |
| 3a. If yes, does the schedule meet contractual requirements for the number of sessions and minutes per week? |     |     |     |     |
| 3b. If yes, is a copy of the teacher schedule posted? |     |     |     |     |
| NOTES: |     |     |     |     |

| 4. Is there a file for each student receiving services? |     |     |     |     |
| 4a. If yes, does the folder contain the MAP goal setting documents? |     |     |     |     |
| 4b. If yes, does the folder contain the MAP progress report? |     |     |     |     |
| 4c. If yes, does the folder contain a current signed parent consent form? |     |     |     |     |
| 4d. If yes, does it contain documentation of parent communications? |     |     |     |     |
| 4e. If yes, is the folder stored in a secure location? |     |     |     |     |
| NOTES: |     |     |     |     |
5. Is the Compliance Binder available for review?

5a. If so, does it contain the up to date reading and math group lists with times that services are provided to each group?

5b. If so, does it contain the teacher schedule?

5c. If so, does it contain a correct and appropriately updated inventory list?

5d. If so, does it contain the teacher communication log verifying collaboration with the nonpublic classroom teacher(s)?

5e. If so, does it contain lesson plans/learning activities?

5f. If so, does it contain substitute teacher plans/learning activities?

NOTE:

6. Are the facilities, services, materials and equipment per contractual requirements?

6a. If so, is the instructional space appropriate?

6b. If so, is the instructional space religiously neutral?

6c. If so, are materials and equipment properly labeled as the property of MPS?

6d. If so, are teacher materials in a secure place?

6e. If so, is technology in a secure locked cabinet?

6f. If so, is the NESI teacher the sole keeper of the keys securing MPS property?

NOTE:

7. Are parents partners involved?

7a. Is there evidence that MAP progress reports were sent home to parents?

7b. Is there evidence that additional information to increase home based parental involvement was sent home to parents?

7c. Is there evidence that at least one parent visit has been held prior to each compliance visit? (2 are required per semester, more if needed to exhaust funding)

7d. Is there evidence of the parent sign in sheet at each parent event?

7e. Is there evidence of completed parent evaluations at each parent event?

NOTE:

8. Does the NESI teacher demonstrate a commitment to serving title students and families?
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<thead>
<tr>
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<tbody>
<tr>
<td><strong>8a.</strong> Does the teacher respond promptly to student concerns?</td>
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<td><strong>8b.</strong> Does the teacher respond promptly to parent concerns?</td>
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<tr>
<td><strong>8c.</strong> Does the teacher respond promptly to supervisor requests/concerns?</td>
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<td><strong>8d.</strong> Does the teacher report to his/her teaching assignment on time?</td>
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<td><strong>8e.</strong> Are all students being served as reflected on the schedule?</td>
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<td><strong>8f.</strong> Does the instruction provided positively impact student performance on the MAP assessment?</td>
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<td><strong>NOTE:</strong></td>
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<td><strong>9.</strong> Does the NESI teacher demonstrate professionalism?</td>
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<td><strong>9a.</strong> Does the teacher attend the bi-monthly NESI meetings/trainings?</td>
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<tr>
<td><strong>9b.</strong> Is the teacher on time for bi-monthly NESI meetings/trainings?</td>
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<td><strong>9c.</strong> Does the teacher bring required documents to the bi-monthly meetings/trainings (artifacts, compliance binder, etc.)</td>
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<td><strong>9d.</strong> Does the teacher promptly notify his/her supervisor of absences/early departures/variance of attendance 24 hours in advance?</td>
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<td><strong>9e.</strong> Does the teacher enter his/her time in e-TIME bi-monthly?</td>
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<td><strong>9f.</strong> Does the teacher submit accurate reports/documents as required (parent communication log, participation list, MAP progress reports, STARS attendance entry, etc.)</td>
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<td><strong>9g.</strong> Have you received positive communication from the school leader regarding the professionalism of the teacher?</td>
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<td><strong>NOTE:</strong></td>
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**Additional Notes and Follow-up Plan for Items “Out of Compliance”:**
Appendix F: 4 C's Diagnostic Tool “To Be”

**Context**
- Resources aligned to mandates
- Alternative assessment accepted as a means of demonstrating student achievement
- Attainable MAP goals set for ELL students
- Private school personnel support the work of NESI teachers

**Conditions**
- Collaborative planning time for the NESI teachers and school teachers to work together
- Lexile leveled books that match classroom materials/textbooks
- ELL resources
- More technology
- Internet access in all buildings
- More parental involvement
- Classrooms rather than working in closets
- More support from the private school teachers

**Comportements**
- Culture
- Believe all students can learn
- Partnerships with parents
- Students challenge themselves
- 100% clarity on staff expectations
- Students know and understand their expectations
- Every teacher is positive about taking their students to the next level

80% of the students receiving Title services will meet or exceed their MAP growth targets

**Competencies**
- Curriculum alignment to MAP testing
- Positive, clear, and consistent communication
- Effectively use MAP data to drive instruction
- Research based strategies modeled for the staff
- Increased use of Study Island, blended model curriculum
- More phone based warm ups
- Administer teacher competencies to share best practices
- Skills/abilities to meet the needs of ELL & their families
## Appendix G: Strategies and Action Chart

<table>
<thead>
<tr>
<th><strong>Strategy</strong></th>
<th><strong>Action</strong></th>
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<tbody>
<tr>
<td>Focus on teachers’ ability to engage in data driven decision making</td>
<td>Provide professional development focusing on data driven decision making</td>
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<td>Communicate to teachers and supervisors that increasing student achievement is the priority, not the contract</td>
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<td>Provide resources (technology, coaches, time)</td>
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<td>Focus supervisors efforts on supporting teachers toward the goal of improving instruction</td>
<td>Model for supervisors how to complete the compliance checklists without the teacher</td>
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<td>Model for supervisors how to engage teachers in conversations about instruction</td>
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<td>Eliminate all other checklists</td>
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<td>Communicate that “we are the ones that we have been waiting for” and our students can and will achieve</td>
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<td>Reallocate resources</td>
<td>Ensure that teachers are assigned to classrooms that are conducive for teaching and learning</td>
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<td></td>
<td>Ensure that all teachers have access to the Internet</td>
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<tr>
<td></td>
<td>Ensure that all schools have instructional resources</td>
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<td>Communicate that the classroom is the most important place</td>
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<td>Advocate for policy changes that adversely affect our ability to provide data driven services</td>
<td>Develop a policy recommendation</td>
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