

# Leadership for School Turnarounds

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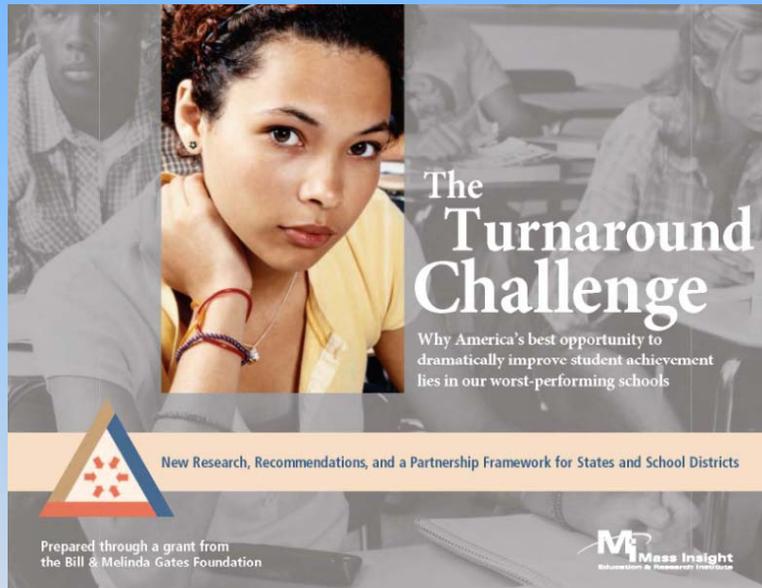
# Leadership for School Turnarounds

## National Context

The federal Race to the Top program will provide \$3.5 billion in 2009-10 to turnaround failing schools.

# School Turnarounds

## Theory and Practice



[www.massinsight.org](http://www.massinsight.org)

EXCELLENCE  
LOVES COMPANY:

A Tipping Point Turnaround  
Strategy

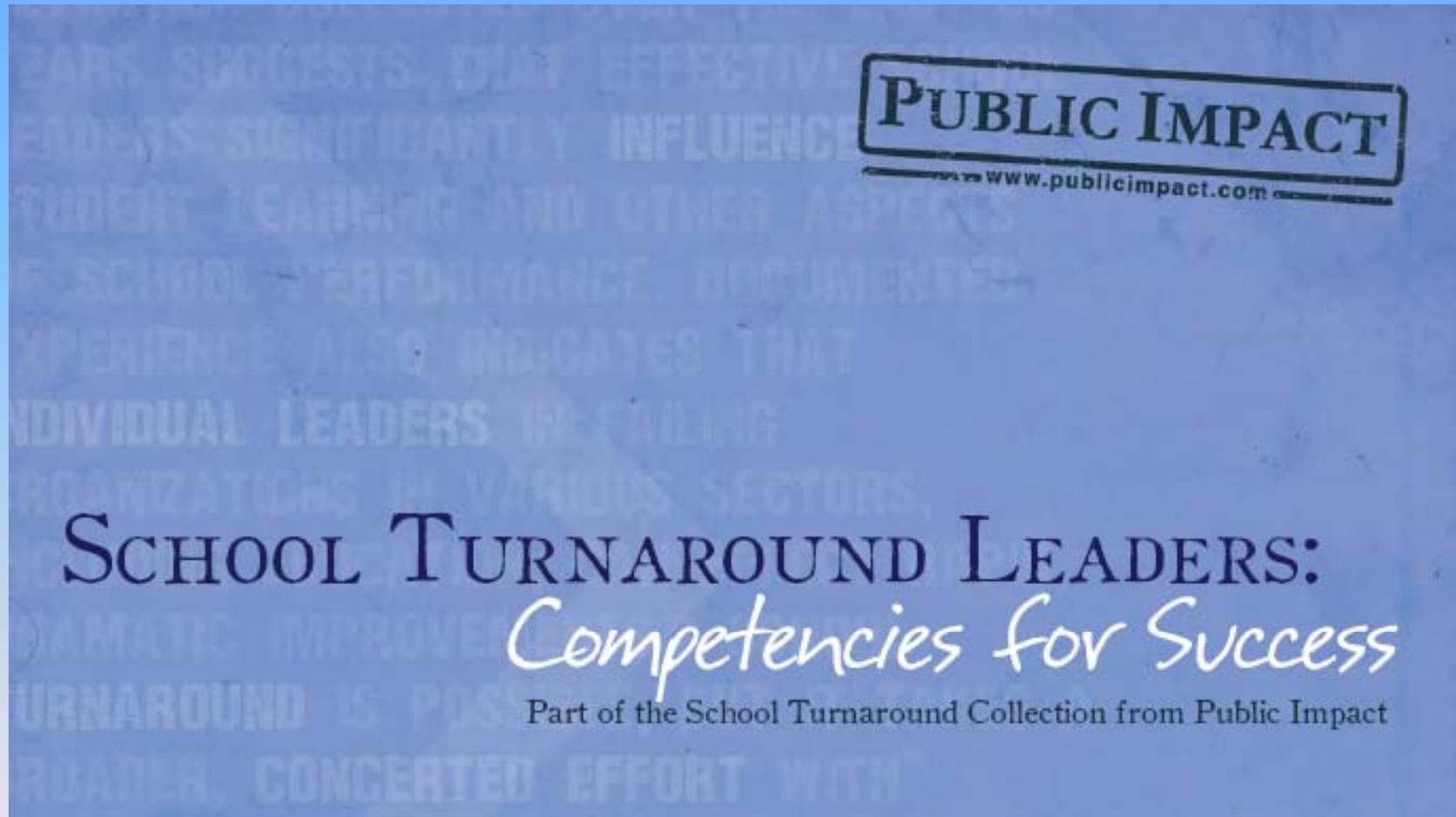
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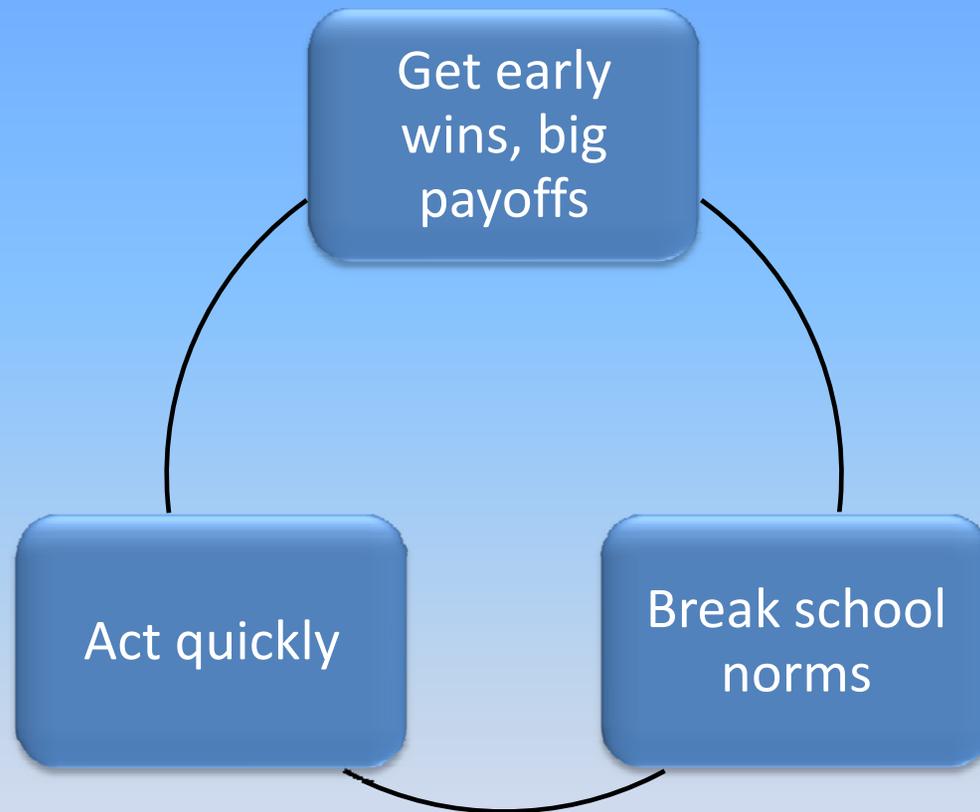
[www.wested.org/tippingpoint](http://www.wested.org/tippingpoint)

Leadership is one essential part of a comprehensive turnaround strategy.

# Turnaround Leaders



# What Turnaround Leaders Do



# Turnaround Lessons from Manual Arts High School (LAUSD)



<b>Manual Arts High School (LAUSD)</b>	
Enrollment	3,600
Latino	82%
African-American	17%
English Learners	36%
API	1
PI	5++++
% Proficient ELA	13%
% Proficient Math	2%
Graduation rate 5 yrs	40%

# Turnaround Lessons from Manual Arts H. S.

## Lesson 1: A role for ALL school leaders

- Superintendent
- District leaders
- School board
- External support providers
- Teacher leaders
- **Principal**



Autonomy  
Patience  
Support  
“All in”

# Turnaround Lessons from Manual Arts H. S.

## Lesson 2: Get the right drivers on the bus

- **Build a strong pool of leadership candidates**
- **Powerful message to attract candidates**
  - Local autonomy/lack of bureaucratic interference
  - Critical mass of teachers who will embrace change
  - External support
  - Control over staff
- **Select carefully** (“Behavior Event Interviews” – from Public Impact selection toolkit)

# Turnaround Lessons from Manual Arts H. S.

## Lesson 3: Recognize strengths

- **Acknowledge what's working**
- **Leverage the school's assets**

# Turnaround Lessons from Manual Arts H. S.

## Lesson 4: Accountability (that works)

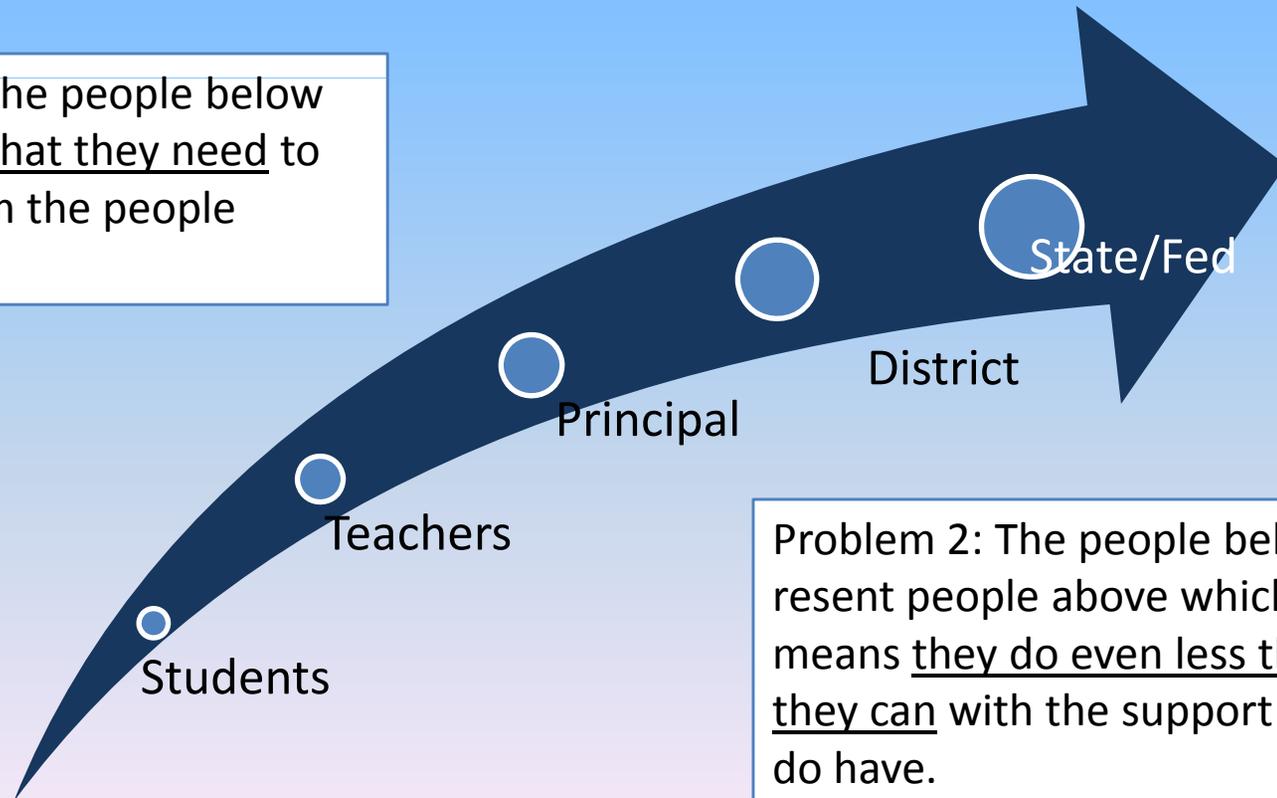
Counter example: 5,000 schools nationwide in Program Improvement (NCLB)

# Accountability (that works)

## Traditional Accountability

People below accountable to people above

Problem 1: The people below do not get what they need to succeed from the people above.

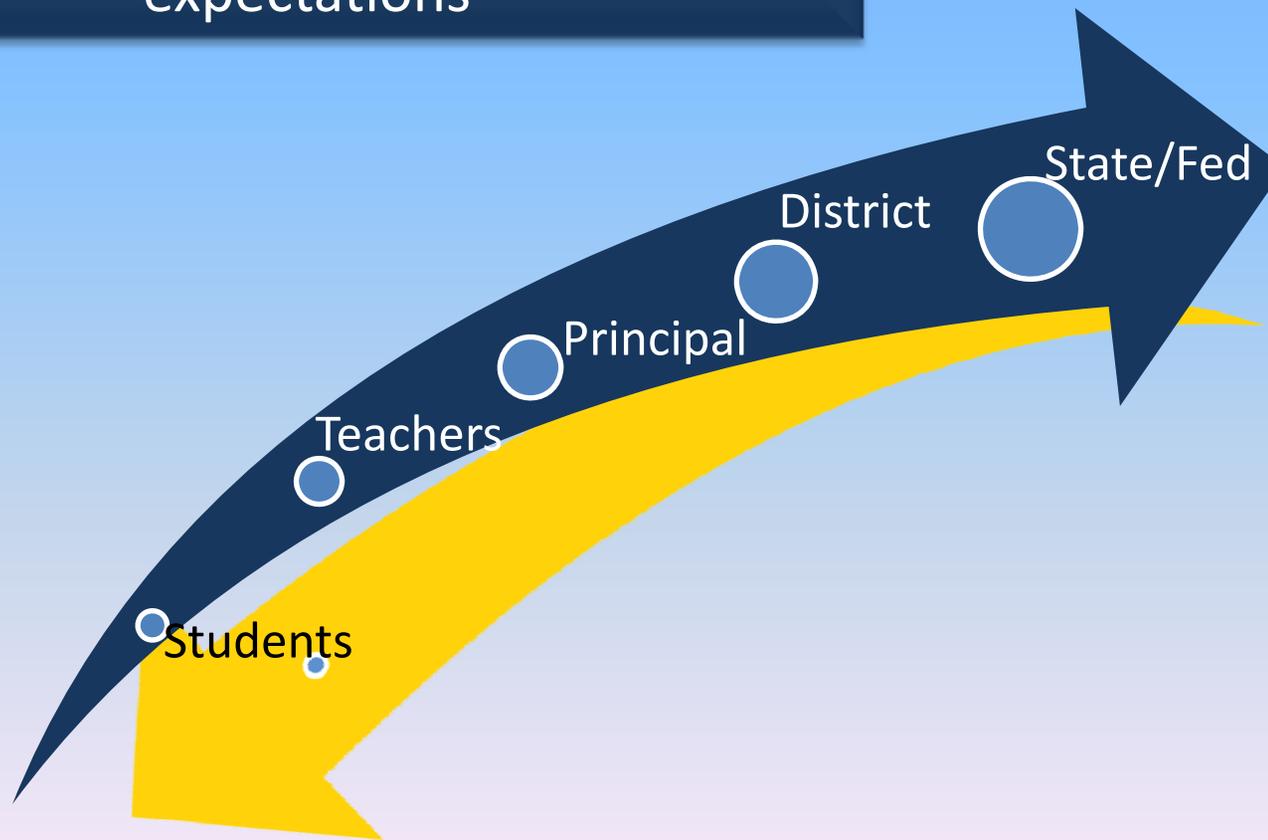


Problem 2: The people below resent people above which means they do even less than they can with the support they do have.

# Accountability (that works)

## Reciprocal Accountability

All parties accountable to clearly defined expectations



# School Turnaround Leaders

## Lesson 5: Evaluation (that works)

- Clear expectations for all stakeholders
- All stakeholders evaluated (360 degree review)
- Teacher evaluations:
  - Formative and summative
  - Credible, well-prepared, well-supported evaluators
  - Focus on student work and feedback, curriculum, assessment, instruction
  - Differentiated support (PD, peer-assistance, coaching)

# School Turnaround Leaders

What difference is it making?

- Suspension rates cut in half
- 98% participation rate on CST
- Matriculation rates boosted
- Dramatically improved climate
- Greater personalization (adults and students)
- Quality assessments of student learning now being done, common course outlines tied to standards
- API up 32 points

# Leading Schools to a Tipping Point

*“We are all, at heart, gradualists, our expectations set by the steady passage of time. The world of the Tipping Point is a place where the unexpected becomes expected, where radical change is more than possibility. It is—contrary to all our expectations—a certainty.” The Tipping Point*