



# Illinois State Board of Education

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## Illinois State Board of Education Approved Lead Partner Organization:

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## Abstract

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### Target Audience

Our target audience is all grades pre-k through 12. We welcome working in any location, with any population and with either the turnaround or transformation model.

It is important to highlight that Cambridge Education's comprehensive and highly customized approach to school transformation is driven by an **unrelenting focus on learning**. We bring years of experience as a Lead Partner Organization working with schools across the United States and the UK. Our success in school turnaround is based on three key principles for working with low performing schools:

- **Developing a shared view of school improvement**
- **Optimizing resources**
- **Building internal capacity**

### Evidence of Effectiveness

#### Cahokia High School (CHS), Illinois

Cambridge Education serves as the Lead Partner for the CHS School Improvement Grant (SIG), a 3-year Transformation Program which commenced in September 2012.

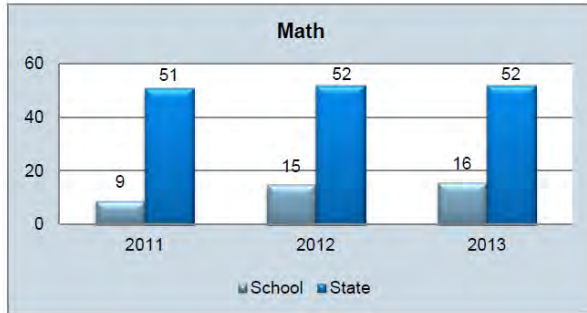
#### **Overview of year 1**

All performance indicators showed some improvement over the first year and the goal for improving attendance was met. Secure foundations have been established to significantly improve academic outcomes during the lifetime of the SIG, in line with the State's expectations.

## Math

The proportion of students in the Meets/Exceeds category for the math component of the PSAE has shown steady improvement over the last three years as illustrated in Figure 2.1.

Figure 2.1: Percentage of All Students in the Meets/Exceeds Category for Math PSAE



Although the increase from 2012 to 2013 was modest at just over 1%, the math PSAE at 16% was slightly below the target of 18%; this compares favorably with a slight fall across the State. Informal data also suggests that this was the largest increase by any school in our SIG cohort.

## Reading

The proportion of students in the Meets/Exceeds category for the reading component of the PSAE has also shown steady improvement over the last three years as depicted in Figure 2.2

Figure 2.2 Percentage of All Students in the Meets/Exceeds Category for Reading PSAE



Reading scores were ahead of that for the State and informal data shows that this was the second largest in our SIG cohort. Female students performed much higher than male students in both SY 2012-13 and 2010-11.

## Culture

Annual student attendance increased from 84% to 87.1% from School Year (SY) 2011-12 to SY 2012-13, meeting the SIG grant goal of 86%. Attendance for students with Individual Education Plans (IEP) rose from 80.5% to 86%. A number of factors supported this increase including more direct contact with students and families by counselors and the Stay In School (SIS) program from St. Clair County. An incentive program was also introduced.

Data indicate that the number of behavior incidents fell by approximately 30% in SY 2012-13. A significant contributory factor was the opening of SWIS (School With-In a School), where students who were experiencing significant difficulty in conforming in regular classrooms were placed. Students then had to earn the right to attend regular classes. The 5-year student graduation rate rose from 74.8% to 79.4% from SY 2011-12 to SY 2012-13.

## Other Indicators

School improvement at CHS was reflected in a number of other indicators which reflected both positive developments and areas in need of continued, focused support including:

- **Enrollment in Advanced Placement** - In SY 2011-12, 56 students enrolled in Advanced Placement (AP) courses. This number increased by 3 in SY 2012-13. AP classes contained 98 students at the start of SY 2013-14.
- **Enrollment in honors courses** - 71 students (7.8%) completed advanced math courses in SY2012-13, compared with 53 (5.7%) in SY 2011-12. The number of honors classes in earlier grades has also increased for SY 2013-14.
- **College Entry** - 102 seniors requested transcripts to be sent to post-secondary institutions, representing 46% of the senior class. Estimates suggest 10% of senior students requested this in previous years.
- **Teacher attendance** – This rate fell slightly in SY 2012-13, 93% to 92%, due in part by a small number of teachers with significant health issues, as well as maternity leave.
- **Teacher evaluation** - In SY 2011-12, 48 teachers were evaluated, with 38 ranked as excellent, 8 satisfactory and 2 unsatisfactory. In SY 2012-13, 43 teachers were evaluated, with 30 being excellent, 11 satisfactory, one needs improvement and 1 unsatisfactory. This produces a fall in the number of teachers rated excellent from 79% in SY 2011-12 to 70% in SY 2012-13.
- **Family and Community involvement** - Open Evenings for incoming 9th and 10th grade students and their families were relatively well attended, with 50 and 35 families represented respectively.

**Virginia DOE - Lead Turnaround Partner: (2010 -2013)**

**Chambliss Elementary School, Sussex VA**

This table shows the position of Chambliss Elementary School, where we were LTP, in terms of reading and math scores compared with all schools in Virginia when ranked as a league table.

Year	2010	2011	2012	2013	Change in Rank
<b>Reading</b>	1118 <sup>th</sup>	1002 <sup>nd</sup>	1023 <sup>rd</sup>	368 <sup>th</sup>	+750
<b>Math</b>	1052 <sup>nd</sup>	950 <sup>th</sup>	756 <sup>th</sup>	237 <sup>th</sup>	+815

The school climbed 750 places up the table of all schools in reading and 815 places in math over the period during which we were the LTP.

**Bryan Elementary School, Hampton, VA (2013)**

Cambridge Education started working as School Improvement Partner with the school in January 2013. By the end of the 2013-2104 school year, Bryan Elementary School had made significant growth compared to other VA schools. The table below depicts the demonstrated improvement.

Year	Reading			Math		
	2012	2013	Difference	2012	2013	Difference
<b>3<sup>rd</sup> Grade</b>	1110	1067	<b>+43</b>	1120	1032	<b>+88</b>
<b>4<sup>th</sup> Grade</b>	1119	1025	<b>+ 94</b>	1118	611	<b>+507</b>
<b>5<sup>th</sup> Grade</b>	1091	1080	<b>+11</b>	1002	616	<b>+386</b>

**Prince Edward High School, VA LTP 2010 - 2013**

Prince Edward County High School had not attained accreditation due to low graduation rates. The table below shows the school’s attainment of all accreditation standards at the end of the 2013 school year. In 2013 the school maintained its progress and was fully accredited for a second consecutive year.

Core Subjects	Benchmark	2010	2011	2012	2013	Met Accreditation Benchmark
<b>English: Reading</b>	70	87	88	76	88	YES
<b>English :Writing</b>	70	83	90	90	83	YES
<b>Mathematics</b>	70	76	88	67	75	3YR
<b>History and Social Science</b>	70	86	69	79	81	YES
<b>Science</b>	70	74	86	84	83	YES
<b>Graduation Index</b>	85	-	81	88	90	YES

### Pre-intervention / Needs Assessment

Cambridge Education has completed over **5000 School Quality Reviews in over 28 states**. One of the most notable instances of this being in New York City (NYC) when we designed and implemented a school quality framework and review process for all NYC schools. Over a three year period we conducted 3,200 school reviews and 1,200 Early Year reviews. The most recent delivery of SQR's is within **Chicago Public Schools (CSP)** where we are currently delivering 36 SQRs both in the fall and spring of 2013-2014 school year, along with putting in place both the standards and the process for CPS.

Cambridge Education's Collaborative School Quality Review (CSQR) supports staff in assessing their school's strengths and areas for growth accurately and objectively. Based on this assessment, participants develop a deep understanding of core issues and a commitment to school improvement, leading to better outcomes for all students. [Please see our CSQR flyer for more information.](#)

### General Description of Supports Provided

#### Instructional reform, including assessment, curriculum and instruction

In our support of effective learning and teaching, we focus on:

- Developing a priorities-driven curriculum
- Embedding formative assessment and data-driven inquiry (with feedback to students)
- Promoting professional learning around effective learning and teaching strategies
- Providing student supports, intervention, and enrichment

#### Instructional and Leadership Coaching

Our leadership development support revolves around 4 core areas:

1. Establishing a vision
2. Leading people (including individual leadership plans with KPIs)
3. Supporting instructional leadership
4. Monitoring and school self-evaluation

#### Community and Family Engagement

- Building knowledge of the school through self-assessment
- Supporting children's learning and development
- Increasing advocacy and involvement
- Encouraging volunteering

## **School Climate and Culture**

Relationship and climates are enabled through the following strategies to drive for a student-centered learning culture:

- Engaging all stakeholders in the CSQR process
- Community support/community quality review work

## **Strategies for Post-grant Sustainability**

Helping schools create and sustain success is a prime directive for Cambridge Education in working with low performing schools. We believe that the key to achieving sustainability is building the school's capacity through the **development and maintenance of efficient and effective Professional Learning Communities (PLC) and a continuous process for professional development**. The building of sustainability begins from the first engagement with the school and underpins all of our work with the school community.

## **Other Organizational Hallmarks**

### **CSQR/SQR**

(Detailed provided above).

### **Educator Evaluation**

Cambridge Education has extensive experience and expertise in supporting states, districts and schools and to design and implement highly effective teacher and principal evaluation systems. Cambridge Education's approach is to build local capacity, which will ensure that the program becomes established in the day to day life of each school and every administrator.

### **Effective Classroom Observation (ECO)**

Our ECO programs give administrators and teachers the confidence and skills they need to judge whether lessons are effective and student work meets state and district standards.

Our ECO programs are customized to meet the needs of the individual client. At a minimum ECO consists of five day program: three days face to face group training, plus two days coached on-site practice. In other schools and districts ECO is a year- long program during which we provide intensive coaching, support and training including pre-conferencing; lesson observation and post-conferencing.

### **Assessment for Learning (AfL)**

Cambridge Education's Assessment for Learning (AfL) is a highly successful, practical approach that enables teachers to gather evidence about students' learning, interpret that evidence and adapt their teaching as a result. The four practical areas of Assessment for Learning are:

- **Sharing learning outcomes**
- **Asking better questions**
- **Making feedback count**
- **Promoting assessment by pupils**