

CONDUCTED AND CO-SPONSORED BY:

American Association of School Administrators (AASA)
Fordham University Graduate School of Education
Pearson Education

NOMINATIONS

FOR THE SEVENTH ANNUAL

NATIONAL SCHOOL CHANGE AWARDS

Close to 400 schools, from 39 different states, have been nominated in the past six years for recognition as schools that have significantly changed for the better. Responding to 16 specific criteria, each nominated school provides data and documentation to support their quest for this prestigious national award.

The Award to each of the six schools will include:

- A ceremony conducted at their school in May/June 2006
- A \$5,000.00 grant
- National recognition and coverage by the media
- Subsidized participation of the school's principal in the Ninth Annual National Principals Leadership Institute to be conducted at Fordham University in New York City
- An awards presentation by the United States Department of Education at a special ceremony in New York City in July 2006
- Participation in a major national research project focusing on school change

Nominations must be received by March 3, 2006

For more information contact:

Francesca Sinatra, Nominations Coordinator
212-636-6682 fsinatra@fordham.edu

Juan Fonseca, Co-Director
212-636-6436 jfonseca@fordham.edu

www.npli.org/hasca

Portraits of School Change

“Surrender was not an option.”

Fox-Tech Academic and Vocational High School
San Antonio, Texas

Fox -Tech sits a mile away from the Alamo, where Texas freedom fighters refused to yield to the overpowering forces of General Santa Ana's Mexican troops. Now, more than 150 years later, the local population is overwhelmingly Mexican-American and surrender to the forces of despair and defeat is still not an option. Fox-Tech had been defeated, declared by the Texas State Department of Education to be “disestablished.” But, new principal Joanne Cockrell was firm as she told the reconfigured staff that she expected them to like kids and not watch the clock. Fox-Tech lowered its dropout rate in seven years from 14.2% to 2.6%. Sophomore state mathematics results went from 22% to 92% passing. From the “worst high school in Texas,” the school rose to national recognition by Time magazine in 2001.

“It’s reading, reading, and reading.”

Skycrest Elementary School
Citrus Heights, California

As one teacher put it, “I hated coming to work because the school was out of control and no one was doing anything about it.” Chris Zarzana disregarded another principal's advice (her husband) as she moved from leading a successful school to Skycrest. Chris first restored order. With her credibility established, the focus shifted to “What are we teaching and, based on the data, how well are we doing it?” Over three years, the student population rose 20% to 740 students, children living in poverty climbed from 52% to 82%, and English Language Learners jumped 300% to a third of Skycrest students. Nonetheless, Skycrest students from this multi-cultural community secured gains of 7 NCE points in reading and 4 NCE points in mathematics. In 2000, the school was the state's only nationally recognized Title I School.

“There has to be a better way.”

Gustav Fritsche Middle School
Milwaukee, Wisconsin

Bill Andrekopoulos likes to make trouble and now he is the superintendent of the Milwaukee Public Schools. As a middle school principal, Bill would constantly challenge the status quo with simple questions like “Why does it have to be this way?” Mr. A (as he is called), and his teachers dared the state of Wisconsin to make Fritsche a public charter school that would report directly to the state, rather than to the district's bureaucracy. They got their wish. Bill used a participatory model, visits to exemplary middle schools, and data driven decision-making to involve the entire staff. Teacher isolation, desks in command-like straight rows and a traditional eight-period day disappeared. By 2000, Fritsche's 6th graders out-performed other district students by two times in writing and four times in mathematics.

“Research-based reforms that worked.”

Government Hill Elementary School
Anchorage, Alaska

It's not every principal who has to go on moose patrol, checking the playground before the students. And, it's not every principal whose school is slated for closing due to falling enrollment. Principal Sandy Stephens took on both challenges. A growing LEP population at Government Hill had an impact on all classes and teachers did not know how to adjust. By 1991, large numbers of students had transferred to other schools and the school was down to 156 students; it was the end of Government Hill. However, in 2001, there were 475 students and on registration day, the cars with families who wanted to enroll their children stretched around the block. The school's scores consistently rose to the city's top ten. Much teacher training and teamwork created a two-way language immersion program (Spanish and English for everyone), full inclusion of special education students, and curriculum integration.

“There's no stopping us now.”

John H. Williams Elementary School Number 5
Rochester, New York

The first thing that Michele Hancock did when she was appointed a new principal in June 1999 was to bring together her family to paint the uninviting elementary school that she inherited. Michele's new message was that expectations were high for the students in this urban high poverty area and, with hard work, school improvement was possible. Over the next four years, the grade 4 English Language Arts (ELA) passing scores went from 13.3% to 63.2% while the math scores rose from 30.7% to 78.8%. Science scores jumped 39 points to 70% and 83% passed the new social studies exam. Now a poster hangs outside each teacher's room announcing the instructional specialty, such as cooperative learning, that teacher can model. Michele covers classes so teachers can observe other classes and discuss those instructional specialties and best practices with their colleagues.

“It felt like a miracle.”

South Heights Elementary School
Henderson, Kentucky

You do not usually associate hockey with the state of Kentucky. But, Rob Carroll the principal of South eights Elementary in Henderson used a film to show his staff and students that miracles could happen. The film tells the story of Herb Brooks the untraditional hockey coach who announced to the American olympic officials that he was going to create a team that would beat the Soviet Union, the legendary powerhouse. Months of grueling practice built upon severe discipline transformed the players; they became gold medal winners in 1980. The South Heights miracle was equally dramatic. In 1997, only 41% of the South Heights 4th and 5th graders averaged a proficient score in reading, writing, mathematics, science, social studies, arts and humanities and practical living. In 2002 it was 66%. The five-year jump was especially dramatic in writing (49 percentage points) mathematics (30) and science (66).

The National School Change Awards

This is the only award of its kind. Annually, six schools across America are recognized for having "significantly changed." Responding to an invitation to nominate such schools, state commissioners of education, superintendents, national educational associations, universities and foundations endorse candidates to be considered for these prestigious awards. The awards are conducted and co-sponsored by the American Association of School Administrators (AASA), the Fordham University Graduate School of Education, and Pearson Education. Nominated schools measure themselves against sixteen criteria summarized below.

A school, in our view, is a candidate for the award if it meets at least two criteria in each of the four dimensions and a total of at least ten criteria. Award winners are selected in the spring of each academic year, with the six winning schools gaining national recognition. In addition, the award to each of the six schools will include a \$5,000.00 grant, the subsidized participation of its principal in the National Principals Leadership Institute, a local awards ceremony and involvement in a national research project focusing on school change. All finalists will receive recognition. Schools may nominate themselves.

CRITERIA

Dimension 1	Dimension 2	Dimension 3	Dimension 4
<p>How meaningful is the change? Is it substantial rather than superficial?</p> <p>A. There has been a measurable change in attitudes, beliefs and values.</p> <p>B. The practices, especially in classroom instruction, dramatically changed.</p> <p>C. The changes have been driven by the teachers; they "own" the change.</p> <p>D. Students and staff want to come to school, enjoy being in school, and often stay beyond normal school hours.</p>	<p>How deep and broad is the change? Is it systemic rather than isolated?</p> <p>A. The change is not merely affecting one classroom or grade; it is more widespread (systemic) in the school.</p> <p>B. The changes in the school are evident in decisions about instruction, organization, governance and accountability.</p> <p>C. There is a perception in the school among all stakeholders (administrators, teachers, students, parents) that positive change has taken place.</p> <p>D. There is a perception in the larger community that positive change has taken place, as reflected in a higher number of applicants, registrations, visits, etc.</p>	<p>How is the change focused? Is it student centered looking at teaching and learning?</p> <p>A. The overall quality of teaching has improved as measured by observations, peer evaluations, self-assessments, student feedback, parent comments, etc.</p> <p>B. Innovative teaching practices, such as problem-based learning, interdisciplinary teaching, cooperative learning, etc., have been initiated, adopted and sustained.</p> <p>C. There is an alignment of curriculum, instruction, assessment and standards.</p> <p>D. The school culture promotes inquiry, use of research, professional development, growth, the idea of a "learning organization."</p>	<p>How is it measured? Is it solution or outcome oriented?</p> <p>A. There has been a sharp increase in student achievement as measured by in-school assessments such as portfolios, student grades, exhibitions, etc.</p> <p>B. There has been a sharp increase in student achievement as measured by "outside" evaluations such as district, state or national norm or criterion referenced examinations and/or standards.</p> <p>C. There are documented increases in measurable outcomes such as promotion rates, graduation rates, acceptances into prestigious schools, job placements, number of visitors to the school, etc.</p> <p>D. The school has won recognition and awards for improved performance.</p>

change



GUIDELINES

- Carefully review all the material. Build your essay and documentation around the sixteen significant school change criteria. For a school to be seriously considered, it must meet at least two criteria in each dimension and a total of at least ten criteria.
- The following items must be completed and submitted:

Item	Recommended length
<u>Submit nomination materials on a 3.5 floppy disk or CD as four files.</u>	
File 1: Application	Complete form
File 2: Essay	10-18 Pages
File 3: Letters of recommendation	One page each
File 4: Supporting documents, charts depicting relevant school data, news articles, etc.	Not to exceed 15 pages

- You must submit four binders, no larger than 2 inches, each one contains all your materials. Also, you must submit the materials on 4 copies of 3.5 floppy disks or CD. Each disk must have four files. (Please use Microsoft Word. If you are able, convert the files to pdf format. Check that all files will open)
- Present a convincing case. In the first six years, close to 400 schools, from 39 different states, were nominated. The six winners each year were schools that clearly and cogently described what their school had been like before and after. They each gave dramatic examples of the changes that have been set in place and explained why they were able to be successful in their change effort.
- While a school may nominate itself, an application is stronger if individuals or organizations outside the school are involved in the nomination process. This could be the superintendent, state officials, a professional education organization, a community group, etc.
- A district may nominate more than one school.

All materials must be received by March 3, 2006 at this address:

**Dr. Lew Smith, Director National School Change Awards • Fordham University Graduate School of Education
Room 1119, 113 West 60th Street, New York, New York 10023**

Nominations Have Been Received From These States



First Annual National School Change Award Winners July 2000

Allenbrook Elementary School	Charlotte, North Carolina
Daniel Boone Elementary School	Chicago, Illinois
G.W. Carver Academy (Middle School)	Waco, Texas
Niles High School	Niles, Michigan
Rosemont Middle School	Norfolk, Virginia
Skycrest Elementary School	Citrus Heights, California

Second Annual National School Change Award Winners July 2001

Chase City Elementary	Chase City, Virginia
Dale Elementary	LaMesa, California
Government Hill Elementary	Anchorage, Alaska
Gustav Fritsche Middle School	Milwaukee, Wisconsin
Hallendale Elementary	Ft. Lauderdale, Florida
Louis Fox Academic-Technical HS	San Antonio, Texas

Third Annual National School Change Award Winners July 2002

Belmont Elementary	Lincoln, Nebraska
Bensley Elementary	Richmond, Virginia
Henry W. Grady High School	Atlanta, Georgia
Liberty Elementary	Nyack, New York
Shreve Island Elementary	Shreveport, Louisiana
Warren Travis White High School	Dallas, Texas

Fourth Annual National School Change Award Winners July 2003

First Avenue Elementary School	Newark, New Jersey
John H. Williams School 5	Rochester, New York
Havencroft Elementary School	Olathe, Kansas
Hillcrest High School	New York, New York
North Twin Lakes Elementary	Hialeah, Florida
Sussex Technical High School	Georgetown, Delaware

Fifth Annual National School Change Award Winners July 2004

Rolling Hills Elementary School	Orlando, Florida
Westminster Academy (Elementary)	Elizabeth, New Jersey
Dr. Michael Conti (Elementary)	Jersey City, New Jersey
Blackstone Valley Reg. Vocational Tech HS	Upton, Massachusetts
South Heights Elementary	Henderson, Kentucky
Ridgecrest Elementary	Houston, Texas

Sixth Annual National School Change Award Winners July 2005

Maplewood Elementary School	Indianapolis, Indiana
Keith L. Ware Elementary School	Ft. Riley, Kansas
Cornelia F. Bradford, P.S. 16	Jersey City, New Jersey
West Jasper Elementary School	Jasper, Alabama
Don Pedro Albizu Campos	New York, New York
Norview High School	Norfolk, Virginia

For more information contact: **Francesca Sinatra 212-636-6682 fsinatra@fordham.edu**

All materials must be received by March 3, 2006