



## Wyoming Department of Education

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### MEMORANDUM NO. 2010-213

**TO:** School District Superintendents  
School Principals

**FROM:** Jim McBride, Ed.D. 

**DATE:** December 3, 2010

**SUBJECT:** Panasonic National School Change Awards

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### INFORMATION TO SHARE

I received the attached information inviting Wyoming to submit nominations of schools for the Panasonic National School Change Awards, co-sponsored by the American Association of School Administrators. The deadline for materials to be submitted is March 7<sup>th</sup>, 2011.

Contact [www.npli.org.nasca](http://www.npli.org.nasca) for information and applications.

Please share this information with your staff and take advantage of this wonderful opportunity.

JM/wk

Attachments: Letter from NPLI 11-06-10  
Re-examining the Purpose of School  
Panasonic National School Change Awards (Brochure)



## Panasonic National School Change Awards

111 West 57<sup>th</sup> Street, Suite 418 • New York, NY 10019

Tel 212-524-4616 • Fax 212-524-4617 • [www.npli.org/nsca](http://www.npli.org/nsca)

Rita Watson  
Wyoming Department of Education

November 6, 2010



Dear Rita,

My staff and I are reaching out to you through mail and phone because we would like to invite you to submit nominations of schools for the **Panasonic National School Change Awards**, co-sponsored by the American Association of School Administrators.

During the first eleven years of this award, we received 779 nominations from 45 states. Nominated schools measure themselves against 16 specific criteria and consider the degree to which they have improved, grown, and significantly changed. This self-assessment is a very valuable process, perhaps even more important than being one of the six awardees each year.

The United States Department of Education joins us in conducting a national change awards ceremony in New York City each July. At that time, we salute the finalists and present \$5,000.00 including Panasonic products to each of the six awardees. Additionally, each winning school's principal is our guest for the National Principals Leadership Institute, a local awards ceremony is conducted at each school site, and the school is involved in a national research project.

There are three ways you can help. Some state departments of education directly nominate schools. (There is no limit of nominees from a particular school district or state). Other state departments contact specific schools in the state and encourage them to submit nominations. Nearly all State Departments of Education widely publicize the opportunity and disseminate materials. **The deadline for materials to be submitted is March 7th, 2011.**

We have enclosed a brochure for your review. A downloadable application form, PDF brochure and more information are available on our website, [www.npli.org/nsca](http://www.npli.org/nsca). Please do not hesitate to contact us if you want more materials or have any questions.

Sincerely,

*Lew Smith*

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# Fourteenth Annual National Principals Leadership Institute

Saturday July 9 - Saturday July 16, 2011

New York City

*Dr. Lew Smith, NPLI Director*

## Re-examining the Purpose of School

Ten months after the tragic events of 9/11, the 2002 National Principal Leadership Institute dedicated itself to *Defining the Purpose of School*. It was an appropriate theme and a much-needed focus. People around the world, Americans in particular, were shocked, horrified and overwhelmed by 9/11. A period of deep reflection set in: Why are we here? What are we destined to do? How do we bring meaning to our lives? Our consciousness about being mortal intensified. Our sense of "our limited time" could not be avoided or ignored. As educators, we faced two imperatives, bringing meaning to our personal lives and to our work with our students and families.

Why have schooling? What do we expect from our schools? Will what we do make a difference? With the tenth anniversary of 9/11 approaching, it will be time to reflect again. The nation's mood will demand it. The commemorative activities related to 9/11 will make it impossible to push aside. As educators, we can do no less than reflect on our work. Therefore, the theme of NPLI 2011 will be *Re-examining the Purpose of School*

Institute teams will develop three things. First, the team will reach consensus on "the purpose of school," such as developing students as active citizens or life-long learners. Second, the team will design a school that meets that stated purpose, Third, the team will describe how a school will know whether it has achieved its stated purpose.

Our invited presenters will include individuals who have informed and inspired us in past Institutes: Stacy Allison, the first American woman to climb Mount Everest; Donna Brazile, CNN correspondent; Howard Gardner, author of *Multiple Intelligence* and *Leading Minds*; Doug Reeves, educational reformer; Jim Lawson, compatriot of Rev. Martin Luther King, Jr.; and Cornel West, academic and activist.

The following will also be invited: Cory Booker, Mayor of Newark, NJ; Geoffrey Canada, founder of the Harlem Children's Zone; Arne Duncan, United States Secretary of Education; Malcolm Gladwell, best-selling author of *The Tipping Point* and *Blink*; Andy Hargreaves, educational researcher; Bob Herbert and Thomas Friedman, New York Times columnists; and Jerry Starratt, ethicist.

NPLI 2011 participants will take home plans for purpose-driven schools, strategies for meaningful instruction, assessment tools, and ideas for facilitating reflection by students and adults. "Student Voices" will join leadership consultations, expeditionary learning, and performing arts experiences as special Institute features.

11/01/10

For more information, please contact Jason Benjamin at

(212) 524-4616 [jbenjamin@npli.org](mailto:jbenjamin@npli.org)

Visit our website: [www.npli.org](http://www.npli.org)

*Early registration is encouraged*

*School districts enrolling teams of participants are eligible for a discounted fee.*

Nominations for the

# Panasonic National School Change Awards

An Initiative of the National  
Principals Leadership Institute

Co-sponsored by the  
American Association of  
School Administrators



Mick Wiggins

779 schools from 45 states have been nominated in the past 11 years for recognition as schools that have significantly changed for the better. This is the only award of its kind. Responding to 16 specific criteria, each nominated school provides data and documentation to support their quest for this prestigious national award. Each year, six schools are selected.

**Nominations must be received by March 7, 2011**  
**For information and applications visit [www.npli.org/nsca](http://www.npli.org/nsca)**

**Panasonic**  
ideas for life

“Surrender was not an option.”

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

Fox-Tech is 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.

“We succeed. No exceptions.  
No excuses.”

**South Heights Elementary School**  
Henderson, Kentucky

You do not usually associate hockey with Kentucky. But, Rob Carroll, the principal of South Heights Elementary in Henderson, used a film to show his staff and students that miracles could happen. The film tells the story of hockey coach Herb Brooks who announced to the American olympic officials that he was going to create a team that would beat the Soviet Union. 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. In 2002 it was 66%. The five-year jump was especially dramatic in writing (49 percentage points), mathematics (30), and science (66).

“We knew what had to be done.”

**Eagle School Intermediate**  
Martinsburg, West Virginia

Sitting in a room filled with colleagues, Principal Margaret Kursey began to feel queasy as the next slide revealed the information she knew was true, but still hadn't faced. Eagle School Intermediate had not made adequate yearly progress. As the slide came into focus, so did the words, “We cannot fail again.” With a highly diverse 470 student population representing almost every subgroup found in the state assessment, Eagle School focused on closing the achievement gap, surpassing county and state averages. Math scores increased from 60% to 83% mastery. Reading scores skyrocketed from 69% to 87% mastery. Special education results now show 78% of students at mastery levels. The school uses research based instructional practices based on formative, summative and predictive assessments. The students are reaching for the stars.

“This school must be a sanctuary.”

**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 she inherited. Michele's new message was that expectations had to be 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 covered classes so teachers could observe other classes and discuss those instructional specialties and best practices.

“Size Doesn't Matter”

**Brockton High School**  
Brockton, Massachusetts

The front page of the September 27, 2010 issue of *The New York Times* featured a story entitled “4,100 Students Prove ‘Small Is Better’ Rule Is Wrong.” It told the story of Brockton HS, the largest high school in Massachusetts, which had been a “case study in failure.” When the state implemented a high stakes testing program, 44% of the students failed the English Language Arts exam and 75% failed math. Hundreds of students were in danger of not earning a diploma. That was unacceptable to a team of teachers led by Susan Szachowicz, who later became the principal. BHS implemented a Literacy Initiative across the school that provided a framework for success. Since then, the failure rate in ELA has decreased to only 5%. In math, the failure rate has plummeted from 75% to 15%. Most important, the students believe they can achieve, and college acceptance rates have soared. Brockton High School, a change award winner in 2006, continues to serve as a national model for student achievement.

“A ray of hope.”

**Frankie Woods McCullough Girls' Academy**  
Gary, Indiana

On August 20, 2005, Frankie Woods McCullough Girls' Academy greeted 387 girls from public housing developments located on the east and west side of Gary, the most economically depressed areas in the city. State test data revealed a deficit in the areas of math problem solving and written expression. However, the McCullough staff was committed to the transformation to a single-gender school. Its vision was that all these young leaders could and would achieve. During regular scheduled grade/cross grade collaborative meetings, teachers reviewed data, shared ideas and discussed student progress. Trust was developed; teachers felt they could talk about their success and their setbacks. McCullough Girls' Academy has consistently improved physically, spiritually, and academically. Their motto became “Step by Step, Day by Day, McCullough Academy Excels...”

# Panasonic National School Change Awards

## The Award to each of the six schools will include:

- \$5,000 including Panasonic products
- A ceremony conducted at their school in May/June 2011
- National recognition and coverage by the media
- Subsidized participation of the school's principal in the 14th Annual National Principals Leadership Institute to be conducted in New York City
- An awards presentation by the United States Department of Education at a special ceremony in July 2011
- Participation in a major national research project focusing on school change



## CRITERIA

Nominated schools measure themselves against the 16 criteria summarized below. Schools may nominate themselves.

| Dimension 1   | Dimension 2   | Dimension 3  | Dimension 4  |
|---|---|--|--|
| <p><b>How meaningful is the change? Is it substantial rather than superficial?</b></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. Teachers are engaged and own the change vision.</p> <p>D. Students and staff want to come to school, enjoy being in school, and often stay beyond normal school hours.</p> | <p><b>How deep and broad is the change? Is it systemic rather than isolated?</b></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 <i>in the school</i> among all stakeholders (administrators, teachers, students, parents) that positive change has taken place.</p> <p>D. There is a perception <i>in the larger community</i> that positive change has taken place, as reflected in a higher number of applicants, registrations, visits, etc.</p> | <p><b>How is the change focused? Is it student centered, looking at teaching and learning?</b></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 effectively implemented 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><b>How is it measured? Is its solution or outcome oriented?</b></p> <p>A. There has been a sharp multi-year increase in achievement among <i>all</i> students as measured by in-school assessments such as portfolios, student grades, exhibitions, etc. This includes evidence of closing achievement gaps.</p> <p>B. There has been a sharp increase in student achievement across <i>all</i> groups of students as measured by documented '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> |

## GUIDELINES

- Carefully review all the material. Build your essay and documentation around the sixteen significant school change criteria.
- You must submit four binders, no wider than 1.5 inches. (We suggest Wilson Jones Poly View 1" white binders.) Each binder must contain all of your materials. Also, you must submit the materials on 2 CDs. Each CD must have four files. Please save all files in PDF format. Check that all files will open.
- Present a convincing case. In the first 11 years, 779 schools, from 45 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. Each gave dramatic examples of the changes that had been set in place and explained why they were 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.
- The following items must be completed and submitted:

| Item  | Recommended length     |
|---|------------------------|
| <i>Submit four binders and 2 CDs. Each CD should contain the four files listed below.</i>     |                        |
| 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 |

**All materials must be received by March 7, 2011 at this address:**

**Dr. Lew Smith, Director, Panasonic National School Change Awards, 111 West 57th Street, Suite 418, New York, NY 10019**

**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 MS         | 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 School    | Chase City, Virginia    |
| Dale Elementary School          | LaMesa, California      |
| Government Hill Elementary      | Anchorage, Alaska       |
| Gustav Fritsche Middle School   | Milwaukee, Wisconsin    |
| Hallendale Elementary School    | 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          | Queens, New York     |
| North Twin Lakes Elementary    | Hialeah, Florida     |
| Sussex Technical High School   | Georgetown, Delaware |

**Fifth Annual National School Change Award Winners 2004**

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

**Seventh Annual National School Change Award Winners July 2006**

|                                |                            |
|--------------------------------|----------------------------|
| Brighton High School           | Brighton, Tennessee        |
| Brockton High School           | Brockton, Massachusetts    |
| Chicora Elementary School      | Charleston, South Carolina |
| Heather Hill Elementary School | Indianapolis, Indiana      |
| Oil City Elementary School     | Oil City, Louisiana        |
| Roosevelt Elementary School    | Long Beach, California     |

**Eighth Annual National School Change Award Winners July 2007**

|                                 |                         |
|---------------------------------|-------------------------|
| Anna F. Booth Elementary School | Irvington, Alabama      |
| Chalkley Elementary School      | Chesterfield, Virginia  |
| Dreamkeepers Academy            | Norfolk, Virginia       |
| P.S. 196                        | Brooklyn, New York      |
| Signal Hill Elementary School   | Signal Hill, California |
| World of Inquiry School         | Rochester, New York     |

**Ninth Annual National School Change Award Winners July 2008**

|                              |                            |
|------------------------------|----------------------------|
| Eagle School Intermediate    | Martinsburg, West Virginia |
| Garfield Elementary School   | Augusta, Kansas            |
| George Hall Elementary       | Mobile, Alabama            |
| Harrowgate Elementary School | Chester, Virginia          |
| Hugo Newman Prep PS/IS 180   | New York, New York         |
| Ronald Brown Academy         | Detroit, Michigan          |

**Tenth Annual National School Change Award Winners July 2009**

|                                    |                           |
|------------------------------------|---------------------------|
| Bergen County Technical Schools    | Paramus, New Jersey       |
| Cleveland School of Arts           | Cleveland, Ohio           |
| Dr. Freddie Thomas High School     | Rochester, New York       |
| F. Woods McCullough Girls' Academy | Gary, Indiana             |
| George W. Carver Middle School     | Chester, Virginia         |
| Jackson-Via Elementary School      | Charlottesville, Virginia |

**Eleventh Annual National School Change Award Winners July 2010**

|                                   |                                |
|-----------------------------------|--------------------------------|
| Belview Elementary School         | Radford, Virginia              |
| John F. Kennedy Middle School     | Atlanta, Georgia               |
| Julius Corsini Elementary School  | Desert Hot Springs, California |
| Lincoln Elementary School         | Huntsville, Alabama            |
| Phillip O. Berry Academy of Tech. | Charlotte, North Carolina      |
| Pocomoke Elementary School        | Pocomoke City, Maryland        |



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14th Annual

**National**

**Principals**

**Leadership**

**Institute**

**Re-examining the Purpose of School**

July 9-16, 2011 New York City

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All materials must be received by March 7, 2011. For information and applications visit our site [www.npli.org/nsca](http://www.npli.org/nsca)