



Wyoming Department of Education

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MEMORANDUM NO. 2011-020

TO: School District Superintendents
School Principals

FROM: Cindy Hill

DATE: February 11, 2011

SUBJECT: Panasonic National School Change Awards

IMPORTANT INFORMATION TO SHARE

I received the attached information from the National Principals Leadership Institute announcing that the Panasonic National School Change Awards (PNSCA) deadline is March 7, 2011. The PNSCA is co-sponsored by the American Association of School Administrators.

Applications and information can be found at <http://npli.org/nsca>. Please share this information with your staff and take advantage of this wonderful opportunity.

If you would like more information or have questions, please contact Jason Benjamin, National Principals Leadership Institute, at 212-524-4616 or www.npli.org.

CH/wk

Attachment

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

Panasonic
ideas for life

Portraits of School Change

“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.

“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.

“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).

“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 Szachowitz, 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.

“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.

“A ray of hope.”

Frankie Woods McCullough Girls' Academy
Gary, Indiana

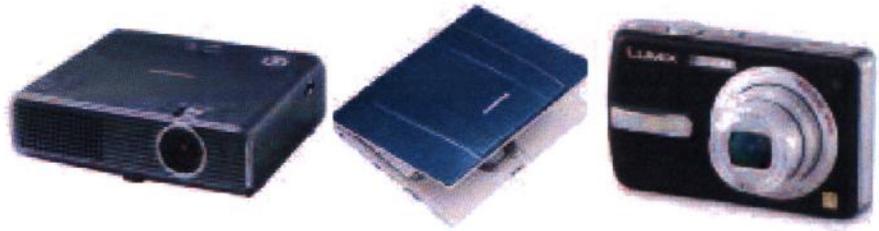
On August 20, 2005, Frankie Woods McCullough Girls' Academy greeted 387 girls from public housing developments located on the east and west side of Gary, the most economically depressed areas in the city. State test data revealed a deficit in the areas of math problem solving and written expression. 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...”

**For information and applications visit
our site www.npli.org/nsca**

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
How meaningful is the change? Is it substantial rather than superficial?	How deep and broad is the change? Is it systemic rather than isolated?	How is the change focused? Is it student centered, looking at teaching and learning?	How is it measured? Is it solution or outcome oriented?
<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>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>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>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
Submit four binders and 2 CDs. Each CD should contain the four files listed below.	
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



14th Annual

National**Principals****Leadership****Institute****Re-examining the Purpose of School**

July 9-16, 2011 New York City

For more information contact:Dr. Lew Smith, Director
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