

Innovative Staffing to Personalize Learning: CCSD FRANCHISE SCHOOLS

LAS VEGAS, NV

This case study is part of a series about schools that use non-traditional staffing arrangements to personalize learning. All schools profiled have demonstrated noteworthy student achievement results.

Begun as a pilot program in 2015, the “Franchise School” model in Clark County School District (which includes Las Vegas and surrounding areas) asks successful principals to lead multiple campuses at once, using what worked at their original or “flagship” school. Veteran principal John Haynal leads one group of three franchise schools focused on using innovative staffing and blended learning to support their students. Their instructional model has three main educator roles: **subject-specialized lead teachers, certified temporary tutors (CTTs)** who monitor online learning, and **growth analysts** who monitor student data and work with teachers to ensure student progress. This staffing arrangement allows strong teachers to reach more students, enables teachers to personalize students’ learning through small-group instruction and adaptive software, and creates opportunities for teachers to advance and earn more pay within the franchise. Funding to pay teachers, CTTs, and most growth analysts comes from each school’s state-allocated budget.

Educator roles and responsibilities

- **Franchise principal:** Lead multiple schools using the same instructional roles and models; lead and coach each school’s assistant principal
- **Assistant principal:** Act as lead administrator for one school
- **Lead teachers:** Lead whole-class instruction in either math/science or ELA/social studies; provide small-group instruction; adjust instruction based on student learning data; build relationships with students
- **Certified temporary tutors (CTT):** Supervise computer lab and provide small-group instruction to supplement lead teachers’ instruction
- **Growth analysts:** Analyze student data; take accountability for student growth; coach teachers; provide small-group instruction

Key instructional practices

- Whole-group & small-group instruction; individual tutoring
- Small groups adjusted weekly based on data; grouped by same learning level
- Teachers differentiate work for each student through assignments & adaptive software
- Students do some work in peer teams
- Teachers coach students in social & emotional skills

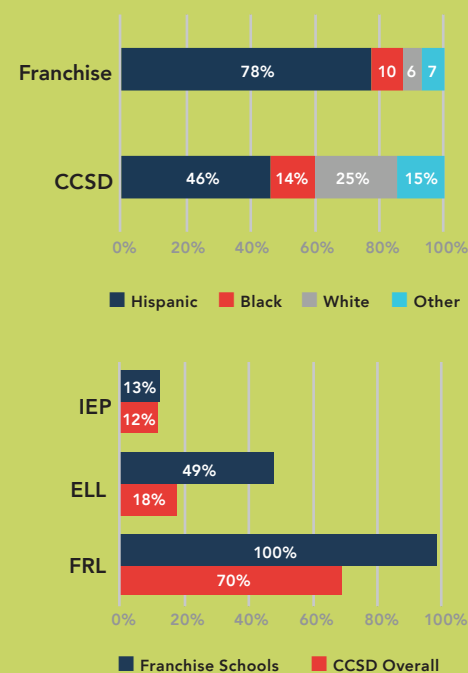
Technology use

- Blended learning: **Station Rotation, Lab Rotation**
- Provides students with differentiated content instruction; assesses student mastery
- Provides teachers with digital data system so they can individually & as a team track each student’s progress, and adjust instruction & student groupings as needed

FRANCHISE PROFILE, 2016–17

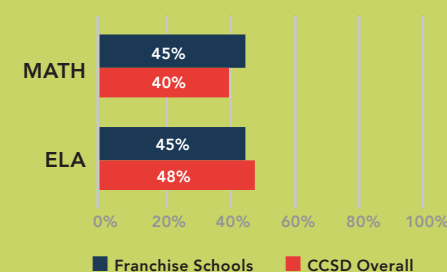
Campuses: 3
Grades: PK–5
Enrollment: 2337 total

STUDENT DEMOGRAPHICS



IEP: Individualized education plan recipients
ELL: English language learner students
FRL: Free & reduced-price lunch recipients

STUDENT PROFICIENCY



THE FRANCHISE SCHOOLS TEACHING AND LEARNING EXPERIENCE

After John Haynal, a veteran Clark County School District (CCSD) principal and former Citibank manager, became principal at Owen Roundy Elementary, he took the school in one year from a 2-star to a 4-star designation in Nevada’s 5-star school rating system. Roundy was part of a group of nearby elementary schools, including Elaine Wynn and Vegas Verdes, that were chronically low-performing CCSD schools. In the midst of the district’s struggle to turn their performance around, Haynal told the associate superintendent of instruction that if the district would put him in charge of the schools and give him the flexibility to operate them as he saw fit, he would deliver the student achievement the district was hoping for. So while remaining as principal of Roundy, Haynal added leadership of Vegas Verdes in 2015 and Wynn in 2016, bringing strong growth to all three schools. The three follow a similar model, with the same core instructional roles, although Haynal allows each school’s lead administrator—who holds the title of assistant principal—some flexibility to arrange teaching teams or select specific aspects of the model.

Staffing model

Haynal developed the key practices for his schools based on his belief that: student learning data should drive instructional decisions; students benefit from increased interactions with adults; and expert teachers should reach more students and be paid commensurate with reaching more students and their impact on student learning.

CCSD elementary classes typically have about 22 to 24 students each, led by one teacher teaching all subjects. Haynal instead developed what he calls a “flipped” staffing model that typically has two expert **lead teachers** sharing a class of 66 students. Each teacher specializes in either math and science or English language arts (ELA) and social studies. Over the course of a school day, students “flip” between working with each teacher. To coordinate their work, the teaching pair get a common planning period each day to prepare their lessons, review student data, and discuss plans and strategies for helping their students make learning progress. Each pair of lead teachers works with a **certified temporary tutor (CTT)** who helps support their larger class sizes. CTTs are licensed substitute teachers who oversee computer lab time and provide small-group instruction.

In addition to lead teachers and CTTs, the schools hire expert teachers as **growth analysts** to oversee four to six teachers and take responsibility for the combined success of their students. The schools select their growth analysts based on their success as classroom teachers, their effectiveness providing professional development to other staff, and their familiarity with the franchise model. Growth analysts spend part of their day analyzing student data for their teachers; they also observe, co-teach, model excellent teaching practices, and provide on-the-spot support for teachers. Additionally, growth analysts work with small groups of students during rotations to provide targeted support.

To make this model work, the Franchise schools focus on hiring and staff development. Schools select lead teachers and assign their responsibilities based on their commitment to data-driven instruction and their record of achieving high-growth student learning. Less-experienced teachers typically start off teaching kindergarten through second grade, while the most effective teachers teach the state-tested grades, three through five. Haynal also created a “next man up” strategy that identifies

FIGURE 1A. AM CLASS

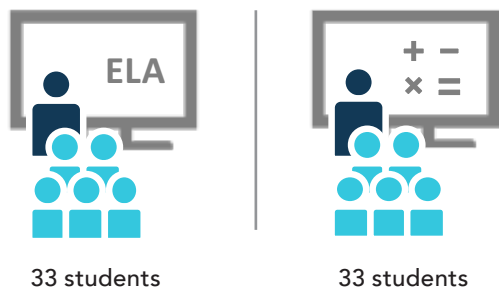
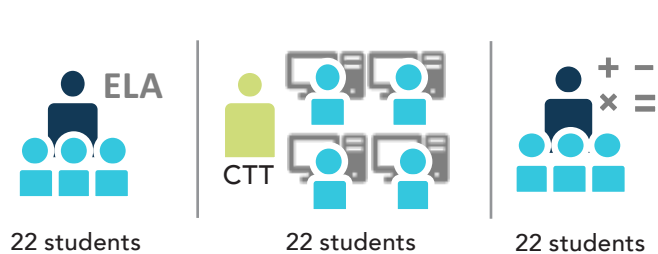


FIGURE 1B. PM CLASS



and prepares strong current staff members to move up as a job becomes available across the schools, which also helps retain great teachers by giving them opportunities to advance their careers. He believes these strategies are key to helping him ensure common mindsets and practices and consistent instructional quality across the Franchise schools. When Haynal took over at Vegas Verdes, he moved half of his staff from Roundy to Vegas Verdes to implement their practices at the new school site. He repeated this pattern when he gained responsibility for Wynn.

The student learning experience

The student experience at a Franchise school varies slightly by grade level and by the particular staffing and scheduling arrangements made by the school’s assistant principal. For most students, the school day starts with breakfast in their homeroom 30 minutes before their first instructional block, which gives teachers an opportunity to build relationships with their students. After breakfast, students have **one hour of instruction from one of their lead teachers**, then **“flip” to a second hour of instruction from their other lead teacher**. During these instructional blocks, teachers use a mix of learning activities, including whole-group instruction, small-group stations, peer collaboration, and independent work time using online learning software. CTTs and growth analysts also pull a few students during these blocks for targeted instruction based on the students’ learning needs.

In the afternoon, the teaching team divides students into three groups of about 22 students each for **blended-learning rotations**. Every 30 to 45 minutes, students rotate among instruction with their ELA lead teacher, instruction with their math lead teacher, and an online learning lab supervised by a CTT. In the online learning lab, CTTs support students who need help navigating the software, monitor students’ progress online, and convene small groups of students for targeted instruction.

Near the beginning of the school year, teachers meet with each student to set academic growth goals for the year. Students’ goals are tied to their learning data from monthly formative assessments and online learning software. The students then track their goals throughout the year in a paper data folder with bar graphs that they fill in to show their progress. At the end of the school year, the schools reward all students who reach their goals with a field trip to the Knott’s Berry Farm amusement park.

Once a week, students receive additional science lessons from a science specialist. During this time, their homeroom teachers look at student learning data, plan lessons, and meet with students individually to discuss their learning goals and progress.

FIGURE 2. SAMPLE STUDENT SCHEDULE

Min.	Content	Led By
60	Whole-group instruction: ELA/social studies	ELA/social studies teacher
Recess		
60	Whole-group instruction: Math/science	Math/science teacher
Lunch		
45	Math/science rotations	Math/science teacher
45	Learning Lab	CTT
45	ELA/social studies rotations	ELA/social studies teacher

Technology use

The Franchise schools use technology both to differentiate skills practice for students and to gather student learning data that help teachers personalize instruction. Educators administer monthly formative assessments using **Evaluate** benchmark software to gauge students’ progress and adjust their learning groups. In the lab and during station times, students use **ST Math**, **Fast ForWord**, and **Accelerated Reader** to practice math and reading skills. Educators at the Franchise schools say these programs engage students, allow them to learn at their current level of mastery, and help identify where students need extra support. Overall, students spend no more than two hours of their class time on technology a day.

Compensation and funding model

The Franchise schools pay their lead teachers and CTTs using their recurring public funds. By collapsing three classes of students into one group overseen by two content-specialized teachers, the schools can pay lead teachers more than traditional teachers, while also using the savings from eliminating the third teacher role to fund a CTT to support the two teachers. The starting teacher salary plus benefits in the Clark County district is \$60,077.¹ In Haynal's franchise schools, teachers can receive additional stipends of up to \$15,000 depending on their students' performance and additional responsibilities they take on, such as tutoring before or after school. CTTs, who are at least licensed substitutes, are paid at the substitute rate of \$20 per hour and can work a maximum of 650 hours per year.

Growth analysts are paid the same amount as regular lead teachers plus an additional stipend of \$2,400. Most growth analysts are paid through the schools' public funds, but a few were created as temporary roles that were funded by grants. For example, Vegas Verdes received about \$600,000 in grant funding as a turnaround school that it used to hire additional growth analysts.

Endnotes

¹Clark County School District Salary Schedule for 2016-17, retrieved from <https://ccsd.net/employees/resources/pdf/salary-info/licensed-professional-salary-schedule-benefits-110116.pdf>

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See the accompanying videos for this profile at <http://publicimpact.com/innovative-staffing-to-personalize-learning/>

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