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**Consultant for EMCS**  
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**Background:**

46 year educator, retired as of March 15, 2017

\* Frequently worked in and/or responsible for student achievement outcomes at schools considered disadvantaged or struggling in 3 states; Florida, Virginia, and South Carolina. My assignments spanned teacher; counselor; school-based administrator; district administrator including Area Superintendent and Associate Superintendent for Curriculum and Instruction; and Superintendent.

\* My career and involvement with school improvement and turnaround schools spans many years and multiple systems of accountability. I have found that some strategies are consistently successful in supporting improved student achievement and teacher performance. These include: selection of high performing leadership and instructional staff; curriculum alignment and intervention strategies; hands on data review by teachers; use of research based educational software implemented with fidelity; the identification and monitoring of a model for effective instruction which includes a central focus on student engagement; book studies and professional development around an effective instructional model; implementation of instructional coaching model in all schools; grade and/or subject area professional learning communities which have common planning time; classroom walkthrough training implemented with peer teams and feedback mechanisms; strong parental/community engagement programs; and changed leadership and instructional staffing when necessary.

**SPECIFIC EXAMPLES:**

**Brevard County:**

\*While I served as Assistant Principal at **Poinsett/McNair Middle School** (1984-1987) the use of turnaround strategies resulted in the school obtaining a first ever designation as Merit School and maintaining this designation for consecutive years. At that time the school was over 90% free or reduced lunch rate and had an 85% minority student population.

\*While I served as **Principal at Johnson Junior High** (1987-1994) the school made consistent improvement in academic achievement resulting in their first-time recognition as a Merit School and successfully maintaining this designation for many consecutive years. Johnson was a large over-crowded school serving a diverse West Melbourne student population with large numbers of special education programs and significant poverty levels.

\***Every School an A** -- While I served from 1993 to 2010 as an Area Superintendent and Associate Superintendent for Curriculum, Brevard County developed a laser like focus on student achievement and improved instruction in every classroom. Although Brevard had many schools with a long history of

academic excellence, they also had a group of high poverty schools that struggled to meet Florida standards. From 2005-2010 I was a part of Brevard's **"Every School an A"** initiative. Schools with diverse demographics and poverty rates of almost 100%, including Cambridge; Endeavour; Golf View; McNair/Poinsett; University Park; Stone Middle School and others made huge gains in teacher expertise and student success. The success was demonstrated with multiple years of attaining school grades of A and B in these diverse and challenging school settings.

**\* Endeavour Elementary** was a particularly challenging setting. The school is in a high crime, high poverty neighborhood. The student population was over 95% minority and the free/ reduced lunch rate was 99%. At Endeavor I provided leadership for the development and implementation of specific additional intervention steps. These included leadership change at level of principal and assistant principal; reconstitution of instructional and non-instructional staff at the school; implementation of a longer instructional day and year for all students; additional planning/professional development days and summer institutes for instructional staff; financial incentives for teachers and administrators at the school; and facility and grounds improvements at the school. After a 7-year history of school grades that included 6-D's and 1-F the school improved to a grade of C in 2006 and 2007 and a B in 2008. The school fell to a D in 2009 but made a great come back to an A in 2010.

#### **MONTGOMERY COUNTY, VIRGINIA — Specific Example**

The demographics in Montgomery County Public Schools, a district of approximately 10,000, includes schools with 75% or greater poverty rates, especially those in the rural, mountain pockets of the county. The schools in this area showed steady improvement while I served as Superintendent (2010-2015).

**\*Christiansburg High School** was a 2-year accredited warned high school under the Virginia Accountability System. The greatest challenge for CHS was mathematics deficiency. CHS faced many challenges including leadership, teacher effectiveness, poverty and community dissatisfaction. Using turnaround strategies, CHS attained full accreditation after a one-year implementation of a district developed turnaround plan. CHS also made some of the most dramatic gains in mathematics of any high school in the state. The strategies used included a change in leadership at the levels of principal and assistant principal; addition of an instructional coach for mathematics; school- wide focus on student engagement based on Marzano model including professional development for staff and the leadership team; implementation of regular classroom walkthrough model by the school based leadership team and by district staff; implementation of Math 180 program staffed by a full time math teacher; implementation of a 1 to 1 take home computer initiative beginning with 9th grade students; and, student schedule changes to increase instructional time in mathematics for students with greatest deficiency. This model was extremely successful at CHS and many of the strategies have since been implemented district wide and now extend into the middle and elementary grades.

#### **BERKELEY COUNTY, SOUTH CAROLINA – Specific Example**

Berkeley is located just north of Charleston, South Carolina, and has a student population of approximately 33,000 students. The area is geographically and demographically diverse. There are areas of economic prosperity and yet significant areas that are very rural with vast swamplands and extreme levels of poverty. I served as Superintendent in Berkeley County for 17 months, ending in March 2017.

\*I started the **RURAL SCHOOLS INITIATIVE** as a joint community and school system intervention to address the schools with high poverty and low achievement levels. I left the area before completing the project; however, early indicators and follow up with state data for 2017 and 2018 show positive movement, especially in the 3 Elementary Schools, **J. K. Gordine, Cross and St. Stephens**. These 3 schools had 100% free reduced lunch rates and 98% minority demographics. The schools were small and isolated and had limited access to health care, technology or even a grocery store. Initial turnaround strategies that were started included an alliance with Google to place internet hot spots in strategic locations in the community and on school buses. The school district provided a take home chrome book initiative for students and Google provided a technology support person/tutor on the buses. Many of the students spent 2 hours a day on the school bus. Teachers and administrators were involved in an intensive process facilitated by teacher and administrator leaders to improve teacher use of data, and curriculum and standards alignment. At the school level Reading and Math 180 were selected as a technology-based student performance and opportunity enhancement. Teachers were trained, materials were purchased, and the program started for the 2016-2017 school year. The work of the Rural Schools Initiative continued after I left Berkeley and is on-going even now.