School Improvement Grants 1003(g)

SIG Grants – Transformation Model
Presentation for Alaska Districts
March 8, 2010
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Use of SIG Funds

• Tier I and Tier II schools must choose one of four school intervention models
  – Transformation
  – Turnaround
  – Restart
  – Closure
• **Teachers and Leaders**
  – Replace principal, implement new evaluation system, developed with staff, uses student growth as a significant factor
  – Identify and reward staff who are increasing student outcomes; support and then remove those who are not; Implement strategies to recruit, place and retain staff

• **Instructional and Support Strategies**
  – Select and implement an instructional model based on student needs
  – Provide job-embedded professional development designed to build capacity and support staff
  – Ensure continuous use of data to inform and differentiate instruction

• **Time and Support**
  – Provide *increased learning time* (for staff and students); provide ongoing mechanism for community and family engagement; partner to provide social-emotional and community-oriented services and supports

• **Governance**
  – Provide sufficient operating flexibility to implement reform; ensure ongoing technical assistance
Includes all required elements for the Transformation Intervention Model

- **B.1 Analysis of school’s needs** (data and other information used, needs determined, explanation of why this model was chosen)

- **B.2 Annual goals for student achievement and graduation** (must be set in each area; will be used to evaluate progress in implementation of model for continued funding)

- **B.3 & 4 Required & optional actions and timeline for each element of model** (all required elements **must** be addressed to be considered for funding)
  - Address overall implementation requirement and timeline
  - Answer specific questions about implementation of element
  - Answer questions about what capacity district has to implement and any barriers that need to be overcome

- **C. Budget & Resources** (indicate all sources of funding for school to be served with SIG funds; describe specific alignment of SIG funds with other funds; describe plan for sustainability; submit actual budgets and narratives (expected in the range of $250,000 to $500,000 per year for school of 100 student enrollment)
B.1 Analysis of School’s Needs

- **Required Data** – copies must be submitted with application
  - ELP assessment results, if applicable

- **Additional areas of consideration**
  - Demographic data & other data that may be available
  - Information in the six domains from the Alaska Self-Study Tool (Note – it is not anticipated that districts will have the time or resources to complete the whole self-study in all six areas, but if information is already available that addresses areas in these six domains, it will be useful in determining the focus for priority activities in the school.)

- **Brief observations in each area of need based on data and information analysis**
- **Describe why this model has been chosen for this school**
Developing & Increasing Teacher and School Leader Effectiveness

• Replace the Principal who led the school prior to commencement of the transformation model
  – Must consider appropriate competencies for a “turnaround or transformational” leader
  – See slide later in presentation
  – Resources on EED website: “Turnaround Leader Competencies” and “Turnaround Leader Selection Toolkit”
  – If principal was replaced in the last two years for the purpose of turning around the school, describe why that principal should remain at the school and the type of competencies he or she possesses.

• Use evaluation systems for teachers and principals that take into account data on student growth.
  – Must be designed and developed with principal and teacher involvement.
  – May need to revise or sign Letter of Agreement for Negotiated Agreements.
  – Must include measure of growth on scale scores for SBAs.
  – Must determine how else student growth will be measured, including students in K-2, 11, & 12
Developing & Increasing Teacher and School Leader Effectiveness

• Identify & reward school leaders, teachers & other staff who increased student achievement and remove those who have not
  – Determine types of rewards, systems to allow staff to demonstrate improvement in ability to increase student achievement, and mechanisms for removing staff who do not show an increase
• Provide on-going, high quality, job-embedded professional development
• Implement strategies such as financial incentives, opportunities for promotion & career growth, & flexible working conditions
Comprehensive Instructional Reform Strategies

• Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with state grade level expectations
  – What is greatest area of instructional need in the school?
  – Is there a recent instructional program adoption that is research-based?
  – How to determine alignment both vertically and to GLEs? (See http://www.eed.state.ak.us/tls/assessment/CurriculumFramework.html on the EED website for additional resources on curriculum alignment.)

• Promote the continuous use of student data (formative, interim, summative assessments) to inform and differentiate instruction
  – What assessments are currently in place?
  – What needs to be in place?
  – Do teachers need additional training to implement?
Providing Operational Flexibility & Support

• Give the school sufficient operational flexibility to implement a fully comprehensive approach to substantially improve student outcomes and graduation rates
  – Flexibility in staffing
  – Flexibility in calendars/time
  – Flexibility in budgeting
  – May require changes in policy or negotiated agreements
  – In a Title I targeted assistance school, may require switching to a schoolwide model (can use a waiver if less than 40% poverty)

• Ensure school receives ongoing intensive technical assistance and support
  – What support will be provided by the LEA? The State?
  – Will any external providers be needed? If so, how will they be screened and selected
• Establish schedules that provide increased learning time (increasing the total number of school hours) to include additional time for:
  – Instruction in core academic subjects
  – Instruction in other subjects and enrichment activities
  – Teaching time for collaborating, planning, and professional development

• Provide ongoing mechanisms for family and community engagement
  – What mechanisms are already in place?
  – See Alaska Parent Information Resource Center website for additional resources (www.AKPIRC.org)
Additional Resources & Timeline

• SIG Webinars from Center on Innovation and Improvement at http://www.centerii.org/webinars/ - links to 5 webinar/audio presentations and Power Points produced by the National Network of State School Improvement Leaders (NNSSIL) – one on “Selecting the Intervention Model” and one on each of the 4 intervention models. They may be accessed at any time. **Slides 12-37 of this Power Point is the presentation on the Transformation Model from NNSSIL.**

• Resources on the EED website at http://www.eed.state.ak.us/stim/home.html under the “ARRA Title I School Improvement Grants 1003(g)” heading include:
  – Selecting the Intervention Model – A Decision-Making and Planning Tool for LEAs
  – Turn Around Leader Competencies & Turnaround Leader Selection Toolkit
  – Turn Around Teacher Competencies & Turnaround Teacher Selection Toolkit

• Timeline for applications
  – **Notice of Intent to Apply** - April 1, 2010
  – **LEA SIG RFA and Transformation Supplement** - May 3, 2010
School Improvement Grant (SIG) Intervention Models

A webinar series prepared by the Center on Innovation & Improvement for use by the regional comprehensive centers and state education agencies to inform local education agencies.
National Network of State School Improvement Leaders (NNSSIL)

Mission

To provide collegial support among state leaders of school improvement to build, utilize and disseminate a robust body of knowledge of professional practices leading to systemic educational change.

Membership

- 50+ SEAs and territories
- 16 Regional Comprehensive Centers (RCCs)
- CII & CCSSO as administrative partners

For more information: http://www.centerii.org/leaders
COMPREHENSIVE TECHNICAL ASSISTANCE CENTERS
The U.S. Department of education supports a system of “comprehensive technical assistance centers” consisting of 16 regional centers and five national content centers. These centers provide technical assistance primarily to state education agencies, with the regional centers directly serving the states in their regions and the content centers providing expertise, materials, and tools to aid the regional centers in their work.

NATIONAL CONTENT CENTERS
Assessment and Accountability Comprehensive Center
Center on Innovation & Improvement
Center on Instruction
National Comprehensive Center for Teacher Quality
National High School Center

For directory of the centers see:  www.centerii.org

REGIONAL COMPREHENSIVE CENTERS
• Alaska Comprehensive Center
• Appalachia Region Comprehensive Center
• California Comprehensive Center
• Florida & Islands Comprehensive Center
• Great Lakes East Comprehensive Center
• Great Lakes West Region Comprehensive Center
• The Mid-Atlantic Comprehensive Center
• Mid-Continent Comprehensive Center
• New England Comprehensive Center
• New York Comprehensive Center
• North Central Comprehensive Center
• Northwest Regional Comprehensive Center
• Pacific Comprehensive Center
• Southeast Comprehensive Center
• Southwest Comprehensive Center
• Texas Comprehensive Center
Featured Presenter

Lauren Morando Rhim
Member, Scientific Council, Center on Innovation & Improvement
and Education Consultant
THE TRANSFORMATION MODEL
WEBINAR OVERVIEW

- Definition of the school transformation model
- Theory of action
- Role of district in transformation
- Strategies to maximize positive impact of school transformation
- Timelines
- Pitfalls to avoid
- Guiding questions
- Key resources
School Change Strategies

- Turnaround
- Restart
- Closure
- Transformation
### Teachers and Leaders
- Replace principal
- Implement new evaluation system
- Developed with staff
- Uses student growth as a significant factor
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies to recruit, place and retain staff

### Instructional and Support Strategies
- Select and implement an instructional model based on student needs
- Provide job-embedded professional development designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

### Time and Support
- Provide *increased learning time*
  - Staff and students
- Provide ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports

### Governance
- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance

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**DEFINITION: TRANSFORMATION MODEL**

Prepared for NNSIL by Center on Innovation & Improvement and Council of Chief State School Officers
Existing configuration of leadership and instructional personnel has not created a learning environment in which students are succeeding...

To dramatically change the environment for the benefit of the children currently enrolled in the school, the adults must change...

Under transformation, change entails literal change of leadership as well as behavioral change by instructional personnel.
STRATEGIES: COMPETENCIES OF A TRANSFORMATION/TURNAROUND LEADER

Driving for Results – the turnaround leader’s strong desire to achieve outstanding results and the task-oriented actions required for success.

Influencing for Results – motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others.

Problem Solving – including analysis of data to inform decisions; making clear, logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity.

Showing Confidence to Lead – staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds.

STRATEGIES: SUPPORT KEY LEADER ACTIONS

Concentrate on

- Early
- Visible
- Meaningful

WINS
STRATEGIES: SUPPORT KEY LEADER ACTIONS

Deviate from Norms

- Break organization norms or rules to deploy new tactics needed for early wins.
- Discard failed rules and routines when they inhibit success (e.g., “Cage busting”).

Prepared for NNSIL by Center on Innovation & Improvement and Council of Chief State School Officers
STRATEGIES: SUPPORT KEY LEADER ACTIONS

1. Analyze and Problem Solve
2. Drive for Results
3. Influence Inside and Outside
4. Measure and Report
| Serve each of its Tier I schools, unless the LEA demonstrates that it lacks sufficient capacity or sufficient funds. | Implement one of the four models in each Tier I and Tier II school the LEA has the capacity to serve. |
| Provide adequate resources to each Tier I and Tier II school it commits to serve in order to implement fully one of the four school intervention models. | Establish three-year student achievement goals in reading/language arts and mathematics and hold each Tier I, II and III school accountable annually for meeting, or being on track to meet, those goals. |

*Adapted from presentation by Carlas McCauley, U.S. Department of Education for webinar series hosted by CII and CCSSO. January 28, 2010.*
STRATEGIES: CREATE CONDITIONS FOR SUCCESS

Develop *intentional* transformation leader hiring practices

Align systems to support rapid change and effective instructional practices

Grant flexibility to act

Prioritize teacher hiring and assignment in transformation schools
Practice *intentional* and *targeted* recruitment & selection of school leaders
STRATEGIES: TRANSFORMATION LEADERS—Who are They and Where do we find Them?

- Cultivate pipelines and recruit inside and outside districts
- Differentiate using competency-based hiring practices
- Consider traditional and alternative routes (e.g., business or military)
- Blend experienced and inexperienced
- Ensure that in aggregate the leadership team has a strong background in effective instructional practices
SIG TIMELINE

Feb ’10
- Feb 2010 SEAs’ SIG applications due to ED
- ED awards SIG grants to States

March-April ’10
- LEA application process

May ’10
- SEA awards grants to LEAs
- LEAs begin implementation

Fall ’10
- SIG schools open/reopen
TRANSFORMATION TIMELINE

March-April ’10
- LEA application process
- Identify transformation schools
- Initiate drive to recruit teachers to work in transformation schools
- Organize targeted recruiting events

May ’10
- SEA awards grants to LEAs
- LEAs begin implementation
- Hire highly capable transformation leader
- Prioritize transformation schools hiring
- Develop campaign to inform community of intervention models
- Analyze data to develop school transformation plan

June ’10
- Develop plan to maximize key school assets: time, people, and resources
- Codify key flexibilities to be extended
- Select instructional model based on student needs
- Engage community

July ’10
- Develop specific action plan with designated early wins and altered standard operating procedures
- Provide professional development for instructional personnel

August ’10
- Analyze student data to inform instructional practice beginning day 1
- Develop school-year kick-off event
- Maintain community engagement
- Introduce rigorous staff evaluation process

Fall ’10
- SIG schools open/reopen
- Initiate early wins
- Continuously monitor progress, identify barriers and change operational norms as required
- Provide job-embedded professional development
- Integrate data into all instructional decision making processes
- Prepare for some efforts to fail and initiate rapid “retry”

3/5/2010
Prepared for NNSIL by Center on Innovation & Improvement and Council of Chief State School Officers
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<thead>
<tr>
<th>Pitfalls to Avoid</th>
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<tr>
<td>Failing to intentionally cultivate a <strong>supply of leaders and operators</strong> to fix failing schools</td>
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<tr>
<td>Selecting the <strong>most readily available</strong> rather than <strong>BEST</strong> leader to lead turnaround/transformation effort</td>
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<td><strong>Permitting staff</strong> to avoid change</td>
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<td>Recycling underperforming teachers</td>
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<td>Demonstrating <strong>lack of political will</strong> to pursue difficult strategies, including rapid “retry”</td>
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<td>Allowing state and district policies and <strong>standard operating procedures</strong> to inhibit dramatic change</td>
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GUIDING QUESTIONS

- How will you determine if a particular low-achieving school has the internal capacity to successfully engage in school transformation?
- What role will the district take to actively prioritize and support transformation of the low-achieving school?
- How will you recruit and select a skilled turnaround leader?
- What policies need to change to prioritize teacher recruitment and hiring for schools engaged in a turnaround effort?
- What state and district policies and standard operating procedures might impede transformation efforts?
- How will you track implementation of effective instructional practices as an early indicator of progress?
RESOURCES


RESOURCES


RESOURCES


Roza, M. (2008). *Allocation autonomy; How district policies that deploy resources can support (or undermine) district reform strategies*. Seattle, WA: University of Washington, Center on Reinventing Public Education.


Further Questions....

http://www.centerii.org/

Webinar citation: