

School Improvement Grants 1003(g)

SIG Grants – Transformation Model

Presentation for Alaska Districts

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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

Transformation Model Overview

- **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

Transformation Application Supplement

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 \$250,00 to \$500,000 per year for school of 100 student enrollment)

Analysis of School's Needs

B.1 Analysis of School's Needs

- Required Data – copies must be submitted with application
 - SBA data from 2006-2007, 2007-2008, and 2008-2009. Use the Report Card Reports from DIASA on the EED website at <http://www.eed.state.ak.us/tls/assessment/diasa.html>.
 - Attendance and graduation rates from the 2008-2009 School Report Card.
 - 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

Increasing Learning Time & Community Support

- 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 (NNSIL) – 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 NNSIL.**
- 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:
 - “Handbook on Effective Implementation of School Improvement Grants” from Center on Innovation and Improvement.
 - 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**



national network of state school improvement leaders

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
- New York Comprehensive
- North Central Comprehensive Center
- Northwest Regional Comprehensive
- Pacific Comprehensive Center
- Southeast Comprehensive
- Southwest Comprehensive Center
- Texas Comprehensive Center

Featured Presenter



Lauren Morando Rhim

**Member, Scientific Council, Center on Innovation & Improvement
and Education Consultant**

THE TRANSFORMATION MODEL

March 2010

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

DEFINITION: TRANSFORMATION MODEL

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

THEORY OF ACTION

Existing configuration of leadership and instructional personnel has not created a learning environment in which students are succeeding...

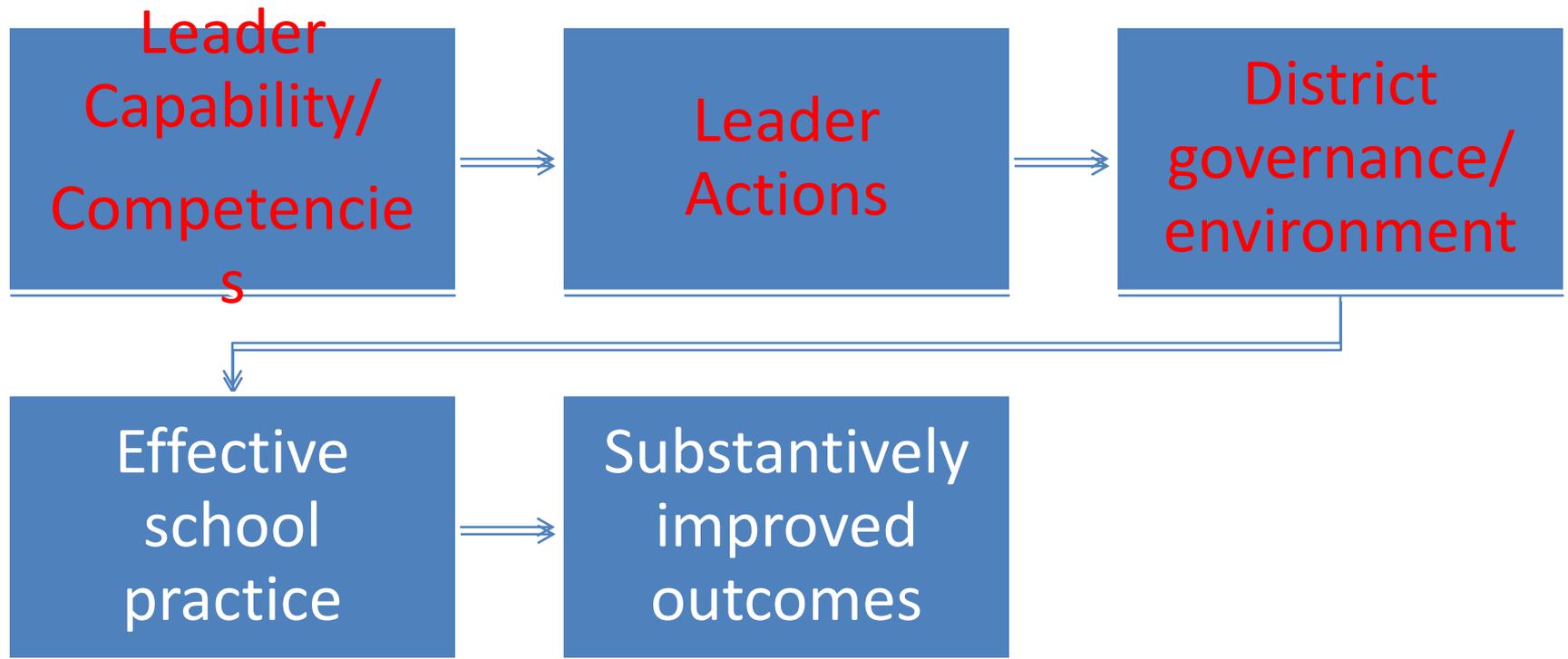


To dramatically change the environment for the benefit of the children currently enrolled in the school, the adults must change...



Under transformation, change entails literal change of leadership as well as behavioral change by instructional personnel

STRATEGIES: KEY COMPONENTS



School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organizational Improvement (2007). <http://www.centerii.org/survey/>

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.

Source: Public Impact (2008). School Turnaround Leaders: Competencies for Success.

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”)

STRATEGIES: SUPPORT KEY LEADER ACTIONS

1. Analyze and Problem Solve

2. Drive for Results

3. Influence Inside and Outside

4. Measure and Report

STRATEGIES: CREATE CONDITIONS FOR SUCCESS*

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 Carlos 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

STRATEGIES: TRANSFORMATION LEADER RECRUITMENT AND SELECTION

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

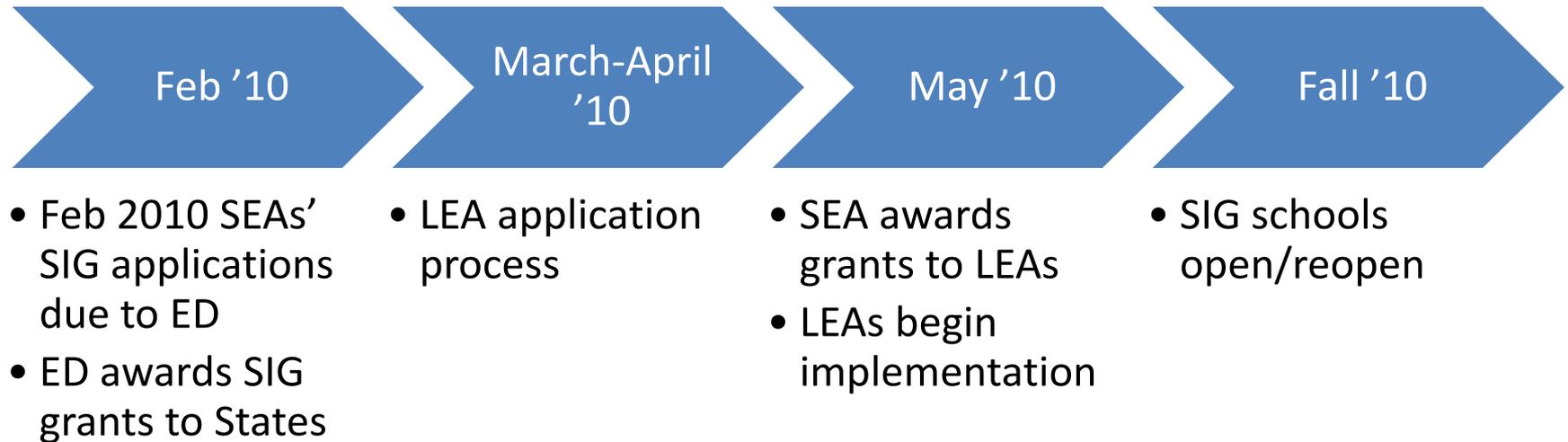
Differentiate using competency-based hiring practices

Consider traditional and alternative routes (e.g., business or military)

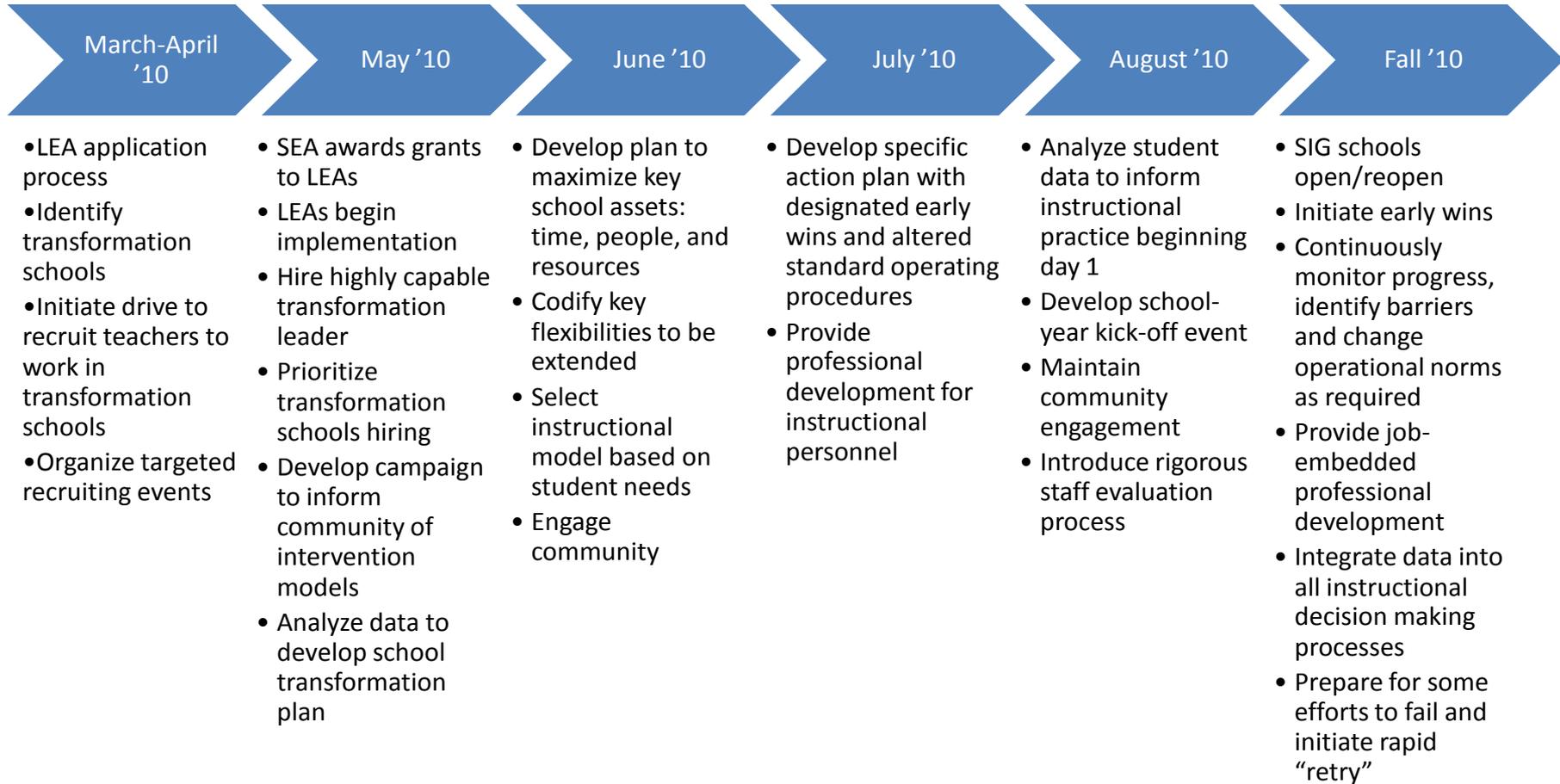
Blend experienced and inexperienced

Ensure that in aggregate the leadership team has a strong background in effective instructional practices

SIG TIMELINE



TRANSFORMATION TIMELINE



PITFALLS TO AVOID



Failing to intentionally cultivate a **supply of leaders and operators** to fix failing schools



Selecting the **most readily available** rather than **BEST** leader to lead turnaround/transformation effort



Permitting staff to avoid change



Recycling underperforming teachers



Demonstrating **lack of political will** to pursue difficult strategies, including rapid “retry”



Allowing state and district policies and **standard operating procedures** to inhibit dramatic change

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

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RESOURCES

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Further Questions....

<http://www.centerii.org/>

Webinar citation:

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