

# **School Improvement Grants 1003(g)**

**SIG Grants – Turnaround 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

# Turnaround Model Overview

- **Teachers & Leader**

- Replace principal
- Use locally adopted “turnaround” competencies to review and select staff for school (rehire no more than 50% of existing staff)
- 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 PD 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)
- Social-emotional and community-oriented services and supports

- **Governance**

- New governance structure
- Grant operating flexibility to school leader

# Turnaround Application Supplement

Includes all required elements for the Turnaround 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

# Turnaround Model Required Activities

- i. Replace the Principal who led the school prior to commencement of the turnaround model and grant sufficient operational flexibility to implement a fully comprehensive approach
  - Must consider appropriate competencies for a “turnaround or transformational” leader
  - See slide 23 from Center on Innovation& Improvement later in this 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.
  - 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)

# Turnaround Model Required Activities

- ii. Screen existing staff, rehire no more than 50% and select new staff using locally adopted competencies
  - A competency is a pattern of thinking, feeling, acting or speaking that causes a person to be successful in a specific job or role.
  - Sample turnaround teacher competencies
    - **Driving for Results** –the turnaround teacher’s strong desire to achieve outstanding student learning results and the task-oriented actions required for success. Competencies include achievement; initiative and persistence; monitoring and directiveness; and planning ahead
    - **Influencing for Results**– motivating others – students, other school staff, and parents – and influencing their thinking and behavior to obtain student learning results. Competencies include: impact and influence; interpersonal understanding; and teamwork
    - **Problem Solving** –teachers’ thinking to plan, organize and deliver instruction. Competencies include: analytical thinking and conceptual thinking
    - **Personal Effectiveness** –the turnaround teacher’s self-management of emotions and personal beliefs that affect student learning. Competencies include: belief in learning potential; self-control; self-confidence; and flexibility
  - Determine screening criteria and processes for re-hiring staff.
  - Determine if any policies or negotiated agreements must be changed.
  - Resources on EED website: “Turnaround Teacher Competencies” and “Turnaround Teacher Selection Toolkit”

# Turnaround Model Required Activities

- iii. Implement strategies such as financial incentives, opportunities for promotion & career growth, & flexible working conditions designed to recruit & retain staff with skills necessary to turnaround student achievement
  - Not obligated to use these particular strategies, must include some strategies
- iv. Provide on-going, high quality, job-embedded professional development
  - Aligned with school's comprehensive instructional program
  - Designed with school staff
  - Designed to facilitate effective teaching and learning
- v. Adopt a new governance structure, which may include:
  - Requiring the school to report to a “turnaround office” in the LEA or SEA
  - Hiring a “turnaround leader” who reports to Superintendent or designee
  - Enter into multi-year contract with LEA to obtain flexibility in exchange for accountability



# Turnaround Model Required Activities

- vi. 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.)
- vii. 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?

# Turnaround Model Required Activities

- viii. 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
  - Teachers to have time for collaborating, planning, and professional development
- ix. Provide appropriate social-emotional and community-oriented services and supports for students
  - What services and supports are already in place?
  - What services and supports will be appropriate and useful in the specific school
  - See Alaska Parent Information Resource Center website for additional resources ([www.AKPIRC.org](http://www.AKPIRC.org))
  - See Harlem Children's Zone at <http://www.hcz.org/home> for possible resources

# 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 12-43 of this Power Point is the presentation on the Turnaround 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:
  - “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](http://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 TURNAROUND MODEL*

March 2010



# WEBINAR OVERVIEW

Definition of the school turnaround model

Theory of action

Strategies to maximize positive impact of school turnaround

Role of state and district in turnaround

Timelines

Pitfalls to avoid

Guiding questions

Key resources

# DEFINITION: SCHOOL CHANGE STRATEGIES

Turnaround

Restart

Closure


Transformation

# DEFINITION: TURNAROUND MODEL


Teachers and Leaders	Instructional and Support Strategies	Time and Support	Governance
<ul style="list-style-type: none"><li>• Replace principal</li><li>• Use locally adopted “turnaround” competencies to review and select staff for school (rehire no more than 50% of existing staff)</li><li>• Implement strategies to recruit, place and retain staff</li></ul>	<ul style="list-style-type: none"><li>• Select and implement an instructional model based on student needs</li><li>• Provide job-embedded PD designed to build capacity and support staff</li><li>• Ensure continuous use of data to inform and differentiate instruction</li></ul>	<ul style="list-style-type: none"><li>• Provide <i>increased learning time</i><ul style="list-style-type: none"><li>• Staff and students</li></ul></li><li>• Social-emotional and community-oriented services and supports</li></ul>	<ul style="list-style-type: none"><li>• New governance structure</li><li>• Grant operating flexibility to school leader</li></ul>

# THEORY OF ACTION

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

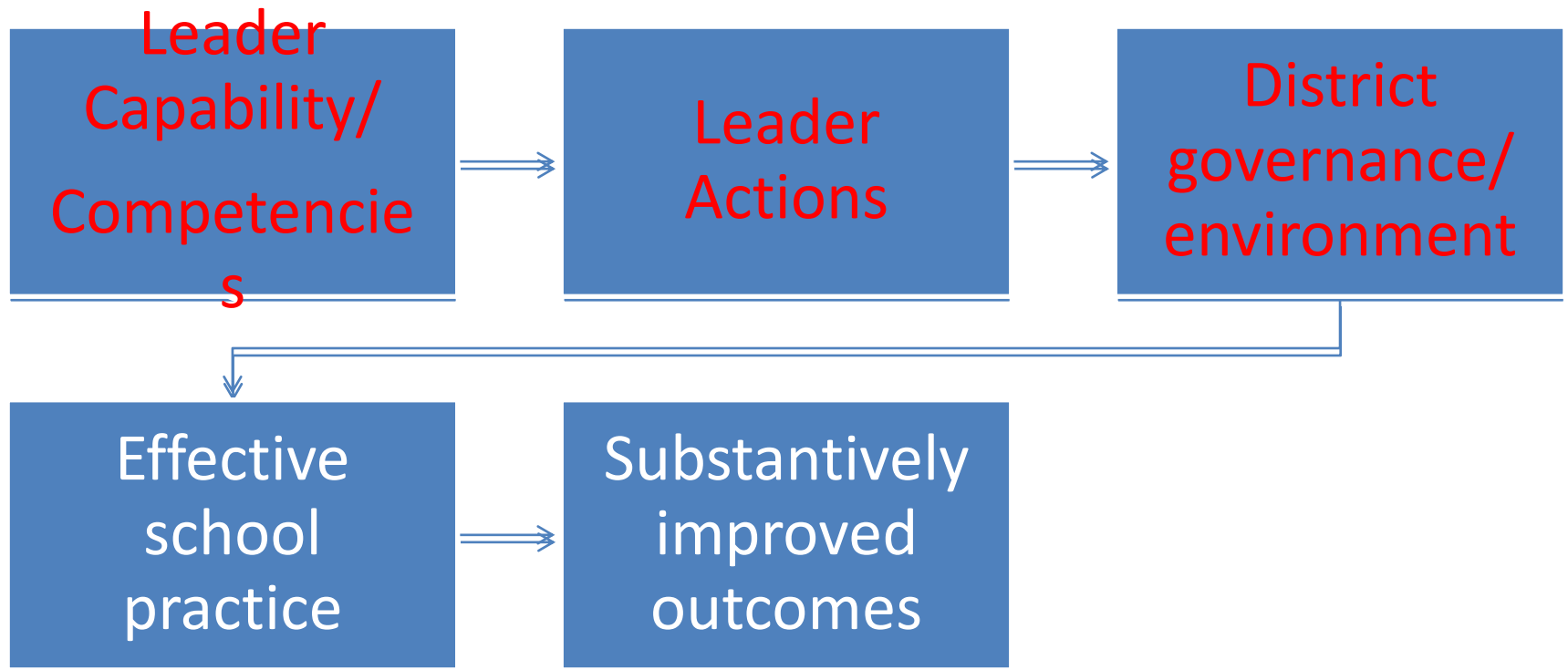


To dramatically change the environment for the benefit of the children currently enrolled in the school, the adults must change...



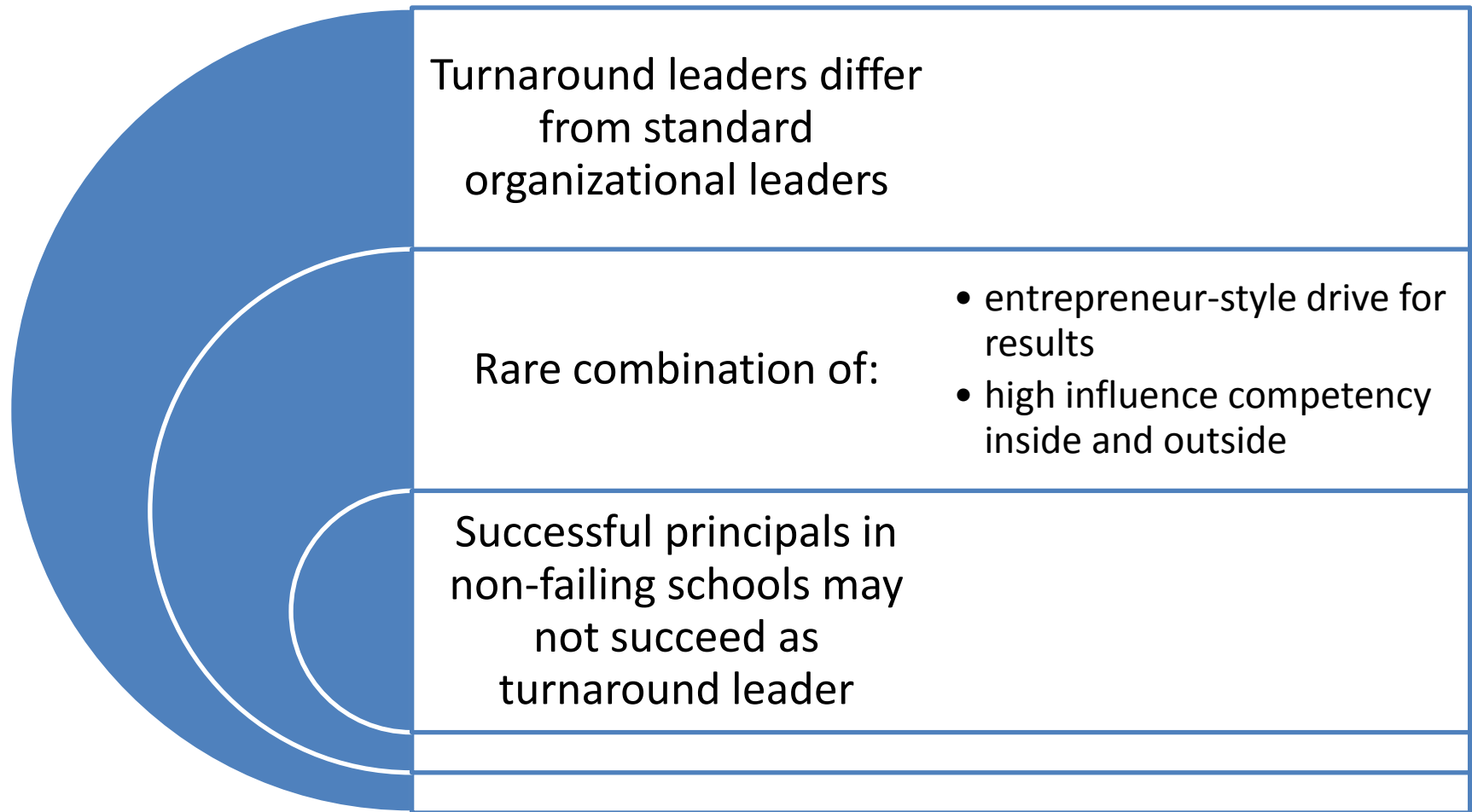
Change entails literal change of personnel as well as behavioral change by the high capacity personnel that remain

# STRATEGIES: KEY COMPONENTS



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

# STRATEGIES: HIRE BASED ON SPECIFIC ABILITIES



# STRATEGIES: SEEK TURNAROUND LEADERS WITH SPECIFIC COMPETENCIES

**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 Cont.

## 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 Cont.

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* turnaround leader hiring practices

Align systems to support rapid change and effective instructional practices

Grant flexibility to act

Prioritize teacher hiring and assignment in turnaround schools

# TURNAROUND LEADER RECRUITMENT AND SELECTION

## **Practice intentional and targeted recruitment & selection of school leaders**

- **Recognize different schools require different leader skill sets**
- **Actively cultivate leadership pipeline**
- **Practice portfolio hiring to address goodness-of-fit (i.e., most likely won't find one person with all the requisite skills)**

# TURNAROUND 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

# STRATEGIES: LEVERAGE FOCUSED STAFF DISMISSALS

Reinforce positive work habits, commit not to tolerate negative work habits

Boost employee morale by acknowledging success and addressing underperformance

Recruiting: failure to dismiss low-performing teachers impedes recruitment of high performing teachers

Source: Performance-Based Dismissals (2009) Center on Innovation & Improvement

# STRATEGIES: STATE AND DISTRICT ROLE IN FOCUSED STAFF DISMISSALS

Negotiate Expedited Processes for Performance-Based Dismissals in Turnaround Schools

Enable Greater Flexibility Over Class Sizes and Classroom Assignments

Prioritize Recruitment, Hiring, and Placement for Turnaround Schools

Assemble “Swat” or Intervention Teams in the State Department or District Offices to Support School Leaders with Dismissal Procedures

Source: Performance-Based Dismissals (2009) Center on Innovation & Improvement



# STRATEGIES: STAFF DISMISSAL PROCESS

Communicate a Vision

Gather and Analyze a Variety of Data

Conduct Targeted Evaluations

Examine Performance Improvements

Access District Support

Source: Performance-Based Dismissals (2009) Center on Innovation & Improvement

# STRATEGIES: STATE ROLE IN TURNAROUND

Remove state regulatory obstacles that hinder change

*Build system technical capacity*

*Communicate sense of urgency and instill “reform press”*

Ensure high-capacity school leaders have power to manage staff, funding, and time to get results

Create state turnaround office to provide direct and indirect support to schools identified for turnaround

# STRATEGIES: DISTRICT ROLE IN A TURNAROUND

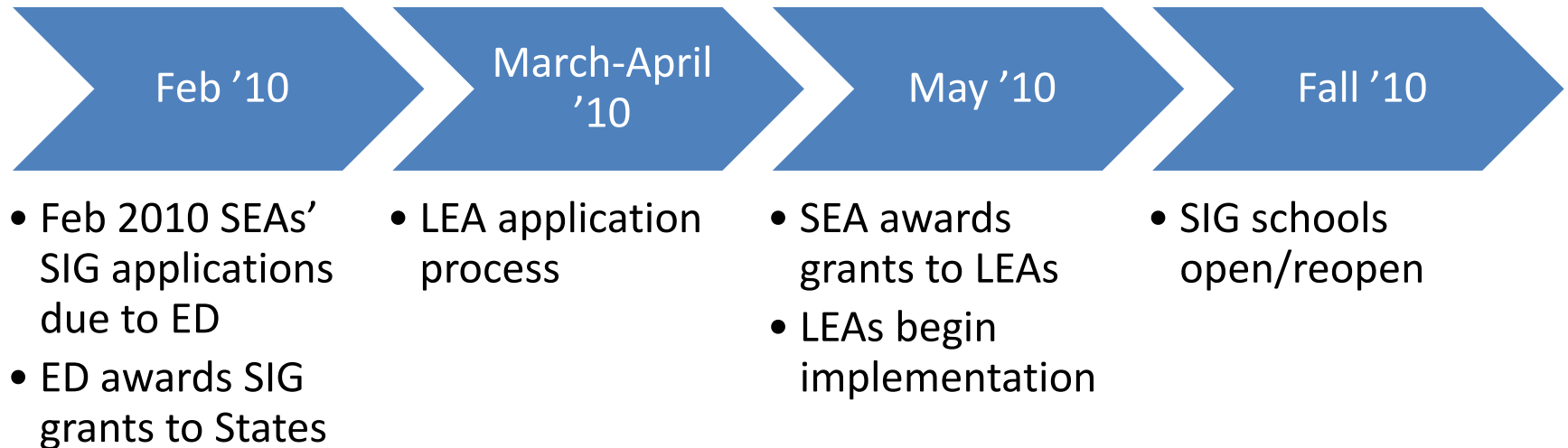
Develop *intentional* turnaround leader hiring practices

Align systems to support rapid change

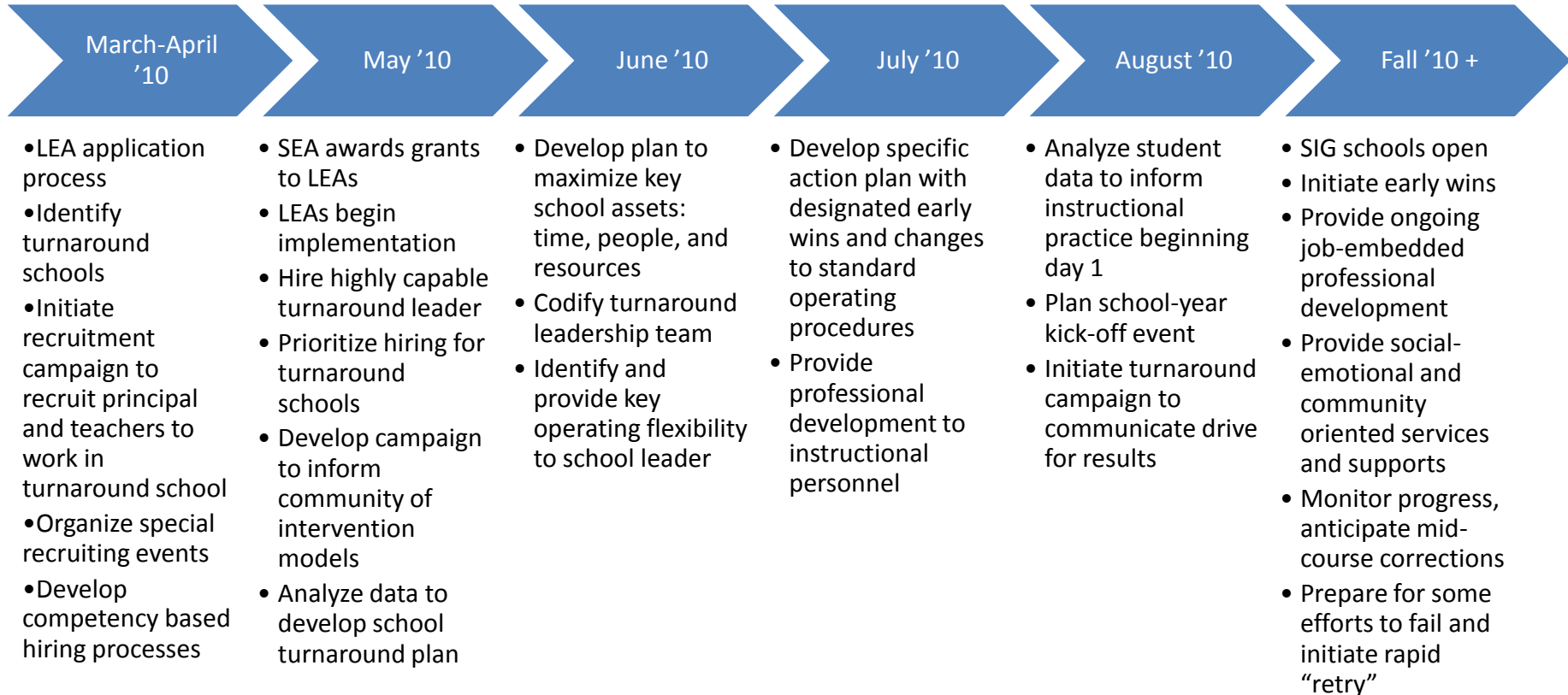
Grant freedom to act

Prioritize teacher hiring and assignment in turnaround schools

# SIG TIMELINE



# TURNAROUND 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



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



Recycling underperforming teachers



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

# GUIDING QUESTIONS

- ☐ What role will the district take to actively prioritize and support turnaround 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 impede turnaround efforts?
- ☐ How will you track implementation of effective instructional practices as an early indicator of progress?

# RESOURCES

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# FURTHER QUESTIONS....

[www.centerii.org](http://www.centerii.org)

## Webinar citation:

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