School Improvement Grants 1003(g)

SIG Grants – **Intervention Models:**

Transformation, Turnaround, Restart & Closure

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

Intervention Model Application Supplement

Application Supplement includes all required elements for the selected 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 activities and timeline, including pre-implementation activities, 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, $50,000 for one year for school closure)

Analysis of School's Needs

B.1 Analysis of School's Needs

- Required Data – copies must be submitted with application
    - SBA data from 2007-2008, 2008-2009, and 2009-2010. 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 2009-2010 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

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

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
  - Resources on EED website: "Turnaround Leader Competencies" and "Turnaround Leader Selection Toolkit." Sample 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.*
  - 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.

Developing & Increasing Teacher and School Leader Effectiveness

- 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
- 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)

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

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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
   – 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)
- See Harlem Children's Zone at http://www.hcz.org/home for possible resources

Restart Model Overview

- Restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected **through a rigorous review process.**
  - A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.
  - A rigorous review process could take such things into consideration as an applicant's team, track record, instructional program, model's theory of action, sustainability.
  - As part of this model, a State must review the process the LEA will use/has used to select the partner.

Restart Model Required Activities

LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO)

- Must enroll, within the grades it serves, any former student who wishes to attend the school.
- Must be selected through a **rigorous review process.**
- Based upon a relationship outlined in a performance contract
- 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)

Restart Model Required Activities

LEA must consider in the review process how the CMO or EMO will demonstrate its potential for effectively turning around the school

- How demonstrate instructional strategies are research-based?
- How demonstrate alignment of instruction, curriculum, and assessment with Alaska GLEs?
- How demonstrate healthy fiscal history?
- How demonstrate realistic detailed budget?
- How demonstrate that instructional programs are secular, neutral, and non-ideological?
- What performance-based benchmarks will be used to hold CMO or EMO accountable
- 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)

Closure Model Overview

- School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are **higher achieving**.
  - These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
  - Office for Civil Rights Technical Assistance Module--Struggling Schools and School Closure Issues: *An Overview of Civil Rights Considerations*

Closure Model Required Activities

LEA closes a school and enrolls the students in other schools in the LEA that are higher achieving

- Other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available
- What costs may be covered through a SIG grant to close a school? Costs related to parent and community outreach may be covered, but other costs are regular responsibilities that LEA covers for all students. See question D-2 on page 21 of the USED Guidance.
- How will parents and community members be notified and involved in the decision to close the school and notified of the school closure and new school destination?
- How will LEA decide which schools are "nearby" and which are higher achieving?
- How will the LEA provide continuing support to parents and students throughout the process?
- How will new school prepare to receive new students?
- Resource on EED website: "Does Closing Schools Cause Educational Harm?" identifies areas a district should consider in closing a school.

Pre-Implementation Activities

- Activities (optional) that may be carried out using SIG funds in the spring or summer after the grant award has been received in order to prepare for full implementation of the intervention model in the 2011-2012 school year.

- Any proposed activities and expenses must be:
  - directly related to full and effective implementation of the selected intervention model,
  - both reasonable and necessary for implementation,
  - address needs identified by the LEA, and
  - help improve student academic achievement.

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.

- 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
  - **LEA SIG RFA and Application Supplement for selected model   February 25, 2011**
  - **Grant award anticipated   April 15, 2011**