

State Board of Education

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# School Improvement Grant Update



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*“We know from the moment students enter a school, the most important factor in their success is not the color of their skin or the income of their parents – it is the teacher standing at the front of the classroom.*

**- President Barack Obama**

# Title I

- ⦿ The purpose to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments...meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children

# School Improvement Grants (SIG)

- ⦿ Purpose: Turn around lowest 5% schools nationwide
- ⦿ Allocation:
  - \$42.5 million ARRA over three years

# New Achievement Metrics

## Absolute

Data on state assessment indicate student achievement in reading and mathematics in “all students” is extremely low.

## Growth

Data indicate a lack of growth on those assessments over a number of years in the “all students” group.

# Definitions

## ⦿ *Persistently lowest-achieving:*

### • Tier I:

- Any Title I school in improvement, corrective action or restructuring that:
- Is among the lowest-achieving 5% in the “all students” group in reading & mathematics for the past 3 consecutive years (*Tier I – Achievement*); or
- Is a high school that has a weighted-average graduation rate that is less than 60% based on the past 3 years of data; or for newly eligible schools (*Tier I – Graduation*),
- Is a Title I elementary school that:
  - Has not made AYP for at least the past 2 consecutive years; and
  - Is no higher-achieving than the highest-achieving school identified above. (*Tier I – Newly Eligible*)

# Definitions

- **Tier II:**

- Any secondary school that is eligible for, but does not receive, Title I funds that:
  - Is among the lowest-achieving 5% of secondary schools in the “all students” group in reading & mathematics combined for the past three consecutive years ***(Tier II – Achievement)***; or
  - Is a high school that has a weighted-average graduation rate that is less than 60% based on the past 3 years of data; or, for newly eligible Tier II schools ***(Tier II – Graduation)***,
  - Is a Title I eligible secondary school that:
    - Has not made AYP for at least the past two consecutive years;
    - Is no higher-achieving than the highest-achieving school identified above; and
    - Is in Step 5 of Improvement with a decreasing performance trend. ***(Tier II – Newly-Eligible)***

# Definitions

- ⦿ ***Lack of progress:*** The school's percent increase or decrease (slope of linear regression) over the most recent three-year period compared to the state slope.
- ⦿ ***Title I eligible:*** Based on SY 2009-10 student data, a school is considered Title I eligible if:
  - Poverty percentage is 35% or more; or
  - The school's poverty percentage is greater than or equal to the district's poverty average.

# Methodology

- ⦿ Determine the number of schools that make up 5% of each Tier; page 4
- ⦿ Expansion of Newly Eligible Schools; page 7
- ⦿ Added ranks; page 8
- ⦿ Weighted graduation; page 9

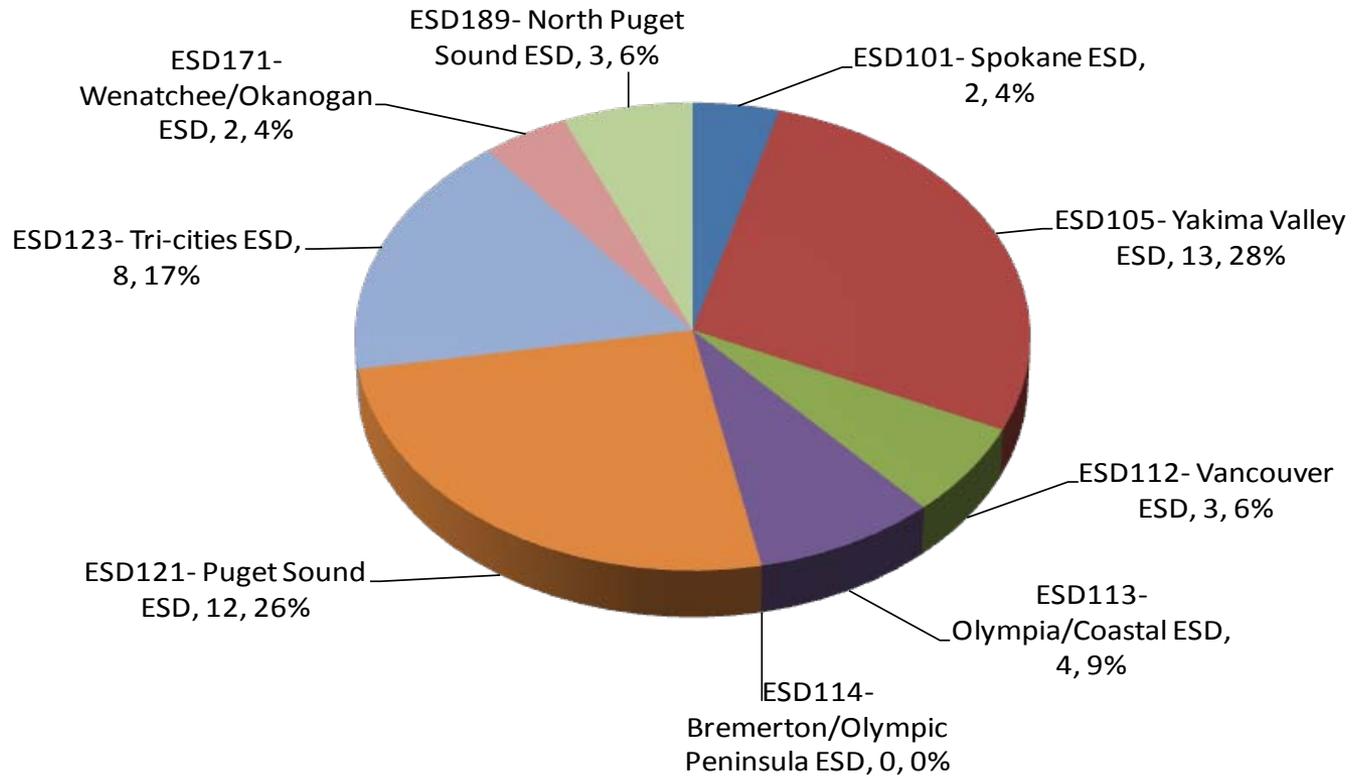
# Schools Identified as Tiers I & II

- ◎ 47 schools in 27 districts are defined as “persistently lowest-achieving.”
  - 44 are traditional public schools
  - 3 are alternative schools

Schools with  $N < 30$  continuously enrolled students excluded to ensure accuracy needed for valid and reliable determinations.

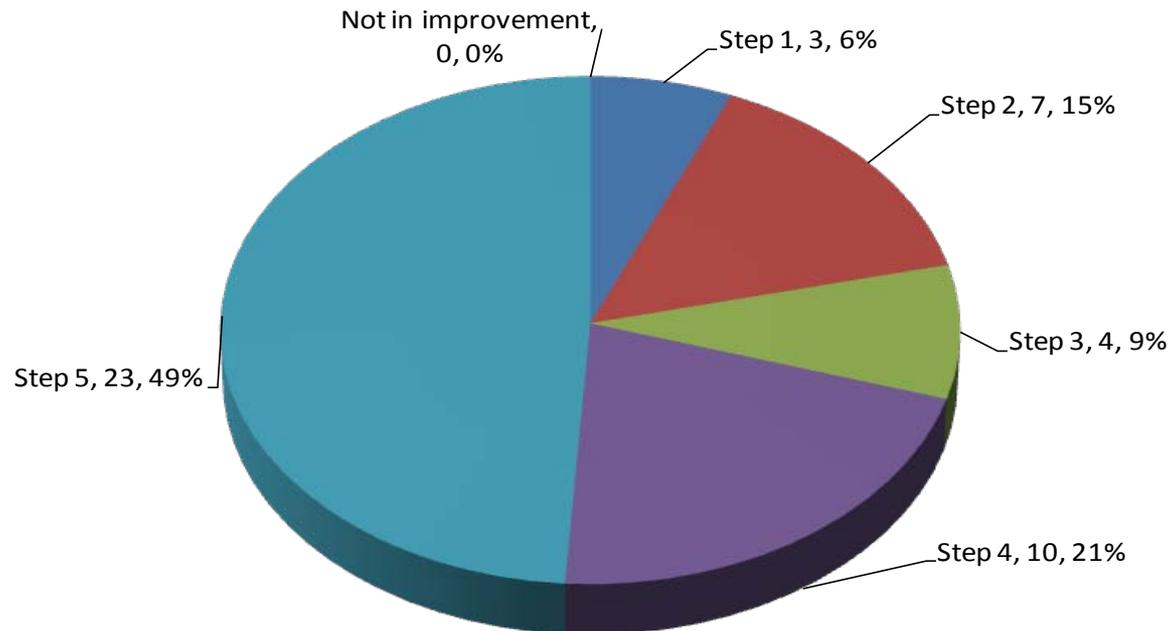
# Geographical Distribution

**Geographical Distribution: Tiers I and II**  
(Number of Schools and Percentage)

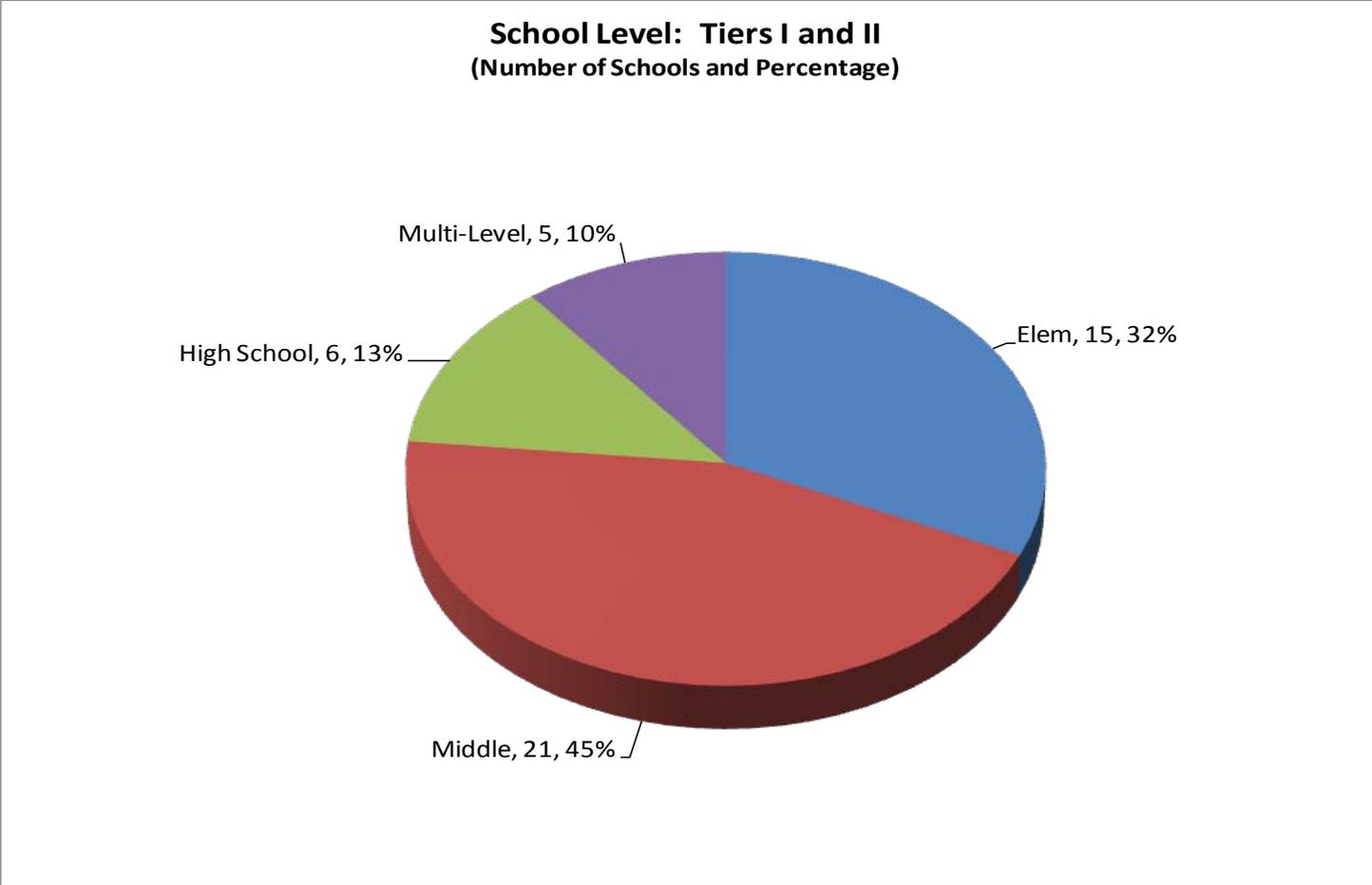


# Step of Improvement

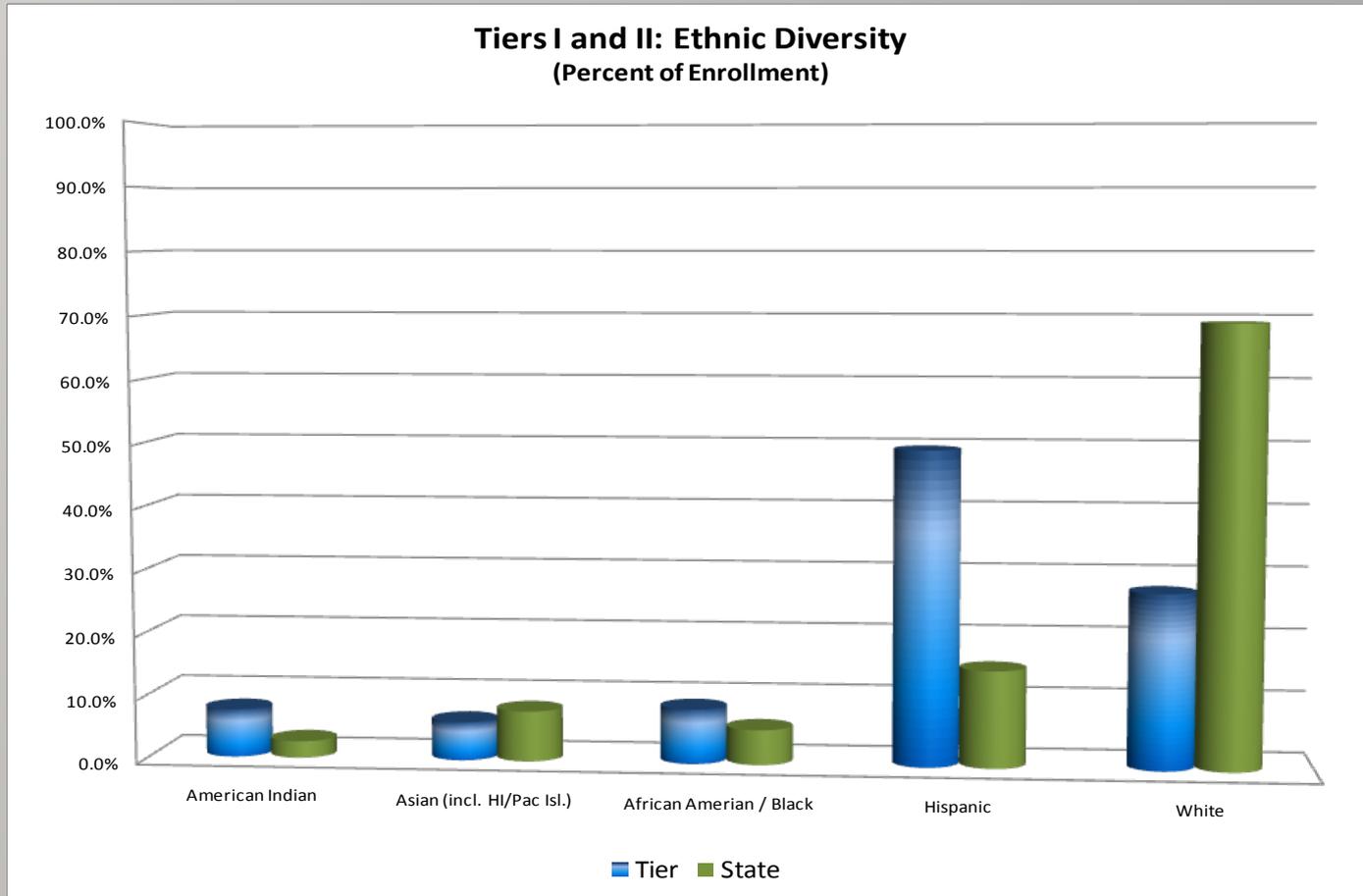
**NCLB School Improvement Step: Tiers I and II**  
(Number of Schools and Percentage)



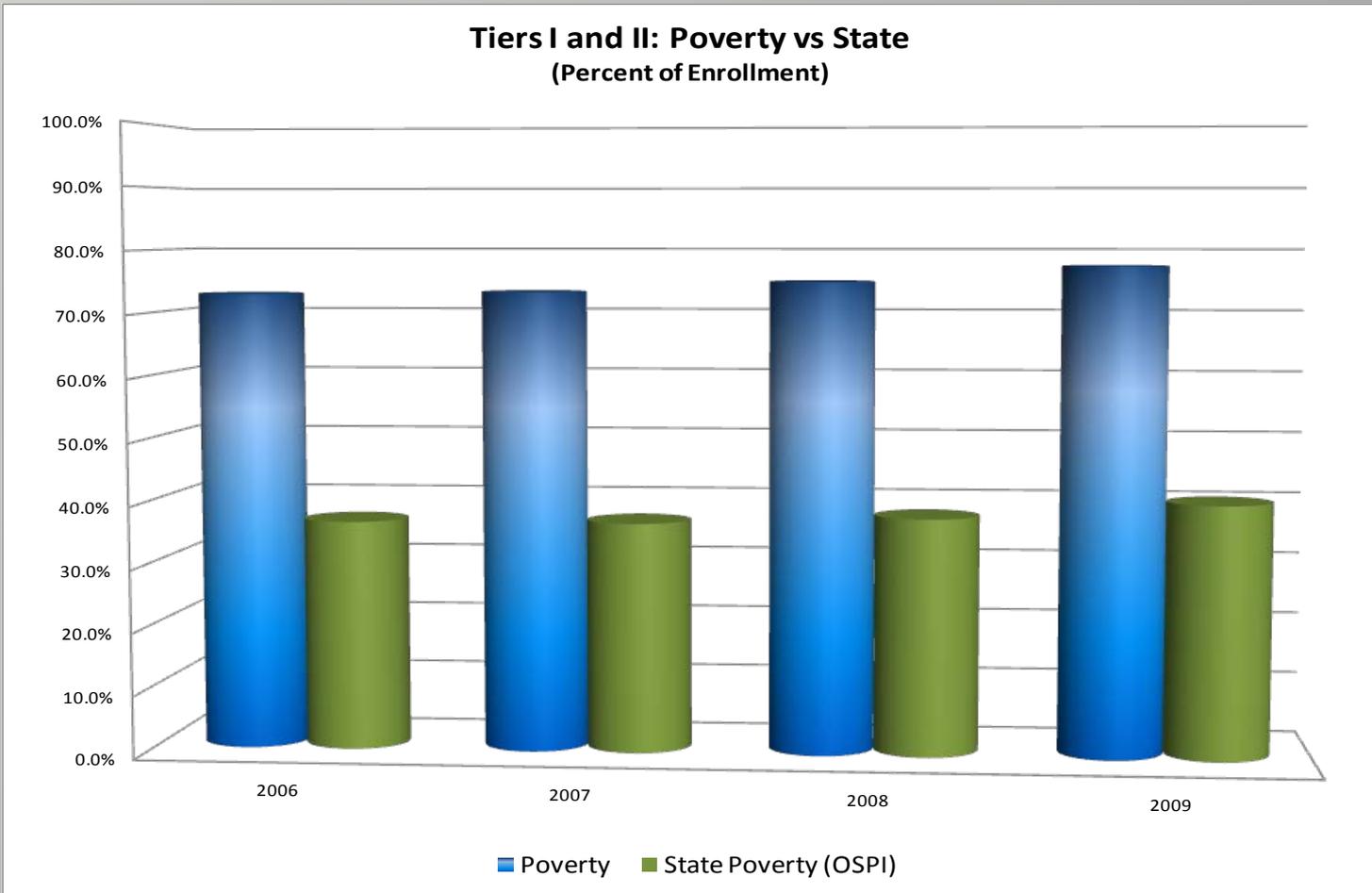
# School Level



# Ethnic Diversity

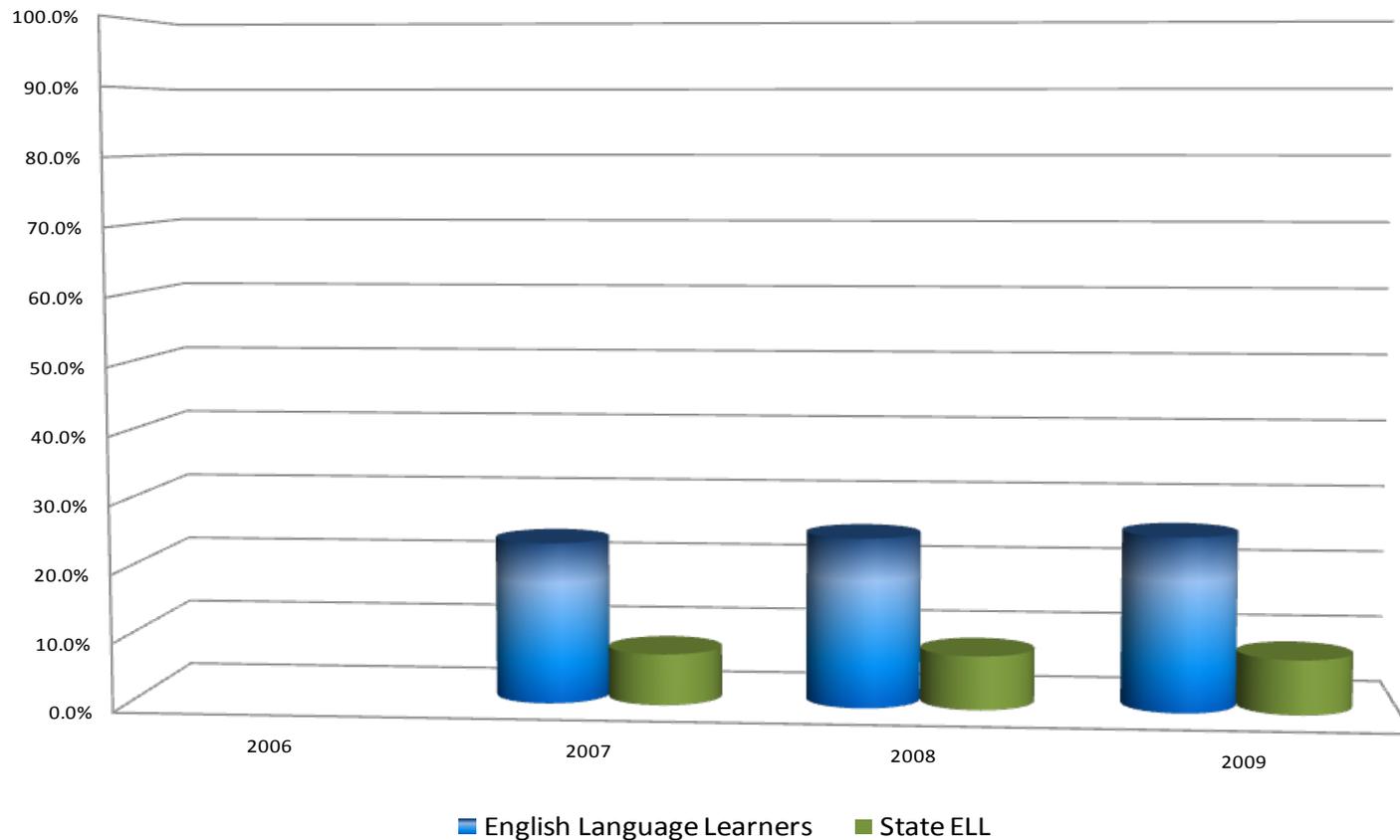


# Poverty

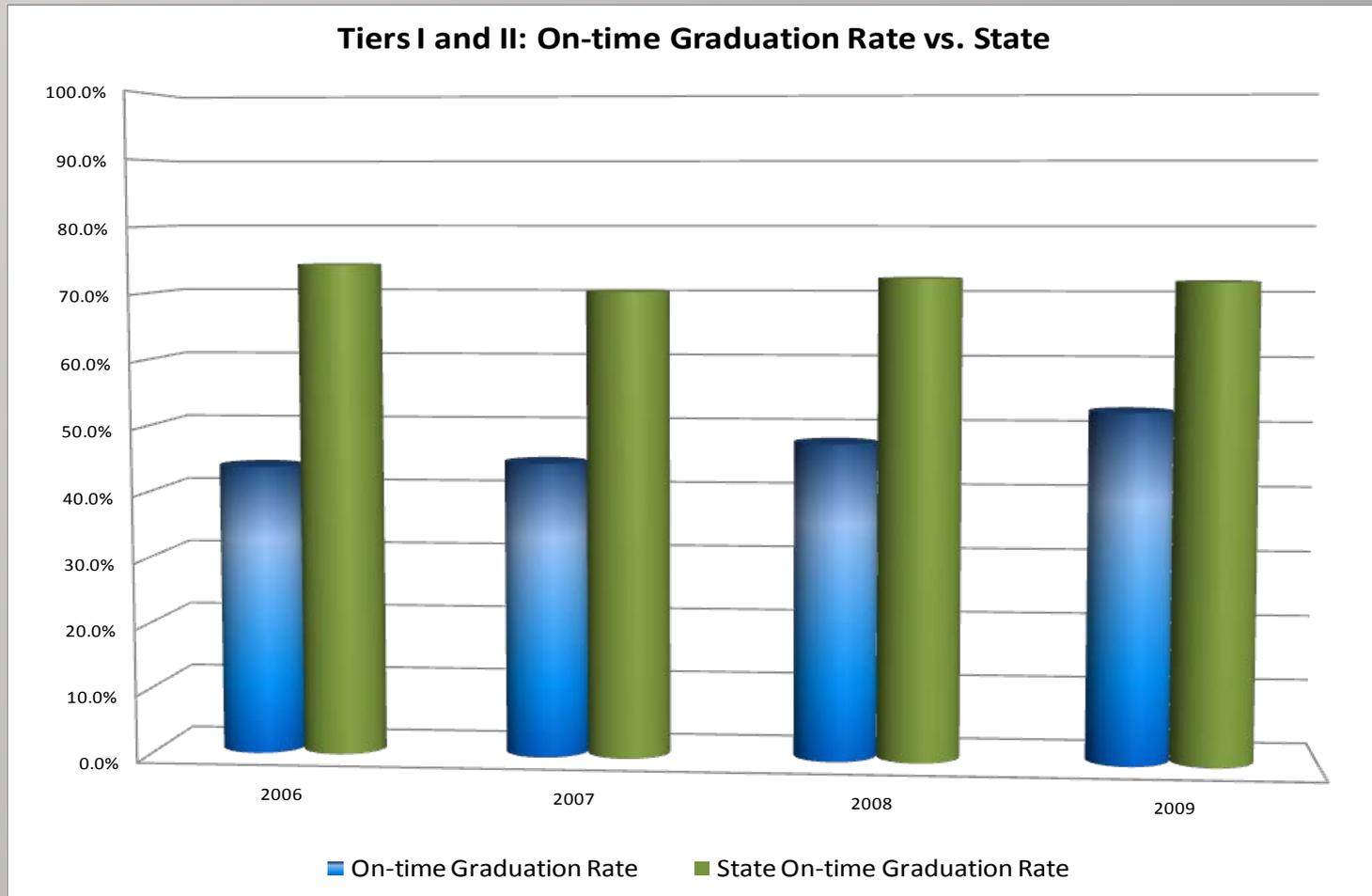


# English Language Learners

**Tiers I and II: ELL (Transitional Bilingual) vs State**  
(Percent of Enrollment)



# On-time Graduation Rate



# Four SIG School Intervention Models

Turnaround

Restart

Closure

Transformation

# Turnaround Model Overview

## Teachers and Leaders

- 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 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
- Social-emotional and community-oriented services and supports

## Governance

- New governance structure
- Grant operating flexibility to school leader

**May also implement any of the required or permissible strategies under the Transformation Model**

# 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.**

# 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.

# School 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 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*. (Not yet available)

# 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*
  - Staff and students
- Provide ongoing mechanisms for community and family engagement
- Partner to provide social-emotional and community-oriented services and support

### Governance

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

**An LEA with nine or more Tier I and Tier II schools may not implement the Transformation Model in more than 50% of those schools.**

# Who applied for SIG Funds?

- ⦿ 21 districts applied on behalf of 41 schools
- ⦿ 37 schools applied using the Transformation model
- ⦿ 3 schools applied using the Turnaround model
- ⦿ 1 school applied using School Closure

# SEA Role

- 1) Identify Tier I, II and III schools.
- 2) Establish criteria related to the overall quality of an LEA's application and to an LEA's capacity to implement fully and effectively the required interventions. *e.g.*,
  - Must include the extent to which the LEA analyzed the needs of the school, matched an intervention to those needs, and has the systemic support required to support implementation.
  - If an LEA lacks the capacity to implement one of the four interventions in each of its Tier I schools, the SEA would adjust the size of the LEA's SIG grant accordingly.
  - Ensure that an LEA with nine or more Tier I and Tier II schools does not implement the transformation model in more than 50% of those schools.
- 3) Monitor the LEA's implementation of interventions in and the programs of its participating schools.
- 4) Hold each Tier I, II and III school accountable annually for meeting, or being on track to meet, the LEA's student achievement goals.

# LEA Role

## *An LEA is required to:*

- 1) Serve each of its Tier I schools, unless the LEA demonstrates that it lacks sufficient capacity or sufficient funds.
- 2) Implement one of the four models in each Tier I and Tier II school the LEA has the capacity to serve.
  - An LEA with nine or more Tier I and Tier II schools may not implement the transformation model in more than 50% of those schools.
- 3) 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.
  - An LEA's proposed budget must cover the full period of availability of SIG funds, which may be three years if the SEA or LEA has applied for and received a waiver to extend the period of availability.
  - The budget for each Tier I and Tier II school the LEA commits to serve must be of sufficient size and scope to support full and effective implementation of the selected intervention.
  - The LEA may request funding for LEA-level activities that will support the implementation of a school intervention model in Tier I and Tier II schools.
- 4) 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.

# Timeline



Feb 2010

February -  
March  
2010

March-  
April 2010

Fall 2010

- Feb 22, 2010  
SEA's SIG applications due to ED
- ED awards SIG grants to States
- LEA application process
- School Reviews
- SEA awards grants to LEAs
- LEAs begin implementation
- SIG schools open/reopen