Introduction to the 1003(g) School Improvement Grant for Cohort 5 FY15-FY17

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SIG 1003(g) Bidders’ Webinar Series

1. Introduction to the 1003(g) School Improvement Grant for Cohort 5 FY15-FY17
2. Pre-Application Needs Assessment
3. Successful Applications by Design
4. Budget Webinar
5. Compiling and Submitting the SIG 1003(g) Application
Agenda/Learning Outcomes

• Brief History of SIG 1003(g)
• Eligibility and Definitions
• The Pre-Application Needs Assessment
• Four Intervention Models (Requirements)
• Program Monitoring & Metrics
• The Role of the Lead Partner
• Pre-Implementation Activities
• Application Timeline
• Resources
History of SIG 1003(g)

• ESEA/NCLB funds, substantially augmented in 2009 and renewed annually
• In order to effect rapid, drastic improvement in student performance
• In the “persistently lowest-achieving schools”
• By implementing one of four intervention models
What is SIG 1003(g)?

- SIG 1003(g) is a highly competitive grant
- Provides supplemental funds up to $2 million/year, for up to 3 years to districts with schools designated for priority services that demonstrate:
  - The greatest need for improvement, and
  - The strongest commitment to use the funds in ways that enable the schools to:
    - Substantially improve student achievement
    - Monitor, document and sustain improvements
Identifying Priority Schools

IS EITHER A or B

A. Is among the persistently lowest performing 5%
   – Of Title I and/or Title I eligible schools
   – Based on a three-year average (i.e., from 2011 to 2013) of the all student groups meeting/exceeding standards on state tests in reading & mathematics

B. Is a secondary school that has an average graduation rate of less than 60% over the last three years (2011-2013)

AND

Demonstrates a lack of progress

Other Key Terms

• Lead Partner
  – An external partner selected to lead and oversee implementation of the intervention model through shared accountability & daily on-site work.

• School turnaround
  – Used generally to describe school reform, as opposed to the specific intervention model.

http://isbe.state.il.us/apl/default.htm
Intervention Models

• Turnaround
• Transformation
• Restart
• School Closure
### School Leadership & Governance

#### Transformation

**REQUIRED ACTIVITIES**

- Using locally-contextualized, research-based competencies
- Replace the principal
- Give the new principal operational flexibility
- Adopt a new governance structure

#### Turnaround

**REQUIRED ACTIVITIES**

- Using locally-contextualized, research-based competencies
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Programmatic Requirements

**Transformation**

REQUIRED ACTIVITIES

- Extended time
- Comprehensive instructional reform aligned vertically & to Common Core
- Job-embedded professional development
- Community engagement

**Turnaround**

REQUIRED ACTIVITIES

- Extended time
- Comprehensive instructional reform aligned vertically & to Common Core
- Job-embedded professional development
- Community engagement
Evaluation & Incentives

TRANSFORMATION REQUIRED ACTIVITIES

• Use rigorous evaluation systems that:
  – Take into account data on student growth as a significant factor as well as others
  – Are designed with teacher & principal involvement

• Identify & reward school leaders, teachers & other staff who have increased student achievement and/or graduation rates

• Identify & remove those who, after ample opportunities to improve, have not done so

• Implement strategies to recruit, place & retain staff with the skills necessary to meet the needs of students
Evaluation & Incentives

TURNAROUND REQUIRED ACTIVITIES

• Using **locally adopted competencies** that measure the effectiveness of staff
• Screen all existing staff
• Rehire no more than 50%
• Select new staff
• **Implement strategies to recruit, place and retain** staff with the skills necessary to meet the needs of students
• Use the same rigorous evaluation system for teachers & principals described in the transformation model
Restart Model

- LEA converts or closes & reopens a school

Converting to Charter

Charter School Board Options
- Independent Operator
- Education Management Organization
- Charter Management Organization

Performance Contract
- Education Management Organization
- Charter Management Organization
School Closure

• Occurs when an LEA closes and school and enrolls the students who attended in other schools in the LEA that are higher achieving or new* schools
• Alternate schools should be within reasonable proximity to the close school
• May be, but are not limited to, charter schools
Program Monitoring & Metrics

Federal – Leading Indicators

• Number of minutes in the school year
• Dropout rate
• Discipline incidents
• Truancy rates
• Student & teacher attendance rate

• Student participation rate on State assessments, all grades, by sub-group
• Number & percentage of students completing advance coursework
• Distribution of teachers by evaluation performance level
Program Monitoring & Metrics

Federal – Achievement Indicators

- AYP status & which targets the school met & missed
- School improvement status
- Percentage of students at or above each proficiency level in math & reading/LA on state assessments, by grade & student subgroup
- Average scale scores for the “all students group” on state assessments for math & reading/LA
- Percentage of limited English proficient students who attain proficiency
- Graduation rate
- College enrollment rate
Program Monitoring & Metrics

State Indicators

- 5-Essentials Survey
- Formative Assessments, Quarterly/Semester Common Assessments
- Interim Assessments (e.g. NWEA) - Growth
- Explore, Plan, ACT System (EPAS) – Expected Growth

- 9th Grade On-Track (Illinois State Course System)
- 10th, 11th Grade On-Pace (Illinois State Course System)
- 12th Grade Course Enrollments (Illinois State Course System)
Program Monitoring & Metrics

- LEA narrative section II.13
- Individual School narrative sections
  - II.2 Data-driven Decision Making (Climate & Culture)
  - II.3 Data-driven Decision Making (Student Achievement)
Lead Partner Organization

• Rigorous selection process & alignment of school/district need to Lead Partner services and expertise key

• Ultimate Goal: To **significantly & substantially** raise student achievement
  • Assessment of school needs & assets
  • Develops a comprehensive & sustainable reform plan that accounts for the unique needs of the school
    Monitors/supports implementation of the plan
  • Provides the necessary support to build capacity for instructional effectiveness, & building & district leadership
Illinois Approved Lead Partners

- Academy for Urban School Leadership (AUSL)
- Atlantic Research Partners, Inc.
- Cambridge Education LLC
- Consortium for Education Change (CEC)
- Edison Learning, Inc.
- Evans Newton, Inc.
- Illinois Association of Regional Superintendents of Schools (IARSS)
- JHU – Diplomas Now
- JHU - Talent Development
- Learning Point Associates
- University of Chicago - Network for College Success (NCS)
- Strategic Learning Initiative
- Success for All Foundation, Inc.

http://isbe.state.il.us/apl/default.htm
Pre-Implementation Activities

1. Costs related to staff recruiting and selection
2. Costs related to recruiting and assembling the principal and leadership team(s)
3. Compensation for staff for instructional planning
4. Negotiation costs associated with changes/amendments to the Collective Bargaining Agreement potentially regarding extended day, staff removal/transfer, procedures etc.
5. Training costs for staff in order to implement the model
6. Costs to develop the program monitoring system and/or operationalize the new governance/schedule in response to the grant proposal
Resources

- ISBE SIG 1003(g) Webpage
  - http://www.isbe.net/sos/htmls/sip_1003.htm
- ISBE Approved Lead Partners
  - http://www.isbe.net/apl/default.htm
- List of ISBE SIG 1003(g) School Improvement Resources
  - http://www.isbe.net/sos/htmls/sip_1003_resources.htm
- USDE School Turnaround Learning Community
ISBE SIG 1003(g)
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