Introduction to the 1003(g) School Improvement Grant for Cohort 3 FY2013–FY2015

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Purpose and Goals of the SIG 1003(g) Grants
Eligibility and Tier Definitions
Four Intervention Models
Setting the Stage for School Reform
  ◦ Community Engagement
  ◦ Illinois Approved Lead Partners
  ◦ Federal Requirements
  ◦ Needs Analysis
Next Steps
  ◦ Timeline
  ◦ Resources
  ◦ ISBE Support
BRUTAL FACT: HIGH COSTS ASSOCIATED WITH LOW PERFORMANCE...

High Costs
- Unfulfilled potential
- Remediation
- Incarceration rates
- Job training
- Resources devoted to failed school interventions
- Lack of productivity (e.g., tax revenue)

Low Performance
- Failure to advance to the next grade
- Drop-out rates
- Illiteracy
- Lack of job skills
- Lack of preparation for post-secondary
Guiding Principles

- Students who attend our persistently lowest achieving school deserve better options
- We cannot afford to wait
- Quality grants – not quantity
- Need to build capacity and support at all levels
- Multi-year activities

Implement *radical improvement* to:

- Transform school culture
- Increase student outcomes
What is the SIG 1003(g) grant?

School Improvement Grants (SIG):

- Provide grant awards up to $2 million a year for three years. Funding available for FY 13 for up to 15 new grants.

- Require the grantee to implement 1 of 4 intervention models identified by ED.

- Require the LEA to contract with a Lead Partner.
SIG 1003(g) – Purpose

Provide funding for **districts with Tier I and Tier II schools** that demonstrate the **greatest need** for school improvement funds and the **strongest commitment** to use the funds to provide adequate resources for the eligible schools to:

- raise substantially student achievement,

  and

- make adequate yearly progress (AYP) and exit improvement status.
School Improvement Grant 1003(g) Focus

- Identify and serve the lowest-achieving Title I schools in each state;
- Support only the most rigorous interventions that hold the promise of producing rapid improvements in student achievement and school culture;
- Provide sufficient resources over several years to implement those interventions; and
- Measure progress in achieving results.
Definition of Tier I Schools

- Title I school in improvement, corrective action, or restructuring that is

  EITHER
  ◦ within the lowest-achieving 5% of Title I schools in the state based on a three year average for the *All Student* group in *reading and math* combined (18.0% or less), or
  ◦ a secondary school that has an average *graduation rate* of *less than 60%* over the last three years

  AND
  ◦ demonstrates a lack of progress.
Definition of Tier II Schools

A secondary school that is

EITHER

◦ eligible for but does not receive Title I, Part A funds and is within the lowest-achieving 5% of Title I schools in the state based on a three year average for the ALL Students group in reading and math combined (i.e., 37.8% or less), OR

◦ receives Title I, Part A funds, is no higher achieving than other Tier II schools (i.e., 37.8% or less), but not eligible for Tier I, OR

◦ a Title I or Title I eligible secondary school that has a graduation rate of less than 60% over the last three years (2008–2010).

AND

◦ demonstrates a lack of progress.
Dramatic School Improvement Strategies

- Turnaround
- Restart
- Closure
- Transformation
### 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
<table>
<thead>
<tr>
<th>Teachers and Leaders</th>
<th>Instructional and Support Strategies</th>
<th>Time and Support</th>
<th>Governance</th>
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</thead>
<tbody>
<tr>
<td>• Replace principal</td>
<td>• Select and implement an instructional model based on student needs</td>
<td>• Provide increased learning time</td>
<td>• New governance structure</td>
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<tr>
<td>• Use locally adopted “turnaround” competencies to review and select staff for school</td>
<td>• Provide job-embedded PD designed to build capacity and support staff</td>
<td>• Staff and students</td>
<td>• Grant operating flexibility to school leader</td>
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<td>(rehire no more than 50% of existing staff)</td>
<td>• Ensure continuous use of data to inform and differentiate instruction</td>
<td>• Social-emotional and community-oriented services and supports</td>
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<td>• Implement strategies to recruit, place and retain staff</td>
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TURNAROUND MODEL
RESTART MODEL OPTIONS

Restart School

Converts to charter

Charter School Board

Performance contract

Education Management Organization
Charter Management Organization

Independent Operator
Education Management Organization
Charter Management Organization

Prepared for NNSSIL by Center on Innovation & Improvement and Council of Chief State School Officers

3/5/201
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.

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.
Setting the Stage for School Turnaround

Communicating About School Reform
Avoid a Failure to Communicate

“In successful organizational improvement, . . . leaders find ways to include stakeholders in the process without letting them divert from it. That process takes a strong unbending will and a compass set determinedly on children’s learning” (Hassel, Hassel, & Rhim, 2007, p.5).
Systematic and Intentional Communication

No matter which intervention model a district chooses, there must be a systematic and intentional approach to:

- The information that is conveyed
- The people responsible for conveying the message—and for responding to reactions
- The audience that is the focus of the information

When the district operates within a framework of civic and community responsibility for school success, the difficult options . . . meet with greater support and understanding” (Wong, 2007, p. 19).
Unity at the Top

- Develop and communicate agreement between board and superintendent on philosophy and goals
- Enlist personal commitment to solidarity over time
- Project a district vision for school reform
- Engage the school board in communicating the vision to the community
- Listen to stakeholders

“School boards must play an active role, continuously and publicly providing support for the reform initiative” (Cawelti & Protheroe, 2007, p. 32).
Confront The Brutal Facts

- Help the district staff and school leaders “feel the problem”
- Focus on the need for change from the perspective of the students
- Present the brutal facts about the consequences to students of a poor education

“Create the urgency and buy-in among school leaders needed to move forward” (Lane, 2009, p.23).

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Outreach to the Community

- Convey both the need and the vision
- Communicate the benefits to students
- Engage parents, students, prospective students
- Meet the community in the community
- Convey both the vision and the reason that change is necessary

“Outreach should not only ‘sell the school’ but also ‘sell the fact that change must and has come to the school’” (IES, 2008, p.12).
Build Civic Responsibility and Pride

- Get timely information to community in straightforward manner
- Make the community part of the vision
- Appeal to civic responsibility and pride
- Engage reform players

“Engage the community – parents, business leaders, civic groups, and churches – in improvement efforts, perhaps using data about poor student performance to demonstrate the need to change and so galvanize broad-based support for district initiatives” (Cawelti & Protheroe, 2007, p. 33).

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Be prepared to present data on the current status
Show the long-term effects of poor performance
On students
On families
On the community
Paint a vivid picture of what “will be”

“The community . . . can play a pivotal role in supporting or undermining efforts to turn around a school. . . Districts should consider how best to engage the surrounding community.” (Public Impact, 2007, p. 12)
“The districts worked proactively to develop a communications strategy that would both enable the board and district to remain unified during the difficult days ahead, and that would clearly explain to the public their rationale for selecting particular schools. Although their efforts did not eliminate public outcry . . . their efforts did win enough support to allow the process to go forward. They used two primary strategies—keeping district officials unified and being transparent about the rationale” (Steiner, 2009, p. 18).
Communication about serious school reform must be:
- clear, transparent, timely, and unwavering.

District leaders and boards must be:
- unified
- equipped to explain the brutal facts as well as a clear vision of what will be better for students

Communication with the media must be:
- systematic and intentional
- proactive
- well-executed

Communication with stakeholders must include:
- multiple, face-to-face contacts with many people
Setting the Stage for School Turnaround

Illinois Approved Lead Partners
Ultimate Goal: To substantially raise student achievement

- Performs a thorough assessment of school needs and assets
- Develops a comprehensive and sustainable reform plan that accounts for the unique needs of the school and integrates structural and programmatic interventions
- Monitors/supports implementation of the plan
- Provides the necessary support to build capacity for instructional effectiveness, and building and district leadership
Illinois Approved Lead Partners

- Academy for Urban School Leadership (AUSL)
- America’s Choice in Partnership with ACT, Inc
- 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)
- Johns Hopkins University – Diploma’s Now Learning Point Associates
- Office of School Turnaround: Board of Education, City of Chicago
- Office of School Transformation Support: Board of Education, City of Chicago
- Scholastic, Inc
- School of Social Service Administration – University of Chicago
- Success for All Foundation, Inc.

http://www.isbe.net/apl/default.htm#apl
Scope of Work

Contract Deliverables:
1. Comprehensive audit
2. Coherent, comprehensive, research based, whole school reform model
3. Align curriculum, instruction, and assessments with State Standards
4. Align sustained professional development
5. Focus on student transitions
6. Evidence-based discipline programs
Scope of Work

- Contract Deliverables:
  7. Ongoing, job-embedded, professional development
  8. Securing and ensuring time for teacher collaboration
  9. Secure sufficient operational flexibility for Lead Partner and Principal
  10. Rigorous, transparent, and equitable performance evaluation system for teachers and principals
  11. Recruit, hire, and place teachers and leaders
  12. Secure parental commitment and involvement
Scope of Work

- Contract Deliverables:
  13. Increase learning time
  14. Identify outside resources
  15. Support efforts to secure outside funding
  16. Performance management system
Setting the Stage for School Turnaround

Grant Requirements
Grant Requirements

- Operational flexibility
- Turnaround/Transformation office and officer
- Lead Partner
- Teacher/Principal Evaluation
- Hiring and Retention
- Improved Instructional Programs
- Professional Development
- Comprehensive Instructional Reform Strategies
- Extended Time
- Family and Community Outreach
Setting the Stage for School Turnaround

Needs Assessment
Components of the Needs Analysis

- Review and analyze individual school data:
  - Academic performance
  - Climate and culture
- Identify gaps between current programs
- Select one of four USDE required intervention model (based on findings)
- Examine policies, practices, and factors that will support or impede development of a thriving teaching and learning community
Alignment with SIG Application

Needs Assessment

**Part I:**
Team and Process

and

**Part II:**
School Performance – Data and Analysis

**Part III:**
District–Level Capacity Analysis

SIG 1003(g) Application

Individual School Application

District/LEA Application
Engage Stakeholders

Needs Assessment

Webinar – 3/22/12

Bidder’s Webinar – Early April

Proposal Submission May

Grant begins July 1, 2012
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) Support Professionals

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