Transformation Model

School Level



**Student Achievement**

**and**

**School Accountability Programs**

**(SASA)**

**School Level Monitoring Indicators**

**for School Improvement Grants**

January 12, 2011

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| **I. IMPLEMENTATION: The SEA ensures that the SIG intervention models are being implemented consistent with**  **the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]** | |
| **Guiding Questions** | **Acceptable Evidence** |
| ***A. School Leadership Team Questions***  ***1. General Questions for All Intervention Models***  1a. Describe what this school was like before implementing reform efforts as part of the school intervention models.  1b. Describe generally what the plan or vision is for implementing the school intervention models to turn around this school and where you are in the process. | ***A. Evidence Provided by the School Leadership Team***  ***1. General Evidence for All Intervention Models***  1a. School describes the school prior to the implementation of the SIG model and shares data from the school’s needs assessment  1b1. School describes its efforts to implement its particular  model in response to the school’s needs assessment  1b2. Implementation timeline submitted as part of the LEA’s  approved SIG application  1b3. School describes any reform efforts that were previously in place  1b4. School describes any changes made to its implementation timeline |

***2. Transformation Model Specific Questions***

*2a. Questions specifically for the principal*

2a1. How long have you been principal at this school?

2a2. How are you and your staff evaluated? How was

that system developed?

2a3. Have you been given any new authority you have been given with regards to the implementation of your school reform effort? For example with regards to staffing, calendars, scheduling, budgeting?

2b. What systems of rewards are in place for staff that are having a positive impact on student achievement and graduation rates? How does the school support teachers who may be struggling?

2c. What types of professional development or professional support system have been provided to support the implementation of school reform strategies? For example, specifically regarding implementing new instructional programs, analyzing data, or teaching LEP students?

***2.*** ***Transformation Model Specific Evidence***

2a1. Principal describes how s/he came to the school

2a2. Faculty Handbook, memorandum, or other documentation outlining the criteria and process for teacher evaluation

2a3. Principal describes new authority granted

2b1. Faculty Handbook, memorandum, or staff contract that lays out system of reward for staff who are raising student achievement and remediation and consequences for staff who are not raising student achievement

2b2. School describes rewards and consequence system for staff, process for developing system, and rationale for system in place

2c1. LEA memorandum, announcements, or agendas for professional development meetings

2c2. Professional Development resources and materials provided by LEA to SIG school staff relating to the school reform models and effective instruction

2d. What instructional programs or strategies are being used?

Which of these are new? What process did you use to screen and select the instructional programs or strategies

being used?

2e. What types of benchmarks have you set to measure progress? What types of data are you collecting to measure these benchmarks?

2f. How have you increased the learning time for students?

2h. How were parents and the community engaged in planning to implement the school intervention model?

2i. What efforts have been made this year to engage families and the community in the school? How is that different from last year?

2d1. Current written documentation outlining the criteria and evaluation process for screening and selecting new instructional programs

2d2. School describes process for selecting instructional programs and criteria used

2e1. School describes examples of data collected by the school, subject areas, or individual teachers, analysis of data, and how data was used to information school decisions

2e2. School shares any benchmark or interim data collected thus far

2f. Current year’s and previous year’s school schedule

2h. Letters to parents, fliers, announcements, and agendas and/or minutes from parent/community meetings about the implementation of the transformation model

2i. School describes its efforts to engage parents and the community

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| 2j. Do you think a different type of parent involvement is necessary to successfully engage parents and implement the model?  2k. Is the school implementing other efforts to raise student achievement?  2m. How do you know the changes you and the school have made this year are working? | 2k. School describes additional efforts being made to raise student achievement  2m. School describes its progress and provides evidence of progress, for example interim data |

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| **Guiding Questions** | **Acceptable LEA Evidence** |
| ***B. Teacher Group Interview***  ***1. General Questions for all Intervention Models***  1a. Describe generally what you know about the School Improvement Grant program and what that means for your school.  1b. Generally, what was the school like in previous years or before the reforms? How has it changed, particularly with respect to school culture, expectations of you, and expectations of the students? | ***B. Teacher Group Interview***  ***1. Evidence for all Intervention Models***  1a. Teachers describe what they know about SIG and/or school-level reforms that have taken place, and their role in those reforms  1b. Teachers describe own observations and impressions of the impact of reforms in school |

***2. Transformation Model Specific Questions***

2a. Were any of you new hires? What process did you go through in applying for your position, being screened, and hired?

2b. Describe the [new] evaluation system that is being developed or in place for teachers or being developed

2c. Are rewards available to staff for gains in student achievement levels?

2d. What opportunities are teachers given to make improvements in their practice?

2e. Give an example or two of how you have used what you learned through professional development or instructional supports in your classroom.

2f. What new instructional programs or strategies are you using in your class this year?

2. ***Transformation Model Specific Evidence***

2a. Teachers describe hiring process they went through

2b. Teacher describe new evaluation process and their role in developing the evaluation

2c. Teachers describe reward systems that are in place

2d. Teachers describe systems in place to support improvements

2e. Teachers describe the various types of professional development and supports they have received including subject, format

2f. Teachers describe any new instructional programs or strategies they are using in their classes, how they are being used, and how those programs are impacting student learning

2g. Give an example of how you are using data to inform your instruction.

2h. How has your schedule changed from the previous year?

2i. What efforts have been made this year to engage families and the community in the school? How is this different from previous years?

2j. How do you know the changes you and the school have made this year are working?

2g. Teachers describe what data they are collecting about their students and how they are using the data to inform instruction

2h. Teachers describe how the school has increased learning time, how they use that time, and the impact of increased learning time on student learning

2i. Teachers describe interactions with parents and community

2j. Teachers describe and provide evidence of how they know the reform efforts are working

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| **Guiding Questions** | **Acceptable Evidence** |
| ***C. Parent Interviews – Questions for all Intervention Models***  1. Are you new to the [school name] community?  2. Describe generally, what you know about the School Improvement Grant program or changes and reforms that have taken place in the school this year.  3. What was the school like last year? How does that compare to the school this year?  4. What do your students say about the school?  5. How did the district or school inform you about the changes that would take place?  6. Did you have any opportunity to make suggestions on the changes that should be made or give feedback on the changes that would be made?  7. What programs and supports are provided by the school or school district that help you and your family? | ***C. Parent Interviews – Evidence for all Intervention Models***  3. Parents describe the changes they have seen in the school, as well as their impressions of school culture and academic expectations  6. Parents describe their involvement in the reform planning efforts |

*School-Level Questions, Parent Interviews, Continued*

8. What programs for parents at your school make a positive difference in your child’s education (e.g. programs that assist with helping with homework or math and reading nights, etc.)?

9. How have you been involved in the school this year? For example, volunteering, PTA/PTO membership, school improvement team member, tutoring, mentoring, etc.)

10. Does your school and/or the school district have a parent center and/or parent liaison?

11. How does the school communicate with you? (E.g. newsletters, conference, phone class, e-mails, flyers, websites, etc.)? What information do they provide? How frequently do you have communication from the school? In what format?

12.How often do you communicate with your student’s teacher(s) about your child’s progress in school? In what format?

13. What would you suggest to improve communication and information sharing that would make things easier for parents and students?

14. How are you and other parents encouraged to attend parent meetings and other parent activities?

15. How could the school be more welcoming and open to families and the community?

11. Parents describe the ways the school and teacher

communicates with them, how they are involved in the

school itself, and how they support their child’s education

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| **Guiding Questions** | **Acceptable LEA Evidence** |
| ***D. Student Interviews*** – ***Questions for All Intervention Models***  1. What are the three best things about your school?  2. Are there any things you don’t like about your school? If  so, what are they? Why?  3. What was your school like last year? What is your school like this year? How does that compare to what the school is like this year?  4. Do your teachers have high expectations for you? How do you know?  5. Do you find your classes interesting and engaging? Give examples of how or how not.  6. Do you feel safe at school? Why or why not? | ***D. Student Interviews*** – ***Evidence for All Intervention Models***  1-6 Students describe their overall impressions of the school, including expectations of their performance, levels of engagement, and impressions of safety  3. Students describe changes they have noticed between last year and the previous year |

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| **II. FISCAL: The SEA ensures LEAs and schools are using funds consistent with the final requirements of the SIG**  **program. [Section II of the final requirements for the School Improvement Grants authorized under section**  **1003(g) of Title I of Elementary and Secondary Education Act of 1965, as Amended (75 FR 66363 (October 28,**  **2010)); §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87.]** | |
| **Guiding Questions** | **Acceptable Evidence** |
| ***School Leadership Team***  A. How are you using SIG funds to support implementation of the SIG model in your school?  B. In addition to SIG funds, what are the other sources of funds do you receive? | ***School Leadership Team***  A. Schools describes how they are using SIG and other funds to support implementation  B. School-level SIG budgets |

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| **III. TECHNICAL ASSISTANCE: The SEA ensures that technical assistance is provided to its LEAs consistent with**  **the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]** | |
| **Guiding Questions** | **Acceptable Evidence** |
| ***School Leadership Team***  A. How are the LEA and/or the SEA supporting your implementation of the model?  B. Are there areas where you could use additional technical assistance? | ***School Leadership Team***  A. School describes any support it is receiving from the LEA  B. School describes areas where it needs more technical assistance |

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| **IV. MONITORING: The SEA ensures that monitoring of LEAs and schools is being conducted consistent with the**  **final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]** | |
| **Guiding Questions** | **Acceptable LEA Evidence** |
| ***School Leadership Team***   * Has anyone from the SEA or LEA visited to see how you are implementing your intervention model? | ***School Leadership Team***   * School describes any monitoring of their intervention that has been or they expect to be conducted by the LEA or SEA |

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| **V. DATA COLLECTION: The SEA ensures that data is being collected consistent with the final requirements of the**  **SIG program. [Sections II and III of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October**  **28, 2010))]** | |
| **Guiding Questions** | **Acceptable Evidence** |
| ***School Leadership Team***   * Have you begun collecting any benchmark or interim data on the leading indicators? If so, what does the data show? | ***School Leadership Team***   * School provides copies of and explains any benchmark or interim data it has collected, if available |