Turnaround Model

School Level



**Student Achievement**

**and**

**School Accountability Programs**

**(SASA)**

**School Level Monitoring Indicators**

**for School Improvement Grants**

January 12, 2011

**Table of Contents**

1. Implementation……………………………………………………………………..............1

A. School Leadership Team Interview….…………………………………………..1

1. All Intervention Models………………………………………………....1

2. Turnaround Model ……………………………………………………....2

B. Teacher Group Interview………………………………………………………...4

1. All Intervention Models………………………………………………....4

2. Turnaround Model……………………………………………………....5

C. Parent Group Interview – All Intervention Models……………………………..7

D. Student Interviews – All Intervention Models……………………………….....9

1. Fiscal…………………………………………………………………………………........10
2. Technical Assistance……………………………………………………………...............11
3. Monitoring…………………………………………………………………………….......12
4. Data Collection…………………………………………………………………................13

|  |  |
| --- | --- |
| **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. Turnaround Model Specific Questions***

2a. *Questions specifically for the principal*

* How long have you been principal at this school?
* Have you been given any new authority with

regards to the implementation of your school

reform effort? For example with regards to staffing, calendars, scheduling, budgeting?

2b. Was no more than 50 percent of the school’s staff from the previous year rehired for this year or within the past two school years as part of implementing an

intervention?

* What process was used to determine which staff would be rehired?

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

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?

***2. Turnaround Model Specific Evidence***

*2a. Evidence provided by the principal*

* Principal provides timeframe of hiring
* Principal describes new authority that has been granted

2b. School provides information on staff rehiring

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 model and effective instruction

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

2e. What annual goals have been set for your school? What types of benchmarks have you set to measure progress toward these goals? What types of data are you collecting to measure these benchmarks?

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

2g. What additional social-emotional services and supports are being made available to students (i.e. health services, nutrition services, social services, family literacy programs)?

2h. What other efforts is the school implementing to raise student achievement?

2i. How do you know the changes you are making are having an impact?

2e1. School describes and/or provides copy of annual goals

2e2. School describes examples of data collected by the school, subject areas, or individual teachers, analysis of data, and how data was used to inform school decisions

2e3. School provides copies of most recent data collected

2f1. Current year’s and previous year’s school schedule

2f2. School describes how it is using additional learning time, its rationale for using time in that way, and its process for deciding on that use of time

2g. Current written documentation outlining social-emotional services and supports available to students

2h. School describes other efforts being made to raise student achievement

2i. School describes its progress and provides evidence of progress, for example interim data

|  |  |
| --- | --- |
| **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 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. Turnaround Specific Questions***

2a1. How many of you were rehired?

* If you were rehired, what process did you go through in reapplying for your position, being screened, and ultimately rehired?

2a2. How many of you are new hires?

* How were you recruited?
* What process did you go through in applying for

your position, being screened, and hired?

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

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

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

2. ***Turnaround Specific Evidence***

2a-b. Teachers describe hiring process they went through

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

2c. 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

2d. Teachers describe what data they are collecting about their students, what it shows thus far about student progress, and how they are using the data to inform instruction

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

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

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

2f. Teachers describe and provide evidence of how they know the reform efforts are workin

|  |  |
| --- | --- |
| **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** |
| ***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

|  |  |
| --- | --- |
| **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 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 |

|  |  |
| --- | --- |
| **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 |

|  |  |
| --- | --- |
| **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 |

|  |  |
| --- | --- |
| **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 |

|  |  |
| --- | --- |
| **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 |