

**WELCOME to the
North Carolina
Department of Public Instruction**

& the...

**2016 SIG Competition
Informational Webinar**

May 31, 2016

The definition of:

“School Turnaround”

Or

“School Improvement”

“School turnaround – this adrenaline charged moment that we are now in – is about *rapid* and DRAMATIC *improvement* not just in test scores but also in culture, attitude, and student aspirations.”

~ *Lauren Pappano*

From the book: Inside School Turnarounds

✓ Understand that the information today is “tentative / draft”

✓ Why?

✓ Understand what SIG is ...

School Improvement Grants (SIGs), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), are grants to state educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to substantially raise the achievement of students in their lowest-performing schools.

✓ Who is eligible?

From USED: All Priority & Focus Schools are eligible with priority going to Priority Schools. If all Priority Schools are funded then SEA can make awards to Focus Schools.

From NCDPI: All SIG funding will be allotted to as many Priority Schools who apply and are awarded a portion of the overall Grant. There is not sufficient funding to make an award to every Priority School so therefore the second tier awards to Focus Schools are not possible.

Any Priority School that has never been awarded a SIG Grant is eligible for Cohort IV competition.

See www.ncstar.weebly.com

✓ Previous SIG Cohorts & Funding...

Cohort I (2010 – 2013):

of Schools Awarded = 24

Elementary Schools = 2

Alternative Schools = 9

Range of Awards = 980k – 6m

Middle Schools = 1

Charter Schools = 0

Total Funding Awarded = 63m

High Schools = 12

Cohort II (2011 – 2014):

of Schools Awarded = 17

Elementary Schools = 7

Alternative Schools = 2

Range of Awards = 540k – 5.5m

Middle Schools = 0

Charter Schools = 1

Total Funding Awarded = 50m

High Schools = 7

Cohort III (2013 – 2016):

of Schools Awarded = 20

Elementary Schools = 12

Alternative Schools = 4

Range of Awards = 760k – 2.6m

Middle Schools = 2

Charter Schools = 2

Total Funding Awarded = 30m

High Schools = 0

Cohort IV (2016 – 2021):

of Schools Awarded = 20 - 25

of Schools Eligible = 77

Range of Awards = 800k – 2m

Total Funding Awarded = 40m

Cohort IV (2016 – 2021):

of LEAs / Charters Eligible = 37

of LEAs / Charters Seeking Information = 24

LEAs = 21 / 29 Charters = 3 / 8

of Schools Eligible = 77

(32% chance if all eligible applied)

of Schools Seeking Information = 61

(41% chance if everyone that sought information applied)

Total Funding to be Awarded = 40m

Range of Awards = 800k – 2m

Cohort IV (2016 – 2021):

Total Funding to be Awarded = 40m

Range of Awards = 800k – 2m

(1m Award)	(2m Award)
Year 1 – 125k	Year 1 – 250k
Year 2 – 250k	Year 2 – 500k
Year 3 – 250k	Year 3 – 500k
Year 4 – 250k	Year 4 – 500k
Year 5 – 125k	Year 5 – 250k

Understanding the key differences of this competition:

(Awards – Went from 3 Year Awards to possible 5 Year Awards)

Key Difference: Allowing 5 Year Awards

	Cohorts 1 – 3	Cohort 4
Year 1	Implementation	Planning / Pre-Implementation Activities
Year 2	Implementation	Implementation
Year 3	Sustainability	Implementation
Year 4	X	Implementation
Year 5	X	Sustainability

Understanding the key differences of this competition:

NCDPI Past & Future Funding Allotments for SIG Cohorts:

	<u>Cohorts 1 – 3</u>	<u>Cohort 4</u>
Year 1	50 %	Planning / Pre-Implementation Activities (12.5%)
Year 2	25 %	Implementation (25 %)
Year 3	25 %	Implementation (25 %)
Year 4	n/a	Implementation (25 %)
Year 5	n/a	Sustainability (12.5%)

Understanding the key differences of this competition:

Models ~ Went from 4 Models (Turnaround, Transformation, Restart, & Closure) to 7 Possible / 6 in NC

Key Difference: Adding 3 New Model Choices

- 1.) Adding State Determined Model (Not applicable in NC)
- 2.) Adding Evidence Based Whole School Reform Model
- 3.) Adding Preschool / Early Childhood Model

Note: This competition provides for flexibility in rural LEA's to modify one SIG Intervention Model Element

Turnaround Model (Continued Model):

- Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
- Screen all existing staff and rehire no more than 50 percent; and
- Select new staff;
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- Establish schedules and implement strategies that provide increased learning time; and
- Provide appropriate social-emotional and community-oriented services and supports for students.

Turnaround Model (NOTES):

- **In addition to the required elements, what optional elements may also be a part of a turnaround model?**
- In addition to the required elements, an LEA implementing a turnaround model may also implement other strategies, such as a new school model or any of the required and permissible activities under the transformation intervention model described in the final requirements. It could also, for example, implement a high-quality preschool program that is designed to improve the health, social-emotional outcomes, and school readiness for high-need young children or replace a comprehensive high school with one that focuses on science, technology, engineering, and mathematics (STEM). The key is that these actions would be taken within the framework of the turnaround model and would be in addition to, not instead of, the actions that are required as part of a turnaround model.

Transformation Model (Continued Model):

An LEA implementing a transformation model must:

- 1.) Replace the principal who led the school prior to commencement of the transformation model;
- 2.) Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement, that —
 - Will be used for continual improvement of instruction;
 - Meaningfully differentiate performance using at least three performance levels;
 - Use multiple valid measures in determining performance levels, including as a significant factor data on student growth (see A-33) for all students (including ELs and students with disabilities) and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;
 - Evaluate teachers and principals on a regular basis;
 - Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
 - Will be used to inform personnel decisions.
- 3.) Use the teacher and principal evaluation and support system described above to identify and reward school leaders, teachers, and other staff who, in implementing the transformation model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; and
- 4.) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.

Transformation Model (NOTES):

- **Under the final requirements, an LEA implementing the transformation model must remove staff “who, after ample opportunities have been provided for them to improve their professional practice, have not done so.” Does an LEA have discretion to determine the appropriate number of such opportunities that must be provided and what are some examples of such “opportunities” to improve?**

In general, LEAs have flexibility to determine both the type and number of opportunities for staff to improve their professional practice before they are removed from a school implementing the transformation model. Examples of such opportunities include professional development in such areas as differentiated instruction and using data to improve instruction, mentoring or partnering with a master teacher, or increased time for collaboration designed to improve instruction.
- **How does the optional activity of “providing additional compensation to attract and retain” certain staff differ from the requirement to implement strategies designed to recruit, place, and retain certain staff?**

There are a wide range of compensation-based incentives that an LEA might use as part of a transformation model. Such incentives are just one example of strategies that might be adopted to recruit, place, and retain staff with the skills needed to implement the transformation model. The more specific emphasis on additional compensation in the permissible strategies was intended to encourage LEAs to think more broadly about how additional compensation can contribute to teacher effectiveness.

Restart Model (Continued Model):

An LEA implementing a transformation model must:

- **What is the definition of a restart model?**
A 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 (see C-5). A restart model must enroll, within the grades it serves, any former student who wishes to attend the school (see C-6).
- **What is a CMO?**
A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools.
- **What is an EMO?**
An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
- **Prior to submitting its application for SIG funds, must an LEA know the particular EMO or CMO with which it would contract to restart a school?**
No. Prior to submitting its application, an LEA need not know the particular EMO or CMO with which it would contract to restart a school, but it should at least have a pool of potential partners that have expressed an interest in and have exhibited an ability to restart the school in which the LEA proposes to implement the restart model. An LEA does not need to enter into a contract prior to receiving its SIG funds, but it must be able to provide enough information in its application for the SEA to be confident that, if awarded SIG funds, the LEA would in fact enter into a contract with a CMO or EMO to implement the restart model.

School Closure Model (Continued Model):

- **What is the definition of "school closure"?**
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 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.
- **How important is it for an LEA to engage families and the community in the LEA's decision to close a school under the school closure intervention model?**
It is extremely important to engage families and the school community early in the process of selecting the appropriate school improvement model to implement in a school (see H-4a), but doing so is particularly important when considering school closure. It is critical that LEA officials engage in an open dialogue with families and the school community early in the closure process to ensure that they understand the data and reasons supporting the decision to close, have a voice in exploring quality options, and help plan a smooth transition for students and their families at the receiving schools.
- **What costs associated with closing a school can be paid for with SIG funds?**
An LEA may use SIG funds to pay certain reasonable and necessary costs associated with closing a Tier I, Tier II, or focus school, such as costs related to parent and community outreach, including, but not limited to, priority, press releases, newsletters, newspaper announcements, hotlines, direct mail notices, or meetings regarding the school closure; services to help parents and students transition to a new school; or orientation activities, including open houses, that are specifically designed for students attending a new school after their prior school closes. Other costs, such as revising transportation routes, transporting students to their new school, or making class assignments in a new school, are regular responsibilities an LEA carries out for all students and generally may not be paid for with SIG funds. However, an LEA may use SIG funds to cover these types of costs associated with its general responsibilities if the costs are directly attributable to the school closure and exceed the costs the LEA would have incurred in the absence of the closure.
- **Is the portion of an LEA's SIG subgrant that is to be used to implement a school closure renewable?**
Generally, no. The portion of an LEA's SIG subgrant for a school that is subject to closure is limited to the time necessary to close the school — usually one year or less. As such, the funds allocated for a school closure would not be subject to renewal.

Whole School Reform (NEW Model):

Section I.A.3 of the final requirements defines “whole-school reform model” as a model that is designed to:

- Improve student academic achievement or attainment;
- Be implemented for all students in a school; and
- Address, at a minimum and in a comprehensive and coordinated manner, each of the following:
 - School leadership;
 - Teaching and learning in at least one full academic content area (including professional learning for educators);
 - Student non-academic support; and
 - Family and community engagement.

Whole School Reform Model (NOTES):

What are the evidence requirements for an evidence-based whole-school reform model?

- An evidence-based whole-school reform model must be supported by evidence of effectiveness including at least one study of the model that:
 - Meets What Works Clearinghouse evidence standards with or without reservations (*i.e.*, is a qualifying experimental or quasi-experimental study);
 - Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and
 - Multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements above.

Which evidence-based whole-school reform models may LEAs implement?

- An LEA seeking to use SIG funds to implement an evidence-based whole-school reform model in a school must choose from among the models reviewed and identified by the Department as meeting applicable requirements. The Department intends to publish a list of such models :

<http://www2.ed.gov/programs/sif/sigevidencebased/index.html>

4 Current USED Approved Whole School Reform Models:

- 1.) Success for All
- 2.) Institute for Student Achievement (ISA)
- 3.) Positive Action
- 4.) Small Schools of Choice

Early Childhood Model (NEW Model):

An early learning model is one in which an LEA does each of the following in an elementary school:

- Offers full-day kindergarten;
- Establishes or expands a high-quality preschool program;
- Provides educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions;
- Replaces the principal who led the school prior to commencement of the early learning model;
- Implements a rigorous, transparent, and equitable evaluation and support system for teachers and principals, designed and developed with teacher and principal involvement;
- Uses the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who have increased student achievement and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so;
- Implements such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system;
- Uses data to identify and implement an instructional program that—
 - Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards; and
 - In the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions;
- Promotes the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students; and
- Provides staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies.

FAQS:

G-11. Must a rural LEA implement each element of its selected model?

- Under certain circumstances, no. An LEA eligible for services under subpart 1 or 2 of part B of title VI of the ESEA (rural LEA) may choose to modify one element of the turnaround or transformation model so long as the modification still results in the LEA's meeting the intent and purpose of the original element. For example, if a rural LEA applying to implement a turnaround model seeks to modify the element of the model that requires the LEA to replace the principal, the LEA must demonstrate in its application how it will ensure strong leadership in the school. The LEA could do this by demonstrating to the SEA that the current principal has a track record in improving student achievement and has the experience and skills needed to implement the intervention.

FAQS:

G-1b. Does the flexibility afforded in Section I.B.1 of the final requirements enable an LEA to retain any principal who has been hired for an eligible school within the last two school years?

- No. The flexibility in Section I.B.1 is not intended to protect the job of any recently hired principal in an eligible school. Rather, the flexibility provided is intended to permit an LEA to continue a previously implemented intervention aimed at turning around a low-achieving school that included hiring a new principal for that purpose. Accordingly, an LEA taking advantage of this flexibility should be able to demonstrate that: (1) the prior principal in the school at issue was replaced as part of a broader reform effort, and (2) the new principal has the experience and skills needed to implement successfully a turnaround, restart, or transformation model.

FAQS:

H-4a. Should families and other members of the community be included among the relevant stakeholders with whom an LEA consults regarding its application for SIG funds and implementation of school improvement models in its eligible schools?

- Yes. Family and community engagement is a critical component of a successful intervention in an eligible school. For that reason, an SEA is required, under sections I.A.4(a)(1), I.A.4(a)(8), and II.B.2(b)(2), to take into account the extent to which the LEA's application demonstrates that it has or will meaningfully engage families and the community in the selection of the intervention model and the implementation of the selected intervention on an ongoing basis. For example, an LEA might hold community meetings to discuss the school intervention model it is considering implementing and the reasons it believes that the model is appropriate; survey families and the community to gauge their needs; or provide updates to families and the community about the application process and status of the LEA's application.

FAQS:

J-5. May SIG funds be used to recruit and hire the incoming principal and leadership team, who will begin planning for full implementation in the following school year?

- Yes. Once it receives SIG funds, an LEA may use those funds to recruit and hire the incoming principal and leadership team so that they may begin planning for full and effective intervention implementation at the beginning of the following school year. However, an LEA that will be bringing on a new principal should be sure to consider and address the following issues with respect to State and local laws and requirements:
- The authority of the incoming principal in relation to the current-year principal; and
- The timeframe within which the incoming principal may make human resource decisions regarding current and newly recruited school staff.

FAQS:

J-12. May an LEA use SIG funds to pay for a needs assessment in order to select appropriate school intervention models for inclusion in the LEA's SIG application?

- No, an LEA may not use SIG funds to pay for a needs assessment in order to determine which model to implement in particular schools prior to submitting its SIG application. An LEA may use SIG funds only after the LEA has received a grant award.
- An SEA may use its section 1003(a) funds or part of the SIG funds it may reserve for administration, evaluation, and technical assistance expenses to support a needs assessment in its LEAs.

LEA Application:

H-4. What must an LEA include in its application to the SEA for SIG funds?

- In addition to any other information that the SEA may require, the LEA must:
 - 1.) Identify the priority schools the LEA commits to serve;
 - 2.) Identify the school intervention model the LEA will implement in priority school it commits to serve;
 - 3.) For each priority school that the LEA commits to serve, demonstrate that the LEA--
 - Has selected an intervention for each eligible school that is designed to meet the specific needs of the school, based on a needs analysis that, among other things, analyzes the school improvement needs identified by families and the community;
 - Has taken into consideration family and community input in selecting the intervention for each school;
 - Has meaningfully engaged and will continue to meaningfully engage families and the community in the implementation of the intervention on an ongoing basis;
 - Will provide effective oversight and support for implementation of interventions in its schools;
 - Has the capacity to enable each school to implement, fully and effectively, the required activities of the school intervention model it has selected.

LEA Application:

- 4.) If the LEA is not applying to serve each priority school, explain why it lacks capacity to serve each priority school;
- 5.) Describe actions it has taken, or will take, to:
 - Design and implement interventions consistent with the final requirements;
 - Use SIG funds to provide adequate resources and related support to each school it commits to serve in order to implement fully and effectively the selected intervention on the first day of the first school year of full implementation;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Regularly review the external provider's performance and hold the external provider accountable for its performance;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively;
 - Provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve, such as by creating an LEA turnaround office;
 - For an LEA eligible for services under subpart 1 or 2 of part B of title VI of the ESEA that chooses to modify one element of the turnaround or transformation model under the rural flexibility offered in section I.B.6, meet the intent and purpose of that element;
 - For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served and partner with a whole-school reform model developer;

LEA Application:

- For an LEA that applies to implement the restart model, conduct a rigorous review process in selecting the charter school operator, CMO, or EMO to operate or manage the school or schools it proposes to serve with SIG funds;
 - Sustain the reforms after the funding period ends; and
 - Implement, to the extent practicable, in accordance with its selected SIG intervention model, one or more evidence-based strategies.
- 6.) Include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application;
 - 7.) Include a budget indicating how it will allocate SIG funds among the schools it commits to serve;
 - 8.) For an LEA that intends to use the first year of its SIG award for planning and other pre-implementation activities, include a description of those activities.
 - 9.) Describe the annual goals for student achievement on the State's assessments in both reading/ language arts and mathematics that it has established in order to monitor its priority schools that receive SIG funds;
 - 10.) Include the required assurances; and
 - 11.) Indicate any waivers that the LEA will implement with respect to its SIG funds.

Leading Indicators:

- **What are the leading indicators that will be used to hold schools receiving SIG funds accountable?**
 - 1.) Number of minutes within the school year;
 - 2.) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
 - 3.) Dropout rate;
 - 4.) Student attendance rate;
 - 5.) Number and percentage of students completing advanced coursework (e.g., AP/ IB), early-college high schools, or dual enrollment classes;
 - 6.) Discipline incidents;
 - 7.) Chronic absenteeism rates;
 - 8.) Distribution of teachers by performance level on an LEA's teacher evaluation and support system; and
 - 9.) Teacher attendance rate.

✓ Where can you find all “current” information?

www.ncstar.weebly.com

“School turnaround – this adrenaline charged moment that we are now in – is about rapid and DRAMATIC improvement not just in test scores but also in culture, attitude, and student aspirations.”

~ Lauren Pappano

From the book: Inside School Turnarounds