School Improvement Grant (SIG) Intervention Models

A webinar series prepared by the Center on Innovation & Improvement for use by the regional comprehensive centers and state education agencies to inform local education agencies.
National Network of State School Improvement Leaders (NNSSIL)

Mission

To provide collegial support among state leaders of school improvement to build, utilize and disseminate a robust body of knowledge of professional practices leading to systemic educational change.

Membership

- 50+ SEAs and territories
- 16 Regional Comprehensive Centers (RCCs)
- CII & CCSSO as administrative partners

For more information: http://www.centerii.org/leaders
COMPREHENSIVE TECHNICAL ASSISTANCE CENTERS
The U.S. Department of education supports a system of “comprehensive technical assistance centers” consisting of 16 regional centers and five national content centers. These centers provide technical assistance primarily to state education agencies, with the regional centers directly serving the states in their regions and the content centers providing expertise, materials, and tools to aid the regional centers in their work.

NATIONAL CONTENT CENTERS
Assessment and Accountability Comprehensive Center
Center on Innovation & Improvement
Center on Instruction
National Comprehensive Center for Teacher Quality
National High School Center

For directory of the centers see: www.centerii.org

REGIONAL COMPREHENSIVE CENTERS
- Alaska Comprehensive Center
- Appalachia Region Comprehensive Center
- California Comprehensive Center
- Florida & Islands Comprehensive Center
- Great Lakes East Comprehensive Center
- Great Lakes West Region Comprehensive Center
- The Mid-Atlantic Comprehensive Center
- Mid-Continent Comprehensive Center
- New England Comprehensive Center
- New York Comprehensive Center
- North Central Comprehensive Center
- Northwest Regional Comprehensive Center
- Pacific Comprehensive Center
- Southeast Comprehensive Center
- Southwest Comprehensive Center
- Texas Comprehensive Center
Featured Presenter

Lauren Morando Rhim
Member, Scientific Council, Center on Innovation & Improvement and Education Consultant
THE RESTART MODEL
WEBINAR OVERVIEW

Definition/scope of the school restart model

Theory of action underlying the restart model

Strategies to maximize impact of school restart

Timelines

Pitfalls to avoid

Guiding questions

Key resources
DEFINITION: SCHOOL CHANGE STRATEGIES

- Turnaround
- Restart
- Closure
- Transformation
**DEFINITION: RESTART MODEL**

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.

| A restart model must enroll, within the grades it serves, any former student who wishes to attend the school. | A rigorous review process could take such things into consideration as an applicant’s team, track record, instructional program, model’s theory of action, sustainability. | As part of this model, a State must review the process the LEA will use/has used to select the partner. |

Prepared for NNSSIL by Center on Innovation & Improvement and Council of Chief State School Officers 3/5/2010
DEFINITION: CHARACTERISTICS OF RESTART

Across-the-board change

Authority to do things differently

Based upon a relationship outlined in a performance contract
DEFINITION: RESTART MODEL OPTIONS

Restart School

- Converts to charter
  - Charter School Board
  - Independent Operator
  - Education Management Organization

- Performance contract
  - Education Management Organization
  - Charter Management Organization
Starting fresh allows a state, district, or other authorizing entity to *break the cycle of low achievement* by making *deep* and *fundamental* changes to the way the school operates.

To realize the full potential of restarting low-achieving schools, states/districts must:

• define explicit expectations for performance;
• empower high capacity school leaders to make dramatic changes absent avoidable intrusion from external governing bodies (e.g., state, school district, or authorizer);
• create a positive new school culture that will catalyze success;
• recruit and retain skilled and committed educators to the schools and classrooms with the greatest need; and
• satisfy and engage parents in order to keep them in public schools.

STRATEGIES: PLANNING CHECKLIST

- Allocate time to plan / prepare
- Establish rigorous selection process
- Recruit and select highly skilled providers/leaders
  - Board and/or EMO/CMO-level
  - School level (principal / CEO)
- Establish conditions to support restart
  - Freedom to act
  - Staff aligned with mission / approach
- Engage parents and community
- Implement effective instructional practices and rigorous performance accountability
STRAATEGIES: ESTABLISH RIGOROUS SELECTION PROCESS

Rubric to assess CMO/EMO quality*

- Academic?
- Fiscal and operational?
- Potential?

What is the CMO/EMO’s academic performance relative to local and state averages?

Has the CMO/EMO demonstrated student academic growth over time, particularly among student populations similar to the target population for the proposed replication?

Has the CMO/EMO demonstrated improved graduation rates and readiness for post-secondary education?

What is the post-secondary success rate of graduates of CMO/EMO schools?

Is there evidence of unmet demand for the school model (e.g., waitlists)?
STRATEGIES: RUBRIC TO ASSESS CMO/EMO
FISCAL AND OPERATIONAL RECORD

- Does the CMO/EMO have a track record of successfully recruiting high-quality school leadership and instructional personnel?

- Has enrollment in schools operated by the CMO/EMO been stable or grown over time?

- Does the application from the CMO/EMO include evidence of a well-functioning governance board or boards?

- Has the CMO/EMO met state and federal financial reporting requirements in the states in which it operates?

- Does the CMO/EMO’s most recent fiscal audit indicate positive financial health?
Plan for sustainable growth?

- Specific projections regarding anticipated growth?
- Rational plan reflecting awareness of key policy issues and potential challenges?
- Appropriate performance expectations based on evidence?
- Skilled and stable management team charged with leading restart effort?
- Practical plan to create pipeline of teachers and leaders?

Evidence of Successful Transferability?

- Corporate mission and vision statement?
- Evidence based educational model reflecting best practice?
- Coherent corporate voice regarding school model reflecting clear company culture?
- Capacity to provide professional development to support school model?
- Plan to train all new school personnel on an ongoing basis?
- Means to track fidelity of implementation of school model?
STRATEGIES: DISTRICT ROLE

- Cultivate supply of restart providers (e.g., non-profits, charter operators, IHE)
- Extend freedom to act
- Attract restart providers (e.g., EMO/CMO’s with track record of success)
- Develop rigorous selection criteria
- Negotiate relationship terms
- Hold providers accountable for outcomes
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<th>Step</th>
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<td>Establish clear, measurable, and achievable student achievement and organizational performance goals;</td>
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<td>Collect a tangible body of evidence;</td>
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<td>Establish process for evaluation that includes examining academic, organizational, financial and compliance data;</td>
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<td>Develop data gathering and reporting cycle;</td>
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<td>Articulate consequences for failure to meeting performance targets</td>
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<td>Prepare to retry if restart falters, and</td>
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<td>Develop criteria for renewal or revocation of the contract.</td>
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SIG GRANT TIMELINE

- Feb '10:
  - Feb 2010 SEAs’ SIG applications due to ED
  - ED awards SIG grants to States

- March-April ’10:
  - LEA application process

- May ’10:
  - SEA awards grants to LEAs
  - LEAs begin implementation

- Fall ’10:
  - SIG schools open/reopen
FAST TRACK- AND EXTENDED-PLANNING RESTART

Fast - Track Planning Restart

March – September

Extended Planning Restart

September - September
FAST-TRACK RESTART TIMELINE

**MARCH**
- Develop selection criteria
- Release call for proposals
- Establish selection process
- Review proposals
- Conduct due diligence
- Negotiate relationship terms
- Hire skilled restart leader
- Recruit skilled teachers
- State to review the process the LEA will use/has used to select the partner

**APRIL**
- Complete hiring all school personnel
- Develop plan to manage assets (e.g., curriculum materials, furniture, and technology) that "belong" to the school

**MAY**
- Analyze data and problem solve
- Develop plan based on detailed data analysis of school culture and capacity
- Professional development
- Establish action plan with high priority goals and benchmarks

**JUNE - AUGUST**
- Implement plan based on detailed data analysis of school culture and capacity
- Track adoption of model and establishment of positive school culture
- Monitor instructional practices
- Assess benchmark student assessment data

**SEPTEMBER**
- Initiate ongoing cycle of continuous progress monitoring and adjustment

**OCTOBER**

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**EXTENDED PLANNING RESTART**

**TIMELINE**

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<th>June</th>
<th>July</th>
<th>August</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec – May</th>
<th>Feb</th>
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<tr>
<td>- Develop plan for neighborhood students currently enrolled in school</td>
<td>- Issue Request for proposals</td>
<td>- Review proposals</td>
<td>- Conduct due diligence</td>
<td>- Review proposals</td>
<td>- Select provider</td>
<td>- Announce provider selected to lead restart</td>
<td>- Establish roles and responsibilities</td>
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<td>- Develop plan to manage assets (e.g., curriculum materials, furniture, and technology) that &quot;belong&quot; to the school</td>
<td>- Implement temporary enrollment plan for neighborhood students</td>
<td>- Implement staff evaluation system</td>
<td>- Implement staff evaluation system</td>
<td>- Anticipate staff replacements</td>
<td>- Establish roles and responsibilities</td>
<td>- Hire proactively</td>
<td>- Recruit personnel</td>
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<td>- Close school identified for restart</td>
<td>- Launch campaign to build community support for restart</td>
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<td>- Assess progress</td>
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POLICY PITFALLS TO AVOID

- Weak charter statute that limits charter schools’ operational autonomy
- Language requiring majority of teachers to approve conversion to charter status
- Inequitable charter school funding statutes
- Prescriptive district procurement procedures that preclude merit-based selection of restart providers
- Inhibiting autonomy that leads to inhibiting implementation of CMO/EMO or charter school model
“Conventional wisdom” about degree of prescription outlined in collective bargaining agreements

Weak/bureaucratic—as opposed to performance based—provider selection procedures

Ambiguous relationship terms

Failure to consistently implement effective instructional practices

Undefined accountability metric

Absence of consequences for failure to meet performance goals
GUIDING QUESTIONS

What policy barriers may impede efforts to leverage the restart approach?

What steps are required to cultivate a pipeline of restart providers?

How can I leverage federal funding to stimulate a supply of restart providers?

Is the statewide system of support aligned to scaffold restart efforts?
RESOURCES


RESOURCES


FURTHER QUESTIONS....

http://www.centerii.org/

Webinar citation: