



Michigan's School Improvement Grants: First Year of Grant Implementation in the Third Cohort of Schools

- Research Brief -

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Executive Summary

In 2014, 55 eligible schools applied for the third cohort of School Improvement Grants (SIGs) in Michigan. A total of 19 schools were funded (i.e., SIG III schools) beginning in the 2014–15 school year. WestEd surveyed principals at each of the 19 SIG III schools as well as the 36 schools that applied for SIG III and were not awarded funds. The surveys asked about school reform strategies and practices in 2014–15 related to data systems, teacher and school leader evaluations, and instruction and curricula, as well as the types of support received from the state and district.

Of the 19 SIG III schools, 11 (58%) responded to the survey; of the 36 non-SIG schools, 15 (42%) responded to the survey. There was a lack of equivalence between SIG III schools that responded to the survey and SIG III schools that did not respond with regard to the following: number of students enrolled, average number of pupils per teacher, top-to-bottom ranking in 2014, and percentage of students who were female, Latino/Hispanic, other race/ethnicity, or eligible for free or reduced-price. For non-SIG schools, there was a lack of equivalence between the non-SIG schools that responded and the non-SIG schools that did not respond with regard to the following: number of students enrolled, average number of pupils per teacher, and the percentage of students who were Latino/Hispanic. Therefore, the SIG III and non-SIG schools that responded to survey were not representative of the entire set of SIG III and non-SIG schools, respectively. The only difference between SIG III schools that responded to the survey and non-SIG schools that responded was the number of students enrolled. SIG III schools that responded to the survey had, on average, larger enrollments than non-SIG schools that responded.

To test for significant differences between responses from SIG III and non-SIG schools, chi-squared or Fischer exact tests, or t-tests were conducted, depending on whether the data from specific survey questions were categorical or continuous. The main findings are as follows.

Structural Changes at SIG III Schools

Respondents at SIG III schools reported that districts held the primary responsibility for most school policy decisions at their schools. During the first year of the grant, a little under half of SIG III schools removed instructional staff, while a majority of schools reported making moderate to large revisions or changes to school policies surrounding school climate, safety, and engagement. Few SIG III schools reported making major revisions or changes to school policies dealing with monitoring student readiness. During the first year of the grant, there was an increase in the number of instructional days and instructional hours per day at SIG III schools compared to the year before the grant. However, only the increase in instructional hours per day at SIG III schools was statistically significant.

Curricula, Instruction, and Assessment at SIG III Schools

Most SIG III schools made large or moderate changes to the English language arts and mathematics curricula, as well as to the instructional approaches in these subject areas. In addition, most SIG III schools used traditional grades or academic discipline-based departments, as well as interdisciplinary teaching or paired/team teaching, while almost half of SIG III schools sub-divided either specific grades or the entire schools into smaller learning communities. In addition, the typical English language arts or mathematics teacher at most SIG III schools used computer-assisted instruction and tiered instruction either daily or weekly. Likewise, the typical English language arts or mathematics teacher at SIG III schools used cooperative and project-based learning daily or weekly. Finally, the typical teacher at most SIG III schools used benchmark or interim assessments in English language arts and mathematics three to four times per year.

Data Use at SIG III Schools

All SIG III schools had a designated staff person who supported the use of data by teachers and provided scheduled time for teachers to examine data, either on their own or in collaboration with other teachers or school administrators. More than half of SIG III schools used data daily or weekly to inform instructional practices and to guide development and support of academic or enrichment programs. Less than half used data daily or weekly to evaluate instructional practices or to inform resource allocation.

SIG III schools used different practices to incorporate student, classroom, and school achievement data into their school improvement efforts. The most frequently used approach was for school leaders to coach teachers in the use of data to improve instruction and for teachers to meet with each other to discuss student data. Practices that occurred less frequently were for school staff to formulate specific plans to address instructional practices and for school leaders to review student performance data or to meet with teachers to discuss the data. The practice that occurred least frequently was for district staff to meet with school staff to review overall student performance.

Two of four SIG III high schools that responded to the survey used data daily or weekly to track student progress toward graduation and three of these high schools used data weekly or monthly to track preparation for college enrollment. In addition, most SIG III schools used data (either daily, weekly, or monthly) to assess school climate and related issues and to guide development and implementation of nonacademic supports and enrichment programs. Also, most SIG III schools used data weekly or monthly to inform development of and to evaluate professional development and coaching. The most frequently cited barriers to using data at SIG III schools were lack of: knowledge of how to act upon data, flexibility to act upon data, and time.

Teacher and Leader Evaluations at SIG III Schools

Each SIG III school required classroom observations by principals and measures of student academic growth for formative evaluation of all its teachers, and almost all SIG III schools required these same two measures for summative evaluation of teachers as well. In addition, standardized assessments (other than the state assessment) and teacher-developed assessments were the most commonly used measures of student achievement growth, followed by state test scores and other, unspecified measures. Leaders at almost all SIG III schools were evaluated using student academic growth and district administrator input. In addition, SIG III schools evaluated teachers in their probationary period an average of 2.10 times per year and teachers who were not in their probationary period an average of 2.00 times per year. Also, a majority of SIG III schools used teacher evaluation results to inform professional development and coaching, and as the primary consideration in making decisions about reductions in force or excessing.

Professional Development, Coaching, and Technical Assistance at SIG III Schools

Almost all SIG III schools provided professional development and coaching to instructional staff in the following topics: aligning instruction to state standards, instructional strategies, and using data to improve or differentiate instruction. Nearly all SIG III schools required instructional staff attend all or most of the professional development or coaching provided during the grant, and most schools reported that all or most coaching was delivered over

multiple sessions. However, most schools reported that professional development or coaching sessions were designed with input from school staff. Finally, most SIG III schools received technical assistance from an external entity *weekly*.

Differences Between SIG III and Non-SIG Schools

During the year preceding SIG funding or during the first year of the grant, significantly more SIG III schools made changes in school leadership than did non-SIG schools. In addition, SIG III schools made changes to a significantly greater extent than non-SIG schools in the areas of: revising or changing school policies surrounding parent and community engagement, data use, and nonacademic supports for students. SIG III schools also used teacher-developed assessments as a measure of student academic growth in teacher evaluations more so than non-SIG schools. Finally, external entities provided training or technical assistance more frequently at SIG III school compared to non-SIG schools. These were the only areas of school reform implementation where there were statistically significant differences between SIG III and non-SIG schools that responded to the survey.

Introduction

Since 2010, the Michigan Department of Education (MDE) has received over \$200 million for School Improvement Grants (SIGs) and the state has awarded SIGs to 75 schools across four cohorts (Michigan Department of Education, 2016). In 2014, 55 eligible schools applied for the third cohort of SIGs in Michigan. A total of 19 schools were funded (i.e., SIG III schools) beginning in the 2014–15 school year. The 19 SIG III schools were in 10 different public school districts and one charter management organization. Individual school grants ranged from \$1,322,250 to \$2 million over three years. Sixteen SIG III schools selected the transformation model and three opted for the turnaround model. In spring 2015, surveys were sent to principals at both the 19 SIG III schools and the 36 schools that applied for SIG III funds but were not awarded funds. The surveys asked about school reform strategies and practices in 2014–15 related to data systems, teacher and school leader evaluations, instruction, and curricula, as well as the types of support received from the state and district. This report presents the survey findings.

Method

The survey was adapted from one used by the Institute of Education Sciences (IES) at the U.S. Department of Education in its national evaluation of implementation and outcomes at SIG schools. The survey was modified for this evaluation by omitting several questions not relevant to SIGs or school reform in Michigan. The survey required approximately 30 minutes to complete. A copy of the instrument is in Appendix A.

MDE provided contact information for principals at each of the 19 SIG III and the 36 schools that applied for SIG III funds and were not awarded funds. In spring 2015, a web-based survey was sent to principals at all 19 SIG III and all 36 non-SIG schools.¹ Principals were informed in an email that completion of the survey was voluntary and that responses would remain confidential. Principals were also informed that upon completion of the survey, their schools would receive a \$250 gift card for an office supply store.² Finally, principals were told that if they did not have enough information to address any of the survey questions, they could consult with others at the school.

¹ A hard copy of the survey was made available to those who preferred to respond using this format.

² Part-way through the survey administration, WestEd sent a \$25 gift card for an office supply store along with the survey invitation to the principals at SIG III and non-SIG schools that had not completed the survey. The school was entitled to retain the gift card even if the principal did not complete the survey, but would receive the remaining \$225 gift card if the principal completed the survey.

Response Rates and Testing for Non-Response Bias and Non-Equivalence of SIG III and Non-SIG Schools

The response rate across all SIG III and non-SIG schools was 47 percent. Of the 19 SIG III schools, 11 (58%) responded to the survey; of the 36 non-SIG schools, 15 (42%) responded to the survey. Non-response bias was tested by comparing respondents and non-respondents on observable school characteristics (Appendix B1) was examining using What Works Clearinghouse standards from the IES (United States Department of Education, 2014). The standards define nonequivalence between groups as any difference between the groups that is a quarter of a standard deviation or larger, even if not statistically significant. Using this standard, there was a lack of equivalence between SIG III schools that responded and SIG III schools that did not respond with regard to the following: number of students enrolled, average number of pupils per teacher, top-to-bottom ranking in 2014, and percentage of students who were female, Latino/Hispanic, other race/ethnicity, or eligible for free or reduced-price. For non-SIG schools, there was a lack of equivalence between the non-SIG schools that responded and the non-SIG schools that did not respond with regard to the following: number of students enrolled, average number of pupils per teacher, and the percentage of students who were Latino/Hispanic. Therefore, the SIG III and non-SIG schools that responded to survey were not representative of the entire set of SIG III and non-SIG schools, respectively.

What Works Clearinghouse standards were also used to examine nonequivalence between the SIG III school and the non-SIG schools whose principals responded to the survey (Appendix B2). In this case, the only difference was in the number of students enrolled with SIG III schools that responded to the survey having, on average, larger enrollments than non-SIG schools that responded.

SIG III and non-SIG schools that responded to the survey were compared on whether they were charter or magnet schools, or in urban areas. One of the SIG III respondents was a charter school compared to five of the non-SIG schools; three of the SIG III schools were magnet schools compared to five of the non-SIG schools; and five of the SIG III schools were in urban areas compared to eight of the non-SIG schools. None of these differences were statistically significant.³ In addition, the majority of respondents to the survey represented elementary schools (i.e., schools included grades from pre-kindergarten to 6) (Appendix C). The sample included one respondent from a non-SIG school that included grades pre-kindergarten through 12. There was no statistically significant difference between

³ Fisher's exact test $p = 0.18$ for charter schools, $p = 1.00$ for magnet schools, and $p = 0.68$ for urban schools. For the urban schools analysis, schools were consolidated into two larger groups. The first group combined schools that were in large or mid-size cities and the second group combined schools that were in small-size cities, large and mid-size suburbs, or remote rural areas.

the grade levels in SIG III versus non-SIG schools.⁴ Of the 11 SIG III schools that responded to the survey, seven had adopted the transformation model and four had adopted the turnaround model.⁵ To analyze the survey responses, chi-squared or Fisher's exact tests, or independent samples t-tests were conducted, depending on whether the data from specific survey questions were categorical or continuous. Paired-sample t-tests were used to examine any statistical significance with regard to changes in number of instructional days and instructional hours per day compared to the year before the grant in SIG III schools. Data from Likert scales are presented as categorical data in the findings section of this report but were coded and analyzed as continuous variables when testing for differences between responses from principals from SIG III and non-SIG schools for statistical significance.

Survey Findings

This section reports findings from the survey on implementation of school reform strategies during the first year of SIG III (i.e., the 2014–15 school year). All findings pertain to SIG III schools and findings for the non-SIG schools are reported in the narrative only when there were statistically significant differences between SIG III and non-SIG schools. Complete findings for non-SIG schools and results from all significance testing are in Appendix D.

Structural Reforms

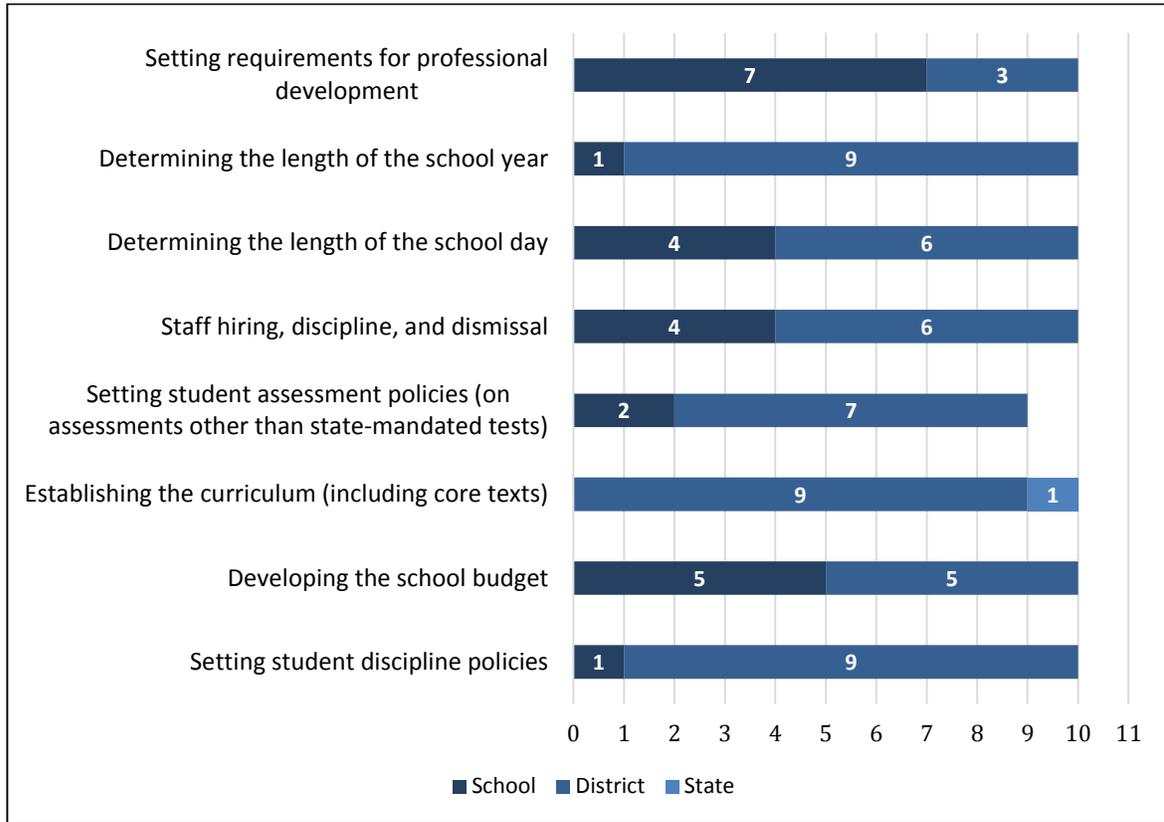
Districts held the primary responsibility for most school policy decisions at SIG III schools.

Survey respondents reported that the majority of school policy decisions were primarily the responsibility of their district (Exhibit 1). For example, nine SIG III schools responded that setting student discipline policies, establishing the curriculum, and determining the length of the school year were under district purview. Respondents at a majority of SIG III schools also said that student assessment policies, determining the length of the school day, and staffing decisions were determined primarily by the district. The two policy exceptions were setting requirements for professional development and school budgeting. Respondents at seven schools said that professional development requirements were determined by the school. Respondents at five schools said that developing the school budget was primarily the school's responsibility while respondents at another five schools said it was primarily the district's responsibility.

⁴ $X^2(1, N = 24) = 0.68, p = 0.41$. For this analysis, schools were consolidated into two larger groups. The first group combined schools pre-kindergarten through grade 6, and pre-kindergarten through grade 8. The second group combined schools grades 7 through 12, and grades 9 through 12. The single K–12 school was excluded from the analysis.

⁵ One school did not indicate the model it adopted. Because, there were only three schools in the SIG III cohort that adopted the turnaround model and the remaining adopted the transformation model, according to MDE records, we assumed that the one school that did not indicate a model adopted the transformation model.

Exhibit 1. Number of SIG III schools where the school, district, or state held primary responsibility for key school policy decisions



Notes: n = 11; missing data = 1 to 2. Complete findings for respondents from SIG III and non-SIG schools are in Exhibit D1.

Source: spring 2015 survey.

Most SIG III schools changed leadership during the first year of SIG III funding or in the year preceding it. A larger proportion of SIG III schools changed leadership during this period compared to non-SIG schools.

A new principal was hired at 8 of 11 SIG III schools during the year before SIG III funding, during the first year of SIG III funding, or during both years.⁶ This was in contrast to non-SIG schools where a new principal was hired at 6 of the 15 schools during one of the same periods. This difference between SIG III and non-SIG school with regard to hiring a new principal was statistically significant.⁷ In addition, major changes in school leadership, aside from the principal, were pursued at 6 of the 11 SIG III schools as part of their school improvement efforts.

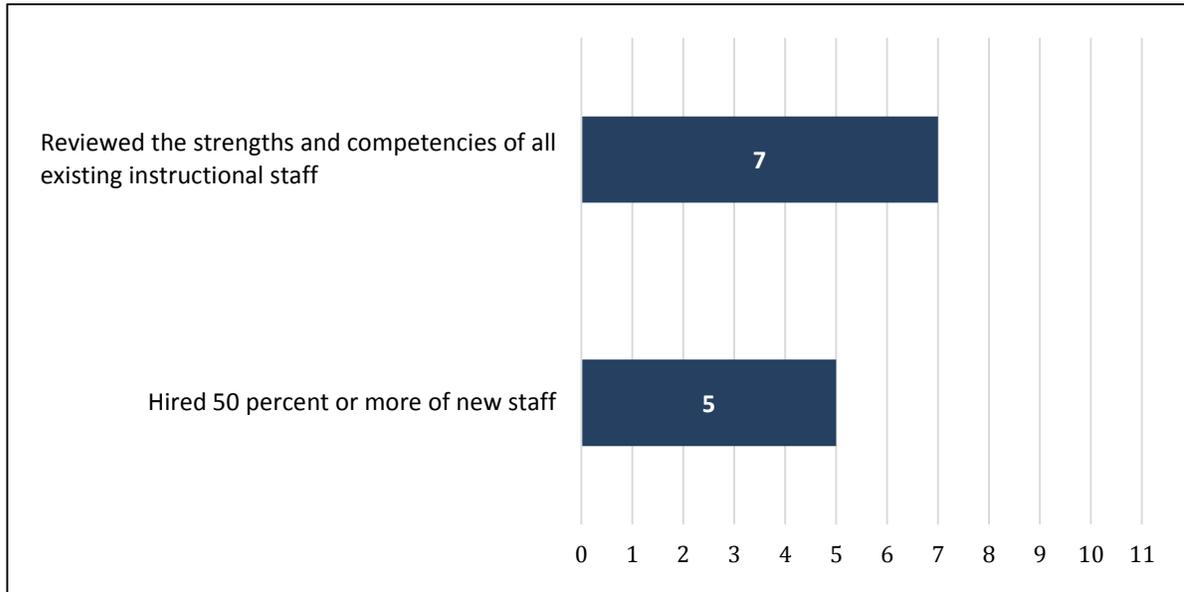
⁶Three of these SIG III schools reported new principals in both the year before SIG III funding and during first year of SIG III funding.

⁷ Fisher's exact test value $p = 0.04$.

Almost half of SIG III schools removed instructional staff.

Respondents from five SIG III schools reported that their schools hired 50 percent or more new staff as part of their school improvement effort (Exhibit 2). Leadership at these five SIG III schools removed instructional staff through firing or counseling out as part of their school improvement efforts. The estimated proportions of staff removed from these five schools ranged from 6.30 to 50 percent with an average of 23.25 percent of staff removed through these means (standard deviation = 20.23 percent).⁸

Exhibit 2. Number of SIG III schools that reviewed strengths and competencies of existing staff and that hired new staff



Notes: n = 11; missing data = 1 to 2. Complete findings for respondents from SIG III and non-SIG schools are in Exhibit D2.

Source: spring 2015 survey.

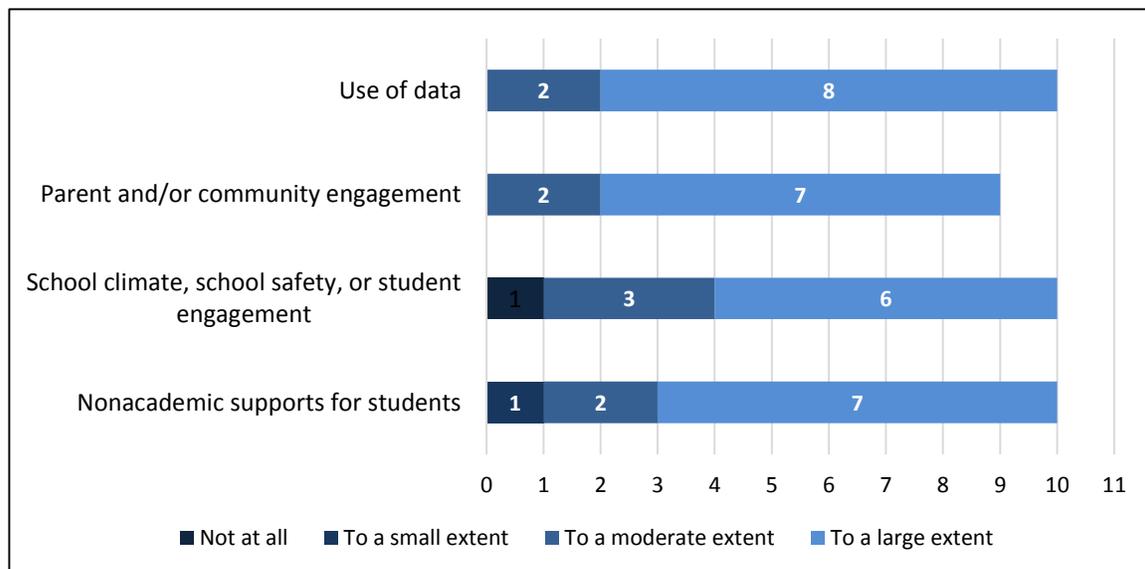
SIG III schools reported making major revisions or changes to school policies surrounding school climate, safety, and engagement. Few SIG III schools reported making major revisions or changes to school policies dealing with monitoring student readiness.

SIG III schools reported making major revisions or changes to school policies surrounding parent and community engagement, data use, and nonacademic supports for students. SIG III schools reported making these changes to a larger extent than non-SIG schools.

⁸ This was in comparison to the four non-SIG schools that reported that they hired 50 percent or more new staff. The estimated percentage of staff removed from non-SIG schools by these means was 24.50 (standard deviation = 17.54 percent), which was not a statistically significant difference from SIG III schools.

Respondents were asked the extent to which their schools had made revisions or changes to school policies during the first year of SIG III funding. Respondents from 10 SIG III schools reported revisions to school policies about use of data to a *large* or *moderate* extent (Exhibit 3). In addition, respondents from nine SIG III schools reported that their schools changed or modified policies related to school climate, school safety, and school engagement; parent and/or community engagement; and nonacademic supports to a *large* or *moderate* extent. SIG III schools reported they made changes to policies regarding data use, nonacademic supports, and parent and/or community engagement to a larger extent than non-SIG schools by a statistically significant margin.⁹

Exhibit 3. Number of SIG III schools that changed school policies regarding parent and community engagement, data use, school climate, safety, student engagement, and nonacademic supports for students



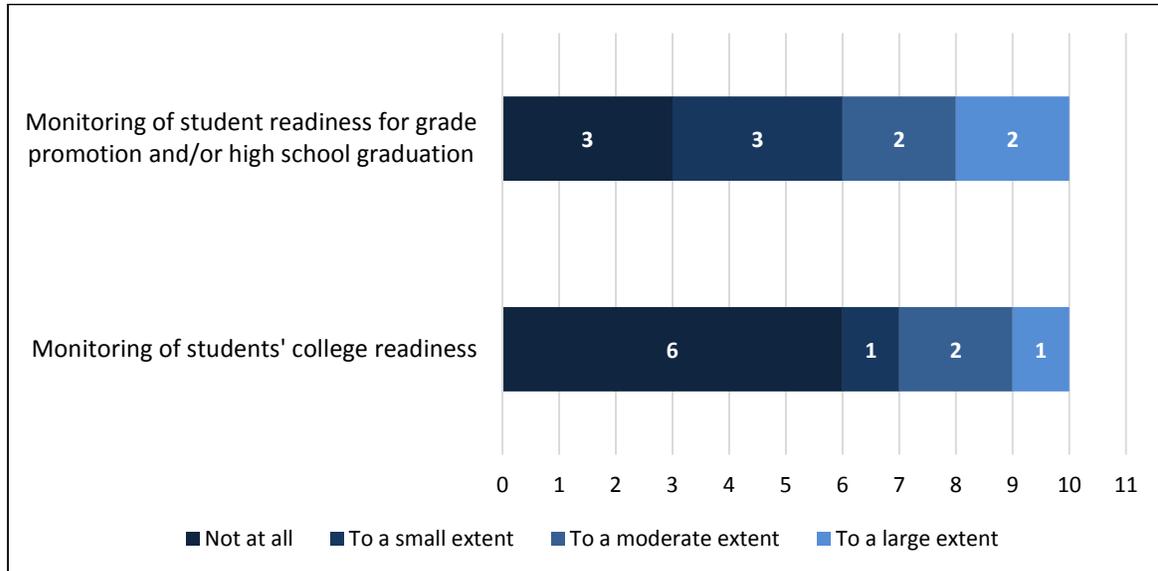
Notes: n = 11; missing data = 1 to 2. Respondents selecting “not at all” are not included in the exhibit. Complete findings for respondents from SIG III and non-SIG schools are in Exhibit D3. Source: spring 2015 survey.

Respondents were asked the extent to which they made revisions or changes to monitoring student readiness for grade promotion and graduation, and for college (Exhibit 4). Only four SIG III schools changed monitoring of students’ readiness for grade promotion and graduation during the first year of SIG to a *large* or *moderate* extent, and only three SIG III

⁹For policies or strategies related to nonacademic supports in SIG III schools (mean = 3.6; standard deviation = 0.7); for policies or strategies related to nonacademic supports in non-SIG schools (mean = 2.4; standard deviation = 0.9); $t(20) = 3.5, p < 0.01$. For policies or strategies related to parent and/or community engagement in SIG III schools (mean = 3.8; standard deviation = 0.4); for policies or strategies related to parent and/or community engagement in non-SIG schools (mean = 2.4; standard deviation = 0.9); $t(20) = 4.9, p < 0.01$. For policies or strategies related to data use in SIG III schools (mean = 3.8; standard deviation = 0.4); for policies or strategies related to data use in non-SIG schools (mean = 3.3; standard deviation = 0.7); $t(21) = 2.1, p < 0.05$. Means and standard deviations calculated for these items were from the following survey response options: 1 = not at all; 2 = to a small extent; 3 = to a moderate extent; and 4 = to a large extent.

schools made changes to monitoring student readiness for post-secondary education to a *large* or *moderate* extent.

Exhibit 4. Number of SIG III schools that changed school policies regarding monitoring student readiness



Notes: n = 11; missing data = 1. Respondents selecting “not at all” are not included in the exhibit. Complete findings for respondents from SIG III and non-SIG schools are in Exhibit D4.

Source: spring 2015 survey.

At SIG III schools during the first year of the grant, there was an increase in the number of instructional days and instructional hours per day compared to the year before the grant. However, only the increase in the number of instructional hours per day was statistically significant.

In the year before SIG III awards, students were in session at SIG schools an average of 178.56 days per year. This increased to 180.78 days per year during the first year of the SIG III grant. This increase of approximately two days was not statistically significant.¹⁰

In the year before the SIG III awards, students were in session at SIG schools an average of 6.97 hours per school day. This increased to 7.49 hours per school day during the first year of the SIG III. This approximately 30-minute increase was statistically significant.¹¹ In addition, the increase in hours per day students spent in session in non-SIG schools was not

¹⁰The standard deviation for the pre-SIG year and the first SIG year were 6.69 days per year and 6.42 days per year, respectively. Paired-sample *t*-test with eight degrees of freedom = 1.84, *p* = 0.10.

¹¹The standard deviation for the pre-SIG year and the first SIG year were 0.50 hours per week and 0.54 hours per week, respectively. Paired-sample *t*-test with seven degrees of freedom = 2.90, *p* = 0.02.

statistically significant.¹² Finally, all 10 responding SIG III schools offered summer instruction while eight offered before- or after-school instruction. Block scheduling and weekend instruction were less commonly provided to students, with three SIG III schools and two SIG III schools providing these, respectively.

Curriculum, Instruction, and Assessment

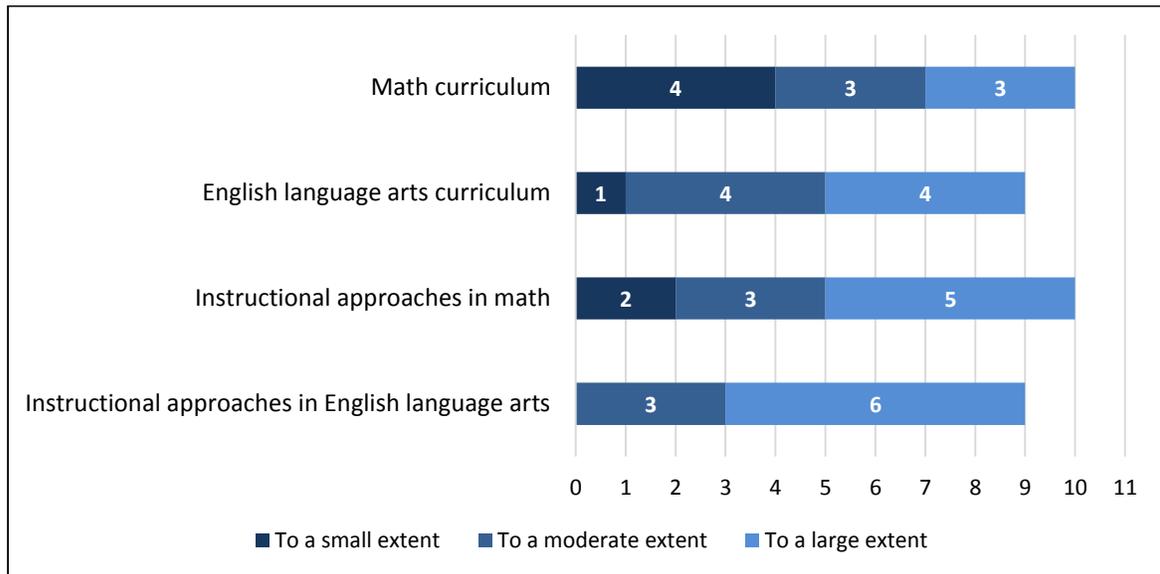
Most SIG III schools made changes to a *large* or *moderate* extent to the English language arts and mathematics curricula, as well as to the instructional approaches in these subject areas.

Most SIG III schools used traditional grades or academic discipline-based departments as well as interdisciplinary teaching or paired/team teaching, while a little under half of SIG III schools subdivided either specific grades or the entire school into smaller learning communities.

Seven SIG III schools adopted a new instructional model and eight adopted new curricula or instructional materials during the first year of SIG. Eight and six schools reported they implemented changes to the English language arts and mathematics curricula to a *large* or *moderate* extent, respectively (Exhibit 5). In addition, nine and eight SIG III schools reported they implemented changes to the instructional approaches in English language arts and mathematics to a *large* or *moderate* extent, respectively.

¹² In the year before SIG III awards, students were in session at non-SIG schools an average of 6.61 (standard deviation = 1.41) hours per school day. In the first year of SIG III awards, students were in session at non-SIG schools an average of 7.16 (standard deviation = 0.14) hours per school day. Paired-sample *t*-test with 10 degrees of freedom = 1.09, *p* = 0.30.

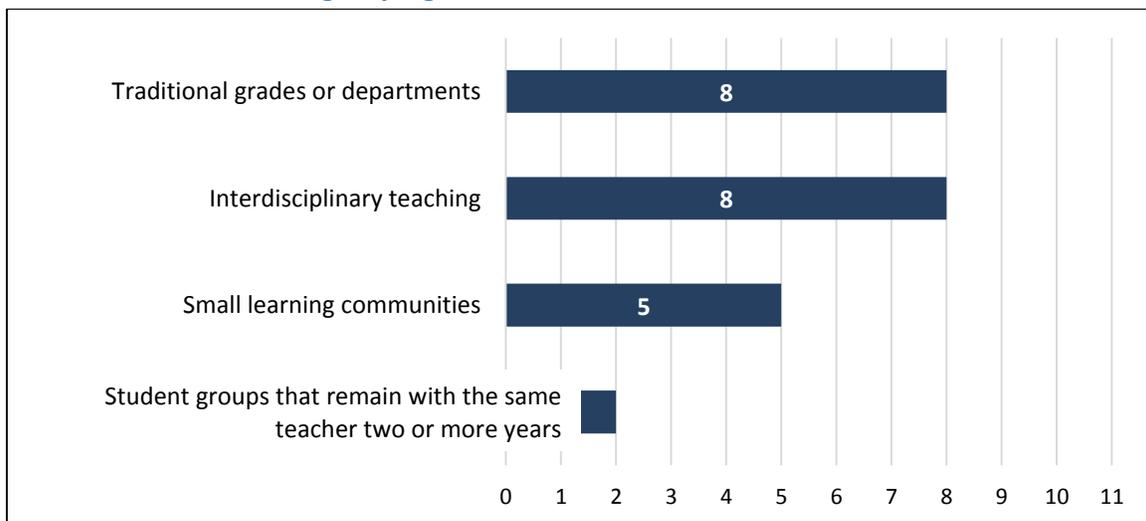
Exhibit 5. Number of SIG III schools that changed curricula and instructional practices in English language arts and mathematics



Notes: n = 11; missing data = 1. Respondents selecting “not at all” are not included in the exhibit. Complete findings for respondents from SIG III and non-SIG schools are in Exhibit D5.
Source: spring 2015 survey.

Eight SIG III schools used traditional grades or academic discipline-based departments and eight SIG III schools used interdisciplinary teaching or paired/team teaching (Exhibit 6). Five SIG III schools sub-divided either specific grades or the entire school into smaller learning communities; only two used a strategy whereby students remained with the same teacher two or more years (e.g., looping).

Exhibit 6. Number of SIG III schools that used different methods to organize classes or instructional groupings

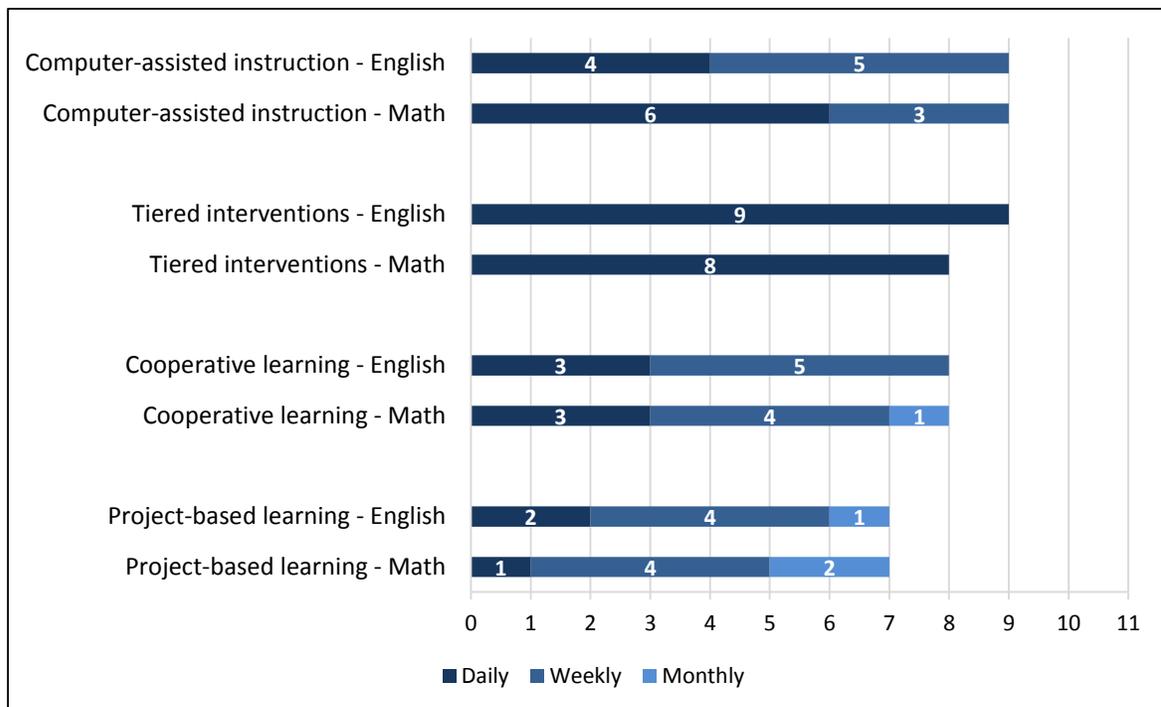


Notes: n = 11; missing data = 1. Complete findings for respondents from SIG III and non-SIG schools are in Exhibit D6.
Source: spring 2015 survey.

The typical English language arts or mathematics teacher at most SIG III schools used computer-assisted instruction and tiered instruction *daily* or *weekly*. In addition, the typical English language arts or mathematics teacher at SIG III schools used cooperative or project-based learning *daily* or *weekly*.

Respondents were asked about the frequency with which typical English language arts and typical mathematics teachers at their schools engaged in certain activities with their students (Exhibit 7). Nine SIG III schools reported these English language arts teachers engaged in computer-based instruction *daily* or *weekly* and nine reported these teachers used tiered interventions *daily* or *weekly*. Eight SIG III schools had English language arts teachers who engaged students in cooperative learning *daily* or *weekly*, and six used project-based learning *daily* or *weekly*. Nine SIG III schools reported mathematics teachers engaged in computer-based instruction *daily* or *weekly* and eight reported mathematics teachers used tiered interventions *daily* or *weekly*. Seven SIG III schools had English language arts teachers who engaged students in cooperative learning *daily* or *weekly*, and five used project-based learning *daily* or *weekly*. Finally, five SIG III schools provided teachers with common planning time for teachers to meet in teams; three schools did so for only a portion of their teachers, and two schools did not do so for any teachers.

Exhibit 7. Number of typical SIG III teachers in English language arts and mathematics in SIG III schools who used different classroom activities



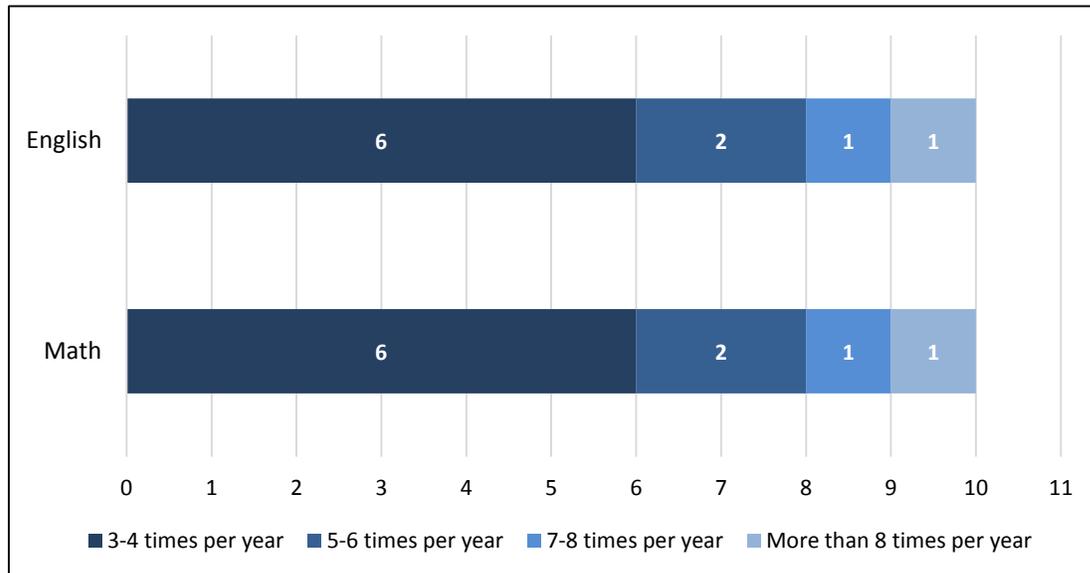
Note: n = 11; missing data = 1. Respondents selecting “a few times per year” and “never during this past year” are not included in the exhibit. Complete findings for respondents from SIG III and non-SIG schools are in Appendix D7.

Source: spring 2015 survey.

The typical teacher at most SIG III schools used benchmark or interim assessments in English language arts and mathematics three to four times per year.

Six SIG III schools reported that typical English language arts and mathematics teachers used benchmark or interim assessments with students 3 to 4 times per year (Exhibit 8). Another two SIG III schools reported that typical English language arts and mathematics teachers used them 5 to 6 times per year, while one SIG III school reported 7 to 8 times per year and another more than 8 times per year. The respondent for one SIG III school did not respond to this question.

Exhibit 8. Number of typical SIG III teachers in English language arts and mathematics in SIG III schools who used benchmark or interim assessments



Notes: n = 11; missing data = 1. Complete findings for respondents from SIG III and non-SIG schools are in Exhibit D8.

Source: spring 2015 survey.

Data Use

Most SIG III schools used data daily or weekly to inform instructional practices and to guide development and support of academic or enrichment programs. Less than half used data daily or weekly to evaluate instructional practices or to inform resource allocation.

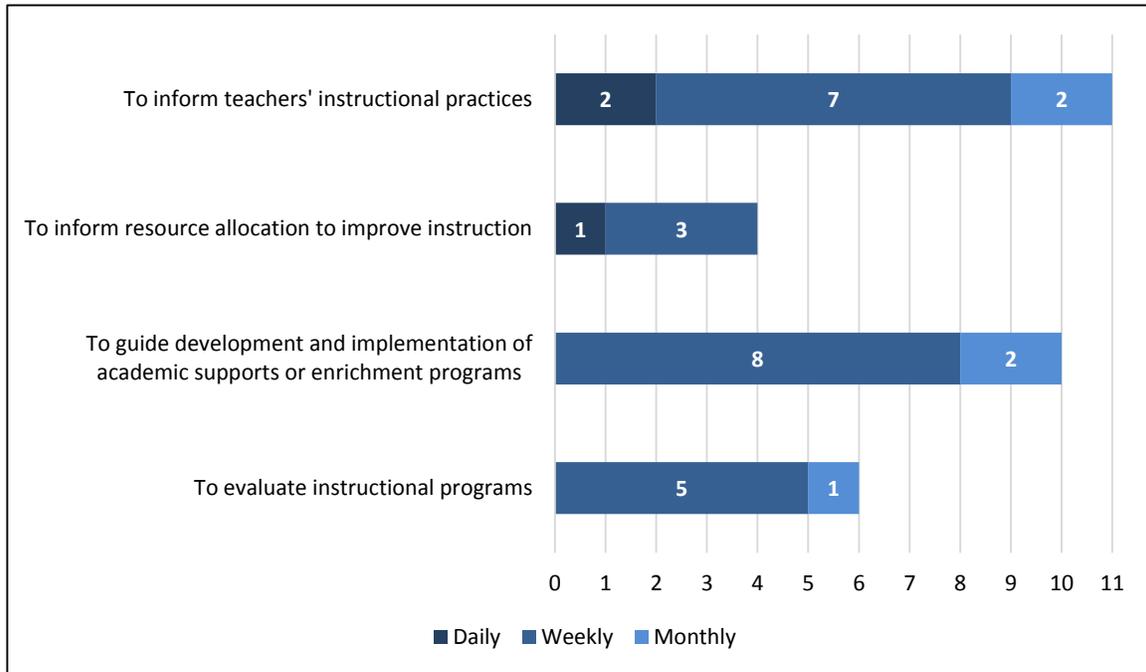
SIG III schools used different practices to incorporate student, classroom, and school achievement data into their school improvement efforts.

- **The most frequently used practices were for school leaders to coach teachers in the use of data to improve instruction and for teachers to meet with each other to discuss student data.**
- **Practices that occurred less frequently were for school staff to formulate specific plans to address instructional practices and for school leaders to review student performance data or to meet with teachers to discuss the data.**
- **The practice that occurred least was district staff meeting with school staff to review overall student performance.**

Four SIG III schools used data either *daily* or *weekly* to inform resource allocation to improve instruction, while nine schools did so to inform teacher instructional practices (Exhibit 9). Eight SIG schools used data *weekly* to inform development and implementation of academic supports or enrichment programs, and six of the schools used data *weekly or monthly* to evaluate instructional programs. The frequency with which SIG III schools used data to inform resource allocation to improve instruction more frequently than non-SIG schools, and this difference was statistically significant.¹³

¹³ SIG III schools (mean = 4.27; standard deviation = 0.90); non-SIG schools (mean = 3.43; standard deviation = 0.76); $t(23) = 2.54, p = 0.02$. Means and standard deviations calculated using the survey response options (1 = Never during the past year; 2 = Once per year; 3 = A few times a year; 4 = Monthly; 5 = Weekly; 6 = Daily).

Exhibit 9. Number of SIG III schools that used data to improve instruction

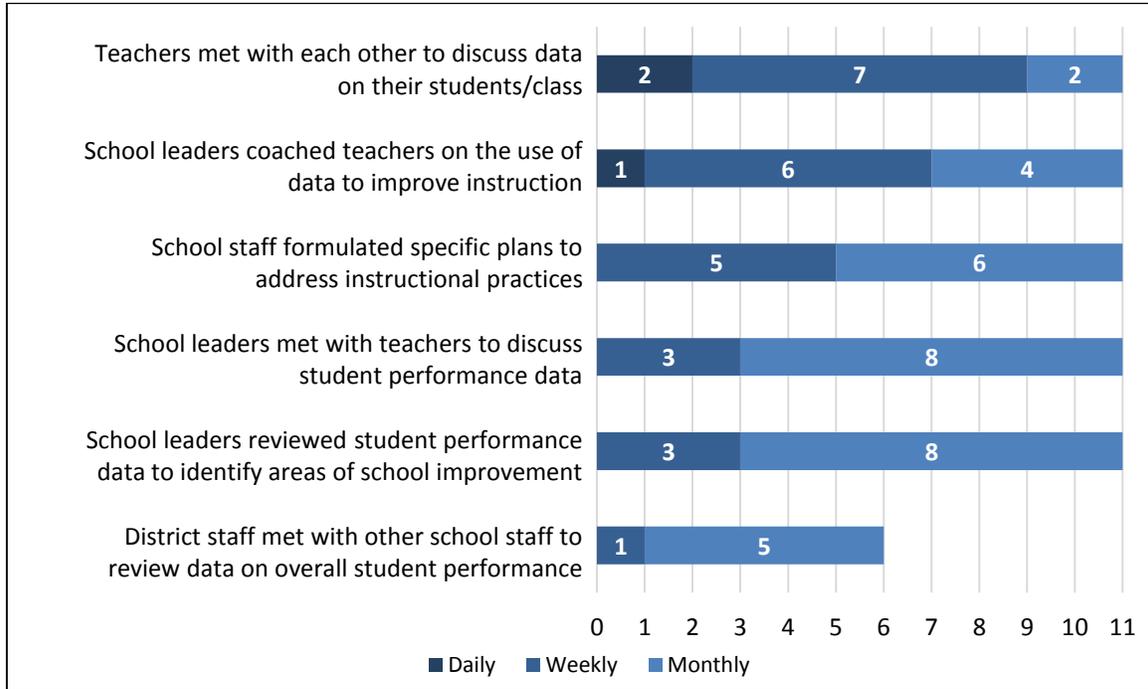


Notes: n = 11; missing data = 0. Respondents selecting “a few times per year”, “once per year” or “not at all” are not included. Complete findings for respondents from SIG III and non-SIG schools are in Appendix D9. Source: spring 2015 survey.

There were several ways that schools used data to improve instruction (Exhibit 10). Respondents from all 11 SIG III schools indicated that school leaders met with each other either *monthly* (8 SIG III schools) or *weekly* (3 SIG III schools) to review student performance data in order to identify areas of improvement for the school, and with teachers to identify areas of improvement for individual students or groups of students. The majority of SIG III schools had teachers meet with one another *weekly* (7 SIG III schools) to discuss data pertaining to their students or classes. Likewise, school leadership usually met with staff *weekly* (6 SIG III schools) to coach them on data use to improve instruction. In addition, after data were reviewed, all SIG III schools had staff or coaches that formulated specific plans to update and revise individual practices to address issues with specific classes or students, either *weekly* (5 SIG III schools) or *monthly* (6 SIG III schools). Finally, respondents from most SIG III schools indicated that district staff met with them to review data on overall student performance either *a few times per year* (5 SIG III schools) or *monthly* (5 SIG III schools), and one SIG III school indicated *weekly* meetings with district staff for this purpose. The only indicator of data use to improve instruction that differed between SIG III and non-SIG schools pertained to the frequency with which school leaders coached teachers

on using data to improve instruction. SIG III schools reported staff participated in this activity more frequently than reported by non-SIG schools.¹⁴

Exhibit 10. Number of SIG III schools that used different processes to incorporate data into instruction



Notes: n = 11; missing data = 0. None of the respondents selected “never.” Complete findings for respondents from SIG III and non-SIG schools are in Appendix D10.

Source: spring 2015 survey.

Two of four SIG III schools with high school students that responded to the survey used data *daily* or *weekly* to track student progress toward graduation while three of these schools did so to track preparation for college enrollment *weekly* or *monthly*.

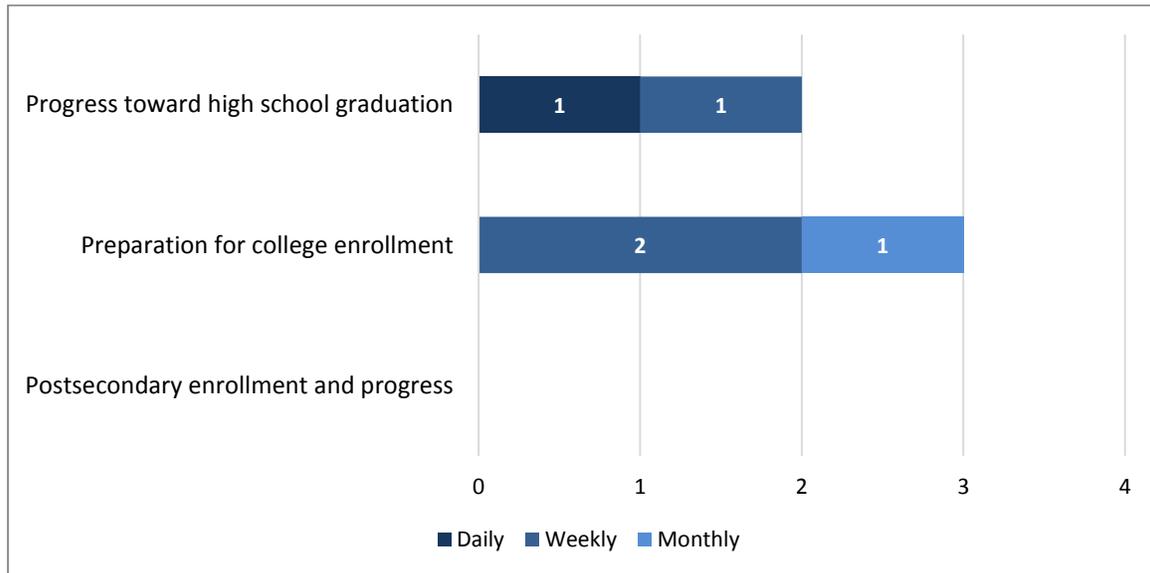
Most SIG III schools used data *daily*, *weekly*, or *monthly* to assess school climate and related issues and to guide development and implementation of nonacademic supports and enrichment programs.

Most SIG III schools used data *weekly* or *monthly* to inform development of and to evaluate professional development and coaching.

¹⁴SIG III schools (mean = 4.73; standard deviation = 0.65); non-SIG schools (mean = 3.93; standard deviation = 0.80); $t(24) = 2.71, p = 0.01$. Means and standard deviations calculated from the survey response options (1 = Never during the past year; 2 = Once per year; 3 = A few times a year; 4 = Monthly; 5 = Weekly; 6 = Daily).

Of the four high schools that responded to the survey, two schools used data to track student progress toward graduation *daily or weekly*, and three used data to track preparation for college enrollment *weekly or monthly* (Exhibit 11).

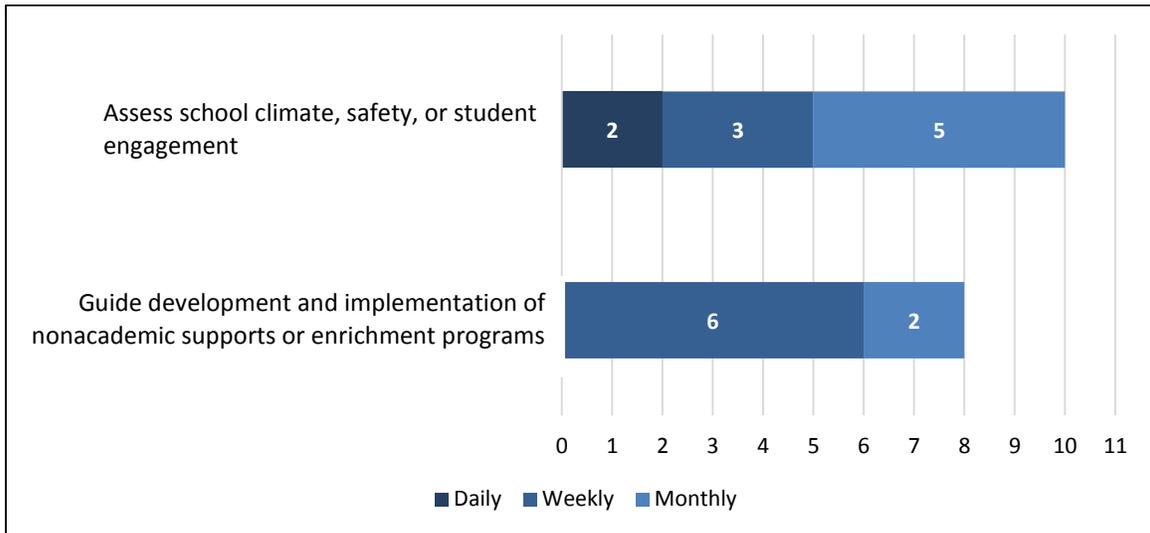
Exhibit 11. Number of SIG III high schools that used data to track student progress in different areas



Note: n = 4; missing data = 0. Respondents selecting “a few times per year” and “once per year” are not included. Complete findings for respondents from SIG III and non-SIG schools are in Appendix D11. Source: spring 2015 survey.

In addition, five SIG III schools reported they used data to assess school climate, safety, or student engagement either *daily* or *weekly*, and six SIG III schools used data *weekly* to guide development and implementation of nonacademic supports (Exhibit 12).

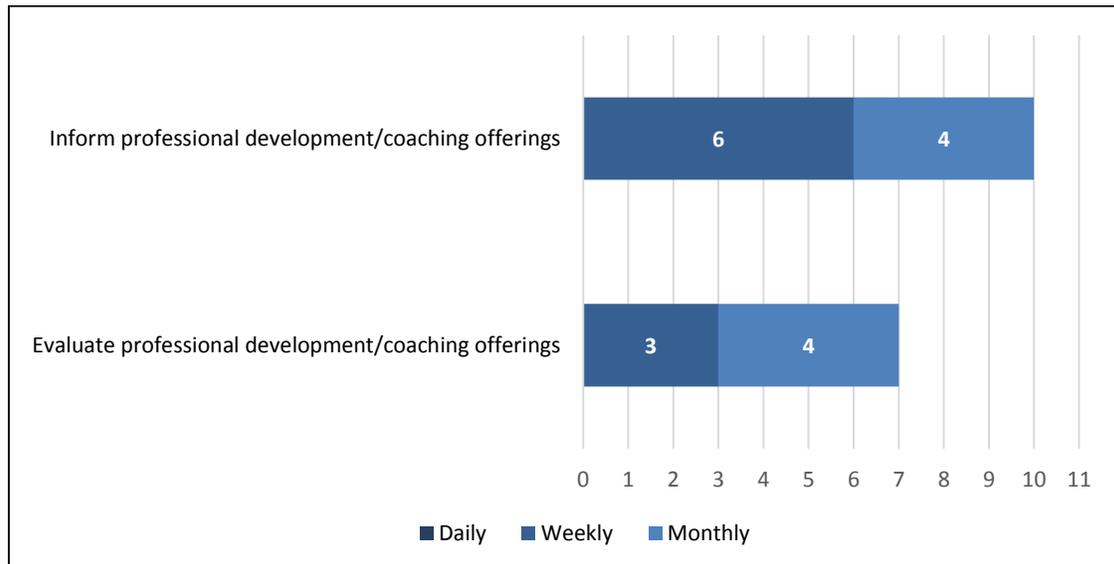
Exhibit 12. Number of SIG III schools that used data to assess school climate and nonacademic supports



Note: n = 11; missing data = 0. Respondents selecting “a few times per year”, “once per year” or “not at all” are not included. Complete findings for respondents from SIG III and non-SIG schools are in Appendix D12. Source: spring 2015 survey.

Ten SIG III schools reported using data either *weekly* or *monthly* to inform their offerings of professional development and coaching and seven SIG III schools used data *weekly* or *monthly* to evaluate these offerings (Exhibit 13).

Exhibit 13. Number of SIG III schools that used data to inform and evaluate professional development and coaching



Notes: n = 11; missing data = 0. Respondents selecting “a few times per year”, “once per year” or “not at all” are not included. Complete findings for respondents from SIG III and non-SIG schools are in Appendix D13. Source: spring 2015 survey.

All SIG III schools had a designated staff person who supported the use of data by teachers and provided scheduled time for teachers to examine data, either on their own or in collaboration with other teachers or school administrators.

Respondents from all 11 SIG III schools reported their school had a designated staff person who supported the use of data by teachers for the purpose of improving instruction. This individual could be school staff, district staff, or an external consultant. Likewise, respondents from all 11 SIG III schools reported their school provided scheduled time for teachers to examine data, either on their own or in collaboration with other teachers or school administrators. Teachers at SIG III schools reportedly spent an average of 2.82 hours (standard deviation = 2.14 hours) each week examining such data. In addition, respondents from all SIG III schools indicated that staff received professional development, coaching,

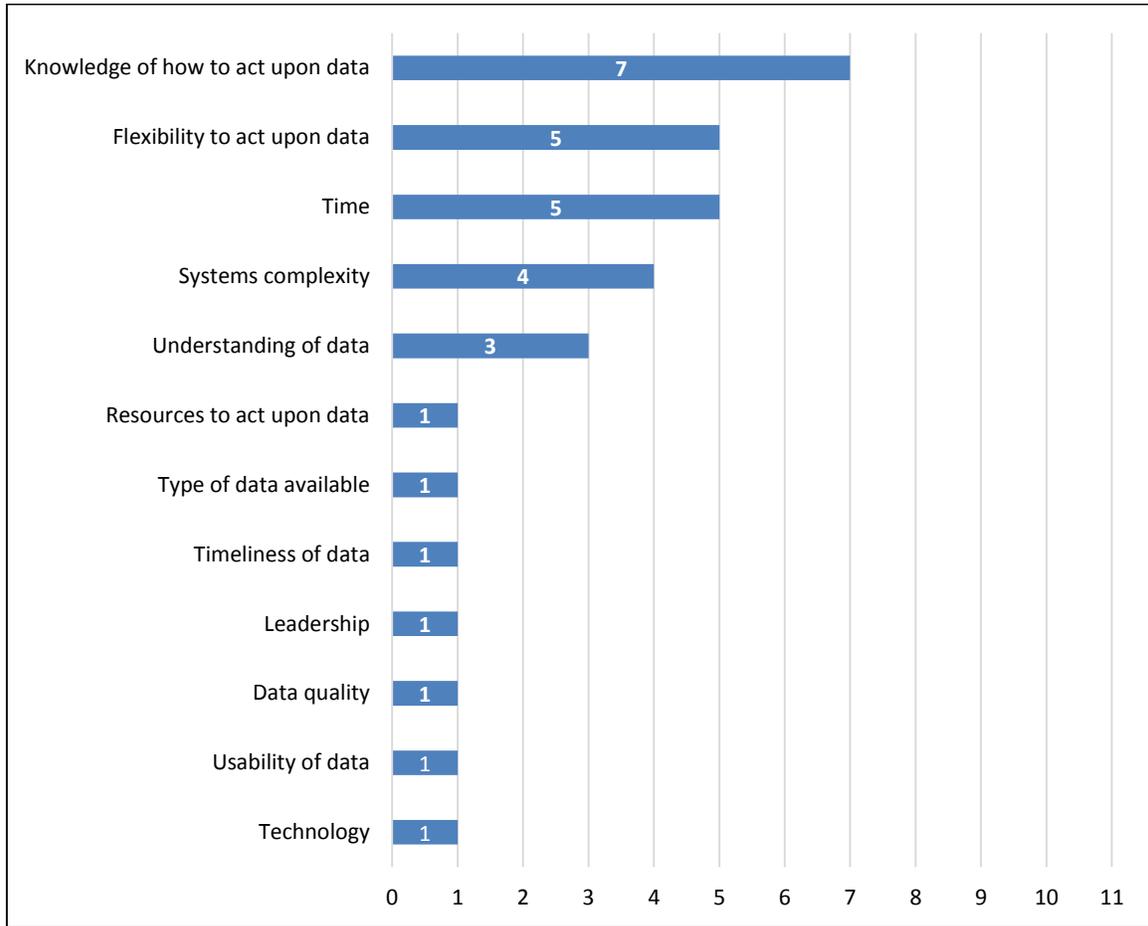
training, or technical assistance during the year to help school administrators or teachers access data systems, or interpret and use data to improve or differentiate instruction.¹⁵

The most frequently cited barriers to using data at SIG III schools were lack of: knowledge of how to act upon data, flexibility to act upon data, and time.

Seven SIG III schools reported a lack of knowledge of how to act upon data as a barrier to using data (Exhibit 14). In other words, these respondents felt that their schools knew how to analyze and interpret data but there was a lack of information on how to effectively respond to the needs or successes identified through the data. The next most frequently cited barriers, each by five SIG III schools, were lack of flexibility to act based on data as well as a lack of time to spend with data. Those who reported that the former was a barrier indicated their school was constrained by policies or procedures from acting upon data analysis findings. Those who responded with the latter indicated there was not sufficient time for teachers to analyze or review data to plan instructional improvements based on the data.

¹⁵ The survey also asked respondents to indicate the number of hours per week a typical teacher or administrator received such support. However, WestEd determined that many of the responses were not valid; so the data for this question were not analyzed.

Exhibit 14. Number of SIG III schools reporting barriers to data use



Note: n = 11; missing data = 0. Complete findings for respondents from SIG III and non-SIG schools are in Appendix D14.

Source: spring 2015 survey.

Teacher Evaluation

All SIG III schools required classroom observations by principals and measures of student academic growth for the formative evaluation of all teachers, and almost all SIG III schools required these same two measures for the summative evaluation of teachers.

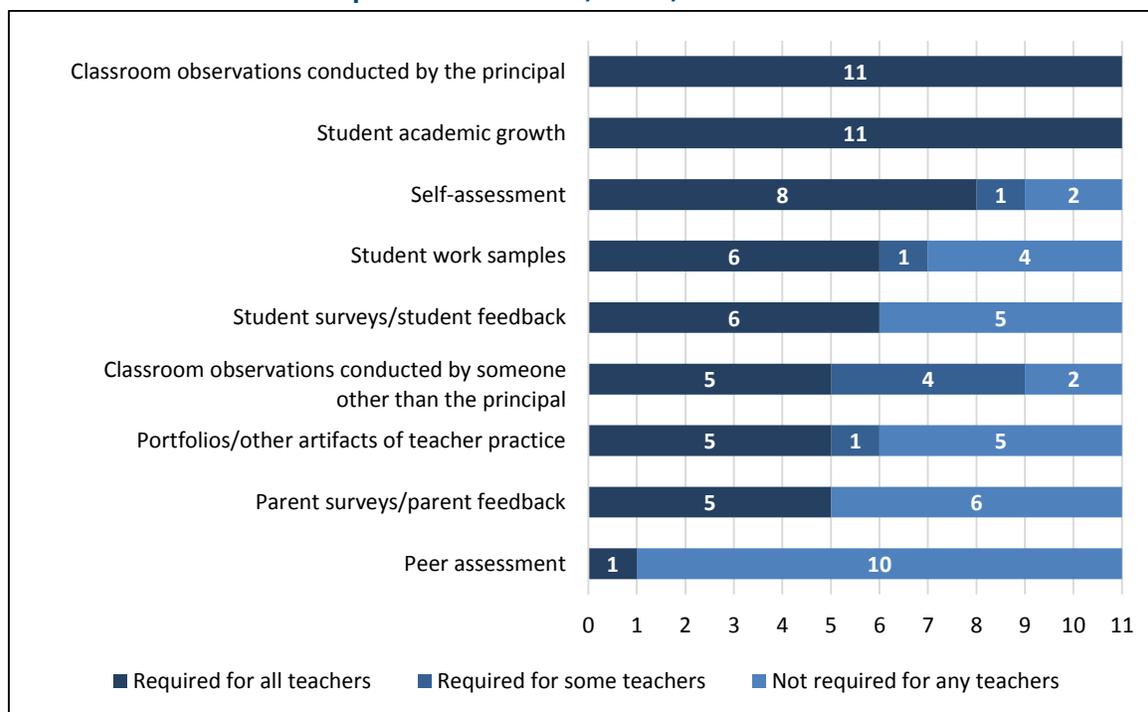
Standardized assessments (other than the state assessment) and teacher-development assessments were the most commonly used measures of student achievement growth, followed by state test scores and other, unspecified measures.

SIG III schools evaluated teachers in their probationary period an average of 2.10 times per year, and teachers not in their probationary period an average of 2.00 times per year.

A majority of SIG III schools used teacher evaluation results to inform the professional development and coaching provided, and as the primary consideration in making decisions about reductions in force or excessing.

Classroom observations conducted by principals and student academic growth were formative measures for all teachers’ evaluations at every SIG III school (Exhibit 15). Teacher self-assessment was an evaluation measure for all teachers at eight SIG III schools; student work samples and student feedback (including surveys) were used to evaluate all teachers in six SIG III schools. Classroom observations conducted by someone other than principals (such as a peer or mentor teacher), portfolios or artifacts of teacher practice, and parent feedback (including surveys) were a formative evaluation measure for all teachers at five SIG III schools. Peer assessment was the least-frequently reported measure of formative teacher evaluation, with only one SIG III school using it to evaluate teachers.

Exhibit 15. Measures for the formative evaluation of teachers and the number of SIG III schools that required them for all, some, or none of their teachers



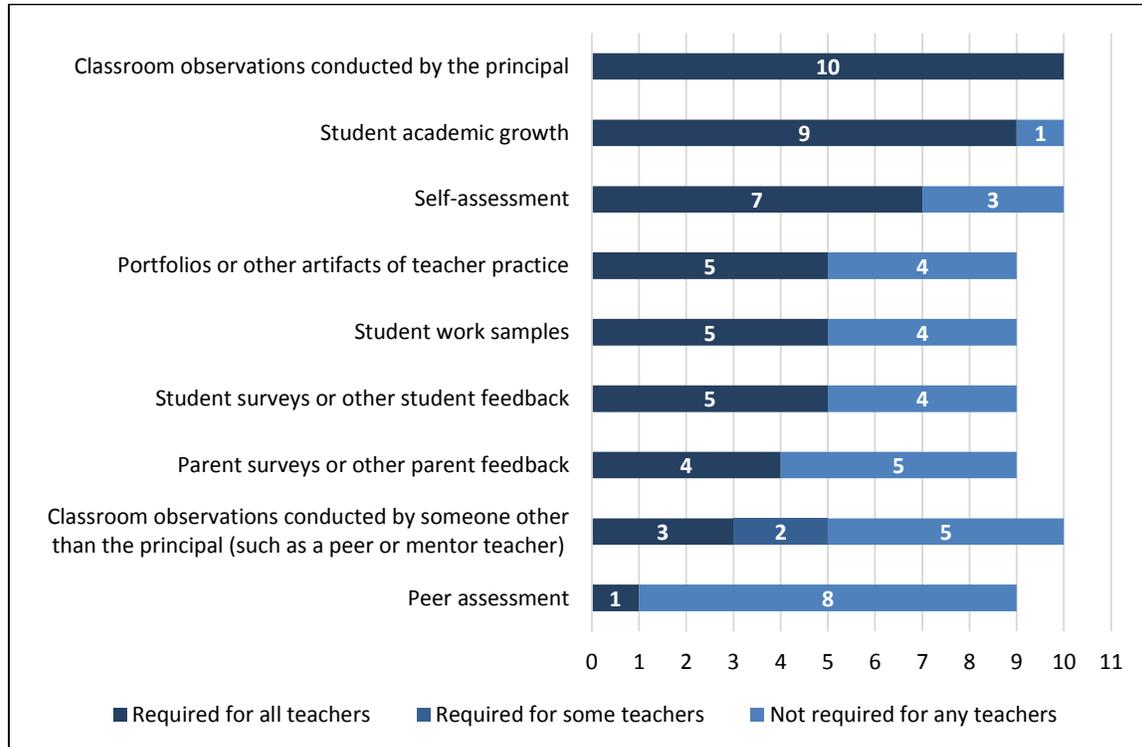
Note: n = 11; missing data = 0. Complete findings for respondents from SIG III and non-SIG schools are in Appendix D15.

Source: spring 2015 survey.

A similar portion of schools used each measure for the purposes of summative teacher evaluation as well (Exhibit 16). For example, respondents from every SIG III school reported using classroom observations conducted by the principal as a summative measure for all teachers’ evaluations. In addition, approximately half of SIG III schools reported

using portfolios or artifacts of teacher practice, student work samples, student feedback, and parent feedback as summative evaluation measures for all teachers.

Exhibit 16. Number of SIG III schools using different means for the summative evaluation of teachers

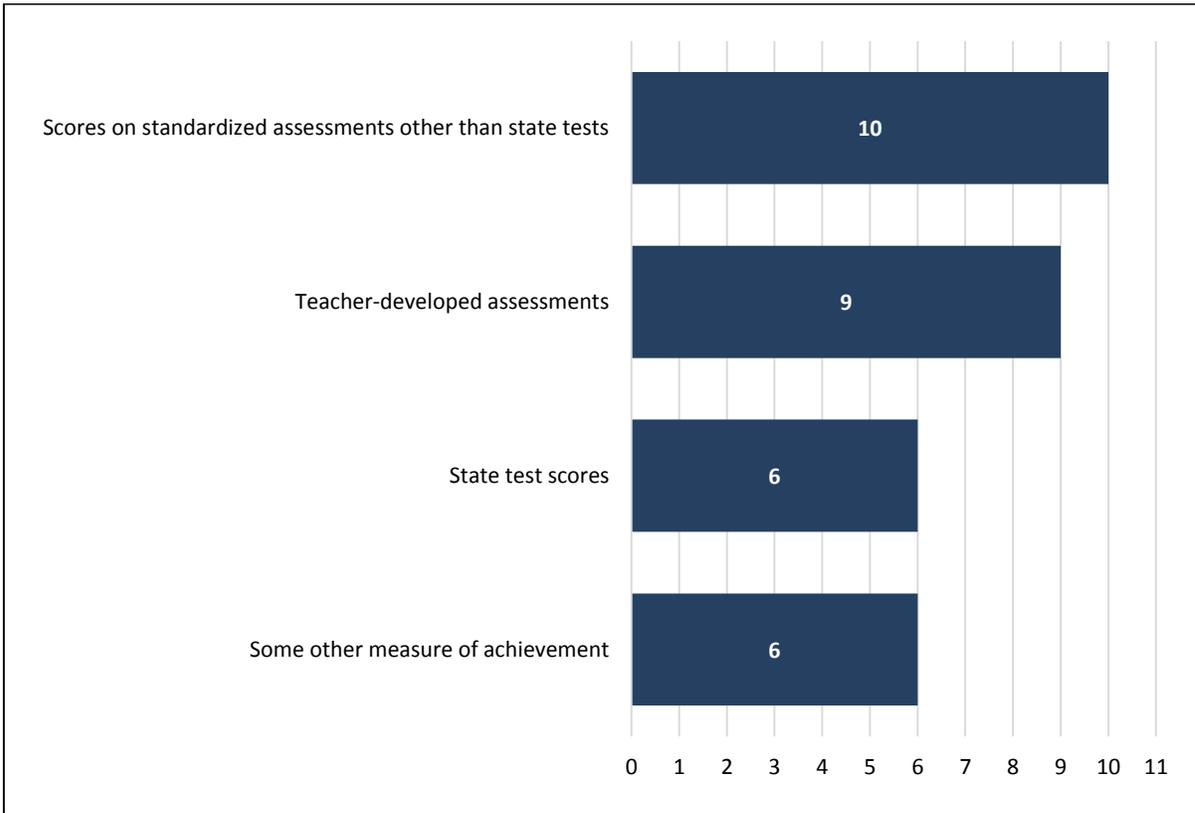


Note: n = 11; missing data = 1 to 2. Complete findings for respondents from SIG III and non-SIG schools are in Appendix D16.
Source: spring 2015 survey.

There was also a range of measures used to assess student academic growth for teacher evaluation (Exhibit 17). Ten SIG III schools reported using scores on standardized assessments other than state tests while six reporting using state test scores. Nine SIG III schools reported used teacher-developed student assessments as ways to measure student academic growth for the purposes of teacher evaluation while 6 SIG III schools used some other measure of achievement. A smaller proportion of non-SIG schools reporting using teacher-developed assessments compared to SIG III schools; this difference was statistically significant.¹⁶

¹⁶Nine SIG III schools and 6 of 14 (42.9 percent) non-SIG schools reported using teacher-developed assessment as a measure of student academic growth for teacher evaluations, a statistically significant difference as indicated by the Fisher exact test ($p = .03$).

Exhibit 17. Measures of student academic growth and the number of SIG III schools using them in teacher evaluation

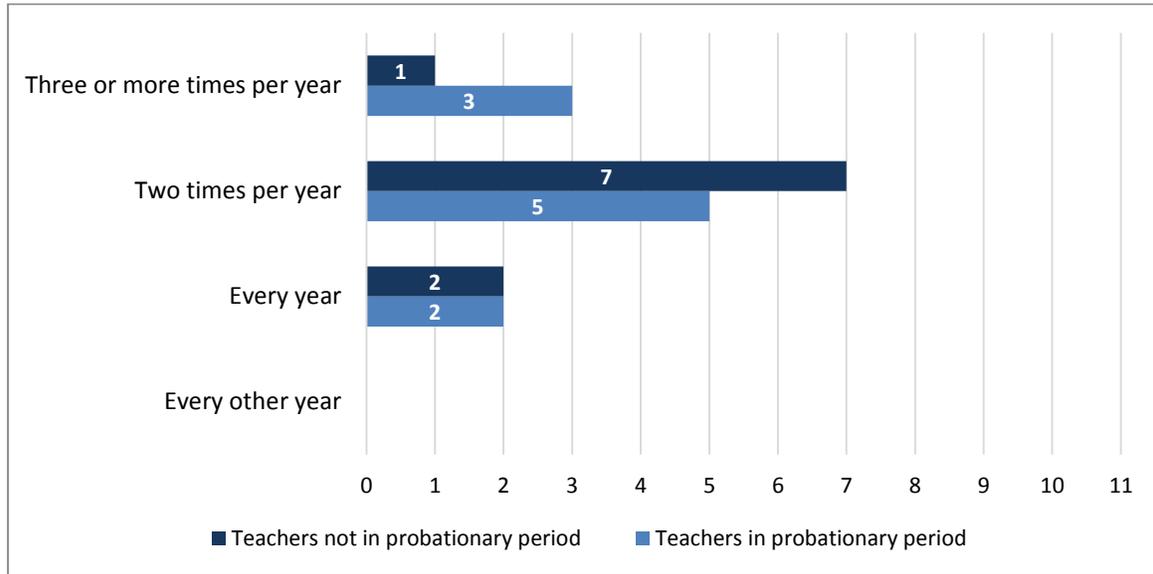


Note: n = 11; missing data = 1 to 3. Complete findings for respondents from SIG III and non-SIG schools are in Appendix D17.

Source: spring 2015 survey.

SIG III schools evaluated teachers in their probationary period, on average, 2.10 times per year (standard deviation = 0.74), and teachers who were not in their probationary period were evaluated, on average, 2.00 times per year (standard deviation = 0.82). Two SIG III schools evaluated teachers in their probationary period once per year (Exhibit 18), five of the schools did so twice per year, and three schools did so three times per year. For non-probationary teachers, two SIG III schools evaluated these teachers once per year, seven schools did so twice per year, and one school did so at least four times per year.

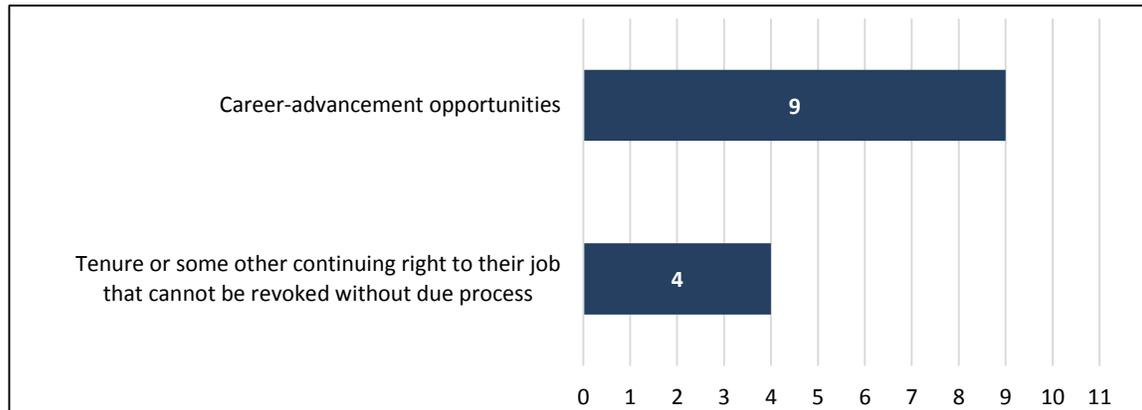
Exhibit 18. Frequency that teachers in their probationary periods and teachers not in their probationary periods were evaluated at SIG III schools



Note: n = 11, missing data = 1. Based on the following scale: 1 = Some other interval, 2 = Ever other year, 3 = Every year, 4 = Two times per year. All open-ended responses to “some other interval” ranged from 3 to 4 times per year, and thus were coded to “three or more times per year.” Complete findings for respondents from SIG III and non-SIG schools are in Appendix D18.
Source: spring 2015 survey.

Nine SIG III schools indicated teachers at their schools have opportunities for career advancement; however, only four stated that teachers at their schools can earn tenure that cannot be removed without due process (Exhibit 19). These data provide some context for the following findings about how evaluation data are used in SIG III schools.

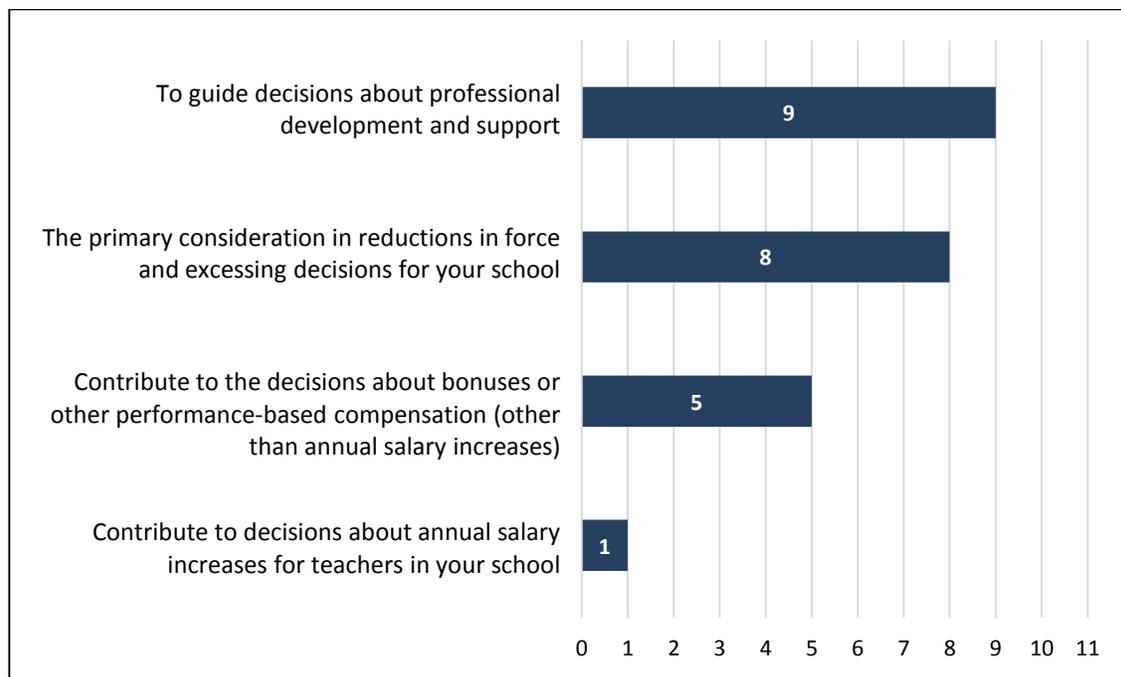
Exhibit 19. Number of SIG III schools with career advancement or tenure opportunities for teachers



Note: n = 11; missing data = 1. Complete findings for respondents from SIG III and non-SIG schools are in Appendix D19.
Source: spring 2015 survey.

Nine SIG III schools responded that teacher evaluations were used to guide decisions about professional development, including what is offered, recommended, or required (Exhibit 20). Eight SIG III schools responded that the evaluation results, rather than seniority, are the primary consideration in making decisions about reductions in force and excessing. Only half of the SIG III schools stated that evaluations were used to make decisions about bonuses, and only one said that teacher evaluation results contributed to annual salary increases. Finally, five SIG III schools reported providing teachers with performance bonuses, three with increased annual compensation other than bonuses, and two with retention bonuses for continuing work at the school. None of the SIG III schools reported offering recruitment or signing bonuses.

Exhibit 20. How teacher evaluation results were used at SIG III schools



Note: n = 11; missing data = 1. Complete findings for respondents from SIG III and non-SIG schools are in Appendix D20.

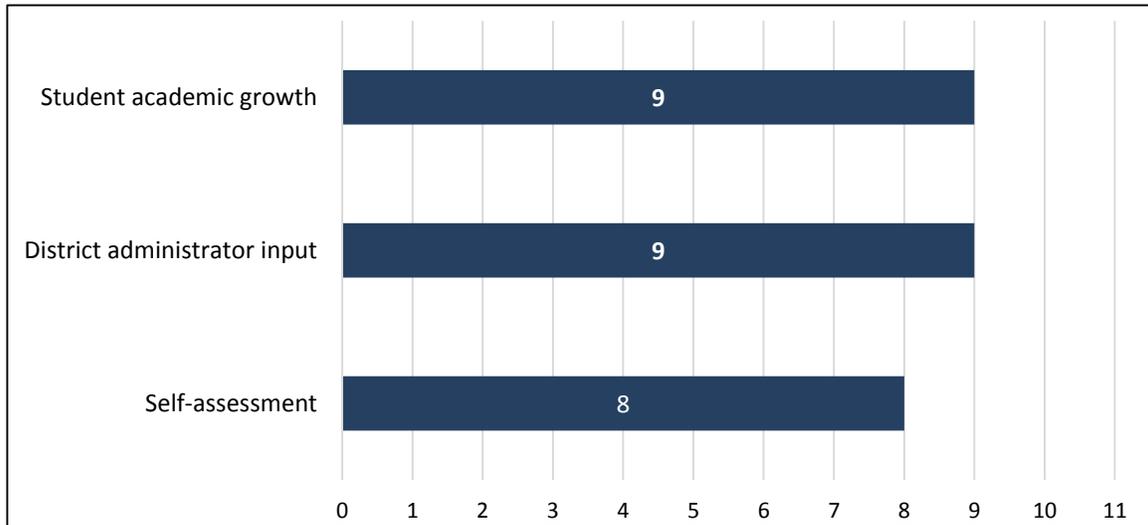
Source: spring 2015 survey.

Principal Evaluation

Almost all SIG III school principals were evaluated using student academic growth and district administrator input.

Student academic growth and district administrator input were both used in principal performance evaluation at nine SIG III schools (Exhibit 21). A principal self-assessment was used at eight SIG III schools, and school staff feedback and student feedback were used at four and two SIG III schools, respectively.

Exhibit 21. Number of SIG III schools that used different methods to evaluate principals

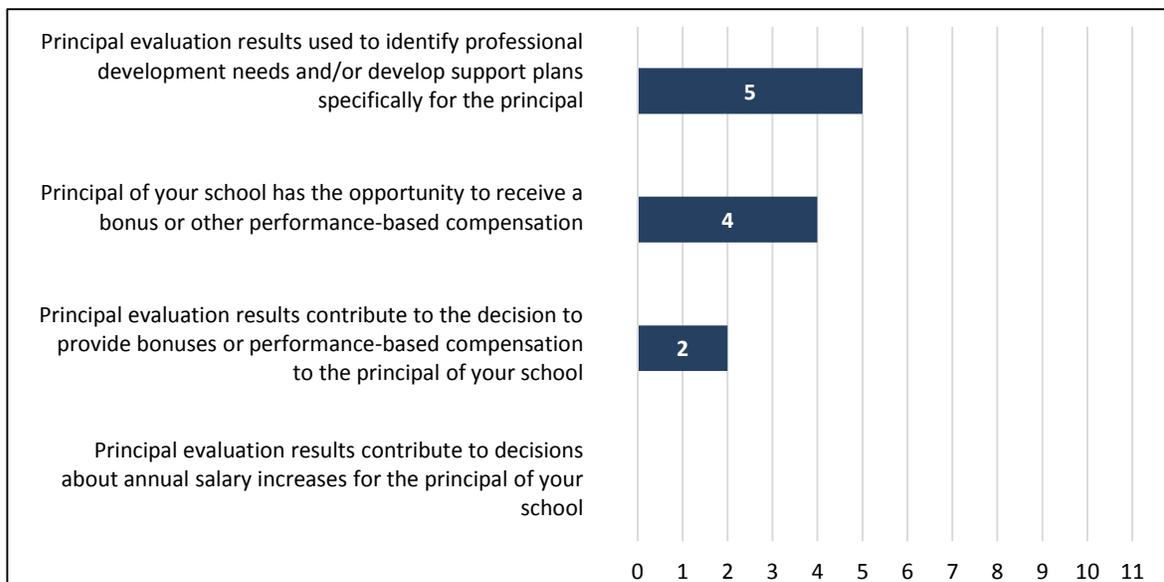


Note: n = 11; missing data = 2. Complete findings for respondents from SIG III and non-SIG schools are in Appendix D21.

Source: spring 2015 survey.

Approximately half of the SIG III schools used information from principal evaluation measures to identify professional development opportunities or support plans for principals (Exhibit 22). Fewer SIG III schools used principal evaluation results to contribute to decisions about award bonuses for principals. None of the SIG III schools used principal evaluation results to contribute to annual salary increases. Finally, four SIG III schools provided an opportunity for principals to receive a financial performance bonus.

Exhibit 22. Number of SIG III schools that used principal evaluation data in different ways



Note: n = 11; missing data = 2. Complete findings for respondents from SIG III and non-SIG schools are in Appendix D22.

Source: spring 2015 survey.

Professional Development, Coaching, and Technical Assistance

Almost all SIG III schools provided professional development and coaching to instructional staff in the following topics: aligning instruction to state standards, instructional strategies, and using data to improve and/or differentiate instruction.

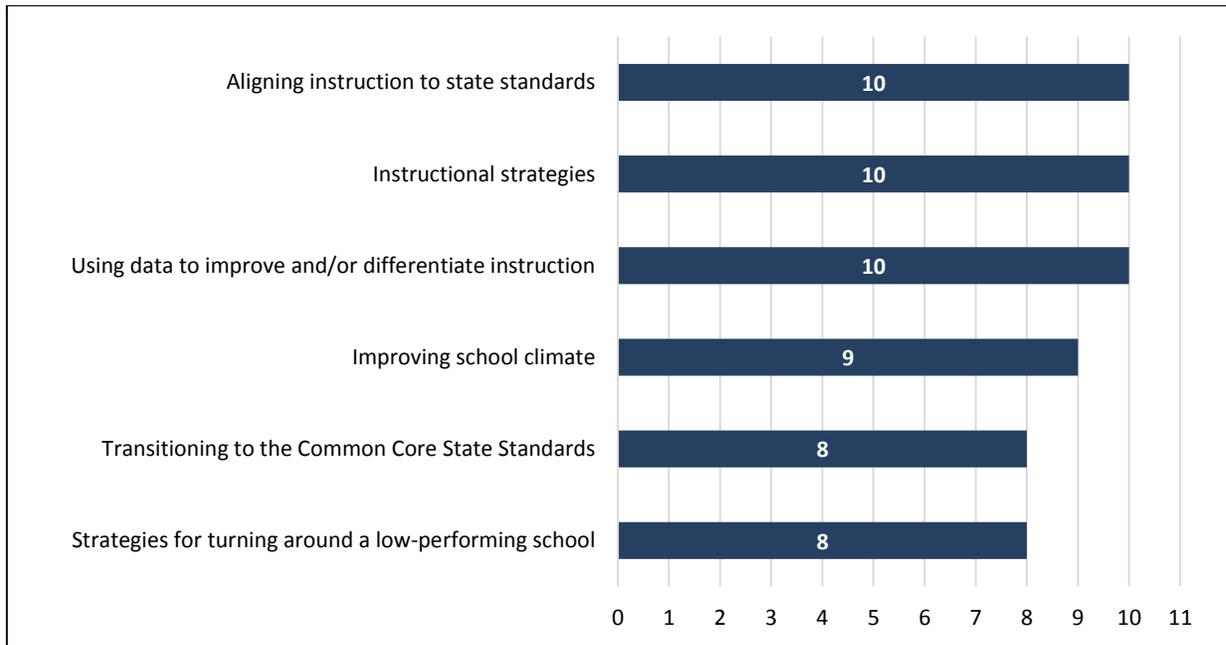
Almost all SIG III schools required that instructional staff attend all or most professional development or coaching provided, and most schools reported that all or most coaching was delivered over multiple sessions.

Most schools reported that professional development or coaching sessions were designed with input from school staff.

Most SIG III schools were provided with technical assistance by an external entity *weekly*.

Most SIG III schools provided professional development and coaching to instructional staff in the following topics: aligning instruction to state standards, instructional strategies, using data to improve or differentiate instruction, improving school climate, transitioning to the Common Core State Standards, and strategies to turn-around low-performing school (Exhibit 23).

Exhibit 23. Number of SIG III schools that provided professional development and coaching in different domains

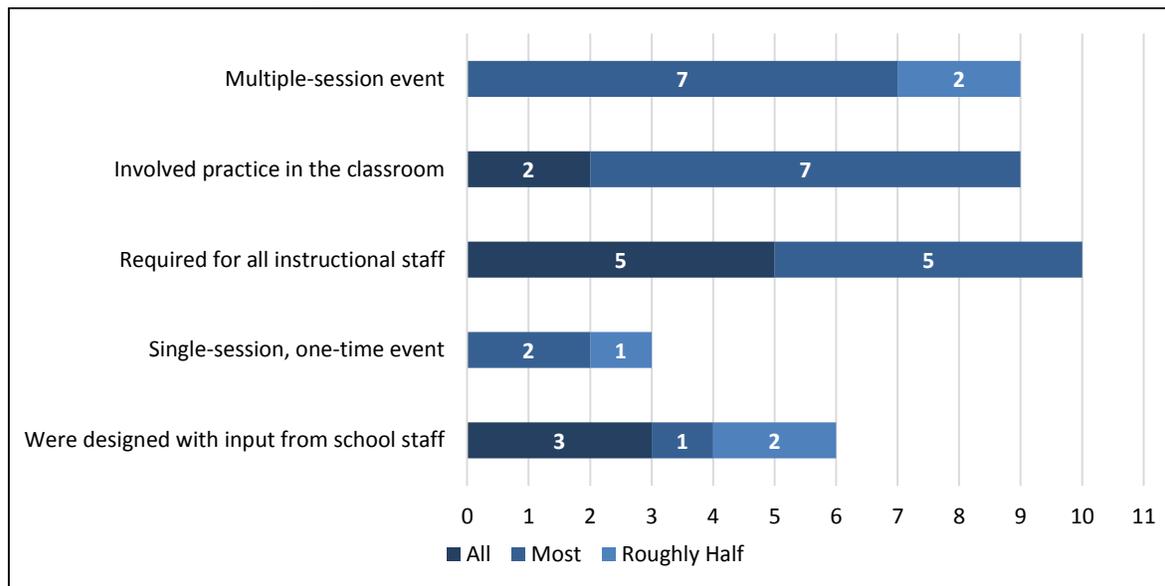


Note: n = 11; missing data = 1. Complete findings for respondents from SIG III and non-SIG schools are in Appendix D23.

Source: spring 2015 survey.

In addition, seven SIG III schools indicated that *most* of professional development and coaching provided was comprised of multi-session events; nine indicated *all* or *most* professional development and coaching included practice in the classroom; and all 10 SIG III schools indicated that *all* or *most* professional development and coaching was required for all instructional staff (Exhibit 24). Very few schools provided professional development or coaching that consisted of single-session or one-time events. In addition, 6 of the responding 10 schools said that roughly half or more of the professional development and coaching was designed with input from school staff.

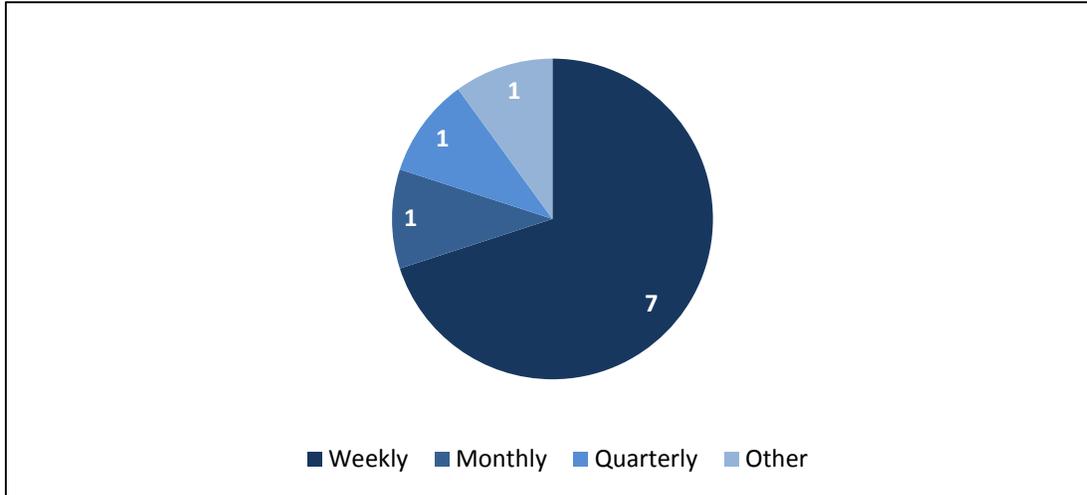
Exhibit 24. Extent to which professional development or coaching in SIG III schools had the following characteristics



Note: n = 11; missing data = 1. Respondents selecting “few” or “none” are not included in the exhibit. Complete findings for respondents from SIG III and non-SIG schools are in Appendix D24. Source: spring 2015 survey.

Finally, 10 SIG III schools reported that an external provider delivered technical assistance to the school, and at seven of these schools the support was provided *weekly* (Exhibit 25). SIG III schools reported that external entities provided training or technical assistance more frequently than reported by non-SIG schools.¹⁷

Exhibit 25. Number of SIG III schools that had training or technical assistance provided by an external provider



Note: n = 11; missing data = 1. Complete findings for respondents from SIG III and non-SIG schools are in Appendix D25.

Source: spring 2015 survey.

¹⁷ Fisher's exact test, $p = .008$.

References

Michigan Department of Education (2016). Website assessed on January 2, 2016, http://www.michigan.gov/mde/0,1607,7-140-6530_30334_33229-238570--00.html

United States Department of Education (2014). *What works Clearinghouse: Procedures and Standards handbook* (Version 3.0). Author: Washington, D.C. Accessed on February 6, 2016. http://ies.ed.gov/ncee/wwc/wwc_procedures_v3_0_standards_handbook.pdf

Appendix A

Survey of School Reform



The Michigan Department of Education (MDE) has contracted with WestEd (an independent organization that conducts research) to study the implementation and outcomes of the state's School Improvement Grants (SIGs). You should have received an email from MDE a week ago informing you about this survey.

WestEd is asking you to complete this survey because you are a principal of a school that received a SIG beginning in 2014-15. By responding to this survey you can help MDE learn how to best support schools that have received a SIG.

The survey takes approximately 30 minute to complete. As a token of our appreciation, we have enclosed a gift card worth \$30 to Office Depot® to be used to purchase (on-line or in-person) supplies for your school. Upon completing and mailing back the survey, we will provide you with a gift card worth another \$220 to Office Depot® to be used to purchase (on-line or in-person) school supplies.

The questions in this survey ask about school reform strategies and practices being used by schools, and the types of support that your school has received from the state and/or district. Also, you will be answering questions on a number of topics including data systems, teacher and school leader evaluations, and instruction and curricula. If you don't know the answer to a question, feel free to consult others at your school who may have the information requested.

The completion of the survey is voluntary and your responses will be kept confidential. Data will be reported only in the aggregate and no data from individual respondents or from individual schools will be shared with MDE staff or identified by name in any reports.

Please complete and mail the survey (in the self-addressed stamped envelope provided) as soon as possible but no later than May 29, 2015.

--- THANK YOU FOR YOUR TIME AND FOR COMPLETING THIS SURVEY. ---

Survey of School Reform

DATA USE AT YOUR SCHOOL

First, we would like to get a sense for how your school uses data. For the purposes of this survey, when we refer to using "data," data can mean many types of information, including student achievement data (on both state and local assessments), graduation rates, student demographics, teacher effectiveness data, information on school climate, or disciplinary incidents.

1. During the past year, how often have staff at your school used data for the following purposes?

| | Daily | Weekly | Monthly | A few times per year | Once per year | Never during the past year |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------|
| To assess school climate, safety, or student engagement | <input type="radio"/> |
| To evaluate instructional programs | <input type="radio"/> |
| To guide development and implementation of academic supports or enrichment programs (e.g., academic support or environment) | <input type="radio"/> |
| To guide development and implementation of nonacademic supports or enrichment programs (e.g., counseling) | <input type="radio"/> |
| To inform teachers' instructional practices | <input type="radio"/> |
| To inform professional development/coaching offerings | <input type="radio"/> |
| To evaluate professional development/coaching offerings | <input type="radio"/> |
| To track individual student performance and to identify areas of improvement for specific students | <input type="radio"/> |
| To track student progress toward high school graduation | <input type="radio"/> |
| To inform resource allocation to improve instruction | <input type="radio"/> |
| To track preparation for college enrollment | <input type="radio"/> |
| To track student postsecondary enrollment and progress | <input type="radio"/> |
| Other [if Other, answer 1.1] | <input type="radio"/> |

1.1 If you selected "Other" above, please specify other purposes for which your school has used data.

2. Within the past year, how often did any of the following activities related to data use occur in your school?

| | Daily | Weekly | Monthly | A few times per year | Once per year | Never during the past year |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------|
| District staff met with you and/or other school staff to review data on overall student performance. | <input type="radio"/> |
| You or other school leaders reviewed student performance data to identify areas of improvement for the school. | <input type="radio"/> |
| You or other school leaders met with teachers to discuss student performance data to identify areas in need of improvement for individual students or groups of students. | <input type="radio"/> |
| School leaders coached teachers on the use of data to improve instruction. | <input type="radio"/> |
| Teachers met with each other to discuss data on their students/classes. | <input type="radio"/> |
| After reviewing student performance data, teachers, administrators, and/or coaches formulated specific plans to update and revise instructional practice to address issues with specific students or specific classes. | <input type="radio"/> |

3. Currently, does your school have a designated staff person (either someone from your school staff, from the district, or an external consultant) who supports the use of data by teachers in your school for the purpose of *improving instruction*?

- Yes
- No

4. Does your school provide scheduled time for teachers to examine data, either on their own or in collaboration with other teachers or school administrators?

- Yes
- No

5. Please specify how many hours a typical teacher in your school spends each week, on average, examining data. Your best estimate on how much time the average teacher spends examining data each week is fine.

_____ Hours per week

6. This school year, has your school *received any professional development, coaching, training or technical assistance* to help school administrators and/or teachers access data, navigate data systems, or interpret and use data to improve and/or differentiate instruction?

- Yes [if yes, answer 6.1]
- No

6.1 If you answered yes to question 6, please specify how many hours a typical teacher in your school received professional development, coaching, training, or technical assistance this past year on these topics. Your best estimate is fine.

_____ Hours per week

7. Which of the following would you say are the top *three barriers that prevent your school from using data to improve instruction*? Please enter 1 for the most significant barrier, 2 for the second most significant barrier, and 3 for the third most significant barrier. Please enter your best estimate, even if some barriers are very close in terms of their significances as barriers.

Rank 3 choices between 1 and 3

- Time—Lack of time for teachers to analyze or review data on their students and plan instructional improvements: _____
- Technology—Not enough computers, poor internet or network connections, lack of technical skills: _____
- Usability of data—Data are difficult to navigate and manipulate as needed: _____
- Systems complexity—Data are available in too many different systems, not sure where to access right data: _____
- Understanding of data—Not sure how to accurately use or interpret data: _____
- Data quality—Unreliability or inaccuracy of data: _____
- Collaboration/Trust—Lack of a practice of collaboration and environment of trust around data use: _____
- Leadership—Lack of support from district leaders for data-driven decision making: _____
- Timeliness of data—Data are not available on a time cycle useful for decision making at the school level: _____
- Type of data available—Do not have the right data: _____
- Access to data—The right people do not have access to data they need: _____
- Resources to act upon data—Can analyze and interpret data, but no funding or programs available to meet needs or successes identified: _____
- Knowledge of how to act upon data—Can analyze and interpret data, but lack information on how to effectively respond to the needs or successes identified (for example, need information about specific instruction strategies or programs that are designed to address identified needs): _____
- Flexibility to act upon data—Can analyze and interpret data, but constrained by policies or procedures from acting upon data as desired: _____

TEACHER AND LEADER EVALUATION

Next, we would like to ask about your school's teacher evaluation policies or approaches to teacher evaluation. We are interested in the policies *currently in place* at your school, even if some parts of the teacher evaluation system may be changing in future years.

8. Which of the following measures of teacher performance are currently used by your school for the FORMATIVE evaluation of teachers? If a particular measure is used only for some teachers, please specify the type of teachers (i.e., subject taught) for whom the measure is used.

| | Required for ALL teachers | Required for SOME teachers | Not required for ANY teachers |
|---|---------------------------|----------------------------|-------------------------------|
| Classroom observations conducted by the principal | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Classroom observations conducted by someone other than the principal (such as a peer or mentor teacher) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Self-assessment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Peer assessment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Portfolios or other artifacts of teacher practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student work samples | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student surveys or other student feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parent surveys or other parent feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student academic growth | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Something else | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8.1 If you responded that *Classroom observations conducted by the principal* were used for the FORMATIVE evaluation of SOME teachers at your school, please specify which subjects were taught by these teachers.

8.2 If you responded that *Classroom observations conducted by someone other than the principal (such as a peer or mentor teacher)* were used for the FORMATIVE evaluation of SOME teachers at your school, please specify which subjects were taught by these teachers.

8.3 If you responded that *Self-assessment* was used for the FORMATIVE evaluation of SOME teachers at your school, please specify which subjects were taught by these teachers.

8.4 If you responded that *Peer assessment* was used for the FORMATIVE evaluation of SOME teachers at your school, please specify which subjects were taught by these teachers.

8.5 If you responded that *Portfolios or other artifacts of teacher practice* were used for the FORMATIVE evaluation of SOME teachers at your school, please specify which subjects were taught by these teachers.

8.6 If you responded that *Student work samples* were used for the FORMATIVE evaluation of SOME teachers at your school, please specify which subjects were taught by these teachers.

8.7 If you responded that *Student surveys or other feedback* were used for the FORMATIVE evaluation of SOME teachers at your school, please specify which subjects were taught by these teachers.

8.8 If you responded that *Parent surveys or other feedback* were used for the FORMATIVE evaluation of SOME teachers at your school, please specify which subjects were taught by these teachers.

8.9 If you responded that *Student academic growth* was used for the FORMATIVE evaluation of SOME teachers at your school, please specify which subjects were taught by these teachers.

8.10 If you responded that *Something else* were used for the FORMATIVE evaluation of SOME teachers at your school, please specify what else and which subjects were taught by these teachers.

9. Which of the following measures of teacher performance are currently used by your school for the SUMMATIVE evaluation of teachers? If a particular measure is used only for some teachers, please specify the type of teachers for whom the measure is used.

| | Required for ALL teachers | Required for SOME teachers | Not required for ANY teachers |
|---|---------------------------|----------------------------|-------------------------------|
| Classroom observations conducted by the principal | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Classroom observations conducted by someone other than the principal (such as a peer or mentor teacher) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Self-assessment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Peer assessment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Portfolios or other artifacts of teacher practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student work samples | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student surveys or other student feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parent surveys or other parent feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student academic growth | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Something else | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9.1 If you responded that *Classroom observations conducted by the principal* were used for the SUMMATIVE evaluation of SOME teachers at your school, please specify which subjects were taught by these teachers.

9.2 If you responded that *Classroom observations conducted by someone other than the principal (such as a peer or mentor teacher)* were used for the SUMMATIVE evaluation of SOME teachers at your school, please specify which subjects were taught by these teachers.

9.3 If you responded that *Self-assessment* was used for the SUMMATIVE evaluation of SOME teachers at your school, please specify which subjects were taught by these teachers.

9.4 If you responded that *Peer assessment* was used for the SUMMATIVE evaluation of SOME teachers at your school, please specify which subjects were taught by these teachers.

9.5 If you responded that *Portfolios or other artifacts of teacher practice* were used for the SUMMATIVE evaluation of SOME teachers at your school, please specify which subjects were taught by these teachers.

9.6 If you responded that *Student work samples* were used for the SUMMATIVE evaluation of SOME teachers at your school, please specify which subjects were taught by these teachers.

9.7 If you responded that *Student surveys or other feedback* were used for the SUMMATIVE evaluation of SOME teachers at your school, please specify which subjects were taught by these teachers.

9.8 If you responded that *Parent surveys or other feedback* were used for the SUMMATIVE evaluation of SOME teachers at your school, please specify which subjects were taught by these teachers.

9.9 If you responded that *Student academic growth* was used for the SUMMATIVE evaluation of SOME teachers at your school, please specify which subjects were taught by these teachers.

9.10 If you responded that *Something else* was used for the SUMMATIVE evaluation of SOME teachers at your school, please specify what else and which subjects were taught by these teachers.

10. Are any of the following measures used to assess student academic growth for teacher evaluations?

| | Yes | No |
|---|-----------------------|-----------------------|
| State test scores | <input type="radio"/> | <input type="radio"/> |
| Scores on standardized assessments other than state tests | <input type="radio"/> | <input type="radio"/> |
| Teacher-developed assessments | <input type="radio"/> | <input type="radio"/> |
| Some other measure of achievement | <input type="radio"/> | <input type="radio"/> |

11. Currently, how often are the following teachers evaluated in your school?

| | Two times per year | Every year | Every other year | Some other interval |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Teachers in their probationary period(i.e., either not tenured or in remediation) [if Some Other Interval, answer 11.1] | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teachers not in their probationary period (i.e., either tenured or not in remediation) [if Some Other Interval, answer 11.2] | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11.1 You indicated "Some Other Interval" for teachers in their probationary period. Please specify the interval and the duration of the probationary period.

11.2 You indicated "Some Other Interval" for teachers NOT in their probationary period. Please specify the interval.

Next, we would like to ask about your school's use of teacher evaluations.

12. Currently, ...

| | Yes | No |
|---|-----------------------|-----------------------|
| Are teacher evaluation results used to guide decisions about what professional development and support is offered, recommend, or required for individual teachers in your school? | <input type="radio"/> | <input type="radio"/> |
| Can teachers in your school earn tenure or some other continuing right to their job that cannot be revoked without due process? | <input type="radio"/> | <input type="radio"/> |
| Are teacher evaluation results, rather than seniority, the primary consideration in reductions in force and excessing decisions for your school (if your school were to reduce the size of its faculty)? | <input type="radio"/> | <input type="radio"/> |
| Do teacher evaluation results contribute to decisions about annual salary increases for teachers in your school? | <input type="radio"/> | <input type="radio"/> |
| Do teacher evaluation results contribute to the decisions about bonuses or other performance-based compensation (other than annual salary increases) for teachers in your school? | <input type="radio"/> | <input type="radio"/> |
| Do any teachers in your school have career-advancement opportunities available to them (for example, career pathways to become mentors, instructional coaches, classroom observer, content area experts or department heads, or to apply for other leadership positions in the school or district)? | <input type="radio"/> | <input type="radio"/> |

13. Currently, do teachers at your school have the opportunity to receive any of the following financial incentives?

| | Yes | No |
|--|-----------------------|-----------------------|
| Signing/recruitment bonuses for beginning to work in this school | <input type="radio"/> | <input type="radio"/> |
| Retention bonuses for continuing to work in the school | <input type="radio"/> | <input type="radio"/> |
| Performance bonuses | <input type="radio"/> | <input type="radio"/> |
| Increased annual compensation other than bonuses | <input type="radio"/> | <input type="radio"/> |
| Other [if Other, answer 13.1] | <input type="radio"/> | <input type="radio"/> |

13.1 Please specify *Other* financial incentive.

Next, we would like to learn more about your school's principal evaluation.

14. Currently, which of the following measures are used to evaluate the performance of your school's principal?

| | Yes | No |
|--|-----------------------|-----------------------|
| Student academic growth | <input type="radio"/> | <input type="radio"/> |
| Self-assessment | <input type="radio"/> | <input type="radio"/> |
| District administrator input | <input type="radio"/> | <input type="radio"/> |
| School staff surveys or other staff feedback | <input type="radio"/> | <input type="radio"/> |
| Student surveys or other student feedback | <input type="radio"/> | <input type="radio"/> |
| Other [if Other, answer 14.1] | <input type="radio"/> | <input type="radio"/> |

14.1 Please specify *Other* measure used to evaluate the performance of your school's principal.

This section asks you about how the principal evaluation results are currently used.

15. Currently, ...

| | Yes | No |
|--|-----------------------|-----------------------|
| Are principal evaluation results used to identify professional development needs and/or develop support plans specifically for the principal? | <input type="radio"/> | <input type="radio"/> |
| Do principal evaluation results contribute to decisions about annual salary increases for the principal of your school? | <input type="radio"/> | <input type="radio"/> |
| Does the principal of your school have the opportunity to receive a bonus or other performance-based compensation (other than regular salary increases)? | <input type="radio"/> | <input type="radio"/> |
| Do principal evaluation results contribute to the decision to provide bonuses or performance-based compensation to the principal of your school? | <input type="radio"/> | <input type="radio"/> |
| Are principal evaluation results used to identify professional development needs and/or develop support plans specifically for the principal? | <input type="radio"/> | <input type="radio"/> |

16. Currently, does the principal at your school have the opportunity to receive any of the following financial incentives?

| | Yes | No |
|--|-----------------------|-----------------------|
| Signing/recruitment bonuses for beginning to work in this school | <input type="radio"/> | <input type="radio"/> |
| Retention bonuses for continuing to work in the school | <input type="radio"/> | <input type="radio"/> |
| Performance bonuses | <input type="radio"/> | <input type="radio"/> |
| Increased annual compensation other than bonuses | <input type="radio"/> | <input type="radio"/> |
| Other [if Other, answer 16.1] | <input type="radio"/> | <input type="radio"/> |
| Signing/recruitment bonuses for beginning to work in this school | <input type="radio"/> | <input type="radio"/> |

16.1 Please specify *Other* financial incentive.

REFORM AT YOUR SCHOOL

Next, we would like to learn about the school intervention model your school is implementing.

17. Which of the four intervention models is being implemented in your school?

- Turnaround model
- Transformation model
- Restart model
- Closure model [if Closure Model, **Thank you for your participation. This completes the survey!**]

18. Is your school a charter school?

- Yes
- No

19. Since July 2014, did your school implement changes to any of the following?

| | To a Large extent | To a Moderate extent | To a Small extent | Not at all |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Policies or strategies related school climates, school safety, or student engagement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| English language arts curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Math curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Instructional approaches in English language arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Instructional approaches in math | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| School administrative structure | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discipline policies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Nonacademic supports (for example, mental health supports) for students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Policies or strategies related to parent and/or community engagement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Policies around the use of data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Monitoring of student readiness for grade promotion and/or high school graduation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Monitoring of students' college readiness (for example, participation in Advanced Placement courses, dual enrollment) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Next, we would like to learn about the human resources at your school.

20. Did your school get a new principal between...

| | Yes | No |
|--------------------------|-----------------------|-----------------------|
| July 2013 and June 2014? | <input type="radio"/> | <input type="radio"/> |
| July 2014 and today? | <input type="radio"/> | <input type="radio"/> |

21. Since July 2014, did your school...

| | Yes | No |
|--|-----------------------|-----------------------|
| Pursue any other major or significant leadership changes (aside from the principal) as part of your school improvement efforts? | <input type="radio"/> | <input type="radio"/> |
| Review the strengths and competencies of all existing instructional staff to assess the extent to which they were likely to be successful working in a school turnaround or improvement context? | <input type="radio"/> | <input type="radio"/> |
| Remove instructional staff through firing or counseling out as part of your school improvement efforts? [if yes, answer 21.1] | <input type="radio"/> | <input type="radio"/> |
| Hire a significant number of new staff (at least 50 percent of staff or more) as part of your school improvement efforts? [if yes, answer 21.2] | <input type="radio"/> | <input type="radio"/> |

21.1 Approximately, what proportion of existing instructional staff was removed through firing or counseling out as part of your school improvement efforts? Your best approximation is fine.

21.2 Were new hires assessed for whether they possessed specific strengths or competencies deemed important to successfully work in a school turnaround or improvement context?

- Yes
- No

Next, we'd like to learn about the professional development and coaching that instructional staff in your school have received in the current school year.

22. Have any of the following topics been a focus of the professional development provided to instructional staff this school year?

| | Yes | No |
|--|-----------------------|-----------------------|
| Improving school climate | <input type="radio"/> | <input type="radio"/> |
| Transitioning to the Common Core State Standards | <input type="radio"/> | <input type="radio"/> |
| Aligning instruction to state standards | <input type="radio"/> | <input type="radio"/> |
| Instructional strategies | <input type="radio"/> | <input type="radio"/> |
| Using data to improve and/or differentiate instruction | <input type="radio"/> | <input type="radio"/> |
| Strategies for turning around a low-performing school | <input type="radio"/> | <input type="radio"/> |
| Other [if Other, answer 22.1] | <input type="radio"/> | <input type="radio"/> |

22.1 Please specify *Other* topic that has been the focus for professional development provided to instructional staff this school year.

23. Have any of the following topics been a focus of the coaching provided to instructional staff this school year?

| | Yes | No |
|--|-----------------------|-----------------------|
| Improving school climate | <input type="radio"/> | <input type="radio"/> |
| Transitioning to the Common Core State Standards | <input type="radio"/> | <input type="radio"/> |
| Aligning instruction to state standards | <input type="radio"/> | <input type="radio"/> |
| Instructional strategies | <input type="radio"/> | <input type="radio"/> |
| Using data to improve and/or differentiate instruction | <input type="radio"/> | <input type="radio"/> |
| Strategies for turning around a low-performing school | <input type="radio"/> | <input type="radio"/> |
| Other [if Other, 23.1] | <input type="radio"/> | <input type="radio"/> |

23.1 Please specify *Other* topic that has been the focus for coaching provided to instructional staff this school year.

24. How would you characterize the nature of the professional development or coaching activities provided to instructional staff in your school this year in terms of the following characteristics?

For example, focusing on the first row below, would you say that all, most, roughly half, few, or none of the professional development or coaching provided to instructional staff this school year were single-session, one-time events?

| | All | Most | Roughly Half | Few | None |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Single-session, one-time event | <input type="radio"/> |
| Multiple-session event | <input type="radio"/> |
| Involved practice in the classroom | <input type="radio"/> |
| Required for all instructional staff | <input type="radio"/> |
| Were designed with input from school staff | <input type="radio"/> |

Next, we would like to learn more about your school's schedule.

25. Does your school currently use or offer any of the following?

| | Yes | No |
|---|-----------------------|-----------------------|
| Block scheduling | <input type="radio"/> | <input type="radio"/> |
| Before- and/or after-school instruction | <input type="radio"/> | <input type="radio"/> |
| Weekend instruction | <input type="radio"/> | <input type="radio"/> |
| Summer instruction | <input type="radio"/> | <input type="radio"/> |

26. Please answer the following questions.

| | Hours per day | If school day length varies, please specify. |
|---|------------------|--|
| In the current school year, how many hours per day is your school in session for students? | | |
| In the 2013-2014 school year, how many hours per day was your school in session for students? | | |

27. Please answer the following questions.

| | Days per year |
|---|------------------|
| In the current school year, how many days per year is your school in session for students? | _____ |
| In the 2013-2014 school year, how many days per year was your school in session for students? | _____ |

CURRICULUM AND INSTRUCTION AT YOUR SCHOOL

Next, we would like to learn more about the curriculum and instruction at your school.

28. This school year, how often does the typical English language arts teacher in your school engage in the following activities?

| | Daily | Weekly | Monthly | A few times per year | Once per year | Never |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Use project-based learning (for example, hands-on, inquiry-based activities) | <input type="radio"/> |
| Use cooperative learning (for example, peer tutoring, learning in small groups) | <input type="radio"/> |
| Use tiered interventions (for example, targeted/pull-out services for struggling students, intensive support to students who do not respond to interventions) | <input type="radio"/> |
| Use computer-assisted instruction | <input type="radio"/> |

29. This school year, how often does the typical math teacher in your school engage in the following activities?

| | Daily | Weekly | Monthly | A few times per year | Once per year | Never |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Use project-based learning (for example, hands-on, inquiry-based activities) | <input type="radio"/> |
| Use cooperative learning (for example, peer tutoring, learning in small groups) | <input type="radio"/> |
| Use tiered interventions (for example, targeted/pull-out services for struggling students, intensive support to students who do not respond to interventions) | <input type="radio"/> |
| Use computer-assisted instruction | <input type="radio"/> |

30. As a part of your SIG, did your school adopt a new instructional model?

- Yes
- No

31. As a part of your SIG, did your school adopt new instructional material or curricula?

- Yes
- No

32. Is your school currently using any of the following methods to organize classes or other groups of students for instruction?

| | Yes | No |
|---|-----------------------|-----------------------|
| Traditional grades or academic discipline-based departments | <input type="radio"/> | <input type="radio"/> |
| Grades or the school subdivided into small learning communities, such as "houses," "families," "teams," or field/career-oriented "academies" such as health or sciences | <input type="radio"/> | <input type="radio"/> |
| Student groups that remain with the same teacher two or more years (for example, looping) | <input type="radio"/> | <input type="radio"/> |
| Interdisciplinary teaching (two/more teachers with different academic specializations collaborating on an interdisciplinary program) or paired/team teaching (two/more teachers in the same class at the same time jointly responsible for instruction) | <input type="radio"/> | <input type="radio"/> |
| Other [if Other, 32.1] | <input type="radio"/> | <input type="radio"/> |

32.1 Please specify *Other* method that your school is currently using to organize classes or other groups of students for instruction.

33. Currently, do all, some, or no teachers in your school have common planning time to meet in teams? If some (but not all) teachers have common planning time, please specify which teachers have common planning time.

- All teachers
- No teachers
- Some teachers (please specify which teachers): _____

34. How often does the typical English language arts teacher in your school use benchmark or interim assessments?

- 0 times per year
- 1-2 times per year
- 3-4 times per year
- 5-6 times per year
- 7-8 times per year
- More than 8 time per year

35. How often does the typical math teacher in your school use benchmark or interim assessments?

- 0 times per year
- 1-2 times per year
- 3-4 times per year
- 5-6 times per year
- 7-8 times per year
- More than 8 time per year

36. Since July 2014, have the state, district, or other entity provided any of the following types of training or technical assistance to your school? (Check all that apply.)

| | State | District | ISD or RESA | External Provide | Do Not Receive |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Training or technical assistance on developing and implementing a state reform plan | <input type="checkbox"/> |
| Training or technical assistance on identifying curricula, instructional strategies, or school reform models that have been shown to be effective at increasing student achievement | <input type="checkbox"/> |
| Training or technical assistance on identifying curricula, instructional strategies, or school reform models that have been shown to be effective at improving college readiness | <input type="checkbox"/> |
| Training or technical assistance on developing strategies to recruit and retain more effective teachers | <input type="checkbox"/> |
| Other training or technical assistance [if Other, answer 36.1] | <input type="checkbox"/> |

36.1 Please specify *Other*.

37. Currently, does your school, the district, or the state have *primary* responsibility for decisions in each of the following areas for your school?

| | School | District | State |
|--|-----------------------|-----------------------|-----------------------|
| Setting student discipline policies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Developing the school budget | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Establishing the curriculum (including core texts) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Setting student assessment policies (on assessments other than state-mandated tests) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff hiring, discipline, and dismissal | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Determining the length of the school day | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Determining the length of the school year | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Setting requirements for professional development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

38. Does your school currently have a state- or district-sponsored external provider(s) or consultant(s) that regularly provides technical assistance to your school administrators or instructional staff around school improvement efforts?

- Yes [if yes, answer 38.1 and 38.2]
- No [if no, **Thank you for your participation. This completes the survey!**]

38.1 How often does the external provider(s) or consultant(s) visit your school?

- Weekly
- Monthly
- Quarterly
- Annually
- Other (please specify): _____

38.2 What was the focus of the support that the external provider(s) or consultant(s) provided to your school staff this year?

As a token of our appreciation, upon completion of the survey, we will provide you with a gift card worth \$220 to Office Depot® to be used to purchase (on-line or in-person) supplies for your school. Please provide your email and or your mailing address where you would like the gift card delivered:

Email _____

Mailing Address _____

--- THANK YOU FOR YOUR TIME. YOU HAVE COMPLETED THE SURVEY. ---

Appendix B.

Tests of Equivalence between Survey Respondents and Non-respondents

Exhibit B1. Differences in the Characteristics of SIG III and non-SIG schools.

| Characteristic | SIG III | | | | | | Difference between SIG respondents and non-respondents | | Non-SIG | | | | | | Difference between non-SIG respondents and non-respondents | |
|---|------------------|--------------------|-----------------------------|--------------------|--------------------------------|--------------------|--|-----------------|------------------|--------------------|-----------------------------|--------------------|---------------------------------|--------------------|--|-----------------|
| | Overall (n = 19) | | Survey respondents (n = 11) | | Survey non-respondents (n = 8) | | t-test | Effect size (d) | Overall (n = 36) | | Survey respondents (n = 15) | | Survey non-respondents (n = 21) | | t-test | Effect size (d) |
| | Mean | Standard deviation | Mean | Standard deviation | Mean | Standard deviation | | | Mean | Standard deviation | Mean | Standard deviation | Mean | Standard deviation | | |
| Number of students enrolled | 475.11 | 342.50 | 570.09 | 422.47 | 344.50 | 113.99 | -1.46 | -0.66 | 457.91 | 288.72 | 366.64 | 209.52 | 528.89 | 325.95 | 1.61 | 0.56 |
| Average number of pupils per teacher | 16.67 | 2.74 | 17.06 | 2.96 | 16.15 | 2.50 | -0.70 | -0.33 | 19.57 | 9.46 | 18.19 | 8.64 | 20.65 | 10.15 | 0.73 | 0.26 |
| Top to bottom ranking for 2014 | 9.42 | 20.79 | 14.09 | 26.77 | 3.00 | 2.45 | -1.15 | -0.53 | 11.88 | 20.75 | 11.27 | 9.01 | 12.37 | 26.93 | 0.15 | 0.05 |
| Eligible for free or reduced-price lunch ^a | 83.55 | 10.95 | 80.52 | 10.88 | 87.73 | 10.24 | 1.46 | 0.66 | 77.99 | 18.37 | 79.71 | 15.42 | 76.65 | 20.71 | -0.46 | -0.17 |
| Female ^a | 47.48 | 3.07 | 48.60 | 2.95 | 45.96 | 2.67 | -2.00 | -0.86 | 48.08 | 3.01 | 48.08 | 3.56 | 48.08 | 2.61 | .01 | 0.00 |
| African American ^a | 67.64 | 31.62 | 64.50 | 31.74 | 71.95 | 33.10 | 0.50 | 0.24 | 59.93 | 36.96 | 59.71 | 37.35 | 60.10 | 37.74 | 0.03 | 0.01 |
| Latino/Hispanic ^a | 8.22 | 11.27 | 9.88 | 13.76 | 5.95 | 6.79 | -0.74 | -0.35 | 8.74 | 16.44 | 12.86 | 22.84 | 5.54 | 8.30 | -1.26 | -0.45 |
| White ^a | 19.66 | 25.12 | 20.41 | 21.79 | 18.62 | 30.69 | -0.15 | -0.07 | 26.21 | 30.14 | 22.61 | 25.51 | 29.01 | 33.76 | 0.59 | 0.21 |
| Other ^a | 4.48 | 4.24 | 5.21 | 4.17 | 3.47 | 4.39 | -0.88 | -0.41 | 5.11 | 5.43 | 4.81 | 5.00 | 5.35 | 5.88 | 0.28 | 0.10 |

Missing data = 1 to 3 for non-SIG; and 0 for SIG III.

a = Calculated using mean percent

Effect size (Cohen's d) was calculated by taking the difference in group means and dividing it by the pooled standard deviation.

Sources: All school-wide demographic information (except for top-to-bottom ranking) were from the National Center for Education Statistics (NCES) Common Core of Data (CCD) public school data for the 2012–2013 school year (<http://nces.ed.gov/ccd/>). The following search criteria were used: “Michigan” for State and “Regular, Special Education, Vocational, Other/Alternative” for School Description. The 2014 top-to-bottom ranking list information was obtained from MDE.

Exhibit B2. Differences in Characteristics of SIG III and non-SIG schools that responded to the survey.

| | SIG III survey respondents (n = 11) | | Non-SIG survey respondents (n =15) | | t-test | Effect size (d) |
|---|--|--------------------|---------------------------------------|--------------------|--------|--------------------|
| | Mean | Standard deviation | Mean | Standard deviation | | |
| Number of students enrolled | 570.09 | 422.47 | 366.64 | 209.52 | -1.58 | -0.62 |
| Average number of pupils per teacher | 17.06 | 2.96 | 18.19 | 8.64 | 0.41 | 0.17 |
| Top-to-bottom ranking for 2014 | 14.09 | 26.77 | 11.27 | 9.01 | 0.38 | 0.15 |
| Eligible for free or reduced-price lunch ^a | 80.52 | 10.88 | 79.71 | 15.42 | -0.15 | -0.06 |
| Female ^a | 48.60 | 2.95 | 48.08 | 3.56 | -0.38 | -0.16 |
| African American ^a | 64.50 | 31.74 | 59.71 | 37.35 | -0.34 | -0.14 |
| Latino/Hispanic ^a | 9.88 | 13.76 | 12.86 | 22.84 | 0.38 | 0.16 |
| White ^a | 20.41 | 21.79 | 22.61 | 25.51 | 0.23 | 0.09 |
| Other ^a | 5.21 | 4.17 | 4.81 | 5.00 | -0.21 | -0.09 |

Missing data = 1 to 3 for non-SIG; 0 for SIG III.

a = Calculated using mean percent

Effect size (Cohen's d) was calculated by taking the difference in group means and dividing it by the pooled standard deviation.

Sources: All school-wide demographic information (except for top-to-bottom ranking) were from the National Center for Education Statistics (NCES) Common Core of Data (CCD) public school data for the 2012–2013 school year (<http://nces.ed.gov/ccd/>). The following search criteria were used: “Michigan” for State and “Regular, Special Education, Vocational, Other/Alternative” for School Description. The 2013–2014 top-to-bottom ranking list information was obtained from MDE.

Appendix C.

Grade-Level Comparisons between SIG III and Non-SIG Schools

Exhibit C1. Grade levels of schools included in the analytic sample

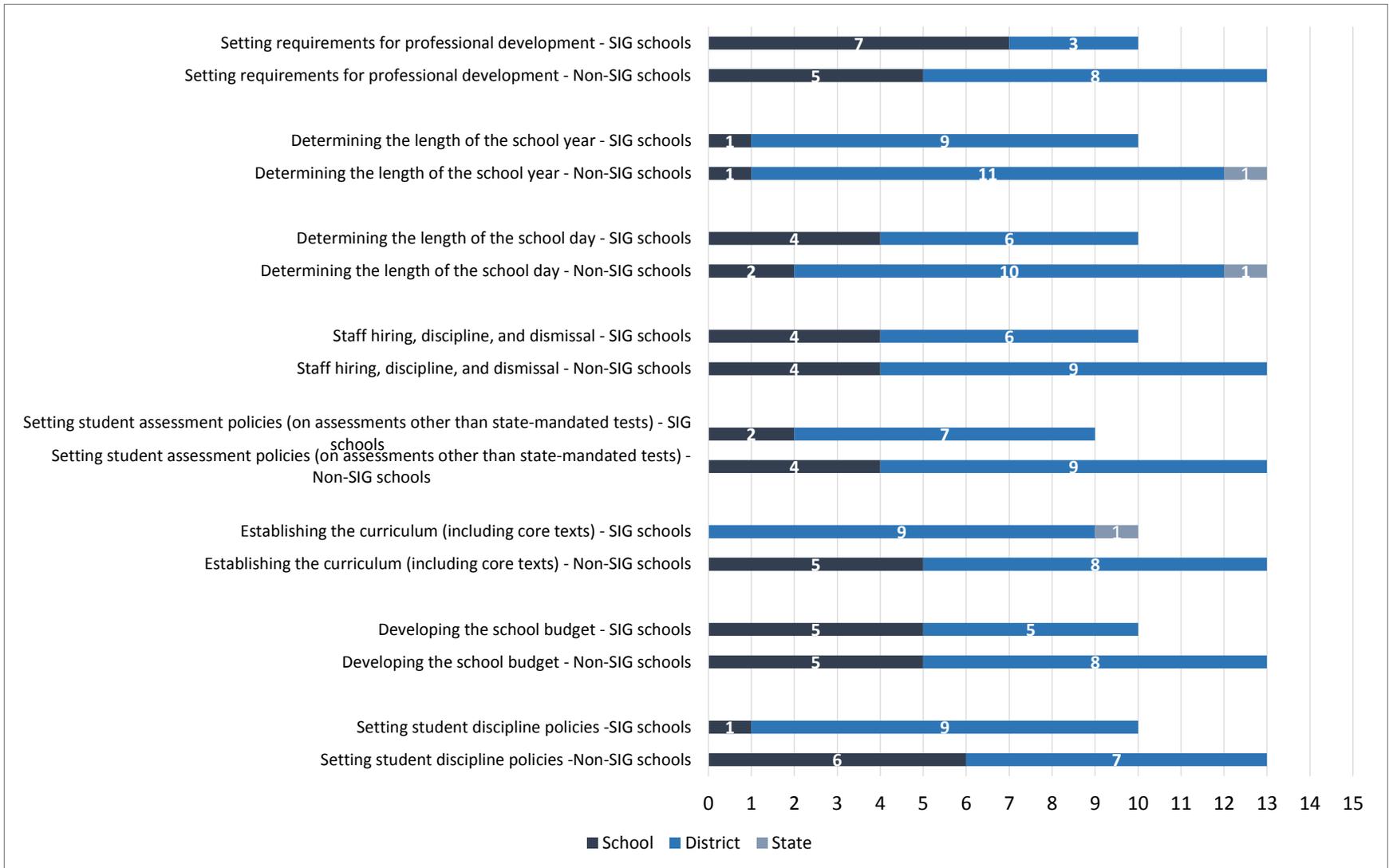
| Grade levels included in the school | | | | | | |
|-------------------------------------|------------|------------|----------|----------|-------------|-----------|
| Type of school | Pre-K to 6 | Pre-K to 8 | 7 to 12 | 9 to 12 | Pre-K to 12 | Total |
| SIG III | 6 | 1 | 3 | 1 | 0 | 11 |
| Non-SIG | 8 | 3 | 1 | 2 | 1 | 15 |
| Total | 14 | 4 | 4 | 3 | 1 | 26 |

Source: U.S. Department of Education; 2013-14 Common Core of Data.

Appendix D

Complete Survey Findings for SIG III and Non-SIG Schools

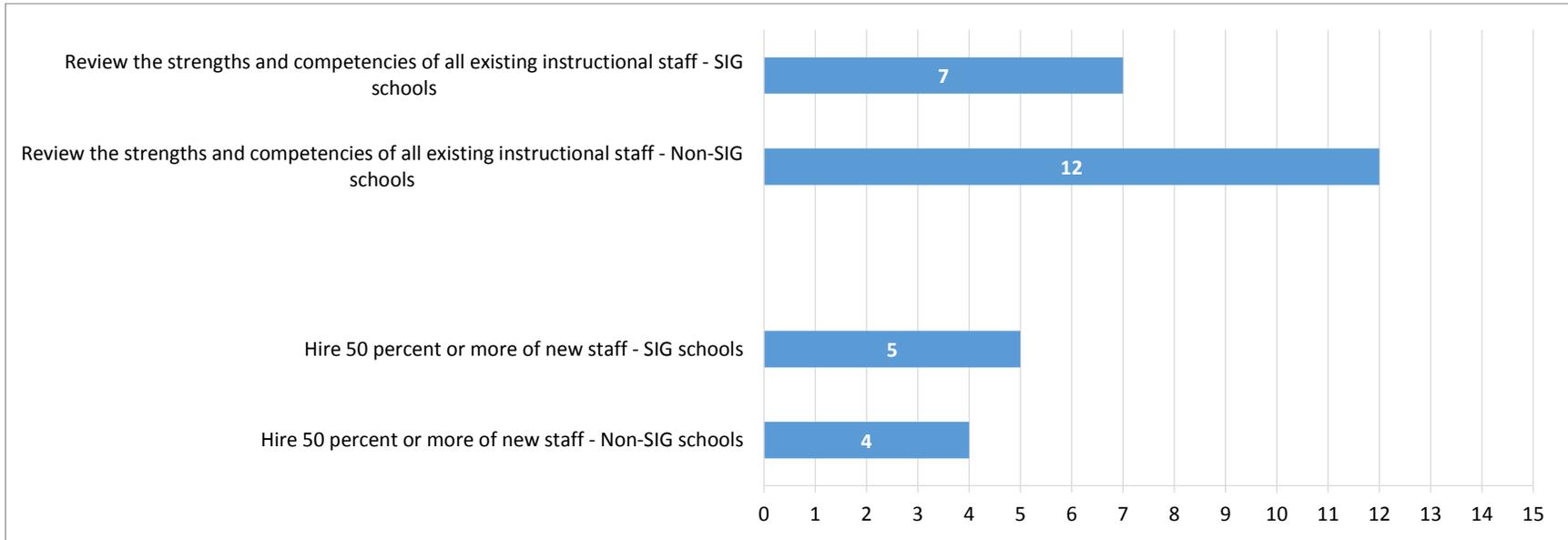
Exhibit D1. Number of schools where the school, district, or state held primary responsibility for key school policy decisions



Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 3 to 4. Fisher exact test indicated that none of the differences between SIG III and non-SIG schools were statistically significant.

Source: spring 2015 survey.

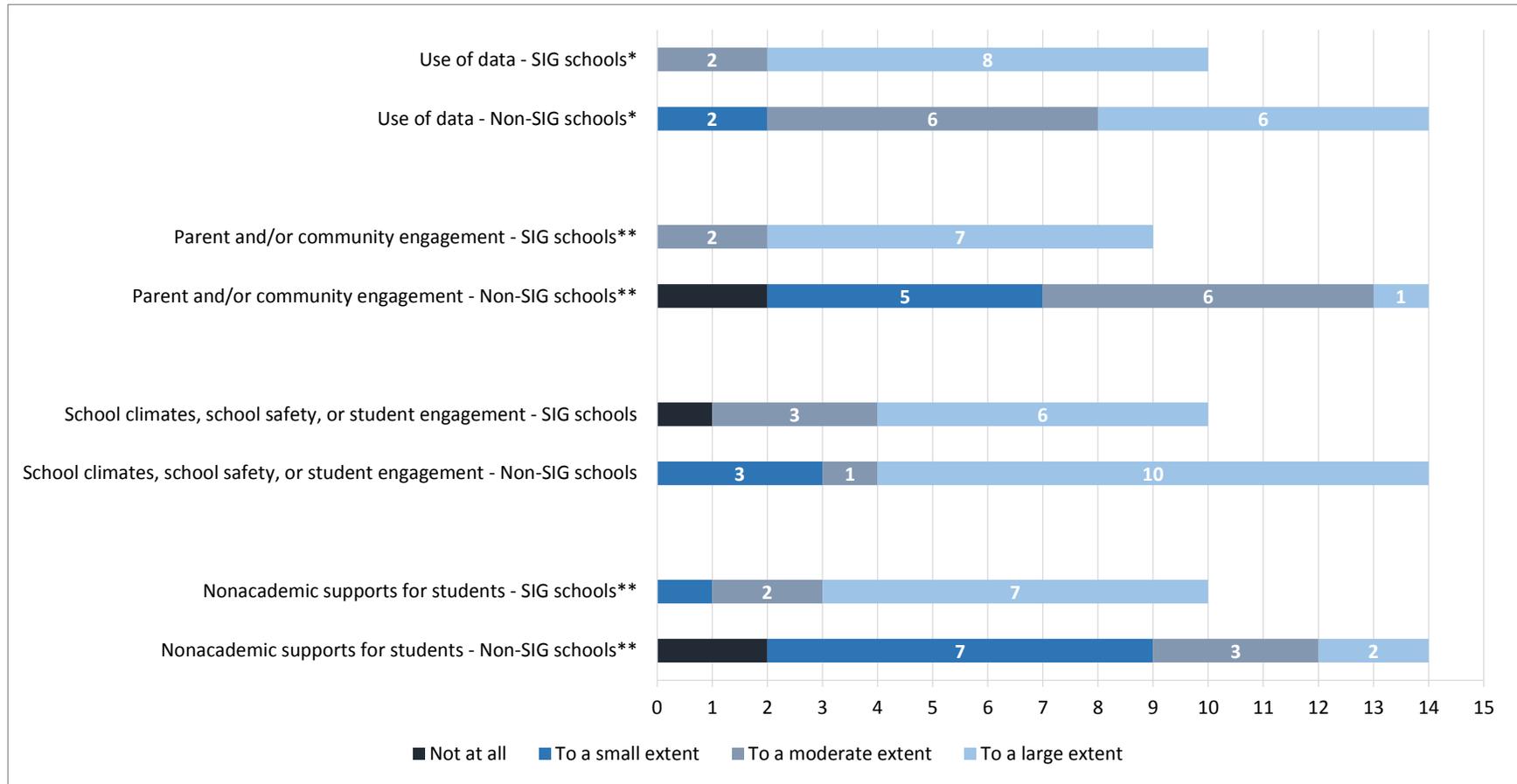
Exhibit D2. Number of schools that reviewed strengths and competencies of existing staff and that hired new staff



Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 2 to 3. Fisher exact test indicated that none of the differences between SIG III and non-SIG schools were statistically significant.

Source: spring 2015 survey.

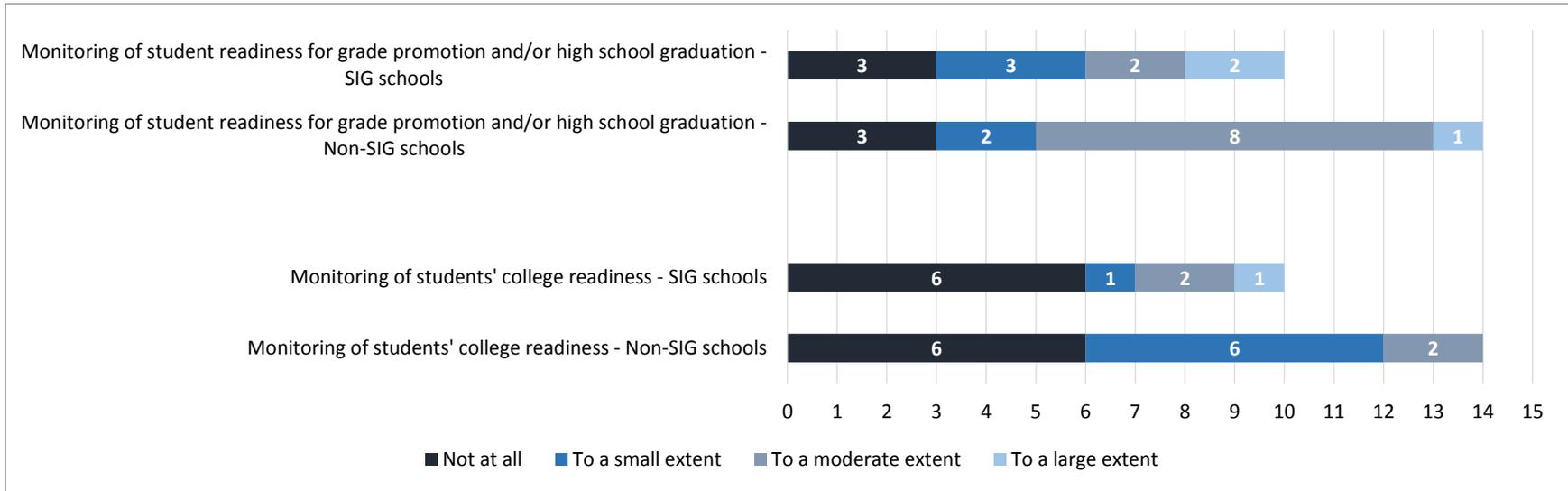
Exhibit D3. Number of schools that changed school policies regarding parent and community engagement, data use, school climate, safety, student engagement, and nonacademic supports for students



Note: * $p < .05$ ** $p < .001$. SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 2 to 3. For *nonacademic support for students* in SIG III schools (mean = 3.6, standard deviation = 0.7) and non-SIG schools (mean = 2.4, standard deviation = 0.9); $t(22) = 3.5, p < .01$. For *policies or strategies related to parent and/or community engagement* in SIG III schools (mean = 3.8; standard deviation = 0.4) and non-SIG schools (mean = 2.4; standard deviation = 0.9); $t(20) = 4.9, p < 0.01$. For *policies or strategies related to data use* in SIG III schools (mean = 3.8; standard deviation = 0.4) and non-SIG schools (mean = 3.3; standard deviation = 0.7); $t(21) = 2.1, p < 0.05$. No other statistically significant group differences were found. Means and standard deviations calculated for these items were from the following survey response options: 1 = Not at all; 2 = To a small extent; 3 = To a moderate extent; and 4 = To a large extent.

Source: spring 2015 survey.

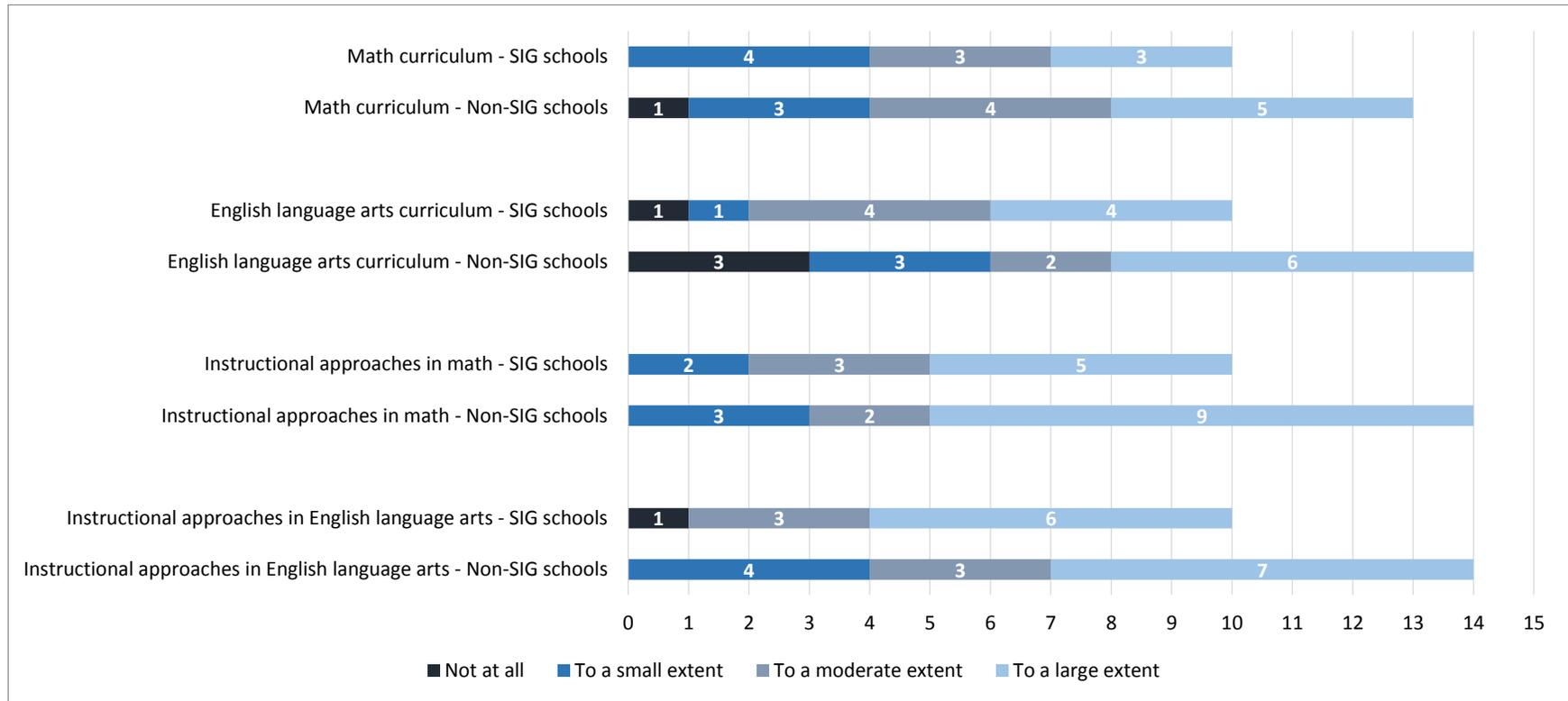
Exhibit D4. Number of schools that changed school policies regarding monitoring student readiness



Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 2. Based on the following scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a large extent. Independent samples t-tests indicated no statistically significant group differences between SIG III and non-SIG schools.

Source: spring 2015 survey.

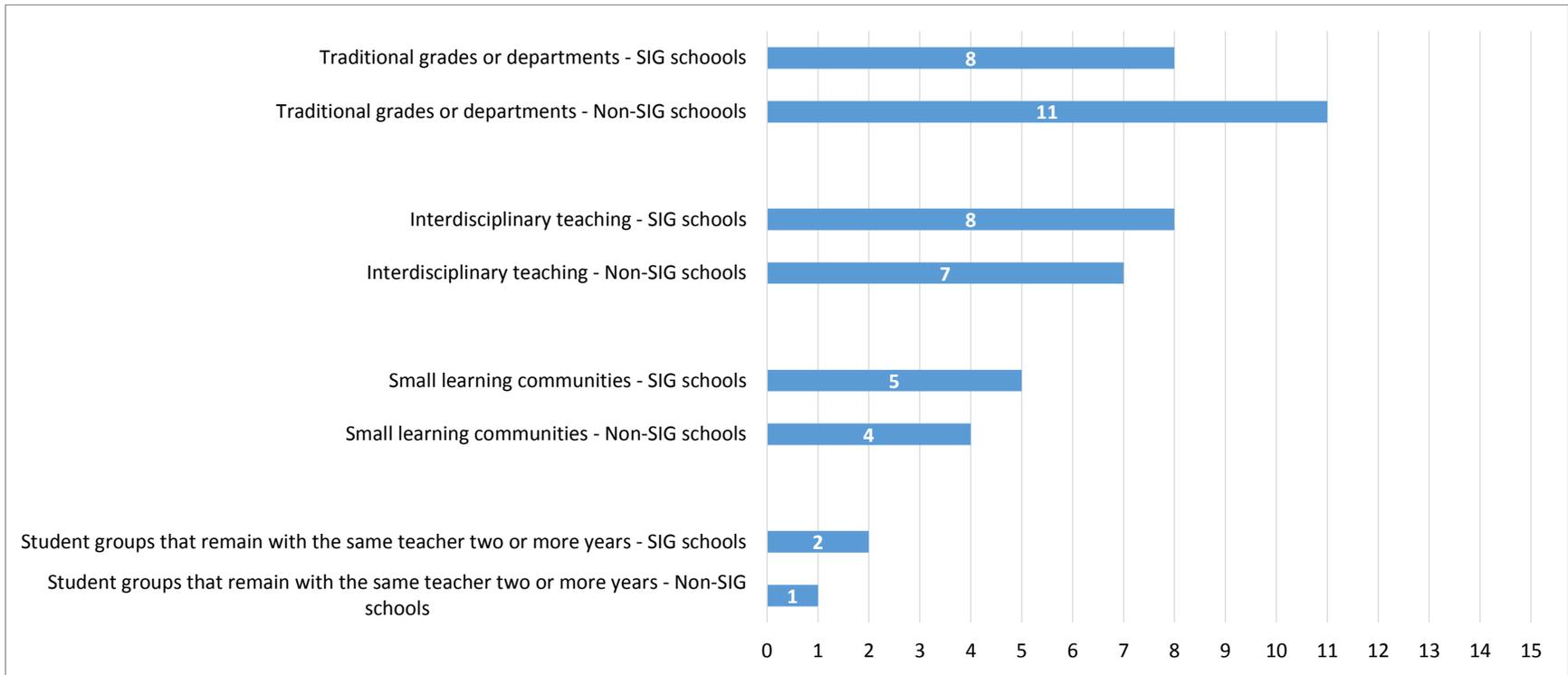
Exhibit D5. Number of schools that changed curricula and instructional practices in English language arts and mathematics



Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 1 to 2. Based on the following scale: 1 = Not at all, 2 = To a small extent, 3 = To a moderate extent, 4 = To a large extent. Independent samples t-tests indicated no statistically significant group differences between SIG III and non-SIG schools.

Source: spring 2015 survey.

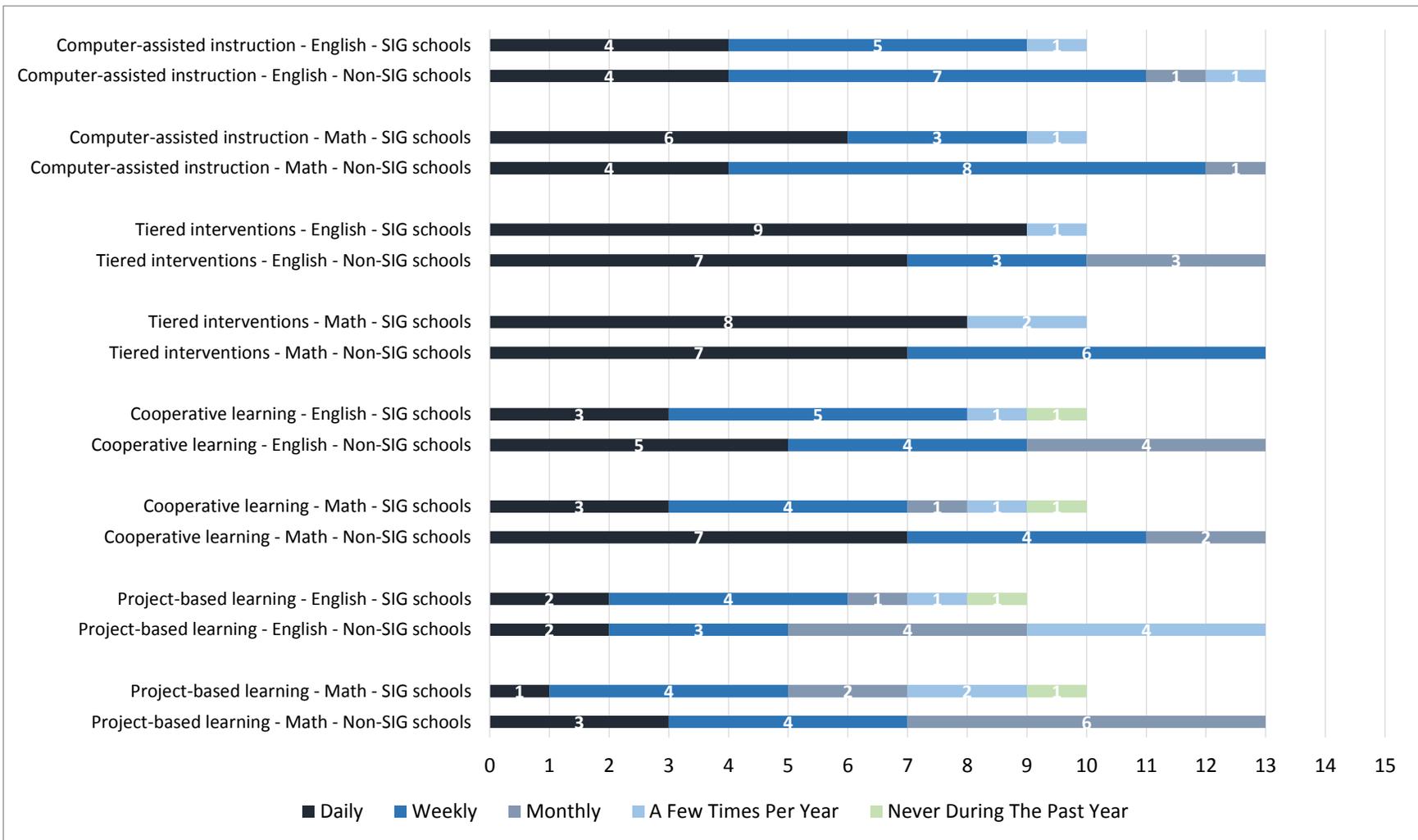
Exhibit D6. Number of schools using different methods to organize classes or instructional groupings



Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 3. Fisher exact test indicated that none of the differences between SIG III and non-SIG schools were statistically significant.

Source: spring 2015 survey.

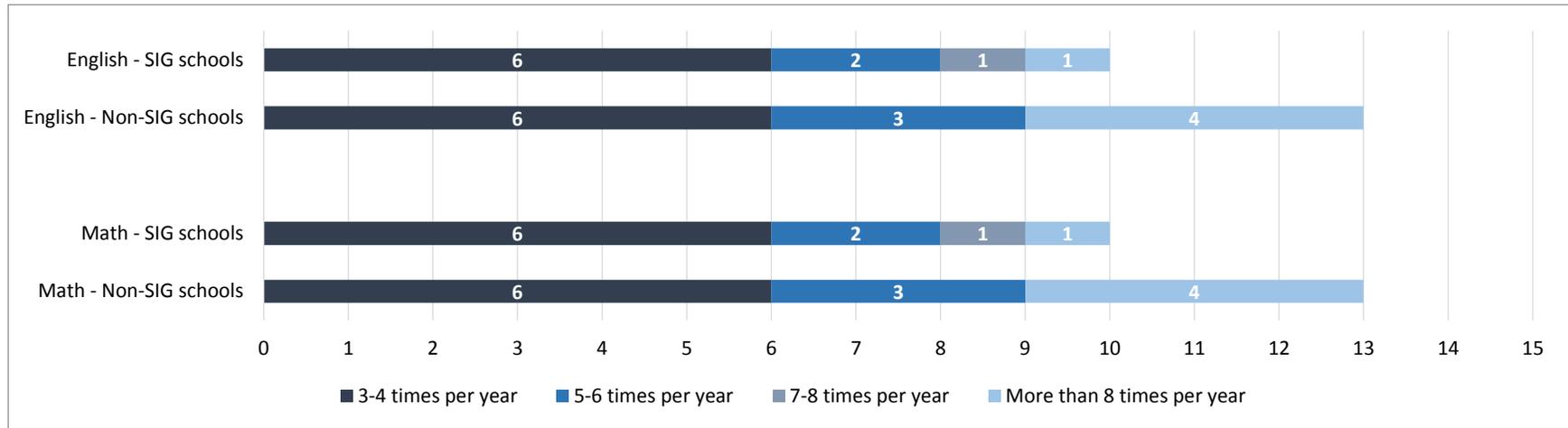
Exhibit D7. Number of typical teachers in English language arts and mathematics in SIG III and non-SIG schools who used different classroom activities



Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 3 to 4. Based on the following scale: 1 = Never, 2 = Once per year, 3 = A few times per year, 4 = Monthly, 5 = Weekly, 6 = Daily. Independent samples t-tests indicated no statistically significant group differences between SIG III and non-SIG schools.

Source: spring 2015 survey.

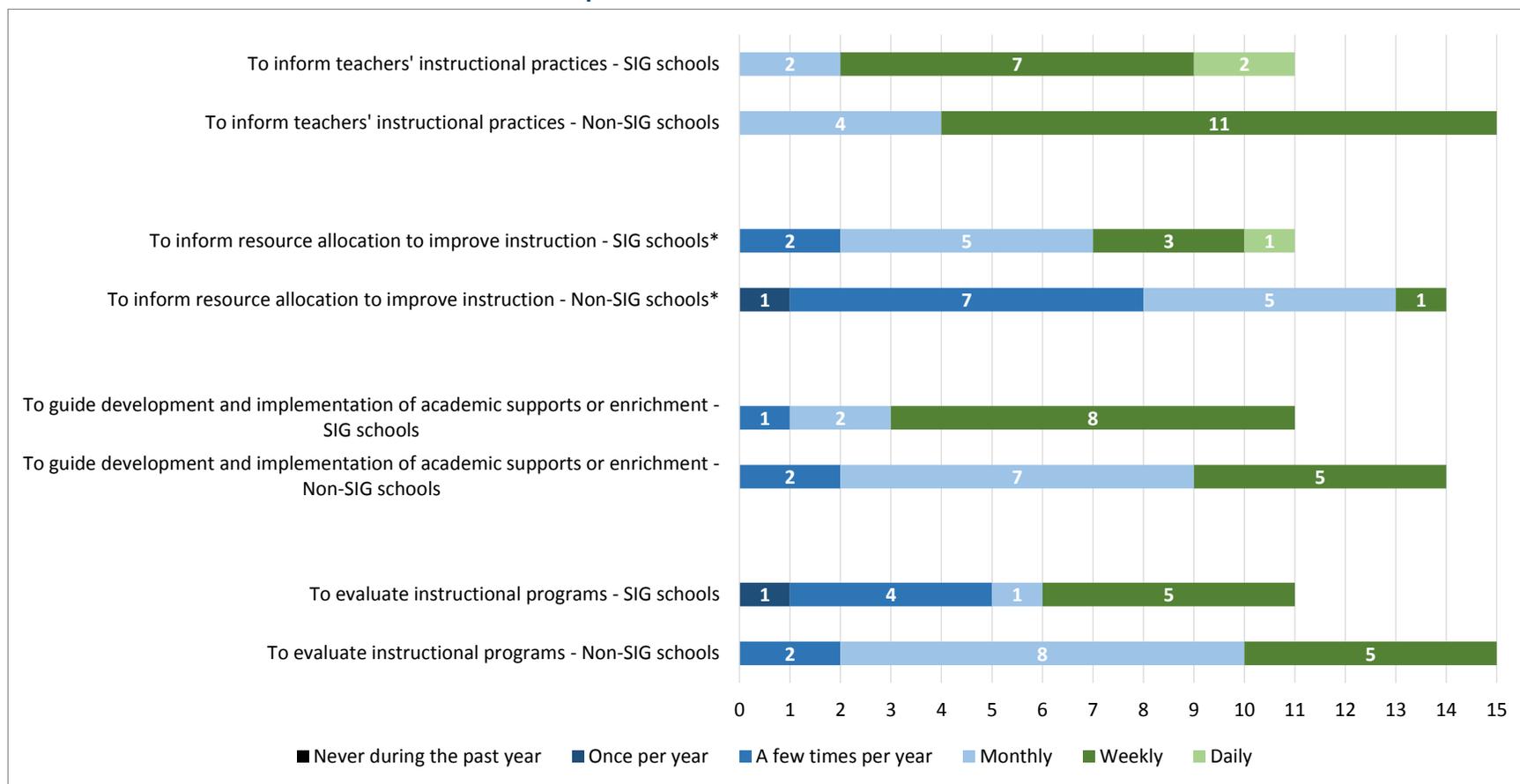
Exhibit D8. Number of typical teachers in English language arts and mathematics in SIG III and non-SIG schools who used benchmark or interim assessments



Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 3. Based on the following scale: 1 = 0 times per year, 2 = 1–2 times per year, 3 = 3–4 times per year, 4 = 5–6 times per year, 5 = 7–8 times per year, 6 = More than 8 times per year. Independent samples t-tests indicated no statistically significant group differences between SIG III and non-SIG schools.

Source: spring 2015 survey.

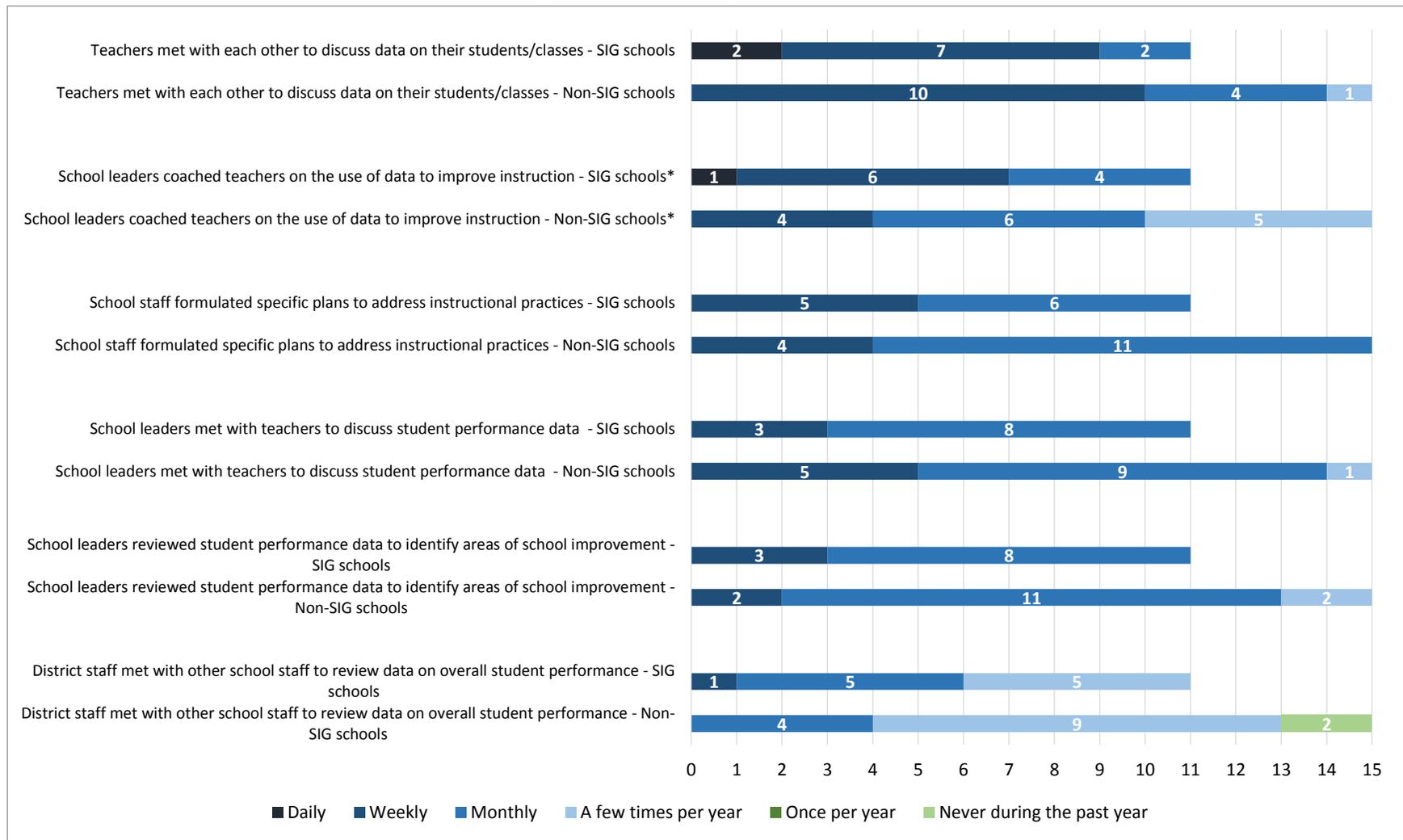
Exhibit D9. Number of schools that used data to improve instruction



Note: * $p < .05$. SIG III schools: $N = 11$; Non-SIG III Schools: $N = 15$. Missing data = 0 to 1. Based on the following scale: 1 = Never during the past year, 2 = Once per year, 3 = A few times per year, 4 = Monthly, 5 = Weekly, 6 = Daily. For *informing resource allocation to improve instruction* in SIG III schools (mean = 4.3, standard deviation = 0.9) and non-SIG schools (mean = 3.4, standard deviation = 0.8); $t(23) = 2.54, p = .02$. Independent samples t-tests indicated no other statistically significant group differences between SIG III and non-SIG schools.

Source: spring 2015 survey.

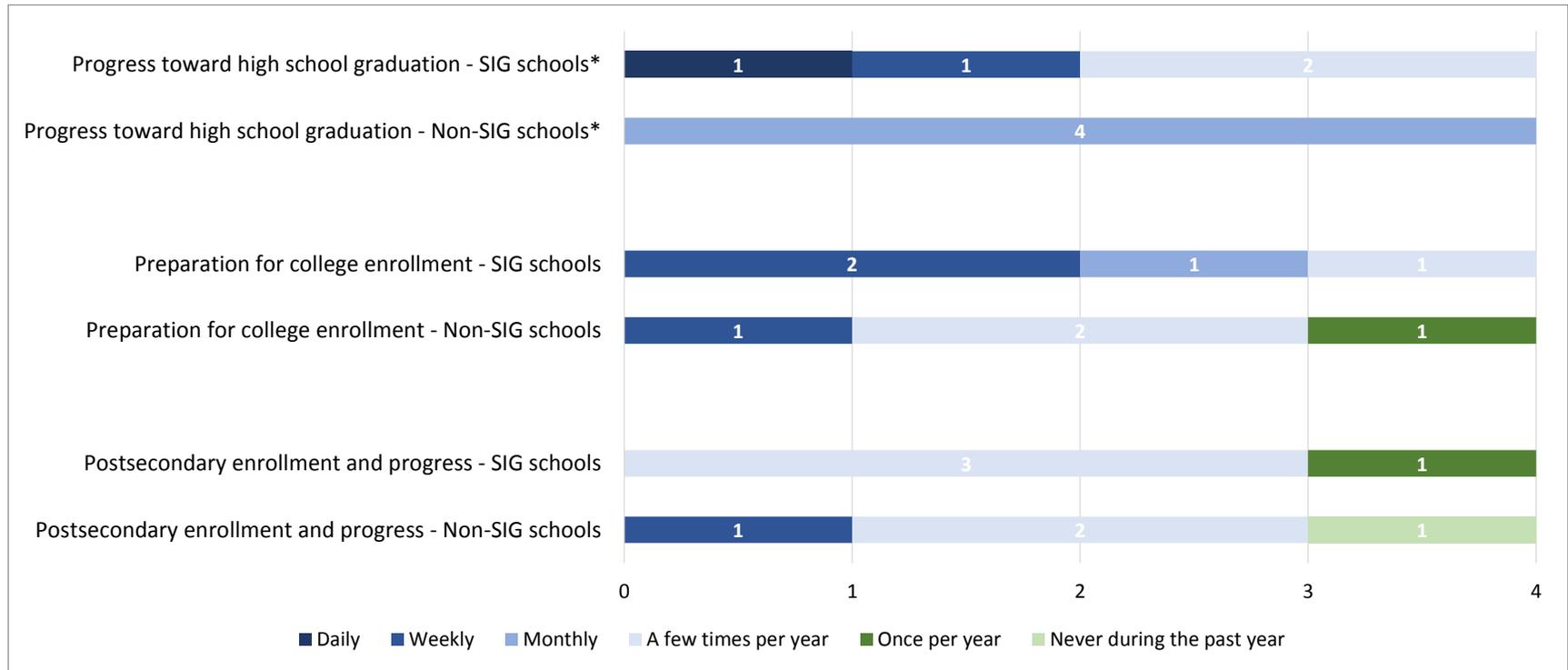
Exhibit D10. Number of schools that used different processes to incorporate data into instruction



Note: * $p < .05$. SIG III schools: $N = 11$; Non-SIG III Schools: $N = 15$. Missing data = 0 to 1. Based on the following scale: 1 = Never during the past year, 2 = Once per year, 3 = A few times per year, 4 = Monthly, 5 = Weekly, 6 = Daily. For *school leaders coached teachers on the use of data to improve instruction* in SIG III schools (mean = 4.7, standard deviation = 0.6) and non-SIG schools (mean = 3.9, standard deviation = 0.8); $t(24) = 2.71, p = .01$. Independent samples t-tests indicated no other statistically significant group differences between SIG III and non-SIG schools.

Source: spring 2015 survey.

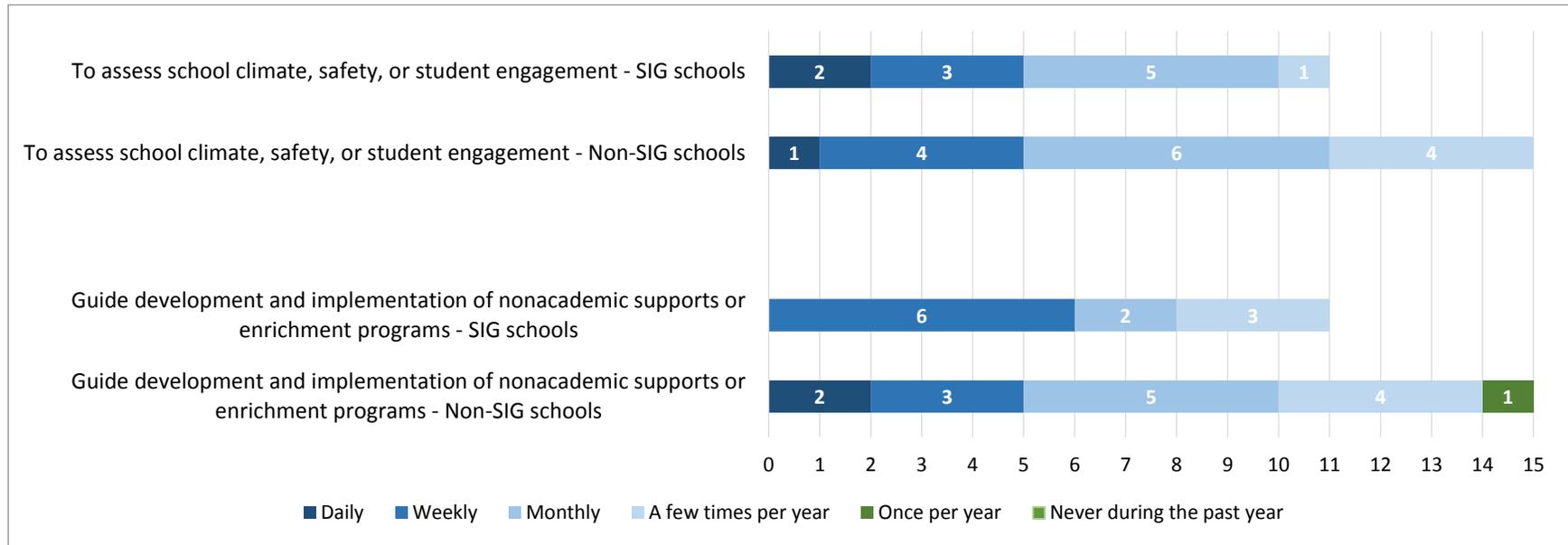
Exhibit D11. Number of high schools that used data to track student progress in different areas



Note: SIG III schools: N = 4; Non-SIG III Schools: N = 4. Missing data = 0. Based on the following scale: 1 = Never during the past year, 2 = Once per year, 3 = A few times per year, 4 = Monthly, 5 = Weekly, 6 = Daily. Fisher exact test indicated a statistically significant difference between SIG III and non-SIG schools for using data to track student *progress toward high school graduation* ($p = .03$). No other statistically significant group differences between SIG III and non-SIG schools were found.

Source: spring 2015 survey.

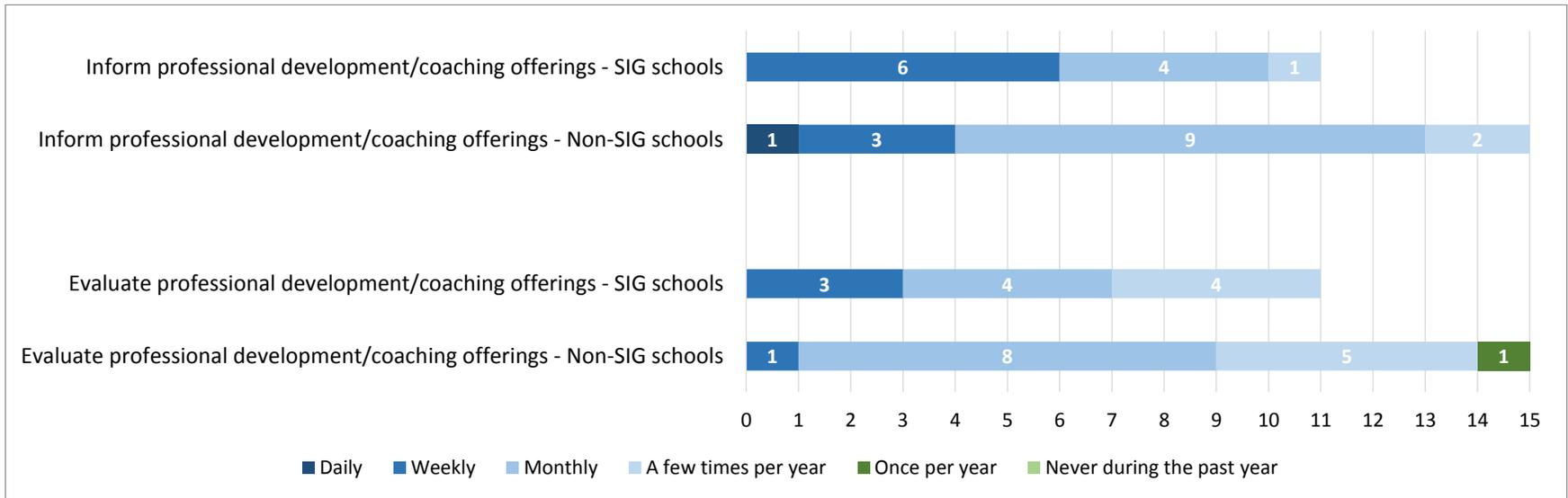
Exhibit D12. Number of schools that used data to assess school climate and nonacademic supports



Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 0. Based on the following scale: 1 = Never during the past year, 2 = Once per year, 3 = A few times per year, 4 = Monthly, 5 = Weekly, 6 = Daily. Independent samples t-tests indicated no statistically significant group differences between SIG III and non-SIG schools.

Source: spring 2015 survey.

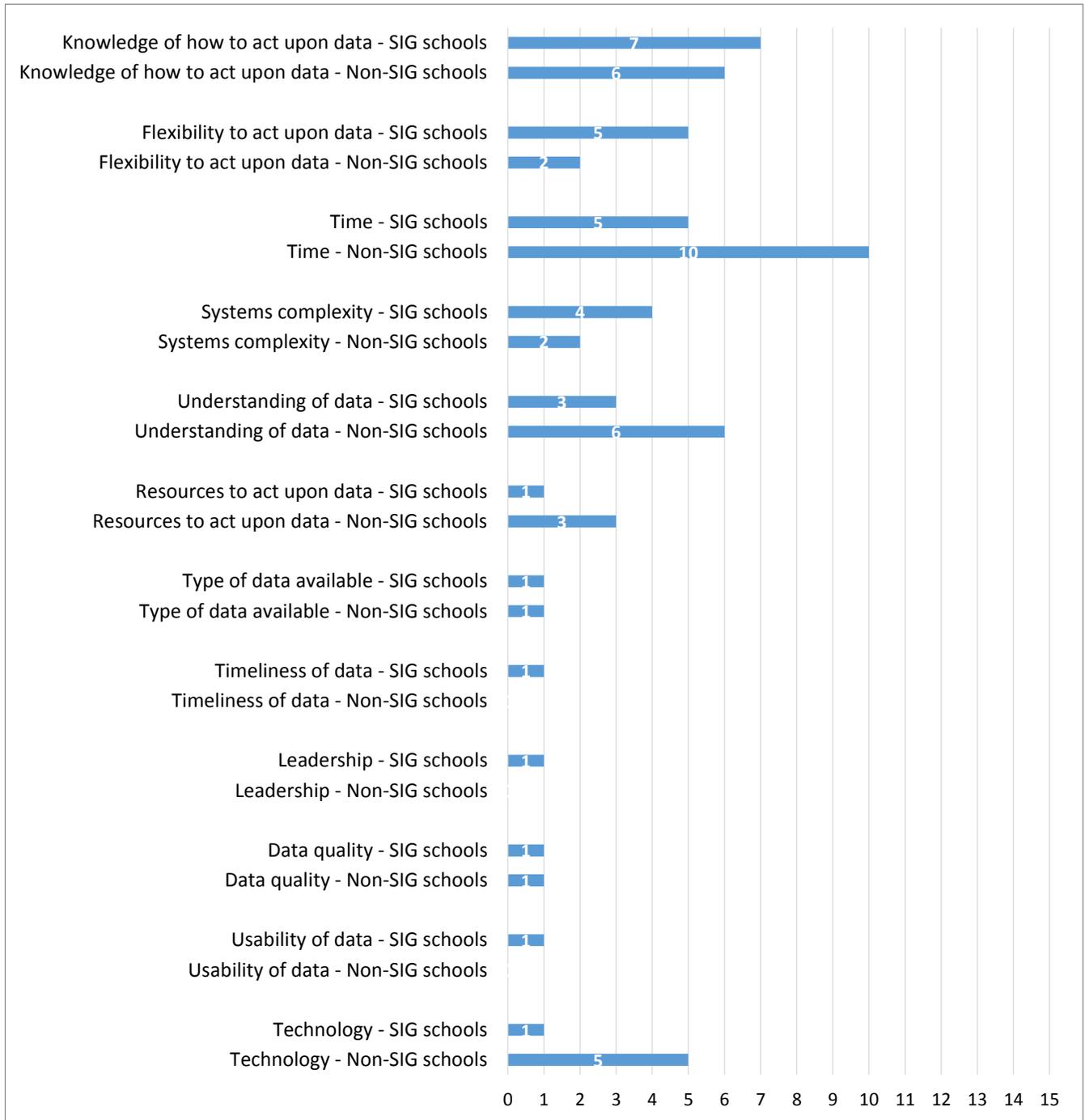
Exhibit D13. Number of schools that used data to inform and evaluate professional development and coaching



Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 0. Based on the following scale: 1 = Never during the past year, 2 = Once per year, 3 = A few times per year, 4 = Monthly, 5 = Weekly, 6 = Daily. Independent samples t-tests indicated no statistically significant group differences between SIG III and non-SIG schools.

Source: spring 2015 survey.

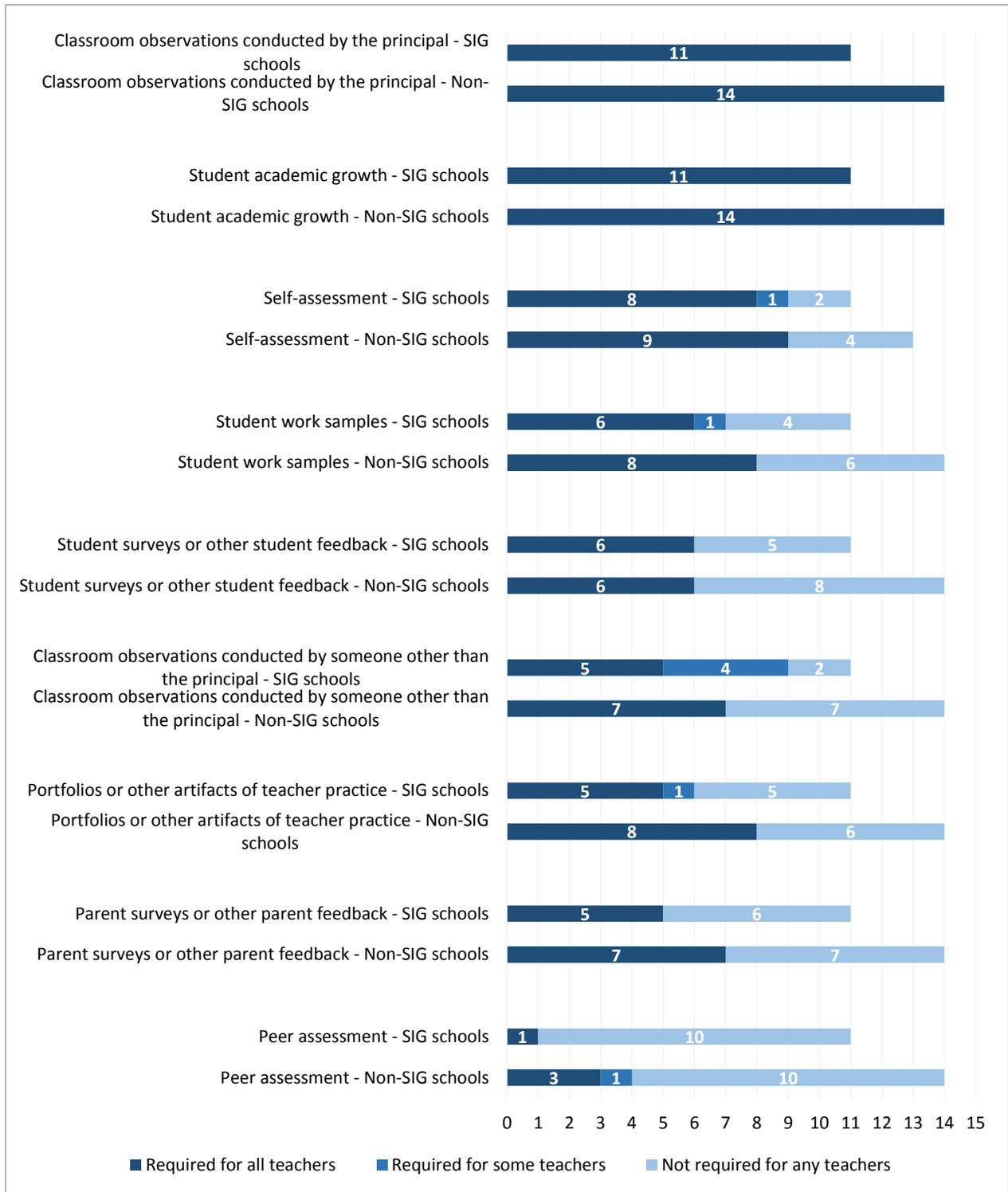
Exhibit D14. Number of schools reporting barriers to data use



Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 1. Fisher exact test indicated that none of the differences between SIG III and non-SIG schools were statistically significant.

Source: spring 2015 survey.

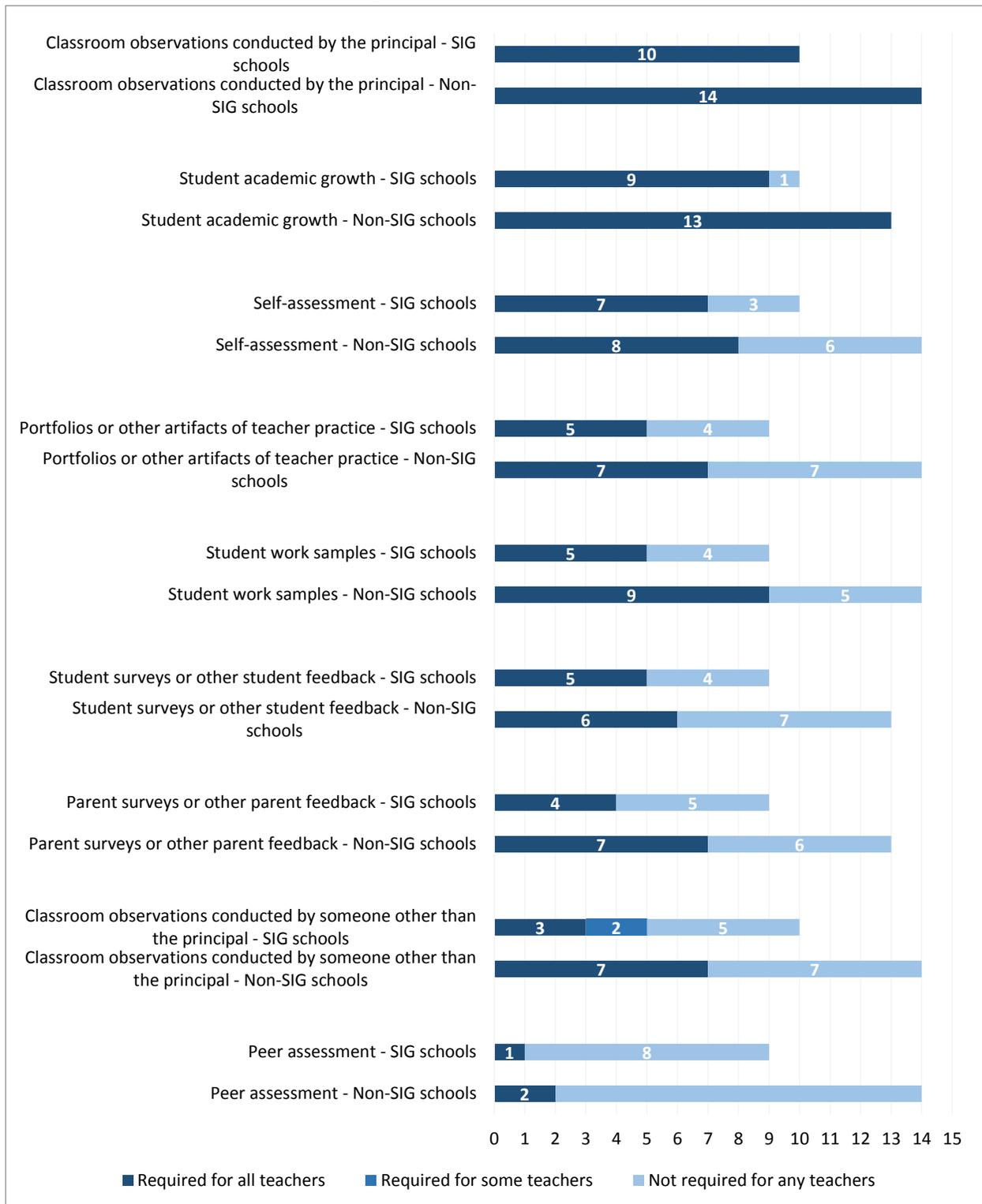
Exhibit D15. Measures for the formative evaluation of teachers and the number of schools that required them for all, some, or none of their teachers



Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 1 to 2. Based on the following scale: 1 = Not required for any teachers, 2 = Required for some teachers, 3 = Required for all teachers. Independent samples t-tests indicated no statistically significant group differences between SIG III and non-SIG schools.

Source: spring 2015 survey.

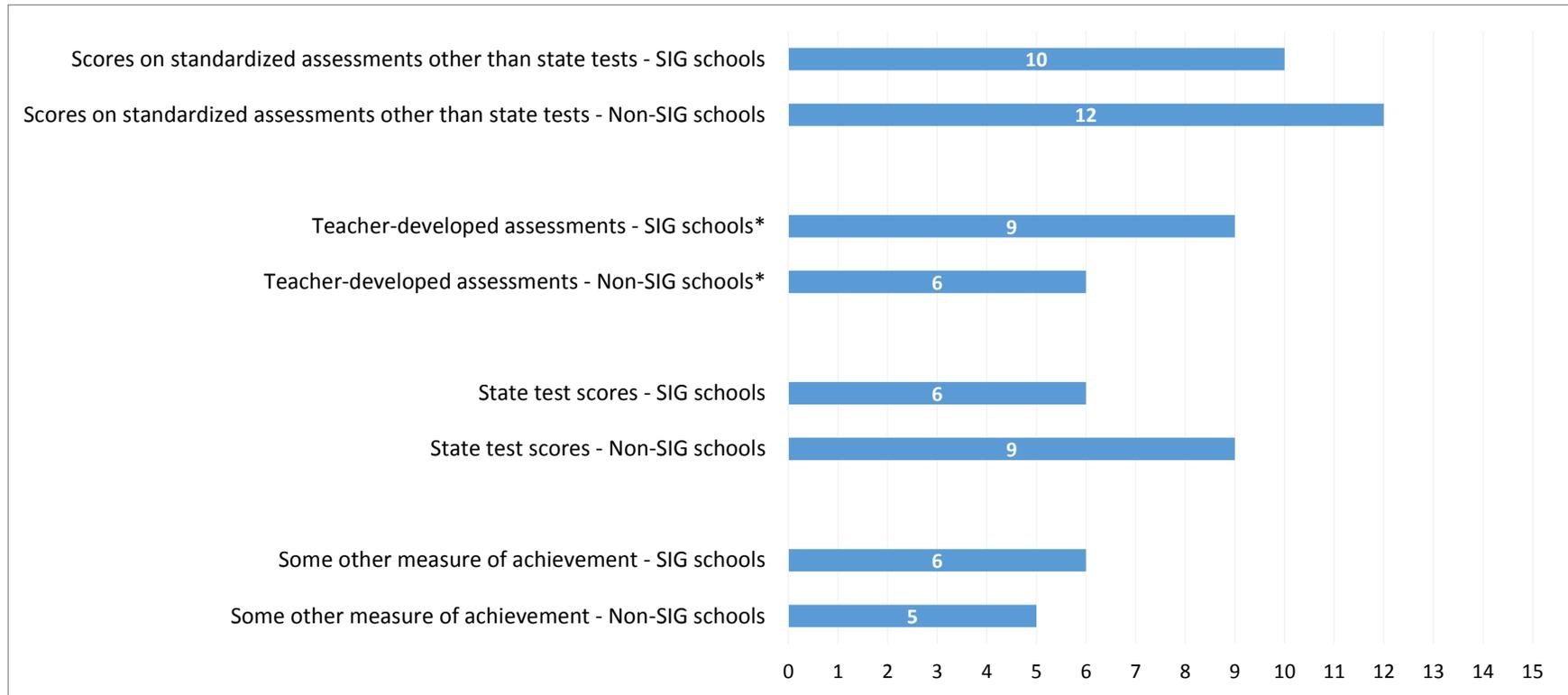
Exhibit D16. Number of schools using different means for the summative evaluation of teachers



Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 2 to 4. Based on the following scale: 1 = Not required for any teachers, 2 = Required for some teachers, 3 = Required for all teachers. Independent samples t-tests indicated no statistically significant group differences between SIG III and non-SIG schools.

Source: spring 2015 survey.

Exhibit D17. Measures of student academic growth and the number of schools using them in teacher evaluation

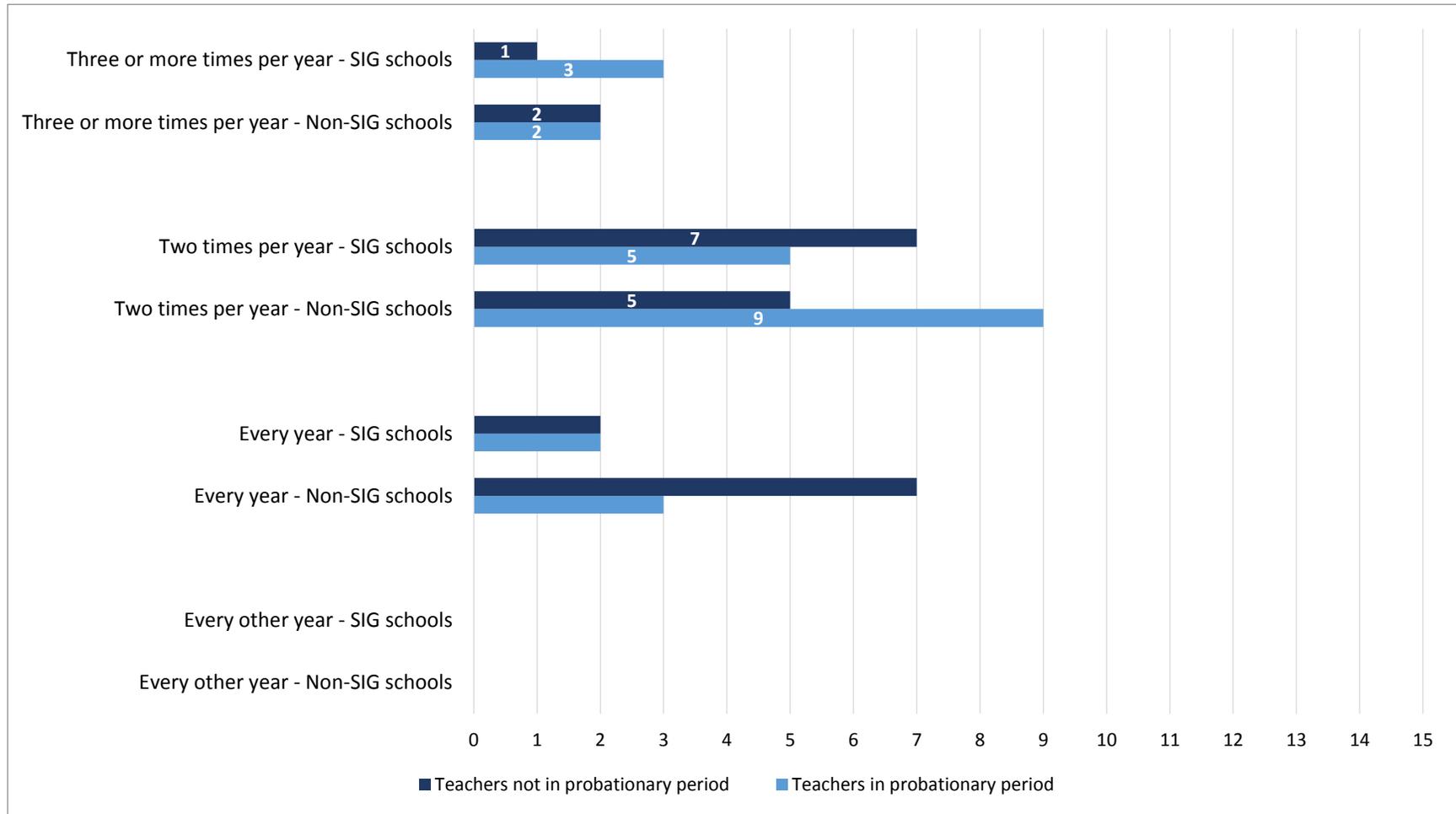


Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 2 to 5.

* Fisher exact test indicated a statistically significant difference between SIG and non-SIG schools ($p = 0.03$). Fisher exact test indicated that none of the other differences between SIG III and non-SIG schools were statistically significant.

Source: spring 2015 survey.

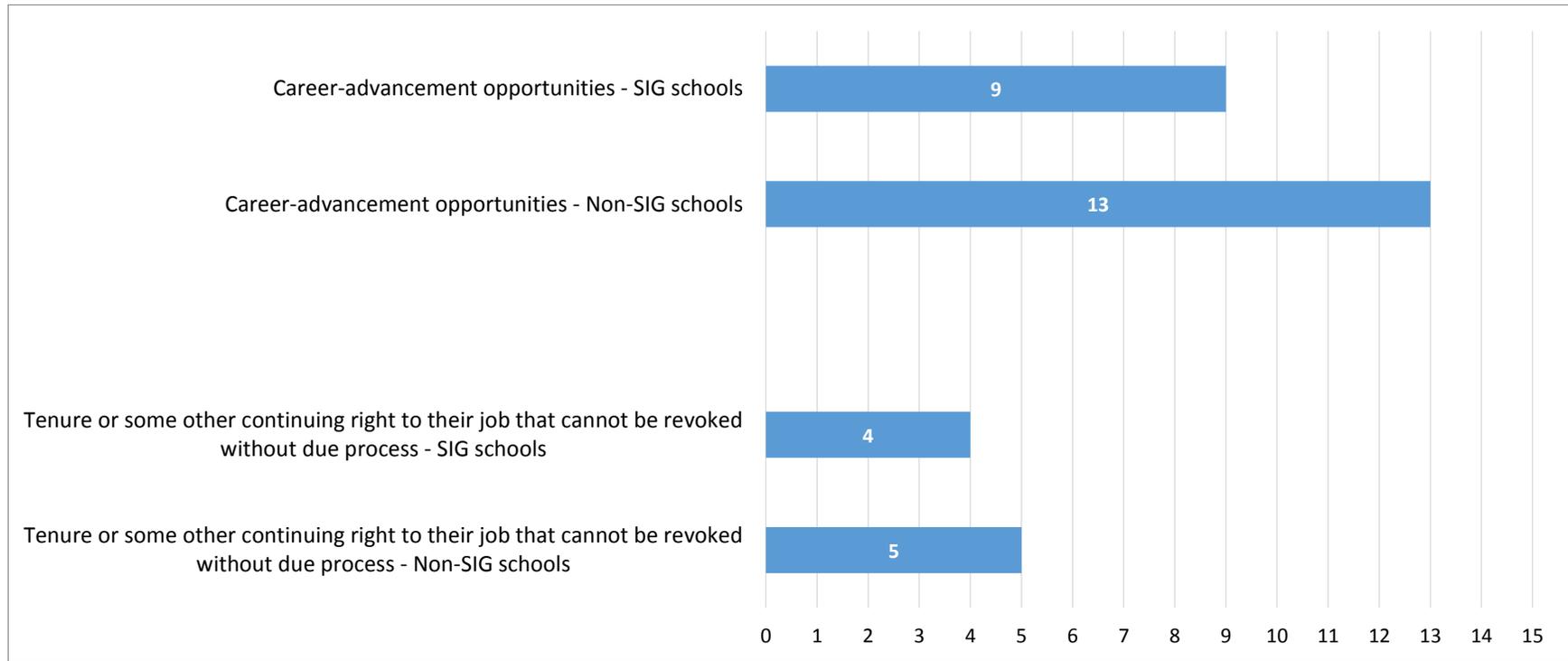
Exhibit D18. Frequency that teachers in their probationary periods and teachers not in their probationary periods were evaluated at schools



Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 2. Based on the following scale: 1 = Some other interval, 2 = Ever other year, 3 = Every year, 4 = Two times per year. All open-ended responses to “some other interval” ranged from 3 to 4 times per year, and thus were coded to “three or more times per year.” Fisher exact test indicated that none of the differences between SIG III and non-SIG schools were statistically significant.

Source: spring 2015 survey.

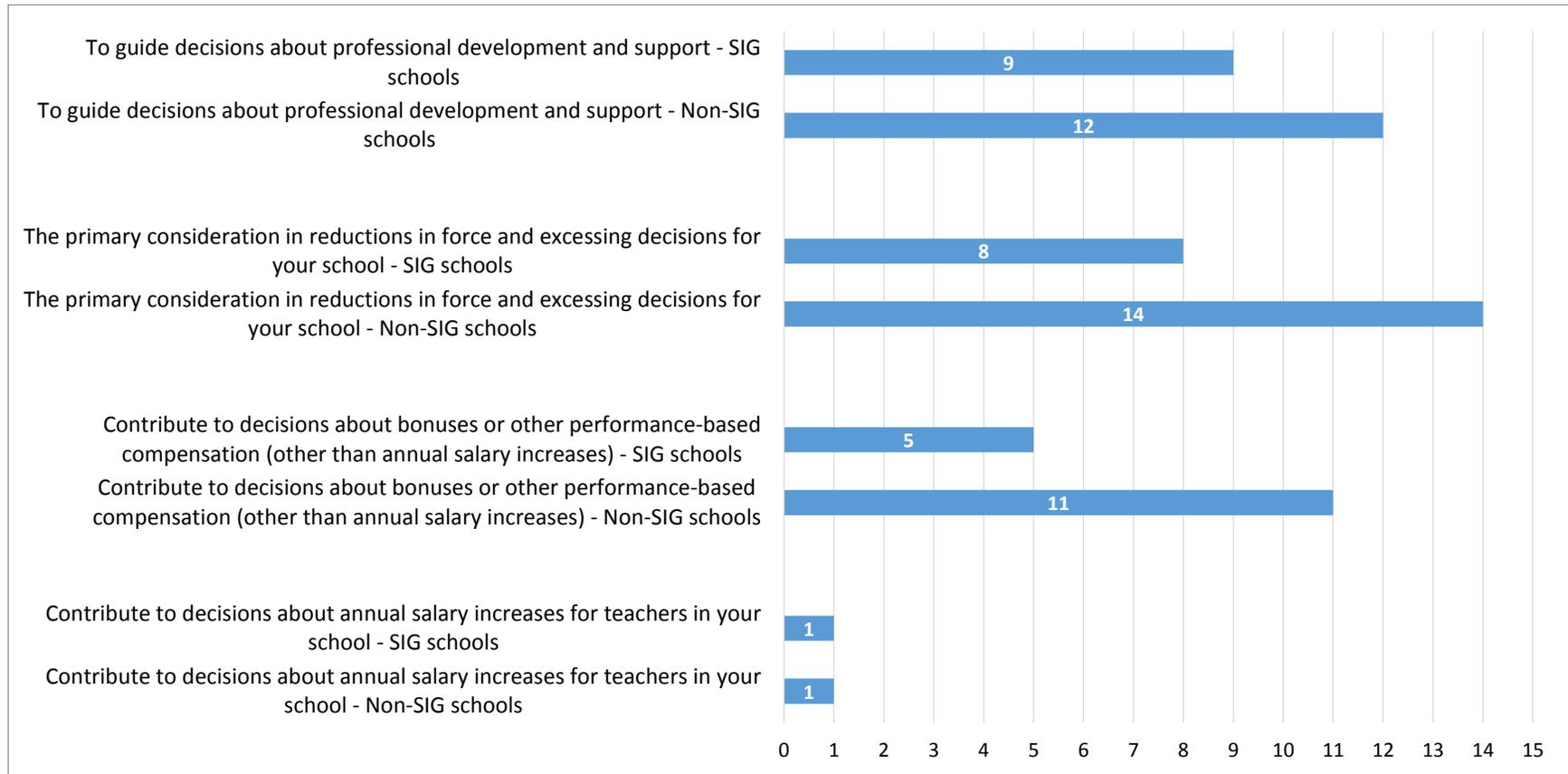
Exhibit D19. Number of schools with career advancement or tenure opportunities for teachers



Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 2. Fisher exact test indicated that none of the differences between SIG III and non-SIG schools were statistically significant.

Source: spring 2015 survey.

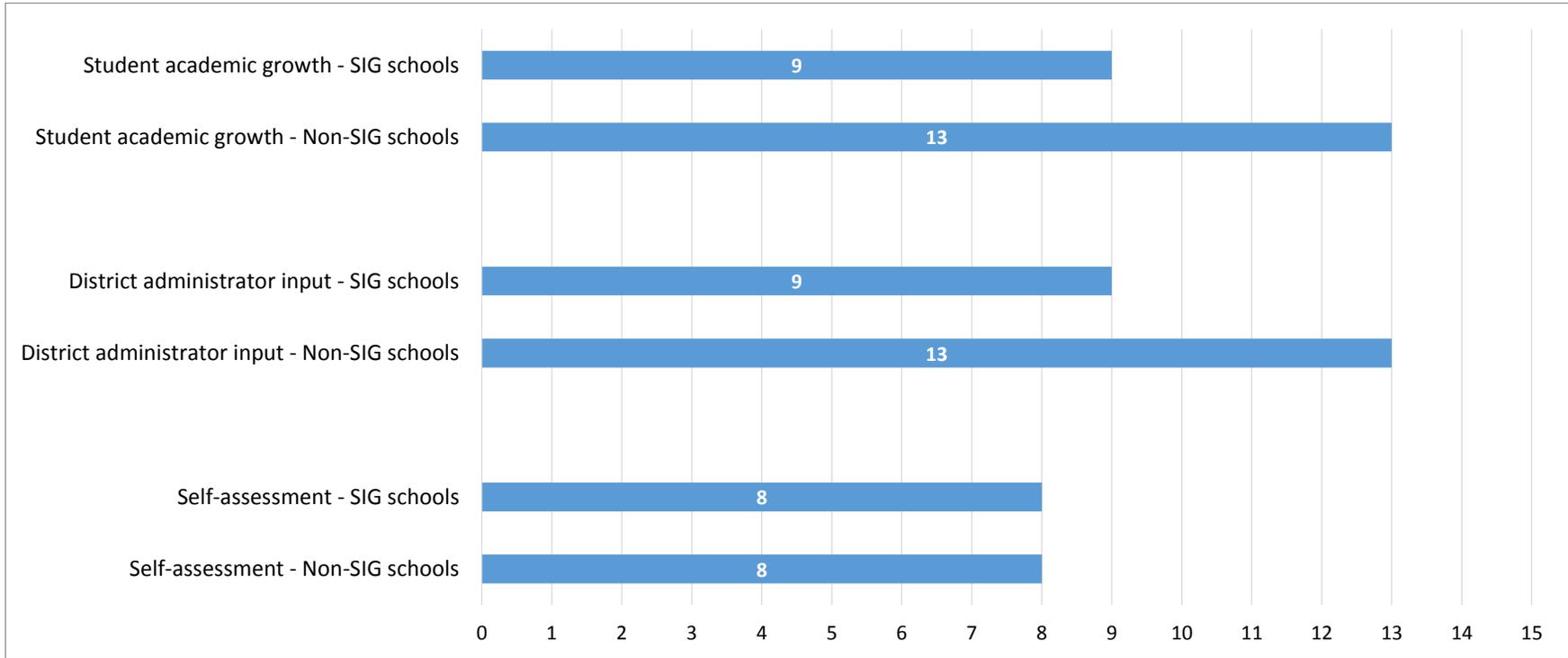
Exhibit D20. How teacher evaluation results were used at schools



Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 2 to 3. Fisher exact test indicated that none of the differences between SIG III and non-SIG schools were statistically significant.

Source: spring 2015 survey.

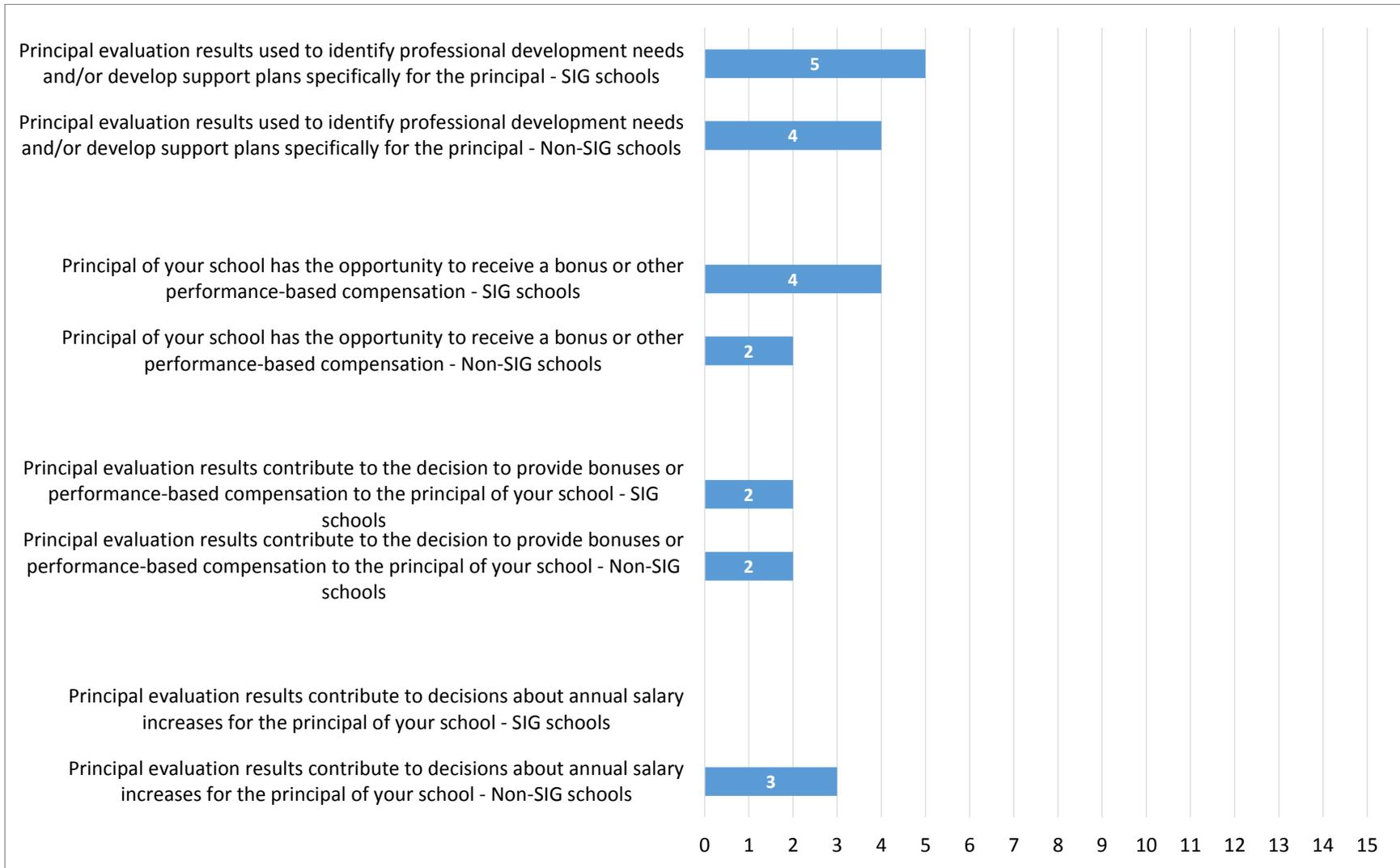
Exhibit D21. Number of schools that used different methods to evaluate principals



Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 3. Fisher exact test indicated that none of the differences between SIG III and non-SIG schools were statistically significant.

Source: spring 2015 survey.

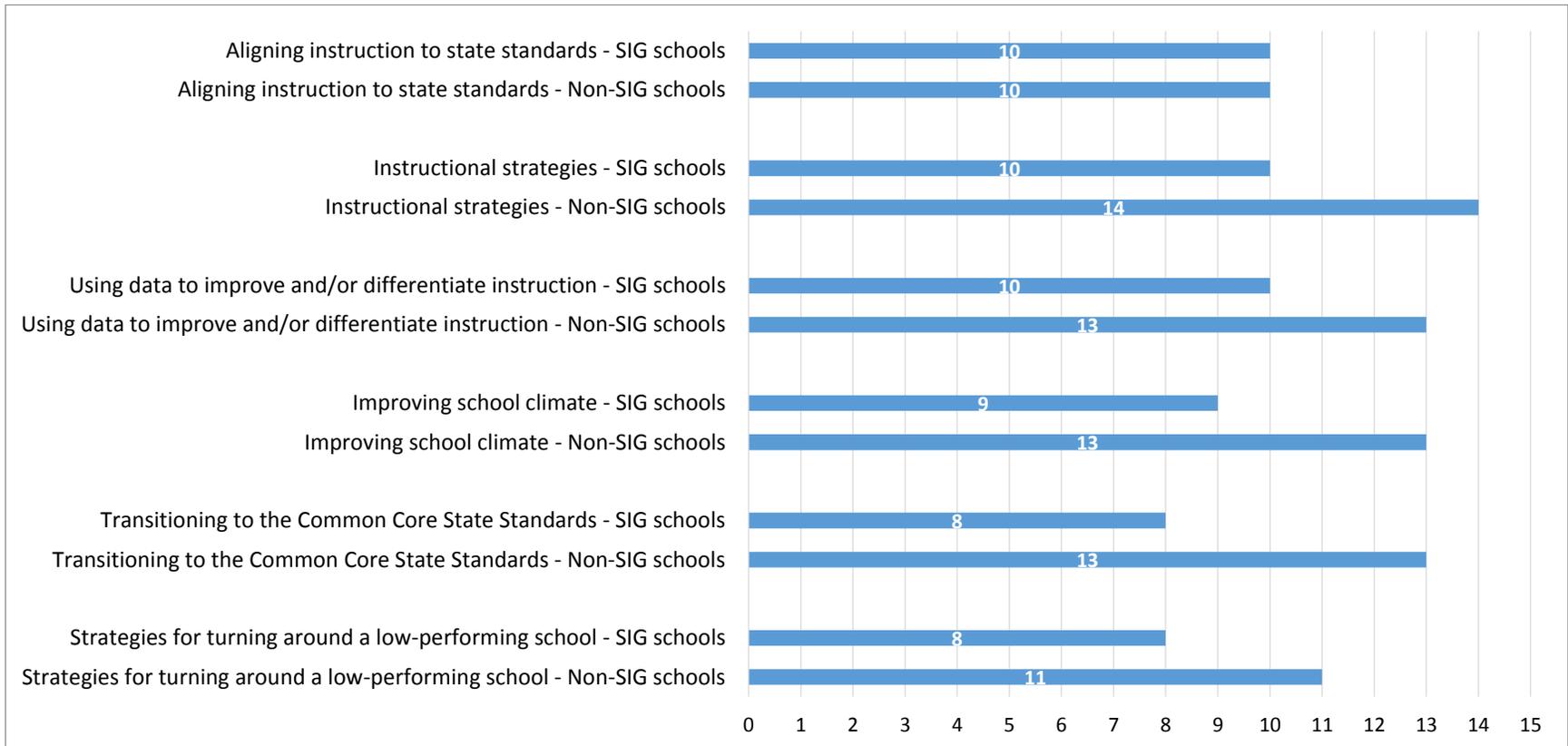
Exhibit D22. Number of schools that used principal evaluation data in different ways



Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 3. Fisher exact test indicated that none of the differences between SIG III and non-SIG schools were statistically significant.

Source: spring 2015 survey.

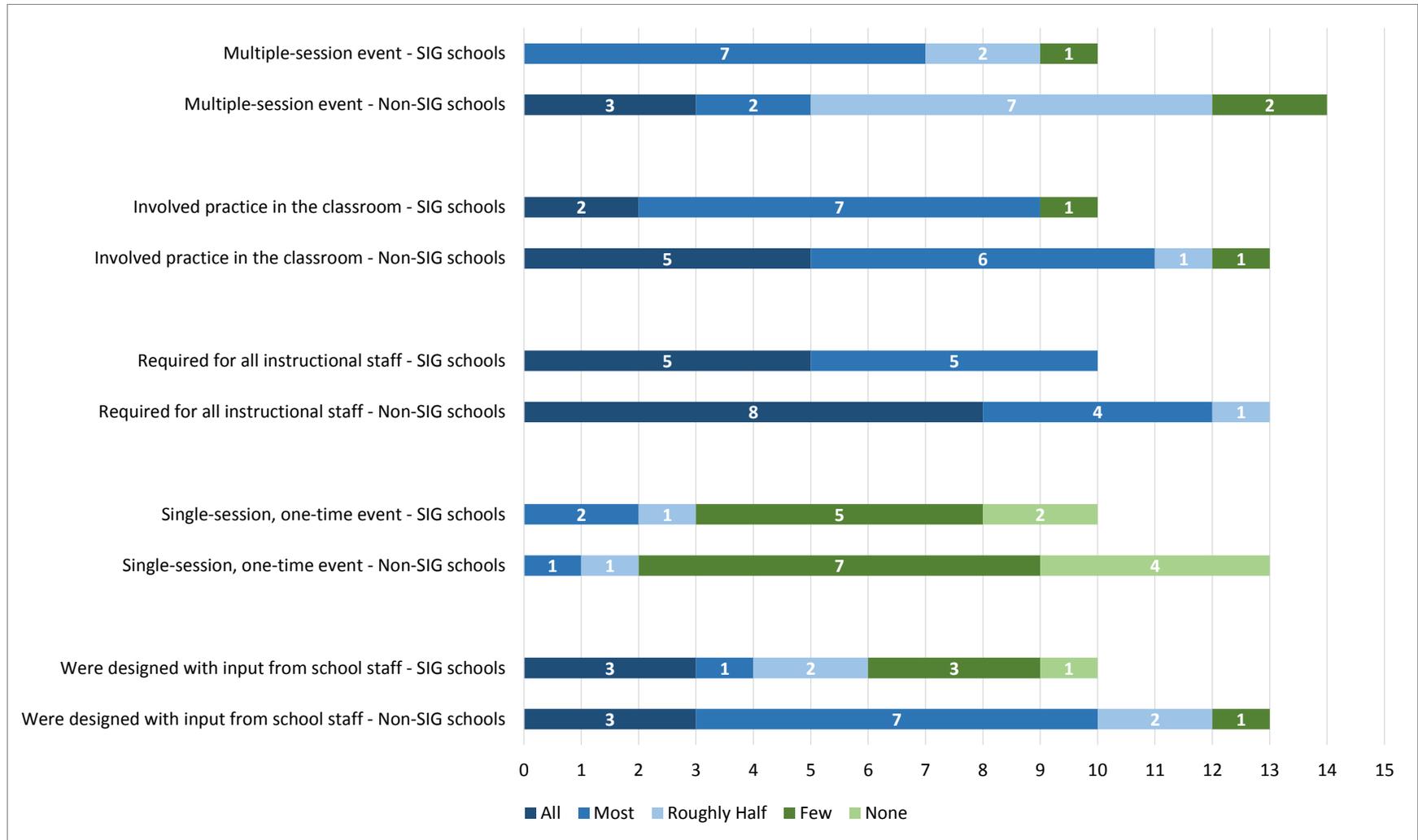
Exhibit D23. Number of schools that provided professional development and coaching in different domains



Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 2 to 3. Fisher exact test indicated that none of the differences between SIG III and non-SIG schools were statistically significant.

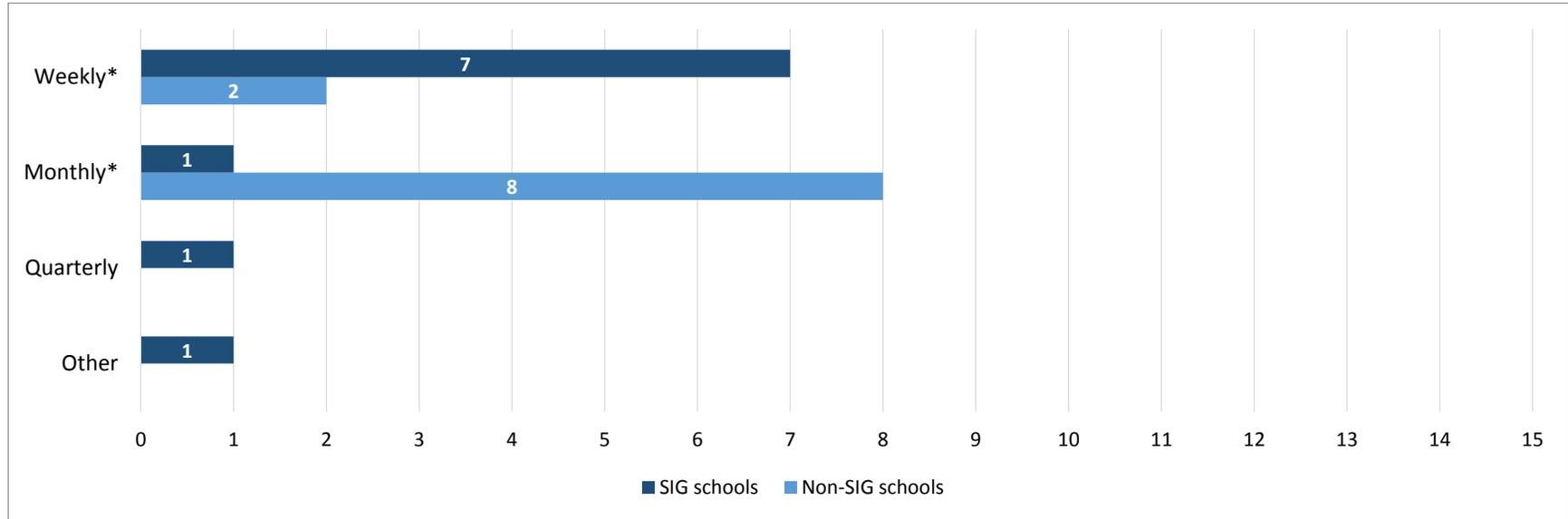
Source: spring 2015 survey.

Exhibit D24. Extent to which professional development or coaching in schools had the following characteristics



Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 3. Based on the following scale: 1 = None, 2 = Few, 3 = Roughly half, 4 = Most, 5 = All. Independent samples t-tests indicated no statistically significant group differences between SIG III and non-SIG schools. Source: spring 2015 survey.

Exhibit D25. Number of schools that had training or technical assistance provided by an external provider



Note: SIG III schools: N = 11; Non-SIG III Schools: N = 15. Missing data = 6.

*Fisher exact test indicated that the group difference between SIG III and non-SIG schools was statistically significant ($p = .008$). Participant who responded “Other” did not elaborate in the open-response option.

Source: spring 2015 survey.