



School Improvement Grant Fiscal Year 2013 Overview

**Webinar
Tuesday, February 18, 2014**

**Presented by:
California Department of Education
School Turnaround Office**

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction



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Agenda

- General Overview of the fiscal year (FY) 2013 School Improvement Grant (SIG)
- Review of the Four School Intervention Models
- Upcoming Technical Assistance Opportunity
- Resources
- Questions



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SIG Overview

The SIG program is authorized by Section 1003(g) of the Elementary and Secondary Education Act.

The United States Department of Education (ED) provides funding, through state educational agencies (SEA), to local educational agencies (LEAs) and independent charter schools that receive Title I funds and have at least one school identified in Tier I or Tier II.



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SIG Overview

California's persistently lowest-achieving schools (Tier I and Tier II)

- Any Title I school in improvement, corrective action, or restructuring; **or** any secondary school that is eligible for, but does not receive, Title I funds that is among the lowest-achieving five percent of schools.
- Any high school that has had a graduation rate that is less than 60 percent over a number of years. More information on the definition of Tiers I, II, and III can be found at

<http://www.cde.ca.gov/ta/ac/pl/definitions.asp>



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SIG Overview

California will not run a competition for Tier III schools until all LEA applications to serve Tier I or Tier II schools are funded.

Given the substantial number of California's unserved Tier I and Tier II schools, and the FY 2013 award amount, California does not anticipate funding Tier III schools with FY 2013 funds.



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SIG Overview (cont.)

The California Department of Education (CDE) is expected to receive approximately \$57 million in FY 2013 funds.

- FY 2013 SIG funds are available for obligation by CDE and LEAs until September 30, 2017.



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SIG Overview (cont.)

The FY 2013 SIG Request for Applications (RFA) will be made available to:

- California's remaining unserved Tier I and Tier II schools from the Cohort 2 SIG competition.
- Previously served Cohort 1, Tier I and Tier II schools that have completed the grant period.

Priority for funding will be given based on a determination of schools with the greatest need and strongest commitment, as well as the geographic distribution of Tier I and Tier II schools throughout the state.



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School Intervention Models

The LEA must identify the Tier I and Tier II schools it wants to transform and then determine which of the four school intervention models is most suited to the needs of the school and the resources available to the LEA.



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Turnaround Model

Principal and Teachers:

- Replace the principal*
- Use locally adopted “turnaround” competencies to screen and select staff (rehire no more than 50 percent)*
- Implement strategies to recruit, place, and retain staff

* Must be completed by the first day of the 2014–15 School Year (SY)



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Turnaround Model (cont.)

Instructional and Support:

- Select and implement a new instructional model
- Provide job-embedded professional development (PD) to staff
- Ensure continuous use of data to inform and differentiate instruction*

* Must be completed by the first day of the 2014–15 SY



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Turnaround Model (cont.)

Time Support:

- Provide increased learning time*
- Provide social-emotional and community-oriented services

Governance:

- Establish a new governance structure*
- Grant operating flexibility to the new principal*

* Must be completed by the first day of the 2014–15 SY



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Turnaround Model: Optional Activities

A turnaround model may also implement other strategies such as:

- Any of the required and permissible activities under the transformation model
- A new school model (e.g., themed or dual language academy)



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Transformation Model

Principal and Teachers:

- Replace the principal*
- Implement a new evaluation system
- Identify and reward or remove staff
- Implement strategies to recruit, place, and retain staff

Instructional and Support:

- Select and implement a new instructional model
- Provide job-embedded PD to staff
- Ensure continuous use of data to inform and differentiate instruction*

* Must be completed by the first day of the 2014–15 SY



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Transformation Model (cont.)

Time Support:

- Provide increased learning time*
- Partner to provide social-emotional and community-oriented services
- Provide ongoing mechanisms for community and family engagement

Governance:

- Provide sufficient operating flexibility*
- Ensure ongoing technical assistance

* Must be completed by the first day of the 2014–15 SY



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Transformation Model: Optional Activities

- Developing and increasing teacher and school leader (and other staff) effectiveness
- Comprehensive instructional reform strategies
- Increasing learning time and creating community-oriented schools
- Providing operational flexibility and sustained support



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Clarifying Key Components of the Transformation and Turnaround Models

- Principal replacement (Transformation & Turnaround)
- Principal and Teacher Evaluation Systems (Transformation Model)
- Increased Learning Time (Transformation & Turnaround)
- Identify and Reward or Remove (Transformation Model)



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Clarifying Key Components of the Transformation and Turnaround Models (cont.)

Section I.B.1 of the final requirements allows an SEA to award SIG funds to an LEA for a Tier I or Tier II school that has implemented, in whole or in part, one of the models within the last two years so that the LEA and school can continue or complete the intervention being implemented.



Aimed at turning around a low-achieving school that included hiring a new principal for that purpose.

- July 1, 2011
- Guidance on FY 2010 SIG, Section G-1b



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Clarifying Key Components of the Transformation and Turnaround Models (cont.)

Principal and Teacher Evaluation Systems (Transformation Model)

- Four Essential Elements:
 - Data on student growth as a significant factor
 - Multiple observation-based assessments of performance
 - Ongoing collections of professional practice reflective of student achievement and high school graduation rates
 - Designed and developed with teacher and principal involvement



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Clarifying Key Components of the Transformation and Turnaround Models (cont.)

Revisions and New Guidance: Principal and Teacher Evaluation Systems (E-3a,b)

- Generating **summative ratings** (or “performance levels”) for teachers and principals that take into account student growth as a significant factor.
- Ensure that summative ratings, or performance levels, differentiate among teachers and principals who have made significantly different contributions to student growth.
- The weighting assigned to growth must be significant relative to the weights of the other factors.



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Clarifying Key Components of the Transformation and Turnaround Models (cont.)

Increased Learning Time (Transformation & Turnaround)

- ✓ Longer school day, week, or year **schedule**
- ✓ Significantly increase total number of school hours
- ✓ Core, enrichment, **and** teacher collaboration
- ✓ **All** students
- ✓ Above and beyond the FY 2013 base-line year (2013–14 SY)

More closely focused on increasing the number of instructional minutes in the school day, or days in the school year.



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Clarifying Key Components of the Transformation and Turnaround Models (cont.)

Increased Learning Time (Transformation & Turnaround)

Extending learning time into before- and after-school hours:

- Permissible under the definition
- **Can be difficult to implement effectively**
- Closely integrate and coordinate academic work between in school and out of school
- Must be available to **all** students in the school

SIG Guidance A-32



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Clarifying Key Components of the Transformation and Turnaround Models (cont.)

Identify and Reward, or Remove (Transformation Model)

- System must be based on increased student achievement
- System must provide for ample opportunity to improve professional practice



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Restart Model

LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected **through a rigorous review process.**

A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

A rigorous review process could take such things into consideration as an applicant's team, track record, instructional program, model's theory of action, sustainability.

As part of this model, a State must review the process the LEA will use/has used to select the partner.



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Restart: California Law

Petition for establishment of a charter school within an LEA must be signed by:

- At least 50 percent of permanent status teachers currently at the site (conversion)

or

- At least 50 percent of parents of prospective enrollees or 50 percent of prospective teachers (close and reopen)

California *Education Code (EC)* Section 47605(a)



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Restart Model: Required Components

Fulfill all California requirements for converting to a charter school (if applicable).

Create a locally-determined rigorous review process for the purposes of selecting a Charter Management Organization (CMO) or Educational Management Organization (EMO).

Create a plan to transfer students who either cannot attend the new school because their grade is no longer served by the Restart school or whose parents choose not to have their child attend the Restart school.

Create an accountability contract with the CMO or EMO which includes clearly defined goals for student achievement.



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Selecting External Providers to Assist in Turning Around Persistently Lowest-Achieving Schools

- Restart Model: CMO or EMO
- Rigorous Review Process
- All other external providers—screened for their quality
- Screening and rigorous review process requirements are similar in that they permit an LEA to examine a prospective provider's reform plans and strategies and select only those that are most able to assist the LEA in turning around its persistently lowest-achieving school(s).



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Selecting External Providers to Assist in Turning Around Persistently Lowest-Achieving Schools (cont.)

- Effective screening and review processes should include requiring a potential external provider to demonstrate its competencies through interviews and documentation, and may include other evidence as well.
- The LEA should be as explicit as possible about its expectations for how the provider will perform and be held accountable.
- LEA is responsible for holding external provider accountable for achieving the LEA goals and desired outcomes.



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Selecting External Providers to Assist in Turning Around Persistently Lowest-Achieving Schools (cont.)

Assessment of External Providers:

- Track record of successful school turnaround —similar student populations
- Stability of enrollment in CMO/EMO schools over time
- Fiscal soundness and adherence to state reporting requirements
- School's academic achievement, student attendance, parent and community engagement
- Evidence of research-based strategies and capacity to implement and meet rigorous requirements
- Meaningful plan for contributing to the reform efforts in the targeted school



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Closure Model

School closure occurs when an LEA closes a school and enrolls the students who attended in other schools in the LEA that are higher achieving.

The other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data is not yet available.



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Closure Model: Required Components

Notify parents and community of closure, and provide information on school choice options available.

Create a plan to transfer students.

Create a plan for transfer of existing teachers and other staff.

Create a support plan for schools receiving transferred students.



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Upcoming Technical Assistance Opportunity

What: Request For Application (RFA)—
FY 2013 SIG

When: Thursday, February 20, 2014, at
3:30 p.m.

Purpose: Assist eligible California LEAs
with understanding the FY 2013 SIG RFA
requirements.



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SIG Resources

The CDE's SIG Web page at

<http://www.cde.ca.gov/sp/sw/t1/sig09.asp>

ED's SIG Web page at

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

The Center on Innovation and Improvement at
Web page <http://centerii.org/>



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Questions Related to Today's Discussion?



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CDE Contact

You may contact the School Turnaround Office by phone at or e-mail at 916-319-0833 or STO@cde.ca.gov.