



**Digging Into Transformation:  
Implementation of Federal School Improvement Grants in Oregon**

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## **What Is the “Transformation Model”? (Objectives)**

Across the nation, almost three-fourths of schools receiving federal School Improvement Grants (SIGs) chose the transformation model, making it the most popular method of improving schools (Hurlburt, Therriault, & Le Floch, 2012). Because the transformation model requires less disruption and staff member replacement than other models, some also consider it the most flexible of the four school turnaround models (Klein, 2010). As well as being the most flexible and most popular model, transformation is also the most complex.

Federal guidance requires more separate activities for this model than for the other three. Among the other models, the turnaround model focuses primarily on replacing the principal and 50% of the staff. In the restart model, the school becomes a charter school. In the closure model, the school simply closes, and students attend a higher performing school. But, the transformation model includes 11 required activities, ranging from replacing staff members to adding minutes to the school day (U.S. Department of Education, OESE 2011). See Table 1.

Practitioners and policy makers need to know more about this complex but popular option for improving schools. For this reason, this descriptive study examines SIG implementation in Oregon, a state in which all 17 schools receiving SIG funds chose the transformation model. Ten schools began in cohort 1 (2010–2011), and seven began in cohort 2 (2011–2012). Each cohort received three-year grants. The cohort 1 schools received grant awards from 2010–2013 and cohort 2 schools received grant awards from 2011–2014. In addition, the U.S. Department of Education allowed states to carry over unused funds for an additional year; therefore, schools in both cohorts could continue beyond the school year examined in this report (2012–2013).

The study posed the following questions:

1. To what extent do schools report that they are implementing the federal requirements of the transformation model?
2. What positive changes do participants believe have occurred as a result of SIG and what do they believe has been challenging?
3. What are the trends in student achievement in SIG schools?

## **Elements of the Transformation Model Are Popular Beyond SIG (Theoretical Framework)**

*The Coleman Report* of 1966 provided one of the early warnings that American public schools did not serve low income students well (Coleman et al., 1966). In part, in response to Coleman (1966), many researchers studied school characteristics and actions, such as high expectations, parental involvement, and strong leadership that were associated with high-achieving high-poverty schools, beginning with Edmonds (1979) and further developed by subsequent researchers (e.g., Cotton, 1999; Lezotte, 1991; Shannon & Bylsma 2003, 2007; Teddlie & Reynolds, 2000;). This research informed public policy but did not provide definitive answers about how to increase student achievement in high-poverty schools.

During a similar time period in the policy world, *A Nation at Risk* called for a nationwide effort to improve schools (National Commission on Excellence, 1983). Reauthorizations of the Elementary and Secondary Education Act (ESEA) tied federal funds for low-income schools to both state accountability systems and state supports (No Child Left Behind, 2002). Finally, the American Recovery and Reinvestment Act (ARRA) of 2009 added unprecedented amounts of

funding in competitive grants to assist high-poverty, low-achieving schools: \$3.5 billion nationally or an average of about \$1 million per school (Hurlburt et al., 2012).

Federal efforts to turn around the nation's lowest performing schools continue. Although funding for SIG has not sustained the high levels of the 2009 allocation, the types of efforts required by federal guidance to turn around low-performing schools will be similar in the future. By 2013, most states—including Oregon—had received waivers for various aspects of NCLB. Under these waivers, states identify “priority” schools rather than “schools in need of improvement,” which results in slightly different groups of schools, but maintains an emphasis on turning around a select group of low-performing schools (Riddle, 2012).

The waivers also require districts to implement “turnaround principles,” defined in the ESEA flexibility guidelines, in their lowest performing schools (U.S. Department of Education, 2012, June 7). Most activities of the transformation model are similar to the turnaround principles, with the exception of “changing the school climate,” which is not in the transformation model, and “changing the school management,” which is not among the turnaround principles in the ESEA waiver (Table 2). But to what extent are schools able to implement these improvement activities? What are the challenges to implementation, and what can we say about trends in student achievement?

As SIG funding rolled out, many education leaders questioned whether high-poverty schools could implement the SIG activities and whether these activities were appropriate (Klein, 2010). Early research and evaluations of SIG point to promising practices, as well as challenges. However, as with research on effective schools, the current research has not fully explored the implementation of strategies for school turnaround (e.g., Herman, 2012; Rosenberg, 2011; Scott, 2012; Scott, McMurrer, McIntosh, & Dibner, 2012). The current study adds to the research on school turnaround by exploring the transformation model in Oregon in depth. Knowing the degree to which Oregon schools implemented the SIG transformation model, as well as the successes and challenges they encountered, will assist states across the nation as they plan to implement the federal turnaround principles.

## Data Sources and Methods

This study analyzes data about grant implementation from *Indistar*®, the state's online school improvement planning tool, participants' views of successes and challenges, and student achievement trends. Table 3 shows how these data sources address the research questions.

### *Indistar*® Data

In the 2012–2013 school year, the Oregon Department of Education (ODE) discontinued quarterly reports for SIG schools. They replaced these reports with real-time reporting on SIG activities through *Indistar*®, an online school improvement planning tool created by Academic Development Institute, a nonprofit technical assistance provider. *Indistar*® asks school teams to report on each of the 11 required SIG transformation activities using multiple indicators. For each indicator, the school rates their implementation at “full implementation,” “limited implementation,” or “no implementation.” Education Northwest collected the *Indistar*® data in fall 2012 and fall 2013. Table 4 shows the indicators for each SIG activity.

To examine the implementation of the 11 SIG activities, we averaged *Indistar*® data about initial implementation of the 36 specific components across the 11 SIG activities that the components represent. This analysis showed the fall 2012 level of implementation. Then, we averaged the fall 2013 implementation data for the 36 specific components across the 11 SIG activities and recorded the percentages of indicators that were fully implemented after the team's initial rating. This analysis showed the fall 2013 level of implementation. We also analyzed the qualitative evidence that schools used to support their self-ratings of implementation. To do this, we developed codes inductively as needed (Mayring, 2000). The researcher developing these codes then summarized evidence and used some of this qualitative data as examples describing the overall ratings.

### Coach and Principal Surveys

With assistance from ODE and the state's leadership coaches, Education Northwest created a coach and principal survey for last year's 2012 Oregon SIG report. We used the same survey this year in spring of 2013. The survey had two sections. The first section asked coaches and principals to rate their perceptions of possible positive impacts of SIG funding. The examples, suggested by ODE officials, included how funding would have a positive impact on school culture/climate, student behavior, teacher collaboration, and student outcomes, as well how it would result in an overall successful implementation process that could be sustained. The second section asked coaches and principals to rate the degree to which implementing each of the required transformation model activities was challenging. Both sections also included open-ended items that offered both coaches and principals the opportunity to elaborate on their ratings.

A coach volunteered to pilot the survey instrument and provide feedback, after which we revised the instrument. We presented the revised instrument to coaches in a February 2012 meeting to solicit feedback. Based on their comments, we revised it a second time. Education Northwest first administered the confidential survey online in April 2012 for last year's report. We administered the survey again in May 2013 for this year's report. To ensure confidentiality, we shared no survey data with anyone outside the Education Northwest evaluation team. Coaches and principals from all 17 schools participated in the survey. We analyzed quantitative survey data using descriptive statistics, including averages and ranges. We analyzed the open-

ended items using inductive coding (Mayring, 2000). This qualitative analysis added detail and explanation for the survey results.

### **Publicly Available Data**

In this study, we used publicly available data from the ODE website. The purpose of the data was to provide trend information on the SIG schools, on other low-performing schools that did not receive grants, and on the state as a whole. The most recently available data at the time of the study were from the 2011–2012 school year. It is important to remember that these SIG schools were still implementing their grants and had at least another year of grant-funded activities. A research synthesis noted that it takes three to five years to fully implement school-based projects (Fixsen, Blasé, Naoom, & Wallace, 2009). Any changes in student achievement noted in this report cannot be attributed directly to SIG. Data included the percentages of students at or above proficiency on state reading and math tests.

To analyze data, we first separated the data by school level—primary (K–8) and secondary (9–12). We did this to solve some problems in the dataset. First, primary schools in Oregon do not have graduation rates. Second, before recent cut score changes, the percentage of students meeting proficiency targets in Oregon varied substantially by primary versus secondary schools. For example, in 2008–2009, grade 3 students had a reading proficiency rate 17 percentage points higher than that of high school students, while grade 3 math proficiency was 22 percentage points higher (Oregon Department of Education, 2011). Analyzing primary and secondary schools separately reduced the risk that different proportions of primary and high school enrollments among the SIG and non-SIG groups of schools would impede or interfere with meaningful comparison.

Next, to analyze the data, we averaged the statistics for SIG schools versus the comparison schools. We also created or collected averages for all primary and secondary schools across Oregon. We then created figures to display the results. These figures should be interpreted with caution because SIG implementation is still underway in some schools. In addition, because the SIG schools and the comparison schools were not randomly selected, it is likely that factors other than SIG account for the difference in achievement trends between the schools.

## Results

### Full Implementation Was More Frequent for Some SIG Activities

By the time of this report, grant implementation was well underway in both cohort 1 and cohort 2 schools, but ODE did not yet expect implementation to be complete in all schools. Cohort 2 schools have at least another year of implementation, and some cohort 1 schools may take advantage of the SIG extension. In addition, full implementation of all the *Indistar*<sup>®</sup> indicators for SIG activities was not needed to comply with grant activities. Reports from *Indistar*<sup>®</sup> instead provide an indication of the relative level of implementation, rather than compliance with grant requirements (Table 5).

*District involvement helped with some activities.* School teams reported most (87% or more) of the key indicators for the following SIG activities were fully implemented across the 17 schools due in part to district assistance:

- Using technical assistance from the district (2 indicators, 96% fully implemented)
- Using flexibility provided by the districts (5 indicators, 91% fully implemented)
- Providing professional development (2 indicators, 87% fully implemented)

Districts played an important supporting role in implementing these activities. Qualitative evidence from *Indistar*<sup>®</sup> showed that these supports included direct technical assistance, clear communication of both improvement goals and flexibility in working toward goals, and coordination of district professional development with school goals.

*District-level directors met routinely with school administration to discuss curriculum, instruction, and relevant professional development based on current student achievement and growth data. (Indistar<sup>®</sup> qualitative evidence)*

*SIG activities related to staffing were implemented slightly less fully.* *Indistar*<sup>®</sup> data showed that a moderate number (between 74 and 85%) of the indicators for the following SIG activities were fully implemented across the 17 schools:

- Providing financial incentives, career opportunities, and flexible working conditions (3 indicators, 85% fully implemented)
- Identifying and rewarding staff members for positive performance (2 indicators, 84% fully implemented)
- Replacing the principal and improving leadership (4 indicators, 82% fully implemented)
- Creating a teacher and leader evaluation system and removing ineffective staff members (5 indicators, 74% fully implemented)

These activities around staffing posed challenges for some, but not all, schools. Reported challenges included establishing clear systems for staffing requirements and negotiating with teachers unions on the terms of these systems.

*While [district] administration makes every effort to differentiate the observations and evaluations of the highest need teachers [in the district], making this differentiation has created some challenges in working with the teachers' union. As of yet, most schools do not include individual student outcomes in teacher summative evaluation. (Indistar<sup>®</sup> qualitative evidence)*

Legislation, just beginning to be put in place in Oregon (SB 290), may have helped some schools achieve full implementation. Like SIG, this legislation requires that schools implement a teacher and administrator evaluation system that aligns with state performance standards and includes assessing an educator's impact on students' learning and growth. In the next school year, when all schools must comply with the new state law, schools should make more progress toward fully implementing these new requirements.

***Intensive programmatic changes may need more time.*** Activities with a small number (about half) of *Indistar*® indicators fully implemented across the 17 schools included:

- Using data to plan instruction (2 indicators, 53% full implementation)
- Engaging family and community (2 indicators, 50% full implementation)
- Aligning curriculum to standards and assessments (4 indicators, 50% full implementation)
- Increasing learning time for students (3 indicators, 47% full implementation)

These programmatic changes in schools may need more time for full implementation. Almost all schools had at least begun implementation and were making changes in response to structural issues and working toward full implementation, but most needed more time to make these activities common practice and to ensure ongoing monitoring.

## **Participants Perceived Successes but Activities Around Staffing Were Challenging**

***Positive Changes.*** Overall, principals and coaches appeared to support the changes implemented through SIG. All coaches reported that getting buy-in for SIG implementation from principals was "easy" or "very easy." Similarly, 81 percent of coaches and 76 percent of principals reported that getting buy-in from teachers was "easy" or "very easy."

The majority of both coaches and principals perceived SIG as having a positive impact in their schools (Table 6). All agreed that overall implementation had been successful, and almost all agreed that SIG had a positive impact on teacher collaboration, student outcomes, and school culture/climate. Fewer coaches (77%) and principals (94%) said SIG positively impacted student behavior.

Our content analysis of open-ended survey items showed that the most important successes according to coaches and principals were improvements in:

- Collaboration
- Instruction
- Student achievement

Respondents often attributed these improvements in collaboration to increases in professional development, more staff planning time, and the creation of professional learning communities.

*Our schedule change has given staff much needed collaboration time to look at student data, plan instruction, and work with our instructional coaches. Additional opportunities for shared leadership have empowered staff. (Coach)*

*The school's greatest success in implementing SIG has been our development of an action plan that had meaningful tasks that required team participation, and we have been successful at completing many of our tasks. Our team members met twice to put together the tasks necessary to move us forward in meeting our prioritized goals. We are now working to train teacher leaders who will take over the plan for school year 2013–14. (Principal)*

Improvements in staff collaboration appeared to be related to improvements in instruction. For example, many who commented on collaboration noted that this collaboration directly improved the quality of instruction at their school.

*The structures, systems, and routines of the school promote better instruction, student success, and collaboration. Also the pyramid of interventions the school has developed, has provided a strong foundation to support struggling students. (Principal)*

*Our greatest success has been the implementation of an integrated curriculum and instructional model that centers learning around "cohort" classes where teachers work with a core of students in a multi-disciplinary approach to content. The transition of the school's focus to academics and improved instructional practices. (Coach)*

Finally, about two-thirds of principals and a third of the coaches identified increases in student achievement as one of the greatest successes of SIG. Often, participants noted that increases in student achievement were due to improved staff collaboration and instruction.

*The school has created a collaborative culture where all of the focus is on improved teaching. The enhanced teaching has led to increased learning and higher student achievement rates. (Coach)*

*The instructional coaching model created space for teacher collaboration. Our emphasis on high-level instruction has resulted in increased student outcomes. (Principal)*

**Challenges.** Changes related to staffing were among the most challenging, according to coach and principal reports. More than half of all coaches and principals reported that the activities related to evaluating, rewarding, and replacing staff members were "challenging" or "very challenging." Table 7 shows these survey results.

These survey results are similar to the results in the *Indistar*® data; less than two-thirds of schools had *Indistar*® data that showed they fully implemented SIG's staffing requirements. In open-ended items, several coaches and principals explained why they believed these staffing activities were so challenging. Several said teachers did not have much voice in the staffing changes:

*One challenge was general staff distrust due to the way in which the district moved people between positions and schools due to SIG. (Principal)*

*Half of the staff was new this year, given the financial tumult evident in the district. The changes overall were positive, but people still had to be brought on board, and not all of the new staff had any choice in coming to the school. (Coach)*

*Our greatest challenge has been dealing with staffing issues: Getting the right people on the bus and in the rights seats. (Principal)*

In addition to staffing issues, more than half of the coaches and principals reported that engaging the community was challenging. In contrast, only 35 percent of coaches and 41 percent of principals said getting buy-in for SIG from the community was challenging. It may be that parents and community members approved of the SIG reforms, but coaches and principals wished they were more actively involved. One principal suggested the following solution:



*Getting students, parents, and community on board through improving communication and buy-in. It's about changing paradigms, communicating, and getting people on board with the changes. (Principal)*

## **Achievement Trends Were Positive**

While proficiency rates in SIG schools were well below state averages in both reading and math, SIG schools had changes in proficiency rates from 2008–2009 to 2011–2012 that suggest positive trends and warrant further study. See Figures 1-4. Promising trends include:

- Secondary SIG schools had rising proficiency rates on state tests in math (+20 percentage points) and reading (+27 percentage points), while overall state rates gained less in math (+12 percentage points) and reading (+18 percentage points).
- Due, in part, to changes in cut scores on state tests, primary SIG schools' proficiency rates declined slightly in math (-1 percentage point) and reading (-3 percentage points); however, overall state rates dropped more steeply in math (-13 percentage points) and in reading (-7 percentage points).

The evidence of trends in math and reading in secondary schools, in particular, warrants further investigation, using more rigorous methods to compare SIG secondary schools with other schools. One approach might be an analysis that uses scale scores at the student level, rather than proficiency rates. This type of analysis would give a more precise estimate of the difference between trends in SIG schools and trends in comparison schools.

While these results are promising, they are not the final word on SIG in Oregon. At the time of this report, student achievement data were not yet available for the 2012–2013 school year. The most recent year of available student achievement data (2011–2012) represents a point at which SIG implementation was not yet complete. In addition, this report reflects only a comparison of trends. Changes in these trends, therefore, cannot be attributed directly to SIG.

These results are promising but must be considered preliminary. In particular, increases in percentages of students scoring proficient or above in math and reading mirrored a general upward trend across the state. In addition, because the cohort 1 SIG schools and the comparison schools were not randomly selected, it is likely that factors other than SIG accounted for differences in achievement trends between the schools. Finally, these figures should be interpreted cautiously because cohort 2 SIG schools were in their first year of implementation. A recent research synthesis noted that it takes three to five years to fully implement school-based projects (Fixsen et al., 2009).

## **Current Positive Perceptions May Help States and Others Add Guidance on SIG Implementation and Require Additional Evaluation (Significance)**

In Oregon, we found participants had positive views of the grant's impact and that early trends supported these views. Despite mixed reviews of SIG in the popular press (Klein, 2013), Oregon participants overwhelmingly appreciated these grants and believed the work they did under the grant had merit. Local participants in other states may hold similar views. If so, now may be the time for policymakers and practitioners to capitalize on this positive participant view of SIG and offer and/or require more participation in technical assistance and evaluation for SIG.

The areas that appeared to need more assistance were related to programmatic changes and staffing, which our participants reported was the least implemented of their SIG activities. Exactly how to improve staffing and instructional programs is beyond the scope of the current study, but our work does point to areas to explore.

Qualitative data showed that principals and coaches ran into difficulty implementing the staffing changes required under SIG. In particular, some union contracts made hiring new staff and transferring existing staff difficult. Some schools also had trouble recruiting new staff with expertise in turnaround. Finally, the atmosphere of uncertainty created by shifting staff members under SIG interfered with teacher buy-in to other SIG reforms. Policymakers and practitioners should consider whether schools are the right places to address these challenges. It may be that even with additional grant funding, staffing is something that needs attention at the district, state, and federal levels.

Similarly, programmatic changes in schools may need more support for districts and states. According to participant reports in this study, SIG strategies that districts focused support on, were more fully implemented. Other strategies, such as expanding learning time for students, might benefit from district assistance, as well. In addition, study participants noted that these strategies may simply need more time to be fully embedded in schools.

Finally, our analysis of student achievement trend data showed promise, particularly for secondary schools. Investing in more rigorous evaluation of student achievement under SIG and/or priority and focus schools under NCLB waivers seems particularly timely. For example, if states continue to identify SIG eligible, priority, and focus schools based on a rank ordering of schools by graduation rates and student achievement, regression discontinuity (RD) designs may be possible, such as the recent study of SIG in California (Dee, 2012). This type of analysis is becoming more common as economists and other researchers use RD design to evaluate school improvement efforts (Schochet et al., 2010; van der Klaauw, 2008) and, as a strong quasi-experimental design, would provide more definitive information about the impact of school turnaround strategies.

## Tables

Table 1  
Required Transformation Activities

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1. Replace the principal who led the school prior to commencement of the transformation model
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, as well as other factors
3. Identify and reward school leaders, teachers, and other staff members who improved student outcomes, and identify and remove those who did not
4. Provide staff with ongoing, high-quality, job-embedded professional development
5. Implement strategies designed to recruit, place, and retain staff
6. Use data to identify and implement a new instructional program
7. Promote the continuous use of student data in order to inform and differentiate instruction
8. Establish schedules and strategies that provide increased learning time
9. Provide ongoing mechanisms for family and community engagement
10. Use operational flexibility (such as staffing, calendars/time, and budgeting) to improve student outcomes
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or an external organization

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Source: U.S. Department of Education, Office of Elementary and Secondary Education (2011).

Table 2

Comparison of the required activities in the SIG transformation model and the turnaround principles in the ESEA Waiver Guidance

General principles	SIG transformation model	Turnaround principles in the ESEA Waiver Guidance
High-quality teachers and principals	Replace the principal who led the school prior to commencement of the transformation model	Provide strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget
	Use rigorous, transparent, and equitable evaluation systems for teachers and principals	
	Identify and reward school leaders, teachers, and other staff who have improved student outcomes and identify and remove those who have not done so	Ensure that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools
	Implement strategies designed to recruit, place, and retain staff	
Professional development	Provide staff with ongoing, high-quality, job-embedded professional development	Ensure that teachers are effective and able to improve instruction by providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs
Change school schedule	Establish schedules and strategies that provide increased learning time	Ensure the school day, week, or year to include additional time for student learning and teacher collaboration
Revamp the curriculum	Use data to identify and implement a new instructional program	Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research based, rigorous, and aligned with State academic content standards
Use data	Promote continuous use of student data in order to inform and differentiate instruction	Use data to inform instruction and for continuous improvement, including time for collaboration on the data use

Source: Authors analysis of U.S. Department of Education, (2012) and U.S. Department of Education, Office of Elementary and Secondary Education (2011)

Table 3

Evaluation Questions and Data Sources

Question	Data Source
1. To what extent do schools report that they are implementing the federal requirements of the transformation model?	Indistar® data on school improvement planning
2. What positive changes do participants believe has occurred as a result of SIG and what do they believe has been challenging?	Coach and principal surveys
3. What are the trends in student achievement in SIG schools?	Publically available student achievement data

Source: Author's research plan

Table 4  
 Activities of the SIG Transformation Model and Specified *Indistar*® Indicators

SIG Activity	<i>Indistar</i> ® Indicator
Provide operational flexibility	A03: LEA* has established performance objectives for each transformation school
	A06: LEA negotiates union waivers if needed
Use ongoing, intensive technical assistance	B04: LEA has designed an internal lead partner for each transformation school
	B12: LEA has a plan for evaluation and has clarified who is accountable for collecting data
	B14: LEA has appointed a school transformation team
	B15: LEA provides the school transformation team members with information on what the school can do to promote rapid improvement
Replace the principal and provide administrative leadership development	C05: LEA has an established criteria and format for interviewing candidates
	C06: LEA selects and hires qualified principals with the necessary competencies to be change leaders
	C08: Principal effectively and clearly communicates the message of change
	C13: Principal focuses on building leadership capacity, achieving learning goals, and improving instruction
Create a teacher and leader evaluation system and remove ineffective staff	D01: Principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools
	D02: Principal includes evaluation of student outcomes in teacher evaluation
	D04: LEA/principal provides training to those conducting teacher evaluations to ensure that they are conducted with fidelity to standardized procedures
	D06: Principal provides timely, clear, constructive feedback to teachers
	D07: Evaluation process is linked with the LEA's collective and individual professional development programs
Identify and reward staff for positive performance	E05: LEA/School has developed a system of providing performance-based incentives for staff using valid data on whether performance indicators have been met
	E07: LEA/School has created several exit points for employees (e.g. voluntary departure of those unwilling, unable to meet new goals, address identified problems)
	E08: LEA/School has established and communicated clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning
Provide ongoing, high-quality, job-embedded professional development	F01: LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise
	F02: LEA/School offers an induction program to support new teachers in their first years of teaching
	F03: LEA/School aligns professional development with identified needs based on staff evaluation and student performance
	F04: LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development
	F12: Principal aligns professional development with classroom observations and teacher evaluation criteria
Provide financial incentives, career opportunities, and flexible working conditions	G02: LEA/school has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation
	G03: LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff
Plan and implement instructional reforms	H01: Principal ensures that teachers align instruction with standards and benchmarks
	H02: All teachers assess student learning frequently using standards-based classroom assessments

SIG Activity	<i>Indistar</i> ® Indicator
	H03: All teachers, working in teams, prepare standards-aligned lessons
Use student data to guide reforms	I01: School has established a team structure among teachers with specific duties and time for instructional planning
	I02: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments
	I03: All teachers, working in teams, differentiate and align learning activities with state standards
	I04: All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework
Increase learning time for students	J04: LEA/School has allocated funds to support extended learning time, including innovative partnerships
	J08: LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications
Create ongoing family and community engagement	K01: All teachers demonstrate sound homework practices and communication with parents
	K04: LEA/School has engaged parents and community in the transformation process

\*LEA is the Local Education Agency (i.e., the district)  
Source: ODE materials

Table 5  
Most Schools Implemented the Key Indicators Related to SIG Activities

SIG Activity	Fall 2012 Implementation			Fall 2013 Implementation
	Percent of Key Indicators: Full Implementation	Percent of Key Indicators: Limited Implementation	Percent of Key Indicators: No Implementation	Percent of Key Indicators: Full Implementation
Technical Assistance (2 <i>Indistar</i> ® indicators)	91%	9%	0%	96%
Professional Development (5 <i>Indistar</i> ® indicators)	69%	29%	1%	91%
Flexibility (2 <i>Indistar</i> ® indicators)	71%	21%	9%	87%
Incentives for Recruiting, Placing and Retaining Staff (2 <i>Indistar</i> ® indicators)	62%	38%	0%	85%
Staff Rewards (3 <i>Indistar</i> ® indicators)	61%	35%	4%	84%
Replace Principal (4 <i>Indistar</i> ® indicators)	78%	22%	0%	82%
Teacher and Principal Evaluation (5 <i>Indistar</i> ® indicators)	42%	53%	5%	74%
Data Use (4 <i>Indistar</i> ® indicators)	24%	77%	0%	53%
Increased Learning Time (2 <i>Indistar</i> ® indicators)	27%	71%	3%	50%
Family and Community Engagement (2 <i>Indistar</i> ® indicators)	29%	65%	6%	50%
Curricular Alignment (3 <i>Indistar</i> ® indicators)	18%	82%	0%	47%

Note: The activities are rank-ordered by degree of implementation in fall 2013.  
 Note: The percentages in some rows do not sum to 100 percent due to rounding.  
 Sources: *Indistar*® data analyzed by Education Northwest

Table 6  
Participants Perceived Positive Results of SIG

Survey Item	Percentage “Agreeing” or “Strongly Agreeing”	
	Coaches	Principals
Overall implementation has been successful	100%	100%
SIG has had a positive impact on:		
Teacher collaboration	94%	100%
Student outcomes	94%	100%
School culture/climate	94%	100%
Student behavior	77%	94%

Note: Rows ordered by largest percentage of coaches.

Source: Coach and principal survey administered and analyzed by Education Northwest

Table 7  
About Half the SIG Activities Were “Challenging” or “Very Challenging” According to More Than 50 Percent of Participants

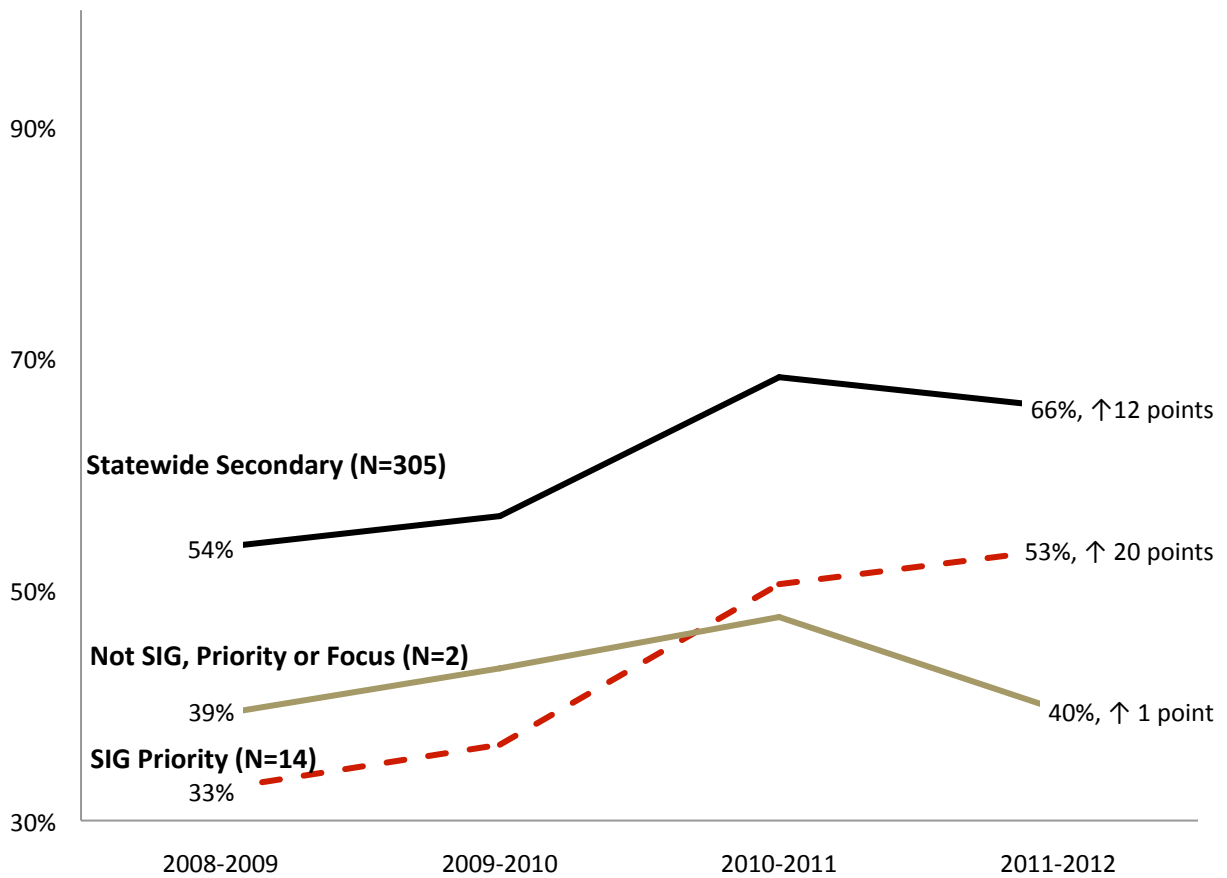
Activity	Percentages Reporting the Activity was “Challenging” or “Very Challenging”	
	Coaches	Principals
Removing staff and hiring replacements	100%	79%
Creating incentives to recruit, place, and retain staff	80%	57%
Reward staff for improved student outcomes	76%	82%
Creating a staff evaluation system using student growth	71%	94%
Engaging the community	56%	69%

Note: Rows ordered by largest percentage of coaches.

Source: Coach and principal survey administered and analyzed by Education Northwest



Figure 1  
 SIG Secondary Schools' Math Proficiency Rates

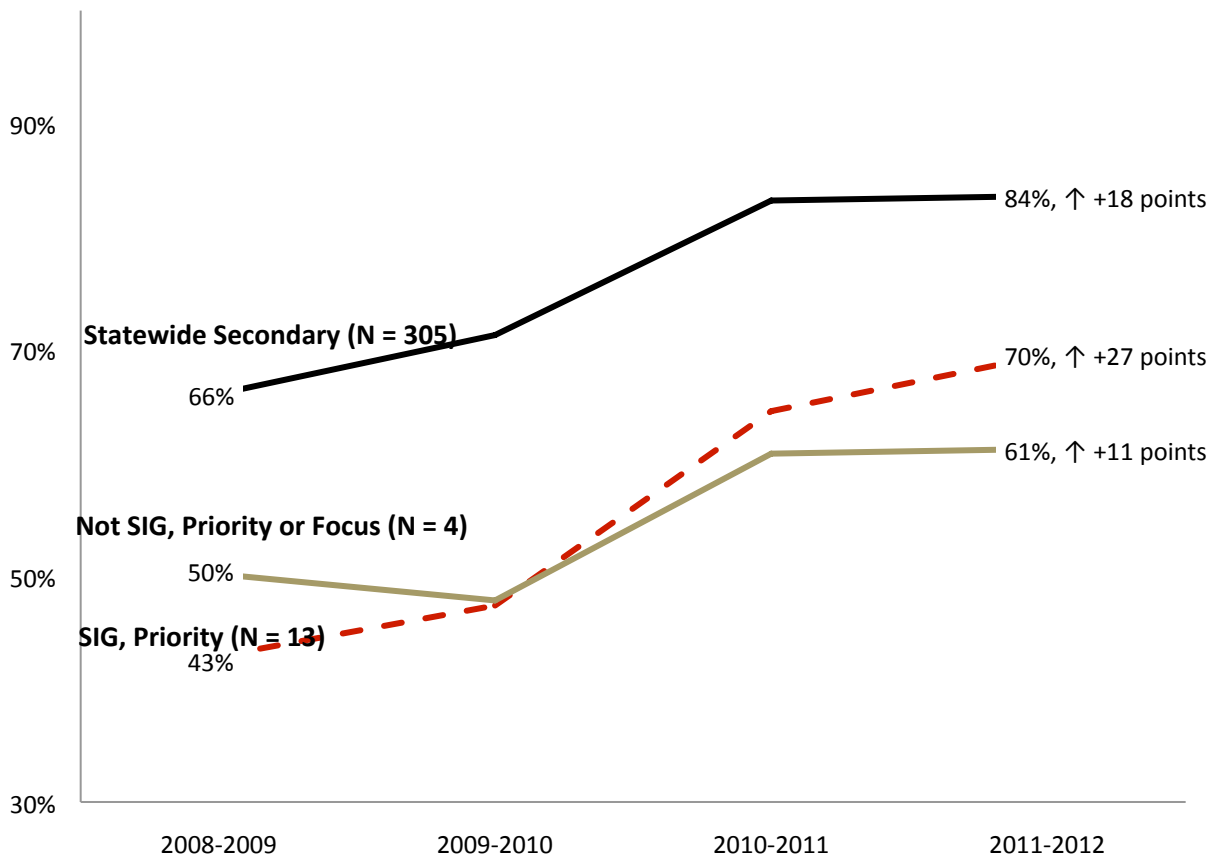


Note: The number of secondary schools statewide varied by year. The average across the four years is 305.

Note: To calculate the percentage point change, we subtracted the 2008–2009 average proficiency rate from the 2011–2012 proficiency rate.

Note: Although Oregon awarded 13 SIG grants to secondary schools, state proficiency rates are reported for 14 schools, because one SIG school actually functioned as two schools for proficiency testing.

Figure 2  
 SIG Secondary Schools Reading Proficiency Rates

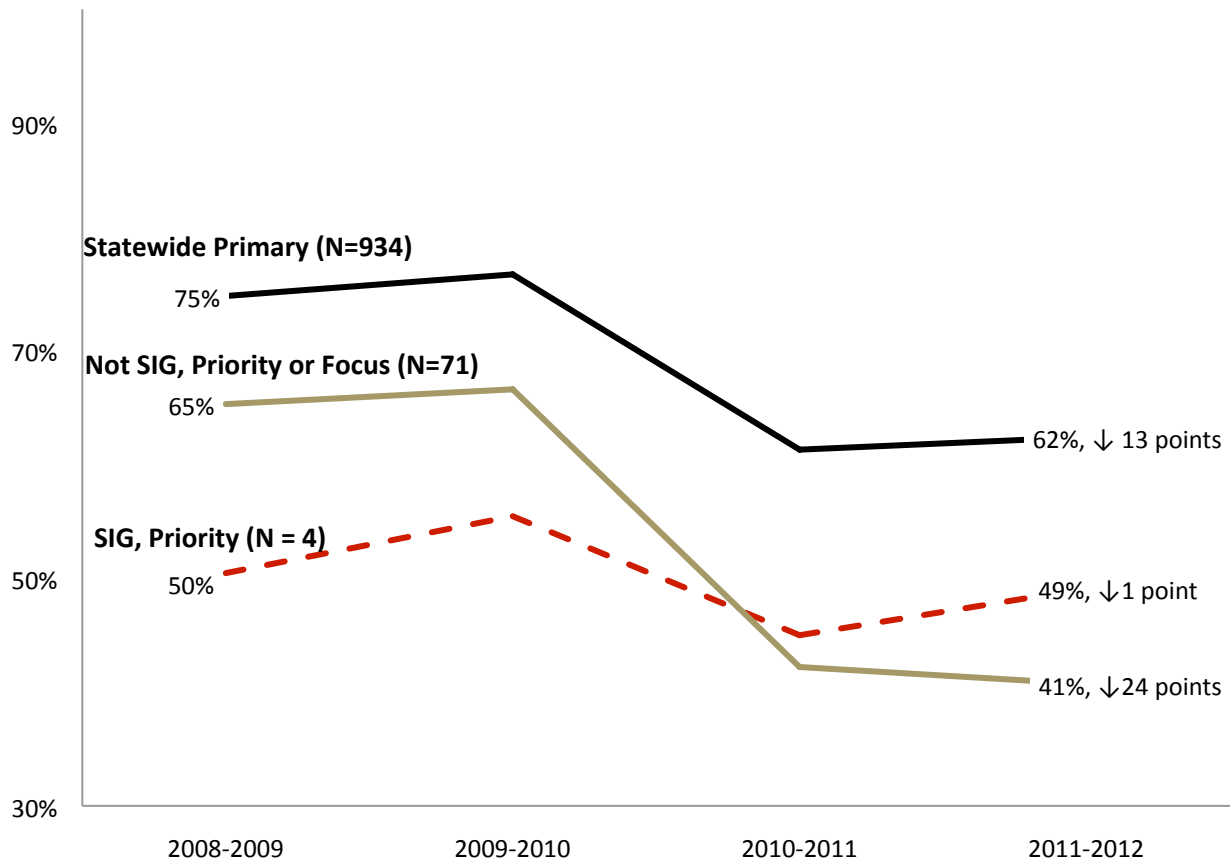


Note: The number of secondary schools statewide varied by year. The average across the four years is 305.

Note: To calculate the percentage point change, we subtracted the 2008–2009 average proficiency rate from the 2011–2012 proficiency rate.

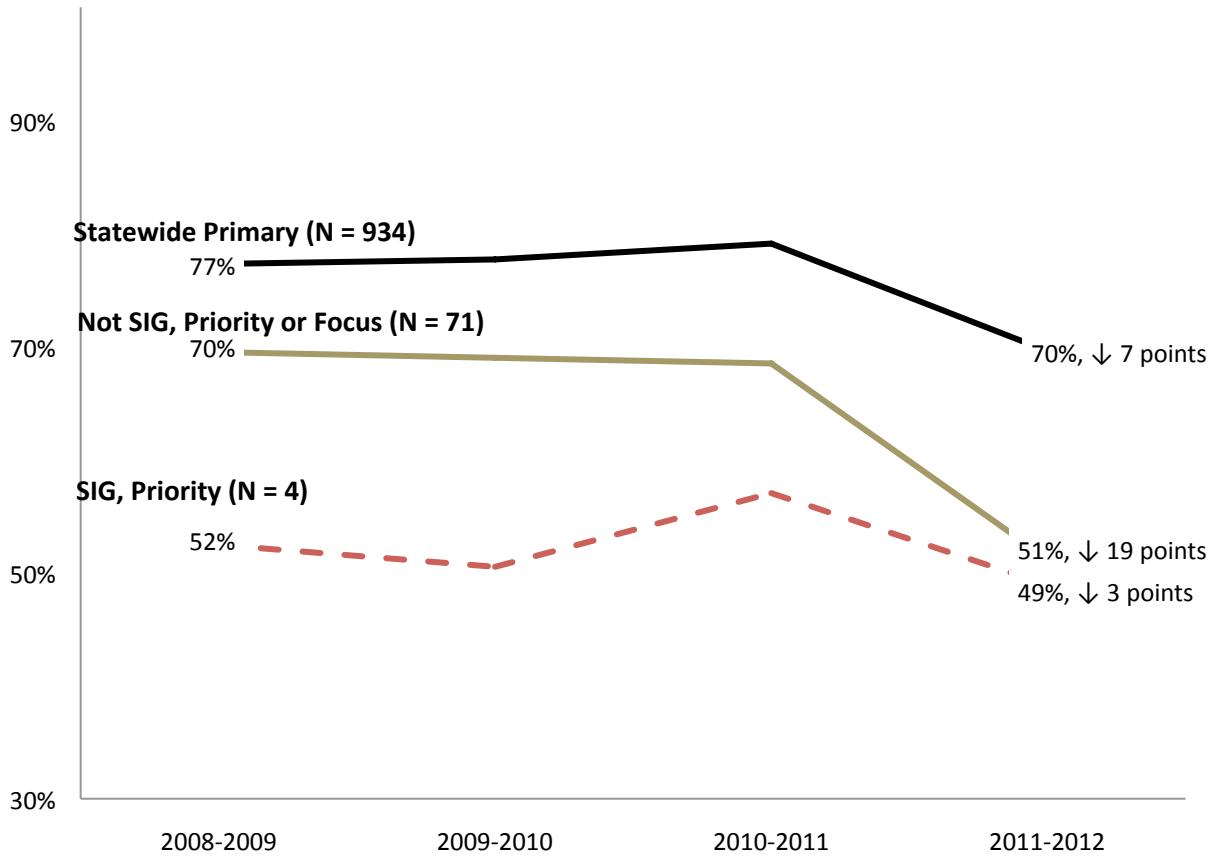
Note: Although Oregon awarded 13 SIG grants to secondary schools, state proficiency rates are reported for 14 schools, because one SIG school actually functioned as two schools for proficiency testing. However, in reading one SIG secondary school had too few students for reporting in reading.

Figure 3  
 SIG Primary Schools' Math Proficiency Rates



Note: The number of primary schools statewide varied by year. The average across the four years is 934.  
 Note: To calculate the percentage point change, we subtracted the 2008–2009 average proficiency rate from the 2011–2012 proficiency rate.

Figure 4  
 SIG Primary Schools' Reading Proficiency Rates



Note: The number of primary schools statewide varied by year. The average across the four years is 934.  
 Note: To calculate the percentage point change, we subtracted the 2008–2009 average proficiency rate from the 2011–2012 proficiency rate.

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