Peaks and Valleys:
Oregon's School Improvement Grants

Status Report 2012–2013

September 2013

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PEAKS AND VALLEYS:
OREGON'S SCHOOL IMPROVEMENT GRANTS

Status Report 2012–2013

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education northwest

About Education Northwest

Founded as a nonprofit corporation in 1966, Education Northwest builds capacity in schools, families, and communities through applied research and development. We draw on many years of experience designing and conducting educational and social research, as well as providing consultation for a broad array of research and development efforts.

We have conducted this external report on Oregon School Improvement Grants at the request of the Oregon Department of Education. The team working on this report has extensive experience evaluating school improvement projects.

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Executive Summary

Since 2010, the Oregon Department of Education (ODE) has been deeply engaged in providing technical assistance and monitoring to schools receiving federal School Improvement Grants (SIG). To enhance that assistance and monitoring, ODE contracted with Education Northwest, the author of this report, to provide an external and unbiased view of the current SIG landscape in the state. This report, however, does not serve as a compliance monitoring tool, since ODE conducts compliance monitoring internally.

The purpose of this mid-grant report is to examine (1) schools' documentation of grant implementation thus far, (2) participants' views of the successes, challenges, and sustainability of this implementation, and (3) student achievement trends. Like Oregon's mountainous Cascade Range, the report shows many high points in SIG implementation and fertile valleys in which schools faced, and often overcame, implementation challenges.

ODE has long provided technical assistance to, and monitoring of, schools working to improve in areas such as student achievement and school climate. The American Recovery and Reinvestment Act (ARRA) of 2009 supplemented ODE's role in assisting its lowest-performing schools by adding stimulus dollars to ODE's school improvement budget. Combined with the 1003g funds annually awarded to Oregon for school improvement under the Elementary and Secondary Education Act (ESEA), these funds made it possible for ODE to award SIG grants to a number of schools in Oregon and work with them on comprehensive reform strategies.

In 2010, Oregon applied for and received ARRA SIG funding amounting to $29,142,931. This amount, combined with annual 1003g funds of approximately $5,310,408, made it possible to fund and work with the first of two cohorts of SIG schools over three years. The state grant charged ODE with identifying their lowest achieving 5 percent of schools, awarding competitive local grants to these schools, and providing technical assistance and monitoring. In Oregon, 10 low-performing schools received local SIGs in the 2010–2011 school year,[1] and seven additional low-performing schools received SIGs in the 2011–2012 school year. 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).

New guidance from the U.S. Department of Education accompanied the additional federal funding for school improvement. This guidance required schools receiving grants to use one of four school improvement models: the transformation model, which involved a variety of

[1] Cohort 1 grants were originally issued to 12 schools total. However, three of these 12 were small high schools housed in a single building. These schools have since combined, so there are currently 10 SIG schools in cohort 1 and seven in cohort 2, for a total of 17.

reforms; the turnaround model, which involved primarily replacing staff members; the restart model, which involved becoming a charter school; and the closure model, which closed the school (U.S. Department of Education, 2011). Appendix A describes the four SIG models in greater detail.

All 17 Oregon SIG schools chose the transformation model. The major activities required as part of the transformation model included such things as creating teacher and principal evaluation systems tied to student achievement, increasing teacher and school leadership effectiveness, implementing comprehensive instructional reforms, increasing learning time, and giving schools more operational flexibility.

Results

Several key results emerged from our analyses, based on (1) data from *Indistar*[2] gathered from fall 2012 through September 19, 2013, (2) data from our May 2013 survey of the state's SIG school principals and leadership coaches who delivered technical assistance to SIG schools, and (3) school-level data on student achievement, attendance, and graduation rates from 2008–2009 to 2011–2012.

Full Implementation of SIG Was More Frequent in Some Activities than Others

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* indicators for SIG activities was not needed to comply with grant activities. Reports from *Indistar* instead provide an indication of the relative level of implementation, rather than compliance with grant requirements. School teams reported most (87% or more) of the key indicators for the following SIG activities were fully implemented across the 17 schools:

- 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. 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.

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[2] Developed by the Academic Development Institute, *Indistar* is the web-based system used to plan school improvement and track progress. Oregon SIG schools must implement 36 key indicators related to the required SIG activities. For each indicator, school teams enter information at least quarterly. The information entered includes a rating of implementation of the indicator (full implementation, limited implementation, or no implementation) and text that provides an explanation for the rating. *Indistar* also allows school teams to enter optional meeting agendas, notes, timelines, and other documents, but we did not analyze these additional documents for this report.

SIG activities related to staffing were implemented slightly less fully according to *Indistar* indicators. 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. 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.

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)
- Increasing learning time for students (2 indicators, 50% full implementation)
- Aligning curriculum to standards and assessments (4 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.

All Schools Experienced Successes Related to SIG

Coaches and principals at all 17 SIG schools responded to our survey, and all reported the implementation for SIG was an overall success at their school. Specific successes reported by most coaches and principals included:

- Increased teacher collaboration
- Better student outcomes
- Improved school climate

In addition, most coaches reported having little difficulty getting support for SIG implementation from principals and teachers.

Some SIG Activities Were Challenging

Coach and principal reports of challenges to implementation were varied. The most frequently mentioned challenges, reported by more than half of coaches and principals, included:

- Activities related to staffing (Rewarding effective staff members and removing ineffective staff members challenged many schools.)
- Engaging the community

In response to open-ended items, coaches and principals discussed these challenges. A typical explanation for the challenges with staffing was that teachers did not have enough voice in the decision making and didn't agree with some district staffing policies. Regarding community engagement, most coaches and principals reported the community had a positive view of SIG, but direct engagement was more difficult. Simply said, coaches and principals wanted more support from their communities.

Principals cited more challenges than coaches. Additional challenges reported by more than 60 percent of principals, included:

- Using state professional development
- Extending learning time for students

Comments in open-ended survey items indicated that SIG schools participated in a great deal of professional development, but these comments did not address state professional development directly. One explanation was that perhaps staff members simply found it difficult to incorporate all the professional development in which they participated. Regarding the challenges of extended learning time, principals indicated that not having enough funding and staffing to extend the day were barriers.

Sustainability of SIG-Sponsored Efforts Remains a Work in Progress

Some survey respondents (65% of coaches and 59% of principals) reported schools were likely to sustain SIG practices overall. Others said SIG practices were not sustainable. Sustainable SIG activities mentioned by coaches and principals included:

- Improved instruction, probably due to the professional development and technical assistance received during SIG
- Increased staff collaboration, often due to an overall change in school culture

Elements of SIG that many said were less sustainable included added staff positions (such as special staff members to provide extended learning time, interventions for struggling students, and credit recovery) and professional development and coaching for teachers.

SIG Schools Showed Some Positive Student Achievement Trends

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. Promising trends include:

- Regular secondary SIG schools had rising proficiency rates on state tests in math (+26 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.

Major results of this study are discussed in greater detail within the report.

Organization of the Report

The purpose of this report is to provide useful information to assist ODE in its technical assistance and monitoring efforts for SIG schools, and to help ODE inform the public about SIG implementation. The first chapter compiles information about the reported implementation of the grants based on fall 2012 through September 19, 2013 data from *Indistar*, Oregon's online school improvement planning tool. Chapter 2 analyzes May 2013 coach and principal survey data about the successes and challenges of implementing SIG, as well as their views on the sustainability of SIG activities beyond the grant. Chapter 3 presents information about trends in student achievement in SIG schools and in similar schools not awarded grants from 2008–2009 through 2012–2013. We provide information about the design and methodology used for this study in Appendix B.

Contents

List of Figures and Tables viii

Acknowledgements ix

Chapter 1: Implementation of SIG Activities Varied 1

Chapter 2: Participants Reported Many Successes and Some Challenges 13

Chapter 3: Student Achievement Trends Show Some Promise 21

References 29

Appendices

- Appendix A: The Four Federal School Improvement Grant Models
- Appendix B: Study Design and Methods
- Appendix C: Leadership Coach and Principal Survey

List of Figures

Figure 3-1 SIG Secondary Schools' Math Proficiency Rates, 2008–2009 to 2011–2012, Show Promise 22

Figure 3-2 SIG Secondary Schools' Reading Proficiency Rates, 2008–2009 to 2011–2012 Show Promise 23

Figure 3-3 SIG Primary Schools' Math Proficiency Rates for 2008–2009 and 2011–2012 Were Similar, ... 24

Figure 3-4 SIG Primary Schools' Reading Proficiency Rates for 2008–2009 and 2011–2012 Were Similar 25

Figure 3-5 Graduation Trends Were Similar in All Types of Secondary Schools, Except SIG Regular and Alternative High Schools 26

Figure 3-6 Attendance Trends Were Similar in All Types of Secondary Schools, ... 27

Figure 3-7 Attendance Trends Were Similar in All Types of Primary Schools 28

Figure B-1 Federal Transformation Model Required Activities B-1

List of Tables

Page

Table 1-1 Most Schools Implemented the Key Indicators Related to SIG Activities 2

Table 2-1 Participants Perceived Positive Results of SIG 13

Table 2-2 About Half the SIG Activities Were "Challenging" or "Very Challenging" According to More Than 50 Percent of Participants 16

Table 2-3 About Half the SIG Activities were "Easy" or "Very Easy" According to More than 50 Percent of Principals and Coaches 18

Table B-1 Evaluation Questions and Data Sources B-3

Table B-2 Activities of the SIG Transformation Model and Specified *Indistar* Indicators B-3

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Chapter 1
Implementation Of SIG Activities Varied

Both cohort 1 and cohort 2 Oregon SIG schools were well into the implementation of their grants by the time of this report. However, 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 might take advantage of the SIG extension.

As might be expected at this mid-grant period, the Oregon SIG schools implemented the activities of the transformation model (Table 1-1) to varying degrees, based on our analysis of fall 2012 through fall 2013 data from *Indistar*, Oregon's online school improvement planning tool, developed by the Academic Development Institute. Schools use *Indistar* to plan school improvement and track progress. Oregon SIG schools focused on implementing 36 key indicators related to the 11 SIG activities.[3] However, schools did not need to fully implement all of the *Indistar* indicators for SIG activities to comply with grant activities. Reports from *Indistar,* instead, provided an indication of the level and quality of implementation, rather than compliance with grant requirements. These schools also implemented additional indicators, which were not included in our analysis for this report.

For each indicator, school teams entered their initial ratings of their school's implementation of the key indicators in fall 2012. Then, teams updated the information at least quarterly as their school completed the indicators. We downloaded the updated information on September 19, 2013. This information included:

1. An initial rating of implementation of the indicator (full implementation, limited implementation, or no implementation)
2. The tasks the school team planned to implement to address any indicators that were not fully implemented, as well as the person responsible for the task and the timeline
3. Text that provided an explanation for the rating and the progress on the tasks, if applicable

While entering information into *Indistar*, school teams went through processes of answering questions that helped them understand the indicator, identify data needed to measure progress toward the indicator, and plan steps for implementing the indicator. *Indistar* also allowed school teams to enter optional materials from their meetings including agendas, notes, timelines, and other documents, but we did not analyze these additional documents for this report.

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

[3] See Appendix B Table B-1 for a description of the 36 specific components under each of the 11 required activities of the transformation model.

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 added 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. These analyses produced the results that follow.

Full Implementation Was More Frequent on Some SIG Activities than Others

Most schools reported at least some progress on the key indicators for the different SIG activities over the last year (Table 1-1). Some activities were more likely to be fully implemented in schools than others. Many schools indicated that activities where the district provided support and flexibility were fully implemented. These SIG activities included the three SIG activities for which the largest percentage of indicators were fully implemented—district-sponsored technical assistance, allowing flexibility in implementing district procedures, and professional development. In contrast, some schools had slightly more difficulty fully implementing some of the programmatic changes (only about half of indicators were fully implemented), such as engaging family and community, increasing learning time, using data, and aligning curriculum and instruction to standards and assessments. It may be that key indicators for these activities required more structural change that may take more time to implement fully.

Table 1-1
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 *Indistar* indicators)	91%	9%	0%	96%
Professional Development (5 *Indistar* indicators)	69%	29%	1%	91%
Flexibility (2 *Indistar* indicators)	71%	21%	9%	87%
Incentives for Recruiting, Placing and Retaining Staff (2 *Indistar* indicators)	62%	38%	0%	85%
Staff Rewards (3 *Indistar* indicators)	61%	35%	4%	84%
Replace Principal (4 *Indistar* indicators)	78%	22%	0%	82%

Table 1-1 (continued)
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
Teacher and Principal Evaluation (5 *Indistar* indicators)	42%	53%	5%	74%
Data Use (4 *Indistar* indicators)	24%	77%	0%	53%
Increased Learning Time (2 *Indistar* indicators)	27%	71%	3%	50%
Family and Community Engagement (2 *Indistar* indicators)	29%	65%	6%	50%
Curricular Alignment (3 *Indistar* indicators)	18%	82%	0%	47%

Sources: *Indistar* data analyzed by Education Northwest.
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.

In their implementation plans and reports on *Indistar*, the schools explicitly described the strategies and approaches they took to implement their SIG grants. Details about the implementation of the SIG activities are described in the sections that follow.

Districts Played a Supporting Role in Implementation

The SIG activities for which almost all indicators (greater than 86%) were fully implemented according to *Indistar* included:

- Using ongoing, intensive technical assistance supported by district improvement staff
- Using operational flexibility granted by the district
- Providing ongoing, high-quality, job-embedded professional development

For all of these activities, data indicate that districts provided important leadership and assistance.

Districts Were Key Partners In Providing Technical Assistance

While many entities might provide technical assistance to schools, *Indistar* tracks assistance from districts specifically. This technical assistance includes promoting rapid improvement and designating leadership teams that have the skills necessary to lead transformation. Every school reported at least some implementation of this technical assistance; 91 percent of the key indicators were fully implemented across the 17 schools in fall 2012, and virtually all (96%) were fully implemented by fall 2013.

In general, schools reported that the district was their key partner in this activity, providing information and support through district-level staff involvement in the improvement effort.

> *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* qualitative evidence)

Districts Collaborated with Schools to Provide Flexibility and Create Annual Performance Targets

SIG transformation requires districts to provide schools flexibility with district requirements, establish performance objectives for each school, and negotiate union waivers, if needed. Of the key indicators, 71 percent showed full implementation across the 17 schools and 21 percent limited implementation in fall 2012. By fall 2013, 91% were fully implemented, an increase of 20 percentage points.

All districts collaborated with their SIG schools to create annual targets for student growth in reading, writing, math, five-year graduation rate, and attendance. More than half of the schools set additional building-specific performance objectives, such as building technology literacy and establishing a "college-going" school culture. All districts used districtwide data systems of varying complexity to track the progress of individual students and, in a few districts, student subgroups.

Schools Coordinated Professional Development with the District

To implement professional development under SIG, schools must provide ongoing, job-embedded, and differentiated professional development to address the needs of new and established teachers. Furthermore, schools should select this professional development based on skill deficits revealed by classroom observations and teacher evaluations. In fall 2012, about 69 percent of the key indicators for this activity were fully implemented, and 29 percent were implemented to a limited degree. Full implementation increased by fall 2013 when 87 percent of indicators showed full implementation.

In general, schools coordinated with the district to provide professional development based on the assessed needs of staff members, the results of staff evaluations, and student performance data. About half of the schools also established professional learning communities to develop

their own professional development plans, activities, and calendars to provide training and support aligned with schoolwide instructional goals. To increase student engagement and achievement, building-level professional development included such activities as:

- Lesson study to pose problems of practice and work collaboratively with colleagues to analyze and construct possible solutions
- Summer curriculum camps to prepare instructional plans to meet expectations of Common Core Standards
- Learning walks to visit each others' classrooms and provide specific feedback on engagement, rigor, and scaffolding
- Evidence-based collaboration to discuss formative data in grade-level teams
- Infusion of technology into lessons to increase student engagement and differentiate lessons

All schools drew upon the expertise of district-trained instructional coaches or private consultants hired by their district to provide mentoring for new teachers and training for less experienced teachers.

Activities Around Staffing Posed Challenges for Some, But Not All, Schools

A moderate proportion of indicators were fully implemented for the SIG activities involving staffing issues—between 74 and 85 percent. These activities included:

- Providing financial incentives, career opportunities, and flexible working conditions
- Identifying and rewarding staff members for positive performance
- Replacing the principal and providing administrative leadership development
- Creating a teacher and leader evaluation system and removing ineffective staff members

Reported challenges to implementation included establishing clear systems for staffing requirements and negotiating with teachers unions on the terms of these systems.

Recent legislation in Oregon may have influenced some, but not all, SIG schools to achieve full implementation. As a state, Oregon passed legislation (SB 290) requiring a teacher and administrator evaluation system aligned with state performance standards and including (but not exclusively based on) an educator's impact on students' learning and growth. The pilot for this new system was administered in 2012–2013, the same year as the current study. Schools influenced by the pilot may have implemented more fully than others. In the next school year, when all schools must fulfill the state mandates, we should expect more progress toward fully implementing these new requirements.

Schools' Unique Characteristics and Needs Guided Approaches to Staffing

Providing incentives for recruiting, placing, and retaining staff members under SIG in Oregon requires a plan and process for recruitment and retention of highly qualified teachers, and procedures and protocols for evaluating, rewarding, and replacing staff members. All the

schools initially reported implementing all the key indicators to some degree in fall 2012—62 percent fully, and 32 percent to a limited degree. Updated data showed that 85 percent of indicators were fully implemented by fall 2013.

Each school took a unique approach to attracting and retaining highly qualified candidates, depending, perhaps, on its location, size, and student composition. Some incentives that schools offered included flexible work schedules, leadership roles, additional income, and professional development. For example, one large school offered a teacher induction program with mentoring of new teachers and incremental increases in salary based on desirable traits, such as national board certification, special education endorsement, cultural responsiveness training, and continuing education. A few schools reported that their intensive interview process requires viable candidates to discuss best instructional practices and teach a sample lesson.

About a third of the schools reported delays in implementing incentives programs, particularly in regard to retaining highly qualified teachers, while they continue to work with their districts and teachers' associations to negotiate terms and conditions.

Achievement of Schoolwide Goals Guided Reward Systems

Offering staff rewards through SIG requires a system of performance-based evaluation and valid indicators of performance, so that the school can retain a highly qualified staff, remove the less qualified, and establish an evaluation system that includes targeted training or assistance for teachers who do not meet quality standards. In fall 2012, 4 percent of the indicators had not yet been implemented; however, 61 percent had full implementation and 35 percent had limited implemention. By fall 2013, the percentage of indicators fully implemented rose to 84 percent.

All schools used achievement of schoolwide goals as a partial basis for their rewards system. More than half the schools created a tiered system of financial rewards depending on the level of attainment toward performance objectives. For example, across the 17 SIG schools, rewards ranged from a school sweatshirt, to a dinner night out, to a weekend retreat at the coast, to extended pay. To qualify for compensation, schools typically asked teachers to compile evidence of their professional learning, implementation of effective practices, and evidence of student achievement. Schools then calculated performance ratings using teacher evaluation rubrics. These schools also typically used a tiered system of policies and practices to address teacher underperformance or refusal to participate in the transformation process, which led to improvement opportunities, transfer options, or dismissal.

To implement their incentives and rewards programs, schools worked with districts and teacher associations to negotiate terms. Almost all schools reached agreement on a model for rewarding teams of teachers or the entire faculty. The challenge has been negotiating rewards for individual teachers. One district negotiated a Memorandum of Understanding with the local association "that the Association must agree to any rewards plan that is put into place."

District Protocols and State and Federal Laws Guided Principal Replacement

To replace the principal, schools needed criteria for interviewing candidates and determining their ability to build leadership capacity, to help students achieve learning goals, and to help teachers improve instruction. All the schools reported implementing this requirement to some degree in the fall of 2012—78 percent of key indicators were fully implemented, and 22 percent were implemented to a limited degree. By the following year (fall 2013), according to *Indistar* data, 82 percent of the indicators for this activity were fully implemented.

In general, procedures for replacing the principal were guided by district protocols aligned with school board policies and state and federal laws. In most districts, the process involved key stakeholders to insure a balanced and inclusive process. Almost all districts provided ongoing professional development and support to principals, such as mentoring and access to district office personnel.

> *[The district hired a principal who] expanded the leadership capacity at the school by empowering the staff to lead work groups and data teams focused on improving instruction and student achievement.* (*Indistar* qualitative evidence)

A few schools also cited the value of Public Impact's *Turnaround Leader Toolkit* (Steiner, Hassel, Hassel, Valsing, & Crittenden, 2008) in guiding their district process.

Schools Pilot-Tested Teacher and Principal Evaluation Tools and Processes

Teacher and principal evaluation using SIG funds requires evaluating teacher skills through a variety of valid and reliable tools, as well as basing the evaluation on student outcomes. Through district-determined evaluation processes, many schools are pilot testing evaluation tools and rubrics to conduct teacher evaluations with fidelity, to standardize procedures, and to provide timely and constructive feedback. In fall 2012, about 5 percent of the indicators had not yet been implemented; however, 42 percent had been fully implemented, and 53 percent had been implemented to a limited degree. By fall 2013, however, 74 percent of these indicators were fully implemented, a 32 percentage point gain.

More than half of the schools are pilot testing evaluation tools like LEGENDS, from consultants like Marshall, Marzano, and Danielson. The intention is that all districts and schools test a variety of evaluation instruments and processes so that they can regularly evaluate and support a range of staff members' skills and knowledge using multiple observations, coaching and feedback, formative interim assessments, and summative assessments on a performance standards rubric. Administrators from the schools that received district training in the use of these evaluation tools and will receive inter-rater reliability training from the provider as well.

All schools agreed that the strength of any evaluation process (and their greatest challenge) is to tie professional development to evaluation outcomes.

> *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 of the schools do not include individual student outcomes in teacher summative evaluation.* (*Indistar* qualitative evidence)

Some SIG Activities May Need More Time for Full Implementation

Implementation of four SIG activities seemed to lag behind. According to school teams, only about half of the key indicators for these activities were fully implemented.

- Using student data to guide reforms
- Increasing learning time for students
- Creating ongoing family and community engagement
- Planning and implementing curricular alignment

A close look at the schools' qualitative explanation in *Indistar* for implementation levels revealed various explanations for less than full implementation. For example, the schools with limited implementation in curricular alignment reported that teachers are receiving professional development and phasing in the activity, content area by content area. Implementing the requirement of data use was a challenge to a few schools because of weak team structures due to inconsistent or insubstantial meeting times and staff changes due to budget cuts. Increased learning time seemed to be affected by negotiations and agreements with teachers' associations. Among all explanations, school teams typically mentioned progress they had made, but said they needed more time for full implementation.

Existing Meeting Structures Are Repurposed for Data Analysis But Need Consistency

In Oregon SIG schools, using data should involve teacher teams monitoring and assessing student mastery of standards-based objectives to make curricular adjustments and to differentiate and align learning activities with state standards. In fall of 2012, every school had implemented these key indicators for data use to some extent—24 percent fully, and the majority (77%) to a limited degree. By fall 2013, the percentage of fully implemented indicators increased to 53 percent, a 29 percentage point increase.

In general, schools used existing structures such as professional learning communities, planning time, and team meetings to accomplish instructional planning and lesson preparation. To ensure accountability of collaborative teacher teams, a few schools required that teachers share unit plans with the principal at monthly data conferences and that teachers make curriculum adjustments weekly, based on monthly assessments of student mastery of standards-based objectives. Data team training was seen as essential for all teachers "to improve their effectiveness as a team and as individuals as they work collaboratively to improve instruction and learning."

The challenges of implementing and sustaining these efforts involved the need for ongoing staff training, as well as ongoing monitoring of staff implementation. The data analyses procedures under SIG took time, and sometimes teachers did not implement these procedures consistently.

> *School leaders must continue to assure that all staff are trained in the balanced assessment process and [that they] monitor classroom practice and [provide] interventions when students fail to master the content.* (*Indistar* qualitative evidence)

This process was most challenging to small schools with limited staff members at each grade level.

Some Schools Found Ways to Extend the Learning Time; Others Needed More Time to Implement

To increase learning time, SIG transformation requires schools to allocate funds, develop innovative partnerships, and use data to monitor the progress of the extended learning time programs and strategies. School teams initially reported only 27 percent of the key indicators for this activity were fully implemented and 3 percent of indicators showed no implementation. The majority (71%) had limited implementation across the 17 schools in fall 2012. Over the 2012–2013 school year, implementation increased. By fall 2013, 50 percent of the *Indistar* indicators showed full implementation.

Schools that implemented this requirement increased learning time with either longer or additional periods during the school day, after school, evening, summer, and service learning opportunities through partnerships. Nearly a third of the schools extended the school year and increased instructional staffing. One school was able to schedule collaboration time for grade-level data teams during the school day by adding a class period. Schools that were able to extend the school day, reported it was effective.

> *Collaboration time proved invaluable not only in improving student academic achievement but also in building a school culture of high expectations and mutual accountability.* (*Indistar* qualitative evidence)

Schools reporting limited implementation were typically still developing and implementing procedures to measure the efficacy of their extended learning time programs and protocols for using the data to drive all modifications intended to improve the fidelity of the programs. In the meantime, these schools were making changes to their programs in response to structural issues and anecdotal evidence of success. All the schools reported that funding was the greatest challenge to sustaining extended learning time programs beyond the SIG.

> *Additional funding must be acquired in order to sustain the extended learning time approaches. In addition, in order to advance this goal, funding beyond the present level of support will be needed in addition to a memorandum of agreement with the employee association.* (*Indistar* qualitative evidence)

Schools Routinely Communicated with Parents But Still Rated Themselves Low

The family and community engagement requirement of the SIG transformation model asks all teachers to demonstrate sound homework practices and to communicate and engage parents and community in the transformation process. As of fall 2012, school teams reported 6 percent of the key indicators had no implementation; 29 percent had full implementation, but more than half (65%) had only limited implementation. By fall 2013, the percentage of fully implemented indicators increased to exactly half (50%).

It was general practice among the SIG schools to establish ongoing communication with families about student performance, attendance, behavior, and academic planning. Schools also routinely disseminated newsletters and reports about homework completion rates. A challenge for all the schools was increasing communication and engaging the parents of students who were having academic difficulties and required additional support. More than half of the schools scheduled monthly parent meetings with exit cards and surveys, weekly parent discussion groups, curriculum nights, student-led conferences, community school outreach coordinators, and parent volunteer opportunities. A few schools are developing plans to take a more organized approach to helping parents understand student responsibility for classroom assignments, homework, and attendance. One school considered providing a dedicated room where students, who were not getting the support they need at home, could get additional support from parent volunteers.

The schools' efforts to bring family and community into the school have met with varying degrees of success. Despite all their efforts to engage parents and community in the transformation process, more than two-thirds of the schools rated their implementation of this requirement as only limited. Perhaps they believe that more must be done to engage family and community before they rate themselves as having fully implemented the requirement.

Aligning Curriculum Across Content Areas Has Been a Slow Process

Curricular alignment requires SIG principals in Oregon to ensure that teachers work in teams to prepare standards-aligned lessons, align their instruction with standards and benchmarks, and regularly use standards-based classroom assessments. While every school implemented all the key indicators of this SIG activity to some degree initially, only 18 percent of the indicators were implemented fully and 82 percent were implemented to a limited degree in fall 2012. While fall 2013 *Indistar* data revealed an increase in full implementation (to 47%), more than half of the indicators are not yet rated as fully implemented.

In general, almost all the schools provided professional development in understanding standards and mapped out their curriculum by grade and by course; but for the vast majority of them, working to align curriculum across the content areas has been a slow process. Among schools reporting full implementation, the process has rolled out in these areas: content planning, instructional strategies, assessment, and community building.

Every school is working toward implementing Common Core Standards, but curriculum alignment is in various stages of development and implementation. It could be that schools simply need more time. For example, a specific challenge for nearly a quarter of schools was making use of formative assessment data in the alignment process.

> *While teachers use standards-based assessments, we have far more work to fully develop the use and analysis of formative assessments.* (*Indistar* qualitative evidence)

Chapter 2
Participants Reported Many Successes and Some Challenges

Coach and principal survey responses expressed enthusiasm about the successes schools experienced with SIG. Many reported these successful practices would be sustained beyond the grant. A close look at the data also provides some lessons learned from challenges schools faced. In comments, however, many coaches noted ways in which schools worked to overcome these challenges.

The survey (shown in Appendix C) collects participants' views rather than first-hand evidence of implementation, such as on-site observations by evaluators. However, because participants are coaches and principals in the 17 SIG schools, their professional opinions are relevant. All coaches and principals in the 17 SIGS schools participated in the survey which contained 32 items for coaches and 39 for principals. Items included a mix of Likert scale "agree"/"disagree" responses, as well as open-ended responses. The sections that follow provide a detailed analysis of these responses.

Perceived Positive Results of SIG Were Numerous

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 by-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 2-1). 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.

Table 2-1
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

In these open-ended items, coaches also had mostly positive things to say about the impact of SIG in their schools.[4] These positive comments included the following:

> *[This school] has undergone a significant transformation during the period of the SIG initiative. The school has realized double-digit gains in Reading and Math. Limited English students have shown the greatest growth as measured by State tests. This level of success has had a very positive impact on students, staff, and the community. The entire school has pulled together in support of closing the achievement gap.* (Coach)

> *Previously, the teachers were isolated practitioners. The content teachers did not communicate at all, and did not even know one another from school to school. Under the SIG, we have merged into one community. The professional development is focused on "evidence-based collaboration (EBC)," designed by Debra Pickering of the Marzano Institute. Each Monday, teachers meet in either content or grade-level teams to examine evidence of student learning facilitated by instructional coaches. On Tuesday, the coaches meet to process the previous day's EBC and use the outcomes of the meeting to provide further professional development on Wednesday afternoons.* (Coach)

> *Through SIG, the staff has participated in a variety of professional development activities that have involved them in studying, discussing, and practicing strategies to engage students in learning. This year the staff has begun using these strategies and students are taking pride in their learning. Student work is displayed in the school. The student leadership class has involved the students in some school pride activities and students are proud of the awards they receive at assemblies.* (Coach)

Among the few coaches that did not report positive impacts on student behavior, several noted that the school had not focused SIG funds or efforts directly on student behavior. In contrast, several coaches noted that implementing a specific behavior program through SIG netted results.

> *Discipline referrals have decreased as a result of focused, systemic discipline procedures – specifically the use of Envoy and Restorative Justice. The school feels significantly different from three years ago – there is less swearing in the halls, more mutual respect, and increased student engagement.* (Coach)

Improved Collaboration, Instruction, and Achievement Were Most Important Successes

When asked to describe their school's greatest successes with SIG, coaches and principals most frequently mentioned:

[4] Principals were not asked to respond to these open-ended items.

- Increased collaboration among staff members (more than two-thirds of principals, more than half of coaches)
- Improvements in classroom instruction (almost half of both principals and coaches)
- Increases in student achievement (more than two-thirds of coaches and about a third of principals)

These same types of successes were most frequently mentioned on last year's survey in 2012.

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)

Half the SIG Activities Were Easy to Implement and Half Were Challenging

On the survey, coaches and principals rated the level of challenge they encountered while implementing each of the elements of the transformation model in their school. They also rated the challenges they encountered while receiving and using various forms of technical assistance. Finally, coaches and principals responded to open-ended items that asked them to describe the biggest challenges at their school.

To summarize survey responses, we identified:

- Activities that the *largest percentage* of coaches and principals reported to be "challenging" or "very challenging" to implement
- Activities that the *smallest percentage* of coaches and principals reported to be "easy" or "very easy" to implement

Staffing Changes and a Few Other SIG Activities Challenged Most Schools

In addition to a few participants reporting that schools had not yet fully implemented these activities (see Chapter 1), 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 2-2 shows these survey results.

Table 2-2
About Half the SIG Activities Were "Challenging" or "Very Challenging" According to More Than 50 Percent of Participants

	Percentages Reporting the Activity was "Challenging" or "Very Challenging"	
Activity	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

Four of these five challenging activities related to the staffing requirements of SIG. These survey results are similar to the results in the *Indistar* data discussed in Chapter 1; 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 broad with the changes. (Principal)

Principals Found Using State Professional Development and Extended Learning Time Challenging

Fewer than 50 percent of coaches reported schools had difficulty using extended learning time or state professional development, such as the annual state SIG conference and related online materials. Principal reports, however, told a different story—71 percent found using state professional development challenging and 65 percent found implementing extended learning time challenging.

Comments from principals indicated that SIG schools were involved in a great deal of professional development, but few comments related directly to state professional development. It may be that competing professional development from the district or other vendors was easier for principals to use or that principals simply found it difficult for staff members to incorporate all the professional development in which they participated.

With paid Saturday professional development days, and evening meetings during the week, the time we need teachers to work past the regular school day becomes difficult to manage while meeting curriculum demands and students' needs. (Principal)

Principals did comment on the challenges of extended learning time. Planning enough funding and staffing to extend the day appears to be a common challenge.

Our biggest challenge was finding adequate student learning time within contractual and budgetary constraints. (Principal)

In a school that reported successes with extended learning time, the principal noted that the school planned an entirely new schedule, which grouped students differently and allowed more time for on-task learning.

Activities Involving School or District Professional Development, Curriculum, and Data Were Easy for Many Schools

While no SIG activities were uniformly easy for all schools to implement, more than 50 percent of principals and coaches reported that activities around adding professional development, improving the curriculum, and using data were" easy" or "very easy" to implement (Table 2-3). For the most part, coaches and principals agreed in their ratings on the level of challenge each activity presented.

Table 2-3
About Half the SIG Activities were "Easy" or "Very Easy" According to More Than 50 Percent of Principals and Coaches

	Percentages Reporting the Activity was "Easy" or "Very Easy"	
Activity	Coaches	Principals
Adding additional professional development	82%	76%
Receiving training and technical assistance from the state	71%	59%
Improving the curriculum	59%	59%
Promoting the use of student data	59%	53%
Receiving training and technical assistance from the district	53%	65%
Receiving sufficient flexibility from the district	53%	56%

Note: Rows ordered by largest percentage of coaches

In addition to reporting that professional development was easy to implement (82% of coaches and 76% of principals), several coaches and principals commented on the successes of their professional development. They noted that increased professional development led to increased staff collaboration, better instruction, and improved student achievement. Many of these activities were not only easy for many schools to implement, they were also activities principals and coaches reported improved their school.

Sustainability of SIG-Sponsored Efforts Remains a Work in Progress

More than half of participants (65% of coaches and 59% of principals) "agreed" or "strongly agreed" that overall sustainability of SIG would be successful in their school. In other words, more than half reported SIG would be sustained, but many disagreed. These percentages did not change much from the previous year (2012).

Improved Instruction and Staff Collaboration Were Listed Most Frequently as Sustainable

To provide details about what particular aspects of SIG the school would sustain, both coaches and principals answered an open-ended question, which asked them to describe the practices, strategies, or interventions in their SIG plan that would be sustained after the grant. All principals and most coaches listed at least some SIG activities that would be sustained beyond the grant.

Improvements in instruction are here to stay in many SIG schools. More than two-thirds of principals and almost half the coaches reported the school would continue the instructional changes made under SIG. Several noted that the materials, technology, and professional development purchased under SIG to improve instruction would last well into the future.

> *With the technology in place and the strong instructional skills of current staff using technology in the classroom and beyond, this initiative has made a huge impact on the culture of our school, and all are so very committed to these goals.* (Coach)

> *The work that the staff conducted to improve instructional practices, embed literacy and regular writing across the curriculum, as well as common language, will be sustained in the future. The professional development investment made in teaching staff will be sustained through practice in the years ahead.* (Principal)

Although *Indistar* data (Chapter 1) showed that most schools had more work to do to fully implement instructional changes, coaches and principals in many schools appear committed to the changes already in place and to additional work toward improving instruction.

Increased staff collaboration was one of the most frequently reported successes of SIG, and collaboration was one of the most frequently reported elements of SIG that schools were likely to sustain. More than half of principals and more than a third of coaches mentioned staff collaboration would continue beyond SIG.

> *We believe that our teacher collaboration and the resulting improvement in instructional practice will continue to be in place after the SIG*. (Coach)

> *I am confident that the school will continue the programs that they have created, and particularly that the systems and culture of collaboration focused on improvement are solidly in place.* (Principal)

Sustaining Additional Staff Positions Was the Most Frequently Mentioned Challenge

When principals and coaches described sustainability as a challenge, they typically discussed the staff time that SIG purchased and predicted that they simply will have difficulty finding funding to sustain this aspect of their SIG. These staff members include those hired for extended learning time, interventions, and credit recovery for struggling students, coaches who provide extra professional development and assistance for teachers, and coordinators of family and community involvement. One coach described SIG sustainability particularly eloquently:

> *There are two aspects to sustainability – 1) the internal philosophy, climate, culture and instructional structure and 2) the personnel who have been hired under the grant and the funding for extended hours for teachers and staff to provide extended learning opportunities and support for students. The first aspect will definitely be sustained. It has become the core of our school's experience. The second aspect is the biggest challenge. The principal and building administration is doing everything possible to retain key positions that were funded through SIG.* (Coach)

Chapter 3
Student Achievement Trends

SIG funded schools showed some promising trends, although they were typically well below state averages on student achievement. Secondary SIG schools, in particular, had larger percentage point gains from the 2008–2009 to the 2011–2012 school year in reading and math than the state as a whole. Primary schools had a more complicated trend. Due, in part, to changes in the cut scores for proficiency on state tests, proficiency rates for primary schools across the state declined in reading and math from 2008–2009 to 2011–2012. However, rates from SIG primary schools declined less than rates in the state, overall. Trends for graduation rates and attendance rates at SIG schools did not vary much from statewide trends.

These results, however, should not be taken as 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) represented a point at which SIG implementation was not yet complete. (Cohort 2 schools began implementing in 2011–2012, while cohort 1 began in 2010–2011.) Therefore, this report represents a mid-point of implementation. In addition, this report reflects only a comparison of trends. Changes in these trends, therefore, cannot be attributed directly to SIG.

Student achievement data analyzed for this report on SIG schools includes percentages of students scoring proficient or above on state reading and math tests, attendance rates, and graduation rates. This chapter also includes a comparison of the achievement of SIG schools to the state averages and to the achievement of other schools, not receiving SIG funding, that were also among the lowest performing 5 percent of schools in Oregon (i.e., Oregon's priority and focus schools, as identified in their ESEA Waiver, a recent document that revises the way states identify low-performing schools.)

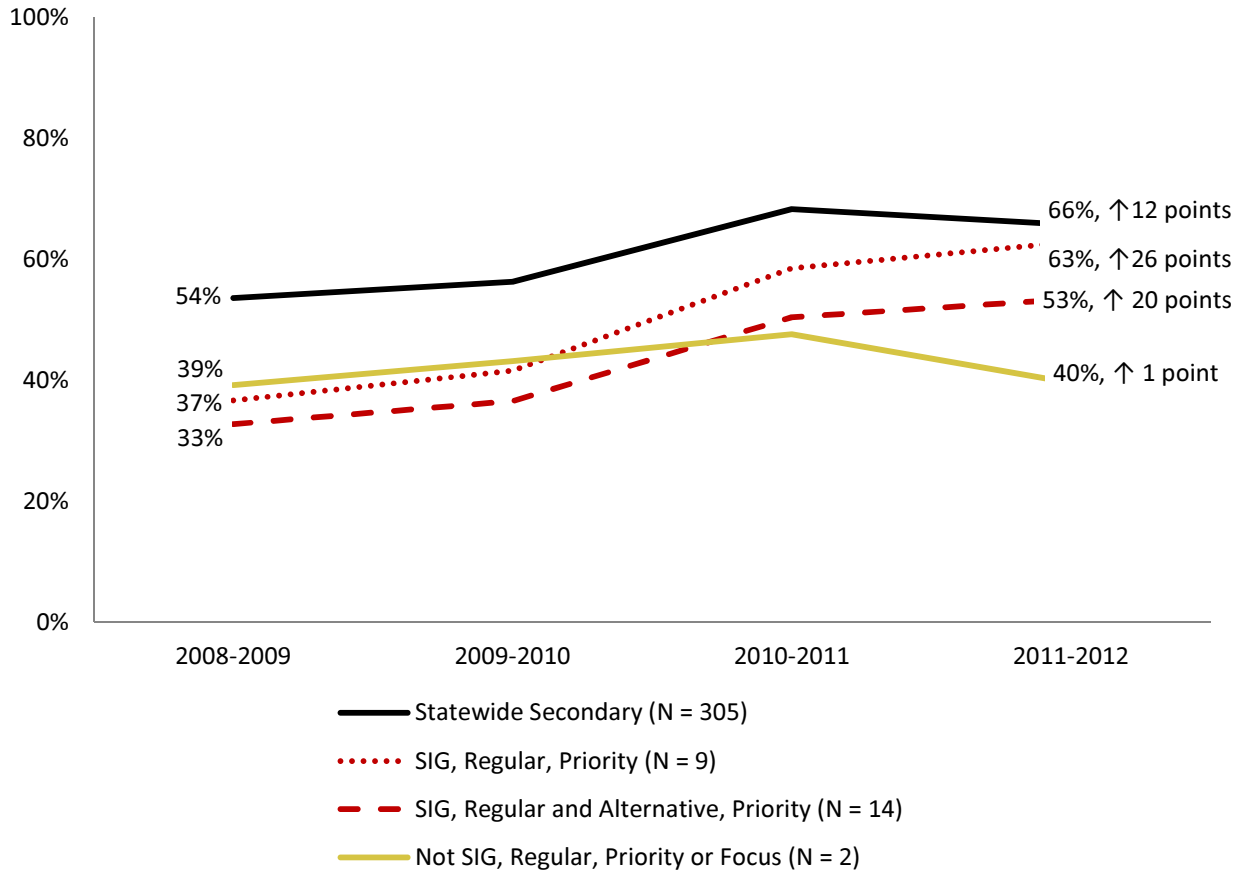
Math and Reading Proficiency Rates Rise in SIG Secondary Schools

At the end of their first year of implementation, SIG secondary schools, on average, showed improvements in math proficiency rates. In Figures 3-1 and 3-2, the dotted line represents regular SIG high schools and the dashed line represents all SIG secondary schools, including alternative schools that might be expected to have lower achievement (since they serve students who have struggled in regular high schools). Note that in 2010–2011, the grade level at which secondary students were tested changed from grade 10 to grade 11. This, most likely, accounts for the rise in all groups of schools' proficiency rates in this year.

In math (Figure 3-1), both the dotted and dashed lines for SIG schools rise steadily from 2008–2009. In contrast, the black line shows that statewide proficiency rates dips in 2011–2012. The gray line, which represents similar low-achieving schools that did not receive SIG, also dips in 2011–2012.

Of all the student achievement results in this report, this result has the second largest difference in percentages. While SIG schools are still below the state average, they are closing the gap. This trend in math proficiency rates warrants further investigation using more rigorous methods of comparing SIG secondary schools to other schools. For example, an analysis that used scale scores at the student level, rather than proficiency rates, would give a more precise estimate of the difference between trends in SIG schools and trends in comparison schools.

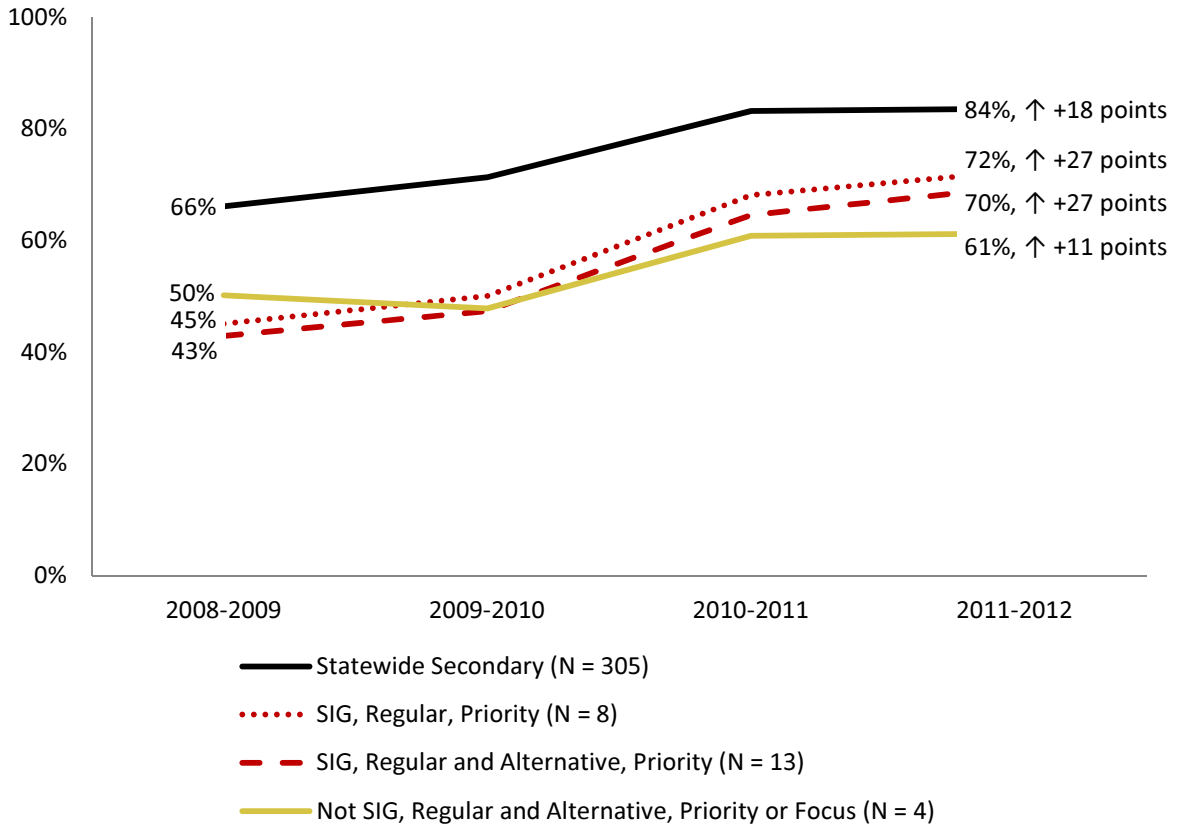
Figure 3-1
SIG Secondary Schools' Math Proficiency Rates, 2008–2009 to 2011–2012, Show Promise



Note: The number of 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.

For reading proficiency rates in secondary schools (Figure 3-2), SIG schools show a similar steady increase. The dotted line for regular SIG high schools and the dashed line for regular plus alternative high schools show a similar upward pattern, although, as might be expected, the dashed line has lower average proficiency rates, perhaps because these schools primarily serve students who have not been successful in regular high schools. In contrast, the state's black line has a slight increase and then is flat for 2011–2012. This same flat pattern is mirrored in 2011–2012 by the gray line, representing low-achieving schools that did not receive SIG funds. While this trend is promising, the differences between changes in proficiency rate for SIG, versus other schools, is the largest among the analyses in this report. As with trends in math, further, more detailed analyses of this trend is warranted.

Figure 3-2
SIG Secondary Schools' Reading Proficiency Rates, 2008–2009 to 2011–2012, Show Promise



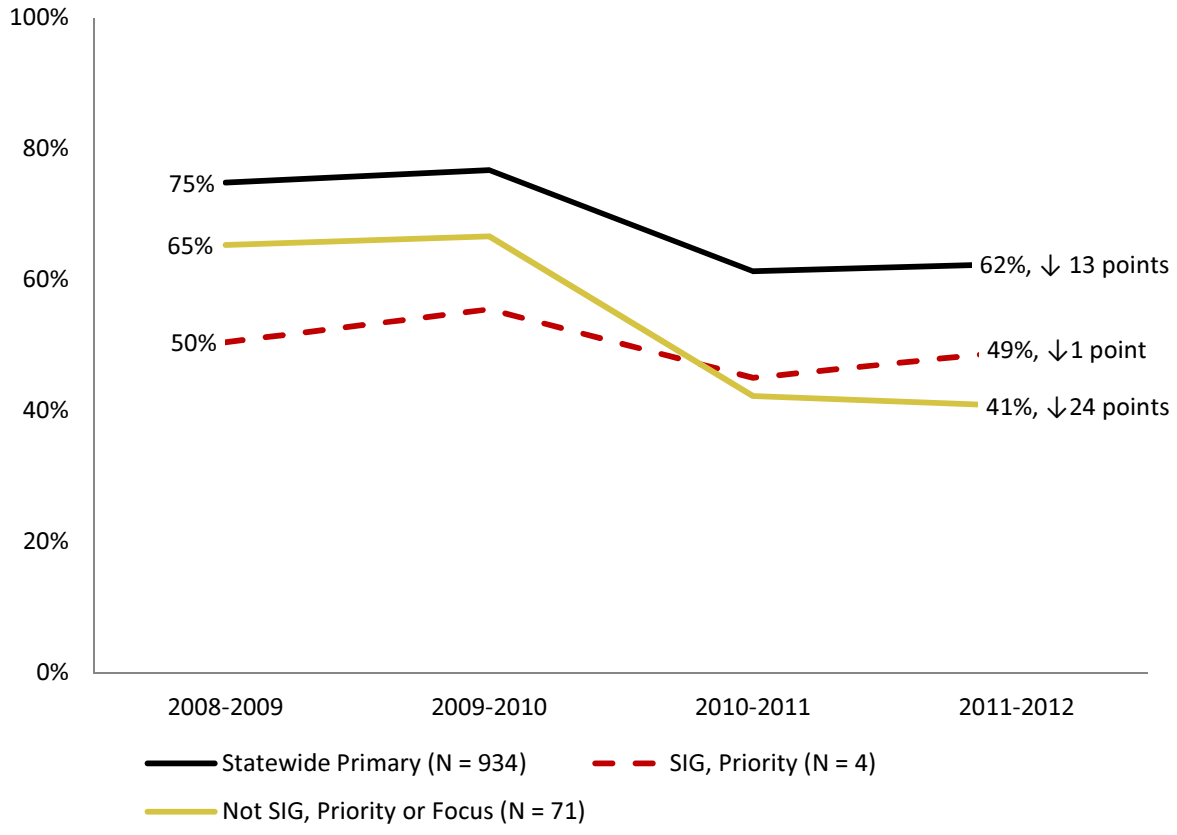
Note: The number of schools statewide varied by year. The average across the four years is 305.
Note: To calculate the percentage point change, we subtracted the 2008–2009 average proficiency rate from the 2011–2012 proficiency rate.

SIG Primary Schools Proficiency Rates in Math and Reading Similar in 2008-2009 and in 2011-2012

Like secondary schools, primary schools showed some positive trends in math and reading proficiency rates on state tests, especially compared to other schools. It is important to note that for primary schools, the math cut score for proficiency changed between 2009–2010 and 2010–2011, and the reading cut score changed between 2010–2011 and 2011–2012. Both changes made it more difficult for students to score "proficient." These changes account, in part, for the decrease in the percentage proficient in all three groups in math in 2010–2011, and in reading in 2011–2012 (as represented in Figures 3-3 and 3-4).

In general, in math (Figure 3-3), proficiency rates fluctuated for all three groups of schools. Proficiency rates for SIG primary schools (the dashed line) rose slightly from 2010–2011 to 2011–2012, approaching the baseline rates in 2008–2009, and indicating stable proficiency rates from 2008–2009 to 2010–2011. In contrast, the black line, representing statewide schools, and the gray line, for low achieving, non-SIG schools, both lost ground from 2008–2009 to 2010–2011.

Figure 3-3
SIG Primary Schools' Math Proficiency

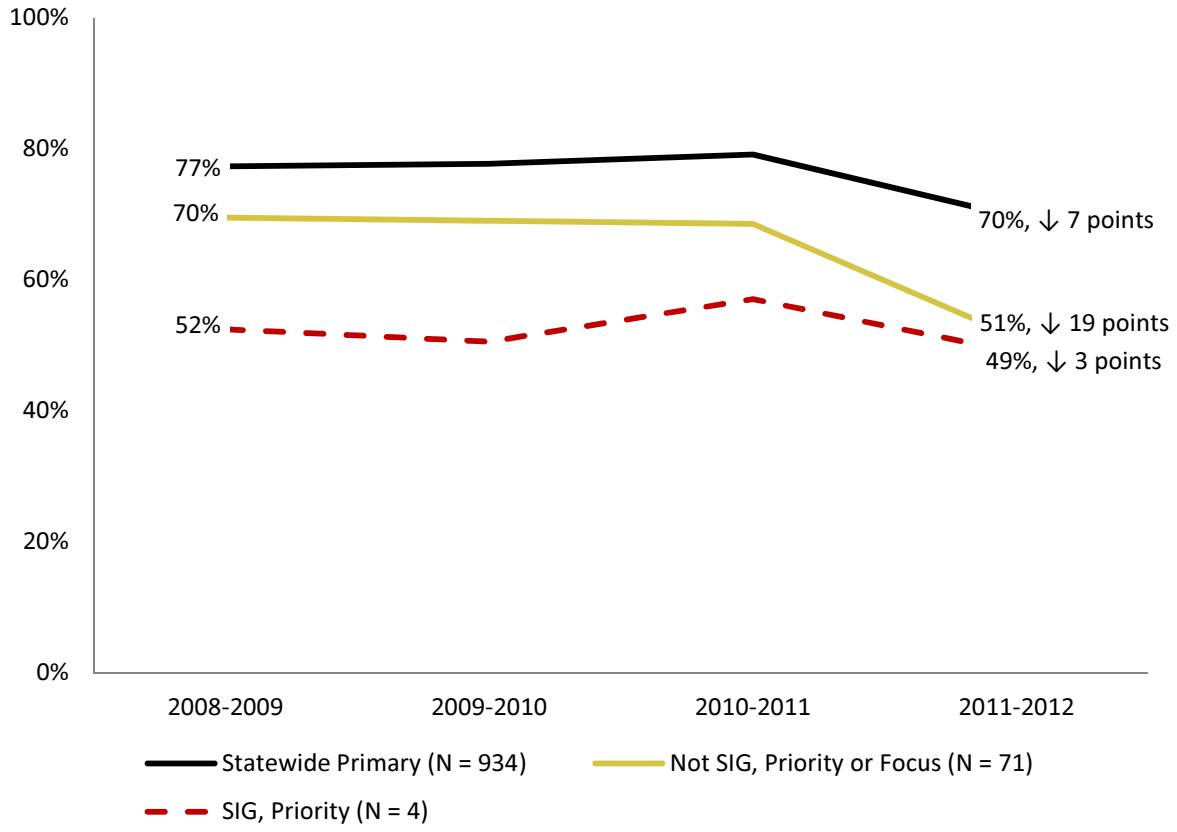


Note: The number of schools statewide varied by year. The average across the four years is 934.
Note: To calculate the percentage point change, we subtracted the 2008–2009 average proficiency rate from the 2011–2012 proficiency rate.

Rates for 2008–2009 and 2011–2012 Were Similar

Reading showed a similar pattern. Reading proficiency rates at SIG primary schools fell about 3 percentage points between 2008–2009 and 2011–2012 (Figure 3-4). However, schools across the state lost about 7 percentage points in reading proficiency, and non-SIG schools that were similarly low achieving lost 19 percentage points. Without additional analyses, however, it is difficult to say whether this represents a true advantage for SIG schools compared the other school groups.

Figure 3-4
SIG Primary Schools' Reading Proficiency Rates for 2008–2009 and 2011–2012 Were Similar

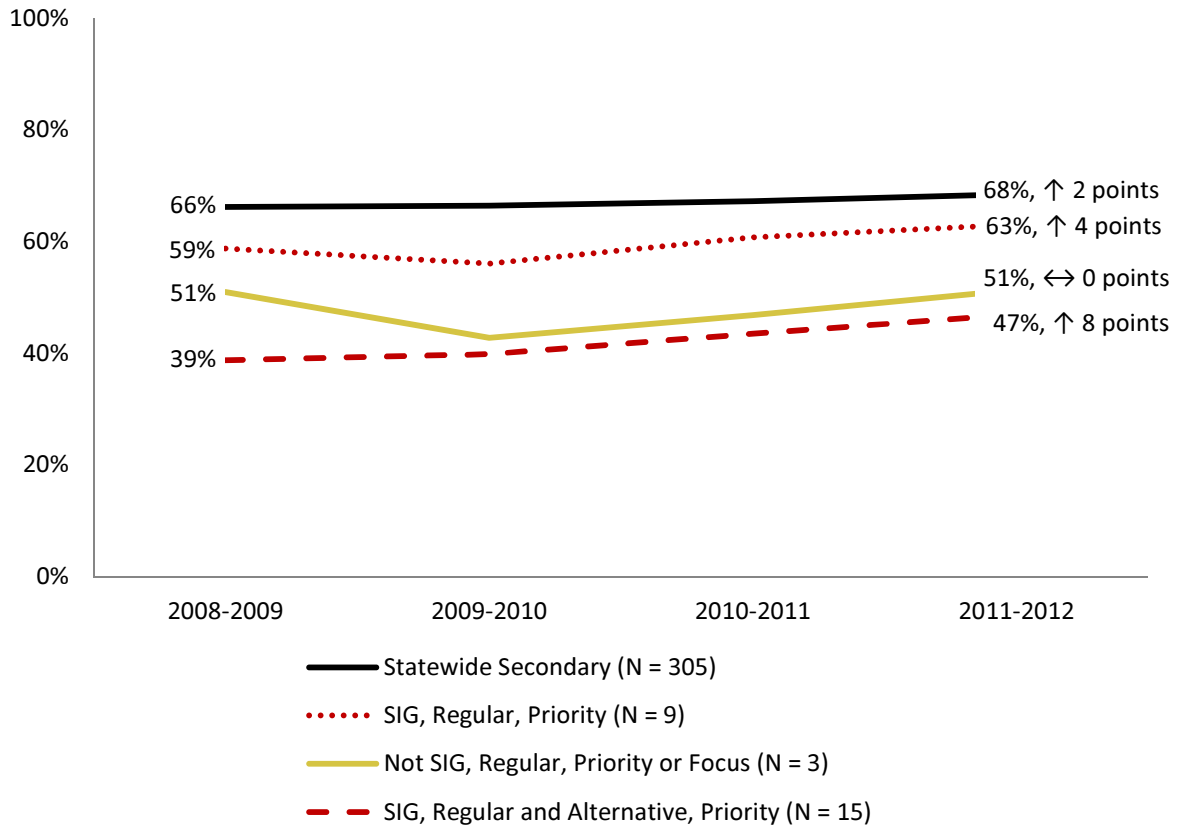


Note: The number of schools statewide varied by year. The average across the four years is 934.
Note: To calculate the percentage point change, we subtracted the 2008–2009 average proficiency rate from the 2011–2012 proficiency rate.

Graduation and Attendance Trends at SIG Schools Were Similar to State Trends

Across the state, four-year cohort graduation rates have remained relatively stable, rising just 2 percentage points since 2008–2009 (Figure 3-5). SIG regular high schools and low-achieving non-SIG schools showed a similar pattern, but with slightly more growth. Graduation rates at regular and alternative high schools rose slightly more. In general, graduation rates at SIG secondary schools were lower than those of the state as a whole.

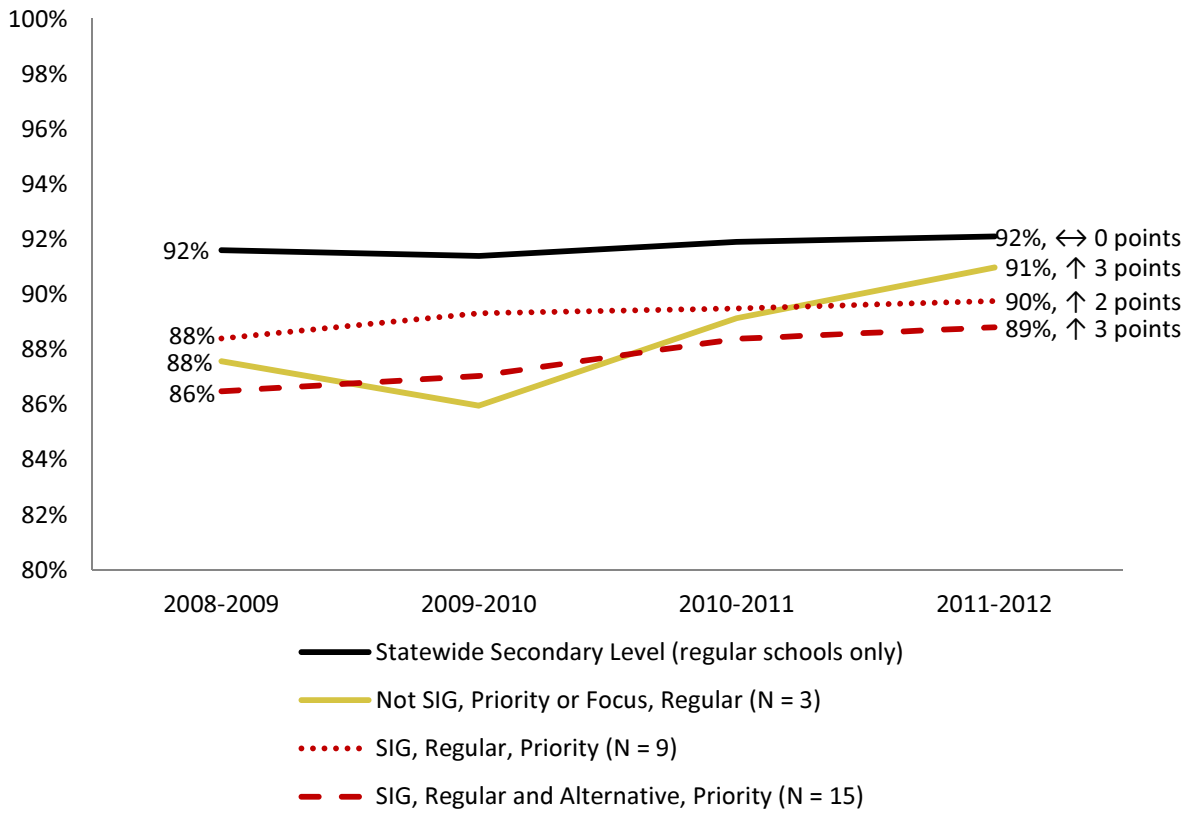
Figure 3-5
Graduation Trends Were Similar in All Types of Secondary Schools, Except SIG Regular and Alternative High Schools



Note: The number of 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.

Like graduation rates, attendance rates at secondary schools across the state remained stable from 2008–2009 to 2011–2012 (Figure 3-6). SIG regular high schools, as well as SIG regular and alternative high schools showed a similar pattern, gaining only about 2 percentage points from 2008–2009 to 2011–2012. Attendance rate trends at non-SIG schools rose slightly more, gaining 3 percentage points. Again, SIG secondary schools of all types had lower attendance rates than the state average.

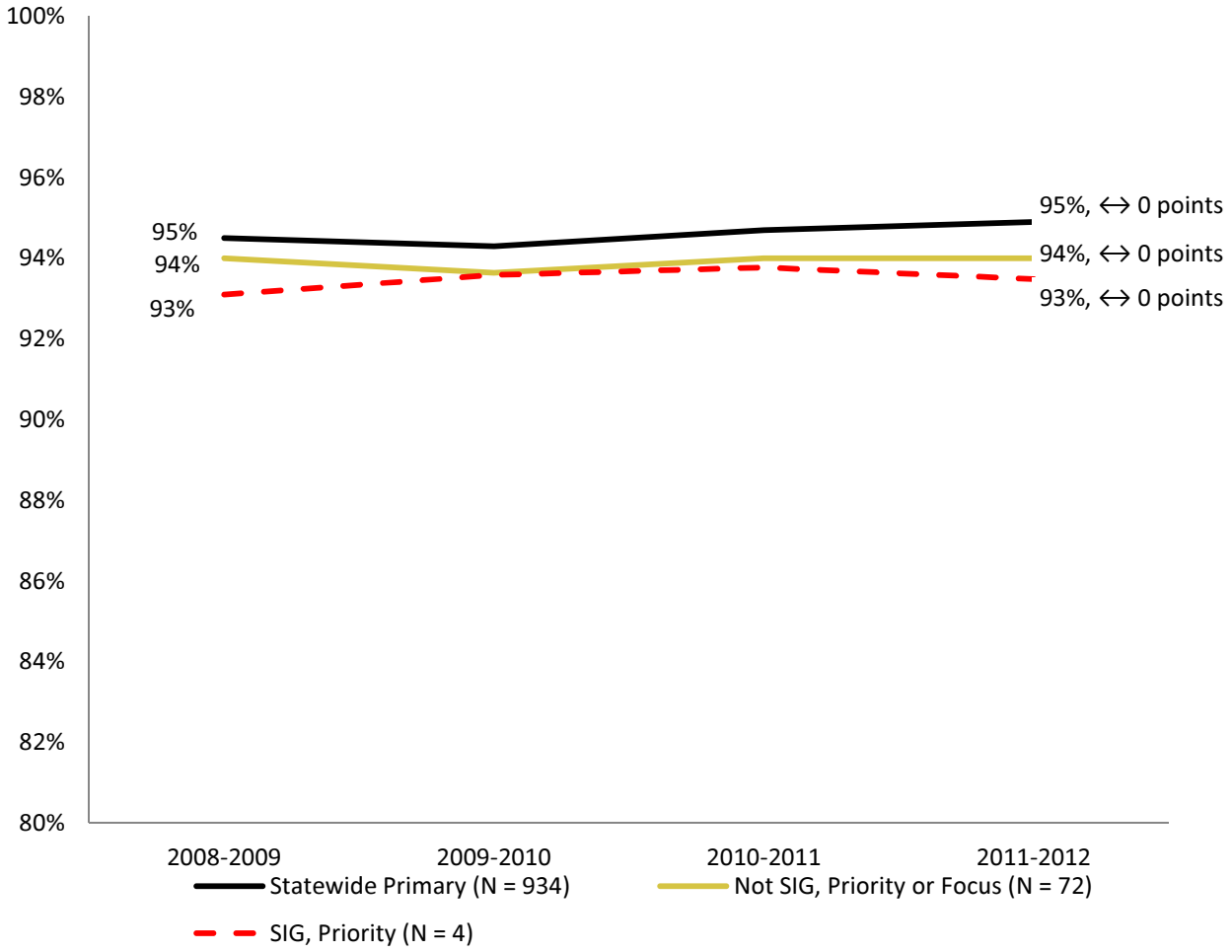
Figure 3-6
Attendance Trends Were Similar in All Types of Secondary Schools



Note: The number of 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.

Primary schools, like secondary schools, also had flat attendance rates with little change from 2008–2009 to 2011–2012 (Figure 3-7). SIG schools, as well as low achieving non-SIG schools, showed similar attendance patterns. In general, there was very little difference between the attendance rate trends, or in the actual yearly attendance rates, of these groups of schools.

Figure 3-7
Attendance Trends Were Similar in All Types of Primary Schools



Note: The number of 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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Appendix A
The Four Federal School Improvement Grant Models

The following excerpts from the federal guidance on school improvement grants show the required elements of the four models: turnaround, restart, closure, and transformation (U.S. Department of Education, 2011).

The Turnaround Model

B-1. What are the required elements of a turnaround model? (Page 11)

A turnaround model is one in which an LEA must do the following:

(1) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

(2) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
   (a) Screen all existing staff and rehire no more than 50 percent; and
   (b) Select new staff;

(3) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

(4) Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

(5) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

(6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

(7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

(8) Establish schedules and implement strategies that provide increased learning time; and

(9) Provide appropriate social-emotional and community-oriented services and supports for students.

The Restart Model

C-1. What is the definition of a restart model? (page 14)

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school (see C-6).

The Closure Model

D-1. What is the definition of "school closure"? (page 16)

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

The Transformation Model

E-2. Which activities related to developing and increasing teacher and school leader effectiveness are required for an LEA implementing a transformation model? (pages 18-19)

An LEA implementing a transformation model must:

(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 —

  (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

  (b) Are designed and developed with teacher and principal involvement;

(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

E-7. Which activities related to comprehensive instructional reform strategies are required as part of the implementation of a transformation model? (page 20)

An LEA implementing a transformation model must:

(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(2) Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.

E-9. What activities related to increasing learning time and creating community-oriented schools are required for implementation of a transformation model? (page 21)

An LEA implementing a transformation model must:

(1) Establish schedules and strategies that provide increased learning time; and

(2) Provide ongoing mechanisms for family and community engagement.

E-13. What activities related to providing operational flexibility and sustained support are required for implementation of a transformation model? (page 22)

An LEA implementing a transformation model must:

(1) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Appendix B
Study Design and Methods

In spring 2012, the Oregon Department of Education (ODE) contracted with Education Northwest, the author of this report, to conduct a descriptive study of the initial implementation of federal School Improvement Grants (SIG). The purpose of the study was to evaluate progress of implementation and inform ongoing state assistance to these schools.

Nationally, SIG was funded through a combination of Elementary and Secondary Education Act (ESEA) funds from section 1003g that are allocated annually and the American Recovery and Reinvestment Act (ARRA) of 2009 that provided $3.5 billion for state and local grants through September 30, 2013. Oregon's combined ARRA and 1003(g) SIG awards for all four years for both cohorts will probably equal about $52 million. As part of the state grant, states identify their lowest achieving 5 percent of Title IA and Title IA eligible schools and award at least 95 percent of their total grant through competitive grants to districts for these lowest-performing 5 percent. States use the remaining funds to provide technical assistance and monitoring to grantee schools.

SIG funding was accompanied by new guidance from the U.S. Department of Education (ED). This guidance required that schools receiving grants use one of four school improvement models, known as the transformation, turnaround, restart, and closure models (U.S. Department of Education, 2011). All 17 Oregon SIG schools chose the transformation model (Figure B-1).

Figure B-1
Federal Transformation Model Required Activities

Provide operational flexibility
Use ongoing, intensive technical assistance
Replace the principal and provide administrative leadership development
Create a teacher and leader evaluation system and remove ineffective staff
Identify and reward staff for positive performance
Provide ongoing, high-quality, job-embedded professional development
Provide financial incentives, career opportunities, and flexible working conditions
Plan and implement instructional reforms
Use student data to guide reforms
Increase learning time for students
Create ongoing family and community engagement

In Oregon, the state awarded these local SIGs to 10 low-performing schools in the 2010–2011 school year[5] (cohort 1) and seven low-performing schools in the 2011–2012 school year (cohort 2). The grants span three years for each cohort. ED has recently issued an extension, so that schools can continue to spend unused funds in a fourth year of the grant.

Study Questions

This descriptive study is designed to examine SIG implementation in Oregon. It analyzes data about grant implementation from *Indistar*, the state's online school improvement planning tool; participants' views of successes, challenges, and sustainability; and student achievement trends. The evaluation posed the following five specific questions:

1. Do schools report that they are implementing the federal requirements of SIG, particularly the requirements for the transformation model?
2. What positive changes do participants believe have occurred as a result of SIG, (e.g., changes in school culture, student behavior, teacher collaboration, and student outcomes)?
3. According to participants, to what extent has implementing SIG been challenging?
4. What do participants report schools will do to continue grant activities beyond grant funding?
5. How do trends in student achievement on state tests in SIG schools compared to similar low-achieving schools not receiving SIG funds and to the state as a whole?

To address these questions, the evaluation relied on a number of data sources. ODE provided existing data sources, including access to data from *Indistar*, Oregon's online school improvement planning tool. Education Northwest evaluators gathered other existing data from public sources, including student achievement data, attendance data, and graduation rates for SIG schools, for similar low-achieving schools not receiving SIG funds, and for the state as a whole. Evaluators also conducted an online survey of the principals of the SIG schools and of the state's leadership coaches who deliver technical assistance to SIG schools. We addressed each question using one or more of these data source (Table B-1).

[5] Cohort 1 grants were originally issued to 12 schools total. However, three of these 12 were small high schools housed in a single building. These schools have since combined, so there are currently 10 SIG schools in cohort 1 and seven in cohort 2, for a total of 17.

Table B-1
Evaluation Questions and Data Sources

Question	Data Source
1, Do schools report that they are implementing the federal requirements of SIG, particularly the requirements for the transformation model?	*Indistar* data
2. What positive changes do participants believe have occurred as a result of SIG, (e.g., changes in school culture, student behavior, teacher collaboration, and student outcomes)?	Coach and principal surveys
3. According to participants, to what extent has implementing SIG been challenging?	Coach and principal surveys
4. What do participants report schools are doing to continue grant activities beyond grant funding?	Coach and principal surveys
5. How do trends in student achievement on state tests in SIG schools compare with those in schools eligible for, but not receiving, SIG?	Publically available student achievement data

Each data source and our analysis methods are described in more detail below.

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. *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." The school then provides qualitative evidence to explain the rating. ODE conducts end-of-year monitoring in July. Education Northwest also collected the *Indistar* data at the end of July 2013, so we believe this data to be up to date.

Table B-2
Activities of the SIG Transformation Model and Specified Indistar Indicators

SIG Activity	*Indistar* 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

Table B-2 (continued)
Activities of the SIG Transformation Model and Specified Indistar Indicators

SIG Activity	*Indistar* Indicator
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
	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)

To analyze the *Indistar* data, Education Northwest first averaged responses for each indicator across schools and then across indicators to create a percentage of schools responding "full implementation," "limited implementation," and "no implementation" for each of the 11 SIG transformation activities. We also analyzed the qualitative evidence that school teams provided to support their ratings. 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.

Leadership 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. Appendix C contains the survey instrument.

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 of 2013 for this year's report. To insure 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.

Publically Available Student Achievement Data

We used several publically available datasets in this study. 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 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 recent research synthesis noted that it takes three to five years to fully implement school-based

projects (Fixsen et al., 2005). Any changes in student achievement noted in this report cannot be attributed directly to SIG.

The first dataset included the percentages of students at or above proficiency on state tests. The second included average attendance rates. The third contained four-year cohort graduation rates, (i.e., the count of regular diplomas divided by the adjusted cohort count, which excludes documented transfers out and deceased students). The ODE website made all three datasets available.

To analyze the datasets, 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.

Based on conversations with coaches who reviewed the Year 1 report on Oregon SIG schools in 2012, we made one other refinement to our comparison groups. We decided to show results for both regular SIG secondary schools and for a group of SIG secondary schools that combined regular and alternative schools. We did this because coaches believed that the presence of SIG alternative secondary schools depressed student results for this group; students in alternative schools would be expected to be lower achieving because they are students who were not successful in regular schools.

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 tables or graphs to display the results. These tables and graphs should be interpreted with caution because SIG implementation is still underway in schools that were in their first year of implementation. 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.

Appendix C
Leadership Coach and Principal Survey

Oregon School Improvement Grant
Leadership Coach Survey

This e-mail contains directions for completing the School Improvement Grant (SIG) survey described in the February 17th Leadership Coach meeting. A paper version of the principal portion of the survey is attached. You will enter the principal information as well as your own responses to the survey online. A paper version of the coach portion of the survey is also attached so that you can review the questions before you enter your responses online.

This confidential survey is part of a report on SIG in Oregon. The study has been commissioned by the Oregon Department of Education and is being conducted by Education Northwest, a private nonprofit research and technical assistance provider in Portland, Oregon. Your response is requested by Monday, April 23rd.

As a Leadership Coach, your responses are very important, because you are on the frontlines working with schools receiving these grants. Your answers will be combined with an analysis of the school's grant application and most recent quarterly report to help researchers understand how SIG is being implemented and what the successes and challenges of the grant are.

The survey is completely confidential. No one at ODE or at the school will see your individual responses, and your name will not be mentioned in the report.

DIRECTIONS
The steps involved in completing this survey:

1) Review the questions to determine if you will need more information before completing the survey.
2) Set up an approximate 30-minute time to meet with your principal so that you can collect his/her responses BEFORE YOU COMPLETE THE PRINCIPAL SECTION ONLINE. (See Attachment).
3) Print out the principal survey questions to ask the principal.
4) Once you've collected all this information, you are ready to COMPLETE THE ONLINE SURVEY by clicking on the link below

If you have questions, please contact Dr. Caitlin Scott at caitlin.scott@educationnorthwest.org or (800) 547-6339.

Thank you for your help!

Section 1. Leadership Coach: Implementation Successes

Please rate the degree to which you agree the school's SIG has had POSITIVE IMPACT in the following areas.	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
1. SIG has had a positive impact on school culture/climate				
1.a. Please give a brief reason for your rating. Professional observations are acceptable.				
2. SIG has had a positive impact on student behavior.				
2.a. Please give a brief reason for your rating. Professional observations are acceptable.				
3. SIG has had a positive impact on teacher collaboration.				
3.a. Please give a brief reason for your rating. Professional observations are acceptable.				
4. SIG has had a positive impact on student outcomes.				
4.a. Please give a brief reason for your rating. Professional observations are acceptable.				

Please rate the degree to which you agree the school's SIG has had POSITIVE IMPACT in the following areas.	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
5. Overall implementation has been successful.				
5.a. Please give a brief reason for your rating. Professional observations are acceptable.				
6. Overall sustainability will be successful.				
6.a. Please give a brief reason for your rating. Professional observations are acceptable.				

7. Please describe the school's greatest success with SIG

Section 2. Leadership Coach: Ease of Implementation

Please rate the degree to which you agree that the following things have been CHALLENGING.	NA: Not done or not started yet	Very easy to implement	Easy to implement	Challenging to implement	Very challenging to implement
1. Creating a staff evaluation system using student growth					
2. Rewarding staff for improved student outcomes					
3. Removing staff and hiring replacements					
4. Adding additional professional development					
5. Creating incentives to recruit, place, and retain					
6. Improving the curriculum					
7. Promoting the use of student data					
8. Extending learning time					
9. Engaging the community					
10. Receiving sufficient operational flexibility from the district					
11. Receiving training and other technical assistance from the district					
12. Receiving training and technical assistance from the state (other than the coach)					
13. Using technical assistance from the state (other than the coach)					
14. Getting buy-in from teachers					
15. Getting buy-in from the principal					
16. Getting buy-in from the community					

17. Please describe the school's greatest challenge

18. What practices, strategies, and/or interventions that started under SIG will be sustained beyond the grant funding?

Oregon School Improvement Grant
Principal Survey

This confidential survey is part of a report on School Improvement Grants (SIG) in Oregon. The study has been commissioned by the Oregon Department of Education and is being conducted by Education Northwest, a private nonprofit research and technical assistance provider in Portland, Oregon. Principal responses are requested by Monday, April 23rd.

As a principal your responses are very important, because you lead one of the schools receiving these grants. Your answers will be combined with an analysis of the school's grant application and most recent quarterly report to help researchers understand how SIG is being implemented and what the successes and challenges of the grant are.

The survey is completely confidential. No one at ODE or at the school will see your individual responses, and your name will not be mentioned in the report.

If you have questions, please contact Dr. Caitlin Scott at caitlin.scott@educationnorthwest.org or (800) 547-6339.

Thank you for your help!

Section 3 PRINCIPAL: Implementation successes

Note: This section is to be entered online by the Leadership Coach. Please ASK THE SCHOOL'S PRINCIPAL to rate the degree to which he or she agrees the school SIG has had positive impact in the following areas.	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
1. SIG has had a positive impact on school culture.				
2. SIG has had a positive impact on student behavior.				
3. SIG has had a positive impact on teacher collaboration.				
4. SIG has had a positive impact on student outcomes.				
5. Overall implementation has been successful.				
6. Overall sustainability will be successful.				

7. Please describe the school's greatest success in implementing SIG.

Section 4 PRINCIPAL: Ease or Challenge of Implementation

Note: This section is to be entered online by the Leadership Coach.

Please ASK THE SCHOOL'S PRINCIPAL to rate the degree to which he or she agrees that the following things have been challenging. Leave items blank if the school did not do these things.	**NA: Not done or not started yet**	**Very easy to implement**	**Easy to implement**	**Challenging to implement**	**Very challenging to implement**
8. Creating a staff evaluation system using student growth					
9. Rewarding staff for improved student outcomes					
10. Removing staff and hiring replacements					
11. Adding additional professional development					
12. Creating incentives to recruit, place, and retain staff					
13. Improving the curriculum					
14. Promoting the use of student data					
15. Extending learning time					
16. Engaging the community					
17. Receiving sufficient operational flexibility from the district					
18. Receiving training and other technical assistance from the district					
19. Receiving training and technical assistance from the state (other than the coach)					
20. Using technical assistance from the state (other than the coach)					
21. Getting buy-in from teachers					
22. Getting buy-in from the community					

23. Please describe the school's greatest challenge.

24. What practices, strategies, and/or interventions that started under SIG will be sustained beyond the grant funding?