Transformation vs turnaround, restart, and closure

- Most popular – About $\frac{3}{4}$ of SIG schools
- Most flexible – Less staff replacement
- Most complex – 11 federally required activities
11 Federal Transformation Activities

- Replace the principal
- Use staff evaluation systems, including student growth
- Identify and reward effective staff and remove the ineffective
- Provide professional development
- Provide incentives to recruit, place, and retain staff
- Use data to plan instruction
- Align curriculum to standards and assessments
- Increase learning time
- Engage family and community
- Use operational flexibility
- Ensure that the school receives technical assistance
Background

Coleman report → Effective schools research → Early reports on SIG

War on poverty (ESEA) → Standards movement (NCLB) → The 4 model SIG approach
Oregon’s Continuous Improvement Network  (http://thenetwork.educationnorthwest.org)
Research questions

In the 17 OR SIG transformation schools:

1. To what extent were SIG activities implemented?

2. What positive changes have occurred and what has been challenging?

3. What are the trends in student achievement?
Data sources and methods

- Indistar Connect
  (Descriptive statistics and content analysis)

- Coach and principal surveys
  (Descriptive statistics and content analysis)

- Publicly available proficiency data
  (Trend analysis)
### Fuller implementation for district-supported activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use technical assistance from the district (2 indicators)</td>
<td>96%</td>
</tr>
<tr>
<td>Use flexibility provided by the districts (5 indicators)</td>
<td>91%</td>
</tr>
<tr>
<td>Provide professional development (2 indicators)</td>
<td>87%</td>
</tr>
<tr>
<td>Activity</td>
<td>Full implementation</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Provide incentives for staffing (3 indicators)</td>
<td>85%</td>
</tr>
<tr>
<td>Identify and reward effective staff and remove the ineffective (2 indicators)</td>
<td>84%</td>
</tr>
<tr>
<td>Replace the principal (4 indicators)</td>
<td>82%</td>
</tr>
<tr>
<td>Use staff evaluation systems including student growth (5 indicators)</td>
<td>74%</td>
</tr>
<tr>
<td>Change</td>
<td>Percentage</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Intensive programmatic changes may take more time</td>
<td></td>
</tr>
<tr>
<td>Use data to plan instruction (2 indicators)</td>
<td>53%</td>
</tr>
<tr>
<td>Engage family and community (2 indicators)</td>
<td>50%</td>
</tr>
<tr>
<td>Increase learning time (3 indicators)</td>
<td>50%</td>
</tr>
<tr>
<td>Align curriculum to standards and assessments (4 indicators)</td>
<td>47%</td>
</tr>
</tbody>
</table>
## Results: positive participant perceptions

<table>
<thead>
<tr>
<th>Survey item</th>
<th>Percentage “agreeing” or “strongly agreeing”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coaches</td>
</tr>
<tr>
<td>Overall implementation has been successful</td>
<td>100%</td>
</tr>
<tr>
<td>SIG has had a positive impact on:</td>
<td>94%</td>
</tr>
<tr>
<td>Teacher collaboration</td>
<td>94%</td>
</tr>
<tr>
<td>Student outcomes</td>
<td>94%</td>
</tr>
<tr>
<td>School culture/climate</td>
<td>94%</td>
</tr>
<tr>
<td>Student behavior</td>
<td>77%</td>
</tr>
</tbody>
</table>
Result: staffing and community engagement were challenging

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentages “challenging” or “very challenging”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coaches</td>
</tr>
<tr>
<td>Remove staff and hire replacements</td>
<td>100%</td>
</tr>
<tr>
<td>Create incentives to recruit, place, and retain staff</td>
<td>80%</td>
</tr>
<tr>
<td>Reward staff for improved student outcomes</td>
<td>76%</td>
</tr>
<tr>
<td>Create a staff evaluation system using student growth</td>
<td>71%</td>
</tr>
<tr>
<td>Engage the community</td>
<td>56%</td>
</tr>
</tbody>
</table>
Results: secondary math

- Statewide Secondary (N=305)
  - 2008-2009: 54%
  - 2009-2010: 66%, ↑12 points

- Not SIG, Priority or Focus (N=2)
  - 2008-2009: 39%
  - 2009-2010: 53%, ↑20 points

- SIG Priority (N=14)
  - 2008-2009: 33%
  - 2009-2010: 40%, ↑1 point
Results: secondary reading

- **Statewide Secondary (N = 305)**
  - 2008-2009: 66%
  - 2011-2012: 84%, ↑ +18 points

- **Not SIG, Priority or Focus (N = 4)**
  - 2008-2009: 50%
  - 2011-2012: 70%, ↑ +27 points

- **SIG, Priority (N = 13)**
  - 2008-2009: 43%
  - 2011-2012: 61%, ↑ +11 points
Results: primary math

- Statewide Primary (N = 934)
  - 2008-2009: 75%

- Not SIG, Priority or Focus (N = 71)
  - 2009-2010: 65%

- SIG, Priority (N = 4)
  - 2009-2010: 50%

Changes:
- Statewide Primary: ↓13 points
- Not SIG, Priority or Focus: ↓1 point
- SIG, Priority: ↓24 points
Results: primary reading

- **Statewide Primary (N = 934)**: 77%
- **Not SIG, Priority or Focus (N = 71)**: 70%, ↓ 7 points
- **SIG, Priority (N = 4)**: 52%, ↓ 3 points

2008-2009: 77%
2009-2010: 70%
2010-2011: 51%, ↓ 19 points
2011-2012: 49%, ↓ 3 points
Recommendation

Greater guidance

Positive perceptions

More rigorous evaluation of outcomes
Education Northwest works to transform teaching and learning in the Pacific Northwest and across the nation. Our services to states, districts, schools, community-based organizations, and foundations include rigorous research and evaluation of new and existing programs; research-based technical assistance in areas such as equity, school improvement, and distance learning; widely acclaimed professional development in the fields of literacy and mathematics education; and strategic communications that maximize impact.

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