



**IDENTIFYING TECHNICAL ASSISTANCE NEEDS:
AN ANALYSIS OF KEY TRENDS AND DATA**

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AGENDA

1. Introductions
2. Office of School Turnaround's Analysis of SIG Monitoring
 - a) Overview of SIG Monitoring
 - b) Analysis of Monitoring Findings
 - c) Analysis of Technical Assistance Recommendations
3. Center on School Turnaround Report on State Supports for Turnaround
 - a) Center on School Turnaround Overview
 - b) Survey Results
4. Discussion
5. Closing and Next Steps

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**OFFICE OF SCHOOL
TURNAROUND'S ANALYSIS OF SIG
MONITORING**

OVERVIEW OF SIG MONITORING


PURPOSE OF SIG MONITORING

- **Compliance:** To confirm that the SEA is ensuring that the SIG requirements are carried out by LEAs and schools
- **Observation:** To see that the model components are being implemented fully and faithfully, make note of promising practices, and identify areas of common need
- **Technical Assistance:** To identify areas where follow-up TA is needed to support effective implementation of the SIG models

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SCOPE OF SIG MONITORING

- Based on the final requirements of the SIG program (October 28, 2010)
- Team members collect documentation and interview data that demonstrate compliance in each area
- Indicators organized into six areas:
 - Application Process
 - Implementation
 - Technical Assistance
 - Monitoring
 - Fiscal
 - Data Collection

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STRUCTURE OF A MONITORING VISIT

- Most monitoring visits include:
 - 2 school site visits of SIG-awarded schools composed of interviews with school leadership, parents, teachers, and students
 - 2 LEA interviews with staff responsible for the SIG application process, implementation, technical assistance, fiscal, and monitoring
 - SEA interview with staff responsible for the SIG application process, overseeing implementation, technical assistance, fiscal, and monitoring

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FIRST CYCLE OF SIG MONITORING

- Conducted over the course of three fiscal years
 - FY 2011-13 (October 1, 2010 – September 30, 2013)
- Covers the first three cohorts of SIG schools
 - Three years of cohort 1, two years of cohort 2, one year of cohort 3 SIG schools
- First monitoring visit occurred in February 2011
- 49 States, District of Columbia, Puerto Rico, and the Bureau of Indian Education

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ANALYSIS OF MONITORING FINDINGS

POLL QUESTION

Which monitoring indicator area do you believe was most cited for findings?

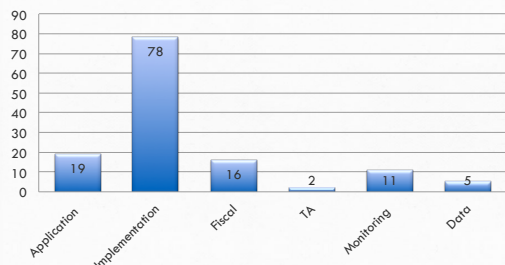
- A. Application Process
- B. Implementation
- C. Fiscal
- D. Technical Assistance/Monitoring
- E. Data Collection

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NUMBER OF FINDINGS BY INDICATOR

MAJORITY OF FINDINGS WERE REGARDING IMPLEMENTATION ISSUES



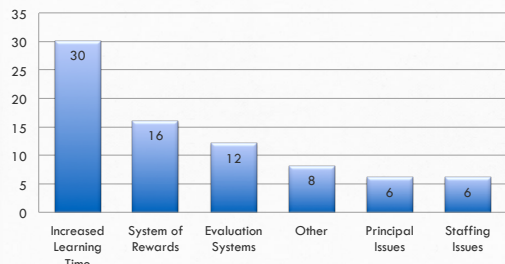
Total Monitoring Findings from First Cycle: 131

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IMPLEMENTATION FINDINGS BY ISSUE

INCREASED LEARNING TIME WAS THE MOST CITED ISSUE

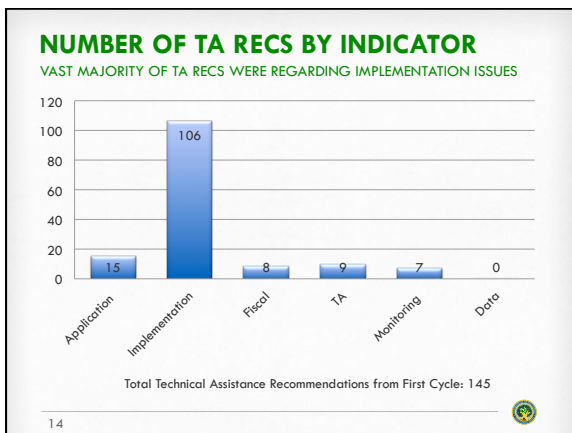


Total Implementation Findings from First Cycle: 78

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ANALYSIS OF TECHNICAL ASSISTANCE RECOMMENDATIONS



POLL QUESTION

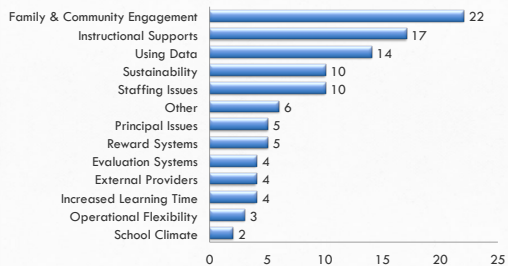
What aspect of implementation do you believe was most cited for TA recommendations?

- A. Family and Community Engagement
- B. Instructional Supports
- C. Recruiting, Hiring, and Retaining High-Quality Staff
- D. Sustainability
- E. Using Data to Drive Instruction

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TA RECOMMENDATIONS BY ISSUE

FAMILY & COMMUNITY ENGAGEMENT WAS THE MOST CITED ISSUE



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FAMILY & COMMUNITY ENGAGEMENT

EXAMPLES FROM MONITORING REPORTS

- While visited districts have identified services and staff to increase family and community engagement, neither district has articulated a clear plan for effectively using those resources. Moreover, the LEAs and its schools have not fully informed parents about the schools' improvement efforts or the family-engagement resources available to them in ways accessible to each member of the school community.
- Districts are experiencing difficulty with creating opportunities for family and community engagement that are meaningful and well-attended by parents and members of the community.
- School leadership felt there was more work to be done in forming community partnerships with businesses that are educational and incentivized.

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INSTRUCTIONAL SUPPORTS

TYPES OF SUPPORT CITED IN MONITORING REPORTS

- Job-embedded professional development
- Aligning curriculum and instructional resources
- Credit recovery programs
- STEM programs
- Inclusion and co-teaching
- Working with EL and students with disabilities

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USING DATA TO INFORM INSTRUCTION

EXAMPLES FROM MONITORING REPORTS

- School leadership stated that the data was used to inform decision-making around instruction and social emotional interventions and supports for students. Teachers interviewed, however, stated that they struggled with the analysis of student data and could use additional support in data analysis and data-based decision-making.
- While the leadership team stated that teachers and other instructional staff are encouraged to use data to inform daily instruction, there is no clear strategic plan in place guiding how data is used to ensure that instruction is differentiated to meet students needs.
- The LEA has asked for assistance in developing a process to benchmark student progress at the high school level. Currently, school administration and staff report that they are unable to track students' academic progress in core subjects because they do not have benchmark assessments.

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POLL QUESTION

- Do these results surprise you?
 - A. Yes
 - B. No

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Windows of National Opportunity: Center on School Turnaround Report on State Supports for Turnaround

Presentation at the National SIG Directors' Meeting
Planning Together to Ensure Better Outcomes for Students
July 23, 2014

Lenay Dunn, Ph.D.

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CST Objectives

Assist SEAs to


- Create pro-turnaround environment
- Administer and manage programs effectively
- Provide TA to LEAs and schools
- Advocate and lead

CST Focus Areas

- SEA staff capacity
- Sustaining turnaround
- District capacity
- Turnaround leaders
- School climate
- Family engagement
- Expanded learning time

CST Focus Areas

- Political will for change
- School board capacity
- Turnaround partners
- Data availability
- Monitoring turnaround
- Labor agreements
- Social/emotional leaning




SEAs reported their state needed assistance with...	Agreed or Strongly Agreed
Developing SEA staff capacity to assist with school turnaround (e.g., improving SEA staff knowledge of existing school-turnaround research)	96%
Assisting districts and schools in sustaining the improvements in successful turnaround schools	93%
Engaging families and communities	92%
Building district capacity to assist with school turnaround (e.g., improving district staff knowledge of existing school-turnaround research)	91%
Promoting the use of expanded learning time	90%

Poll: Most Pressing Need


Which *one* area is your current top need?

- a) SEA capacity to assist turnaround
- b) Sustaining improvements
- c) Engaging families and communities
- d) Building district capacity
- e) Expanded learning time




Federal Turnaround Principles

- Provide strong leadership
- Ensure teachers are effective
- Extend learning time
- Use an effective curriculum
- Use data to inform instruction
- Establish a safe environment
- Engage parents and community




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Stages of Implementation (Fixsen)

- Exploration** • Assessing options
- Installation** • Planning and preparing
- Initial** • First year
- Full** • Second year or beyond



In what stage is your state in *assisting or monitoring* district implementation of the following “turnaround principles”?

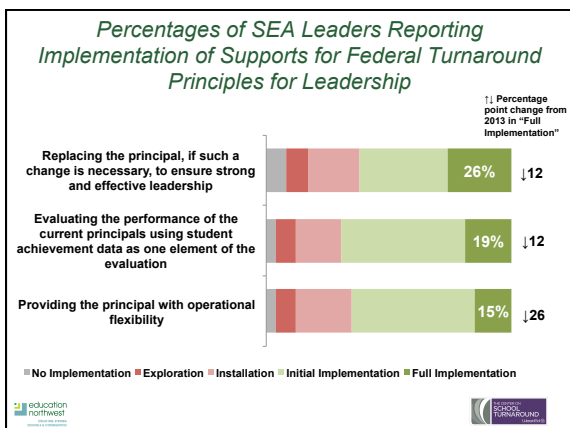
	Exploration (assessing options)	Installation (planning & preparing)	Initial implementation (first year)	Full implementation (second year or longer)
Providing principals operational flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Replacing principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewing performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

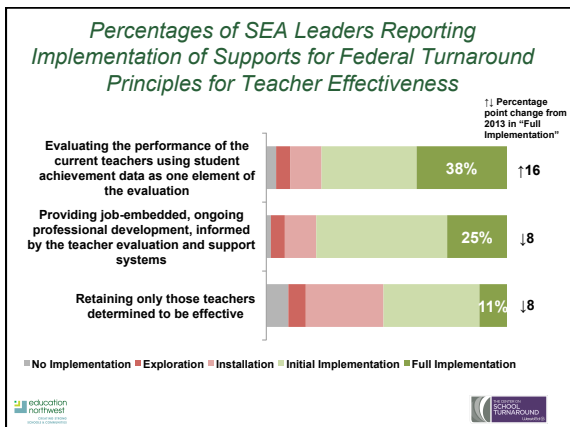
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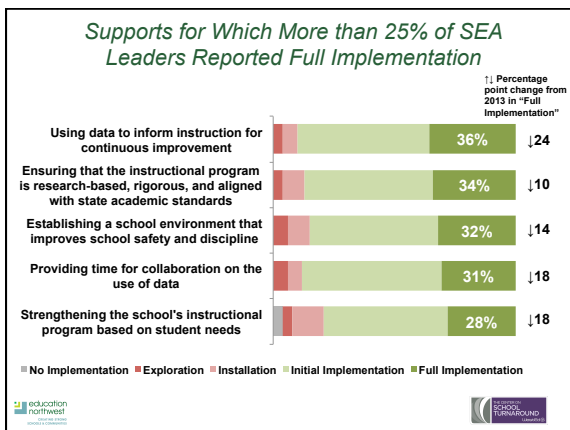
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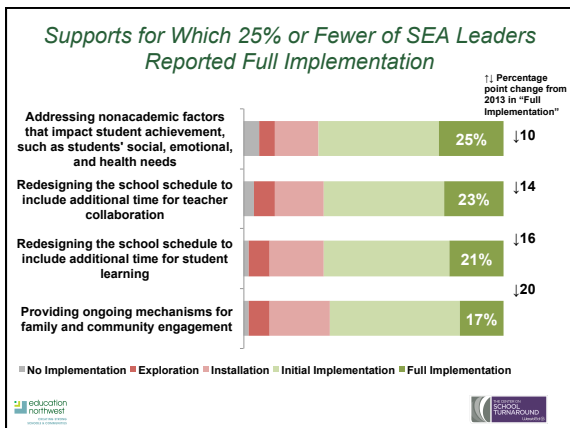
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Poll: Perceived Changes

Do these changes in reported implementation surprise you?


- a) Yes
- b) No



Poll: What Accounts for Changes?

Why do you think these changes in reported implementation occurred?

- a) Initiatives outside of SIG
- b) Program maturation
- c) Changes in SEA capacity to support implementation
- d) More accurate assessment of implementation
- e) Other




DISCUSSION

Discussion Questions

What are additional areas of need not identified by the monitoring reports or survey?

Several capacity building issues emerged from the data. What aspects of district and SEA capacity are of most interest and need?


What are the needs and issues that SEAs are facing in their efforts to support districts and schools in sustaining improvements?



Discussion Questions

How could OST, CST, and States provide better support for school turnaround efforts?


How could we best provide technical assistance to address identified areas of need?





CLOSING AND NEXT STEPS



For more information on the survey contact:
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For more information about the CST contact:
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www.centeronschoolturnaround.org



TECHNICAL ASSISTANCE OPPORTUNITIES

- If you are interested in learning more about targeted technical assistance opportunities, please contact your Office of School Turnaround state contact.
- We also encourage you to visit the School Turnaround Learning Community to find resources and webinars and participate in discussions.

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