

WAIVERS 2011

School Levels of Support

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PRIORITY SCHOOLS

- ◉ By definition : A priority school is a school whose overall score on the School Performance Index is at/or below the 5th percentile. The total number of priority schools must be at least five percent of the Title I and **Title I eligible** schools in the state.
- ◉ Each district with one or more of these schools must implement, for three years, meaningful interventions aligned with the turnaround principles.

INDEX OF SCHOOL PERFORMANCE HIGH SCHOOLS

At the High School level, the School Performance Index encompasses the following key indicators:

2012-13 & 2013-14 Points: 45	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 45	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 10
2014-15 Points: 25	2014-15 Points: 25	2014-15 Points: 20	2014-15 Points: 20	2014-15 Points: 10
Indicator #1: Student Achievement --Percent proficient or higher in reading and math in grade 11 on state assessment Calculation includes: --Gap Group score --Non-Gap Group score --Unduplicated count	Indicator #2: Academic Growth --THIS PIECE NOT IN PLACE UNTIL 2014-15 when appropriate assessment tool expected to be available. --Also looking at earlier high school assessment options - 9 th or 10 th grade.	Indicator #3: College & Career Ready --Graduation rate --Percent of students pursuing postsecondary 18 months after graduation --Percent of ACT or National Career Readiness/Work Keys scores at college/career ready level	Indicator #4: Effective Teachers & Principals --Aggregate number of teachers in each of four categories: Unsatisfactory, Basic, Proficient, Distinguished --THIS PIECE NOT IN PLACE UNTIL 2014-15	Indicator #5: School Climate Survey --Content of survey needs to be determined
Implemented in 2012-13	Implemented in 2014-15	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2012-13

INDEX OF SCHOOL PERFORMANCE ELEMENTARY & MIDDLE SCHOOLS

At the Elementary and Middle School levels, the School Performance Index will include encompass the following key indicators:

2012-13 & 2013-14 Points: 35	2012-13 & 2013-14 Points: 35	2012-13 & 2013-14 Points: 20	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 10
2014-15 Points: 25	2014-15 Points: 25	2014-15 Points: 20	2014-15 Points: 20	2014-15 Points: 10
Indicator #1: Student Achievement --Percent proficient or higher in reading and math in grades 3-8 on state assessment Calculation includes: --Gap Group score --Non-Gap Group score --Unduplicated count	Indicator#2: Academic Growth --Value added (linear regression) model based on student growth - factoring for certain variables	Indicator #3: Attendance	Indicator #4: Effective Teachers & Principals --Aggregate number of teachers in each of four categories: Unsatisfactory, Basic, Proficient, Distinguished --THIS PIECE NOT IN PLACE UNTIL 2014-15	Indicator #5: School Climate Survey ... points --Content of survey needs to be determined
Implemented in 2012-13	Implemented in 2012-13	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2012-13

STATE LEVEL OF SUPPORT

- ◉ Publicly Identify Priority Schools
- ◉ Conduct a District Level Program Audit (model attached) year 1
- ◉ Provide a School Support Staff member to each priority school (1,2,3)
- ◉ State support of Academy of Pace Setting Districts year 1
- ◉ Monitor quarterly progress (1,2,3,)
- ◉ Support to schools in the Indistar implementation



DISTRICT LEVEL OF SUPPORT

- ◉ District Level Support
- ◉ Must attend and participate in the Academy of Pace Setting Districts (year 1)
- ◉ Review the performance of the current school principal and either replaces the principal if such a change is necessary or demonstrates to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort. (principal evaluation)
- ◉ Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget (1,2,3)

SCHOOL LEVEL OF SUPPORT

- ◉ Utilize Indistar to develop a school transformation plan utilizing the rapid turnaround indicators (1,2,3)
- ◉ Conduct a **four** lens data analysis to strengthen the school's instructional program based on student needs (1,2,3)
- ◉ Ensure that the instructional program is research-based, rigorous, and aligned with State academic content standards.(1,2,3)

CONTINUED

- ◉ Redesign the school day week or year to include additional time for student learning and teacher collaboration. Priority schools will need to significantly increase the learning time for their students (minimum of 300 hours) per school year. Districts may choose to either: 1. Transform school day schedule 2. Extend the school day 3. Alter the school year structure.
- ◉ Ensure through the teacher evaluation process that teachers are effective and able to improve instruction by: (1) Reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort (2) Preventing ineffective teachers from transferring to these priority schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs. (1,2,3)

FOCUS SCHOOLS

- ◉ By definition: is a school whose overall score on the School Performance Index is at/or below the 15th percentile but above the 5th percentile.
- ◉ The total number of Focus Schools must be at least 10 percent of the Title I and Title I eligible schools in the state.
- ◉ Each district with one or more of these schools must implement, for two years, meaningful interventions aligned with the turnaround principles.

STATE LEVEL OF SUPPORT

- ◉ State Level Support
- ◉ Support for the IndiStar analysis of effective practices
- ◉ Ongoing monitoring of school progress



DISTRICT LEVEL OF SUPPORT

- ◉ District support
- ◉ Principal evaluation
- ◉ Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget



SCHOOL SUPPORT

- ◉ School Support
- ◉ Implementation for the IndiStar analysis of effective practices.
- ◉ Ensure through the teacher evaluation process that teachers are effective and able to improve instruction by: (1) Reviewing the quality of all staff (2) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.



**HAVE A GREAT
HOLIDAY!**

Kris and the Title Team