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SUMMARY OF STATES' STRATEGIES FOR ESEA PRIORITY SCHOOLS

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The Questions

How are ESEA Priority schools identified? What support does the state provide for Priority Schools? What triggers are used for schools existing Priority status? Do Focus schools that fail to improve become designated as Priority schools?

Introduction

By the end of 2013, 42 states and the District of Columbia have been granted flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. Each state was required to develop a school accountability system that could be used to identify Priority schools (the lowest ranked 5% of schools in the state) and Focus schools (those with the largest achievement gaps). This report was written in response to a request made of the Building State Capacity and Productivity Center (BSCP Center) by a state education agency on how states identify Priority schools, what supports are provided, and criteria for exiting Priority status. Additionally, the state wanted to know whether Focus schools that fail to improve could move to Priority status.

The purpose of this report is to summarize states' strategies for dealing with their ESEA Priority schools, based mainly on their responses to parts of Section 2.D (Priority Schools) of their flexibility requests (see http://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html):

> 2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools.
>
> 2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Additional material comes from Sections 2.A (Develop and implement a State-based system of differentiated recognition, accountability and support) and 2.E (Focus Schools).

This is a companion report to BSCP's *Solutions* (Issue No. 2): *Summary of States' Strategies and Consequences for ESEA Focus Schools*. As in that report, the text in the following tables comes directly from the states' flexibility requests, although in some instances language in the flexibility requests has been paraphrased or summarized. States vary considerably in the degree of detail provided for their proposed Priority school interventions; the summaries in this document will, of course, reflect that.

The summaries in this document cannot reflect the totality of states' flexibility requests. Readers who wish more detail should consult the states' approved requests. For readers seeking additional information, a link to each state's flexibility web site is given. Further information on the flexibility process is available at the U. S. Department of Education's site, http://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html. Links to relevant state documents and resources mentioned in the requests have been provided wherever possible.

Can Focus Schools Become Priority Schools?

Five of the 43 jurisdictions that were granted waivers (Arizona, Idaho, Pennsylvania, Rhode Island, and South Dakota) specifically state that failing Focus schools could be placed in Priority status and therefore subject to Priority school requirements.

An additional seven states (Alaska, Arkansas, Colorado, Florida, Maine, Mississippi, and New York) do not use the term "Priority school," but impose sanctions very much like those to which Priority schools are subject. These sanctions may include closure, restart, removal of the principal, removal of the school from local education agency control, and loss or delay in funding.

Four states (Missouri, New Hampshire, North Carolina, and Virginia) subject failing Focus schools to increased state oversight and/or more prescriptive interventions. Such schools are required to employ different strategies to address their achievement gaps.

Of the 42 states and the District of Columbia, 17 (about 40%) do not discuss what happens to Focus schools that fail to improve, although one (Washington) is exploring the possibility of consequences for those schools. Three states (Ohio, Tennessee, and Delaware) indicate that those Focus schools will remain in Focus status.

List of Tables

Table 1. Alabama

Web site	http://www.alsde.edu/home/general/plan_2020_esea.aspx
How Priority schools are identified	During the 2013–2014 school year, the State will complete development on its new multi-measure index that will serve to provide schools and districts with a more nuanced view of their performance and progress to pinpoint areas of need. The index will take into account, for example, gaps between each disaggregated student subgroup and the performance of all students in the State. Alabama will identify the lowest-performing schools in the State as Priority schools and ensure that districts implement meaningful interventions in these schools. Alabama will identify schools currently implementing school intervention models under the School Improvement Grant (SIG) program, schools with graduation rates below 60 percent, and the lowest-performing schools based on combined English/language arts and mathematics performance. All non-SIG schools will use the 2013–2014 school year as a planning year and fully implement interventions beginning in the 2014–2015 school year. Alabama will also review the performance of schools that students in Priority schools previously attended (*i.e.*, feeder schools) and require interventions in these schools as part of a systemic approach to school turnaround. Alabama will hold districts accountable for improving student achievement, closing achievement gaps, and increasing graduation rates for all students and subgroups. Alabama's RPTs will engage in monitoring of all districts and will work closely with districts with Priority and Focus schools to plan, implement, and refine interventions. The RPTs will serve as a liaison between the State and its districts to report on progress and refine support provided to schools and districts accordingly. 1. All SIG Tier 1 and 2 schools. 2. All schools with a Graduation Rate of less than 60% (using 2012 data). 3. Schools with the lowest ranking achievement that have not shown progress (2010 to 2012). 4. Schools will be selected until at least 5% of Title I schools are named. The following process will be applied: 1. Use the AYP after appeals database for 2010, 2011, and 2012. 2. Determine the bottom 5% of Alabama schools utilizing the following rules: • Determine the number of students scoring in Levels 3 and 4 for both reading and mathematics in 2010, 2011, and 2012. • Determine the number of students who participated in the test for 2010, 2011, and 2012. • Use the number of students that scored in Levels 3 and 4 as the numerator and the number of students that participated in the assessments as the denominator • Take the three-year average percentages and rank-order them from highest to lowest • Indicate the bottom 5% cutoff based upon the number of schools ranked (minimum of 47 Title I schools) In Fall 2016 Priority schools will be the classification for: 1. Any school that is a Tier I or Tier II school improvement grant (SIG) school as of September 30, 2012, if applicable. 2. Any school with a graduation rate of less than 60% for two or more consecutive years. OR

3. The lowest ranking scores using the School/District Performance Index so that at least 5% of the Title I schools are classified as Priority based on achievement and lack of progress.

Schools are selected from this list until at least 5% of the Title I schools are classified as Priority.

Supports provided

Upon identification as a Priority School, a comprehensive assessment/instructional audit will be conducted through a multi-day on-site instructional review process. A summary report that outlines the results of the comprehensive assessment will be shared with the school leaders following the on-site visit.

The results of this multi-day, on-site assessment/instructional audit will provide information that will be considered to determine whether the school and district have the capacity to lead the intervention process.

To tailor support to all school and districts, Alabama will provide a core set of resources to all schools and more intensive support to its lowest-performing schools through 11 new Regional Planning Teams (RPTs). These teams include staff from the State's Regional In-Service Centers (RICs), the State educational agency, and institutions of higher education, and will partner with school and district staff in Priority and Focus schools to conduct needs assessments, select interventions, develop and implement improvement plans, and monitor and support staff.

The RPT along with a member of the School Turnaround Team will plan with the district to identify gaps in foundational elements that can be addressed fairly quickly. These "quick fixes" will be reflected in 30-60-90 day plans.

Concurrently, a broader range of stakeholders/partners will engage in a deeper study to begin thinking innovatively about the school and feeder pattern and the ideal vision for the school and community. This collaborative effort will include a review of the feeder schools' data to determine whether a feeder pattern intervention is needed as opposed to a single school intervention.

The RPT will review models of school improvement that reflect the eight turnaround principles with district, school, and feeder school leaders. These models will be customized to meet the specific needs and priorities of the schools. Differentiated support will be based on the districts' priorities as determined from a review and analysis of each school's continuous improvement plan and the on-site assessment/instructional audit mentioned above. The ALSDE has a combined regional support staff (RSS) of over 300 specialists/coaches. These specialists/coaches have individual expertise and experience in specific curriculum content, instruction, data analysis, leadership, engaging parents, and effective school practices.

Exit criteria

To exit Priority School status, a school must:

1. Implement intervention services for a minimum of three consecutive years;
2. Rank higher than the lowest 5 percent of Title I schools for two or more consecutive years.
3. High schools that had a graduation rate of less than 60% must show improvement by increasing the graduation rate to 70% or above for two consecutive years.
4. Maintain a participation rate of 95% or more on administered assessments.
5. Meet or exceed the AMO goals for the "all students" subgroup for two consecutive years.

If a Priority School has failed to make significant improvement after three years:

1. The school may lose the autonomy to select and implement interventions to address the learning needs of students.
2. Changes in leaders and teachers may be made.
3. A district facilitator may be assigned to ensure that the CIP is carried out to fidelity.
4. The District and/or ALSDE may intervene in the daily operations of the school.

The table below includes some proposed research-based interventions aligned with the turnaround principles that Priority Schools may implement to meet their specific needs and priorities.

Intervention Strategies for Priority Schools	
Turnaround Principle	Strategic Interventions
School Leadership	Provide building administrators the authority and autonomy to hire and manage teacher placement, budget, and school schedule; review the performance of the current principal to determine if the principal has a track record of improving achievement and has the ability to lead the turnaround effort; replace current principal if indicated; and connect the principal with a mentor
School Climate and Culture	Implement a culturally responsive support system to improve safety, discipline, attendance, and other non-academic factors such as social, emotional, and health needs of all students
Effective Instruction	Implement rigorous core instruction aligned with CCRS; implement differentiated instruction for all students based on individual needs; use instructional coaches to provide support for research-based instructional strategies
Curriculum, Assessment, and Intervention System	Align curriculum, resources, and assessments with CCRS; implement research-based instructional strategies; use formative assessments to guide instruction; provide appropriate interventions to meet the needs of all students
Effective Staffing Practices	Recruit and hire effective leaders and staff; evaluate the strengths and areas of need of current staff; provide effective PD aligned with the school improvement process; establish a comprehensive system to support teachers with content, pedagogy, and implementation of CCRS; establish a comprehensive system to support teachers struggling with meeting the instructional needs of students with disabilities, low achievement, and ELS; realign and retain staff as needed
Enabling the Effective Use of Data	Utilize data to make instructional and curricular decisions; use data to identify and prioritize needs; provide PD on analyzing and using data to inform instruction and provide collaborative time for review
	and use of data
Effective Use of Time	Design and/or redesign time to meet individual student needs and increase time for learning; provide time for teacher collaboration focused on improving teaching and learning
Effective Family and Community Engagement	Hold community meetings to review school performance; discuss the school interventions to be implemented; complete school improvement plans in line with the intervention model; collect perception surveys; engage parents, family, and community in the school learning process with a focus on academic achievement for all students

Once the precise intervention strategies are determined by the collaborative planning of the RPT and district, then appropriate Regional Support Staff (RSS) will immediately be assigned to the district and/or schools. RSS will focus support on the 30-60-90 day plans. The RPT and district will meet regularly throughout the year to assess progress and make adjustments. The long-range plans (ASSIST) will be reviewed regularly in order to adjust

	and revise strategies. A three-year commitment will be required in order to build capacity and ensure sustainability. The plan will be adjusted each year based on data and evaluation.
Can Focus schools become Priority schools ?	The flexibility request does not say that Focus schools that fail to make progress can become Priority schools. If a Focus school continues to meet the requirements to be identified as a Focus School or has failed to make significant improvement after two years: 1. The school will lose the autonomy to select and implement interventions to address the learning needs of students. 2. Changes in leaders and teachers may be made. 3. A district facilitator may be assigned to diagnose and support improvement among the effective subgroups and will ensure that the CIP plan is carried out to fidelity. 4. The District and/or ALSDE may intervene in the daily operations of the school.

Table 2. Alaska

Web site	http://education.alaska.gov/akaccountability/
How Priority schools are identified	At the core of Alaska's differentiated system of recognition, accountability and support is the Alaska School Performance Index (ASPI). At the elementary and middle school levels, the ASPI is comprised of academic achievement, school progress, and attendance; in addition, at the high school level, the ASPI includes graduation rate and a college- and career-ready indicator. The components of the ASPI are weighted differently depending on a school's grade level. Each school will receive a rating based on its ASPI score from 5 stars (highest performing) to 1 star (lowest performing). Alaska will identify the lowest-performing schools in the State as "Priority schools" and ensure that districts implement meaningful interventions in these schools. Alaska will identify Priority schools from among the Title-I schools with a 1-star rating on the ASPI. All Priority schools must implement interventions aligned with the turnaround principles beginning in the 2013–2014 school year for a minimum of three years. Alaska will provide oversight and support, including assigning a Support Coach to each school.
Supports provided	Priority schools will be required to implement meaningful interventions aligned with all seven of the turnaround principles beginning in the first year and continuing for a minimum of three years. Each identified Priority school will complete a needs assessment and an implementation plan with assistance from and approval by a department staff liaison assigned to the school. The plan will include specific interventions based on the school's needs assessment, a timeline for the interventions, and the key dates for reporting and monitoring implementation of the plan. The turnaround principles align with the Alaska Effective Schools Framework. The framework is based on six domains that represent important areas of school functioning: curriculum, assessment, instruction, supportive learning environment, professional development, and leadership. Each domain includes a set of indicators and a rubric against which evidence of implementation is rated – from little or no development or implementation to exemplary level of development and implementation of the indicator. These six domains are the basis of several tools used to determine areas in which schools need to improve and in planning school improvement strategies and actions to increase the school's level of implementation of effective practices in each domain. Priority schools will be held accountable through the district- and school level audit process. Oversight and support provided include: • Mandatory participation of selected schools in **professional development events** such as Curriculum Alignment Institute, Alaska School Leadership Institute, and Anchorage RTI conference. • **School Improvement Plan** and District Improvement Plan reviews to check for fidelity of implementation. The Alaska Effective Schools Framework provides guidance for assessing school improvement progress and organizing further action. The online planning tool Alaska STEPP embodies this framework and provides the structure for schools and districts to be continually engaged in their own improvement efforts.

	• Upon review of districts' school improvement plans and efforts, the audit process can recommend an **independent onsite audit** of instructional practice to further clarify the school improvement progress and needs of a district and the designated schools. • **School leadership support** through Alaska Innovative School Leaders Academy (AISLA) targeting experienced principals working in 1-star and 2-star schools. AISLA members will participate in a wide array of face-to-face and web-based activities that provide the knowledge and resources to address the specific challenges of implementing educational reforms. New principals working in 1- and 2-star schools will continue to be served by the Alaska Administrative Coaching Project upon which AISLA is based. • ・ **State System of Support Coaches** will continue to serve the lowest performing schools and districts – the Priority schools. Each coach, assigned to one or two high-needs schools or districts, provides ongoing improvement planning, professional development, and support of School Improvement Plans. This support includes one site-visit (of five days) per month and ongoing distance coaching between visits.
Exit criteria	In order to exit Priority status, the school must have improved at least 6 points on the ASPI and have a three- year average (consecutive years, including the current year) on the growth and proficiency index score for the all students group and each primary subgroup of at least 90 points to show that progress is being made. A school that meets this target at the end of the first or second year of Priority status will be recognized as making progress, but it will not be removed from the list of Priority schools until the end of the full three years of implementation of interventions. This will allow the school to continue to qualify for the additional funding and support to continue on the path of improvement. If the Priority school is not ready to exit Priority status at the end of three years, the State will re-identify the school as a Priority school for the next three-year cycle and may take additional actions by requiring the school district to implement specific instructional strategies, by requiring external coaches or providers to support the school in identified areas, or by appointing a trustee or other external contractor to oversee the finances of the district, or by causing the district's funding under ESEA or State funding to be redirected to pay for required actions or to a holding account for the district until the actions are completed. In order to exit focus status, the school must show improvement of at least 5 points in the growth and proficiency index (average of three consecutive years, including the most current year) in the all students group and in any specific subgroups in which the school was identified as a focus school. If the school was identified as a focus school for a graduation rate less than 60%, then the graduation rate must improve to greater than 60% (measured as an average over three consecutive years, including the current year). If a Title I focus school exits focus status before the end of three years from initial identification, the State will review the Title I schools with 1- and 2-star ratings on the current year's data that are not already identified as Priority or focus schools, and will use the same process to select replacement focus school(s) to keep the number of Title I focus schools at 28 over the period of three years until the ASPI and AMO targets are reset based on the new assessments.
Can Focus schools	The flexibility request does not discuss the possibility of unsuccessful Focus schools turning into Priority schools. The department has statutory authority to

become Priority schools?	remove administrators who are responsible for the lack of progress. The department also has authority to redirect funding for a school or district that does not make progress. Although the department has had best success in interventions that are led by the district, the department has appointed a trustee in one district and been deeply involved in personnel and curricular matters in two other districts in which progress has been delayed.

Table 3. Arizona

Web site	http://www.azed.gov/eseawaiver/
How Priority schools are identified	The Arizona A-F Letter Grade System is the foundation used to identify Priority Schools. The first criterion for Priority Schools is currently served Tier I and Tier II SIG schools. The second criterion is a Title I eligible school with a graduation rate less than 60% for 3 consecutive years. Consistent with the identification of Tier II Persistently Lowest Achieving Schools in 2009 and 2010, Title I eligible high schools that are accountable under the Alternative Schools Model are not included in this criteria. Finally, the lowest performing schools, using two criteria based on the A-F Letter Grade, are included as Priority Schools after removing the schools accountable under the Alternative Schools Model. First, all Title I schools with an overall grade of 'F' are identified. Second, Title I schools that have among the lowest overall points in the A-F Letter Grade System are selected. A school receives an 'F' letter grade by showing a history of low performance, but might not have the lowest total points in the current year. So, by including the schools with the lowest total points, we capture the schools with a history of poor performance and also those with the worst performance in the current year. For schools accountable under the Alternative Schools Model, those among the bottom 5% on total points in the A-F Letter Grade Alternative Model will be identified as Priority Schools.
Supports provided	It is ADE's contention, based on research and prior experience in failing schools, that the entry point for lasting and sustainable reform at the school level is the Local Education Agency (LEA). In Arizona, LEAs include traditional school districts and charter holders. LEA leadership teams are charged with facilitating and monitoring the improvement efforts at both the school and LEA. The required seven interventions have been aligned with the major components of the Transformation and Turnaround models currently being implemented in LEAs awarded the School Improvement Grant funds as well as the turnaround principles outlined in the ESEA Flexibility Guidance. The interventions have been cross-walked as well as with the Six Quality Indicators of High-Achieving Schools10 and are used as the foundation of the 2011 Tier III School Improvement Grants currently being released and funded. The interventions were further developed and defined based on the lessons learned from the SIG implementation over the last two years. LEAs are required to include components of all seven interventions in their LEA and School Continuous Improvement Plan. Although the seven interventions have a number of components, it is not expected that the LEA would implement every component at one time. The LEA will determine which of the components are functioning in their system and identify the components that are not functioning or implemented. This would be the starting point for the LEA. To ensure support for the LEA in accomplishing their turnaround efforts, ADE's School Improvement and Intervention Section will form an ADE Technical Assistance and Oversight Team to address gaps in subgroup achievement. The members of this team will include ADE staff from the following sections: Exceptional Student Services, OELAS (staff that serve our English language learners), Title I staff representatives that focus on Low SES, Native Americans and parent involvement, Special Populations for migrant and homeless services, Career and Technical Education, K-12 Literacy, Title II, Dropout Prevention, and a staff person with Arizona's Charter School Board. This committee will ensure that

staff with expertise in serving special populations and the state services provided can be easily accessed.

Intervention 1: Strong, Effective Leadership
An LEA with a Priority School is required to review the effectiveness of the school's leaders. The LEA must determine if the principal must be replaced based on this review. The review will be in collaboration with ADE SII staff and based on Public Impacts "Turnaround Leadership Competencies". If the LEA determines to reassign the principal, the LEA shall collaborate with ADE on the reassignment.

The LEA must develop criteria to use to hire an instructional leader and provide evidence that the new principal:

- Has a track record of increasing student achievement on standardized test scores as well as overall student growth, as well as growth of the subgroups in the school.
- Exhibits competencies in the areas of driving for results, problem-solving, and showing confidence to lead.
- Has a minimum of three years previous principal experience. A principal that is continuing at the school must attend an ADE approved leadership development program.
- Has experience supervising implementation of multiple programs at the school level, including but not limited to special education, Title I, and English language learners.

The LEA must also provide evidence that:

- There is a program in place that supports the leadership team in their instructional and management skill development.
- The new principal has been granted sufficient **operational flexibility** (including 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.
- LEA administrator roles have been refined to more directly support and monitor classroom instruction through the development of systems and processes (e.g., observation protocols) for teachers and administrators to analyze and monitor student data and classroom instruction.

Intervention 2: Effective Teachers
In order to ensure that teachers in Priority Schools are able to improve instruction, the LEA is required to review all existing staff using an approved evaluation system that is fully aligned to Arizona's Teacher and Principal Evaluation Framework. The LEA is required to retain instructional staff determined to be effective and reassign or replace instructional staff determined not to be effective (in collaboration with ADE).

The LEA must also:

- Identify critical teacher skills including knowledge-based competencies and general abilities to school improvement that are specific to all learners including additional knowledge and abilities related to subgroups of students (SWD and ELL).
- Develop new job descriptions, hiring rubrics and interview protocols incorporating the critical skills identified above.

Develop an effective instruction framework (based on current and best practice) that is aligned with the curriculum, addresses learning needs of diverse populations, communicated to all stakeholders, and is incorporated into the teacher/principal evaluation system.

- Provide training to staff regarding the teacher/principal evaluation system.

- Implement a classroom walkthrough protocol that includes follow-up and teacher support to change behavior and instructional practices that addresses the needs of a diverse group of learners.
- Provide principals and vice-principals with professional development on monitoring classroom instruction and effective use of the classroom walkthrough protocol for monitoring instruction provided to all students, as well as specific subgroups of students educated in the school.
- If a multi-school LEA, develop and implement a plan to equitably transfer effective teachers, (general classroom and specialists), administrators, and instructional coaches from performing schools to the Priority School. The plan must be fair, consistent, transparent, and reliable.

An LEA with a Priority School must provide professional development that is relevant to school needs, based in classroom practice, and reinforced through ongoing support. The LEA must:

- Implement a formal policy providing for organized weekly teacher collaboration time during the work day for teachers to work in vertical and horizontal teams for the purpose of improving instruction for all students including students with disabilities and ELLs. Teachers would share specific instructional strategies for low performing students including Structured English Immersion (SEI) strategies for ELLs.
- Provide the Priority School an academic coach to develop and model effective lessons, provide job embedded professional development, analyze data, and spend at least 80% of contracted time in the classroom or working with teachers.
- Provide intensive and targeted support of new teachers through orientation, coaching, and mentoring programs.
- Create a professional development model, organized around district/ school goals, that:
    - Is developed by a stakeholder team including district/ school leaders, teachers, and other qualified stakeholders with defined roles and responsibilities
    - Provides a systematic, focused, comprehensive, and standards-driven approach and structure
    - Utilizes multiple data points beyond yearly state assessments to indicate professional development needs

Intervention 3: Additional Instruction Time

An LEA with a Priority School is required to perform an instructional time audit. The audit will focus on teacher use of effective, research-based instructional strategies during core instruction as well as the use of scheduled learning time in the school day or extended day. Based on the audit findings, the LEA will create a plan to maximize instruction time in core subjects; extend the school week, day or year; ensure the extended learning time is available to all students, or if focused on staff development, available to all teachers; evaluate the effectiveness of extended learning time.

Intervention 4: Strengthen Instructional Program Based on Student Needs

An LEA with a Priority School is required to implement a standards-based curriculum that provides flexibility to meet the needs of all students, including students with disabilities, ELLs, gifted and talented, and economically disadvantaged students. The LEA must provide evidence that the curriculum is:

- Articulated clearly across all grade levels and subject areas, and at key transition points to close gaps and eliminate duplication.
- Supported with instructional materials that are aligned with Arizona's Common Core Standards and district benchmarks. Materials should not be limited to textbooks.
- Research-based and consistently implemented within each grade level and content area across the district's schools.
    - Includes Universal Design for Learning: UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size- fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.
- Reinforced with evidence-based interventions shown to be effective with at-risk students, including students with disabilities and students with limited English proficiency. If the LEA contains elementary grades, the LEA must provide evidence that interventions address A.R.S §15-701.
- Reinforced with evidence-based enrichment activities for gifted and talented students.
- Supported with a complete set of pacing guides or curriculum maps, and sample instructional strategies aligned with state standards and/or grade level expectations.
- In adherence with the English language proficiency (ELP) standards for students with limited or no English language knowledge, experience, or skills.
- In adherence with the specific accommodations, modifications, and supports that must be provided for students in accordance with their IEPs.

The LEA must demonstrate how the LEA is aligning other initiatives and resources to support the curriculum needs of the Priority School.

Intervention 5: Data Informs Instruction
An LEA with a Priority School is required to use data to inform instruction.

Intervention 6: School Environment Focused on Achievement/ Non-Academic Factors Affecting Student Achievement
The LEA must establish policies and procedures that support continuous improvement strategies for developing a no- excuses culture focused on measureable outcomes. These policies and procedures must provide evidence of the following:

Managerial Operations
A well-documented process for the wise use of funds that focuses on student achievement and demonstrates expenditure of sufficient resources, including time, personnel, funding, and technology using many funding sources.
Scheduled time for the LEA and school board to regularly analyze the impact of its decisions on student achievement and stakeholder engagement.
Refined management and operational functions to more efficiently streamline district finances that explicitly connect to supporting teaching and learning.
Documented mutually supportive roles of the school board, superintendent, and LEA leadership (e.g., school board develops and sets policy and advocates for the districts; superintendent manages the district which includes hiring, terminating and fiscal management).
Up-to-date compliance of state and federal mandates, as well as school board and district level policies.

A process for evaluating overall improvement capacities, consisting of district structures, policies, processes, and programs intentionally designed to improve organizational capacity and quality.

LEA and School Vision
An inclusive process of developing a sustained and shared philosophy, vision and mission that promotes a culture of excellence.
A defined and clearly articulated instructional model for educating "at-risk" populations, including students with disabilities, ELLs, high poverty/mobility, and credit-deficient students.
A plan for systematically sharing information and working collaboratively with stakeholders to achieve the district vision and mission. The plan includes a calendar of events and adequate time frame for allowing stakeholder's input in important decisions.
LEA provides a comprehensive plan to monitor implementation of the LEA's Continuous Improvement Plan, as well as monitoring of school leadership in its implementation of the improvement plan strategies and action steps.
A process to celebrate student and teacher achievement regularly and to provide incentives for making progress toward meeting school and LEA goals.
The LEA and school board participate in school improvement training to build shared academic knowledge, values and commitment.

Safety and Codes of Conduct
Clear, research-based descriptions of expected classroom practices that will achieve high Priority results, and address gaps in the low-performing schools, such as PBIS.
Policies are created that support and monitor an equitable code of conduct that actively promotes social skills, conflict management, and prevention programs to create an environment conductive to teaching and learning.
School and LEA maintains facilities that support a culturally responsive and safe environment conducive to student learning.
Transitions

Provide additional support for students at key transition points-PK through kindergarten, elementary through middle school, and middle school through high school. This support could include Head Start opportunities, school orientation, Education and Career Action Plans (ECAP), early warning systems, IEP transitions for students with disabilities, transitional placement for students who are no longer classified as ELL, college fairs, and others.

Intervention 7: Engaging Families and Communities

The LEA must provide evidence that:

1) School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement.

Parents serve on school improvement teams and they should be representative of all subgroups within the school.
School leadership continually assesses the quality and impact of its parent/ community communication system utilizing multiple survey strategies. In response to the data, adjustments are made to the system.
Communication strategies are culturally and linguistically appropriate.
A system to recruit volunteers is in place that matches the abilities

	and interests of businesses/ community agencies/ families with a variety of volunteer opportunities. The support system for LEAs and schools in improvement status, both federal and state systems, consists of four components, Technical Assistance, Professional Development, Progress Monitoring and Compliance Monitoring. The level of service and requirements is based on the level of need exhibited by the LEA and school. The level of need is determined based on multiple factors including percent proficiency and progress over time on the state assessment. The multiple-tiered system of support was fashioned after the RTI Model with Universal, Targeted and Intensive levels. Priority Schools receive site visits every 1-2 months; targeted professional development in leadership and instruction for students with special needs; quarterly progress monitoring by SEA staff; on-site comprehensive fiscal and programmatic monitoring; and cash management review.
Exit criteria	To exit Priority status, a school must meet rigorous criteria, depending on the reason for being in Priority status. Schools designated as a Priority School because of achievement will need to meet the following criteria to exit Priority status: SIG schools, and those among the lowest performing schools ('F' schools and low performing 'D' schools) must maintain a letter grade of C or better for two consecutive years and have at least 50% of students passing AIMS or show at least a 10 percent increase in the percent of students passing AIMS each year. Schools in Priority Status due to a low graduation rate must demonstrate growth by meeting the following criteria: Schools with a graduation rate below 50% must meet a graduation rate of 60% and have an annual increase of 2% for 2 consecutive years. Schools with a graduation rate above 50% must meet a graduation rate of 70% and have an annual increase of 2% for 2 consecutive years. Even if these goals are obtained there must be a minimum of three years of intervention implementation. Furthermore, if a school exits Priority status but has an individual subgroup(s) that has not met AMOs the LEA will be responsible for ensuring that the school continues to address the academic improvement of the specific subgroup(s) as part of the school's continuous improvement plan until AMOs are met. The LEA will continue to be monitored by ADE's School Improvement and Intervention Section while addressing the needs of the individual subgroup(s).

Can Focus schools become Priority schools?	Yes, a school may be converted to Priority status. If it is a charter school, the charter authorizer and the state charter schools board will be notified. LEAs will be required to offer and set aside funds for school choice. Even if a school exits focus status, school choice and transportation must still be provided to students participating in school choice. Consequences for LEAs that don't fully implement interventions, are resistive to implementing the interventions, or do not make progress towards earning a Letter Grade of C or better within two years: • Conduct a Systems Audit at the LEA and school levels. Determine if the school should be reclassified to Priority School status based on the thorough examination of the LEA and school systems. • If the LEA does not provide evidence of quality implementation and results within six months, School Improvement Grant funding will be discontinued and/or Title IA funds will be placed on a programmatic hold.

Table 4: Arkansas

Web site	http://www.arkansased.org/esea-flexibility
How Priority schools are identified	Calculations for Priority Schools were based on performance levels from Arkansas criterion-referenced assessments in 2009, 2010 and 2011 for Grades 3 through 8, Algebra and Geometry End of Course Exams, and Grade 11 Literacy Exams. Percentages included all students completing a full academic year, as well as students completing an alternate assessment. 1. Schools were ranked on current performance based on 2011 academic achievement for mathematics and literacy combined using an added ranks method. a. Schools were sorted from highest to lowest for the percentage of students proficient in mathematics in 2011. Each school was assigned a rank based on this order with 1 representing the highest ranked performance. b. Schools were sorted from highest to lowest for the percentage of students proficient in literacy in 2011. Each school was assigned a rank based on this order with 1 representing the highest ranked performance. c. An overall rank for 2011 academic achievement was obtained by summing the ranks for mathematics and literacy. Lowest performing schools in 2011 had the highest summed ranks. 2. Schools were ranked on progress by utilizing the added ranks method for 2009, 2010 and 2011 performance. a. Schools were sorted from highest to lowest for percentage of students proficient in mathematics for each year. Each school was assigned a rank value based on this order for each year, with 1 representing the highest ranked performance. b. Schools were sorted from highest to lowest for percentage of students proficient in literacy for each year. Each school was assigned a rank based on this order for each year, with 1 representing the highest ranked performance. c. Overall ranks for 2009 and 2010 were obtained by summing the ranks for mathematics and literacy. d. A 3-year progress ranking was obtained by summing the 2009, 2010 and 2011 overall rank values. 3. A final combined rank score was obtained by creating a weighted sum that included overall rank for performance in 2011 and the overall 3-year progress rank. Three-year progress was weighted 1.0 and 2011 performance was weighted .80, thus giving slightly more credit to schools that may have been low performing, but demonstrated progress during the three years. 4. The schools identified as persistently lowest-achieving were the bottom 5 percent of schools when sorted by the final combined rank score. Schools participating as Tier I or Tier II schools under SIG were included in the 5 percent.
Supports provided	Under the Arkansas ESEA Flexibility proposal, Priority Schools will undergo a diagnostic analysis and needs assessment. The findings from this process will be used to develop a 3-year Priority Intervention Plan (PIP). The diagnostic analysis process will be used to identify the barriers within the LEA and its associated Priority School(s) that have prevented development of a supportive school culture for high achievement. Priority Schools will be given flexibility to use Title I funds previously set aside under ESEA Section 1116 (b) to support implementation of its

PIP with approval from the ADE. Schools must commit to a minimum term of three years of collaboration with an external provider with dissolution allowed only with approval of the ADE. The level of involvement of the lead SI (School Improvement) specialist will be deeper than in the prior differentiated accountability model, particularly in ensuring the schools are meeting their interim measurable objectives and intervening earlier to hold schools accountable for progress. Schools will be required to continue interventions under ADE SIS monitoring for three years once exited from Priority Status to ensure continuity of interventions and sustained progress.

Teacher and leader effectiveness are primary components for emphasis within the PIP. District involvement in the needs assessment and subsequent PIP development maximizes the opportunity for assessing leader effectiveness and ensuring an effective leader is in place or developed within its Priority School(s). In the event it is determined during the needs assessment that leadership must be replaced, the district will take this action prior to development of the PIP. The PIP will be developed with participation of the new leader, rather than the leader being replaced. Likewise, district involvement in the PIP is essential to assessing teacher effectiveness and supporting a culture of change in instructional practice. Specifically, school leadership must have the flexibility, as well as the support of district leadership to ensure effective teachers are encouraged to remain in a district's Priority Schools, ineffective teachers are developed into effective teachers, and teachers that do not satisfy development criteria within the timeframe specified for improvement are recommended for nonrenewal. Further, districts play a central role in ensuring that effective teachers are incentivized to remain in or transfer to Priority School(s), and ensuring transfer policies do not inadvertently incentivize the movement of ineffective teachers to Priority School(s) through inter-district transfer policies.

All Priority schools will be required to align their PIP interventions with the turnaround principles using the Transformation Model.

External providers will be used to assist Priority schools. The ADE will focus on the extent to which providers' methodology is likely to result in systemic, sustained improvement. Requirements to be met for approval of external providers are based on the growing body of empirical evidence delineating effective elements of systemic intervention. Guidelines will adhere to the following principles:

1. External providers will demonstrate expertise in evidence-based practices to build internal leadership capacity (scaffolded supports).
2. External providers will provide evidence of effectiveness in improving school performance (student and adult learning).
3. External providers will provide evidence of effectiveness in closing achievement gaps.
4. External providers will demonstrate how they will collaborate with other partners and community on a frequent basis.
5. External providers will demonstrate how they will collaborate with districts and schools in the development of a Targeted Improvement Plan (TIP) or Priority Improvement Plan (PIP) within the ADE's continuous improvement planning and monitoring processes (ACSIP) framework.
6. External providers must provide evidence of a proven track record—credible/valid results in other systems.
7. External providers will be required to use a systemic approach at the school, district, board, community and state level that is likely to build

	capacity at the local level when the external provider completes its partnership with the district. The external provider's systemic shall: a. Be grounded in research in effective school improvement. b. Develop instructional leadership at all levels of the system. c. Provide timely, frequent (weekly) support and reports to district and state. d. Incorporate a system for adult learning (Professional Development). 8. External providers shall provide ADE appropriate credentials and prior experience of staff. 9. External providers shall engage with the ADE Learning Services division in effectiveness evaluations of the provider, district and schools.
Exit criteria	Priority Schools that meet their AMOs for proficiency or growth for two consecutive years in math and literacy (and graduation rate for high schools) for All Students and the Targeted Achievement Gap Group (TAGG), and are making satisfactory progress on their PIP will be eligible to exit Priority Status. Exited Priority Schools must continue to maintain the aforementioned interventions that have been implemented at the time the school meets these criteria and submit timely reports of progress on the PIP interim objectives to ADE for monitoring. ADE SIS will maintain a collaborative relationship to provide support to the LEA and its Priority Schools as needed. Priority schools must continue implementing interventions aligned with the turnaround principles for at least three years, even if the school exits Priority status.
Can Focus schools become Priority schools?	Although the term "Priority school" is not used, focus schools that fail to improve are subject to similar requirements as Priority schools. Persistent lack of progress will result in any or all of turnaround principles applied to school(s) including replacing the leader and/or staff using teacher and leader evaluation information. If a focus school does not make progress after the first year of implementation, the district will be required to contract with an external provider to ensure appropriate revisions of interventions and to monitor implementation. Focus schools that fail to make progress after the second year of TIP implementation will be required to implement actions aligned with the turnaround principles as directed by SEA, to include leader replacement and/or removal of staff following appropriate evaluation. School and district leadership sign Memorandum of Understanding that outlines accountability and sanctions for implementation of TIP and failure to meet interim and/or summative measurable objectives.
Exit criteria	Priority Schools that meet their AMOs for proficiency or growth for two consecutive years in math and literacy (and graduation rate for high schools) for All Students and the Targeted Achievement Gap Group (TAGG), and are making satisfactory progress on their PIP will be eligible to exit Priority Status. Exited Priority Schools must continue to maintain the aforementioned interventions that have been implemented at the time the school meets these criteria and submit timely reports of progress on the PIP interim objectives to ADE for monitoring. ADE SIS will

	maintain a collaborative relationship to provide support to the LEA and its Priority Schools as needed. Priority schools must continue implementing interventions aligned with the turnaround principles for at least three years, even if the school exits Priority status.
Can Focus schools become Priority schools?	Although the term "Priority school" is not used, focus schools that fail to improve are subject to similar requirements as Priority schools. Persistent lack of progress will result in any or all of turnaround principles applied to school(s) including replacing the leader and/or staff using teacher and leader evaluation information. If a focus school does not make progress after the first year of implementation, the district will be required to contract with an external provider to ensure appropriate revisions of interventions and to monitor implementation. Focus schools that fail to make progress after the second year of TIP implementation will be required to implement actions aligned with the turnaround principles as directed by SEA, to include leader replacement and/or removal of staff following appropriate evaluation. School and district leadership sign Memorandum of Understanding that outlines accountability and sanctions for implementation of TIP and failure to meet interim and/or summative measurable objectives.

Table 5. Colorado

Web site	http://www.cde.state.co.us/Accountability/NCLBWaiver.asp
How Priority schools are identified	Colorado identifies Priority school as follows: • Currently-served Tier I or Tier II SIG schools (29 schools) • Title I or Title I eligible high schools with a graduation rate less than 60% over 3 years, that are rated as Turnaround or Priority Improvement, the two lowest categories in the state's accountability and recognition system (a total of four schools).
Supports provided	As 29 of the Priority schools are SIG schools, they will implement improvement strategies according to the SIG turnaround principles and requirements. The additional four schools will also be required to implement the SIG program and will receive support in the same manner. The state monitors districts and schools in the implementation of the SIG program. A district level contact whose primary responsibility is the oversight and coordination of turnaround services is identified. State performance managers conduct monthly onsite visits to SIG schools along with the district level contact and any other LEA staff that are working with the school. The state performance manager is able to gauge the level of involvement and support from the LEA and can address any concerns. Priority schools will be required to annually develop and submit a Unified Improvement Plan, as is required of all schools in Colorado. The LEA must annually develop and adopt a Unified Improvement Plan that includes data analysis, the identification of root causes, improvement strategies to address those root causes, targets, and interim measures and implementation benchmarks to monitor progress. On at least a quarterly basis, the District Accountability Committee (DAC) and the School Accountability Committee (SAC), a body of community members appointed by the local school board, must "*meet to discuss whether district/school leadership, personnel, and infrastructure are advancing or impeding implementation of the district's/school's performance, improvement, Priority Improvement, or Turnaround plan, whichever is applicable, or other progress pertinent to the district's/public school's accreditation contract*" (1 CCR 301-1 12.02 (a)(4) and 1 CCR 301-1 12.04 (a)(4)). All school plans require the LEA's approval, taking into account the recommendations of the School Accountability Committee. The school principal and LEA superintendent (or a designee) are accountable for implementing performance and improvement plans; the local school board is accountable for implementing Priority Improvement and Turnaround plans (which may include delegating the responsibility to the principal and superintendent). The SEA also reviews and provides feedback regarding Priority Improvement and Turnaround plans, and may recommend modifications or assign the State Review Panel, an external group of education experts, to review the plan (a requirement for Turnaround plans).The assigned performance manager will have an explicit role in working with the school to continually implement their improvement plan and adjust it, as necessary. The SIG Performance Manager works with the Priority schools from the very beginning, starting with the data analysis process. Together, they identify any performance challenges in the school, including challenges for English learners and students with disabilities. Once the performance challenges are identified, then root causes are identified. As there are a wide range of reasons for performance challenges for groups of students, no one answer or intervention can be selected. The Performance Manager works with the school through the root cause identification process to identify the most direct and appropriate improvement strategy based on both the performance challenge and the root cause.

	When an appropriate improvement strategy is identified, then the Performance Manager will work to broker the needed resources and supports for the school. Through the monthly on-site visits (more details are included in the following section), the Performance Managers check for and support implementation of the improvement strategies.
Exit criteria	Schools that have not received a school plan type assignment of Improvement or Performance (the top two of the four classifications in the state's accountability and recognition system) for two consecutive years before ending their SIG grant will continue to be supported and monitored. Performance Managers will continue to work with the schools and LEAs on the implementation of their reform models. As shown in Appendix 4, a school must receive at least 47% of framework points to receive an Improvement rating. When results in Academic Achievement, Academic Growth to Standard, Academic Growth Gaps, and Postsecondary and Workforce Readiness (if applicable), are combined and schools are able to earn at least 47% of their framework points, for two consecutive years, then they will exit Priority status. While the performance of schools earning only 47% of points is not exemplary (not at Performance level), it is enough to no longer prioritize the State's resources and interventions. The additional four schools that were identified as Priority schools will be held to the same exit criteria as the SIG schools.
Can Focus schools become Priority schools?	The term "Priority school" is not used in the discussion of focus schools that fail to make progress; however If a public school fails to make adequate progress under its turnaround plan or continues to operate under a Priority improvement or turnaround plan for a combined total of five consecutive school years, the commissioner shall assign the state review panel to critically evaluate the public school's performance and determine whether to recommend: • For a district public school that is not a charter school, that the district public school should be managed by a private or public entity other than the school district; • For a charter school, that the public or private entity operating the charter school or the governing board of the charter school should be replaced by a different public or private entity or governing board; • For a district public school, that the district public school be converted to a charter school if it is not already authorized as a charter school; • For a district public school, that the district public school be granted status as an innovation school pursuant to state law; or • That the public school be closed or, with regard to a district charter school or an institute charter school, that the public school's charter be revoked.

Table 6. Connecticut

Web site	http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=334346
How Priority schools are identified	The School Performance Index (SPI), measures the status of student achievement in a school. The system also includes measures of change in student achievement and college and career readiness, and is sensitive to subgroup performance. Rather than focusing exclusively on mathematics and reading, our new system will hold schools accountable for mathematics, reading, writing, and science. The CSDE will identify Title I or Title I-eligible schools with the lowest SPIs over time for all students as Priority Schools. Additionally, the CSDE may classify any Title I or Title I-eligible high school with a graduation rate lower than 60% as a Priority School. Finally, the CSDE will include any school that is presently a School Improvement Grant (SIG) Tier I or Tier II school.
Supports provided	In addition to SIG interventions, the Commissioner's Network is a strategy to turnaround low performing schools based on the combined efforts of the state and local school districts. The Network will serve as a vehicle for innovative initiatives, a platform for the sharing of effective practices, and a model for other schools and districts throughout the state. All Turnaround and Review schools are eligible for the Network. Schools will be selected for the Network based on low student achievement and lack of progress. Because the state is currently overseeing intensive interventions in SIG schools, the state may refrain from mandating additional interventions in these schools until the turnaround phase is complete. At that point, the SIG schools will be reevaluated. Any SIG school that still falls below the Turnaround Schools' report card threshold will then become eligible for the Network. A CSDE staff member works closely with SIG school staff to address implementation issues, support data teams, conduct walk-throughs, and engage in problem solving with leaders. The CSDE has developed a monitoring procedure with separate monitoring guides for restart, turnaround, and transformation models. The CSDE staff uses this tool to identify needs and leverage resources to help schools. During the on-site monthly monitoring meetings, the CSDE staff ensures that SIG schools have embedded professional development, common planning time for collaboration, use of data to drive decision making, instructional practices that are effective, and a sense of urgency. CSDE's technical assistance to SIG schools includes district involvement. The CSDE staff plays a critical role in acting as an intermediary between schools and districts. Districts are required to give SIG schools authority for budgeting and staffing. SIG schools often experience the greatest challenges in making prioritized, strategic choices and in sustaining reform efforts. The CSDE addresses these challenges through the monthly monitoring and meetings of the SIG External Advisory Council, which bring together districts, schools, and consultants to solve problems and share effective practices. The local board of education that governs a Commissioner's Network school will form a turnaround committee, which is tasked with assisting the CSDE as it conducts an operations and instructional audit, developing a turnaround plan for the school, and monitoring the implementation of the turnaround plan. The turnaround committee consists of the Commissioner of Education or his designee, members appointed by the board of education, and members appointed by the teachers' union. At least two of the members must be parents of students in the district and at least two members must be teachers employed by the district. The

	superintendent of the district will serve as the nonvoting chair of the turnaround committee. The CSDE will conduct an operations and instructional audit at the school to determine areas of strength and challenge for each school selected to be part of the Network. This stage will include data analysis using detailed reports generated by the state's Performance Team and an on-site assessment conducted by the Turnaround Team that examines the following key elements of school success: student achievement; quality of instruction (including teaching, professional development, and curriculum alignment to standards); effective use of time; assessment and the use of data; school climate; leadership and management; and partnerships with parents and the community. By statute, the audit is required to analyze pre- existing turnaround plans "to determine why such school improvement plans have not improved student academic performance and identify governance, legal, operational, staffing, or resource constraints that contributed to the lack of student academic performance at such school and should be addressed, modified, or removed for such school to improve student performance." The district-based turnaround committees, working in conjunction with the CSDE's Turnaround Team, led by the SEA's Chief Turnaround Officer (CTO), will design a turnaround plan for the Commissioner's Network school in their district. The turnaround plan will utilize one of the following operating models: a CommPACT approach ("Community, Parents, Administrators Children, and Teachers," a Connecticut-developed approach that emphasizes collaboration and autonomy from the district), a social development model, or other research-based models with track records of success in increasing student achievement including strategies, methods, and best practices used at public schools, interdistrict magnet schools, and charter schools. The turnaround plan can propose that non- profit organizations partner in the operation of the school, including: universities, Regional Education Service Centers, or non-profit educational management organizations with a record of success. Turnaround plans will be submitted to the CSDE for selection. In the event that a turnaround committee does not submit a plan, or if Commissioner and State Board of Education find that the plan is deficient, the Commissioner may modify a turnaround plan or develop a plan for the school. In selecting or modifying locally developed plans or in the event that the CSDE develops the turnaround plan, the CSDE will consider the capacity of the local district to implement the plan, whether the support of a university or non-profit partner will increase the likely success of the plan, or whether a special master should be appointed by the CSDE in order to implement the provisions of the turnaround plan. Elements of the plan that address terms and conditions of employment will be negotiated on an expedited basis. In some instances, only the financial impact of the plan is required to be negotiated. In the event that negotiations reach impasse, a special arbitrator will make a final and binding decision, also on an expedited basis, and give highest Priority to the educational interests of the state and the children attending the turnaround school. The guidelines the CSDE issues to district turnaround committees for turnaround plans will aim to ensure that the seven essential elements of successful schools are addressed. The instructional and operations audit will also be designed to assess the extent to which each element is present in the selected school or requires change.
Exit criteria	Both SIG and Commissioner's Network Schools exit Turnaround status if they demonstrate sustained improvement, which will include consideration of factors including making their SPI, individual growth, and graduation rate targets for three consecutive years.

	Schools that demonstrate the following annual progress for the most recent two consecutive years will exit Turnaround status: • Increase the SPI by an increment such that the difference between the current SPI for each subgroup and an SPI of 88 is reduced by half by 2018 or by 2 points, whichever is lower • Increase cohort graduation rate by an increment such that the difference between current cohort graduation rate and a cohort graduation rate of 94% is cut in half by 2018 • Increase extended graduation rate by an increment such that the difference between current extended graduation rate and an extended graduation rate of 96% is cut in half by 2018 • Increase the SPI of the majority of subgroups by an increment such that the difference between the current SPI for each subgroup and an SPI of 88 is reduced by half by 2018 or by points, whichever is lower The CSDE will evaluate SIG schools at the end of their three years based on the implementation of the reform model and the progress made in increasing student achievement. Schools that fail to make sufficient progress after the three years will undergo additional interventions and may be added to the Network. Once a Turnaround Schools achieve exit status, it will be evaluated to determine whether it should exit the Commissioner's Network. Steps will then be taken to transition the school out of the Network; however, schools may elect to retain some of their Network characteristics even after their return to home district governance.
Can Focus schools become Priority schools?	Consequences for failing Focus schools are not specified. Schools will exit Focus status when they have met their subgroup performance targets for the most recent two consecutive years for the particular low-performing subgroup or subgroups that were the reason for their identification. Elementary schools must meet their change in SPI target for the particular subgroup(s). High schools must meet their change in SPI target for the particular subgroup(s) and meet their targets for increasing the 4-year graduation and extended graduation rates of the particular subgroup(s).

Table 7. Delaware

Web site	http://www.doe.k12.de.us/news/2011/0923b.shtml
How Priority schools are identified	In Delaware, the eight (8) Priority schools are a subset of Partnership Zone (PZ) schools. The reason all PZ schools are not Priority is because a non-Title I school may be selected as a PZ school. The definition of Partnership Zone schools is provided in 14 **DE Admin Code** 103 Accountability for Schools, District and the State: *"7.6 Partnership Zone Schools - A school that is a Persistently Low-Achieving School and that is determined by the Secretary as likely to benefit from assignment to Partnership Zone Schools status shall be designated as a Partnership Zone School by the Secretary. The Secretary shall determine which Persistently Low-Achieving Schools would benefit from Partnership Zone School status through consideration of the academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading and mathematics combined, (ii) the school's lack of progress on those assessments over a number of years and qualitative measures as determined by the Secretary, in consultation with the State Board of Education, Chief School Officers Association, and Delaware State Education Association."* The schools that have been identified as Priority are the same schools that fall within the SIG 1003(g) Tier I and Tier II schools.
Supports provided	The State must approve the LEA's choice of one of the four SIG intervention models including: School Closure Model, Restart Model, Turnaround Model and Transformational Model; the LEA must secure an agreement with the local bargaining unit for sufficient operational and staffing flexibility for the model to be implemented successfully; fourth, if the LEA and collective bargaining unit cannot agree, the Secretary of Education can break a stalemate and support the strongest plan for reform. The School Turnaround Unit (STU) is responsible for technical assistance and oversight of the Partnership Zone (PZ) schools. Following are the provisions in the Memorandum of Understanding required of each Partnership Zone School. The MOU serves three purposes: 1. To clarify the roles and responsibilities of the School Turnaround Unit; 2. To describe the progress monitoring system for all Partnership Zone Schools/Districts; 3. To outline the STU's role in mediating issues that may arise throughout the implementation process. **Roles and Responsibilities of the School Turnaround Unit (STU)** The STU will be engaged in the following activities in an effort to support schools and ensure implementation of the PZ plan with fidelity. The STU will: • Upon request, to serve as an itinerant member on the advisory council related to the implementation of the partnership Zone (PZ) plan. • Conduct walkthroughs in each PZ school (minimum two times per month) to monitor implementation as indicated through the site project plan.

- Serve as a consultant, by providing sample written documentation, in the application/screening/ interview process as it pertains to site-based leadership and instructional staff.
- Upon request, attend Professional Development as needed for the school community.
- Act as a liaison to facilitate the work of the other Race to the Top Branches as it pertains to the implementation of the state-wide RTTT initiatives. (i.e.: SAMs, Data Coaches, Development Coaches, and New Teacher Pipelines)
- Provide technical assistance involving research- based best practices to schools and districts as determined by needs and requests.
- Support schools/districts in the process of identifying potential supporting partners/vendors as it pertains to the implementation of their plan.
- Provide technical assistance regarding the allow ability and allocability of funds.
- Conduct progress monitoring to ensure implementation of the PZ Plan with fidelity.

Progress Monitoring System

- The STU will complete a monitoring check on a monthly basis for the following items:
  - Budget;
  - Project Plan deliverables;
  - Rationale and documentation for any off track deliverables.
- PZ Schools will submit data updates in the following areas to the STU through their identified liaison:
  - 10/01/11:
    - Walkthrough Schedule and Feedback Loop System;
    - Collaboration (PLC /SLC staff and administration) Schedule;
    - Professional Development Schedule;
    - Early Warning Indicator System;
    - DPAS II Observation Schedule;
  - Monthly:
    - Student attendance (absence/tardy) rate;
    - Staff attendance rate;
    - Number of referrals/suspensions;
    - Number/percentage of observations and walkthroughs;
    - Number/percentage of visits to PLC's/SLC's and implementation rubric analysis;
    - Early Warning Indicator System student update;
    - Walkthrough data summaries;
    - Parent communication/activities;
    - PBS activities.
    - Quarterly:
    - A review of DPAS II evaluations (general analysis of strengths and needs);

- School-wide student achievement analysis;
- Professional development update.
- Fall/Winter/Spring
- DCAS analysis: (15 days following the close of the designated testing window: Fall, Winter, Spring);
- School Climate Survey: (January/June only).
- Additional data points as requested by STU.

Mediation Process

The STU will serve as an intermediary and facilitator to address and resolve areas of concern that may arise during the transformation process. The STU will gather the necessary resources to provide clarification and a solution to the concern. This process could entail the re-alignment of resources and timelines, the re-evaluation of programming, as well as communicating with additional stakeholders.

Exit criteria

Partnership Zone schools can exit partnership zone status through the following avenues:

Option 1: Achievement of AYP at least once by the end of Implementation Year 2, as well as not exhibiting any major regressions in student performance.

OR

Option 2: Achievement of 2017 exit targets for reading and math by the end of Implementation Year 2.

All Partnership Zone schools will remain in the zone for three full years. In order to not incur additional consequences at the end of Year 3, Partnership Zone schools must meet the accountability measures for academic growth through at least one of the following avenues:

- Current: Achievement of Adequate Yearly Progress (AYP) at least once by the end of Year 3

  As indicated in Delaware Race to the Top plan, the measure for schools to exit the Partnership Zone include meeting Adequate Yearly Progress (AYP) at least once by the end of their third year as well as not exhibiting any major regressions in student performance.

  In Delaware, a school can make AYP through 1. Meeting the AMO targets for either status or growth, or by making safe harbor; 2. Meeting participation; and 3. Meeting the other academic indicator for all students. In order to maintain consistency under which the schools are currently operating, this ESEA Flexibility application proposes to keep AYP as one measure while providing an alternative measure to determine potential exit status.
- Proposed Alternative Measure: Achievement of Exit Targets for Reading and Math by the end of Year 3

  Partnership Zone exit targets will be established for each school using the same methodology to determine the new AMO targets set forth in this application for ESEA flexibility. Using the school's identification year as the baseline data, the targets will be calculated using the following steps:

  1.) Determine the year by year targets for the school in order to reduce the percent non-proficiency by 50% by 2017 for both Reading and Math.

	2.) Use the target for Year 3 as the exit target for partnership zone status.
Can Focus schools become Priority schools?	The flexibility proposal does not discuss this as a possibility.

Table 8. District of Columbia

Web site	http://osse.dc.gov/release/district-columbia-receives-esea-waiver-approval-us-department-education
How Priority schools are identified	Priority schools are identified in the following order: 1. Receives SIG funds as a Tier I or Tier II school; **or** 2. Has a graduation rate of 60 percent or less for two consecutive years or more; **or** 3. Has a school index score (based on ELA and mathematics) of 25 or less; **or** 4. Has a participation rate lower than 95 percent in the all students group for two consecutive years.
Supports provided	**Note:** The following abbreviations are used: DC OSSE - District of Columbia Office of the State Superintendent of Education (the SEA). PSCB - the Public Charter School Board (an LEA) DCPS - District of Columbia Public Schools (an LEA) INI – Innovation and Improvement Team, part of the DC OSSE. The Division of Elementary and Secondary Education (ELSEC) within the DC OSSE has recently established the Innovation and Improvement team (INI) as part of RTTT. The INI is responsible for managing the school improvement process for the DC OSSE, including: • Partnering with the DCPS and the PCSB to assist schools with their needs assessment, coordination, and development of programs and use of federal funds; • Reviewing and providing recommendations to the DCPS and the PCSB regarding interventions for focus and Priority schools; • Providing on-going training, technical assistance and guidance to the DCPS and the PCSB regarding school improvement strategies; • Developing, collecting, and disseminating progress reports through the DCPS and the PCSB on a bi-annual basis for focus and Priority schools; • Monitoring services provided by the DCPS and the PCSB as these entities implement interventions to focus and Priority schools; and • Convening a Cross-Functional Team (CFT) of key leadership from other divisions within the DC OSSE. The role of the CFT is to advise the INI on how best to leverage state-level resources to assist school improvement efforts within focus and Priority schools, and assist in the review of school plans submitted by the DCPS and the PCSB. The Innovation and Improvement team (INI) will use the Cross-Functional Team (CFT) staffed by various DC OSSE personnel from multiple divisions and external partners where appropriate to ensure simultaneous and effective implementation in each Priority school of meaningful interventions aligned with all turnaround principles for a minimum of three years. INI will assign a team member to support the DCPS and the PCSB in creating a first-year plan that includes interventions and supports. The identified needs, specific interventions, and progress-monitoring goals will be included in individualized school improvement plans developed for each Priority school and approved by the DCPS or the PCSB, as the charter authorizer. The INI, with advice from the CFT, will review plans and make recommendations as needed; at

the same time, the INI will monitor the effectiveness of the DCPS's and PCSB's efforts using a common set of expectations.

DC OSSE will require the development of a three-year improvement plan from the DCPS and the PCSB for each school identified as a Priority school. To assist the school and LEA in development of the plan, a school- level needs assessment or quality school review will be conducted in each Priority school by a visiting review team led by the DCPS Office of School Turnaround (for DCPS schools) or the PCSB (for public charter schools) that includes staff from the DC OSSE. Improvement plans for Priority schools must incorporate an improvement plan that includes strategies and interventions addressing all seven turnaround principles or a SIG model.

LEAs will incorporate the Priority schools' individualized improvement plan in a Web-based tool such as Indistar (a system that enables continuous planning, implementation, monitoring, and course adjustment that empowers the DC OSSE senior staff to continually track implementation and make tailored recommendations to achieve desired results in student learning).

Although all interventions will be implemented concurrently in Priority schools, the interventions themselves are listed separately along with a set of strategies and expected outcomes so that the approach is clearly outlined and the effectiveness goals can be measured accordingly.

School Leadership

The Priority school must develop a plan to implement one or more of the following intervention strategies:

- Evaluate, in-depth, the performance of the current leadership;
- Implement changes in leadership, where appropriate;
- Focus on instructional leadership including the collection of data and feedback mechanisms for continually improving instruction;
- Partner with a Reward school or obtain a leadership mentor to analyze existing leadership models and develop a revised leadership plan;
- Provide flexibility in the areas of scheduling, budget, staffing, and curriculum; or
- Other promising strategies that meet this turnaround principle and are sufficient to achieve change and demonstrate progress.

Effective Staffing Practices and Instruction

The Priority school must implement one or more of the following intervention strategies:

- Review and retain effective staff that have the ability to be effective in a turnaround effort;
- Develop a recruitment plan that screens out ineffective teachers from transferring into these schools;
- Ensure that all administrators in the school have the skills to effectively evaluate instruction and give quality feedback to teachers;
- Develop an overall recruitment and retention plan for the principal and leadership team;
- Provide additional instruction time for all teachers focused on effective instruction;
- Partner with outside master educators to conduct observations as part of a comprehensive evaluation process that supports reliable observations; or
- Other promising strategies that meet this turnaround principle and are sufficient to achieve change and demonstrate progress.

Effective Use of Time

The Priority school must implement one or more of the following intervention strategies:

Increase instructional time for students who need more time to meet the rigorous goals of the CCSS;

Provide additional time focused on learning strategies for effectively working with students with disabilities or ELLs;

Provide additional time focused on teachers developing and using common assessment data to inform and differentiate instruction;

Focus on effective use of instructional time, including effective transitions and teacher collaborations; or

Other promising strategies that meet this turnaround principle and are sufficient to achieve change and demonstrate progress.

Curriculum, Assessment, and Intervention System

The Priority school must implement one or more of the following intervention strategies:

- Implement the CCSS and aligned model curriculum and unit assessments;
- Implement research-based interventions for all students two or more grade levels behind in ELA or mathematics; or
- Other promising strategies that meet this turnaround principle and are sufficient to achieve change and demonstrate progress.

Effective Use of Data

- The Priority school must implement one or more of the following intervention strategies:
- Use data to inform instruction including, where appropriate, the placement of a full- time data specialist in the school focused on implementing a system for teachers to develop and use common assessment data funded by school-level Title I funds;
- Provide time for collaboration on the use of data to inform instruction;
- Use formative assessment design and data analysis to improve and differentiate instruction;
- Build the principal's capacity to collect and analyze data for improving instruction and the skills necessary to develop a schedule and system for increasing teacher ownership of data analysis for improving instruction;
- Develop or expand data collection systems to allow for customized, real-time data analysis; or
- Other promising strategies that meet this turnaround principle and are sufficient to achieve change and demonstrate progress.

School Climate and Culture

The Priority school must implement one or more of the following intervention strategies:

- Place, where appropriate, a climate and culture specialist in the school funded with school-level Title I funds to work with the leadership, staff, and families to develop or adopt a plan for creating a climate conducive to learning and a culture of high expectations;
- Address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs by way of additional counseling, access to additional ancillary services, or other supports;
- Build capacity for all staff and leadership to implement a comprehensive plan for creating a climate conducive to learning and a culture of high expectations;

- Use relevant data and to inform appropriate actions for continually improving the climate and culture of the school; or
- Other promising strategies that meet this turnaround principle and are sufficient to achieve change and demonstrate progress.

Effective Family and Community Engagement

The Priority school must implement one or more of the following intervention strategies:

- Develop or expand functions of family and community engagement staff to focus engagement on academics;
- Build capacity for family and community engagement staff designed to increase their skill level in developing academically focused engagement opportunities for families and the community;
- Build capacity around development and implementation of effective, academically- focused family and community engagement, particularly for students with disabilities and ELLs and their families; or
- Other promising strategies that meet this turnaround principle and are sufficient to achieve change and demonstrate progress.

In addition to the turnaround principles described above, the DCPS and the PSCB may select one of the four SIG turnaround models.

SEA Monitoring

During the school's first year of implementation, and for each year thereafter until the school exits status, the INI will monitor the DCPS and the PCSB in their implementation of each school's improvement plan and each school's progress. The INI will then make recommendations that take into account the advice of the CFT to adjust implementation of the improvement plan. Throughout the school year, the INI will also provide support to LEAs and in each Priority school as needed. At the end of the school year, the INI will analyze data and conduct monitoring reviews to assess the school's success in implementing the required interventions.

Exit criteria

Once a school is identified as a Priority school, it will remain in the Priority classification for a minimum of three years, and will be required to implement the seven turnaround principles within that three-year period of time. To exit Priority status, schools must demonstrate significant progress in improving student achievement and narrowing achievement gaps by meeting all of the following targets for three years, not necessarily consecutive years, within a five-year period:

School Index Score: Exceed a school index score of 30;
4-year Cohort Graduation Rate: Exceed 60 percent; **and**
Test participation: Exceed 95 percent participation for the "all students" subgroup.

At the end of each school year during the three-year implementation period, the INI will determine whether each Priority school has made significant progress in each of these three areas and will make a summary determination of whether the school is on track to exit Priority status.

If a Priority school meets the exit criteria at the end of each of the originally planned three years of implementation, then the school will exit Priority status at the end of the original three-year implementation period. If, however, a school does not meet the exit criteria at the end of any year during its three-year implementation, it will be required to adjust its plan and add additional years to its

	overall intervention timeline until the exit criteria is achieved for three full years within a five-year period.
Can Focus schools become Priority schools?	The flexibility request does not mention this as a possibility.

Table 9. Florida

Web site	http://www.fldoe.org/esea/
How Priority schools are identified	Schools that receive a school grade of "F" will be assigned to the Priority/Intervene status. Florida schools in Priority/Intervene status are subject to more intensive intervention efforts required by the FDOE and managed (initially) by the LEA. Schools that receive a grade of "F" are the schools that need the most support to improve student achievement and student learning gains for all students and students within each subgroup. Identified schools are among the lowest five percent of Title I schools in the state based on both achievement (FCAT performance) and lack of progress (lack of learning gains) of the "all students" group. Secondly, the list of identified Priority/Intervene schools contains currently served School Improvement Grant (SIG) schools in Florida.
Supports provided	LEAs that have a Priority/Intervene school are required to conduct a diagnostic needs assessment and submit a plan for review and approval by the State Board of Education. This plan must demonstrate that it will result in systematic change and includes seven areas: school improvement planning, leadership quality improvement, educator quality improvement, professional development, curriculum alignment and pacing, the Florida Continuous Improvement Model, and monitoring plans and processes. **School Leadership** An LEA with a Priority/Intervene school is required to replace the principal, all assistant principals and coaches unless assigned to the school for less than one year where the school is a district managed turnaround school. If the school is managed by an outside entity or as a charter school, the principal must have experience in turning around a low-performing school and the principal, assistant principals, and coaches from the Priority/Intervene school may not be hired at the school unless assigned to the school for less than one year and the school's failure to improve cannot be attributed in whole or in part, to the individual (Rule 6A-1.099811(8), Florida Administrative Code). Additionally, as part of the support and interventions provided to LEAs with a Priority/Intervene school, the LEA is required to submit a plan to FDOE for approval. That plan must include the following elements on school leadership: • The school's principal and assistant principals must have a record of increasing student achievement. The principal must have a record of turning around a similar school. The SEA has developed a leadership preparation program. The primary objective of this program is to create a pool of promising candidates to lead the chronically low achieving schools. • The LEA must review members of the school leadership team and replace them as necessary based upon overall school performance. The review and replacement process must be fair, consistent, transparent, and reliable. • The LEA, with FDOE assistance, will review the school leadership team. FDOE will make recommendations to the LEA with respect to replacing members of the leadership team. The review and replacement process must be fair, consistent, transparent, and reliable. **Operating Flexibility** An LEA's plan for Priority/Intervene schools must: • Give the school sufficient operating flexibility, such as staffing decisions, calendars/time, and budgeting to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

- Provide 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 Education Management Organization (EMO). The plan must identify the partner(s) and provide the qualifications of each in providing support to low-performing schools.
- 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.
- Appointing a "turnaround leader" that the principal reports to and who reports directly to the superintendent.
- Entering into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

Effective Teachers

In order to ensure that teachers in Priority/Intervene schools are able to improve instruction, when the Priority/Intervene school is district-managed, the LEA is required to employ a reliable system to reassign or replace the majority of the instructional staff whose students' failure to improve can be attributed to the faculty. Reading and mathematics teachers may not be rehired at the school unless they are highly qualified and effective instructors under Section 1012.05, Florida Statutes, and as evidenced by 65% or more of their students achieving learning gains in reading and mathematics for elementary teachers and the appropriate content area for middle and high school teachers. These same requirements apply when the Priority/Intervene school is managed as a charter school or by an outside educational entity. Further, the LEA plan for Priority/Intervene school must include the following related to teacher quality and school staffing:

- The LEA may not employ teachers for the school who are designated less than satisfactory by the teacher evaluation instrument. Florida has several Race to the Top projects that focus on developing quality teachers.
- The LEA must develop a plan to encourage teachers and instructional coaches to remain or transfer to lower-performing schools based on increasing learning gains by 65% or greater in reading and mathematics. The plan must be fair, consistent, transparent, and reliable.
- The LEA must provide a reading coach, mathematics coach, and science coach to develop and model effective lessons, to lead Lesson Study, to analyze data, and provide professional development on the Common Core State Standards/Next Generation Sunshine State Standards.
- The LEA must ensure that performance appraisals of instructional personnel are primarily based on student achievement. The appraisals must be fair, consistent, transparent, and reliable.
- The LEA must ensure that performance appraisals of the administrative team include student achievement, as measured by the FCAT, as well as goals related to targeted subgroups and school-wide improvement.
- The LEA must train staff on performance appraisal instruments and ensure that the performance appraisal process is implemented.
- The LEA must provide teachers with performance pay for raising student achievement. The performance pay system must be fair, consistent, transparent, and reliable.
- The LEA, with assistance from FDOE, must review and replace teachers who have not contributed to increased learning gains of 65% or greater in reading and mathematics or those teachers who did not contribute to improving the school's performance. The review and replacement process must be fair, consistent, transparent, and reliable.
- The LEA must implement a differentiated pay policy that includes differentiation based on LEA-determined factors, including but not limited

to additional job responsibilities, school demographics, critical shortage areas, and level of job performance difficulties. The policy must be fair, consistent, transparent, and reliable.
- The LEA must ensure that mid-year vacancies are filled.

In order to ensure that job-embedded professional development occurs and that the development is tied to teacher and student needs, an LEA's plan for a Priority/Intervene school must include the following:
- The LEA must ensure that Individual Professional Development Plans for teachers of targeted subgroups include professional development that targets the needs of subgroups.
- The LEA must participate in a sample of meetings where Individual Professional Development Plans are developed.
- The LEA must ensure that leadership professional development opportunities target the needs of subgroups.
- The LEA must provide professional development opportunities for school administrators that target the specific needs of subgroups.
- The LEA must ensure that appropriate resources are provided to redesign the master schedule to allow for common planning time for data-based decision making within the problem-solving process, job-embedded professional development on the Common Core State Standards/Next Generation Sunshine State Standards, and Lesson Study.
- The LEA must ensure that appropriate resources are allocated to redesign the master schedule.
- The LEA will ensure that more time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Common planning time must be established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level. It must be scheduled so that all grade level and subject area teachers participate at the same time and include Lesson Study. If the master schedule prevents this from occurring, the LEA must establish a weekly Lesson Study after school for a minimum of one hour a week on the same day.
- The LEA must provide principals and assistant principals with professional development on monitoring classroom instruction and guiding/supporting/monitoring the activities of instructional coaches.
- The LEA must provide professional development on Florida's Continuous Improvement Model, Common Core State Standards/Next Generation Sunshine State Standards, Response to Intervention, Lesson Study, and School Grade and AMO Calculations.
- The LEA must create and maintain a pool of highly-qualified reading, mathematics, and science teachers and instructional coaches to serve in DA schools.
- The LEA must offer a summer professional development academy that is developed in conjunction with FDOE to school administrators, teachers, and instructional coaches. The LEA is also required to partner with the regional team to encourage school administrators, teachers, and instructional coaches to participate in the DA Summer Academies.

Additional Time for Learning and Collaboration

Florida provides Supplemental Academic Intervention (SAI) funding initially based on the number of students needing an extended school year program. These funds are provided to all LEAs prior to the beginning of each school year allowing schools to establish academic intervention programs at the moment students begin to struggle with subject content. This system of addressing the needs of students immediately, rather than waiting until students fail a course and take it again during

an abbreviated summer session, has proven to be highly effective in reducing students below grade level. In addition to SAI funds, SIG schools have access to School Improvement and Title I funds to extend the instructional time.

All LEAs are required to offer summer reading camps for struggling 3rd grade readers who have scored below level 3 on grade 3 FCAT reading. With the use these funds, Florida's lowest-performing schools conduct intensive summer programs to reduce or eliminate the regression of student learning that takes place over the summer, especially for students who live in poverty.

In order to provide additional time for student learning, a Priority/Intervene school must extend the learning day. Additionally, the LEA must ensure that its master schedule is redesigned to allow for common planning time for teachers.

Instructional Programs Based on Student Needs, Aligned with CCSS
The LEA plan for Priority/Intervene schools requires the following:

- The LEA or school must develop instructional pacing guides that are aligned to the Common Core State Standards/Next Generation Sunshine State Standards in reading, writing, mathematics, and science.
- The LEA must develop and implement a comprehensive research-based K-12 reading plan funded by the state. The plan must be updated annually based on Section 1011.62, Florida Statutes.
- The LEA must review data to determine the effectiveness of all instructional programs and class offerings.
- The LEA must extend the learning day.
- The LEA, through the District Improvement Assistance Plan (DIAP), must clearly demonstrate how it is aligning its initiatives and resources based upon its school needs.
- The LEA must identify the new or revised instructional program for reading, mathematics, science, and writing; the research base that shows it to be effective with high-poverty, at-risk students; and how it is different from the previous instructional program.
- The LEA must provide the decision-making process for determining the new or revised instructional program.
- The LEA must provide the rationale, including data, which supports retaining the current instructional program for reading, mathematics, science, and writing, respectively; or revising or adopting a new program.

Data Informs Instruction

- The LEA plan for Priority/Intervene schools must include the following elements:
- The LEA must monitor implementation of Florida's Continuous Improvement Model (FCIM).
- The LEA must ensure real-time access to student achievement data.
- The LEA must prescribe interim (benchmark baseline, mid-year, and mini-) assessments in reading, writing, mathematics, and science for level 1-3 students.
- The LEA will use the Problem Solving/Response to Intervention process to analyze progress monitoring data in reading, writing, mathematics, and science through interim assessments to inform instruction. In the area of reading, this requirement maybe fulfilled through the use of the Florida Assessments for Instruction in Reading.
- The LEA must participate in the Florida Assessments for Instruction in Reading for level 1-3 students.
- The LEA administration must ensure that data chats are conducted between LEA administration and school administration, school

administration and teachers, and teachers and students following baseline, mini-, and mid-year assessments.
- Promote the continuous use of student data to meet the academic needs of individual students through implementation of the FCIM to:
- Inform instruction – describe the interim and summative assessments that will be used, the frequency of such assessments, how the data will be analyzed, and how changes in instruction will be monitored.
- Differentiate instruction – describe how instruction will be differentiated to meet the individual needs of students and how such differentiation will be monitored and supported. Include strategies for push-in, pull-out, or individual instructional opportunities.
- Describe the specific training and follow-up that will be provided to support the implementation of the FCIM.

Non-Academic Factors Affecting Student Achievement

The integrated statewide Problem-solving/Response to Intervention (PS/RtI) and Florida's Positive Behavior Support: RtI for Behavior (FLPBS:RtIB) programs collaborate to provide direct support to LEAs via the District Action Planning and Problem-solving Process. This process consolidates LEA leadership team efforts to use multiple data sources in the systematic planning and problem-solving process to implement a Multi-tiered System of Support, which features timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in Priority/Intervene and Focus/Correct schools, including:

- Alignment of teacher and school leader evaluation data (on instructional and leadership practices) with professional development.
- Development of state minimum standards for local LEA data systems related to curriculum, instructional practice, assessment, and professional learning.
- Revision (in progress) of the state's principal leadership standards to focus on student results and research-based instructional leadership practices.
- Ongoing revisions of State Board of Education rules to align with federal support for a multi-tiered, data-driven system of identification and service to students with disabilities in need of specially designed instruction.
- Integrated technical assistance in the form of regional trainings, monthly calls, technical assistance papers, web-based tools, and a guidance manual for meaningfully compliant implementation of State Board of Education rules that require use of a data-based problem solving process (see http://www.fldoe.org/ese/sldr.asp for more information).
- Formal technical assistance products that include an online Introductory RtI Course (taken by over 8,000 educators and other stakeholders), a statewide implementation plan for a PS/RtI implementation over a three-year period, mathematics and science model lesson videos that integrate PS/RtI with standards-based instruction, parent videos and presentations, brochures to address specific needs related to using data-based problem solving within the Multi-tiered System of Support, and many others that can be accessed at the statewide web site: http://florida-rti.org/ .
- Multi-year, ongoing FDOE-funded and supported collaborative training and technical assistance projects and their websites, including PS/RtI at http://floridarti.usf.edu/ , which provides supportive research and resources such as the Evaluation Tool Technical Assistance Manual and newsletters, and FLPBS:RtIB at http://flpbs.fmhi.usf.edu/ , which provides training modules and Florida's Model PBS Schools and has generated over 6,000,000 hits.
- Development of *Guiding Tools for Instructional Problem-solving (GTIPS)*, a manual used by LEAs and schools to establish and support implementation of data-based planning and problem solving for

instructional decision making, available at http://florida-rti.org/_docs/GTIPS.pdf .

The district and school improvement plans must incorporate non-academic factors including:

- Discipline rates (in-school and out-of-school suspension rates by incident type)
- Drop-out prevention
- PS/RtI team member identification and meeting schedules
- Attendance rates
- Implementation of PBS system

Family and Community Engagement

As part of improvement planning, the LEA is required to recruit representatives of the community to establish a Community Assessment Team (CAT) to review school performance data, determine the cause for low performance for each Priority/Intervene school, and advise the LEA on its District Improvement and Assistance Plan. To enhance the mechanisms for engagement, FDOE Regional Executive Directors are required to participate in CAT meetings. Additionally, the school is required to offer a flexible number of meetings for parents and in order to improve engagement, these meetings must be held at convenient times for parents. Schools are required to document all such meetings and maintain a log of parental involvement in order to demonstrate their efforts to engage the community of stakeholders. For Priority/Intervene schools, the state requires that the LEA demonstrate ongoing community involvement in the review of the school's performance and in the selection of the turnaround option.

Oversight and Monitoring

The monitoring and reporting that occurs at the state level includes monthly progress monitoring meetings between the Differentiated Accountability (DA) regional team, LEA, and schools. Additionally, the Regional Executive Director provides a summary of the status of both the school and LEA compliance checklists for areas where there is failure to adequately meet the compliance requirements. In instances where either the school or LEA fails to comply with a required component the LEA and/or school will be required to submit an action plan, in time for the next State Board of Education meeting, detailing the steps it will take in order to meet the required elements. Should the school and/or LEA fail to adequately address the deficiency the State Board of Education may require the superintendent to outline their barriers and revised actions steps at a subsequent State Board of Education meeting.

Exit criteria

Because of the need for intervention efforts in Priority/Intervene schools to establish
long-lasting (rather than temporary) improvements, Florida's enhanced DA system substantiated by approval of this ESEA Flexibility Request will place additional monitoring requirements on Priority/Intervene schools after improvement of the school grade. In order to exit Priority/Intervene status, Florida schools will be required to improve their school grade. Additionally, Florida Department of Education will review, approve, and monitor the School Improvement Plan until a school earns either an "A," "B," or "C" school grade for three consecutive years.

Priority/Intervene schools could implement interventions for four years. The school would automatically have two years to implement intervention strategies and could have another two years, in a hold status, if the school improved to a grade of "D" or improved enough to meet achievement targets in mathematics and reading. After

	that, the LEA is required to choose a new option from those in law and submit a new Intervene Option Plan. Beyond the four years to implement an option, an LEA could continue the option and interventions if they demonstrated to the State Board of Education that the school is likely to improve enough to exit the Priority/Intervene category with more time. If a Priority/Intervene school improves a letter grade(s), the existing interventions and monitoring of the school's improvement plan is required and will be conducted by the DA Regional Executive Directors and specialists for at least three years to ensure that the school does not fall back into Priority/Intervene status. The former "F" school would be required to sustain activities and/or strategies outlined in their School Improvement Plan that are directly attributable to the overall school improvement. The direct oversight by Florida's DA Regional Teams of these former "F" schools will be in effect until the school has received either an "A," "B," or "C" school grade for three consecutive years.
Can Focus schools become Priority schools?	The term "Priority School" is not used, but some of the sanctions are similar. When a school reaches a school grade of "C" they will exit Focus/Correct status. In order to prevent schools from persisting in the Focus/Correct category, schools must exit within two years following the first year of classification as a Focus/Correct school. A third consecutive "D" grade requires implementation of the district-managed turnaround options which entail: • Principal/Administrator replacement. • Reconstitution of staff (at least 50% of staff must be replaced). • Differentiated pay scale to recruit/retain highly qualified staff. • Revised curriculum. • Increased learning time to reflect at least 300 hours of additional instructional time for all students. This criterion could be met with 60% of the increased learning time supporting all students (extended day and/or year) and 40% being supported through traditional targeted services including before school, after school, weekend, and summer academies. • Demonstration that the LEA has prioritized the school in its support initiatives through allocation of additional funds and human capital.

Table 10. Georgia

Web site	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx
How Priority schools are identified	Priority schools include: • SIG schools • Title I high schools with graduation rates less than 60% • Lowest ranking schools based End-of=Course Tests, Criterion Referenced Competency Tests (including modified) and Alternate Assessments for "all students" group
Supports provided	A school identified as a Priority School will receive the support of the School Improvement Division of the GaDOE. This support will be through assignment of a school improvement specialist who will work with the school on a regular basis and will bring in other staff to support identified areas for growth. Support for schools needing comprehensive services will be provided by the GaDOE school improvement specialists and will be coordinated with other initiatives such as School Improvement Grants (1003g) and Race to the Top. In 2012-2013 districts (LEAs) will sign a three year memorandum of agreement with the GaDOE on behalf of Priority Schools. The memorandum of agreement will outline a set of non- negotiable actions and interventions required of each Priority school aligned with the turnaround principles. These non-negotiable actions and interventions include, but are not limited to, the following: 1. Assess the performance of the current principal. If necessary, replace the principal. Work collaboratively with GaDOE to develop criteria for selection of an effective turnaround principal. 2. Work collaboratively with GaDOE to analyze data and root causes to identify actions, strategies, and interventions for the school improvement plan. 3. Participate in required professional learning provided by the GaDOE. 4. Hire an instructional coach to engage teachers in school-based, job-embedded professional learning. 5. Work collaboratively with GaDOE to screen teachers transferring to the Priority school. 6. Provide additional learning time for students. 7. Provide time during the regular school day for teachers to collaboratively plan instruction to address the content of the CCGPS and student learning needs. 8. Offer Flexible Learning Programs. 9. Implement the GaDOE Common Core Georgia Performance Standards Frameworks in ELA and Mathematics. 10. Participate in a state-led Georgia Assessment of Performance on School Standards (GAPSS) Analysis. 11. Develop and implement short-term action plans to achieve the goals in the school improvement plan. 12. Develop a leadership team and meet a minimum of two times per month to develop and implement short-term action plans and monitor implementation of the school improvement plan. 13. Analyze teacher attendance and develop a plan for improvement if needed. 14. Analyze student attendance and develop a plan for improvement if needed. 15. Identify students who are at-risk of not graduating and develop a plan of action for supporting those students.

16. Analyze student discipline referrals and develop a plan for improvement if needed.
17. Develop and implement a plan for student, family and community engagement.
18. Ensure that parent notices and family engagement components are adequately adopted in Flexible Learning Programs.

Priority Schools will be assigned a GaDOE school improvement specialist to provide support and technical assistance with implementation of the non-negotiable actions and interventions. In addition, a GaDOE lead school improvement specialist will regularly monitor implementation of the non-negotiable actions and interventions. Priority Schools that begin to implement one of the four SIG models or interventions aligned with the turnaround principles will continue to do so for a period of three years.

Turnaround Principle 1
Once schools have been identified as Priority Schools, the GaDOE will work in collaboration with the district to assess the performance of the current principal. In addition, the GaDOE will review school achievement trend data for the school(s) the principal previously served to determine the principal's track record in improving student achievement. Based on the review, the GaDOE and the district will determine whether or not to replace the principal. Criteria will be developed and used to standardize the decision regarding replacement of the principal. If the district makes the decision to replace the leadership, the GaDOE will work with the district to develop criteria for selecting effective turnaround leaders.

Turnaround Principle 2
In Priority Schools, the GaDOE school improvement specialists will work with the school leadership to review the quality of staff members. This review will include student achievement trend data included in the Longitudinal Data System (LDS) at the individual teacher level. Teachers transferring to the Priority School will be screened to prevent the selection of ineffective teachers. The GaDOE staff will work collaboratively with districts to make decisions regarding transfers of teachers to Priority Schools.

The GaDOE will develop a memorandum of agreement with each district to ensure processes and policies are in place to prevent the transfer of ineffective teachers to Priority Schools.

Upon identification, Priority Schools will be provided professional development and technical assistance addressing leadership, the school improvement process, school standards, implementation of the CCGPS, and implementation of job-embedded professional learning. Strategies to engage English learners, students with disabilities, and economically disadvantaged students in the CCGPS will be at the forefront of all professional development provided to Priority Schools. Professional learning about leadership and improvement will be provided to district staff by the GaDOE School Improvement staff at the Summer Leadership Academy in June 2012. Professional learning and technical assistance will be provided by the school improvement specialist regarding leadership teams and the school improvement process throughout the 2012-2013 school year.

Turnaround Principle 3
School improvement specialists will work with the leadership teams in schools to assess current schedules and school calendars, and make appropriate revisions to provide additional learning time for students and additional learning time for teachers.

Turnaround Principle 4
The school improvement specialists that will serve the Priority Schools are provided with professional learning opportunities to strengthen their understanding of research-based instructional practices and programs (e.g., differentiated instruction, formative assessment strategies, etc.). The school improvement specialists will provide support with selection of research-based actions, strategies, and interventions for the school improvement plans and provide onsite support with implementation. The GaDOE has also developed frameworks and lessons that address rigor for all students. Georgia has a strong history of working with the Regional Educational Service Agencies (RESA) in supporting the implementation new curriculum. RESAs are currently involved in all GaDOE sponsored professional learning on the CCGPS and aligned assessments. The development of formative assessments that guide instruction is being done at the district and regional level. The School Improvement Division supports this work through on-going collaboration with the RESAs and by providing training for Instructional Coaches.

Turnaround Principle 5
Upon identification, Priority Schools will participate in a state-led Georgia Assessment of Performance on School Standards (GAPSS) analysis. Through the GAPSS analysis diagnostic process a variety of data are collected from multiple sources to assess the status of a school on each of the school standards. The data are combined to inform the results of the GAPSS analysis, which, in turn, informs the development and implementation of school improvement initiatives.

The Priority Schools will attend a summer leadership academy for school-based leadership teams. This intensive, week-long professional learning opportunity engages participants in the use of school data to inform the continuous improvement process. School teams are actively engaged in the school improvement process throughout the academy. Sessions provide support to school teams with the following actions:

- Establishing a data-driven leadership team
- Collecting and analyzing the four types of data (student achievement data, process data, demographic data, and perception data) including the results from the GAPSS analysis
- Determining root causes
- Developing SMART goals
- Selecting research-based strategies, actions, and interventions to meet school improvement goals
- Identifying artifacts and evidence of implementation
- Creating a professional learning plan to support implementation
- Designing a plan for monitoring implementation of the school improvement plan

Leadership teams complete the academy with a product, a systematically and deliberately developed school improvement plan that is aligned to current, relevant school data and ready to be implemented and monitored immediately.

The school improvement specialist assigned to the Priority School will provide ongoing technical assistance to support implementation of the school improvement plan. While school improvement specialists facilitate the development and implementation of short- term action plans to achieve the goals of the school improvement plan, lead school improvement specialists conduct regularly scheduled site visits to monitor implementation. A balance of support and pressure will ensure that Priority Schools have the necessary tools needed and are accountable for improving student achievement.

	Priority Schools will be provided technical assistance on the use of the Statewide Longitudinal Data System (SLDS). This tool will allow teachers and administrators to access timely and relevant data when planning and revising instruction. The SLDS allows teachers to rapidly see student data from the current as well as previous years. In addition, school improvement specialists will support administrators and teachers in the collection of the four types of data and the use of the data to make instructional decisions. The memorandum of agreement will require school leadership to meet a minimum of once every two weeks to analyze data, assess progress toward school improvement goals, and determine actions to support implementation. In addition, the memorandum of agreement will require collaborative planning time during the school day for teachers. School improvement specialists will provide support and technical assistance to ensure effective use of leadership team meetings and collaborative planning time. **Turnaround Principle 6** School improvement specialists will facilitate the analysis of teacher and student attendance data. Based on the analysis, Priority Schools will include actions and interventions to address issues and concerns with teacher and student attendance in the short-term action plan. School level staff members will continuously track and monitor teacher and student attendance and make adjustments to the plan accordingly. Lead school improvement specialists will monitor implementation of actions and interventions to increase teacher and student attendance during site-based monitoring visits to Priority Schools. **Turnaround Principle 7** Require a plan for family and community engagement; ensure all family and community engagement plans are in place as required; and participate in the Family Engagement Conference.
Exit criteria	Schools will be exited from Priority School status when the school no longer meets the definition of a Priority School for three consecutive years and has reduced the number of non-proficient students by 25% over a period of three years. High schools identified as Priority Schools based on graduation rate must increase their graduation rate by 8% over a period of three years. The 8% mark represents one-half of a deviation above the statewide annual average increase between 2003 and 2011.
Can Focus schools become Priority schools?	The flexibility request does not mention this as a possibility.

Table 11. Hawaii

Web site	http://www.hawaiipublicschools.org/Pages/home.aspx
How Priority schools are identified	Hawaii's Academic Performance Index (API) is based on four types of student indicators: achievement (reading, mathematics, science), growth (reading and mathematics), readiness measures (on-time graduation rates, rates of college attendance, 8th and 11th grade ACT, and for elementary schools, chronic absenteeism rate), and achievement gaps (current rate and reduction rate). Hawaii API to classify schools into one of five performance levels: Level 1: Rewards Level 2: Continuous Improvement Level 3: Focus Level 4: Priority, with support from the newly created Office of School Transformation Level 5: Priority, with support and administrative oversight from the newly created Office of School Transformation. Schools identified as Priority schools demonstrate any one of the following: (1) Persistently low achievement; (2) persistently low high school graduation rates; or (3) designation as a Tier I or Tier III School under the School Improvement Grant (SIG) program that is implementing a school intervention model. The following procedure is used: 1. Select any Tier I or Tier III SIG school that is implementing a school intervention model. 2. Select any high school (Title I or non-Title I) with a high school graduation rate of less than 70% over three consecutive years 3. Select the lowest Hawaii API ranking Title I schools until a school count equal to 5% of all Title I schools is reached, inclusive of Title I schools identified in Steps 1 and 2. 4. Identify all non-Title I schools scoring at or below the highest scoring Title I school selected in Step 3. All schools identified in steps 1-4 are classified as either Level 4 or Level 5 Priority Schools. Level 4 Priority schools will remain under the administrative control of the area superintendent; Level 5 Priority schools will be overseen by the Department's newly created Office of School Transformation with direct line authority to the Deputy Superintendent, the Department's Chief Academic Officer. All schools within the Priority schools category will first be classified as Level 4 Priority. Those schools that fail to make meaningful gains within 1-2 years of being identified will be moved to Level 5 Priority status based upon the Deputy Superintendent's determination that more intensive oversight and accountability is necessary.
Supports provided	Designation as a Priority school means that the school receives all the supports and interventions that meet the U.S. Department of Education's "turnaround principles" and are specific to the challenging task of school transformation. The Office of School Transformation (OST), as an arm of the Deputy Superintendent, will conduct the timely school improvement review process directly. Based on student performance data and diagnostic findings from the review, Priority schools will be led through a facilitative process by the OST and the complex area (local) superintendent to identify systemic interventions that improve the academic achievement of all students within that school.

The result will be a one-year Priority Academic and Financial Plan that clearly identifies how the school will implement rigorous interventions that address the seven turnaround principles. The school plans must specifically address how the interventions will improve student achievement and graduation rates for student subgroups that are low performing.

All school-level Academic Review Teams within Priority schools are expected to participate in a professional learning network, to be facilitated by the OST. Priority schools may be provided with academic mentors in reading, mathematics, and science that work with teachers to develop standards based lesson plans, provide feedback on observed lessons, and use student work to help faculty adjust their pedagogy. Finally, all schools must implement rigorous changes to the use of time during the school day and year aligned to the results of the school improvement review, pending available funds.

To support the development of the Priority Academic Financial Plan, HIDOE has created the Menu of Support and Interventions:

Providing strong leadership
All Priority Academic and Financial Plans will have:

- Additional hiring flexibility from the state; including Priority access to the entire pool of vice principal candidates to provide struggling schools with access to a larger talent pool.
- A performance review of the current principal and intensive, targeted professional development on how to turnaround a low performing schools.

Priority Academic Financial Plans must also include at least one of the bullets below, based on the results of the school improvement review:

- A principal mentor.
- Replacement of the principal.

Ensuring teachers are effective and able to provide improved instruction
All Priority Academic and Financial Plans will have:

- Hiring flexibility from the state to prevent teachers rated as Marginal or below from transferring to the school during the transfer period and a Priority “two week” head start to interview and make offers to new staff.
- Data coaches to work with school level teams on analysis of performance trends and curricular interventions.
- Job-embedded, ongoing professional development that reflects the needs identified by the educator effectiveness system.

Redesign the school day, week, or year
All Priority Academic and Financial Plans will have:

- Analysis of how school time is currently used based on total minutes, minutes allocated for class time, and actual minutes dedicated to instructional time.
- A strategy, grounded in research and best practices, to maximize time dedicated to educator collaboration, data teams, professional development, and class time dedicated to innovative methods of delivering instruction.

If appropriate, based on the school improvement review, Priority Academic Financial Plans may also extend the school day or year in a manner that results an increase in time for innovative methods of delivering instruction.

Using data to inform continuous improvement
All Priority Academic and Financial Plans will have:

- An analysis of existing data teams structure to inform work with state and/or complex area staff to establish a more effective school level structure for data analysis.
- Analysis of alignment between the complex area and school level Academic Review Teams processes and plans.
- Intense, targeted professional development on formative assessment and targeted student interventions.

Establish a school environment that improves safety and discipline
All Priority Academic and Financial Plans will have:

- Analysis of the implementation of school-wide Response to Intervention with the goal of measuring the effectiveness of positive behavioral supports and interventions.
- Analysis of anti-bullying policies and processes and wraparound services to address non-school challenges.
- Analysis of disciplinary data and strategies to address school specific trends.

Engage families and communities
All Priority Academic and Financial Plans will have:

- Strategies to identify and work with community partners and review existing communication processes to develop a comprehensive plan that focuses on engaging families and communities, includes multiple languages (based on student body demographics), includes multiple delivery methods (hard copy and electronic), and includes strategies for follow up.
- Curriculum planning that incorporates student interests and family and cultural backgrounds as part of curriculum planning with the goal of increased student achievement and engaging community partnerships.

Roles and Responsibility: the Office of School Transformation
The Office of School Transformation is patterned after the Recovery School District in Louisiana and the Achievement School District in Tennessee. The theory of action underlying this effort is that the geographically-based complex area structure is insufficient to manage the intensive transformation effort of certain, persistently underperforming schools. By creating a separate administrative unit with state-wide oversight, the State can tightly focus program support on its lowest performing schools. This new office, with statewide oversight over relatively specific program issues, will complement the current complex area management structure by creating a complex area of Priority schools, under the administrative oversight of the OST.

The head of the OST will have equivalent authority to a complex area i.e., local) superintendent and reports directly to the deputy superintendent. The purpose of this office is to provide intensive transformation support to the persistently low performing schools identified as Level 4 or 5 Priority schools. Responsibility for overseeing School Improvement Grants and other similar Federal and State efforts falls within the office. The office will be staffed by at least four high- level educational officers, who may identify and coordinate supplementary support from external consultants and vendors.

The head of school transformation will develop and execute the State's strategy for overseeing and dramatically improving the performance of the State's lowest performing schools. The primary functions of the office fall within three categories: oversight, facilitation, and support. The office will conduct the school improvement

	review for all Priority schools, select interventions in collaboration with the school's Academic Review Team (ART), negotiate all vendor contracts, identify and place teacher and leader candidates to serve in Priority schools, coordinate a school transformation professional learning community comprised of ARTs from all Priority schools, and provide instructional support and professional development as required.
Exit criteria	In order to exit Priority status, schools will have to meet both of the following criteria for two consecutive years: 1. The school can no longer fall within the bottom 5% of schools on the Hawaii API. 2. The school must successfully meet the annual AMO for all student subgroups. Level 4 Priority schools will continue to be administratively led by the area superintendent for up to two years, with oversight and performance monitoring by the Office of School Transformation. For Priority schools that fail to make significant progress and exit status, after the requisite structure, supports, interventions, and oversight have been provided, the State will invoke the full range of consequences. If significant progress is not made, the school will either be closed, or moved to Level 5 Priority status. This means that the Office of School Transformation will take over administrative leadership of the school directly, unless the Deputy Superintendent acting as the system's chief academic officer decides that extenuating circumstances are present.
Can Focus schools become Priority schools?	The flexibility request does not mention this as a possibility.

Table 12. Idaho

Web site	http://www.sde.idaho.gov/site/esea/
How Priority schools are identified	Idaho has developed a five-star rating system for schools based on the following measures: • Reading, mathematics, and language uses achievement for all students • Achievement growth for all students • Subgroup achievement growth, using a combined subgroup composed of economically disadvantaged students, minorities, students with disabilities, and English learners • Graduation rate (for schools with grade 12) • % of students reaching college readiness on college entrance/placement exams (for schools with grade 12) • Advanced opportunities, e.g., % of juniors and seniors completing at least one AP, IB, dual credit, or Tech Prep course and the percent receiving a grade of C or better in advanced courses (for schools with grade 12) Priority schools are those receiving one-star ratings, all SIG schools regardless of current rating, and high schools with graduation rates below 60%. All Priority schools are subject to the requirements for one-star schools, regardless of current star rating.
Supports provided	Idaho uses the WISE (Ways to Improve School Effectiveness) Tool for its school improvement planning. WISE is Idaho's version of the Center on Innovation and Improvement's Indistar© (http://www.indistar.org/) online strategic planning and monitoring process. WISE incorporates research-based school improvement strategies and provides the LEA and SEA the opportunity to do real-time monitoring of school improvement plan development and implementation. The Rapid Improvement Plan required of each Priority school is made up of a sub-set of 88 indicators within the WISE Tool. These indicators are those which have been identified by CII as the highest impact strategies to achieve rapid improvement. Not all of the indicators are required in any given year, but the State does review the plans and expects each plan to reflect feedback provided to the school and district through the Instructional Core Focus Visit (see below). The State review and the use of the Focus Visit ensure that the plan addresses any areas that need improvement. In addition, the WISE tool contains links to research summaries and videos of teachers using suggested strategies. As the school and district plans are implemented, notes of steps taken are entered into the online system. The district may use to tool to monitor the progress of schools and the State may use the tool to monitor implementation and progress of school and district plans. The turnaround planning process for Priority schools is preceded by an Instructional Core Focus Visit. To determine existing capacity, the State uses a modification of the Center on Innovation and Improvement's Patterns of Practice Guide. Focus Visits use 49 indicators from the WISE Tool and collect evidence of practices associated with substantial school improvement. Data are collected by an external team of reviewers who observe all teachers, including teachers of special populations. Since the protocol is linked to the WISE Tool, recommendations directly tie back to school and district improvement plans and processes. Recommendations will also include connections to programs, technical assistance, and training opportunities that match the needs of the district or school. Before the school creates its turnaround plan, the district must choose one of the permissible turnaround models: transformation, turnaround, restart, closure, or a governance partnership model, in which the district partners with an external entity to implement the turnaround principles and transform the governance of the

school, or for a district charter school, renegotiate and significantly restructure the school's charter.

All school improvement plans, including turnaround plans, are developed jointly by schools and districts, approved by the State, and monitored by both the State and district. Idaho will hold districts responsible for the quality and the fidelity of implementation of those plans, and will monitor the districts' support and technical assistance efforts through its Statewide System of Support.

Districts in which Priority schools are identified must use the WISE Tool for district improvement planning and begin implementing research-based strategies in its lowest-performing schools. Strategies may include addressing governance and staffing.

The interventions Idaho uses are aligned to the Turnaround Principles defined in ESEA flexibility. Idaho will provide on-site technical assistance to districts with Priority schools and will provide recommendations to districts regarding school and district leadership capacity, instructional practice and governance structure. The Statewide System of Support team overseas the implementation of the following services directly:

- **Idaho Building Capacity Project (IBC)** – the State partners with three universities to support schools in need of substantial improvement. Cultivation of leadership in rural and remote areas within the State is a key focus. IBC hires highly distinguished educators trained by the State to assist school and district leaders. Capacity Builders (CB) are assigned to all participating schools and districts within the IBC network. CBs coach leaders and leadership teams through the tasks of improvement with monthly training and assist in promoting alignment among the various parts within the school or district system. Capacity Builders are provided with a toolkit of school improvement resources, and, in partnership with school and district leaders, help create and implement a customized school improvement plan.
- **Principals Academy of Leadership** – is a professional learning community structured for building administrators in improving outcomes for all students by focusing on the quality of Instruction. Principals participate in a balance of content, professional conversation, and collegial instructional rounds related directly instructional leadership, managing change, and improving the overall effectiveness of instruction.
- **Superintendents Network of Support** – A collaboration between the SEA and Boise State University's Center for School Improvement and Policy Studies. The purpose of the project is to support the work of district leaders in improving outcomes for all students by focusing on the quality of instruction. ISDE acts as a resource and provides the necessary research, experts, and planning to bring superintendents from across the State together to discuss self-identified issues. The network also serves as a resource for superintendents with districts with Priority and focus schools.
- **Response to Intervention** – Idaho has partnered with the National Center on Response to Intervention (NCRTI) to fine-tune and scale up implementation of RTI practices as part of the Statewide System of Support. Work with NCRTI has helped the State to explicitly tie the essential components of RTI into its larger school improvement model tools and framework: the WISE Tool and the Nine Characteristics of High Performing Schools.
- **Family and Community Engagement** – The Family and Community Engagement Coordinator identifies, plans, and implements methods that would support district leaders and their schools in engaging families and

	the community at large in the discussion of continuous school improvement. In addition, Idaho has partnered with the Academic Development Institute (ADI), the parent organization for the Center on Innovation and Improvement (CII), to provide the Family Engagement Tool (FET) http://www.families-schools.org/fetindex.htm as a resource to all Idaho schools. The FET guides school leaders through an assessment of indicators related to family engagement policies and practices. The resulting outcome is a set of recommendations that can be embedded in the school's improvement plan. FET is closely aligned with the WISE Tool indicators and planning components related to engaging families and communities in academic improvement planning across the system. • **Instructional Core Focus Visit** – (See description above.) All Priority schools receive Instructional Core Visits, as do focus schools on an as-needed basis. • **WISE Tool Improvement Planning Supports: Local Peer Review** – The State expects districts to be the first line of support for the lowest performing schools and provides training to district leadership teams to fulfill this role. Districts provide technical assistance at every point prior to submission of school improvement plans to the State. The State provides a rubric for districts to use in the review of school plans and requires districts to submit copies of their review rubric to the State to demonstrate that assistance has been provided. The State then conducts an independent review and returns that feedback to the district and school. Where there are differences in State and local scoring of the rubric, the State returns the plan for revisions, which creates a space for conversation around what effective practice and planning truly are and informs the types of assistance the State needs to provide to the district. This design encourages a capacity building relationship between the State and district and district and school. Through its annual review, ISDE will only approve district and school plans that ensure high quality alignment of funds with school improvement plans. Plans deemed to be lacking alignment will not be approved, and districts will be expected to revise them at the district and/or school level as necessary. The State's support programs broker resources to ensure that schools and districts are matched with the supports they need. For example if a Capacity Builder is working with local leadership and identifies a need to improve outcomes for ELLs, the Capacity Builder would connect the school or district to training opportunities and external expertise available from ISDE or institutions of higher education. Additionally, if a school is struggling with meeting the needs of ELLs, ISDE will identify this need as it evaluates the local improvement plan. The State's Title III Coordinator participates in review of school improvement plans in order to provide feedback for the needs of the schools and districts.
Exit criteria	Priority schools will remain under the requirements of the turnaround plan for at least three years unless they meet the exit criteria. In order to be removed from one-star school status, a school must achieve a three-star ranking or better for two consecutive years after initial identification. In order to move to a higher star-ranking a school must increase both student achievement and student growth. If the State has provided all of the technical assistance and support described in the ESEA Flexibility Plan and a school has not met the exit criteria by the end of the third year in Priority status, the district is considered to be responsible and the State will recommend a change in governance at the district office.

Can Focus schools become Priority schools?	Yes. If a focus school ranks in the One-Star (Priority) category for two consecutive years, it will be required to implement the turnaround and interventions required of a Priority school.

Table 13. Indiana

<table>
<tr><td>Web site</td><td>http://www.doe.in.gov/grantsmgt/esea-flexibility-application</td></tr>
<tr><td>How Priority schools are identified</td><td>Any Title I school that receives an “F” rating or is a persistently low-achieving school is classified as a Priority School. A persistently low-achieving school is defined as any school that receives a ‘D’ or and “F’ for two consecutive years. These include all Title I schools in the state that have a graduation rate of less than 65%. Additionally, SIG Tier I and II schools are also identified as Priority schools. Statewide, approximately 16% of Title I schools would be identified as Priority schools.</td></tr>
<tr><td>Supports provided</td><td>Under Indiana’s proposal, Priority and focus schools will be provided substantive flexibility to implement scientifically-based, student-/school-based data-informed interventions aligned to the turnaround principles. As described below, these interventions will be tied to the turnaround principles and a framework utilized by the IDOE during Technical Assistance Team Quality Review – Mass Insight’s “Readiness Model.”
<table>
<tr><th>Readiness Domain</th><th>Intervention Examples</th></tr>
<tr><td>Readiness to Learn
Safety, Discipline, and Engagement
Action Against Adversity
Close Student-Adult Relationships</td><td>School culture specialist
Attendance officer
ELA specialist
Community liaison
Family liaison</td></tr>
<tr><td>Readiness to Teach
Shared Responsibility for Achievement
Personalization of Instruction
Professional Teaching Culture</td><td>8-step process
Formative assessment training
Revise schedule to build in time for professional learning communities
Restructure the academic schedule to increase core content or remediation time
Tutoring or extended learning time</td></tr>
<tr><td>Readiness to Act
Resource Authority
Resource Ingenuity
Agility in the Face of Turbulence</td><td>Performance incentives tied to high-need areas of instruction and/or student performance Indicators
Replace principal with one who has a track record of success in school turnaround</td></tr>
<tr><td colspan="2">The LEA may propose an intervention not listed above as long as it is anchored in the “Readiness Model” and turnaround principles.</td></tr>
</table>
The rigor with which an LEA is responsible for implementing interventions will be tied to the “rigor tiers” outlines below.

Tier 1 Implementation Rigor – Overall
Designed for all students and/or staff
Considered requisite for the operation of the school
Tier 2 Implementation Rigor – Targeted
Designed to provide strategic, targeted modifications to one or more constitutive elements of the school, such as the following:
Core curriculum
Data-driven instruction
Community partnerships
Tier 3 Implementation Rigor-Highly-Targeted</td></tr>
</table>

- Designed as intense intervention to meet demonstrated individual or subgroup needs, such as the following:
    - English language learner support
    - Exceptional learners support
    - Specialized English/Language arts and/or Mathematics support

School Improvement Interventions - Timeline

In Year 1, Priority schools must do the following:

- Select at least three interventions aligned to all turnaround principles, at least one from each of the three "readiness" domains, and determine how to implement each intervention with at least "Tier 2" rigor
- Submit information to the IDOE outlining each proposed intervention and justifying the selections with evidence form School Improvement Plans and/or student-school-level data
- Subject to IDOE review and requests for revisions, implement the interventions during Year 1

In Year 2, Priority schools must do the following:

- Analyze student-school-level data to determine necessary modifications to the interventions, the "rigor tier" or fidelity of implementation
    - The number of interventions and their corresponding domains can be adjusted based on demonstrated needs
    - All implementation plans for proposed interventions must be at least "Tier 2" rigor
- Plan to make modifications to proposed interventions, aligned to all turnaround principles, based on mid-year findings from IDOE-provided Technical Assistance Team Quality Review
- Submit information to the IDOE outlining each proposed intervention and justifying the selections with evidence from previous year's findings a well as School Improvement Plans and/or student-school-level data
- Subject to IDOE review and requests for revisions, implement the interventions during Year 2
- Participate and comply with IDOE-provided Technical Assistance Team Quality Review
- Based on findings from the Quality Review and IDOE review (subject to requests for revisions), adjust interventions accordingly

In Year 3, Priority schools must do the following:

- Implement interventions, aligned to all turnaround principles, and their corresponding "rigor tier" as stipulated by the IDOE, based on findings from the Technical Assistance Team Quality Review
- Consistent with 1003(g) SIG funding, LEAs that choose not to comply with this expectation will not continue to be provided with that funding

School Improvement Interventions – Technical Assistance

The Office of School Improvement and Turnaround (OSIT) will use a technical assistance approach consisting of two phases and four total elements to ensure LEAs with Priority and/or focus schools select, monitor, and modify school improvement interventions in a manner than improves student achievement and closes achievement gaps.

Phase 1: Selection of school improvement intervention by LEA with OSIT guidance and approval

1. Root cause analysis
2. Data-driven intervention(s) selection
3. Development of logic Model to guide implementation

	Phase 2: Monitoring and modification of school improvement intervention 4. Implementation Monitoring. OSIT school improvement specialists will conduct at least two on-site monitoring visits to each Priority school during the academic year. Following the visits, OSIT school improvement specialists will produce reports with feedback on which the LEAs and schools are to act. Efforts to respond to the feedback will be tracked in a follow-up monitoring visit. The feedback provided after the final monitoring visit of the academic year will be expected to be addressed in the LEA's next root cause analysis if the school does not exit Priority status. Turnaround School Operators (TSOs) have been assigned by the SEA to some Priority schools. TSOs run operations for all or part of a school, using the school's per-pupil funding allocation. The TSO intervention is the most severe of the options available under state statute. It is reserved exclusively for the chronically lowest performing schools. In schools not assigned TSOs, Lead Partners (LPs) work strategically with the leadership appointed through the school district to support and implement targeted improvements.
Exit criteria	To exit Priority status, a school must maintain a 'C' grade or better for at least two consecutive years or earn the status of being a reward school for one year. Carrying this out would require a school to show a combination of significant improvement on proficiency rates (between 10%-20%) and substantially high growth over that two-year period (ranking in the top 25% of all schools in student growth).
Can Focus schools become Priority schools?	The flexibility request does not mention this as a possibility.

Table 14. Kansas

Web site	http://www.ksde.org/Default.aspx?tabid=5075
How Priority Schools are identified	Kansas calculates the Assessment Performance Index (API) based on all students in reading and mathematics for each of the most recent four years. All schools are ranked annually based on their API. The API is calculated by assigning points to each of the top four proficiency levels in fixed and equal increments of 250 points. At the lowest performance level, no points are awarded. The school can earn up to 1,000 points for each student who advances form the lowest proficiency level to the highest proficiency level. The Title I schools in the bottom 5% of the ranking are identified as Priority Schools.
Supports provided	**Note:** API—Assessment Performance Index DAP—District Action Plan DNA—District Needs Assessment IIT—Integrated Innovation Team—district-level team KIIT—Kansas Integrated Innovation Team—state-level team KSDE—Kansas State Department of Education MTSS—Kansas Multi-Tier System of Supports PIA—Plan Implementation Assessment As part of the Kansas Multi-Tier System of Support (MTSS), KSDE will support districts with Title I Priority Schools in the identification of the root causes of the low achievement through the Districts Needs Assessment (DNA) and apply meaningful interventions that support the implementation of effective practices to address the issues. KSDE's School Integrated Innovation Coordinator with the Kansas Integrated Innovation Team (KIIT) will select and facilitate the work of an objective external entity, to conduct the DNA, use data from the DNA to develop the District and School Action Plans evaluation and review progress of the District and School Action Plans. Districts with Priority schools will select, as appropriate, strategies/practices found in the Menu of Meaningful Interventions: **Provide Strong Leadership** • Review the performance of the current principal • Replace the principal if such a change is necessary to ensure strong and effective leadership; or demonstrate to the KSDE that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort. • Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget. Ensure that formal leadership teams exist at district, building and site levels and include representation from: administration, staff, learners, families, community collaborators. • Identify and communicate the roles and responsibilities for each district/building leader. • Ensure that each leadership team meets regularly to address learner academic success in an integrated manner and shares information with district, building and community. • Provide professional development for leadership teams with a focus on instructional leadership based on data and input from staff and community.

- Require professional development for the school's leadership team on effective staffing practices.
- Ensure that leadership teams regularly engage in formal problem solving using district/building/site level data that allows for data-based decision making for both academics and behavior.
- Ensure that the leadership teams clearly identify the implement multiple indicators of academic and behavioral success and formally communicate those indicators as measures of learning.

Enable Effective Educators

Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort.
Based on teacher evaluation, prevent ineffective teachers from transferring to Priority or Focus Schools.
Provide job-embedded, ongoing professional development informed by teacher evaluation and teacher and student needs such as those identified by instructional data collected by progress monitoring in the areas of reading, math and positive behavior interventions.

- Develop long-term professional development plans for all staff and administrators with activities tied to practices that support the implementation and refinement of a multi-tier system based upon local data.
- Provide professional development for school staff on the collection, analysis and use of instructional data.
- Require professional development in the use of research-based instructional practices.
- Deploy a standards-based teacher evaluation system that measures the use of meaningful instructional practices.
- Invite outside Master Educators to conduct observations in the school as part of a comprehensive evaluation process that have experience in the use of meaningful instructional practices.
- In order to share effective practices, pair Master Educators from mentor schools with teachers in mentee schools.
- Make certain that all staff have a collaborative responsibility for data-based decision making and problem solving to improve student learning.
- Implement strategies such as financial incentives, increased opportunities for promotional and career growth, and more flexible work conditions for teachers who are effective.
- Implement a goals-based walk-through process for classroom observation.
- Monitor and evaluate the fidelity of implementation of Multi-Tier System of Supports by using specific instruments, (such as MTSS Innovation Configuration Matrix), to measure impact.

Maximize Learning Time

- Redesign the school day, week, or year by adding time before and after school or additional time during the summer.
- Incorporate time for teacher common planning and collaboration.
- Provide sufficient time for core, supplemental and intensive instruction that is protected from controllable interruptions and monitored to ensure that planned time is actualized.
- Create a schedule that allows for the planning and implementation of team-

or co-teaching.
- Participate in and implement strategies defined in a time audit.
- Provide ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.

Ensure Rigorous Curriculum

- Review the district's curriculum and instruction by completing a curriculum analysis.
- Use the curriculum analysis results to ensure that all academic curricular materials and instructional practices implemented are evidence-based, rigorous, and relevant based on needs of students.
- Review the preK-12 curriculum to verify it is aligned with the Kansas Common Core Standards.
- Provide ongoing professional development in the use of academic core, supplemental and intense curricular materials and programs that teachers are responsible for providing, which is aligned with the Kansas Common Core Standards.
- Provide ongoing professional development in the Kansas Common Core Standards and in the use of targeted evidence-based instructional practices/strategies.
- Implement a process to check the fidelity of academic curricula and program implementation and instructional practices for students at all levels with feedback and coaching to staff provided throughout the year.
- Promote continuous use of student data to differentiate the curriculum, inform tiered interventions and validate instructional strategies as described within a properly implemented MTSS framework.
- Deploy an assessment and data analysis system.

Utilize Data Analysis

- Use student data to inform and differentiate student instruction and to provide tiered interventions as described within a properly implemented MTSS framework.
- Identify and schedule dedicated time for collaborative teams to review and analyze student data for the purpose of adjusting student instruction. (PLCs, departmental meetings, grade level meetings)
- Conduct data-based decision making at district, building, and classroom levels and for supplemental and intensive instruction.
- Ensure that all staff are actively involved and trained in the problem solving process and use it consistently to guide academic decisions.
- Provide professional development to ensure that all staff members develop a complete understanding of how to analyze collected data and how to interpret and report results accurately and consistently, including helping families understand the meaning and use of data.
- Promote the use of both qualitative and quantitative data.
- Identify specific responsibilities for data coordinator for district/building data.
- Promote student awareness and use of data to monitor their academic progress.

Establish Safe Environment

- Establish school environments that improve school safety and discipline and address other non-academic factors that impact student achievement

such as students' social, emotional, and health needs
- Enhance staff motivation and capacity to be actively involved in decision making and leading from within.
- Provide professional development to help the leadership team monitor and take actions to continue to improve the climate and culture of school.
- Analyze school safety and discipline data to determine if the structural component is in place to maintain a safe learning environment.

Grow Family and Community Engagement

- Develop and implement a family and community engagement plan which provides information and data on a formal and frequent basis to all district stakeholders and community collaborators.
- Provide ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.
- Promote and support parent groups.
- Hold public meetings to review school performance and plan school improvement strategies and interventions.
- Conduct a survey to gauge parent and community satisfaction.
- Implement a complaint procedure for families and community.
- Coordinate with local social and health agencies to help meet student and family needs.
- Provide parent education classes (GED, literacy, ESL).
- Support early childhood education programs that provide young children with early learning experiences.

Year 1 Requirements for District

Participate in the DNA to be conducted by an objective external entity determined by KSDE. The DNA will identify current effective practices aligned with the turnaround principles, address challenges, and culminate in an analysis of both district- and school-level data in relationship to the existing deficiencies in achievement gain, growth, and gap.

Assign a district level Integrated Innovation Coordinator (IC). This is a local staff person assigned by the district in collaboration with KSDE to oversee the work of an Integrated Innovation Team (IIT) and the efforts to create and carry out the District Action Plan (DAP) and School Action Plan(s) (SAP) which will be developed using data from the District Needs Assessment (DNA).

Create and convene an Integrated Innovation Team (IIT), including the KSDE appointed District Integrated Innovation Coordinator, the Improvement Coordinator, representatives from the district and school leadership teams from each Priority School, including a parent/family member or site council member. This team will be responsible for overseeing a District Needs Assessment (DNA) and creating a three-year District Action Plan, which will be reviewed annually in order to monitor progress.

Use the results of the DNA to determine needs to be addressed in the three-year District Action Plan.

Each district with at least one identified Priority School shall reserve 20% of the district's Title I allocation to support the actions contained in the District Action Plan and School Action Plan(s). If the District demonstrates to the KSDE by completing the appropriate reallocation application that the reserved funds are in excess of the cost of supporting the DAP and SAP(s), the district may reallocate the unspent funds according to Title I law and regulations which may include consulting with and allocating an appropriate amount for nonpublic schools.

Immediately upon DAP approval, undertake steps necessary for installation of support necessary to carry out the plan and begin initial implementation.
The district will provide assistance to each Priority School utilizing school-level data and other information from the DNA to write and implement a School Action Plan (SAP). Assistance may be provided by members of the district's Integrated Innovation Team (IIT), other district personnel, or from external technical assistance providers as is determined. This assistance may include support for root cause analysis, intervention selection, implementation planning, setting goals and benchmarks, data collection and analysis for evaluation of intervention implementation and effectiveness, including planning for needed professional development, and writing the plan. This district level assistance will ensure that each Priority School has sufficiently addressed the needs of specific student subgroups, including African-American students, students with disabilities and English Language Learners.
The district will ensure ongoing targeted technical assistance and professional development is provided to each Priority School as each SAP is implemented. Assistance may be provided by members of the districts' IIT, other district personnel, or from external technical assistance providers.

Year 1 Strategies for the SEA
Convene a KSDE Integrated Innovation Team (KIIT), facilitated by the KSDE School Integrated Innovation Coordinator and comprised of cross-departmental KSDE education consultant(s) to oversee the provision of state-level support and technical assistance to each district with one or more Priority Schools. KIIT assistance will include assigning a District Integrated Innovation Coordinator to each district and may also include providing guidance regarding process and timelines as well as ongoing monitoring and feedback to support improvement planning and implementation. The KIIT will assist in connecting districts with other technical assistance resources that align with implementation of successful statewide initiatives such as participation in the academies that provide information on the Kansas Common Core Standards.
Assign a District Integrated Innovation Coordinator to each district with a Priority School. One role of the KIIT is to ensure that a District Integrated Innovation Coordinator is assigned to support each district's IIT. The District Integrated Innovation Coordinator will provide support to the district IIT throughout the District Needs Assessment (DNA) and subsequent District Action Plan (DAP) development, Plan Implementation Assessment (PIA) and revisions to DAPs over time.
Determine and secure the external entity that will conduct the District Needs Assessment (DNA) for all districts with Priority Schools and ensure that DNAs are carried out in an efficient and timely manner.
Establish regular communication with each District Integrated Innovation Coordinator to track how districts with one or more Priority Schools are progressing with Year 1 requirements. If the KIIT determines that a district(s) is not adhering to the process, schedule an onsite visit to the district(s) to address concerns.
Conduct monitoring activities in each district with a Priority School including scheduling and carrying out two onsite visits and one electronic data review. Additional on-site visits may be scheduled if the KIIT determines at any time that the district is not implementing interventions or is not sufficiently progressing toward goals and benchmarks as outlined in the DAP.
Review end of year report of progress and DAPs from each district with one or more Priority Schools.
Provide written feedback to the District Integrated Innovation Team (IIT) regarding progress. If the KIIT determines that progress is not sufficient (i.e. interventions are not being implemented or is not sufficiently progressing toward goals and benchmarks outlined in the DAP), direct the district to utilize set aside funding for

	specific technical assistance, professional development, etc., to accelerate progress for the following year. **Year 2-3 Strategies for the District** Participate in monitoring activities conducted by KSDE. Ensure ongoing targeted technical assistance and professional development to each Priority school as each SAP is implemented. At the end of the school year, the IIT will conduct a PIA to determine progress made and modifications needed to the DAP to the KIT> Feedback from the KIT will be used to address any directed changes in the DAP, including how funds will be utilized. The district must reserve 20% of the district allocation for Priority schools to support actions contained in the DAP and SAP(s) or enter into agreement with KSDE to determine how Title funds will be expended as indicated by KSDE. **Year 2-3 Strategies for SEA** Annually conduct monitoring activities in each district with a focus or Priority school including scheduling and carrying out two onsite visits and one electronic data review for Priority schools. Ensure ongoing targeted technical assistance and professional development to each district with a Priority school as the DAP is implemented. Review end of year report of progress and DAPs from each district with one or more Priority schools. Provide written feedback to the IIT regarding progress. If progress is not sufficient, the KSDE and the district will enter into an agreement to determine how all Title funds will be expended to accomplish the goals in the DAP.
Exit criteria	When a Priority School meets the following conditions for two consecutive years, it will exit Priority status: 1. It must meet its achievement AMOs (those based on the AOD): and 2. It must meet its proficiency AMOs (those based on the Percent Proficient measure).
Can Focus schools become Priority schools?	This flexibility request does not list this as a possibility.

Table 15. Kentucky

Web site	http://education.ky.gov/Pages/default.aspx
How Priority schools are identified	Kentucky Priority Schools will include all the schools identified as persistently low-achieving (PLA), as defined by Kentucky Revised Statute 160.346.
Supports provided	Upon identification as a Priority School through the assessment scores, the school and its district are required to undergo a formal review process to determine whether the leadership of the school/district has the capacity to lead the intervention process. As Kentucky's method of school governance includes a school-based decision making council, a determination is also made as to whether the council has the capacity to continue in its governance role or whether its authority should be delegated elsewhere. The intervention process is managed through the Kentucky Department of Education's (KDE's) Office of District 180. The office has established three Centers for Learning Excellence, which are staffed with Education Recovery staff that are highly trained and have extensive experience in turnarounds of low-achieving schools. The centers are affiliated with regional universities in the eastern, western and central parts of the state, which allow them to access university faculty and educational cooperative staff that serve those areas. Priority Schools are assigned to the supervision of a center, which is managed by an Education Recovery Director responsible for the oversight of all identified schools and districts in the geographic area. Each school is assigned an Education Recovery Leader, who becomes the lead administrator working with the principal to implement the recovery. Education Recovery Specialists are hired to work specifically with teachers to assist them in building the skills and capacities to dramatically improve student achievement. The Education Recovery staff begins by putting in place a number of strategies to assure that interventions are begun as quickly as possible. Once the application for School Improvement Grant funds has been approved, training begins immediately with the provision of professional development on the turnaround process for all school personnel. Recovery staff facilitates a short term, 30-60-90-day planning process to determine and prioritize activities that must be accomplished immediately. While this is taking place, capacity building begins with targeted professional development based on needs identified from the formal review process. Teacher Turnaround Teams are formed by content area, with university faculty, experienced consultants from educational cooperatives, staff from the district central office, Education Recovery staff and KDE staff designing and delivering professional development and working with the Teacher Turnaround Teams. The teams work on problems of practice and methods for facilitating successful professional learning communities. In addition to the immediate interventions outlined above, Priority Schools make additional, longer-term plans through the Comprehensive School Improvement Plan (CSIP) process. In working through this planning process, the district will assist the school in using a variety of relevant sources, including a valid and reliable measure of teaching and learning conditions to inform the needs assessment that forms the basis for revisions to the CSIP. The school also must document meaningful family and community involvement in selecting the intervention strategies that will be included in the revised CSIP. The school's CSIP is required to include the support that the district will provide throughout this process. KDE's commitment to building district capacity is essential for the meeting of desired outcomes in these schools.

Consistent with requirements for all schools in each support category, the CSIP of a Priority School must contain a number of common elements:

- curriculum alignment to ensure the instructional program is rigorous, research-based, based on student needs and aligned with the Common Core Standards
- provision of time for collaboration on the use of data to inform assessment strategies, monitor and modify instruction, and support proficient student work
- professional development to address the goals of the plan
- parental and community communication and engagement
- attendance improvement and dropout prevention
- activities to target the underperforming areas in achievement, gap, growth, college/career readiness and gap.
- activities to target weaknesses in Program Reviews
- activities to target areas of need identified through teacher and leader evaluation measures
- school safety, discipline and non-academic factors such as student social, emotional and health needs
- design of the school day/week/year to maximize teacher collaboration and student learning time
- technical assistance that will be accessed

Schools and districts will be provided with examples of interventions that they may wish to choose from to address the required components in the CSIP/CDIP. Some examples of the required CSIP/CDIP components and suggested interventions are:

1. **Redesigning the school month, day or year to include additional time for student learning and teacher collaboration.** This may include adding time to the school day, adding days to the school year, changing the master schedule to look for additional time, changing the school calendar to provide additional time, reducing transition time to classes, reviewing the school schedule to look for additional sources of time that might be found.
2. **Using data for continuous improvement in teaching and learning.** Must at a minimum provide time for collaboration on the use of data; use professional learning communities to review specific data; review a multiplicity of types of data to examine the impact of each on student achievement (teacher and student attendance, truancy, student discipline infractions, positive behavior interventions); provide faculty-wide input to determine data interests/needs; provide for faculty-wide review of data to determine areas needing further professional development; examine formative or interim assessments for the purpose of improving instruction; and disaggregate data by subgroups to assist in determining appropriate targeted interventions.
3. **Ongoing mechanisms for family and community engagement.** Establish organized parent groups; hold public meetings to review school performance and assist with developing the CSIP; use parent, teacher and student surveys to determine areas of strength and weakness; continue use of Family Resource/Youth Services Centers (FRYSCs) and other local support providers to help meet student and family needs; continue to use the School-Based Decision Making (SBDM) process for engaging parents in the activities of the school; work with adult education providers to offer parent education classes; and collaborate with parent groups representing students with disabilities, students with Limited English Proficiency and other gap groups to receive their input and ascertain the needs for individual students.

4. **Establishing a school environment that improves safety and discipline and addressing other non-academic factors that impact student achievement such as students' social, emotional and health needs.** Hiring a school resource officer; initiating programs such as a Positive Behavior Intervention System or other systems designed to limit negative student behaviors; introducing a school-wide anti-bullying program; receiving an audit from the Center for School Safety and implementing the recommendations from it; beginning collection and analysis of data on a number of the non-academic factors that impact student achievement; using information from the Kentucky System of Interventions to address school environment concerns; and continuing use of the FRYSCs and other local providers to help meet broader student and family needs.

Practices to Improve Student Achievement and Graduation Rates for All Students

Students with disabilities and English language learners are included in the performance data used to identify schools and implement interventions, and are included in both the proficiency and gap reduction components of the accountability system index. They have been included in regular school and district improvement processes in order to ensure they receive the same level of attention through the same planning processes as the rest of the school. This promotes the concept of inclusion and ensures the integration of strategies and activities that may be beneficial to all students.

In the accountability process, the formal review in the District 180 Education Recovery process identifies areas of strength and weakness relative to the instructional needs of these students and other students in the gap, and the planning process for Priority Schools and Districts is the method used to address those needs.

Some of the strategies included in the Gap Plan include the use of the electronic ASSIST tool to guide the planning process for strategies and activities to be used with students in subgroups. The tool will be used to consolidate and increase the likelihood of implementation fidelity through data goals and frequent monitoring of the plan. Specific questions to address the instructional needs of students in the gap subgroups will be asked and additional data on these groups will be collected to ensure their inclusion in the school's planning process. Based on the needs identified through the data collection, the Kentucky Department of Education will assist local school districts to ensure that professional development will be identified and delivered including training on different collaboration models to support students with disabilities and training on how to implement differentiated instructional strategies that will reach these students. Education Recovery staff will receive specific training on strategies for closing the gaps, which will include measures to address these two groups of students. Their experience and expertise will be used as a resource to assist staff working with other schools who are struggling to find "what works" to reach students in the gap.

The *"Guidelines for Closing the Gap for All Students"*, a stakeholder-developed guidance document to help schools and districts that are looking for additional methods to approach gap closure will be published and widely distributed, and training will be offered. Because of the intensive stakeholder guidance in developing this document, it reflects suggestions for ensuring community engagement in the process of identifying and addressing gap issues. A summer progression plan will be promoted including the "find a book" website involving a

	partnership with the Council of Chief State School Officers (CCSSO) and MetaMetrics. Other activities that will be implemented include: • development of an Alternative Individual Learning Plan for students in alternative schools that hold both the sending and receiving schools accountable for their academic progress (many students served in these schools fall into one of these categories); • providing assistance and support to districts in assuring additional digital learning environments and opportunities designed to engage disenfranchised students; • development of individual profile sheets in reading and mathematics to monitor the success of students with disabilities and English language learners; implementation of the Kentucky System of Intervention (KSI) (Kentucky's Response to Intervention, RtI process), which provides individual identification of student needs and responses tailored to address their learning issues; and • Monitoring through the ASSIST tool to increase the likelihood of implementation with fidelity.
Exit criteria	In order to exit the Priority status, the school or district must meet AMO/AYP goals for three consecutive years and must no longer be identified by the applicable percent calculation of being in the lowest 5 percent. This exit goal is the reverse of the calculation that moved the school into the Priority category. In addition, the school needs to score at or above a 70 percent graduation rate for three years in a row.
Can Focus schools become Priority schools?	The flexibility request does not mention this as a possibility.

Table 16. Louisiana

Web site	http://www.louisianabelieves.com/resources/library/accountability
How Priority schools are identified	LDOE uses its existing letter grade system in order to identify Priority schools, which are persistently failing schools transferred to the Recovery School District (RSD).
Supports provided	Overall, RSD's turnaround philosophy closely mirrors and aligns with the turnaround principles emphasized by the USDOE. The RSD manages direct-run school on a day-to-day basis. However, the relationship between RSD and charter schools is more about accountability and broad oversight than direct management. Therefore, system wide supports (e.g., enrollment, equity reports) described below impact direct-run schools and charter schools. However, school management practices described below apply primarily to direct-run RSD schools. **Providing Strong Leadership** The RSD provides operational flexibility to each of its charter schools by giving each school leader the authority to make all scheduling, staff, curriculum, and budget decisions at the school level, with the oversight and guidance of their charter boards. Principals at RSD direct-run schools also have the authority to make all personnel and staff decisions at the school-level, and receive oversight and support in other areas through the RSD's Office of Achievement staff and network support teams that are accountable for the achievement outcomes of the schools to which they are assigned. Each network team is assigned to support several schools, in order to streamline support and communication to tailor school support to meet the individual needs of each school. The teams assist direct-run schools in setting goals, assessing performance, giving teachers and principals feedback, managing and providing professional development, and creating ongoing cycles of improvement that link goals, data, and coaching. The network teams also support charter schools as requested. The network teams set goals with each school, partner with the school to determine how best to meet those goals, and flexibly support the school to achieve their goals based on individual needs. Network staff members spend the bulk of their time working at each school, partnering with principals to set goals for their school around student achievement, attendance, and teacher performance. In partnership with the school, network staff then determine how best to support each school in achieving those goals. The teams provide support in several critical areas, including teacher evaluation and coaching, student assessments, RTI (Response to Intervention) appraisal, student discipline, risk management, and special education services. They also monitor compliance with federal IDEA regulations and ensuring that schools are improving the quality of services special education students receive. Network leaders conduct quarterly reviews of each direct-run school principal. During these reviews, network leaders and principals review all important school data in order to determine progress in achieving the school's goals, any areas of deficiency, and determine next steps for improvement. At two of these quarterly reviews, principals are reviewed using *Pathways to Leadership Excellence*, a next-generation evaluation and development system, to ensure that they are allocating the time and resources necessary to identify areas of needed improvement for teachers, create the structures for teachers to learn together and receive useful feedback, and create school cultures that retain and support effective teachers. Principal evaluations are based on self-evaluations and evaluations by their network leader focusing on progress toward meeting goals outlined with the

network leader earlier in the year. Based on the results of these principal evaluations, the RSD may choose to replace or provide intensive support to struggling principals who are not meeting performance goals or facilitating significant student achievement.

Network teams are evaluated based on whether their network schools achieve their goals and whether network leaders and staff believe that working with the network benefits their students' achievement. Twice a year, principals, master teachers, assistant principals, and teachers complete surveys about the network team staff and their work in schools.

Ensuring Effective Teachers
All teachers are observed a minimum of four times per year and evaluated based on the *Pathways to Instructional Excellence* rubric. Evaluation results and feedback on areas for development are entered into a web-based portal that teachers access to remain updated on review feedback. During principal quarterly reviews, the network leader and the principal review all teacher evaluations and professional development activities to discuss personnel decisions and additional support and professional development for struggling teachers. The RSD collects feedback from teachers on the system twice a year.

Professional learning activities are provided through "direct service delivery" of training by staff, consultants, contracted personnel, and the "training of trainers" model. The latter model calls for the training of key personnel who then deliver the training they receive to colleagues at their schools. School-site and district-wide professional learning activities, which .support the RSD initiatives, are provided during the entire year. These activities include workshops, support meetings, and classroom demonstration lessons for teachers.

Redesigning Learning Time
By law, students who do not demonstrate mastery on state-standardized tests attend an additional three weeks of class during the summer to participate in an accelerated instructional program to move these students to grade-level and prepare for summer re-tests.

Additionally, RSD charter school leaders have autonomy to set their school calendars, as long as they meet the minimum school day and time requirements in law. RSD charter schools provide additional instructional time by having an extended learning day, Saturday school programs, utilizing a year-round calendar, providing for shortened holiday and summer breaks to provide intensive remediation, requiring mandatory after-school tutoring, and additional instructional days in order to allow opportunities for off-campus internships and career preparation programs during the school day.

Strengthening Instructional Programming
RSD charter schools have increased freedom for school leaders to develop or choose curriculum that best meets the particular needs of their students. Similarly, RSD charter school leaders may choose or develop school-specific curriculum which aligns with rigorous Louisiana state curriculum standards and, in the future, the Common Core State Standards. All charter extension and renewal decisions are based on student growth and performance.

Using Data to Inform Instruction and Continuous Improvement
The RSD provides support in this area through the Office of Analytics, which provides data analysis for the RSD on a system-wide and individual school basis in order to inform RSD school support and transformation decisions. Network teams

work with direct-run principals to review student data to inform personnel and instructional decisions. In direct-run schools, network staff also participate in each school's cluster meetings of teachers every week to review student data to analyze progress in achieving student performance goals, and interpret this data to inform instructional decisions inside the classroom. Cluster teams are groups of teachers in the same grade level for elementary school, and groups of teachers in the same subject-area for high schools.

Establishing Positive, Safe, and Supportive Schools

All schools within the Recovery School District are actively participating in School-wide Positive Behavior Support. Each RSD direct-run school has staff members dedicated to implementing the RTI process, and RSD network teams provide intensive support and training in this area.

Network team staff are also involved in all disciplinary proceedings, ensuring that all possible interventions have been exhausted and appropriate due process procedures have been followed before a student is suspended or expelled. Network staff also work with the RSD hearing office to develop recommendations for students subject to disciplinary proceedings. The RSD provides a central disciplinary hearing officer to ensure that all disciplinary hearings are conducted in accordance with state and federal law.

Each RSD direct-run school and parent-center staff receive training in student homelessness, and are equipped to direct students and parents to appropriate resources to meet their needs. In addition, many RSD charter and direct-run schools develop partnerships with organizations to provide mentoring and conflict resolution, including Restorative Justice programs, mentoring provided by City Year volunteers, and Saturday school parent and student programs as an alternative to expulsion.

Providing Mechanisms for Engagement of Families and Communities

The RSD operates four parent-family resource centers throughout New Orleans where parents can obtain language translation services, student enrollment information, transcript and records requests, conflict resolution services, up-to-date information on all RSD schools, parenting skills literature, and community resource literature. The RSD also holds monthly community discussions in locations throughout New Orleans on topics and issues that are most important to parents and community members. The RSD also utilizes various community engagement processes for any major change or initiative the RSD undertakes, including building new schools, moving school locations, and creating a new unified enrollment process.

As more schools outside of New Orleans are transferred to the RSD, community engagement activities are being implemented across the state. These activities include regular meetings at RSD schools for parents and community members, and the creation of special task forces and advisory boards for any school that is being transferred into the RSD.

Following are some RSD strategies to build community awareness and investment:

- Meet with community leaders, local pastors, politicians, government leaders, and parents;
- Create a community advisory board for the Baton Rouge Achievement Zone along with a community task force for each school;
- Create an entity to combine the efforts of all parties and provide focus and dedication on the Children First Zone, the primary group for philanthropy;

- Create connections with successful support and advocacy groups including but not limited to Stand For Children!, Louisiana Association of Public Charter Schools, Advanced Innovations in Education, and Baton Rouge Area Foundation Utilize newspapers, television media, and social media networks to communicate the message and purpose of the Baton Rouge Achievement Zone.
- Conduct "State of Our Schools Meetings" in which the RSD asks students, parents and community members what they want their school to provide and achieve.
- Conduct workshops for parents, teachers and community members to voice their concerns and cultivate a dialogue within the community about the achievement zone.
- Conduct house meetings and church meetings to build personal relationships with the community.
- Cultivate community leadership and boards made up of people who want to see dramatic change in education among their community. Set up regular times to get input, and enlist help in communicating back to other parents and community members about the change process.
- Create a sense of urgency related to making needed changes.

Resources for English Language Learning Programs

The RSD employs a team of ELL experts – both instructors and interpreters – who are responsible for a cadre of Priority or RSD schools. In order to influence meaningful growth and increased proficiency, RSD staff follow a centrally-created, highly-effective protocol which focuses on:

- Identification
- Screenings (i.e., ELDA and other supportive data)
- Development of Individual Student Success Plans Based on Student-Specific Data
- Monitoring

The RSD expert ELL staff monitors quarterly all students that have exited the ELL program and visit all schools – regardless of whether ELL students are identified – to ensure that all students needing services receive such services in a timely manner. Additionally, the RSD ELL staff conducts progress monitoring meetings to review growth and performance of exited ELL students and to make recommendations as indicated regarding revision of the instructional programs, at least quarterly. Finally, RSD ELL staff offer additional support services, including face-to-face professional development conducted annually or as needed for school site personnel for the purposes of apprising them of ELL Program, service protocols, and referral procedures.

Services from RSD Staff to Priority Schools

- *Staffing*
  - The RSD providers staffing guidance for proper student-to-teacher ratios and special education paraprofessionals are staffed based on the student population of all RSD schools. To support staffing needs on an ongoing basis, new or changed staffing needs are highlighted weekly and principals are supported in their hiring needs.
- *Support Structures*
  - From 2007-2011, the Department of Intervention Services built a cadre of special education "Cluster Leaders" which were assigned to a "cluster" of 5-7 schools. The cluster leaders supported schools in all areas of special education, providing individual student support as well as school based and district based professional development. In

addition, support structures to provide related services, gifted, talented, assistive technology, etc. were established.
    - In 2011-12, RSD made a conscious decision to transition from a support/service organization to an oversight entity. The remaining 16 direct-run schools were allocated to "Networks" with a Network structure of support personnel. The Network staff members – each overseeing approximately five schools – include RtI/Appraisal personnel, and personnel with expertise in school improvement. These experts are responsible for ensuring direct run schools provide an excellent education and produce student achievement at rates surpassing typical districts and/or the state. Under the leadership of the Network Executive Director, the Network staff meets quarterly to review school level data with school leadership teams. These meetings are used to focus schools on student achievement (in particular, students with exceptionalities).
    - In 2011-2012, the RSD also established the Office of School Performance (OSP) to develop oversight of the Type 5 Charter Schools. The OSP has/is developing processes, including special education oversight, to monitor Type 5 Charter schools to ensure compliance with their contractual obligations and proper intervention, as needed.
    - The Special Services Special Education team in collaboration with the OSP team has been tasked with developing the special education monitoring system/process for both Type 5 Charter and Direct Run schools. The system is developed and 15 Type 5 charters that are due for extension or renewal decisions in fall 2012 are undergoing monitoring at this time. In addition, 4 direct-run schools will be monitored using the new process this spring 2012.
- *Nursing/Health Services*
    - School Nursing/Health Services plays a large part in keeping students with disabilities healthy and safe. The School Nurse completes Individual Health Plans (IHPs) for students with health related needs to guide school personnel in appropriate procedures for students with health needs. The Health Services Department is also responsible for training school based staff in the required health related needs of individual students (e.g., noncomplex health procedures, CPR, medication administration, tracheotomy and gastro/tube feeding).
- *Additional Services*
    - The RSD also provides assistive technology supports, as well as mental health and counseling services.

Exit criteria

All schools transferred to the RSD must remain in the RSD for a minimum of five years. After five years, a school may be eligible to choose to return to its former LEA or remain with the RSD. Schools are eligible to choose when they have demonstrated the ability to operate as a stable, non-failing school by earning a School Performance Score of 80.0* or above for the past two consecutive years. For reference, all schools statewide are recognized as academically acceptable by earning a score of 75.0 or higher. By earning an SPS at least 5 points above the minimum score of 75.0 for two consecutive years, a school demonstrates that it will be able to maintain its academic performance in the future and is not in danger of becoming a failing school, and therefore no longer needs to be considered a Priority school. Allowing schools to choose whether to exit or remain in the RSD allows parents and local communities, through their charter governing boards, to determine which setting will most adequately provide the conditions necessary for success and student achievement.

	NOTE: The required SPS of 80.0 is on the current 200-point scale, rather than the proposed 150 point scale. Moving forward, the State Board will update this policy to mirror its current version. Under the new system, Priority schools will need to earn a SPS of 53.0 for two consecutive years (i.e., four, rather than five, points above the academically unacceptable bar (<50) due to reduction of the overall scale from 200 points to 150 possible points).
Can Focus schools become Priority schools?	This is not discussed as a possibility in the flexibility request.

Table 17. Maine

Web site	http://www.maine.gov/doe/accountability/index.html
How Priority schools are identified	The following groups of schools will be placed in the Priority category: • All Title 1-receiving or Title-1 eligible high schools with a graduation rate of 60% or lower. Currently, there are no Maine high schools that meet this criterion; • All schools in the federal School Improvement Grant (SIG) program with one or more years remaining on their 3-year improvement plan. There are currently 4 schools that meet this criterion – one school recently identified for school year 2012-13 and 3 schools identified for the 2011-12 school year; and • Schools in the lowest ranking of schools based on 3-year average proficiency in math and reading and 3-year progress as determined by the School Achievement and Progress list. o **Number.** The number of schools to be identified from this rank-ordered list will be the number of schools needed to reach a total of 5% of Title 1 schools (19), after counting the SIG schools (4) and the below-60% graduation rate schools (0). Based on this requirement, Maine will identify the bottom 15 schools on this rank-ordered list. o **Exception.** An exception to Priority designation will be made for a school with a testing population of 20 or fewer in the whole school. To address volatility of data and calculation in such small schools, a school that falls within the 15 lowest-ranking schools would be identified as a Monitor school in the first year rather than a Priority school. If the school falls within the lowest rankings for 2 consecutive years, it would be identified as a Priority school. In order to use this data for identification of Priority schools, Maine will rank-order schools based on the annual percentage of proficiency for the most recent testing year. The bottom 15 schools will be identified as Priority schools, unless any school has a 3-year change rate above the average rate. Any such school will be removed from the Priority list and replaced by the next school on the rank-ordered list. A school removed from the Priority list because of an above-average growth rate will be evaluated for placement in other categories.
Supports provided	Once a Priority school is identified, Maine DOE assigns one of 13 School Improvement Specialists to the school. School Improvement Specialists are all former principals and many are also former superintendents or central office leaders. Collectively, they have extensive experience and expertise in the range of school grades, and have backgrounds supporting literacy, mathematics and students with disabilities. The work of School Improvement Specialists is coordinated by a full-time DOE staff member who reports directly to the Title 1 Director. School Improvement Specialists are assigned to a school based on a match between the school needs and the experience and skill of the Specialists. Each school is assigned at least one specialist; if the needs assessment indicates a greater need, an additional Specialist may be assigned. Specialists work directly with the school or LEA, as described below and act as liaison with the DOE, sharing data and information on what's working or what's not working. There are regular opportunities, supported by the Title 1 Director and

program staff to continuously share information and reflect on the progress of each school. This includes monthly meetings to discuss school plans, review challenges, and share strategies for success. Title I School Improvement Specialists are included in any of the meetings and/or trainings provided for the NCLB Federal programs team and the larger Learning Systems Team. These activities provide a venue to collaborate and discuss partial-year and emerging needs of each school with the goal of taking advantage of the collective experience of the Specialists. This process also ensures that there is ongoing monitoring of student performance and school implementation data leading to immediate and responsive modifications to the school's plans, if warranted.

Once assigned, the Specialist facilitates and supports the school leadership in conducting an overall school needs assessment aligned with the ESEA Turnaround Principles based on the results of the self-assessment and on student achievement and attainment data, the school leadership team and the Specialist will construct a 3-year school improvement plan and demonstrate how it is aligned with the ESEA Turnaround Principles.

The results of this thoughtful and collaborative process will inform the development of a multi-year school improvement plan – which will be signed by the principal, superintendent and school board chair – that must propose implementing research-based best practices that align with the ESEA Turnaround Principles. Short- and long-term goals are identified – including explicit statements about the performance of students (whole school and subgroup).

Once the needs are identified and the goals are established, a customized set of detailed strategies and action steps are identified for implementation in consultation with the DOE School Improvement Specialist and other experts in the DOE as needed. The plan is then implemented, supported, monitored, reported, and adjusted with the support of the Specialist.

The entire process is built on and supported by Indistar®, the nationally recognized and universally used online school improvement and performance management tool used in several states, including Virginia, South Dakota, and others. Indistar® is presently used in 26 states and informs improvement work in over 6,000 schools.

Indistar® supports customized school-based improvement planning that incorporates a continuous improvement cycle aligned with ESEA Turnaround Principles and best practices. Indistar® also allows the school district to select a set of indicators (see attached table; KEY are strategies deemed to be highest leverage and represent the non-negotiables in which Priority schools in Maine will need to engage) that support the kinds of improvement activities best suited to that school's needs.

The DOE worked with Indistar® to identify the non-negotiable improvement steps and strategies known as "indicators" that are labeled with the term "KEY." The DOE School Improvement Specialist works very closely with the school's principal and leadership team to identify and implement other indicators that best suit and meet the needs of schools.

There is an online portal in Indistar® that allows for the collection of meeting minutes, organization and presentation of quarterly data, and other data through the year. Indistar® also includes an electronic repository for planning and implementation materials that support the ongoing work of the school and ensures

that strategies are identified that have the greatest likelihood of addressing the specific needs of the school and the students who are performing the poorest.

Indistar® provides online tutorials on the majority of the indicators, including videos of teachers, principals, and teams demonstrating the indicators in practice. Access will be provided to school leaders and educators as well as DOE specialists who can collaborate in person and virtually throughout the year. DOE Specialists will review the quality and comprehensiveness of submitted plans using a rubric that is aligned with the high quality criteria established by Indistar® and developed internally at the DOE

Once the improvement plan is approved by the Maine ESEA team, funds will be released to the school and implementation will occur. Implementation support and guidance will be provided by the DOE School Improvement Specialist.

Priority schools are required to receive the following interventions and supports:

- Self-assessment, which provides baseline data for the improvement plan
- Improvement plan with progress benchmarks
- Alignment with seven ESEA Turnaround Principles. Self-assessment and proposed strategies must be aligned with the turnaround principles. The DOE school improvement specialist will support and assure this alignment.
- Targeted Title I accountability/ESEA directed funds. Any district with a Priority school will be required to set aside an amount up to 20% of its regular Title I-A allocation that is reasonable and necessary to implement appropriate and rigorous interventions as outlined in its school improvement plans.
- District level set-aside of regular Title I district allocation. Priority and focus schools not demonstrating progress during their first two years will be required to direct additional funds to support/implement higher levels of intervention beyond the capacity of 1003(a) funds. Projects will be reviewed and approved by Title I staff to ensure alignment with school improvement plans.
- Convert to schoolwide Title I status. Priority schools that do not have schoolwide Title I status will be required to change their designation so that Title I-funded services will be made available to all students.
- School-based improvement team of administrators, teachers, parents, etc.
- DOE Title I school improvement specialists. They will:
    - Provide facilitation of the planning process
    - Serve as school improvement coaches, providing guidance and support
    - Provide monitoring from the SEA level
    - Serve as a conduit of information between the SEA and LEA
    - Specialized DOE support (e.g., RtI, SWD, ELL, content areas, truants, dropouts, homeless, migrant). Work will be coordinated by the Chief Academic Officer and by the Title I School Improvement Office.
- Affinity/special issue networks
- Regional networks. DOE will facilitate a connection with already existing regional support organizations that serve schools in a particular region with established track record of successful support.
- Transformational leaders network (regional and grade level)
- Quarterly/continuous progress reports
- Annual improvement plan evaluation
- DOE-sponsored school improvement events
- DOE web-based improvement resources for best practices (instruction, leadership, community engagement)

	• Online calculator will allow schools to develop their 6-year AMO targets, expected annual targets, and provide real-time data analysis (this resource is made available, but is not required). The above interventions/resources are also required for focus schools, except for the following resources/interventions that are made available, but are not required for focus schools (except for focus schools that fail to make progress—see below): • Alignment with 7 ESEA turnaround principles • Conversion to schoolwide Title I status • Regional networks • Online calculator
Exit criteria	In order to exit Priority status, the school must: • Have implemented interventions aligned with the ESEA turnaround principles for three years; • Have demonstrated sustained improvement by: o Demonstrating, for 2 consecutive years, an increase in the combined 3-year average proficiency for math and reading and demonstrating a rate of progress that is at or above the state average rate of progress for each of those years; o Making AMOs for the "all student" group in reading or math for two consecutive years (Remaining content area not making AMOs must be making sufficient progress toward making AMOs); and o Making sufficient progress (reached the midpoint between the exit year and the prior year AMO) for the super-subgroup in math and reading; and • Not be in the lowest 5% on the school accountability index.
Can Focus schools become Priority schools?	Although they are not formally redesignated as Priority schools, focus schools that do not demonstrate growth during the first two years of targeted support will experience an expanded set of interventions and supports similar to those required of Priority schools (see "Supports Provided" above). These include: • A Maine DOE/External review team will conduct school assessment using an instrument that is aligned with the 7 ESEA Turnaround Principles. • The Maine DOE team will support and approve the construction of an updated school improvement plan informed by the external review. • Focus schools not demonstrating progress during the first two years must address all 7 Turnaround Principles. • All Priority and Focus schools not demonstrating progress during the first two years must also set-aside 20% of their district Title I allocation to support the school improvement plan. The school must submit a proposed spending plan for these funds to the Maine DOE for approval through the NCLB consolidated application process. Title I staff will review and approve plans based on alignment between the proposed activities and the school improvement plan. If there still is no improvement from year 3 to year 4, then the school must identify – with the guidance and approval of the DOE, and at the district's expense – at least one certified specialist - whose primary responsibility will be to provide ongoing classroom-based professional development and support around the implementation of best practices for instruction. The area of expertise of this classroom-based professional and their work in the school must directly align with the identified needs that result from the externally conducted school assessment. Districts may use funds from the required 20% set-aside to meet this requirement.

Table 18. Maryland

Web site	http://www.marylandpublicschools.org/MSDE/programs/esea_flex/
How Priority schools are identified	Annual Performance Rank = (AYP % proficient for Reading – AMO for Reading) + (AYP % proficient for Mathematics – AMO for Mathematics) • Overall Rank – is the School's Annual Performance Rank summed for 2008 through 2010 • Overall Average Rank - is the School's Annual Performance Ranks averaged based on the summed Annual Performance Ranks for 2008 through 2010 • Overall Weighted Rank – is the School's Annual Performance Rank weighted for each school year 1. 2008 Performance Rank multiplied by a weight of 1.0 2. 2009 Performance Rank multiplied by a weight of 1.0 3. 2010 Performance Rank multiplied by a weight of 1.25 4. Sum the weighted Performance Ranks for 2009 through 2010 5. Divide the sum of the Performance Ranks by the sum of the weights, which is 3.25 when a Performance Rank is present for all three school years Graduation rate criteria: graduation Rate is less than 60% for the past 3 school years Notes: • School must be Title I eligible • School has three years of AYP data and three years of graduation data (where applicable) • Minimum N size met (30 for one grade tested, 60 for two grades) • Schools where 100% of students receive certificate of participation
Supports provided	The Breakthrough Center, Maryland's Statewide system of support for low-achieving schools, serves as the interface between MSDE and the LEAs in the adoption of one of the federal intervention models. Based on the turnaround principles, the Breakthrough Center's work places strong emphasis on building capacity in the identified school districts and SIG schools so that turnaround is not just achieved, but sustained. The 16 SIG schools implemented either the restart or turnaround models from the four identified by USDE. It is important to note that all 16 schools are in only two of Maryland's 24 LEAs. Intensive work is ongoing, not just with the schools but also with the personnel and structures in the LEAs. Both LEAs have redesigned their infrastructures to better support these schools. They each have a Turnaround Office with dedicated staff to work directly with the schools and facilitate the changes necessary to meet the demands of these grants. The five additional Priority Schools are also in Baltimore City. Maryland's newly awarded RTTT Early Childhood grant will also include an Early Childhood Breakthrough Center. The Early Childhood Breakthrough Center is an internal MSDE operation dedicated to coordinating, brokering, and delivering support to early learning and development programs located in low-income neighborhoods across Maryland. It aims to maximize the State's comparative advantage by partnering with regional child care resource centers (CCRC) to determine needs and necessary supports; identify, target, and maximize resources from education, business, government, and research agencies; and to create

	access to these resources for early learning and development programs with large numbers of children with high needs. For the schools in addition to the SIG schools, the LEA (Baltimore City Schools) can choose to implement one of the four models currently allowed for the SIG schools or it can detail a different model of intervention that meets the seven principles of turnaround. A template is provided to the LEA to ensure that all turnaround principles are addressed. MSDE expects the LEA to use all or a portion of the amount of Title I dollars that were set aside for Supplemental Education Services (SES) and Parental Choice to provide between $50,000 and $2 million per school per year for the next three years in order to implement the chosen intervention. In 2011-2012, Baltimore City Public Schools reserved $6,954,799 for Supplemental Educational Services and Public School Choice. MSDE believes this amount, coupled with its regular Title I A funds, will allow the five Priority schools to implement a model or interventions sufficient to address the needs of its schools and students. It should be noted that the LEA may choose to continue to work with SES providers to support these schools and may choose to allocate Title I or other funding sources to hire SES providers to support these schools. Maryland has implemented a process to provide direct support to LEAs with SIG Schools in Tier I and Tier II as well as RTTT feeder schools. Maryland's position is to work with the LEA on a regular basis to insure there is improvement in these lowest performing schools. This process includes monthly internal MSDE meetings via the Breakthrough Center. One key feature of the Breakthrough Center calls for MSDE to convene a cross functional team comprised of experts within the Department from Title I and Divisions of Instruction, Student, Family and School Support, Career and Technology Education, etc. The cross functional team is charged with providing direct support to schools and LEAs by brokering services or providing direct services related to academics, scheduling, safe schools, leadership, data and professional development among others. The cross functional team meets monthly. In addition, MSDE's Breakthrough Center staff and Title I staff meet monthly with the LEA Turnaround offices to discuss services and interventions and assist with implementation. LEAs are required to submit quarterly data to MSDE. MSDE analyzes the data and provides feedback and strategies that the LEA may implement.
Exit criteria	A Priority school will exit Priority status when it demonstrates that it is making significant progress in improving student achievement on the Maryland State Assessment. A Priority school must advance two (2) strands or more on the Maryland School Progress Index or fall within Strand 2 on the School Progress Index. Should Maryland identify Title I high schools or Title I eligible high schools in the future, an additional exit component would include a graduation rate of 70% or above for two consecutive years.
Can Focus schools become Priority schools?	This is not discussed as a possibility in the flexibility request.

Table 19. Massachusetts

Web site	http://www.doe.mass.edu/apa/titlei/esea/
How Priority schools are identified	Massachusetts uses a unique Progress and Performance Index (PPI) which is a comprehensive indicator of district and school progress towards college and career readiness. It includes four types of indicators: testing participation, student achievement, student growth/improvement, and high school graduation and dropout rates. The PPI will include data for the four most recent years, with the most recent years weighted most heavily. The Massachusetts Department of Elementary and Secondary Education (ESE) will use the PPI to classify schools and districts in levels under the framework for accountability and assistance, as detailed in their approved Flexibility Request, http://www2.ed.gov/policy/eseaflex/approved-requests/ma.pdf. Participation: Any school with less than a 95 participation rate in ELA, mathematics, or science will automatically fail to make its Annual Measureable Objective (AMO) in the aggregate or the subgroup(s) for which the rate falls below 95 percent, and as a result can only be classified in Levels 2 and higher. A school that does not meet its participation AMO may not be classified in Level 1: On Track. Student Achievement: ESE will measure student achievement for districts, schools and subgroups with three indicators: 1. Closing proficiency gaps in ELA, mathematics, and science, as measured by the Composite Performance Index. 2. Reducing the percentage of students scoring in the Warning/Failing category in ELA and mathematics 3. Increasing the percentage of students scoring in the Advanced category in ELA and Mathematics The Composite Performance Index (CPI) is a metric used in Massachusetts that rewards continuous improvement toward proficiency. The CPI awards points to each student based on their achievement on the ELA, mathematics, or science assessments; a CPI of 100 indicates that all students are proficient or advanced. The points for all students in the district, school or subgroup are summed together and then divided by the number of students in the group being measured. The result is the CPI for that group and subject. For accountability purposes, ESE combines all tested grades when generating a district, school, or subgroup CPI. Student Growth/Improvement: Massachusetts will assign credit for: • Exceeding the median student growth percentile (SGP for the state. The statewide median SGP for all students is 50, so a student group would receive full credit in the PPI with an SGP of 51 or higher. • Increasing the group's median SGP over the previous school year. • Reducing the percentage of non-proficient students by at least 10 percent (assuming at least 30 students in the group are tested). High School Graduation and Dropout Rates: For high schools, Massachusetts will include both graduation and dropout rates in the Progress and Performance Index as indicators of success in preparing students to be ready for college and careers. Massachusetts' Priority schools are the lowest-performing schools and are classified as Level 4 or Level 5 in their district framework for

accountability and assistance.

Supports provided

The superintendent of a Priority school's district must submit a redesign plan to the local stakeholder group, local school committee, and lastly to the state commissioner for approval. Beyond contributing to approval of the plan, the State assigns assistance liaisons and accountability monitors, defines exit criteria, including measurable annual goals tailored to each school and based on empirical data, assesses fidelity to the federal turnaround principles as well as district capacity to implement of one of four federally-required implementation models, and provides targeted assistance via partner providers, tools, templates, and other resources.

Massachusetts requires districts with Priority schools to develop a redesign plan to rapidly implement interventions aligned to each of *Conditions for School Effectiveness,* http://www.doe.mass.edu/apa/ucd/CSE.pdf. These conditions identify research-based interventions that all schools, especially those that are most struggling, need to implement to effectively meet the learning needs of every student in every student subgroup. The *District Standards and Indicators* identify the characteristics of effective districts in supporting and sustaining these conditions in their schools. Massachusetts provides Priority schools and districts with a redesign plan template that meets the statutory requirements for a "turnaround plan" under state law, and also serves as the foundation for any district application for federal School Improvement grant (Section 1003(g)) funding. The redesign plan takes the place of any other school improvement plan and is a multipart instrument that, for a three-year period:

- Addresses district-level capacity to support its Priority schools;
- Provides a blueprint for intervention at each identified school;
- Sets measurable annual goals which serve as the standard for exiting Priority status.

Within the redesign plan, districts are required to identify any district-level issues that will be addressed. Prior to identifying interventions in Priority schools, they must demonstrate that they have the capacity to plan for, implement, and monitor school-level redesign efforts, including the effective allocation of resources (people, time, materials, and fiscal, including all ESEA funds). In addition, the district must:

1. Clearly describe what their approach will be to result in rapid, systemic change in its Priority schools within three years. This must include a theory of action guiding their strategies and school-level interventions;
2. Provide a description of the district's redesign and planning process, including descriptions of teams, working groups, and stakeholder groups involved in the planning process, especially the process used by district- and school-level redesign teams to identify the interventions selected for each Priority school;
3. Describe how the district will recruit, screen, and select any external providers to provide the expertise, support, and assistance to the district or to schools;
4. Describe the district's systems and processes for ongoing planning, supporting, and monitoring the implementation of planned redesign efforts, including the teaming structures or other processes, such as the use of liaisons, coaches, or networks, that will be used to support and monitor implementation of school-level redesign efforts;
5. Describe which district policies and practices currently exist that may promote or serve as barriers to the implementation of the proposed plans and the actions they have taken or will take to modify policies and practices to enable schools to implement the interventions fully and effectively;

6. Describe how the district will ensure that the identified schools (receive ongoing, intensive technical assistance and related support from the state, district or designated external partner organizations;
7. Describe how the district will monitor the implementation of the selected intervention at each identified school and how the district will know that planned interventions and strategies are working.

In addition to identifying systems, processes, and issues at the district level, the plans must also describe how the school will implement interventions aligned to the *Conditions for School Effectiveness* as a blueprint for school-level redesign efforts. A description of each condition and examples of meaningful interventions aligned with the turnaround principles that districts with Priority schools could implement is provided to the districts.

Because Level 4/Priority schools are required to address all of these conditions at once in their redesign plans, Massachusetts has seen many of these schools rapidly transform into high functioning learning environments for students. This occurs through the redesign of school and district systems and supports including school leadership, instruction, and family/community partnerships. It also involves a rapid diagnosis of student needs, instruction tailored to the needs of each student, and a culture of high expectations for all students, parents, and families.

Exit criteria

In order to exit Priority status, exit criteria require schools to demonstrate substantial progress for students in the aggregate and for the high needs subgroup (all low income, special education, and English language learner students) as indicated below.

1. Increase the Composite Performance Index (CPI) in English language arts (ELA) and mathematics in the aggregate and for high needs students over a three-year period.
    a. Priority elementary and middle schools shall increase the CPI comparable to the improvement that the top 30 percent of improving schools made statewide for three years.
    b. Priority high schools shall increase the CPI comparable to the improvement that the top 40 percent of improving schools made statewide during a three year period.
2. Decrease the percentage of students scoring *Warning/Failing* on standard Massachusetts Comprehensive Assessment System (MCAS) tests in ELA and mathematics in the aggregate and for all high needs students over a three-year period.
    a. Priority elementary and middle schools shall decrease the percentage of students scoring *Warning/Failing* on standard MCAS tests comparable to the improvement that the top 30 percent of improving schools made statewide during a three year period.
    b. Priority high schools shall decrease the percentage of students scoring *Warning/Failing* on standard MCAS tests comparable to the improvement that the top 40 percent of improving schools made statewide in a three year period.
3. Achieve and maintain a median student growth percentile (SGP) of 40 or higher in ELA and mathematics in the aggregate and for all high needs students within three years; and
4. By the end of the three-year period for which Priority high schools have set measurable annual goals, such schools shall meet the Commonwealth's graduation rate target for that year for all student groups.

	In addition, prior to removing a school from Priority status, the Department of Elementary and Secondary Education will ensure that the capacity and conditions are in place at both the district and school levels to sustain that improvement.
Can Focus schools become Priority schools?	This is not discussed as a possibility in the flexibility request.

Table 20. Michigan

Web site	http://www.michigan.gov/mde/0,4615,7-140-37818_60094---,00.html
How Priority schools are identified	MDE ranks its schools, developing a "Top-to-Bottom" List of schools and their performance. The ranking will be based on *student achievement*, *student growth over time*, *school improvement over time*, and *achievement gaps* across all five tested subjects (mathematics, reading, science, social studies, and writing). Using the Top-to-Bottom methodology described above, MDE plans to identify Priority schools as: • Schools in the bottom 5% of the Top-to-Bottom ranking. • MDE will ensure that the number of schools identified as Priority schools is equal to at least five percent of the state's Title I schools as Priority schools.
Supports provided	All LEAs with Priority schools will be required to implement one of four intervention models as described in the US Department of Education Final Requirements for School Improvement Grants: • Turnaround Model • Transformation Model • Restart Model • School Closure During the reform/redesign planning and implementation process, a number of resources are provided to Priority schools. These are detailed below. **Develop strong leadership capacity in schools** • An MDE-funded intervention specialist will help identify root causes of the district leadership and processes not being able to provide support. • Based on the results of the diagnosis, the intervention specialist informs and advises district and building leaders in turnaround and school improvement **Effective Teachers** • Professional learning aligned to the building's needs and focusing on the implementation of multi-tiered systems of support and instructional strategies such as scaffolded instruction that have proven effective with SWDs and ELLs. • Trained content coaches will provide modeling, feedback, classroom data collection, monitoring and team level professional learning to teachers at the classroom level related to the building's identified needs focusing on research-based strategies and aligned with the school improvement plan. • Guidelines of the Michigan Council for Teacher Effectiveness are designed to accompany MDE's new teacher evaluation system, using links to professional learning tools, supports for mentorship, and other system components and requirements. **Redesigned Schedules for Additional Time** • Priority schools are required to provide additional instructional time in core subject areas as a part of their reform/redesign plan, with recommended increases of 300 hours per academic year. Title I set-aside funding allows districts to supplement the use of increased learning time in accordance with the SIG guidance • MDE has provided resources for districts and schools as part of their multi-tiered systems of support. • Surveys of enacted curriculum inform instructional practice with regard to alignment of common core curriculum standards to what is actually being taught in the classroom. Technical assistance on how to increase alignment at the classroom level is provided.

- Professional dialogue with trained turnaround facilitators will use school data to reach needs-based decisions about relevant research-based instructional programs that are appropriate to address school needs and can be supported by state or local consultants or commercial providers.

Use of Data

- The School Support Team provides ongoing support to the school in how to monitor student achievement at the classroom level, identify individual obstacles to meeting turnaround/improvement goals. It works to assist teachers to identify strategies to overcome obstacles and focuses on the Instructional Learning Cycle (ILC), which is aligned to the School Improvement Plan (SIP).
- The School Improvement Plan (SIP) is required of all schools and is submitted/revised on an annual basis. It uses an Instructional Learning Cycle (ILC) that focuses on a series of short-term cycles of instruction, data analysis, and adjustment of instruction to address specific areas of need at the classroom level.
- An external team visits the school and provides descriptive data on the instructional core from classroom observations and stakeholder focus groups. This data can be used to revise the school improvement plan.
- Each Priority school is assigned to Michigan School Reform/Redesign Office (SRO)/MDE staff who are trained to facilitate and support rapid reform efforts. Staff conduct school visits periodically to review instructional practices, culture and climate considerations, and discuss plan initiatives and evaluation data to determine progress. Feedback and technical assistance support are provided to schools to support reform plan implementation.
- The School Reform Office is developing an online professional learning system for Priority school educators that is integrated with the monitoring process, but also provides access to online, job-embedded professional learning tools for teachers, instructional leaders, and administrators to provide strategy oriented learning tools and resources that are linked through collaborative communication tools to customize the learning experience for each educator and school staff. Resources provided are aligned to needs identified by monitors and supported through cross-office coordination of expertise within the MDE and across the Statewide System of Support.
- SIPs are reviewed to ensure that they incorporate elements of, and avoid conflict with, SIG and school reform plans.

Safe and Healthy Students

- Dropout challenge creates a safer, nurturing environment to mentor students at risk of dropping out.
- Culture and climate intervention focuses on creating a safe environment for students to learn in, a healthy environment for teachers to teach in that is focused on meeting the needs of all students.'

Family and Community Involvement

- Online professional learning tools (as addressed above) will provided guided assistance and strategies for schools to engage families and community members in reform-related efforts. In addition, as the School Reform Office is also addressing specific issues of the achievement gaps for African-American students in Michigan, as well as considerations for English Learners, cultural resources and context-specific learning supports will be provided to help educators better engage with these students and their families and community. This includes use of the "Collaborating for Success" Parent Engagement Toolkit along with scaffolds for appropriate use by schools.

	MDE's Statewide System of Support is designed to build the capacity of School Improvement Team members to identify root causes of low student achievement through the collaboration and direction of the School Support Team. Through quarterly meetings with the building School Improvement Team, this School Support Team is also building the capacity of staff to monitor the implementation and impact of the School Improvement Plan. These activities can be continued after the school is no longer identified and the School Support Team is not assigned to the school. If the School Reform Officer finds that a school is not making progress in implementing a reform plan, she may recommend that the school be transferred to the Education Achievement System (EAS), a new statewide school district that will operate the lowest performing 5% of schools in Michigan that have not achieved satisfactory results or not followed through on reform plans under the oversight of the School Reform/Redesign Office. The EAS is a "last step" intervention that is responsible for managing schools that have otherwise shown no ability to turn around persistent failure under all other reform and redesign efforts, or those schools that are selected by a district-level Emergency Manager. It is designed to provide a new, stable, financially responsible set of public schools that create the conditions, supports, tools and resources under which teachers can help students make significant academic gains. It will do this by creating new systems and types of schools that are non-traditional and better able to scale and sustain dramatic improvement in student performance. It will first apply to underperforming schools in Detroit in the 2012–2013 school year and then be expanded to cover other low performing Priority schools referred from anywhere in the entire state. The School Reform Office can transfer a school to the EAS if the school is not making adequate progress on implementation of the reform plan. Any LEA in the state has the option to place schools under the authority of the EAS.
Exit criteria	For a school to exit Priority school status, they have to receive a Green, Lime, Yellow or Orange on the Accountability Scorecard at the close of their third year in the Priority school intervention. In order to do this, a school must either meet aggressive proficiency targets, which are set in order for the school to obtain 85% of students proficient by the year 2022, or must have demonstrated significant improvement. This proficiency and/or improvement gains must be demonstrated not only in the all students group, but in each of the nine traditional ESEA subgroups as well as in the new bottom 30% subgroup. This means that a Priority school who achieves a Green, Lime, Yellow or Orange on the Accountability Scorecard and exits Priority status has: • Met all interim measurements of progress for Priority schools (approved plan, leading and lagging indicators). • Met proficiency and/or improvement targets on average as a school. • Increased the proficiency rate of all traditional subgroups • Increased the proficiency rate of their very lowest performing students. MDE proposes exit criteria for Priority schools that are based upon two categories of indicators that are designed to both guide and account for the changes that need to take place for rapid turnaround efforts. **Programmatic indicators** allow the reform plans for individual schools to be unique to the needs of the school while addressing common indicators of reform processes that are aligned to the School Improvement Grant reform models. These indicators utilize graduated outcomes that are developed collaboratively by MDE and the school reform team, set feasible yet rigorous expectations that are designed for rapid turnaround, clearly communicated to schools, and scheduled at a pace for implementation that

is consistent with such rapid transformation. **Performance indicators** are common among all Priority schools, and are used to determine long-term outcomes for the reform/redesign plan of the Priority schools. The use of both types of indicators to determine progress for Priority schools ensures that schools implement a comprehensive reform plan and attain student proficiency goals during the process, including the overall improvement of student achievement and the narrowing of achievement gaps for sub-groups.

Programmatic indicators are divided into two categories. Leading quantitative indicators are used to determine early progress toward goals based on an initial data review by schools around issues of climate and student performance. All Priority schools must address ten common leading indicators in their plans and early implementation efforts, leading to partial achievement of these indicators in year one, and 80+% of indicators by year two of implementation. Implementation indicators are proposed by each Priority school during the initial reform/redesign planning process, drawn from a set of common, outcomes-based indicators. Details of the use of these indicators follow:

- ***Leading indicators of satisfactory progress*** - All Priority schools will work collaboratively with MDE to set annual targets for the ten leading indicators (listed in Table 13 on page 147). These indicators address issues of policy, engagement, and school structure, and are commonly regarded as lead indicators for broader reform efforts at the building or district level. Targets are set based upon a two-year growth model toward state averages for these indicators at a minimum, or higher targets where appropriate based on the school's recent data for these indicators. Each indicator counts toward the metrics for progress in implementing the school reform plan, which is used to determine continued SRO oversight or transfer of the school to the EAA. Half of the target goals must be achieved by the end of the first year of implementation for each school. Among the leading indicators are:
    - Instruction time increases
    - Assessment participation rate
    - Dropout (and/or mobility) rate
    - Student attendance rate
    - Students completing advanced work
    - Discipline incidents
    - Course completion and retention
    - Teacher performance using evaluation system
    - Teacher attendance rate

- ***Implementation indicators*** – All Priority schools will identify a list of targeted implementation indicators that are aligned to the requirements of the SIG reform models that best represent the focus areas for their reform plans. Each indicator links to relevant evidence and outcome data, which are monitored by monthly visits from MDE consultants who are trained to support the needs of turnaround efforts. Schools must achieve full implementation on at least 50% of the indicators during the first year of implementation. Monitors will work with the Priority schools to support the alignment of school policy practices, selection of research-based instructional models, decisions about job-embedded professional learning design to support instructional and policy plan components, and other related efforts to the schools' reform plan. Among the implementation indicators are:
    - Build leadership capacity
    - Teacher/leader evaluation process
    - Educator reward/removal process
    - Professional learning for staff
    - Recruitment/retention of staff

- Data use to guide instruction
- Quality instruction and differentiation
- Increased learning time
- Family/community engagement
- Operational flexibility
- Technical assistance partnerships

- Among the ***lagging indicators*** are:
  - % students in each proficiency level
  - Average scale scores
  - %ELL who attain English proficiency
  - Graduation rate
  - College enrollment rate
  - Improvement on leading indicators
  - Student Proficiency and Accountability:
    - All Students
    - Race/Ethnicity Subgroups
    - Limited English Proficient
    - Students with Disabilities
    - Economically Disadvantaged
    - Bottom 30% (achievement gap)

Can Focus schools become Priority schools?	This is not discussed as a possibility in the flexibility request.

Table 21. Minnesota

Web site	http://education.state.mn.us/MDE/Welcome/AdvBCT/NCLBWaiver/index.html
How Priority schools are identified	A Multiple Measurements Rating (MMR) will be calculated for each school in the state. The MMR combines four achievement measures to arrive at an overall rating: • Proficiency • Individual student growth • Growth gap reduction • Graduation rates Every three years Minnesota will identify 5 percent of Title I schools with the lowest performance. Two groups will be included: those with the lowest MMRs and Tier I School Improvement Grant (SIG) schools that are implementing one of the four turnaround models.
Supports provided	MDE will create diagnostic value-added profiles for Priority School to help identify the root causes of their performance, assess their academic needs, and monitor student improvement. Priority Schools will also have the opportunity to partner with Reward Schools to share best practices and collaborate on school improvement activities. To achieve turnaround, Priority Schools will be required to set aside 20 percent of their Title I funds for state-approved school improvement activities. These funds must be earmarked in a Priority School's turnaround plan to ensure that resources are being directed to the specific aspects of a school's plan. The proposed system (Minnesota School Improvement and Support Model) will feature a tiered system of support to identified schools, complete with a differentiated coaching model to address specific strategies that schools should undertake to improve. With minimal resources at the agency level, MDE staff will leverage Title I resources to create regional support centers around the state that will provide the basic components of the school improvement process: a comprehensive needs assessment, data analysis to determine root causes of the school's problem, alignment of the operational curriculum with state standards, and identification of specific evidence-based instructional strategies that are learned in professional learning teams and subsequently implemented in the classroom with ongoing formative assessment to determine the extent of student learning and/or subsequent re-teaching. This is all supported with instructional leadership that is sensitive to and learned in the specific needs of the students in their school. All Priority Schools will develop a detailed action plan on how they will address the specific root causes of the school's identification, whether it is based on a lack of student growth, an achievement gap with a specific subgroup, overall student proficiency, low graduation rates, or all of these issues. These plans will be submitted to MDE through the SSOS and reviewed for fidelity with an established set of action standards and will be the basis of the technical support and improvement efforts at the building level. The regional staff in the SSOS will provide assistance in any and all aspects of the school improvement planning process described above. The regional staff will then work with a cross-agency MDE team comprised of MDE staff members from content standards, EL, Special Ed, school improvement specialists, implementation science, Title I accountability programs, and any other necessary programmatic focuses to determine the most appropriate and impactful course of action for each and every Priority School. The regional staff will then

collaborate with the LEAs to implement the plan and provide support, and resources for the work.

MDE will work with Priority Schools and their data teams to identify goals that are differentiated to their specific student needs ("contextualized goals") identified by the student data and needs assessment. These measurements will be monitored by the Priority School's LEA through the use of implementation rubrics based on the best practices in implementation sciences.

Building principals will be the leaders of the turnaround efforts within Priority Schools. In order to improve school capacity to implement turnaround plans, principals of Priority Schools will be given tools and training to monitor the progress of the work including monthly instructional leader checklists that ensure fidelity. The SSOS will work with Priority School principals on best practices for turnaround schools and LEAs will support them with resources and opportunities for growth. Another example of principal support provided by the SSOS is a professional growth rubric for principals of turnaround schools.

The LEAs for Priority Schools must complete an LEA-wide needs assessment to provide direction and context for the Priority School's school improvement plan. The LEA must also use the results of the needs assessment to create a plan to address any weaknesses in the district's ability to implement improvement plans within Priority Schools. These plans could include the identification of a need for a staff member dedicated to data analysis, or the designation of an LEA-level liaison between the LEA, MDE, the SSOS and the Priority School.

MDE will work with each Priority School's LEA to determine if the current principal is an effective leader and has proven to be effective in improving student achievement in a turnaround effort. MDE will require all Priority Schools to adopt an MDE-approved principal evaluation tool that will be utilized to review the performance of the current principal and serve as the basis to replace the principal if the performance measures are not met.

MDE will provide support to Priority School principals by incorporating a turnaround leadership component into the technical assistance provided to the LEA to ensure ongoing measurement of the principal's growth as a turnaround leader. This support will be initiated by MDE staff and a contracted vendor with a track record of providing support to turnaround principals.

Operational Flexibility
MDE will work with LEA leadership to increase the operational flexibility for the principal as needed to meet the building's identified needs.

The principal in each building will also be required to implement other strategies to monitor and measure teacher effectiveness such as goal-based walk through, teacher sharing of student work portfolios, and other measures of teacher growth. Based on the results of the evaluations, building leaders will make relevant staffing decisions to ensure that teachers are as effective as possible given the needs of turnaround schools.

Professional Learning Communities
Each Priority School will develop a School Improvement Plan based on a comprehensive needs assessment and, within the plan, include a detailed professional development program. This program should be grounded in the practice of professional learning communities (PLCs) providing 90 minutes of job-embedded professional development each week to promote teacher learning of

need-based instructional strategies and collaboration around student work and achievement.

Additional Time
Improvement plans will incorporate structures within the PLCs to allow for teacher collaboration time. This will require the school to revisit the weekly schedule and teacher contract to ensure this time is provided.

Increased and extended learning time for students will be encouraged contingent on the completion of a time audit to measure the amount of instructional time that is currently in place for the core subjects and explore possibilities to increase the length of instructional time for all students.

Extended learning opportunities for high-need students should be explored to find researched-based models that can be implemented. Extended learning opportunities should be based on an extension of the core curriculum and instruction and include a system of ongoing measurement of student achievement to determine the effectiveness of the model.

Strengthening the Instructional Program
MDE will work with the LEAs to ensure that the core curriculum of the school is closely aligned with the Minnesota State Academic Content Standards through a review process of each building's operational curriculum. Curriculum audits, mapping and alignment strategies will be part of the technical assistance delivered through the statewide system of support (SSOS). As part of the technical support provided to the district, the professional development that is identified as part of the school's standards-alignment will be provided by MDE staff or resource staff directed by MDE content staff.

Priority Schools' LEAs will also be required to audit any Pre-Kindergarten programming provided by the LEA to ensure that the instruction is high-quality and aligned with K-12 academic standards. If the LEA does not provide Pre-Kindergarten programming, it may choose to use a portion of its school improvement set-aside in order to do so. If Pre-Kindergarten programming is a strategy that fits within a Priority School's turnaround model, it would be considered an approved activity and could be funded with the funds earmarked for implementing turnaround principles.

Using Data
The technical assistance provided through the SSOS will include the use of the state student data repository to mine, disaggregate and analyze the summative student data for the respective buildings. This data will be used to diagnose the areas of student achievement that need to be addressed as part of the needs assessment process and to set goals for student learning. Priority Schools will also be provided with value-added diagnostic tools to identify student needs, plan appropriate instruction and measure progress.

Improvement plans must identify staff who will work directly on data analysis to provide the principal and instructors with data to guide decisions on curriculum, resources and staffing. Technical assistance and training will be provided to ensure that designated staff who are working with data have the knowledge and technical capability to provide high-quality data analysis.

In addition, the PLCs will focus their work around formative data collection at the classroom level. Student work will be analyzed and compared in on a regular basis to monitor individual student progress toward becoming proficient in the Minnesota

State Academic Content Standards. This process of formative assessment will be standardized through the technical assistance model of the SSOS and monitored on a regular basis by MDE and the LEA.

School Environment/Other Non-Academic Factors
Based on the needs assessment, needs assessment, MDE will provide guidance to the LEA about what structures and/or personnel would need to be implemented in order for students to have an appropriate learning environment.

In addition to assessing the school environment, Priority Schools will also be provided with an audit of learning time missed as a result of disciplinary actions. MDE analysis has shown that low-performing schools often have higher rates of days missed as a result of student suspension. LEAs in Minnesota that have explored alternatives to suspension have seen observed gains both in academic performance and school environment indicators. Priority Schools will need to explore the viability of such options.

Family and Community Engagement
The Statewide System of Support (SS0S) will provide resources and strategies to enhance the school's parent and community engagement practices.

Schools need to reach out to the greater community to engage members in school events such as inviting service clubs and businesses into the school to assist with parent nights, student sports or music and theater performances. These "points of engagement" for community members are critical. Schools with significant minority populations will need to work directly with representatives of those populations to ensure parent and community engagement. Finally, each school will be provided guidance in creating service opportunities for students with in the greater community to provide relevant service and build strong bonds to community members and entities.

English Learners and Students with Disabilities
The SSOS will work with schools to disaggregate data with the goal of identifying subgroups that need intensive academic supports. Once particular subgroups are identified, the SSOS will assist the school and LEA in identifying strategies that have a record of success in improving the academic achievement of students in those subgroups. Schools can draw on the best practices identified at Reward Schools with similar demographics.

Schools will also be expected to work with the community to identify culturally-relevant academic programming to address the needs of lower-performing subgroups. Schools with low-performing ELs and students with disabilities will review the curriculum and programming used for these students to identify flaws and steps that can be taken to address them.

SSOS staff will work with MDE staff to tailor the technical assistance needed for teachers of ELs and students with disabilities in order to access and learn the core curriculum through the use of strategic instructional strategies introduced by MDE EL and Special education staff, and identified experts in the field of instructional strategies for classroom teachers. These strategies could include (but are not limited to):

- Oral Language development – utilizing explicit teacher talk, dramatizing, books on tape, etc.
- Read-Alouds – carefully selecting books in a variety of genres, modeling phrasing, etc.

	• Shared reading – demonstrating key concepts, following up with books made by students, etc. • Small group reading instruction – assessing authentically and frequently, etc. • Think-Alouds – modeling differentiated reading and writing strategies, modeling problem solving, etc. • Shared writing – teaching explicit writing strategies, demonstrating revision, editing, and conventions, • Process writing (Writer's Workshop) – conferencing with students individually, allowing self- selection of topics, etc. • Independent writing, • Phonemic awareness – providing opportunities throughout literacy practice, studying high-frequency words. Regional staff will work to enhance instructional leaders' capacity to support, promote, lead and sustain professional learning that improves both teaching practices and learning outcomes for all students with disabilities. Technical assistance to support quality instruction of ELs involves providing support to educators to build capacity in evidence-based practices to meet the needs of English language learners in literacy, mathematics and other content areas. Professional learning outcomes that apply to teachers and leaders include the following: • Apply deep understanding of Minnesota English Language arts standards including the descriptors for each of the five levels of language acquisition, and the relationship of the ELA standards to other instructional standards. • Understand and apply effective instructional practices for ELs by gaining awareness of the difference between strategies that are effective for all learners and those differentially beneficial to ELs. • Build support structures among teachers and leaders that enable continuous implementation of effective program models and instructional strategies for ELs. **Monitoring** MDE will develop an ongoing system of accountability for the Priority Schools that will measure fidelity of implementation of the interventions based on the Minnesota Common Principles of Effective Practice (CPEP). In addition, MDE will engage in ongoing monitoring of the schools PLCs, the teacher observation system and the formative data gathering by the building to measure student achievement.
Exit criteria	A Priority school may exit Priority status if it finishes outside of the bottom quartile of Title I schools statewide for two consecutive years, using performance on the MMR as the criterion. Two exceptions will be made for the exit criteria: • The first is directed at Priority Schools identified because of their status as SIG schools. Minnesota currently has 19 schools implementing one of the four SIG turnaround models. These schools are automatically identified as Priority Schools. However, because these schools will have been implementing the turnaround models for at least three years after the first year under the waiver, they will have the opportunity to exit Priority status if their performance on the MMR during their final year of SIG status puts them above the bottom 25 percent of Title I schools. This will allow MDE to focus resources on those schools that are most in need of support rather than to spread resources more thinly to include SIG schools that have already made real strides in changing direction. • The second exception applies to all Priority Schools. Any Priority School that attains Reward School status can immediately exit Priority status.

Can Focus schools become Priority schools?	This is not discussed as a possibility in the flexibility request.

Table 22. Mississippi

Web site	http://www.mde.k12.ms.us/federal-programs/the-esea-flexibility-waiver
How Priority schools are identified	Mississippi uses the Quality of Distribution Index (QDI) to rank order schools, where QDI= (1 x % of students scoring at Basic level) + (2 x % of students scoring at Proficient level) + (3 x % of students scoring at Advanced level). A school may be identified as a Priority school if: 1. The current year QDI-Overall is in the lowest 5% of all the schools in the state AND the difference between the QDI-Overall for the current year and the QDI-Overall for the previous two years is in the lowest 27% of the differences for all schools in the state OR 2. The school's 4 year cohort graduation rate is less than 60% for each of three years, OR 3. The school is a current SIG school.
Supports provided	Both the SIG and non-SIG Priority schools will receive technical assistance and continuous monitoring services, based on SIG turnaround principles. Among the supports and interventions provided by the SEA are: • Review of LEA submitted Transformation Plan for each Priority School to ensure that all turnaround principles have been adequately addressed and in some cases, the SEA may require districts to implement specific interventions based on the needs assessment, student performance data, or other pertinent information • Approval of each Priority School's Transformation Plan • Training to support the effective implementation of Transformation Plans that are aligned with turnaround principles in Priority Schools. Training will include, but not be limited to: leadership; instructional quality; increased learning time; data collection, analysis, and decision making; community and family engagement; principal and teacher • evaluation systems; college and career readiness; professional learning communities; diverse learners (students with disabilities, ELs, struggling students) • Monthly support and monitoring of implementation provided by MDE staff and assigned Implementation Specialists • Technical support includes, but is not limited to: Mississippi Star/Indistar reporting and coaching; monthly on- site visits; email and/or conference call support; webinars; newsletters; training, technical assistance briefs • Provide mechanisms for networking/mentoring/collaborating between Priority Schools and schools that have been identified as successful, high progress, or reward MDE will incorporate an integrated approach for monitoring, technical assistance, and accountability for Priority Schools. The approach assesses the district/school's implementation of turnaround principles and determines the types of support needed in order to meet the goals identified in their Transformation Plan. Evidence is gathered through site visits; the collection of progress data; the completion of on-line implementation progress reports; and an annual site visit by staff from MDE that includes gathering and reviewing documentation, conducting interviews, and visiting classrooms.

All Priority schools will design a three-year comprehensive transformation plan that explicitly addresses each of the turnaround principles. Plan components will include narratives, implementation milestones/timelines, action plans, measures of progress, and responsible parties. Continuous assessments of implementation actions by the school will be monitored through on-line reports submitted in *Mississippi Star*, on-site technical assistance visits by MDE implementation specialists, and annual monitoring visits.

Mississippi's Indicators of Implementation/Turnaround Principles
MDE developed a comprehensive set of *Indicators of Implementation* that provide a framework for monitoring implementation progress in Priority Schools and ensure that districts and schools are embracing research-based practices that address turnaround principles.

Strong Leadership

- Principal promotes a culture of shared accountability for meeting school improvement performance objectives.
- Principal communicates a compelling vision for school improvement to all stakeholders.
- Principal possesses the competencies of a transformation leader.
- LEA/school has developed a plan/process to establish a pipeline of potential turnaround leaders.
- LEA/school conducted a needs assessment to inform the SIG implementation plan.
- LEA personnel are organized and assigned to support schools in their SIG implementation.
- LEA modified policies and practices to support full and effective implementation.
- LEA provides sufficient operational flexibility to the principal to lead transformation or turnaround.
- LEA has established a district turnaround office to support SIG implementation.

Effective Teachers

- LEA/school has a process in place for recruiting, placing, and retaining school teachers and principals with skills needed for school transformation.
- LEA/school has a rigorous and transparent evaluation system with input from teachers and principals that includes evidence of student achievement/growth.
- LEA/school implemented the new evaluation system for principals and teachers.
- LEA/school has a system of rewards for school staff who positively impact student achievement and graduation rates.
- LEA/school identifies and supports school staff struggling or removes staff who fail to improve their professional practice.
- All teachers meet in teams with clear expectations and time for planning. LEA/school aligns professional development programs with teacher evaluation results.
- LEA/school provides induction programs for new teachers and administrators.
- LEA/school provides all staff with high-quality, job-embedded, differentiated professional development to support school improvement.
- LEA/school monitors extent that professional development changes teacher practice.

Additional Time

- LEA/school has increased learning time for all students.
- School continuously evaluates the effectiveness of increased learning time.

- All teachers maximize time available for instruction.
- All teachers establish and maintain a culture of learning to high expectations.
- School accesses innovative partnerships to support extended learning time.

Strengthening the Instructional Program

- School leadership continuously uses data to drive school improvement.
- Principal continuously monitors the delivery of instruction in all classrooms.
- All teachers routinely assess students' mastery of instructional objectives.
- All teachers adjust instruction based on students' mastery of objectives.
- All teachers integrate technology-based interventions and supports into instructional practice.
- All teachers provide all students with opportunities to enroll in and master rigorous coursework for college and career readiness.
- All teachers incorporate instructional strategies that promote higher-level learning for all students.
- All teachers actively engage students in the learning process.
- All teachers communicate clearly and effectively.

Using Data

- LEA/school leadership teams collect and monitor benchmark/interim data on all SIG leading and lagging indicators.
- LEA/school established annual goals for student achievement in all core areas.
- LEA/school has a process for the selection of research-based instructional programs/strategies.
- LEA/school aligns curriculum, instruction, and assessment with state standards.

Safe School Environment/Non-Academic Factors

- School implements approaches to improve school climate and discipline.
- School partners with community groups to provide social-emotional supports for students.

Family and Community Engagement

- School and teachers provide parents with regular communication about learning standards, the progress of their children, and the parents' roles in supporting their children's success in school.
- School includes parents in decision-making roles for school improvement.
- School engages community members in partnerships that benefit students.

Ongoing, Intensive Technical Assistance

- In addition to the seven turnaround principles identified through the ED documents related to the ESEA Flexibility Request, MDE will implement one other principle that finds its foundation in the 1003g SIG program: 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 EMO).
- LEA/school recruits, screens, and selects external partners.
- LEA/school clearly specifies expectations of external partners in contracts and continuously evaluates their performance.
- School leadership team meets regularly to manage SIG implementation.
- LEA and district transformation specialists provide intensive, ongoing assistance to support school improvement.
- LEA/school ensures that external service providers deliver intensive, ongoing assistance to support school reform strategies.

- LEA/school aligns allocation of resources (money, time, personnel) to school improvement goals.

Monitoring, Reporting, Technical Support, Evaluation
In November 2011, the Mississippi SIG program began implementation of the Center on Innovation and Improvement's (CII) web-based resource Indistar®, a nationally recognized school improvement system for reporting, monitoring, and ultimately driving comprehensive school improvement efforts. CII worked with Mississippi to design a state-specific Indistar®- based system named *Mississippi Star*. The system has the potential to be the vehicle for developing, implementing, and evaluating a singular, comprehensive school improvement process within Mississippi.

The use of the online resource for differentiating intervention support efforts and focusing on the critical elements of school reform in all Priority schools will provide streamlined planning and reduce duplication as well as the paperwork burden currently felt by school districts with schools served by the varying offices across MDE. Further, the system guides district and school leadership teams in charting their improvement, managing the continuous improvement process, and maintaining a focus on strengthening the capacity of stakeholders to sustain school improvement efforts. The federal turnaround principles and corresponding Mississippi indicators for implementation are pre-loaded into the *Mississippi Star* platform. In addition, the implementation indicators are aligned with research-based strategies from resources such as *Wise Ways*, *Handbook on Effective Implementation of School Improvement Grants*, *Turnaround Competencies*, and *What Works Clearinghouse.*

School leadership teams will establish three-year performance goals with interim annual benchmarks for the leading/lagging indicators identified for Priority Schools. At the conclusion of each year, actual progress toward meeting the yearly benchmark is reported, showing the extent that the school met its annual benchmark and providing information to guide the school's progress toward meeting the three-year goal. The extensive analysis of data elements serves as the core of the school's comprehensive needs assessment.

Leadership teams within each Priority school will assess their progress relative to the implementation of indicators/turnaround principles. Indicators that are rated as "fully implemented" must be supported with extensive evidence, whereas detailed action plans will be developed for indicators rated as "limited implementation." Action plans will indicate the research-based best practices being implemented to guide reform efforts for rapid school improvement.

Leadership teams within each Priority school will assess their progress relative to the implementation of indicators/turnaround principles. Indicators that are rated as "fully implemented" must be supported with extensive evidence, whereas detailed action plans will be developed for indicators rated as "limited implementation." Action plans will indicate the research-based best practices being implemented to guide reform efforts for rapid school improvement.
The Transformation Plan will include strategies to meet the school's annual goals toward the following performance metrics:

Leading Indicators:
- Number of minutes within the school year and school day;
- Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;

	• Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes; • Dropout rate; • Student attendance rate; • Discipline incidents; • Truants; • Distribution of teachers by performance level on an LEA's teacher evaluation system; and • Teacher attendance rate. Lagging/Achievement Indicators: • Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade and by student subgroup; • Average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup; • Percentage of limited English proficient students who attain English language proficiency; • School improvement status and AMOs met and missed; • College enrollment rates; and • Graduation rate. MDE will review each school based on whether the school has satisfied the requirements in regards to its annual performance targets or on a trajectory to do so. • Leading Indicators—A school must meet 6 of 9 leading indicator goals. • Lagging/Achievement Indicators—A school must also meet a minimum of 50% of applicable achievement indicators. Each LEA will work with Priority Schools to set annual goals, and the SEA approves the annual goals with consultation with the LEA. MDE has partnered with the Academic Development Institute's Center for Innovation and Improvement (ADI/CII) to provide schools and districts with training and supports needed to develop SMART goals and implement plans with fidelity, and through this partnership MDE is poised to continue quality support for other targeted schools.
Exit criteria	• No longer in the bottom 5% of schools based on performance (QDI-Overall); • Two consecutive years of academic improvement as measured by meeting goals established for Leading and Lagging/Achievement Indicators**; AND • Community-based council in place and functioning. ** Note: Leading Indicators—A school must meet 6 of 9 leading indicator goals. Lagging/Achievement Indicators—A school must also meet a minimum of 50% of applicable achievement indicators. One of the three lagging/achievement indicators met must be the AMOs (reading/language arts, math, and other academic indicators) for the All Students Subgroup, and the school must meet this indicator for two consecutive years to exit Priority status.
Can Focus schools become Priority schools?	The term "Priority school" is not used, but schools that do not meet the criteria within two years may lose autonomy in selecting and implementing interventions to address the needs of the subgroups not meeting AMOs. The final consequence, state conservatorship, is engaged on a case-by-case basis

Table 23 Missouri

Web site	http://dese.mo.gov/qs/esea-waiver.html
How Priority schools are identified	1. Begin with Tier 1 and Tier 2 SIG schools who are currently being served to the list. 2. Add any Title 1-eligible or Title 1-participating high schools having a graduation rate of less than 60 percent for three consecutive years. 3. Among remaining Title 1-participating schools, calculate the percent proficient for 4. English language arts and mathematics separately using the most recent assessment data available. 5. Rank order schools based on the percent proficient for English language arts from the highest percent proficient to the lowest percent proficient. The highest percent proficient would receive a rank of 1. 6. Rank order schools based on the percent proficient for mathematics from the highest percent proficient to the lowest percent proficient. The highest percent proficient would receive a rank of 1. 7. Add the numerical ranks for English language arts and mathematics for each school. 8. Rank order schools in each set of schools based on the combined English language arts and mathematics ranks for each school. The school with the lowest combined rank (e.g., 2, based on a rank of 1 for both English language arts and mathematics) would be the highest-achieving school within the set of schools, and the school with the highest combined rate would be the lowest-achieving school within the set of schools. 9. Repeat Steps 4-8 for the two previous years of assessment data. Then, add schools to the list in order from highest numerical rank to lowest numerical based on three years.
Supports provided	Missouri's Statewide System of Support (SSOS) is the primary mechanism employed by the Department to hold LEAs and schools accountable for achievement and to provide differentiated recognition, accountability and support to all LEAs. It is also through the SSOS that schools receive targeted technical assistance in developing and implementing accountability plans. This system includes incentives and interventions that support improved student achievement, graduation rates and closing achievement gaps for all subgroups. LEAs with schools that are identified as Priority schools will be required, at a minimum, to implement the turnaround principles: • Review the performance of the current principal to determine effectiveness, ability to be successful in the turnaround effort, prior history and track record of improving students' achievement, and grant the principal with flexibility in the areas of scheduling, staffing, curriculum and budget. • Improve classroom instruction (rigor, engagement, classroom management, differentiated instructional practice, alignment to the state's academic content standards and assessment practices) as evidenced by ongoing observations conducted by the SSOS. • Ensure that teachers are effective and able to improve instruction by: o Reviewing the effectiveness of teachers using an evaluation system that adheres to the state's seven essential principles of effective evaluation. o Preventing ineffective teachers from transferring to these schools; and o Providing job-embedded, ongoing professional development informed by the teacher evaluation and support system and tied to teacher and student needs;

- Increase staff effectiveness in using data to inform and improve instruction.
    - Participate in data team training.
    - Use data in monthly meetings with the SSOS to document progress.
- Establish a culture of professional collaboration that focuses on a school climate that is conducive to high expectations and provides a safe environment for learning.
- Redesign the school day, week or year to provide increased time for learning and
- Professional collaboration.
- Establish and implement family and community engagement that includes consultation with parents.

At a minimum, the SSOS will continue to work with Priority schools for a period of three years in the same fashion that it currently works with recipients of the 1003(g) SIG grant. If the Department has 1003(g) funds available that are not currently committed to schools recognized as Tier I and Tier II buildings for purposes of SIG, those monies may be allocated for use in schools receiving Priority identification.

To ensure that districts and/or buildings are implementing the requirements identified for Priority schools, the SSOS will provide ongoing support for and monitoring of the implementation of the activities identified above. The SSOS will conduct site visits to:

- Promote and develop the school's responsiveness to internal accountability
- Monitor and document indicators of progress pertinent to the district and/or building plans
- Gather data specific to the school
- Identify promising practices
- Provide specific and timely feedback to the principal and other turnaround staff.

The SSOS will assist in the development of a timeline for improvement and the planning of high-quality, evidence-based, professional development focusing on strategic instructional strategies that will result in increased language proficiency and improved academic results for English language learners and students with disabilities. The implementation process includes the following actions:

School Leadership

- School staff implement the 30-day planning process. This process is utilized by the principal to give special attention to the opening of the school year. The principal must identify key early wins and clarify adult and student behaviors that need to improve immediately.
- The Regional School Improvement Team (RSIT) leader, district and building level leaders meet every other month to discuss school climate and culture,
- implementation of the accountability plan and review specific data pertinent to the goals/targets included in the plan. These meetings focus on data. Schools present evidence of implementation and the impact on critical indicators of improvement.
- Turnaround leadership surveys are designed and administered to collect data to examine relationships between leader behaviors and student/school data, assist the leader in utilization of the perceptual data collected and to promote the setting of goals.
- The turnaround leaders actions table (adapted from the research conducted by the Center of Improvement and Innovation) is utilized to address the 14 leadership actions most commonly associated with school turnaround. The

actions are incorporated into the leadership survey. This information is utilized to support building leaders.
- Regional staff provide on-site coaching for building principals and other members of the school's leadership team.

Effective Instruction
- Site visits are conducted by regional staff. Site visits include classroom observations which provide feedback on the following: learning objectives, complexity of the task and thinking, engagement of teachers and students, content,
- Classroom management, assessment and instruction.
- Regional staff conduct debriefing sessions with the school leader to discuss and review observations. Written and verbal feedback is provided.
- Principals in Priority schools utilize the data generated from classroom observations conducted by the RSIT, as well as their own classroom walkthroughs and observations to map the effectiveness of staff members.

Teacher/Leader Effectiveness
- Priority buildings utilize the teacher/leader standards and evaluation protocols developed and adopted by the Department.
- Principals utilize mapping procedures to analyze the abilities and effectiveness of each staff member. The principal and leadership team use this tool to assess the strengths and weaknesses to determine intensity of the support necessary to
- Improve instructional practice and to make informed personnel decisions.

Data Teams and Utilization
- Monthly progress report (running record) is utilized to capture the work the school is conducting to address the improvement targets included in their plan. This tool is designed to be updated on an as needed basis. This report is utilized during the monthly meeting with the RSIT.
- Data dashboards are used to display critical data that can be reviewed at a glance. The dashboard focuses on school-specific indicators such as behaviors, practices, and the leading indicators.
- Data from the running record, classroom observations, and survey tools are hosted via a website. PowerPoints and other resources for buildings and districts implementing turnaround principles are available to districts on this site as well.
- On a yearly basis, building principals and other members of the leadership team present to the State Board of Education the progress the school is making toward meeting the goals outlined in the accountability plan.

Culture/Climate/Collaboration
- The RSIT, district/LEA leadership and building leadership conduct an on-site evaluation and review of the climate/culture prior to the beginning of the implementation of the accountability plan.
- The building leadership eliminates conditions that have previously been a barrier to improved student learning and achievement and creates conditions necessary for improved student performance.
- The building leadership must create a culture of high expectations for students as well as expectations for adult behaviors.
- The redesign of the building's instructional time allows instructional staff to participate in collaborative teaming opportunities that assist in developing the culture, climate and expectations necessary for school-wide change.

Redesign of Instructional Time and Time for Professional Collaboration

- Priority buildings utilize early start, late dismissal, Saturday school or reconfiguration of the building's current schedule to maximize the number of minutes available for instruction.
- The redesign of the building's instructional time allows for instructional staff to participate in collaborative teaming opportunities that assist the school in developing the culture, climate and expectations necessary for school-wide change.

Parent/Community Engagement

- Parents and community members are involved in the development of the accountability plan.
- Parents participate in a focus group survey that includes 20 indicators of school climate, expectations of student performance, and notification of student performance.

English Language Learners

Strategic instructional strategies work not only for ELLs but also for ALL students because they activate prior knowledge, encourage students to work together, and provide sensible foundations for teaching and learning in a classroom setting. They can be realistically integrated into the classroom and provide all learners with opportunities in an authentic context. Instructional strategies include, but are not limited to:

- Differentiating instruction and recognizing multiple intelligences when designing lessons. Activities should include different kinds of opportunities for individual, paired and group work, as well as tasks that appeal to a range of learners, like creating charts, drawing, gathering information and presenting.
- Teaching thematically whenever possible so that students have multiple opportunities to use the words they are learning in context.
- Guiding and evaluating students' work with a rubric.
- Repeating vocabulary in a variety of ways through reading, writing, listening and speaking experiences.
- Infusing activities with higher-level thinking skills, such as comparing, evaluating, extrapolating, and synthesizing.

For additional resources, visit the Missouri English Language Learning website at http://dese.mo.gov/qs/me/ell.htm .

Students with Disabilities

Important instructional components for these schools may include:

- Sequencing
- Drill, repetition, practice
- Segmenting information into parts or units for later synthesis
- Controlling task difficulty through prompts and cues and scaffolding
- Systematically modeling problem solving steps
- Making use of small interactive groups
- Extended deliberative practice (effective for higher-order processing)

The Missouri Office of Special Education is working with the National Dropout Prevention Center for Student with Disabilities (NDPC-SD) to improve graduation rates and decrease dropout rates for all students. The NDPC-SD provides training, support and technical assistance. In addition, schools work with their data to analyze and identify areas which contribute to poor results in the areas of persistence to graduation/dropout rate. The Office of Special Education is also receiving training, support and technical assistance for the NDPC-SD for post-

school outcomes to assist in gathering additional data and information, which can inform programs in the area of graduation and dropout for ALL students.

In working with schools to decrease episodes of students dropping out and to increase school completion there are six areas of focus. These focus areas and accompanying strategies are:

1. School climate
    a. Ensure a safe and inviting environment
    b. Create small learning communities
    c. Support enhancements that increase school-wide social competence and positive
    behavioral supports to decrease disciplinary actions that lead to dropout
2. Academic success
    a. Implement an aligned and well-designed curricula
    b. Increase academic rigor
    c. Design engaging classroom activities
    d. Improve instructional practice
    e. Use effective academic interventions for struggling students
    f. Teach learning strategies to assist in improving and demonstrating student competence in content
3. Family engagement
    a. Model strategies on how to build better relationships with parents
    b. Assist parents in finding resources
    c. Personalize programs as needed to address individual student needs/improve post-school outcomes
4. Student engagement
    a. Enhance personal relationships with caring adults
    b. Assist students in determining what they want to do in life – basis for a productive
    adulthood
    c. Enlist class work that is connected to their lives or future
    d. Ensure rigor and engagement in the learning process
    e. Check and connect
5. Attendance
    a. Analyze data to determine who is at risk
    b. Review policies to determine how they may impact student attendance
    c. Provide support to attend class and stay focused on school
6. Prosocial Behavior
    a. Provide cognitive behavioral intervention – problem solving skills, situational awareness
    b. Provide counseling interventions
    c. PBIS

Exit criteria

A school will be exited from Priority school status when the school no longer meets the definition of a Priority school for three consecutive years and has reduced the percentage of non-proficient students by 25 percent in both English language arts and in mathematics over a period of three years for the all students group.

High schools identified as Priority schools based on graduation rate must meet two conditions in order to be exited: (1) either on target for the state's graduation rate status target or on target for the school's individualized graduation rate progress target for three consecutive years; and (2) have a graduation rate of no less than 60 percent based on the most recent available data.

	Priority schools that have not reached exit criteria after year three or have not shown significant improvement as determined by the Department will be required to conduct another comprehensive needs assessment for the school and select a new intervention option(s) to address the identified needs.
Can Focus schools become Priority schools?	The term “Priority school” is not used. If a focus school does not reach exit criteria after three years or has not shown significant improvement as determined by the Department, the LEA will be required to conduct another comprehensive needs assessment for the school and select a new intervention option(s) to address the identified needs.

Table 24. Nevada

Web site	http://www.doe.nv.gov/APAC_School_District_Accountability/
How Priority schools are identified	To be identified as a Priority elementary, middle, or high school, a school must be among the lowest performing schools based on the NSPF index points in reading and mathematics earned in the areas of Proficiency (Status) and Progress (Growth) during the current year. While a Priority designation will be determined for both Title I and non-Title I schools, the level at which the process identifies the lowest-performing 5% of Title I schools at each of the grade level configurations (elementary, middle, and high) will be the cut-off for identification of all Priority schools. Additionally, every high school with a graduation rate of less than 60% will also be identified as a Priority School.
Supports provided	All schools must submit a school improvement plan annually. Those schools that have been identified as a Priority school must develop a Priority Turnaround Plan. A Priority Turnaround Plan requires higher levels of monitoring and oversight from the district and the NDE until academic achievement and growth improves. The NDE will require that all schools designated as Priority include in their plans the following information: • Descriptions of the overall research-based approach about how performance will improve. • Descriptions of the new improvement strategies to be implemented. • Descriptions of the action steps that will be taken to implement the improvement strategies, including the timeline, key personnel, resources, and implementation benchmarks. The higher levels of monitoring and oversight will be employed through the focus of planning for successful implementation by the district. Building on experience gleaned through the NDE's implementation of the SIG program over the past two years, a tightly focused district-level plan with clear timelines and frequent benchmarks for accountability are critical, so that strategies can be adjusted as data indicates the need, in order to support successful implementation. In addition, and again through previous experience with SIG, the NDE will develop and implement a Priority Turnaround Plan implementation monitoring system for each district that has one or more Priority schools that focuses on the essential implementation drivers listed below. The role of the LEA in supporting Priority Schools will be essential. Therefore the NDE will work with district leadership in those districts that have identified Priority schools to build district capacity to support rapid school turnaround. In order to determine if the school's leadership, infrastructure, and staff is adequate to engage productively in turnaround efforts, and the likelihood of positive returns on State resources and support in improving student achievement, the SEA will partner with districts to establish current school and district capacity for adopting and scaling up innovative practices, through the lens of the following essential implementation drivers (Fixsen and Blasé, 2010): • *Recruitment and Selection* - The purpose of recruitment and selection is to choose the right people for the right positions. This requires thinking about expectations and necessary pre-requisites. If done well, selection improves the likelihood of retention after "investment". Good selection improves the likelihood that training, coaching, and supervision will result in implementation. Consideration should be given to who is best qualified to carry out the practices due to the needed *skill set* as well the *desired characteristics or values* for the role the person will serve (e.g., commitment to shared goals, willingness to learn, etc.)

- *Training* - improves the likelihood that training, coaching, and supervision will result in implementation. Consideration should be given to who is best qualified to carry out the practices due to the needed *skill set* as well the *desired characteristics or values* for the role the person will serve (e.g., commitment to shared goals, willingness to learn, etc.)
- *Supervision and Coaching* - Coaching is designed to ensure fidelity in the implementation of a given initiative or assignment. Coaching helps to develop and sustain clinical and practice judgment. Coaching provides feedback to selection and training processes, and uses multiple sources of information for feedback. Coaching is based on multiple sources of information.
- *Performance Assessment* - Coaching is designed to ensure fidelity in the implementation of a given initiative or assignment. Coaching helps to develop and sustain clinical and practice judgment. Coaching provides feedback to selection and training processes, and uses multiple sources of information for feedback. Coaching is based on multiple sources of information.
- *Decision Support Data Systems* - Decision support data systems are the organization's processes for systematically collecting and using both *process data*, such as fidelity measures over time and across practitioners, as well as *outcome data*. Data can also be collected and used regarding the quality of the drivers. The purpose of the data system is not as a repository of information but as a source of information for decision-making and continuous quality improvement. The purposes are to make a difference for students, to provide information to assess effectiveness of educational practices, to analyze the relationship of fidelity to outcomes, to guide further program development and support continuous quality improvement, and to celebrate successes.
- *Facilitative Administration* - Facilitative administration is about support services and leadership that proactively looks for ways to make high quality work by practitioners feasible and routine. The organization provides leadership and makes use of a range of data inputs to inform decision making, support the overall processes, and keep staff organized and focused on the desired clinical and program outcomes. The purpose of administration that is facilitative is to ensure that all the essential components of implementation are installed, available, integrated and of the highest quality, with timely support to practitioners.
- *Systems Interventions* - Systems interventions are strategies to work with external systems to ensure the availability of the financial, organizational, and human resources required to support the work of the practitioners. Such systems alignment and intervention is critical since even the best program or practice will not survive if the funding, regulatory, and policy climate is not hospitable. The goal of systems intervention is to identify and eliminate or reduce barriers, or to enhance and sustain those policies and regulations that facilitate the work at hand. The purpose is to create an environment and a set of conditions that supports the new way of work. Multiple "champions" and "opinion leaders" embrace the work and promote it.
- *Leadership* - Designated leaders have the adaptive skills and the technical skills to support the work that must be done. Leaders identify, develop, and support the policies that must be changed or created to achieve the desired outcomes. Leaders have the necessary degree of technical knowledge about the program or practice to support it (i.e., they understand it). Leaders are also adaptive in responding to the changing dynamics of the environment around them while keeping a focus and commitment to sustaining the program or practice. Administration aligns

policies and procedures to facilitate the new way of work internally, and provides leadership in addressing changes needed in external systems.

To adequately address the needs of Priority Schools, the NDE will require a district to assure that it will implement the selected intervention or interventions at a Priority school for at least three years. Intervention strategies that will be implemented at the school and district levels include, but are not limited to, the following:

School Leadership

- The district will be required to review the performance of the current principal and either 1) replace the principal if such a change is necessary to ensure effective leadership, or 2) demonstrate to the SEA that the current principal has a demonstrated record of increasing student achievement and has the ability to lead the reform effort. The principal will be granted operational flexibility in areas of scheduling, staff, budget, and curriculum;
- With regard to Building Reform Leadership Capacity, the NDE is currently using SIG administrative set aside funds to provide intensive turnaround leadership identification and professional support required to successfully implement either the turnaround or transformation models under the SIG program. This focused support is provided through the University of Virginia's two-year School Turnaround Specialist Program (UVA-STSP). In collaboration with the Southwest Comprehensive Center (SWCC) at WestEd, the UVA is building Nevada's regional capacity to provide this focused support to potential and practicing turnaround leaders that will be needed to serve at identified Priority and focus schools. Continued partnership with UVA-STSP and SWCC will exist to sustain and grow greater capacity of school, district, and State leadership for turnaround efforts

Effective Teachers

- School districts will be required to measure the effectiveness of existing staff and retain only those who are determined to be able to be successful in a turnaround environment as well as who have proven to be effective under the newly emerging teacher evaluation system described in Principle 3 of this application, with forthcoming State regulations to define educator evaluations to determine effectiveness. In the interim, districts will be required to use at any Priority school, locally-developed or adopted competency evaluation models currently being implemented at SIG-served transformation-model schools;
- As described in detail in Principle 3, teachers will be provided with the means to share and learn effective practices to increase student achievement. In keeping with the turnaround principles described below, much of the success of teachers will hinge on their access to and engagement in rigorous professional development
- Nevada requires that the following competencies for teachers and leaders be used by current School Improvement Grant (SIG) funded districts and schools when hiring for positions at SIG-served turnaround and transformation model schools. These same competencies will be required for use at Priority schools. UVA has established four cluster areas, with embedded indicators in each cluster, relative to the competencies and expectations necessary for teacher and leader success in turning around Priority Schools. These cluster areas are described here:
  1. Driving for Results Cluster

a. *Leaders*: This cluster of competencies is concerned with the turnaround leader's strong desire to achieve outstanding results and the task-oriented actions required for success. Major actions include setting high goals for the organization and making persistent, well- planned efforts to achieve these goals despite barriers. Significant competence is this cluster will achieve school performance via a relentless focus on learning results through the indicators below.
b. *Teachers*: This cluster of competencies is concerned with the turnaround teacher's strong desire to achieve outstanding student learning results and the task-oriented actions required for success. Major actions include setting high goals for oneself and one's students; making persistent, well-planned efforts to achieve these goals despite barriers and resistance; holding others accountable for doing their part to achieve success; and putting in extra effort to ensure success when others fall short.

2. Influencing for Results Cluster
    a. *Leaders*: This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others. They must use a wider variety of influencing tactics than most leaders – acting directive with subordinates when urgent action is essential, inspiring and visionary when discretionary effort of staff and others is needed, and influencing entirely through others rather than directly – as the situation requires. They also must address a complicated web of powerful stakeholders (staff, parents, unions, community, etc.) and resource providers (district office staff, special funders, management organization staff, etc.) to ensure support for – and reduce resistance to – successful change.

    b. *Teachers*: This cluster of competencies is concerned with motivating others – students, other school staff, and parents – and influencing their thinking and behavior to obtain student learning results. Turnaround teachers cannot accomplish change alone, but instead must influence the work of others. They must use a variety of influencing tactics – inspiring students who have become resistant and apathetic from repeated failure, grasping and responding to unspoken student needs and motivations, and simultaneously supporting and prodding colleagues to collaborate on the path to school-wide success – as the situation requires. The relationships they form are for the purpose of influencing others to enhance student learning, not for the purpose of personal bonding.

3. Problem Solving Cluster
    a. *Leaders*: This cluster of competencies is concerned with thinking applied to organization goals and challenges. It includes analysis of data to inform decisions; making clear, logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity. The thinking competencies are needed for higher levels of Driving for Results competencies and Influencing for Results competencies.

b. *Teachers*: This cluster of competencies is concerned with teachers' thinking to plan, organize and deliver instruction. It includes analyzing data to determine student learning needs and next steps; considering alternatives for materials, methods, and levels of instruction; making clear, logical, step-by-step plans that both the teacher and students can follow; and clarifying the connection between school learning goals and classroom activity.

4. Personal Effectiveness Cluster
   a. *Teachers*: This cluster of competencies is concerned with the turnaround teacher's self-management of emotions and personal beliefs that affect student learning. Major elements include exhibiting self-control over behavior when faced with stressful, uncomfortable and unfamiliar situations; maintaining confidence in oneself and a willingness to keep improving despite the many small failures that are likely to accompany such a challenging role; actively embracing the constant changes needed to ensure student learning in a high-challenge, high-change situation; and holding and maintaining a strong belief in the human potential for learning and improvement, despite significant pressure to settle for less.

5. Showing Confidence to Lead
   a. *Leaders*: This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds. It includes both presenting oneself to the world with statements of confidence, putting oneself in challenging situations, taking personal responsibility for mistakes, and following up with analysis and corrective action.

Financial Incentives, Flexible Working Conditions, Retaining and Placing Effective Staff

- Financial and other incentives will be offered to instructional staff to recruit and retain them for Priority schools. These include but are not limited to-
  - Scheduling options for class assignments that allow teachers flexibility for other assignments or coursework,
  - Opportunities for promotion and career growth that include professional development to support work as peer coaches, instructional coaches, and other assignments that allow for promotion and/or career growth.
- Human capital must be purposely leveraged. Therefore districts will be required to ensure that the most effective teachers and administrators are placed at Priority schools while ineffective teachers are prevented from being placed at such schools.

Instructional Programs Based on Student Needs, Identified through Data Analysis, and Aligned with Common Core Standards

For each Priority school, the district will be required to identify a new or revised instructional program for reading, mathematics, science, and writing that the research base shows is effective with high-poverty, at-risk students, and must demonstrate to the SEA how it is different from the previous instructional program. In addition, each Priority school will be required to implement one or more of the following strategies to build capacity to effectively use student data to drive instruction and student interventions:

- Employ a full time data specialist at the school focused on implementing a system for teachers to develop and use common assessment data for improving and differentiating instruction funded by school-level Title I funds, including disaggregation of data by subgroups to assist in determining appropriate targeted interventions;
- Implement professional development for all teachers in formative assessment design and data analysis to improve and differentiate instruction; and/or
- Implement professional development to build the capacity of the principal to collect and analyze data for improving instruction and the skills necessary to develop a schedule and system for increasing teacher ownership of data analysis for improving instruction (PLC).

In addition, the school will be required to provide for faculty-wide review of data to determine areas needing further professional development.

To ensure that all teachers, including those that are general education teachers, have the skills and strategies needed to meet the needs of all students, including those with disabilities and/or are English language learners, professional development will be provided at Priority schools that includes use of proven effective strategies, such as Sheltered Instruction Observation Protocol (SIOP), co-teaching, and others with a strong empirical base to support their efficacy.

Increased Learning Time

In order to provide additional time for student learning, all Priority schools will be required to extend the learning day for student instruction. Additionally, the LEA will be required to ensure that the school's master schedule is redesigned to allow for common planning time for teachers.

There is also a strong commitment to extend the instructional day for students through the use of instructional technology and online access to supplemental instructional resources. One example in Nevada is MINES (Mathematical Instruction for Nevada Educational Support). MINES is a supplemental instructional tool available in both English and Spanish that is correlated to the K-12 Common Core Mathematics and Science Standards, and includes a visual dictionary of mathematics and science terms, practice activities, short assessments, and computer animated science experiments. Students receive immediate feedback on the assessment and practice portions of the tool. Programs such as this one will be explored by school districts in order to effectively maximize extended learning opportunities.

Non-Academic Factors Affecting Student Achievement

- *Community-Oriented Services* - For Priority schools, LEAs will be required to demonstrate ongoing community review of the school's performance. In addition, each Priority school will be required to implement one or more of the following strategies to provide social-emotional and community-oriented services and supports for students:
    - Provide professional development for family and community engagement staff designed to increase their skill level in developing academically focused engagement opportunities for families and the community;
    - Conduct an audit of the current level of family and community engagement at the school using parent, teacher and student surveys to determine areas of strength and weakness as well as tools such as the Family Engagement Tool provided by the Center for Innovation and Improvement to establish policies and routines

that will encourage ongoing family and community partnerships with the school;
    - Implement professional development for all staff on the effective support of SWDs and ELLs and their families, and collaborate with parent groups representing students with disabilities, students with Limited English Proficiency and other gap groups to receive their input and ascertain the needs for individual students; and
    - Engage in professional development for all staff on the development and implementation of effective academically focused family and community engagement.
- *School Environment* - Each Priority school will be required to implement one or more of the following proven effective strategies to ensure a climate that is supportive of student academic and social growth:
    - Implement Positive Behavior Supports;
    - Implement a school-wide anti-bullying program;
    - Hire a climate and culture specialist in the school funded with school-level Title I funds to work with the leadership, staff and families to develop or adopt a plan for creating a climate conducive to learning and a culture of high expectations;
    - Arrange for an audit of the school from the Center for School Safety and implement the recommendations from the audit;
    - Provide professional development for all staff and leadership to implement a comprehensive plan for creating a climate conducive to learning and a culture of high expectations; and
    - Implement professional development to build the capacity of the leadership team to collect and analyze appropriate data and take appropriate actions for continually improving the climate and culture of the school.

Exit criteria

An elementary school may exit from Priority status if:

- The school meets or exceeds the 95 percent participation rate on the State assessment for reading and mathematics for each of the three most recent years the school is designated as “Priority, and
- for the “All Students” group:
    - The school is above the bottom 15% of Title I-served elementary schools based on the Nevada SPF index points in reading and mathematics earned in both of the areas of Status and Growth during each of the three most recent years it is designated as “Priority”, and
    - The school is above the bottom 25% of all elementary schools based on the Nevada SPF index points in reading and mathematics earned in both of the areas of Status and Growth during the most recent year it is designated as “Priority”.

A middle school may exit from Priority status if:

- The school meets or exceeds the 95 percent participation rate on the State assessment for reading and mathematics for each of the three most recent years the school is designated as “Priority, and
- For the “All Students” group:
    - The school is above the bottom 15% of Title I-served middle schools based on the Nevada SPF index points in reading and mathematics earned in both of the areas of Status and Growth during each of the three most recent years it is designated as “Priority”, and
    - The school is above the bottom 25% of all middle schools based on the Nevada SPF index points in reading and mathematics

	earned in both of the areas of Status and Growth during the most recent year it is designated as “Priority”. A high school may exit from Priority status if: • The school meets or exceeds the 95 percent participation rate on the State assessment for reading and mathematics for each of the three most recent years the school is designated as “Priority, and • For the “All Students” group: o The school meets or exceeds the 95 percent participation rate on the State assessment for reading and mathematics for each of the three most recent years the school is designated as “Priority, and o The school is above the bottom 15% of Title I-served schools based on the NSPF Status index points in reading and mathematics during each of the three most recent years it is designated as “Priority”, and o The school is above the bottom 25% of Title I-served high schools based on the NSPF Status index points in reading and mathematics during the most recent year it is designated as “Priority”, and o The school has a graduation rate above the AMO for the most recent year it is designated as “Priority.”
Can Focus schools become Priority schools?	This is not mentioned as a possibility in the flexibility request.

Table 25. New Hampshire

Web site	http://www.education.nh.gov/news/esea-waiver.htm
How Priority schools are identified	The NHDOE has identified Priority Schools by rank ordering the state's schools in terms of overall mathematics and reading achievement and then finding the line that identifies the lowest five percent of Title I participating schools. In addition to these five percent of schools, the already identified School Improvement Grant (SIG) schools will be considered Priority Schools. This has been operationalized by adding the NECAP index scores for mathematics to the NECAP index scores for reading to produce a combined index score for each year. To identify the Priority Schools the NECAP combined index scores for 2010-2011, 2011-2012, and 2012-2013 were averaged and then rank ordered. The lowest five percent of Title I schools in addition to any previously identified SIG schools were then identified as Priority Schools.
Supports provided	The NHDOE School Improvement Team has worked with the 15 schools through the SIG program over the last few years. Each school was provided a liaison whose duties included budget review and approval of improvement plans, monthly on-site visits and progress monitoring. Additionally, the School Improvement Team provided Professional Learning Community (PLC) support in the form of quarterly meetings for Cohort I and Cohort II SIG schools with professional development and discussions around the topics outlined by the transformation model. This work was focused around the four sections of transformational work as introduced in the US ED guidance for SIG models of school reform: 1. Teacher/Leader Effectiveness 2. Instructional Reform Strategies 3. Increased Learning Time and Community Engagement 4. Providing Operational Flexibility and Sustained Support All current SIG schools will now be designated as Priority Schools. The identification methodology provided above will add additional schools that are not currently receiving SIG funds, however, the NHDOE will work with all Priority Schools with the same level of commitment that is described in this section. The School Improvement Team at the NHDOE, along with the department's Title III and Special Education Bureau, will continue its focus on the state's struggling schools to ensure they have the support they need to improve. Each school determined to be in Priority status will work hand-in-hand with staff at the NHDOE to develop a high quality intervention plan that addresses the turnaround principles defined by the US ED. **Steps to Success** Schools in improvement status under the current NCLB mandates in New Hampshire have been required to use the Indistar Online Tool from the Center on Innovation and Improvement (CII). This tool includes the S*teps to Success* program – a comprehensive improvement planning process built around a set of research-based indicators of effective educational practice. Schools have been required to conduct a comprehensive needs assessment and develop a plan targeting the areas where the evidence based practice will lead to improved student achievement. The components and products of the process are housed on an online website maintained by the Academic Development Institute (ADI), host of the national Center on Innovation and Improvement (centerii.org). *Steps to Success* is an approach to school improvement made available to all New Hampshire schools and districts; however, NHDOE will continue to require the use of this process with the newly designated Priority and Focus Schools.

The web-based tool enables the NHDOE with its limited staff and resources, to provide meaningful feedback on the schools team's work, to identify common challenges among the users and to design interventions linked to the team's identified needs. *Steps to Success* is premised on the firm belief that school improvement is best accomplished when directed by the people closest to the students. While the School Improvement Team will provide ongoing and deliberate guidance and support to Priority and Focus Schools, the tools also provide a framework for the process where each school team invests its own effort to identify areas of need and adopt best practices to achieve the results it desires for its students—students it knows and cares about.

NHDOE staff assigned to each Priority and Focus School will work with the schools' leadership team to develop an intervention plan. This plan will be submitted through the Indistar tool and reviewed remotely by the School Improvement Team member in order to reserve valuable on-site time for further exploration of the transformation challenges and successes reported by the schools. Data-mining tools within the web-based system allow state agency staff to identify strategies showing evidence of success in local schools and plan dissemination. Similarly, the Indistar web-based tool enables school improvement staff to locate common challenges across schools and to direct available resources toward those issues through the Networked Strategy.

The transformation indicators in *Steps to Success* focus attention on classroom practices, organizational structures and policies and programs that are known to lead to the rapid turnaround needed for schools that struggle with raising student academic achievement. Using the *Wise Ways* research briefs found in the Indistar system, schools are able to learn how to critically examine current practices and establish a professional learning culture critical to implementing and sustaining dramatic change. This tool can help identify challenges and areas of need specific to certain populations. Structured protocols for assessing current strengths and gaps serve to reinforce the belief in distributed accountability – that all members of the school community are responsible for student achievement.

The *Steps to Success* process engages teams and extends the reach of change to everyone in the school, ensuring transparence and broad engagement to the evolving plan, its implementation, and its success. It also includes continuous planning, implementation, monitoring, and adjustment in the course that empowers decision makers to make informed decisions about changes in the practice to achieve desired results in student growth. NHDOE will monitor the year-end reporting progress on the implementation indicators and the leading and lagging indicators.

Turnaround Principles
The state will require Priority Schools to at least implement the turnaround principles that are outlined below. Priority Schools that have received SIG funding have already focused on the implementation of these principles and will be required to continue their successful work, as well as, revise their current plans that have not been shown to improve student achievement. In addition, the state will also support a school that determines it would prefer to implement one of the four turnaround models as defined by the US ED.

Strong Leadership
The School Improvement Team will provide technical assistance to the newly identified Priority schools in the tenets of the turnaround principles. If the new Priority school chooses to keep the principal, the school must produce evidence

that the principal possesses the skills identified in a "turnaround" principal according to the recent research.

Effective Teachers

- NHDOE will require signed assurance from the school's district that the LEA will review the effectiveness level of all staff and ensure that ineffective teachers will not be transferred into or within the school or district.
- The Priority Educator Effectiveness Network will support the structure of the development of the leader and teacher evaluation systems that aligns to the state models. The NHDOE will continue to contract with external providers to provide intensive technical assistance to foster a deep understanding of the standards of effective teaching and the development of evidence-based leader and teacher evaluation models.

Additional Time

- Priority school principals will participate in a summer leadership academy which will include a strand on redesigning and increasing instructional time, as well as, reviewing the effectiveness of their current instructional time. The expected outcome for this participation will be specific action steps to include in their improvement plan that will be implemented in fall 2013. All principals will be assigned a mentor to assist them in this process throughout the school year.
- The Innovation Extended Learning Time Network will provide face to face and virtual platforms to explore adding additional time.

Strengthen the Instructional Program

All Priority schools will be required to participate in the RTI-Multi-Tiered System of Support Network to align curriculum to the NH CCRS in mathematics and ELA/literacy. This Network will provide a cohesive, integrated approach for implementing the NH CCRS for all students. Priority schools will develop a system that ensures the EL population, students with disabilities and economically disadvantaged students equitably access and support to demonstrate achievement in the NH CCRS. Implementation will be monitored monthly.

Use Data

The Multi-Tiered System of Support training will provide the professional development for educators to use data to inform classroom instruction. The Data Network will provide the systems approach for collection and analysis of data for continuous improvement. All Priority schools will be expected to form data teams. The NHDOE will provide a data coach to facilitate discussions while LEAs build local capacity.

School Environment/Other Non-Academic Factors

Priority schools will conduct a culture and climate survey as part of their self-assessment. If the data collected identifies areas of need, then those topics will be addressed in the school's improvement plan. The NHDOE Culture and Climate Network will provide support for these schools.

Family and Community Engagement

The Indistar *Steps to Success* system includes a family and community engagement self-assessment. The indicators assessed are aligned with best practices. Identified weaknesses will be addressed in the school improvement plan.

The state School Improvement Team will consist of the administrator of the NHDOE Bureau of Integrated Programs, the lead school improvement coach for each Priority School, the SIG coordinator, RTI consultant, Indistar coach, data coach, early childhood consultant, consultants for Title I, II-A and III, and consultants for special education and accountability (up to 12 people). (In New Hampshire, the term consultant is also used to describe a particular position at the NHDOE and not necessarily and outside expert.) Using a round table collaboration model, this team will review and approve the newly identified Priority School improvement plan for the Commissioner's final approval. During the 2013-14 school year, monthly meetings will be held to monitor implementation of the plans and to track progress toward improving student achievement. Data will be examined and if evidence of adequate progress is not demonstrated, the team will re-examine supports provided by the NHDOE.

The newly identified Priority schools will not have participated in the state's early turnaround experiences such as the intensive technical assistance to develop an evidence-based teacher evaluation model provided by the SIG funding. The NHDOE is committed to providing the same types of support to these newly identified schools and they will be expected to participate in the Networked Strategy which is aligned to the turnaround principles. The Networks support and advance knowledge of evidence and research-based practices that correlate to improved student performance and improved quality of instruction which underlie transformation. Technical Assistance Networks include: Educator Effectiveness, Principal Leadership, Data Collection and Use; NH CCRS, curriculum alignment in an RTI-Multi-tiered System of Support and Performance-based Assessments. The new Priority schools will be supported by a lead coach from the NHDOE to develop an action plan based on the Indistar Indicators which align to the turnaround principles. The Priority School's coach will conduct monthly progress monitoring visits and report to the NHDOE.

English Learners, Students with Disabilities

New Hampshire's proposed Priority School interventions will improve student achievement and graduation rates for all students – including students with disabilities, English learners and those students struggling the most academically – by providing a systematic review of data and using that data to drive necessary instructional modification to benefit student learning. Priority Schools will use the Indistar *Steps to Success* tool with a selected set of indicators of effective practice, including those that are core in the Focus Monitoring process, as well as other indicators aligned with the turnaround principles.

Through the inquiry process, teams will be challenged to review current instructional strategies and assess the effectiveness of their practices while researching alternative methods and strategies. Research indicates that when appropriate instructional strategies are utilized for students with disabilities, there are more opportunities to spend a majority of their time in general classroom settings. In both the Indistar *Steps to Success* process for struggling schools and the two-year Focus Monitoring process, school and district staff engage in professional learning communities (PLC) to foster commitment to positive outcomes for all students. The community engages in a variety of activities including sharing a vision, working and learning collaboratively, visiting and observing other classrooms and participating in shared decision making. The benefits of a PLC to educators and students include reduced isolation of teachers, better informed and committed teachers and academic gains for students. In addition, both Indistar and the Focus Monitoring processes build leadership skills and improved teacher practices, classroom instruction and assessment to improve student achievement, thereby closing the achievement gap.

	Manchester, by far New Hampshire's largest district and its largest refugee center, currently has five schools participating in the Title I School Improvement Grant (SIG) process. These schools will become Priority Schools within this new system. The NHDOE will provide a particular support for the district focused in two areas: early childhood education and for students who are English language learners.
Exit criteria	Removal from the Priority School list requires that a school achieves a three-year average "equity index" one standards deviation greater than the lowest scoring 10 percent of Title I schools AND an average combined index score greater than the cut score for Priority Schools, AND, if a high school, the combined graduation point score must be greater than one or 75 percent. Thus, there will be three years, combined evidence of significant growth in the exit criteria. For those select few schools that have received supports through either the SIG cohort or the newly designated Priority and Focus School requirements and still, after one year of intervention, do not show improvement will be subject to more intensive monitoring, planning and on-site technical assistance, supported by the Bureau of Integrated Programs School Turnaround Office, led by the Bureau Administrator and designated Title I and SIG program staff.
Can Focus schools become Priority schools?	The flexibility request does not mention this as a possibility. Non-improving Focus Schools will receive a review by the NHDOE School Turnaround Office, to include both district personnel and community organizations concerned with the performance of specific student sub-groups. A second year plan will be developed that will include community input.

Table 26. New Jersey

Web site	http://www.nj.gov/education/reform/PFRschools/
How Priority schools are identified	There are three categories of Priority schools. The first sub-category includes Title I schools across the State with the lowest absolute levels of proficiency as measured on the State assessments In other words, when ranked by the percent of the students who passed the test school-wide, these schools' percentage of students passing the test was among the lowest across the state. In creating this category, however, the NJDOE also took into account whether, despite the low levels of school-wide student achievement, the school was demonstrating progress. Thus, schools that would have otherwise been categorized as Priority Schools were removed if they were demonstrating high growth, as measured by the Student Growth Percentile (SGP). Because the calculation of SGP is not possible at the high school level, a high school was removed from this category if its average yearly increase in their proficiency rate was greater than 5 percentage points as measured on New Jersey's High School Proficiency Assessment (HSPA). A second sub-category of Priority Schools is high schools among the lowest performing schools in the State (as described in the preceding paragraph) that *also* have a low, school-wide four-year adjusted cohort model graduation rate. Adhering to the 60 percent graduation rate threshold would have under-identified struggling high schools with persistently high dropout rates and low retention rates. Thus, based on an analysis of the data, the NJDOE has included any high school with a graduation rate below 75 percent in this sub-category. A third sub-category of Priority Schools includes those previously identified as a Tier 1 or Tier 2 school under the federal School Improvement Grant program. New Jersey aims to avoid one-year aberrations from unduly influencing our results, and therefore plan to incorporate additional years of this data as it becomes available. An additional year of cohort graduation rate data, for instance, will allow the State to track improvements in college-readiness over time, while additional years of SGP data will allow us to determine which schools are consistently most effective in advancing student learning.
Supports provided	A staff of qualified school turn-around experts located in seven Regional Achievement Centers (RACs) throughout the State will identify and ensure effective implementation of a system of intense interventions targeted to address the eight turnaround principles. The identified needs, specific intervention plans and progress monitoring goals will be included in individualized school improvement plans developed for each Priority school and approved by the school's LEA. The RAC staff will be fully supported by NJDOE senior staff. Resources developed by the NJDOE and used in Priority school interventions will include: model CCSS- and UDL-aligned curriculum and assessments, professional development supporting improved instruction, data systems for improving teaching and learning, guidelines for identifying quality enhanced and extended learning opportunities, as well as innovative strategies to support SWDs, ELLs and low-achieving students. In addition to performing the School Reviews designed to measure school-level proficiency in the School Turnaround Principles, the Regional Achievement Team will be responsible to monitor and take appropriate actions to continually improve the interventions designed to address school needs. Recommended staffing for the Regional Achievement Team is:

- 1-2 principal leadership specialist to facilitate the provision of and monitor the effectiveness of instructional leadership professional development
- 1 instructional specialist to facilitate the provision of and monitor the effectiveness of effective teaching professional development
- 4 Content area specialist to facilitate the provision of and monitor the effectiveness of curriculum implementation: 1 elementary literacy, 1 secondary literacy, 1 mathematics, 1 science
- 1 data specialist to facilitate the provision of and monitor the effectiveness of data coaches placed in schools
- 1 climate and culture specialists to facilitate the provision of and monitor the effectiveness of the climate and culture specialists placed in schools
- 1 family and community engagement specialist to facilitate the provision of and monitor the effectiveness of engagement strategies as delivered by school level engagement staff
- 3-4 staffing specialists to assist Regional Achievement Teams as needed

In order to develop specific intervention strategies aligned with the eight turnaround principles RACs will conduct Quality School Reviews (QSRs) focused on the eight turnaround principles as well as student data disaggregated by sub-groups (e.g., SWDs and ELs).

If the Priority school is in a Title I district, the district will have to incorporate the school's individualized improvement plan in its annual Local Educational Agency Plan (LEAP) and sign assurances that the district will faithfully implement its LEAP. If the district refuses to do so, the NJDOE will withhold the district's Title I monies until the district comes into compliance. If the Priority School is in a non-Title I district, then the NJDOE will compel implementation of the school's individualized improvement plan by using statutory and regulatory powers.

In order to ensure the effective implementation of strategies addressing all eight turnaround principles, the RACs will assign one team member to work closely with the school principal in creating a first year plan that includes the concurrent implementation of all eight interventions. In addition the school principal and RAC staff will work to develop a communication plan that helps school staff and parents understand how the eight interventions are related and required in order to increase and sustain improved student achievement. This approach will not only allow staff and parents to better understand the plan but will drive increased staff and family support for the plan.

In order to develop improvement plans for implementing the appropriate level of intervention required for a given school RACs have the freedom to determine the intervention strategies they will use from a list of possibilities (bullets below); at the same time each RAC is held accountable to monitor the effectiveness of their work using a common set of expectations.

Although all interventions will be concurrently implemented in Priority schools, the interventions themselves are listed separately along with a set of strategies as well as expected outcomes in order to clearly outline how each intervention will be implemented and regularly measured for effectiveness:

School Climate & Culture
RACs will ensure the effective implementation of intervention strategies (listed below) in order to support the development of a safe and healthy learning environment capable of meeting the social, emotional and health needs of students:

- Embed a climate and culture specialist in the school funded with school-level Title I funds to work with the leadership, staff and families to develop or adopt a plan for creating a climate conducive to learning and a culture of high expectations;
- Require professional development for all staff and leadership to implement a comprehensive plan for creating a climate conducive to learning and a culture of high expectations; and
- Require professional development to build the capacity of the leadership team to collect and analyze appropriate data and take appropriate actions for continually improving the climate and culture of the school.

The effectiveness of these interventions will be monitored in part using attendance and discipline disaggregated data as well as climate survey responses from students, parents and staff. Effectiveness will ultimately be measured by improved student achievement on school and state-level assessments.

School Leadership
In order to be sure the school leader is able to lead the turnaround effort RACs, in coordination with LEAs, will ensure the effective implementation of intervention strategies listed below:

- Remove and reassign the school principal and approve any replacement;
- Require professional development for the school leader focused on instructional leadership including the collection of data and feedback mechanisms for continually improving instruction; and
- Provide flexibility in the areas of scheduling, budget, staffing and curriculum.

The effectiveness of these interventions will be measured by improved instructional leadership behaviors of the principal including the collection and analysis of school and classroom level achievement and instructional data as well as the development and implementation of a plan for improvement using the data.

Curriculum, Assessment & Intervention System
The RACs will ensure effective implementation of the intervention strategies listed below in order to prepare all students, including SWDs, ELLs and low performing students, to be college- and career-ready:

- Implement the NJDOE CCSS- and UDL- (precise learning goals, non-biased assessment items, clear & intuitive instructions, maximum readability and legibility) aligned model curriculum and unit assessments; and
- Implement research-based interventions for all students two or more grade levels behind in reading or mathematics.

The effectiveness of this intervention will be measured by improved instructional data (walkthroughs, formal/informal observations), curriculum implementation data (walkthroughs, formal/informal observations), classroom level assessment data and intervention implementation and achievement data as well as improved student achievement measured by state-level assessments.

Effective Instruction
The RACs will ensure effective implementation of the intervention strategies listed below in order to continually improve the quality of instruction:

- Require mutual consent for up to 100 percent of staff;
- Require professional development for all teachers focused on effective instruction;

- Prohibit Tier 1 (ineffective) or Tier 2 (partially effective) teachers from being assigned to the school following the full implementation of the new teacher evaluation system (2013-2014); and
- Require professional development for the principal focused on the skills necessary for improving instruction.

The effectiveness of these interventions will be measured by improved instructional data (walkthroughs, formal/informal evaluations), an increase in the number of teachers identified as Tier 3 (effective) or Tier 4 (highly effective) on the new teacher evaluation system (2013-2014), and improved student achievement as measured by state-level assessments.

Effective Use of Time

The RACs will identify one or more of the following strategies in any Priority School that fails to effectively utilize time for improving instruction and achievement for all students (e. g. SWDs, ELLs):

- Require a schedule change to increase instructional time for students who need more time to meet the rigorous goals of the CCSS;
- Require additional time for professional development focused on all teachers learning strategies for effectively working with SWDs or ELLs;
- Require additional time for professional development focus on understanding the rigorous requirements of CCSS for all teachers including special education teachers and teachers supporting ELLs;
- Require additional time for professional development focused on teachers developing and using common assessment data to inform and differentiate instruction;
- Require professional development for all teachers on effective use of instructional time including effective transitions; and
- Require professional development for school leaders on effective scheduling to support learning for students and teachers.

While the form of this intervention may include extended learning time during the school day, it may also include extended learning opportunities in the form of either before school or afterschool programs consistent with CCSS. The NJDOE may partner with organizations, either for-profit or not-for-profit, and school-based entities to identify best practices and strategies for effective extended learning opportunities. Where the RACs, in consultation with the leaders, teachers, and parents of the Priority School, determine that implementation of extended learning opportunities are necessary to help in improving student achievement, they will work with the school to identify appropriate programs. To the extent the RACs identify before school or afterschool tutoring or related supports as appropriate, the school may provide these services themselves or contract with an appropriate provider organization (either for-profit or not-for-profit) or school-based entity.

The effectiveness of this intervention will be measured by improved instruction for all students (walkthrough data, formal/informal observations), classroom level assessment data for all students, and student achievement as measured by state-level assessments.

Effective Use of Data

The RACs will ensure effective implementation of the strategies listed below in order to increase the effective use of data to improve instruction:

- Embed a full time data specialist in the school focused on implementing a system for teachers to develop and use common assessment data for improving and differentiating instruction funded by school-level Title I funds;

- Require professional development for all teachers in formative assessment design and data analysis to improve and differentiate instruction; and
- Require professional development to build the capacity of the principal to collect and analyze data for improving instruction and the skills necessary to develop a schedule and system for increasing teacher ownership of data analysis for improving instruction (PLC).

The effectiveness of this intervention will be measured by an increase in the numbers of teachers using data to inform and differentiate instruction as well as improved student achievement as measured by state level assessments.

Effective Staffing Practices
The RACs will ensure effective implementation of the strategies listed below in order to increase the recruitment, retention and development of effective teachers:

- Require professional development to certify that all administrators in the school can effectively evaluate instruction and give quality feedback to teachers;
- Require professional development for the principal and leadership team on effective recruiting and retention practices; and
- Require outside master educators to conduct observations as part of a comprehensive evaluation process that supports reliable observations.

The effectiveness of these interventions are measured by improved instruction (walkthrough data, formal/informal observations) and an increased number of teachers identified as Tier 3 or 4 on the new teacher evaluation system (2013-2014) as well as improved student achievement as measured by state-level assessments.

Effective Family and Community Engagement
The RACs will ensure effective implementation of the strategies listed below in order to increase the engagement of families and the community.

- Revise the job description of the family and community engagement staff in order to focus engagement on academics;
- Require professional development for family and community engagement staff designed to increase their skill level in developing academically focused engagement opportunities for families and the community;
- Require professional development for all staff on the effective support of SWDs and ELs and their families; and
- Require professional development for all staff on the development and implementation of effective academically focused family and community engagement.

The effectiveness of these interventions will be measured by an increase in the number of family and community engagement opportunities, including academically focused activities, as well as improvement on key indicators on the school climate survey. In addition, effectiveness will be measured by student achievement state-level assessments.

Exit criteria	A school can become eligible for exiting Priority status if it meets all three of these requirements: • no longer meets the definition of a Priority school for two consecutive years; • has, as determined by its RAC, successfully implemented all interventions required through its Quality School Review (QSR); • 3) reduced the count of students not demonstrating proficiency on statewide assessments by 25% over a three-year period or, if a high

	school, reduced the count of students not graduating by 25% over a three-year period; and/or demonstrated high growth for two consecutive years, as measured by an Student Growth Percentile (SGP) score of 65 or higher
Can Focus schools become Priority schools?	This is not mentioned as a possibility in the flexibility request.

Table 27. New Mexico

Web site	http://ped.state.nm.us/waiver/index.html
How Priority schools are identified	New Mexico uses its A-F grading system to identify Priority schools. The first set of Priority schools is Tier 1 SIG schools. Next they select all schools with an overall grade of "F" and graduation rate of less than 60%. Finally, they select schools that have the lowest overall grade points (schools with multiple "Fs".
Supports provided	New Mexico has multiple tools in place that align to the Turnaround Principles and are currently being used in schools in need of improvement. Building on that foundation, New Mexico will collaborate with Priority Schools and their district leaders to support them as they implement intervention strategies aligned to their individual area(s) of need. The New Mexico Public Education Department (PED) annually reviews and approves the operating budget of each district and charter school. Additionally, the A-F School Grading Act specified that the state will ensure that the funds being spent in "D" and "F" schools are targeted towards proven programs and methods linked to improved student achievement. The "D" and "F" schools must include the four or seven turnaround principles that target the specific group or subgroup not making progress. The PED will collaborate with districts during the budget review process to support their budget development to ensure alignment of tools in Priority Schools to proven strategies. School district budgets will not be approved unless funds are set aside for scientifically researched based strategies that specifically support the achievement of students who are not making progress. School districts budgets will be monitored by the PED staff. Once a school is identified as a Priority School, the expectation is that school districts, in collaboration with the PED, shall develop an intervention plan that focuses on the Seven Turnaround Principles. Interventions will be based on data and encourage systemic change that is measureable. To ensure that interventions being used to address Priority Schools are effective, the PED will ask all Priority Schools to initially complete a Reading Review Checklist (included in Attachment 26 of the flexibility request) specifically designed for grades K-3, 4-5, and grades 6-8; a Numeracy (Math) Checklist (similar to the Reading Review Checklist included in the Appendix) specifically designed for grades K-3, 4-5, and grades 6-8. In addition, high schools will also complete Math and English Language Arts reviews for grades 9-12. The intention of these reviews will be to investigate the extent to which the Core Reading and Math programs are being implemented with fidelity and to better understand how schools adjust to make decisions for struggling students in regards to interventions practices. Based on the Reading and Math Checklist results, Priority Schools will train on Reading and Math best practices and will prepare to complete an Instructional Audit and CSI Mapping review. The results of these two tools will examine the systems put in place at the school that increase teacher effectiveness and enhance student learning. Priority Schools will have opportunities for training based on the Seven Turnaround Principles. As schools implement research based tools and incorporate best practices from PD opportunities, such as data dialogues, or Response to Intervention, the state expects implementation plans and data to support this work. If over time student achievement is not increasing, the expectation is that schools, with the support of their district and state, will shift funding to tools that do yield a return on investment. All Priority schools, upon completion of the Instructional Audit and Core, Supplemental, Intensive (CSI) map, in collaboration with the PED, will implement a plan based on the Seven Turnaround Principles to address findings in the

aforementioned audits that will guide their reform efforts at increasing student achievement levels for all students.

Strong Leadership
Professional development will be provided in:

- *Principal effectiveness and evaluation.* Principals in Priority schools will be provided with operating flexibility to implement key reforms and instructional strategies. If student achievement does not increase, PED will provide more specific directives to principals.
- *Foundations of school instructional leadership*. Using the work of Public Impact and the Center on Instruction, school leaders will understand what is involved in the school turnaround work and how to quickly and dramatically improve student achievement outcomes in schools.
- *Fixsen implementation drivers and rubric of implementation.* This monograph summarizes findings from the review of the research literature on implementation. School leaders will use the Implementation Rubric to better understand the extent to which factors contribute to successful or lack of implementation in an organization or school.
- *Curriculum audit.* Training will establish curriculum audit objectives that will support the protocol in completing the audit. Evidence explaining how programs and resources are linked will be required to establish next steps in action planning to address gaps.

Effective Teachers
Professional development will be provided in the Teacher Effectiveness Model: Evaluation and Professional Development Research-Based Practices. The goal is for participants to better understand the PED Teacher Effectiveness Taskforce Recommendations.

Additional Time
Priority schools shall redesign the school day, week, or year to ensure that instructional time is maximized and the needs of individual students and subgroups are met. This can include strategies such as extending the day, restructuring the school schedule to increase instructional time, or extending the school year.

Strengthen the Instructional Program

- Tiered System of Support for Students (RtI Framework)
- Professional Learning Communities
- Differentiated Instruction
- Sheltered Instruction (SIOP). SIOP provides teachers with a model of sheltered instruction designed to enhance teachers' practice. The SIOP may be used to enhance other initiatives supporting ELLs or all students
- Cultural Competence.
- Alignment to the Common Core

Using Data

- Data Dialogues, a structured process that enables a data team to explore prediction, go visual, make observations, generate inferences, and predict.
- Cause Analysis to determine root causes.

School Environment

- Social/Emotional Curriculum (Positive Behavioral Interventions & Supports)
- Cultural Competence to support work with students from diverse cultural and linguistic backgrounds.
- Tiered Intervention for Behavior, Response to Intervention.

Family and Community Engagement
The NMPED Parent/Family Toolkit and Training Modules are designed to provide educators with tools and resources for strengthening partnerships between schools and diverse families and communities. The Toolkit is based on six areas included in the National PSA Standards and the National Network of Partnership Schools.

The current School Improvement Grant (SIG) allows schools flexibility in replacing the principal if at the school for two or more years. The new principal has the ability to create a schedule that can vastly impact student achievement (i.e., extend the school day or year, literacy and math blocks of 90-120 minutes per day, provide teachers with collaboration time either during or after the school day). The principal also has flexibility with budgeting (i.e., planning, creating, and budgeting authority over expenditures). In the recruitment and hiring and retention of teaching staff there is much flexibility in that existing staff are screened to measure the effectiveness of staff who can work within the requirements of the SIG, there is an opportunity for financial incentives, and increased opportunities for career growth. SIG also support a schools effort to change formal policy and informal standard operating procedures that can directly empower their turnaround efforts. PED will look to expand these flexibilities to a principal that agrees to serve in a Priority School.

Knowing school leadership is the basis for school continuous improvement; focused efforts are placed on Priority Schools' campus leaders. PED will work with district leaders to ensure school leader evaluations are aligned with student achievement outcomes. Technical assistance will be provided to the district to develop a succession planning model to sustain quality school leadership. Activities for school leaders include sustained professional development on data analysis for instructional decision making, classroom walk-through practices geared towards rigorous instruction. Additional leadership activities capacity building activities will include technical assistance on curriculum alignment, instructional alignment to coincide with alignment to formative and summative assessment.

For a full, three year period, PED will remain engaged and actively provide technical assistance with the identified Priority Schools. The PED and the Priority Schools will collaborate in the identification of data determined, systemically identified intervention strategies that explicitly reflect the seven principles. Although the potential exists for a Priority School to exit status within two years, the PED will require any schools that no longer meet the Priority Schools identification criteria due to increased student performance to remain actively engaged in the Priority Schools network. These schools will be required to continue the interventions currently underway in the school for at least an additional year (so that interventions are undertaken for a full three years) to ensure that the growth and achievement taking place is sustainable and that achievement gaps are not continuing to widen.

Exit criteria	To exit Priority School status school must do the following: • SIG schools need to have overall "C" grade (represents 43% proficient and above in Math and 49% in reading) for two consecutive years. This corresponds to an average scale score of 38 in math and 39 in reading (40 is proficient in all grades and subjects in New Mexico)) and a Q1 growth rate equal to a "B" grade or higher. This corresponds to a growth rate of approximately 2 points per year. • Schools in Priority status due to low graduation rates need to raise their

	overall grade to a “C” for two consecutive years and demonstrate graduation growth rate (based on three years of data) at least 5 % per year.
Can Focus schools become Priority schools?	This possibility is not mentioned in the flexibility request.

Table 28. New York

Web site	http://www.p12.nysed.gov/accountability/ESEAFlexibilityWaiver.html
How Priority schools are identified	First, New York will identify the 75 schools that were awarded a 1003(g) School Improvement Grant. Second, New York will identify high schools that have had graduation rates below 60 percent for three consecutive years. Third, New York will identify schools that are among the lowest achieving in the State in ELA and math combined for the all students group and that have failed to demonstrate progress over a number of years. Before identifying a transfer high school as a Priority School the Commissioner reviewed the performance of the school on a case-by-case basis, giving careful consideration to the mission of a particular school, student performance, and the intent of the Priority School requirements.
Supports provided	Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a Comprehensive Education Plan (which will be submitted as part of the District Comprehensive Improvement Plan) that addresses all of the Turnaround Principles and the tenets outlined in the Diagnostic Tool for School and District Effectiveness. **Overall Capacity** The New York School Turnaround Office (STO) – housed in the Office of School Innovation – has as its mission to implement the following core strategies to support LEAs with Priority Schools: • Provide LEAs with access to information and models of best practice, • Create professional communities of practice across the State, • Connect districts and schools to key change partners and partner organizations, and • Promote high quality school design through funding and outreach. The STO is planning to support Priority Schools/districts through: • Statewide professional development events for PLA principals and district administrators. These events are being planned in collaboration with the Offices of Curriculum, Instruction and Field Services; Accountability; and Special Education. These events are being planned to complement the statewide Network Team trainings. The principals, key staff members instrumental to leading the school's work outlined in the School Improvement Grant (SIG) plans, and district level staff members will be required to attend the quarterly professional development sessions. • Quarterly statewide meetings with district improvement and turnaround offices and NYSED to share information and resources geared toward improving district capacity to support PLA and Priority Schools and to provide guidance on SIG implementation and partner selection. • The launch of a web-based communication platform for PLA principals to share information, tools, and resources across districts. • Provision of guidance on external partner selection and matching. **Strong Leadership** • Through a competitive process the STO will select successful educational consultants skilled at improving struggling schools and developing teacher practices to provide comprehensive professional development to district personnel. This professional development will be specifically focused on strategies to increase operational flexibility and recruit and retain strong leadership.

- Selected educational consultants will also provide schools with the tools and resources to think about effective restructuring of the schedule, staff, curricula, and budget. In some cases, consultants may work with the districts and their schools to complete an analysis of the current district structure, and identify the most important operational flexibilities to grant a particular school or set of schools.
- In the area of scheduling, the Commissioner shall establish the minimum amount of Expanded Learning Time that must be incorporated into the redesign of the school day, week, and/or year for Priority Schools. Districts may use funds from their Title I and Title II set-asides to implement these requirements. Schools and districts will be required to show how this expanded learning time is being used for professional development for teachers as well as academic support of students.
- The findings of the Diagnostic Tool for School and District Effectiveness may direct districts and schools to seek out support partners and implement strategies for issues related to scheduling, staff, curricula, and budget.
- The State is overhauling its school leadership certification requirements to include a performance assessment of a candidate's ability to observe teaching practice.
- NYSED has established a list of principal evaluation rubrics that that have been approved through a rigorous RFQ process.
- Evaluators for the principal evaluation system must be trained. The State will provide the turn-key training and online resources for evaluator training. This training will ensure that superintendents and their designees evaluate principals based upon rigorous standards and rate principals on the HEDI (Highly Effective, Effective, Developing, Ineffective) scale.
- HEDI ratings will provide Superintendents and district administrators with data regarding the effectiveness of principals, which can be used to ensure that Priority Schools are staffed with leaders with appropriate Turnaround skills.
- Districts can use the new Title I and Title II set-asides to support leadership professional development, for screening and outreach to recruit qualified individuals, and other activities associated with increases in leadership capacity.
- Network Teams and Institutes provide Superintendents and other district administrators with training on the teacher/principal evaluation system.
- EngageNY (http://www.engageny.org) – rich web-based toolkits of resources, such as webinars, to support implementation of the teacher/principal evaluation system.

Effective Teachers

- Through initiatives outlined in Principles 1 and 3, NYSED plans to: overhaul the State's educator certification exams to align with Common Core State Standards; develop a new outcomes-based accountability system for educator preparation programs; and increase capacity for higher education faculty.
- New certification exams will be designed to reflect Common Core shifts, and expectations for high performance.
- NYSED will continue the practice of ensuring that SIG or Comprehensive Educational plans submitted 1) provide assurances that the school will only retain teachers who are determined to be effective and have the ability to be successful in the turnaround effort; and 2) contain a comprehensive, on-going job-embedded professional development plan that is based on the identified needs of the teachers, and student needs.
- NYSED will also continue to monitor implementation of professional development through site visits and teacher interviews, in order to ensure

that the professional development is job-embedded, on-going, and informed by the teacher evaluation and support systems and tied to teacher and student needs.

- NYSED has established a list of teacher evaluation rubrics that have been approved through a rigorous RFQ process.
- Evaluators for the teacher evaluation system must be trained. The State will provide the turn-key training and online resources for evaluator training. This training will ensure that Principals and school administrators evaluate teachers based upon rigorous standards, and rate teachers on the HEDI (Highly Effective, Effective, Developing, Ineffective) scale.
- HEDI ratings will provide Principals and school administrators with data regarding the effectiveness of teachers, which can in turn be used as a significant factor in teacher development and employment decisions such as promotion, retention, tenure determination, termination, and supplemental compensation.
- Districts can use the new Title I and Title II set-asides to support professional development, for screening and outreach to recruit qualified individuals, and other activities that are informed by the results of the teacher evaluation and support systems and tied to teacher and student needs.
- Network Teams and Institutes provide Principals and other school administrators with training on the teacher/principal evaluation system.
- EngageNY (http://www.engageny.org) – rich web-based toolkits of resources, such as webinars, to support implementation of the teacher/principal evaluation system.

Additional Time

- Through a competitive process, the STO will select successful educational consultants skilled at improving struggling schools and developing strategies to increase student and teacher time for learning.
- The Commissioner shall establish as approved by the Board of Regents the minimum amount of Expanded Learning Time that must be incorporated into the redesign of the school day, week, and/or year for Priority Schools. Districts may use funds from their Title I and Title II set-asides to implement these requirements.
- Districts and/or schools may be required to participate in an audit of scheduling as a result of diagnostic tool findings.
- Priority Schools will be given special consideration for 21st Century Community Learning Center programs. The Request for Proposals for this program will allow additional hours of learning time, as well as additional collaborative planning time and professional development for teachers and community partners who provide expanded learning in core academic subjects for 21st Century Community Learning Center program recipients.

Strengthening the Instructional Program

- In July 2010, the Board of Regents approved the Common Core State Standards in English Language Arts and Literacy and the Common Core State Standards in Mathematics.
- New York State is developing Common Core Curricula in ELA and Literacy
- (Grades P-2), and curriculum modules in ELA and Literacy (grades 3-12) and in Mathematics (grades P-12). All will have built-in scaffolding for ELLs and for students with disabilities, demonstrating for teachers how to provide grade-level and rigorous instruction based on student needs.
- New York State is developing standards and resources specifically for ELLs that are Common Core-aligned. We expect to seek Regents approval of new English as a Second Language (ESL) and Native Language Arts standards that are aligned with the Common Core by 2013.

- The State, its providers and Network Teams provide Superintendents, District administrators, Principals and other school administrators with training on the Common Core Standards and their implementation.
- NYSED has created Engage NY (http://www.engageny.org) – rich web-based toolkits of resources which include documents advising phased and early adoption of the standards; sample curricular material; a series of professional development videos and accompanying professional development workshop suggestions; a professional development "kit"; extensive professional development hand-outs, teacher practice video, facilitators' guides, and power point decks; and a compendium of relevant reading.
- NYSED expects to release (by the spring of 2012) a series of RFPs that will commission a comprehensive set of curricular resources designed to guide implementation of the Common Core beginning in the fall of 2012. These resources include robust curricular modules mapped to the Common Core (and aligned to content area standards) in ELA, Mathematics, Science, Social Studies, the Arts, Native Languages, and English as a Second Language, as well as a comprehensive video series (500+ segments) depicting exemplary classroom-level implementation of the Core. These modules and videos will be available on EngageNY.org so that they can inform, support, and articulate and model truly aligned instruction, content, and assessment.
- Teacher Centers will collaborate with Network Teams to develop professional development work plans in support of implementation of the common Core Standards in schools and districts.
- 10 Regional Special Education Technical Assistance and Support Centers (RSE-TASC) staffed with teams of highly trained special education specialists in will provide support to Priority schools. These specialists provide regional training and embedded professional development to school personnel on research-based instructional strategies, particularly in the areas of literacy, behavior and specially-designed instruction and individualized education program (IEP) development to support students with disabilities in participating and progressing in the curriculum to meet the Common Core Standards.

Using Data

- Network Teams and Institutes provide training and materials to school and district personnel to ensure a clear path and the resolutions to many questions as schools establish systems to collect real-time data on student performance, analyze that data, and make logical, action oriented progress towards addressing the gaps highlighted in student learning.
- NYSED has created Engage NY (http://www.engageny.org) – rich web-based toolkits of resources, which include a school-level rubric that superintendents, district staff, Network Teams, and school leaders can use to diagnose the current state of data inquiry work in a school and the steps necessary to get it right.
- NYSED will continue the practice of ensuring that SIG or CEP plans submitted 1) provide a description of how the school will use data to inform instruction; and 2) include a plan for the provision of time for collaboration on the use of data.
- NYSED will also continue to monitor implementation of data driven instruction through site visits and teacher interviews.
- Selected educational consultants will also provide schools with the tools and resources needed to implement data driven instruction. In some cases, consultants may work with the districts and their schools to complete an analysis of the current implementation of data driven instruction, and

identify an action plan for supporting development of a data driven culture in a school or set of schools.

School Environment/Non-Academic Factors

- Priority Schools will be required to implement a systematic whole school reform model, which can be based upon a Full Service School model with wrap-around social and health services.
- As a condition for meeting the turnaround principles, Priority Schools must also work in collaboration with partner organizations to implement the proposed plan. These partners may be selected based upon their competencies in improving school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.
- The findings of the Diagnostic Tool for School and District Effectiveness may direct districts and schools to seek out support partners and implement strategies for issues related to safety, community, and discipline.

Family/Community Engagement

- Districts are required by Commissioner's Regulation Part 100.11 to implement plans for school based management and shared decision making. In New York City, State Education Law requires that each public school have a school leadership team that includes parent representatives.
- NYSED as part of its monitoring protocols ensures that Title I schools have in place parent compacts.
- Districts will be required to set aside up to 2 percent of their total Title I allocation, based on student enrollment in Priority and Focus Schools, for parent involvement and engagement activities. The plans for this set-aside must be made in collaboration with district parent organization leadership.

NYSED has several current and new initiatives that are targeted to produce positive outcomes at Priority and Focus schools:

- The Department will continue its work to integrate and align ESEA Title I, Title III, and the IDEA accountability systems. By aligning accountability measures, the Department can ensure that LEAs are focusing intervention strategies on students with disabilities and English language learners in a cohesive and coherent manner, within the context of an overall improved academic achievement for all students.
- Through its approved Race to the Top plan, the Department will continue to utilize the Network Teams (as described in 2.D.iii and 2.F) to provide districts with professional development on the three core areas of the Regents Reform Agenda: implementation of the Common Core Standards (as described in Principle 1); building instructional data systems that measure student success and inform teachers and principals how they can improve their practice; and promotion of effective teachers and leaders through the implementation of a multiple measures evaluation tool, with aligned supports and professional development.
- The Department will continue to utilize the resources and expertise offered by the State's Regional Special Education Technical Assistance Support Centers (RSE-TASC) Special Education Technical Assistance Network and the Regional Bilingual Education - Resource Network (RBE-RN). These Regional Networks improve the teaching in schools with Special Education and English language learner populations by going into schools and providing vital resources and support to teachers and school leaders. The Special Education Technical Assistance Center for New York State is one of the most extensive in the United States.
- The Department will continue to use IDEA funding to assign a Special Education School Improvement Specialist (SESIS) from the RSE-TASC to

	provide technical assistance and participate as a subgroup specialist during the various differentiated accountability reviews. • In addition, for districts identified for Needs Intervention, staff from the NYSED P-12 Office of Special Education (OSE) will participate in the Joint Intervention Team reviews. See http://www.p12.nysed.gov/specialed/techassist/rsetasc/ . • The delivery of professional development to Priority schools will be a two-pronged approach. All Persistently Lowest Achieving (PLA) schools will be required to participate in quarterly professional development opportunities that will focus on instructional practices aligned to the Common Core State Learning Standards and intended to develop common understandings of what rigorous instructional practices look like in effective schools. Staff members of PLA schools will also be encouraged to participate in comprehensive professional development sessions focused on the areas for improvement noted in visits to the school. The comprehensive sessions will consist of a combination of face-to-face professional development, online support, inter-visitations of schools, and on-site coaching. Priority schools that are not PLA will be strongly encouraged to attend the quarterly professional development sessions and have staff members participate in the comprehensive professional development opportunities. These opportunities will be delivered by competitively selected external partners that have a proven record of success in the identified area, Regents Research Fund staff, and NYSED staff. • A leadership academy will be created to assist districts in developing leadership capacity throughout the State with Priority School leaders being required to attend. The focus of the professional development will be instructional practices focused on the Common Core State Learning Standards, Data Driven Inquiry, Teacher/Leader Effectiveness, and school culture. The participants will have face-to-face sessions during the quarterly professional development, and have follow-up sessions of online support, inter-visitations, and on-site coaching. These sessions will assist school leaders to create and target specific teaching development needs that will lead to increased student achievement.
Exit criteria	Schools may be removed from Priority status if they meet performance targets established by the Commissioner, which will at a minimum require that the school have a combined Performance Index in ELA and mathematics and graduation rates that exceed the thresholds for identification of Priority Schools for two consecutive years by at least ten index points.
Can Focus schools become Priority schools?	The term “Priority school” is not used, but Focus schools that have failed to make progress during the period of the waiver may be identified as Schools Under Registration Review (SURR). Interventions for SURR include: the turnaround model, in which the principal and at least half of the staff are replaced and the educational program is fundamentally changed; the restart model, in which the school is converted or replaced by a charter school or by school operated under contract by an educational management organization; the transformation model, in which the principal is replaced and the staff are evaluated in accordance with new State legislation and provided appropriate professional development to implement a new educational program at the school; and the closure model. A school leader who has been at a school for less than two years and has already begun to implement some or all of the elements of an intervention strategy may remain at the school.

Table 29. North Carolina

Web site	http://www.ncpublicschools.org/program-monitoring/esea/
How Priority schools are identified	For the definition of Priority Schools, North Carolina created a composite of English/language arts and mathematics assessments, to be known as the Proficiency Score – R/M Priority schools will include: • Title I schools with "proficiency score-R/M" below 50% in the previous year and one of the two prior years and • Title I participating or eligible (non-participating) high schools with graduation rate below 60% in previous year and one of the two prior years and • SIG Schools
Supports provided	Priority Schools must choose one of two options: 1) to implement one of the four SIG models; or 2) to implement meaningful interventions that align to all turnaround principles and are selected with teacher, family and community involvement. Local education agencies (LEAs) that choose to implement a SIG model must adhere to SIG final requirements. LEAs that choose to implement interventions aligned to all turnaround principles must describe how the district will employ the turnaround principles. To assist LEAs and schools with selection of intervention s that are aligned with turnaround principles, all LEAs with Priority Schools will employ the use of data within the NC Indistar® Tool in order to demonstrate that interventions are aligned to all turnaround principles, inform professional development decisions, and address the specific needs of each Priority School. Indistar® is a web-based system implemented by a state education agency, district, or charter school organization for use with district and/or school improvement teams to inform, coach, sustain, track, and report improvement activities. The system was created by the Center on Innovation and Improvement (CII), a national content center supported by the U.S. Department of Education's Office of Elementary and Secondary Education. In collaboration with CII, NC customized Indistar® to create the NC Indistar® Tool. The NC Indistar® Tool will guide district and school staff through an assessment of the school's status on specific indicators for implementing interventions that align to each turnaround principle. Additionally, engagement in this process will require the team to analyze four measures of data – student achievement data, process data, perception data, and demographic data. The data analysis must include a trend analysis over a number of years and will be used to inform decisions made at the local/school level regarding professional development, classroom instruction, and efforts toward the provision of additional time for collaboration among teachers. All professional development must be 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. The district plan, which should involve input from the school improvement team (SIT), the professional learning community (PLC) or some other group of teacher leaders, must address how interventions will be aligned to all turnaround principles. Each LEA with an identified Priority School must establish a School Implementation Team with a designated coordinator for each Priority School. If the LEA chooses to utilize an external provider, the LEA must also develop transparent selection criteria for providers. The implementation team will utilize the NC

Indistar® Tool to facilitate the continuous improvement process through initial needs assessment related to specific indicators of effective practice; the creation of implementation plans to fully implement indicators of effective practice; and the self-monitoring of progress toward full implementation of the SIG model or interventions fully aligned to turnaround principles.

The North Carolina Department of Public Instruction (NCDPI) will monitor and evaluate the implementation of the interventions for each of these schools through the use of the NC Indistar® Tool. In addition to utilizing the online tool, NCDPI will conduct on-site reviews for gathering qualitative data through surveys, interviews, focus groups, and classroom observations.

In order to receive Title I funds from the State, LEAs and public charter schools must complete an application for funding on NC's Comprehensive Continuous Improvement Plan (CCIP), a web-based grants management system. CCIP includes a component for schools identified as Priority schools. SEA staff will review plans for Priority schools submitted on CCIP to ensure that interventions are aligned to identified needs in the needs assessment of the school and that proposed interventions are designed to meet all turnaround principles. Additionally the LEA must include a description of how those needs will be met in a timely and effective manner.

If a Priority School is not meeting AMOs for students with disabilities, English learners, as well as other under-performing student subgroups, information is shared at the Regional Roundtables with NCDPI staff that advocate on behalf of these special student populations. This information, paired with data gathered through progress monitoring that occurs throughout the year, is utilized to monitor the progress of individual schools. For schools not making adequate progress, NCDPI will provide additional oversight relative to interventions implements, use of funds, and coordination of programs. Additionally, NCDPI will consider reallocation of SEA resources as needed. This cross-divisional communication about Priority Schools (1) provides feedback on the outcomes of SEA initiatives and LEA interventions that have been implemented targeting a specific at-risk student population; and (2) ensures that appropriate resources are targeted to meet the needs of specific subgroups within each district and school in the state

SIG Schools
LEAs with SIG schools must continue to fully implement the intervention model approved in the LEA SIG application – turnaround, transformation, restart, or closure. NC monitors and evaluates the implementation of the selected intervention model for each school through the use of the NC Indistar® Tool. In addition to utilizing the online tool, NCDPI will continue to include on-site reviews for gathering qualitative data through surveys, interviews, focus groups, and classroom observations.

RttT Schools
Schools identified as among the state's lowest-performing schools under Race to the Top (RttT) must continue to fully implement the USED intervention model defined in the district's Detailed Scope of Work. The school must also participate in a Comprehensive Needs Assessment provided by NCDPI if one has not yet been conducted, and use data generated from that assessment to develop and refine its RttT implementation plan. The school must participate in professional development provided by NCDPI, and interact with coaches for customized support provided by NCDPI. For RttT schools, coach reports are submitted electronically in SharePoint on a weekly basis while longitudinal progress reports are to be updated in SharePoint on a quarterly basis at a minimum. SharePoint is a collaborative

	software product utilized by NCDPI to share information, manage documents, and publish reports.
Exit criteria	In order to exit Priority status, Priority Schools must demonstrate sufficient progress based on the following criteria: • Make progress toward meeting proficiency standards by meeting a minimum proficiency standard/graduation rate of 60%; • Make progress toward meeting "all AMOs" defined as meeting at least 90% of the achievement Annual Measurable Objectives in the "all students" subgroup (including the other academic indicator) and the AMOs in all other subgroups; and • Meet the 95% participation rate rule for all subgroups.
Can Focus schools become Priority schools?	No. Focus schools that fail to make progress will remain in focus status.

Table 30. Ohio

Web site	http://education.ohio.gov/Topics/School-Improvement/No-Child-Left-Behind/ESEA-Flexibility-Waiver
How Priority schools are identified	Ohio has selected five years as its timeframe for measuring progress. To obtain a measure of each school's current performance, the SEA combined each school's most recent performance (2010-2011 school year) in reading and mathematics (Grades 3 through 10) into a single weighted-average percent proficient for that building. To measure each school's progress over time, Ohio created a single weighted average percent proficient for reading and mathematics over the most recent five-year period (2007-2011). Each school year (i.e., 2007, 2008, 2009, 2010 and 2011) carries the same weight for the five-year average. Each school's current performance and its measure of progress over time were weighted equally at 50 percent and combined into a single measure – "combined percent proficiency." This single number for each school was used to rank all eligible schools in each category (e.g., Title 1-served schools in School Improvement or Title 1-eligible secondary schools). Using the rank, the SEA then identified the lowest achieving 5 percent of schools. In addition to the lowest achieving 5 percent, SIG requires states to include secondary schools with graduation rates less than 60 percent over a number of years in their list of "persistently lowest achieving schools." Ohio has selected five years as its timeframe, which covers school years 2006-2010. The most recent graduation rate data available in Ohio was for the 2009-2010 school year. To obtain a measure of the school's graduation rate over a number of years, the SEA combined the numerator and denominator over the five-year time period to calculate a "combined graduation rate." This number was used to identify schools with a graduation rate less than 60 percent. Based on the SIG methodology, the SEA identified the lowest achieving 5 percent in each category of schools – Title 1-served schools (Tier I) and Title 1-eligible secondary schools (Tier 2). Using Ohio's ranking of the "combined percent proficiency" measure, the lowest 5 percent of the schools on the list are automatically put into the category of "persistently lowest achieving schools."
Supports provided	Ohio has identified and proposes to implement interventions to close the achievement gaps and increase student achievement in Priority schools. Ohio proposes to allow Priority schools that are SIG-funded to select one of four intervention models (Closure, Restart, Transformation, or Turnaround). Priority schools that do not receive SIG funding have the option to select a fifth model, the Ohio Improvement Process (OIP) Selected Intervention and Turnaround Principles Model. Whichever model is selected, all components of the selected model must be implemented with fidelity. Priority schools will be required to implement Extended Learning Opportunities. Ohio has a process for reviewing and approving external providers. Ohio's process is designed to identify high-quality partners with experience and expertise applicable to the needs of the school, including specific needs of the students being served. Ohio will notify all LEAs and schools that have been identified as Priority schools by September 2012. All LEA designees and school principals will be required to attend an orientation technical assistance session during the fall of 2012. The purpose of the technical assistance session is to introduce the turnaround principles and process in order for the schools and LEAs to select one of five

intervention models required for implementation. After the technical assistance session in the fall, individual assistance will be provided to all schools as needed to ensure fidelity of required implementation of the turnaround principles. The leadership will be provided by the transformation specialists in the Office of School Turnaround with assistance from the State System of Support team in Ohio's educational service center regions. Following a year of training and planning (August 2012 – June 2013), the State System of Support teams will assist the schools on implementing the turnaround strategies of the selected intervention model.

By July 2013, funding as available will be awarded to eligible Priority schools following a competitive grant review process initiated in April, 2013. The Office of School Turnaround Transformation Specialists will work closely with funded schools to support and progress monitor the implementation of the selected intervention model. After July 2013, Non-funded Priority schools will be required to implement the intervention model and turnaround principles by September 1, 2013. Each non- funded school will receive assistance from the State System of Support team with oversight and guidance by the Office of School Turnaround Transformation Specialists.

Support for all Priority Schools

- All Priority schools will be required to attend technical assistance on a quarterly basis each year conducted by the Office of School Turnaround.
- All Priority schools will receive a Diagnostic Review during the first year of identification as a Priority school. Each school will develop a work plan using the data analysis and root causes from the review for implementing the recommendations from the Diagnostic Review. After the plan is implemented a follow up will be conducted quarterly or at regular intervals with a minimum of three times annually to assess improvement in identified areas.
- Individual technical assistance will be provided as needed to all Priority schools by either Transformation Specialists from the Office of School Turnaround or State System of Support team. The goal is to drive the chosen turnaround principles and strategies of the school and LEA plans to accelerate improvements in instruction and student achievement.
- Priority schools will review and integrate innovation models and CCSSO's sponsored Next Generation principles into the selected intervention model to accelerate student achievement. Ohio is currently using the following innovation models: Avid, New Tech, STEM, Early College, International Studies (Asia Society) and other proven models.
- Transformation Specialists from the Office of School Turnaround will provide weekly site visits for funded Priority schools and prepare reports following each visit. In addition, they provide coaching and assist with job-embedded professional development, data analysis and assistance around all components of the selected intervention model.
- The State System of Support team in Ohio will provide individual technical assistance for non-funded Priority schools.
- Ohio will identify model partnership zones in each region from the currently funded FY9, FY10, and FY11 schools to demonstrate the success of a more strategic approach to turnaround. Each region will partner with Innovation Zones to embed and continue innovation strategies in the turnaround work.
- Priority schools will be provided a list of approved external providers to assist with the implementation of turnaround principles.

Monitoring Priority Schools

	During implementation of the intervention models each school will complete monitoring tools as identified for each intervention model including Assurance Designation; Leading Indicators and Lagging Indicators; Reporting Metrics; Monitoring reports for each quarter; Collection and analysis of external providers; Collection and analysis of extended learning time; Collection and analysis of job-embedded professional development; Collection and analysis of work plan from Diagnostic Review Recommendations; Alignment of instructional strategies with the student formative assessment data and college- and career-readiness standards; Fidelity of implementation of all components of the selected intervention model within the Ohio Improvement Process framework and fiscal review. Monitoring tools Ohio will use include Indistar, Ohio's Implementation Management and Monitoring tool, Education Department Data Facts, and other custom forms. In addition to school completion of the monitoring tools, a minimum of one annual site visit will be conducted to validate the completed school monitoring reports from the Office of School Turnaround Transformation Specialists and the State System of Support. For a minimum of three years, each Priority school is required to fully and completely implement each of the components of the selected intervention model. The components of each of Ohio's Intervention and Improvement Model (which may be used with Non-SIG-Funded Priority schools are show below: • Replace principal or demonstrate to the SEA that the current principal has a proven track record in improving achievement and has the ability to lead the turnaround effort • Implement strategies to recruit, place and train staff • Prevent ineffective teachers from transferring to Priority schools and retain only those in the Priority school determined to be effective • Implement new evaluation system developed with staff and which uses student growth as a significant factor • Select and implement an instructional model based upon research, student needs and aligned with the state-adopted College- and Career-Readiness State Standards • Provide job-embedded PD designed to build capacity and support staff • Ensure continuous use of data to inform and differentiate instruction • Implement strategies to address identified needs indicated by student subgroup data presented by OIP needs assessment • Partner to provide social-emotional and community-oriented services and supports • Grant flexibility to the school leader in the areas of scheduling, staff, curriculum and budget
Exit criteria	Schools may exit the Priority school status by improving their proficiency and graduation rates such that they are no longer identified in the bottom 5 percent of combined reading and mathematics proficiency, or less than 60 percent graduation rate over time, using the Priority school methodology stated above. In addition to improving proficiency and graduation rates, schools will also need to earn and maintain, for two consecutive years, a letter grade of *C* or higher on the Gap Closure component. (Gap closure forms the basis for AMOs under the terms of the flexibility request.)
Can Focus schools become Priority schools?	No. If a school fails to make progress, it will continue as a Focus school.

Table 31. Oklahoma

Web site	http://ok.gov/sde/elementary-and-secondary-education-act-esea

How Priority schools are identified	Oklahoma had separate criteria for 2011 and for 2012 and the years following. **2011 Criteria** In order to identify schools as lowest-performing (i.e., Priority Schools), the State will include scores on the most recent administrations as well as prior administrations of the state assessments in reading and mathematics used in the prior accountability system. These include assessments of Grades 3-8 reading and mathematics, and at the high school level, Algebra I and English II for the "all students" group. *Category 1*: All Title I and non-Title I schools in the State will be rank-ordered based on the following criterion: For the 2010-2011 school year, based only on the reading/ELA and mathematics assessments used in the prior accountability system all students scoring Advanced will receive 4 points, all students scoring Proficient will receive 3 points, all students scoring Limited Knowledge will receive 2 points, and all students scoring Unsatisfactory will receive 1 point. For each school, the total number of points received will be divided by the number of these assessments given in that year in that school. Schools will be ranked by grade span served: elementary, middle/junior high, or high school. Any Title I school in the bottom 5% of Title I schools as well as any school in the bottom 5% of all schools (Title I and non-Title I) in each grade span for the 2010-2011 school year will be named as a Priority School unless the school has been named as a high-progress Reward School, which would indicate that the school has not demonstrated a lack of progress on those assessments over a number of years in the "all students" group. *Category 2*: Each Title I-participating high school, Title I-eligible high school, and non-Title I high school in the State with a graduation rate below 60% for three consecutive years (2007-2008, 2008-2009, and 2009-2010) will be named as a Priority School. If the total number of these schools exceeds 25% of the Priority School identifications, the schools with the lowest graduation rate average for these three years will be identified as Priority Schools. The remainder of the high schools with a graduation rate below 60% for three consecutive years will be identified as Focus Schools. *Category 3*: All Tier I schools receiving School Improvement Grant (SIG) funds to implement a school intervention model will be named as Priority Schools. **Criteria for 2012 and subsequent years** Starting in 2012, any Title I or non-Title I school that is identified as an F school based on the State's A-F School Grading System will be identified as a Priority School. This identification will include student achievement on all state assessments as well as other school and student achievement factors related to college, career, and citizen readiness (C^3). In addition, any school that would be identified as a Priority School using the same methodologies outlined for 2011 (Category 1, Category 2, and Category 3), but using the most current data available will also be named as a Priority School.
Supports provided	The SEA will complete the steps listed below as part of the implementation of Priority School Turnaround Principles. This process will be discussed in detail throughout this section. • SEA hires the State Director of C^3 Schools. (December 2011)

- SEA contacts all schools preliminarily identified as Priority Schools and conducts informational webinar. (December 2011)
- SEA establishes Priority Schools Advisory Board and Executive Committee. (January 2012)
- Executive Committee conducts an LEA Capacity Review. (To begin approximately three weeks after the announcement of ESEA Flexibility Request approval)
- SEA Academic Leadership Team examines the outcome of the LEA Capacity Review and makes recommendations to the State Board of Education. (Within approximately one week of completion of the LEA Capacity Review)
- State Board of Education makes a decision regarding inclusion of Priority Schools in the C^3 Schools. (First State Board of Education meeting following the LEA Capacity Review)
- SEA assumes control of the academic functions of schools recommended for the C^3 Schools, overseen by the State Director of C^3 Schools. (Transition to begin immediately following State Board of Education meeting with full implementation prior to the 2012-2013 school year)
- Determine which, if any, of the C^3 Schools would be better operated by an Educational Management Organization (EMO) and contract with such EMO.

LEA Capacity Review

- LEAs must demonstrate that the LEA has the capacity to support dramatic improvement in the Priority Schools within three years and that the district leadership has a viable plan for facilitating improvement at the site. As part of the demonstration of capacity, the LEA must commit to implementing the Turnaround Principles in the 2012-2013 school year, and for at least the following two school years, for each Priority School in the LEA. In determining capacity, the SEA and the Priority Schools Advisory Board will place significant weight on historical information about the school and LEA, including proficiency rates of all students and subgroups, progress, staffing mobility and needs, and demonstration of adjustments to meet the needs of changing demographics in the local community. The SEA will support LEAs that are able to demonstrate this capacity as they implement the Turnaround Principles.

Priority Schools Advisory Board

- The SEA will create a Priority Schools Advisory Board. The board members will consist of the State Director of C^3 Schools, other SEA personnel, practicing educators, School Support Team leaders, members from the Committee of Practitioners, community stakeholders, career and technology education representatives, and higher education representatives. This board will continue throughout the ESEA Flexibility waiver timeframe. The board members, or executive committee of the board, will review LEA capacity for supporting implementation of the Turnaround Principles. The board will also annually review all relevant documentation from the State Director of C^3 Schools and Priority School LEAs for the purpose of determining progress being made toward established goals and the fidelity with which the Turnaround Principles are being implemented. The Advisory Board will make recommendations to the SEA and State Board of Education for the continuation of Priority School status.

Capacity Determination

- District capacity for supporting Priority Schools will be determined based on evidence provided by LEAs to the SEA for committee review. The evidence will need to show that the LEA can implement the Turnaround Principles. As defined in Section 2.D of the ESEA Flexibility Request. The following categories of information should be included in the LEA's evidence.

Historical Data Analysis

- Data for a period of five years:
  - School and district OSTP scores in reading/language arts
  - School and district OSTP scores in mathematics
  - School and district graduation rates
  - School and district dropout rates
  - School and district attendance rates
  - School and district suspension rates and behavior records
  - School and district teacher/principal attrition rates
  - School and district mobility rates
  - School and district enrollment data, including subgroups
  - Historical analysis of data over a period of five years and evidence that historical data has been used to develop school-level interventions (data should include, but is not limited to, the categories listed above)
  - A plan for developing school-level interventions for the upcoming school year based on historical and current data (data should include, but is not limited to, the categories listed above)
- Historical analysis of data over a period of five years and evidence that historical data has been used to develop school-level interventions (data should include, but is not limited to, the categories listed above)
- A plan for developing school-level interventions for the upcoming school year based on historical and current data (data should include, but is not limited to, the categories listed above)

District Expectations Communicated to All Stakeholders

- Strategic, yet attainable, goals at the district and school level (including goals for each subgroup)
- A communication plan for involvement of all stakeholders in meeting annual goals
- Analysis of the percent of district's annual goals that have been met each year for five years

Academic Supports

- District curriculum aligned to state standards
- School and classroom alignment to district curriculum expectations
- A plan for periodic progress monitoring in reading/language arts
- A plan for periodic progress monitoring in mathematics
- Periodic benchmark assessments aligned to state standards
- Use of periodic benchmark assessments and other student data to inform classroom instruction
- Timely, effective student interventions in classrooms
- Data system that collects, stores, and disseminates timely school- and student-level academic data
- Timely and equitable distribution of textbooks and instructional materials aligned to state standards
- Timely district interventions when a school is not making progress

- School board's unified vision for school improvement

Organizational Supports

- Human resource policies that effectively recruit, hire, induct, and retain effective school personnel and release ineffective personnel in a timely manner
- Timeline to place certified personnel at the site when filling vacancies
- Equitable distribution of highly qualified and effective teachers
- Strategies for recruitment of teachers and administrators
- Information technology supports aligned with district/school academic goals
- Transportation aligned with district/school academic goals (District transportation ensures students are in school prior to start of school day. Bus schedules ensure students attend school in a timely manner.)
- Local, state, and federal funds aligned to subgroup academic goals
- Local, state, and federal funds use to purchase research-based programs, materials, and professional learning opportunities
- Special Education resources aligned with the needs of the students
- English Learner resources aligned with the needs of the students
- Plan for maintaining a safe and orderly environment

Strong Leadership

- Details of how performance of a current principal or a new principal (with a proven track record for turning around schools) will be reviewed for hiring, retention, or dismissal
- Details of how principals will be given operational flexibility in the areas of scheduling, staffing, curriculum, and budget

Effective Teachers

- Details of how the performance of current teachers or new teachers (with proven track record for success in challenging schools) will be reviewed for hiring, retention, or dismissal
- Policy for preventing ineffective teachers to transfer to the school

Extended Learning Time

- Plan for extended learning time (beyond the regular school day) for student learning and teacher collaboration

Research-Based Instruction

- Strong instructional program that is research-based, rigorous, and aligned with state standards

Use of Data

- Time for principals and teachers to analyze data to inform instruction for continuous improvement

School Environment

- Strong support for school safety and discipline, addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs

Family and Community Engagement

- Strong and ongoing family and community engagement

- **C^3 Schools**

- LEAs that are unable to demonstrate capacity and the ability to facilitate improvement will relinquish control of all aspects of a Priority School's operations that directly or indirectly relate to student achievement to the SEA to be included in a theoretical, geographically-unbound group of schools, known as the C^3 Schools C3S). The State Board of Education and the State Superintendent of Public Instruction will assume control of the operations and management for schools designated as C^3S as they directly or indirectly relate to student achievement; however, during the period of time that the school operates as part of the C^3S,
- The school retains its county-district-site code. The purpose of the C^3S is to highlight the strategies and activities that are most likely to lead to dramatic improvement of schools and to serve as models for other low performing schools in the State. Additionally, during this period of time, the SEA will collaborate with the LEA personnel in order to enhance the capacity of the LEA and the local school board for the future success of the school when the school is returned to full control of the LEA. The intent of these activities is to enable the LEA to deliver improved services to all schools within the LEA.

- Funding for the C^3 Schools will come from state and federal revenues that would have been allocated to the school through the LEA to ensure that funding follows the students being served. This includes all formula and competitive funds, including SIG funds if the Priority School was previously awarded a School Improvement Grant to implement a school intervention model. In addition, the State Board of Education may choose to reserve a percentage, not to exceed 20% consistent with the requirements listed below, of the LEA's Title I, Part A allocation to allow the SEA to begin or continue implementing the Turnaround Principles in C^3S Priority Schools in the LEA.

Implementation of Turnaround Principles in Schools *Not in the C^3S*

For those Priority Schools in LEAs that have demonstrated capacity to implement the Turnaround Principles, the LEAs must operate the schools according to the following Turnaround Principles:

- The LEA shall review the performance of every principal, using established criteria, to determine if the principal has the skills, abilities, and leadership qualities to serve as an instructional leader in the school. Any principal who does not have the skills, abilities, and leadership qualities necessary to lead the turnaround efforts will be replaced.
- The principal of each Priority School shall be provided autonomy to the greatest extent possible and will be given operational flexibility in the areas of scheduling, staff, curriculum, and budget.
- In conjunction with the LEA, the principal of each Priority School shall (a) review the qualities of all staff, using established criteria, and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (b) prevent ineffective teachers from being hired or transferred to the school.
- The principal of each Priority School shall ensure that all teachers have high-quality, job-embedded, ongoing professional development informed by the e Teacher and Leader Effectiveness Evaluation System (TLE) that is aligned with teacher and student needs.
- The principal of each Priority School shall design the school day, week, and year to include additional time for student learning and teacher collaboration.
  The principal of each Priority School shall serve as instructional leader, strengthening the school's instructional program based on student needs

and ensuring that the instructional program is research-based, rigorous, and aligned to CCSS and the State's standards, the Priority Academic Student Skills (PASS).

- The principal of each Priority School along with a team of teacher leaders shall participate in state-provided training in the Oklahoma Data Review Model. The principal of each Priority School and all teachers within each Priority School shall participate in regular reviews of data to inform instruction and for continuous improvement. This will require providing time for collaboration on the use of data.
- The principal of each Priority School shall establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. All Priority Schools will be encouraged to implement Positive Behavior Interventions and Supports models along with Response to Intervention models to assist with achieving this type of school environment.
- The principal of each Priority School shall facilitate family and community engagement by partnering with the SEA to conduct an audit of the current level of family and community engagement and using tools such as the Family Engagement Tool provided by the Center for Innovation and Improvement to establish policies and routines that will encourage ongoing family and community partnerships with the school.

Implementation of Turnaround Principles in the C^{3}S

For those Priority Schools under the control of the C3S, the State Board of Education may choose to contract with an Educational Management Organization (EMO) to work under the leadership of the State Director of C3 Schools for operational oversight of the schools in the C3S, according to the following Turnaround Principles:

- The State Director of C^3 Schools or EMO shall review the performance of every principal, using established criteria, to determine if the principal has the skills, abilities, and leadership qualities to serve as an instructional leader in the school. Any principal who does not have the skills, abilities, and leadership qualities necessary to lead the turnaround efforts will be replaced.
  The principal of each Priority School shall be provided autonomy to the greatest extent possible and will be given operational flexibility in the areas of scheduling, staff, curriculum, and budget. The principal will report to the State Director of C^3 Schools or EMO and the State Superintendent of Public Instruction.
- In conjunction with the State Director of C^3 Schools or EMO, the principal of each Priority School shall (a) review the qualities of all staff, using established criteria, and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (b) prevent ineffective teachers from being hired or transferred to the school.
- In conjunction with the State Director of C^3 Schools or EMO, the principal of each Priority School shall ensure that all teachers have high-quality, job-embedded, ongoing professional development informed by the TLE that is aligned with teacher and student needs.
- In conjunction with the State Director of C^3 Schools or EMO, the principal of each Priority School shall design the school day, week, and year to include additional time for student learning and teacher collaboration.
- The principal of each Priority School shall serve as instructional leader, strengthening the school's instructional program based on student needs

and ensuring that the instructional program is research-based, rigorous, and aligned to CCSS and the State's standards, the Priority Academic Student Skills (PASS).

- The principal of each Priority School along with a team of teacher leaders shall participate in state-provided training in the Oklahoma Data Review Model. The principal of each Priority School and all teachers within each Priority School shall participate in regular reviews of data to inform instruction and for continuous improvement. This will require providing time for collaboration on the use of data.
- The principal of each Priority School shall establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. All Priority Schools will be encouraged to implement Positive Behavior Interventions and Supports models along with Response to Intervention models to assist with achieving this type of school environment.
- The principal of each Priority School shall facilitate family and community engagement by partnering with the SEA and the State Director of C^3 Schools or EMO to conduct an audit of the current level of family and community engagement and using tools such as the Family Engagement Tool provided by the Center for Innovation and Improvement to establish policies and routines that will encourage ongoing family and community partnerships with the school.
- The State Board of Education will accept nominations of parents and community members to serve on an Advisory Board to the State Board of Education and the State Director of C^3 Schools or EMO.

Required Resources, Activities, and Interventions

All Priority Schools must utilize the appropriate resources and professional development identified by the State Department of Education, including the What Works in Oklahoma Schools needs assessment survey, Oklahoma Data Review Model, and professional development designed to meet the needs of teachers and administrators in Priority Schools. In addition, all Priority Schools with low EL students must implement a Language Instruction Educational Plan for each EL student. Because schools in the C^3S are Priority Schools, it is anticipated that they will participate in all professional development and interventions that are required of other Priority Schools; however, if the State Director of C^3 Schools determines that other equivalent professional development or interventions are being provided, the State Director of C^3 Schools may choose to exempt a school in the C^3S from participation in one or more of the requirements of all Priority Schools on a case-by-case basis.

WISE

All Priority Schools will be required to use the Ways to Improve School Effectiveness (WISE) Online Planning Tool based on the State's Nine Essential Elements and 90 Performance Indicators and built on the Center on Innovation and Improvement's Indistar© platform. For Priority Schools in the C^3S, the State Director of C^3 Schools or EMO will assist principals in determining the focus of the school's improvement plan created through WISE. For non-traditional schools, such as virtual schools, alternative schools, or schools that serve students in court-ordered placements, the SEA will work with the school to select or modify sections of the WISE Tool most appropriate for those settings. All Priority Schools will be required to attend SEA-, LEA-, and C^3S leadership-provided professional development targeted to the intervention strategies implemented in the school and based on the school's improvement plan created through WISE. No teacher or administrator in a Priority School will be exempt from participation in required

	training or professional development, regardless of the time of day, week, or year, except in circumstances protected by federal or state law; however, the SEA and the State Director of C3 Schools or EMO will conscientiously protect instructional time for classroom teachers. **REAC^{3}H Network** All Priority Schools will be required to participate in their local REAC^{3}H Network, to receive training from REAC^{3}H Coaches, and to implement instructional strategies aligned to the CCSS. **Advanced Placement** All Priority Schools will be required to participate in Advanced Placement (AP) and/or Pre-AP professional development in order to assist with implementation of the CCSS and to accelerate the learning of students who are underperforming. **21st Century Community Learning Centers** A Priority School that is currently receiving or is awarded a 21st CCLC grant may submit an amendment to their original grant application to use a limited percentage of their 21st CCLC funds for extended learning time in accordance with the guidance provided by the SEA and based on a comprehensive needs assessment. This amendment must be approved by the SEA. **State Board of Education Oversight** If at any point the State Board of Education determines that a Priority School cannot make improvement or should not be allowed to continue serving students, the LEA may voluntarily surrender the school to the C^{3}S for a period of three years, or the State Board of Education may choose to close the school and reassign students, without prior notice, to higher performing schools in the following: • LEA, • Another LEA that does not operate any Priority or Focus Schools, or • C^{3}S.
Exit criteria	In order to exit Priority School status, a school must earn an A, B, or C on the State's A-F School Grading System. In addition, the school cannot be in the bottom 5% of performance in the state in reading and mathematics as defined above and the school cannot have a graduation rate less than 60% for at least three years. If a school exits Priority Status prior to implementation of Turnaround Principles, the LEA may maintain control of the school and will not have to implement Turnaround Principles. If a school exits Priority Status after beginning implementation of the Turnaround Principles, the school must continue implementation of the Turnaround Principles until the Turnaround Principles have been in place for at least three years. If the Priority School is a member of C^{3}S at the time that the school exits Priority Status, control of the school may be returned to the LEA if all of the following criteria are met: • The LEA can demonstrate capacity to support the school in continuous improvement efforts to ensure that the school does not worsen after leaving the C^{3}S. • The State Board of Education agrees to relinquish control of the school to the LEA, believing that the LEA is the best suited entity to run the school.

	• The LEA has demonstrated improvement in other schools across the LEA during the three-year or longer period in which the school was operated by the C^3S. • The parents of students in the school agree by majority vote to return the school to control of the LEA.
Can Focus schools become Priority schools?	The flexibility request does not address this possibility.

Table 32. Oregon

Web site	http://www.ode.state.or.us/search/page/?id=3475
How Priority schools are identified	Beginning in 2012, Oregon used a variation of Colorado's Student Growth Percentile Model. The Colorado Growth Model begins with the idea of academic peers. The academic peers for a student are those students in the state at the same grade and with the same or similar test scores in the past. The heart of the growth model is to compare an individual student's growth as compared with the growth of his or her academic peers. This growth is reported as a percentile, called a student growth percentile or SGP. Oregon has implemented the growth model so that it uses up to four years of data for each student. The data incorporated into the rating system is: • Reading statewide assessments in grades 3, 4, 5, 6, 7, 8, and high school • Mathematics statewide assessments in grades 3, 4, 5, 6, 7, 8, and high school • Four- and five-year cohort graduation rates • Participation rates in statewide reading and mathematics assessments. Ratings in each area are combined into an overall rating according to the following weights for elementary, middle and high schools:

Weights for School Ratings

Category	Weights for the Overall Rating		
	Elementary	Middle	High
Achievement	25%	25%	20%
Growth	50%	50%	20%
Subgroup Growth	25%	25%	10%
Graduation			35%
Subgroup Graduation			15%
Participation	Missing participation targets will reduce the school rating by one level		

Priority schools are those schools that are either:
- A currently served School Improvement Grant (SIG) schools, or
- A Title I school with an overall school rating of priority (lowest 5% in the state).

Supports provided	A cohort of approximately 15 priority schools will join the SIG schools in their improvement efforts. Each of these priority schools will complete a guided self-evaluation followed by targeted deeper diagnosis of the specific challenges each faces. The results of these two efforts will A cohort of approximately 15 priority schools will join the SIG schools in their improvement efforts. Each of these priority schools will complete a guided self-evaluation followed by targeted deeper diagnosis of the specific challenges each faces. The results of these two efforts will provide information needed to complete the customized planning process. This diagnosis will evaluate programs, practices, and policies in the district and school and the resulting findings will provide the guidance needed to target interventions. This section describes an overview of the improvement cycle these diagnostic techniques and the subsequent supports. It also describes the focused interventions that will be implemented in priority schools.

One of our core premises is that interventions must be targeted directly to the specific problems of a struggling school. Priority schools will enter a cycle of improvement that contains the following elements:

- Annual self-evaluation through a customized planning process, guided by a state-provided Leadership Coach, to screen for areas of challenge
- Externally-directed deeper diagnosis, within identified challenge areas, to determine the primary causes of these challenges and to identify supports and interventions. The challenge areas are:
    - Technical and adaptive leadership
    - Educator effectiveness
    - Teaching and earning
    - District and school structure and culture
    - Family and community involvement
- Comprehensive Achievement Plan (CAP) developed collaboratively by the district, school, and a team of educators and community members, and approved by ODE, committing to evidence-based interventions and fixed improvement goals
- The Network, the system of support for implementation of interventions addressing the needs of schools and districts, delivering professional development and facilitating coaching sessions.

Oregon will insist that districts engage in a diagnosis of district and school needs, support each district in developing systems of instruction tailored to the needs of each student, and advance a statewide culture of high expectations for students, educators, parents, and families.

Led by ODE, Regional Network Coordinators, Leadership Coaches, and school appraisal and support teams will work cooperatively with district and school leaders, instructional staff, parents, and other key stakeholders to use self-evaluations, deeper diagnoses, and other sources of information to prioritize those conditions requiring the most urgent attention and identify appropriate interventions.

Each district with a Priority school will be assigned to a Regional Network Coordinator, who will assist with the process of completing a self-evaluation and review of the school's existing school improvement plan. Additionally, a state-appointed Leadership Coach, responsible for assisting in planning and monitoring improvement efforts, will be assigned to each school. Following a self-evaluation guided by the Leadership Coach, the district will engage in a deeper diagnostic process led by a school appraisal team. Practicing educators and others trained to observe, analyze, and report on the programs, practices, and culture of the school and district will staff this team. The school The report from the school appraisal team will serve as the basis for developing the school's CAP. Use of funds and selection of interventions will be largely directed by the state. The CAP will provide specifics about implementing and funding of interventions fully addressing the turnaround principles through Oregon's five key areas of effectiveness. Districts with priority schools will be required to set aside a percentage of the district's total federal Title IA funds allocation for use in conjunction with the school's Title IA allocation and any supplemental improvement funds (including ESEA Title IA section 1003a funds) in support of improvement efforts. Excess funds in this district set aside will be released once the funding requirements for the CAP have been established and met.

The district will work closely with the Leadership Coach and a school support team in supporting the school to implement the CAP. Like school appraisal teams, support teams will consist of practicing educators and other education partners with expertise in the interventions selected for the school. Implementation efforts will be closely monitored both by the support team and by staff from ODE for efficacy and impact

and will be adjusted as needed to minimize the duration of the turnaround effort. While the school support team and Regional Network Coordinator will have the ability to direct the district in implementation of the CAP, the primary role of the team will be to support, facilitate innovative solutions and collaborations, and assist the school, staff and students.

Five Key Areas of Effectiveness

Effective schools and districts perform well in each of five key areas, which closely align to the seven turnaround principles. Oregon's definitions of the five key areas, and corresponding turnaround principles, are provided below. Oregon stakeholders considered it important that turnaround principle five – using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data – be woven throughout all of the five key areas. Therefore, this turnaround principle is not listed separately. The five key areas and corresponding turnaround principles are:

- Technical and adaptive leadership (strong leadership)
- Educator effectiveness (effective teachers)
- Teaching and learning (strengthening the instructional program)
- District and school structure and culture (additional time, school environment, non-academic factors)
- Family and community involvement (family and community engagement)

Technical and Adaptive Leadership

Aggressive interventions will be required at priority schools in order to meet improvement targets. Districts will review current policies and will revise these as necessary to afford the leaders of priority schools needed flexibility over staffing, schedules, curriculum, and other areas and reduce institutional barriers to reform efforts.

Districts will review the performance of the current leadership staff in priority schools following the guidelines of the state administrator evaluation system, supplemented with criteria specifically related to the needs of the students and staff at the priority school. Principals who have not demonstrated an ability to make improvements in the targeted areas for the priority school will be replaced with a principal better suited to the school's needs.

Districts retaining principals or hiring replacement principals will demonstrate via the district's administrator evaluation system that principals in priority schools demonstrate the capacities necessary to lead the needed interventions. Following placement of principals at priority schools, additional supports including forming a leadership team with principal(s) and teachers to bring in multiple strengths, providing the principal with a mentor/coach, and/or ensuring the principal has access to and participates in professional growth opportunities aimed at leadership in areas targeted for school improvement. Districts will ensure access to data at the district, school, classroom, and individual student levels for priority schools to accurately identify their needs, set goals, and monitor overall program performance and student achievement.

Priority schools identified because of low graduation rates and/or high dropout rates require specific interventions to target these areas for improvement. Districts will select leaders who have a proven record of improving graduation rates and reducing dropouts at other schools with similar student demographics. Districts will support school leaders making organizational and structural changes designed to reengage students at-risk for dropping out or not completing school on time. Interventions may include efforts to allow for greater personalization for students such as the establishment of smaller learning communities, homerooms, or Ninth Grade

Academies within the school. Leaders of schools with poor graduation rates will receive training and support in the use of data from early warning systems to design realistic and targeted plans to minimize risk factors. Interventions will address root causes such as conflicts between students' school engagement and issues with family and work. The deeper diagnostic process described earlier will lead schools and districts in identifying appropriate interventions.

Educator Effectiveness

High performing schools tend to attract the most effective teachers while low performing schools tend to have a larger number of teachers who are assigned to areas outside their certification, are new to the profession, or are otherwise ineffective in the classroom. Effectiveness is determined by each district's teacher evaluation system aligned to the Oregon model core teaching standards (InTASC standards outlined in Principle 3). Priority schools may be selected to engage in the pilot process of developing and aligning local teacher effectiveness systems to the state's guidelines and framework.

Priority schools will receive support from their districts and from the Network to recruit, hire, place and retain the most effective teachers in these schools given their challenges. Each district will develop incentives to ensure the most effective teachers are working with students within these high need schools. Districts will develop policies that prevent ineffective teachers (as determined through evaluations) from seeking or receiving reassignment to priority schools. Districts will also be required to evaluate the effectiveness of all staff including multiple observations annually and retain only those teachers who are effective and demonstrate inclination and success in implementing selected interventions. Districts should structure collective bargaining agreements as needed to gain this flexibility for their priority schools.

Individual teacher evaluations and a variety of data on school, staff, and student needs must inform the professional development plans of each priority school. Priority schools will structure their schedules to provide ample time to engage teachers in intensive professional learning, peer and team collaboration, continuous self-reflection, and ongoing study of research and evidence-based practice in their content areas. These changes to the schedule of the school day, week, or year will provide teachers with additional professional improvement opportunities and additional time for collaboration, while increasing student instructional time.

Teachers in schools with low graduation rates and/or high dropout rates must be prepared to address the unique risk factors of their student populations. Teachers assigned to these schools must be the most highly qualified and effective teachers available. Teachers need to have demonstrated success with providing rigorous, relevant, effective, and differentiated instruction to meet the needs of all of their students, particularly those at risk.

Teaching and Learning

The alignment of curriculum, instruction, and standards is key to maximizing student academic achievement. Measurement of this alignment is the first step in ensuring effective teaching. In schools where either the self-evaluation or deeper diagnosis indicates that this alignment is a concern, the Surveys of Enacted Curriculum or a similar tool will be used to measure and to establish a baseline on any identified misalignment.

In the case where misalignment of curriculum, instruction, and standards is found, district and school staff will engage in comprehensive alignment effort. This alignment will be accompanied by a review and possible redesign of instructional methods and pedagogy to ensure that the needs of the full spectrum of students (including students

with disabilities, English language learners (ELLs), and students who are academically advanced) will be met through future curricular offerings.

Where a diagnostic analysis indicates a need, the curriculum review and alignment might include instructional coaching, staff development to support effective pedagogy, or implementation of instructional model, such as Dual Language or Primarily Language Literacy. The intervention might also include training in the use of effective formative and summative assessments. Tutoring of students outside the school day targeting areas of needed improvement may also be warranted and would be mandated as needed. The required redesigned or extended school day, week, or year will require a concomitant reevaluation of curriculum offerings and the use of classroom time in instructional delivery.

Schools with low graduation rates and/or high dropout rates require specific interventions to target these areas for improvement. Priority schools will put into place policies and practices that will provide needed supports so that students stay on track to graduate, including opportunities for extended learning time in ways that match student schedules and providing appropriately leveled and relevant learning tasks designed to maximize student engagement.

A balance between relevance and rigor is essential to students staying in school. These schools must improve their systems for benchmarking, progress monitoring, and tiered interventions so that teachers are able to provide immediate supports to students prior to course failure. Schools will also institute programs to communicate and instill high expectations and a commitment to graduation, to ease transition into high school, and to support movement from high school to post high school college and career paths.

District and School Structure and Culture

A culture of shared responsibility with a commitment to maximizing achievement and supportive, effective structures within districts and schools form the basis on which teaching and learning can thrive. Interventions in priority schools will address school safety, discipline, and other non- academic factors. These may include implementing Positive Behavioral Interventions and Supports (PBIS) or a similar system designed to minimize negative student behaviors. Schools and districts will examine discipline policies and their application, along with patterns of suspensions and expulsions, with particular attention to subgroups and at risk students.

Deeper diagnoses may also identify a need to shift resources to provide additional counseling or wraparound services, hire school resource officers and/or parent liaisons, and ensure buildings are safe and accessible. Reviews of school practices and issues may also identify a need to implement interventions include targeting problem areas such as schoolwide anti-bullying/harassment or conflict resolution.

Schools with low graduation rates and/or high dropout rates require specific interventions to target these areas for improvement. Interventions targeting attendance and behavior monitors, tutoring, and counseling may be indicated by the deeper diagnoses.

Priority schools will be required to examine and redesign their daily, weekly, and/or yearly schedules to increase student learning time in core subjects, focusing on an increase in the subjects of greatest student need. They may also need to expand learning options for students with the goal of increasing student engagement. School staff will be afforded additional time to collaborate to align curriculum and activities in core and non-core subject areas.

Family and Community Involvement

Schools and districts will assess policies and practices to ensure relationships with families lead to true collaboration around student achievement. Interventions will be focused on building relationships; using afterschool and summer programs; linking engagement strategies to learning; addressing community and cultural differences; supporting student, family and teacher communication; and developing a system of shared power and decision-making. Districts will benefit from collaborative partnerships with community organizations, business and service groups, and other districts with successful efforts at engaging diverse communities as these connections are cultivated as part of the school support team's efforts. Oregon's Family Involvement Matters, a district-wide program for engaging families in school level planning for instruction, scheduling, and similar efforts may prove useful in these schools. Other interventions that may prove beneficial include offering parenting education classes in academic skills and English language.

Exit criteria

Exit Criteria for Priority Elementary and Middle Schools

Category	Criteria
Improvement	To exit from priority status, the school must accomplish significant growth on measures of student academic performance. To measure improvement, each school will be measured against a baseline established as the number of enrolled students meeting standard in reading and in mathematics plus the number of enrolled students not meeting standard but meeting individual growth target in reading and in mathematics divided by the number of tests receiving scores for enrolled students. This baseline, converted to a percentage, will be subtracted from 100 percent and the result divided by 12 to establish an annual growth target for each school. At the end of four years in priority school status and for each year after that the school remains in priority status, the school will have the opportunity to exit if, on average, the school has met the growth target for the number of years in priority status.
School support team evaluation	To exit from priority status, a school must have a consensus evaluation among support team members that the school implemented interventions with fidelity, is likely to continue with the interventions, and that the interventions implemented are likely to continue to deliver needed improvement results if the school is exited from priority school status. No school will be exited from focus school status if that school would meet the criteria for identification for priority school status were a list produced.

Exit Criteria for Priority High Schools

Category	Criteria
Improvement	To exit from priority status, the school must accomplish significant growth on measures of student academic performance. To measure improvement, each school will be measured against a baseline established as the number of enrolled students meeting standard in reading and in mathematics divided by the number of tests receiving scores for enrolled students. This baseline, converted to a percentage, will be subtracted from 100 percent and the result divided by 12 to establish an annual growth target for each school. At the end of four years in priority school status and for each year after that the school remains in priority status, the school will have the opportunity to exit if, on average, the school has met the growth target for the number of years in priority status.
Improvement in Graduation	To exit from priority status, the school must accomplish significant growth in graduation rate. To measure improvement, each school will be measured against a baseline established as the current graduation rate as reported on the school's annual report card. This baseline will be subtracted from 100 percent and the result divided by 12 to establish an annual growth target for each school. At the end of four years in priority school status and for each year after that the school remains in priority status, the school will have the opportunity to exit if, on average, the school has met the growth target for the number of years in priority status.
School support team evaluation	To exit from priority status, a school must have a consensus evaluation among support team members that the school implemented interventions with fidelity, is likely to continue with the interventions, and that the interventions implemented are likely to continue to deliver needed improvement results if the school is exited from priority school status. No school will be exited from focus school status if that school would meet the criteria for identification for priority school status were a list produced.

Can Focus schools become Priority schools?	This possibility is not addressed in the flexibility request.

Table 33. Pennsylvania

Web site	http://www.portal.state.pa.us/portal/server.pt/community/federal_programs/7374/p/1433522
How Priority schools are identified	Lowest 5% of Title I schools (based on aggregate Mathematics and Reading proficiency for PSSA and/or Algebra I/Literature for Keystone Exams) OR Title I school receiving School Improvement Grant (SIG) funds
Supports provided	**Strong Leadership** 1. The Pennsylvania Framework for Leadership is the established tool in Pennsylvania to review and document performance of building level leaders. The Supervisor will utilize the framework to establish readiness to lead the turnaround effort. Included in the readiness assessment is the SEA's ability to provide support and flexibility to the building principal. Additionally, principals with a minimum of three years in the current building should provide data for those three years including but not limited to the following areas: a. Student achievement on the State assessments b. Student attendance/graduation rates c. Student discipline numbers broken down by disciplinary consequence (detention, in-school suspension, out of school suspension, expulsion) d. Teacher attendance e. Teacher retention Flat or downward data trends signify a need to consider replacing the principal. 2. Develop a pipeline of turnaround leaders by identifying, recruiting, selecting, and supporting school leaders who are likely to be successful in accelerating student achievement and supporting adult learning. Partnerships with graduate schools of education specializing in leadership development as well as the establishment of a consortium of LEAs will provide a deeper pool of potential turnaround leaders. 3. Examination of the school-based data as described above will allow school leaders to identify areas for operational flexibility. Included in those options may be to implement a staggered schedule to ease transition related student disruptions; reallocate or repurpose staff to focus on targeted instructional needs (including participation in the Pennsylvania Instructional Coaching Institute); conduct an internal curriculum audit to ensure fidelity in the implementation of college and career ready standards; and finally reallocating funds to support systemic and sustained adult learning. **Effective Teachers** PDE has developed a teacher effectiveness system that strikes a balance between teacher practice and the inclusion of multiple measures that include student achievement and student growth. Each component has been thoughtfully developed and thoroughly vetted. PDE has never wavered from the goal of improving student achievement: teacher effectiveness is paramount to that worthy goal. This focus on providing multiple opportunities for teachers to continually grow professionally reinforces the collaborative - not isolating - aspect of the system. To support teacher development, PDE is developing free, on-line high quality professional development aligned to the domains and components of the Framework for Teaching, Pennsylvania's rubric for effective teaching. Teachers may access these courses on a voluntary or assigned basis. Additionally, school leaders will be encouraged to provide explicit examples of teacher practice and its connectedness to school improvement/school turnaround principles. Additionally, teachers have free access to online Framework

overview tools as designed by Teachscape via the Standards Aligned System (SAS) portal.

To support principal development in teacher effectiveness, training is available via Pennsylvania Inspired Leadership courses, intermediate units and an inter-rater reliability tool focused on implementing the Danielson Framework with fidelity.

With the implementation of Act 82 of 2012, LEAs will be encouraged to develop a systemic
approach for implementation, including policies regarding ongoing training and discussions
about a common language for effective teaching, developing focused performance improvement plans and transfer rules for ineffective teachers.

Additional Time
Pennsylvania recognizes the need to provide thoughtful and effective learning time for all students. As such, it also recognizes that providing time for thoughtful and effective teacher collaboration will allow schools to implement programs with fidelity.

Example: A school may come to consensus that the only focused time for data analysis is after the normal school day. As such, the staff has agreed to a common day of the week for focused, accountable activities; the principal has reallocated funds to provide teachers with remuneration as agreed upon via collective bargaining.

Strengthen the Instructional Program
The use of a curriculum audit process will allow schools to evaluate the differences that exist between the written, taught and tested curriculum. In addition, it will provide data for prioritizing curricular needs, especially for English language learners and students with special needs. This process can be integrated into the school improvement planning process and used to inform decisions related to ESEA Turnaround Principles 1 and 2.

Using Data
Aligned with the above mentioned flexibility in scheduling and staffing, principals have the following tools available to assist in the purposeful and structured use of data to continuous improvement.

1. The Pennsylvania Classroom Diagnostic Tools (CDT) is a set of online assessments divided by content area, designed to provide diagnostic information to guide instruction and remediation. The CDT reporting system is fully integrated in the Standards Aligned System (SAS). It assists educators in identifying student academic strengths and areas in need of improvement by providing links to classroom resources. The diagnostic reports feature easy-to-follow links to targeted curricular resources and materials, including units and lesson plans found within the SAS system. The CDT is available to districts at no cost. The purpose of the CDT is to provide information that will help guide instruction by providing support to students and teachers. The CDT reports are designed to provide a picture or snapshot of how students are performing in relation to the Pennsylvania Assessment Anchors and Eligible Content and Keystone Assessment Anchors and Eligible Content. The CDT goes beyond focusing only on what students should know and be able to do at a particular grade and/or course. It also provides a snapshot of how and why students may still be struggling or extending beyond the grade and/or course Eligible Content. This valuable information is typically not identified through other types of assessments. Teachers, through the use of CDT reports, may access additional information through the Learning Progression Maps. Learning Progression Maps display a grade by grade continuum of skills and pinpoint when instruction should begin as

well as when mastery should occur; these maps allow teachers to pinpoint where students are struggling along or extending beyond the learning continuum. The CDT helps identify and provides suggestions for “next steps” in student academic development.

2. The development of an Early Warning System (EWS) is part of the statewide initiative, Opening Doors, to improve graduation rates. Opening Doors aims to identify middle school students who are likely to drop out of high school and then provide them with guidance and support to stay in school. Based on the seminal research of Robert Balfanz, the Early Warning System provides educators with a framework to track, identify and intervene with students identified as having risk factors in English, math, attendance, and discipline.

3. Kindergarten Entry Inventory (KEI) is a reliable reporting tool that offers teachers an instructional strategy for understanding and tracking a student's proficiency at kindergarten entry. It will also gather a consistent set of kindergarten outcomes across the commonwealth. The inventory is based on Pennsylvania's Learning Standards for Early Childhood and the Pennsylvania Common Core Standards. The KEI includes 30 indicators and reports data in the following domains:
    - Social and Emotional Development
    - English Language Arts
    - Mathematics
    - Approaches to Learning
    - Health, Wellness, and Physical Development

    Effective use of this tool and ensuing data analysis will provide elementary schools with a standards based approach to prepare students to be proficient readers: ready by 3.
4. Continuous improvement tools such as the Schools to Watch Protocol and the High Schools that Work assessments and surveys are examples of data-driven research based tools available to guide schools in their school improvement efforts. These tools are designed to move schools into high performing categories while recognizing the unique needs at each age/grade level.

School Environment/Non-Academic Factors
Pennsylvania is rich with resources to improve school climate. Included in this area is training in Positive School Wide Behavioral Supports, Bullying Prevention and Restorative Practices. Careful examination of school wide non-academic data, system development and resource allocation will determine the complexity of interventions for Principle 6. However, immediate interventions could include the development of data systems within schools to study school safety and discipline trends based on the cycle of the school year as well as by grade/subject area, and time of day. Improving school climate requires changes in systems, protocols, procedure, and culture.

Family/Community Engagement
Leveraging the resources of the community, schools may bring together youth serving organizations to create learning experiences to engage youth, particularly middle and high school, in their communities and provide them with the necessary 21st century skills. The connected community serves families via parent involvement programs, workforce development, and community action while students participate in learning opportunities designed to support their in-school learning experiences.

The growing use of digital media (e.g., social media, email, websites, and blogs) offers many opportunities to interact with parents and guardians who may not be able to participate in family involvement activities during the normal school day.

Targeted Resources

For the last several years, PDE has implemented a Statewide System of Support utilizing the expertise within intermediate units to provide training and technical assistance on the PDE supports described earlier in this Principle 2 description. The Statewide System of Support has included the following:

- Standards-Aligned System
- Classroom Diagnostic Tess and Other Tools (eMetric and PVAAS)
- Comprehensive Planning Tools

In addition, PDE utilizes IUs to provide training and technical assistance associated with:

- Pennsylvania Institute for Instructional Coaching (PIIC)
- Pennsylvania Inspired Leadership Program (PIL)

As described in the next section on Educator Effectiveness, PDE also relies on IUs, with substantial funding from PA's Race to the Top grant, to provide the training and technical assistance to implement the following initiatives:

- Teacher Effectiveness
- Specialist Effectiveness
- Principal Effectiveness I
- PA Institute for Instructional Coaching (with significant funding provided through a major foundation as well)

Recognizing that schools must address issues of safety and security, PDE has contracted with Intermediate Units (IUs) to provide training and technical assistance in developing safe schools by implementing Student Assistance Team training and anti-bullying programs.

Academic Recovery Liaisons

Despite all of the opportunities described above and previously in greater detail under Supports, many schools, particularly those with very low achievement, have not availed themselves of these services. Consequently, in PDE's Race to the Top grant Implementation, PDE leaders required that IUs specifically target their lowest-performing schools (based on aggregate math and reading PSSA scores) and reach out to these schools inviting them to participate in the training and technical assistance available.

Compelling school leaders to effectively utilize available supports from PDE can be achieved, however, through other means. Pennsylvania proposes that Priority schools will be required to demonstrate that they have participated in the training and technical assistance available to them and are implementing and evaluating the efficacy of their implementation efforts.

PDE will provide a regionally-assigned Academic Recovery Liaison (ARL) to facilitate and oversee Priority schools' use of the training, technical assistance, and tools available to them from PDE. The ARL will develop a working relationship with the IUs within his/her assigned region and ensure that the IU is targeting the Priority schools, and conversely, the Priority schools are accessing the available IU services. Likewise, where there are needs associated with special populations, such as students with disabilities and English Language Learners, the ARL will facilitate the connection between school leaders and the appropriate PDE resources, such as the Pennsylvania Training and Technical Assistance Network (PaTTAN) offices and Title III officials.

The cadre of PDE-selected Academic Recovery Liaisons will receive training from PDE, IU, and PaTTAN staff and national/international consultants. ARLs will work with Pennsylvania partners such as the Mid-Atlantic Comprehensive Center (MACC) and Regional Education Lab (REL) and will participate in convenings, such as those held by CCSSO and Achieve, as invited, for the purpose of improving their services to Priority

	schools. Each ARL will be committed to his/her Priority schools for three years. Priority schools and ARLs will be required to maintain documentation related to training, technical assistance, implementation, and evaluation. In other words, tracking and reconciliation of records associated with input and output measures related to training and technical assistance will be compared against impact; impact will ultimately be determined by whether or not the Annual Measurable Objectives are met. Leading indicators on the Comprehensive Planning Tool will also serve as a basis for determining progress on a qualitative level. Finally, the Priority school principal, with the LEA superintendent/CEO, will commit to working with the Academic Recovery Liaison to ensure that the various programs and initiatives across the district and school are coordinated within the context of the Comprehensive Plan. In addition to targeted intervention by having the ARL ensure the use of all Supports previously identified, directed opportunities will be provided: • Pennsylvania Comprehensive Literacy Plan– The literacy plan and the local literacy needs assessment provide road map for literacy learning while the local literacy needs assessment is a self-study analysis of current practice. • Hybrid Learning Environment – Hybrid learning environments allow students to engage in small group, personalized, focused instruction based on real-time data. Instruction is delivered using a combination of on-line and face-to-face instruction. • Targeted Cohort for PIL – Designed to support principals of Priority schools, professional development will focus on research based turnaround strategies. Additionally, participants in the targeted cohort will have the benefit of turnaround-specific support and guidance.
Exit criteria	Title I Priority schools that make all of their AMOs for three consecutive years will be designated in accordance with the recognition criteria described in this section. For example, even if a Title I Priority school, in its first year following the initial designation achieves the criteria for a Reward: High Progress school, it remains a Priority school for an additional two years. The use of three consecutive years adds a dimension of assurance that schools are likely to sustain improvement/progress. Successful transition to a higher school status will be determined after the third consecutive year of sustained improvement/progress. A school newly designated as a Focus school following Priority school status will be required to follow the guidelines for supports for Focus schools. Otherwise, schools no longer designated as Priority or Focus will be required to monitor the performance measures identified in the School Performance Profile and AMOs for a minimum of one year. All Priority Schools must continue to implement the seven school turnaround principles for at least three full years.
Can Focus schools become Priority schools?	Yes. Schools not exiting Focus status within the three-year improvement planning cycle will be required to develop and implement a revised improvement plan with additional supports. If after three additional years, the school does not exit Focus status, the school will enter Priority status.

Table 34. Rhode Island

Web sites	http://www.ride.ri.gov/Portals/0/Uploads/Documents/Information-and-Accountability-User-Friendly-Data/Accountability/Rhode-Island-ESEA-Flexibility-Request-Approved-05292012.pdf http://www.ride.ri.gov/Portals/0/Uploads/Documents/RI-School-Accountability-Handbook-2113.pdf
How Priority schools are identified	Priority schools are the 5% of schools with the lowest composite Composite Index Score, (CIS), which combines a set of metrics that includes their best indicators of progress towards college-and career readiness: progress on gap-closing (based on the work of Damian Betebenner and similar to the Colorado model) as measured by state assessments in reading and mathematics. The Commissioner will have discretion to classify a school as a Priority School based on a number of factors, including resource availability and other information collected beyond the CIS.
Supports provided	Priority school reform efforts will be organized into three distinct stages, enabling both the LEA and SEA to effectively target resources and monitor progress in a manner appropriate to the stage. The stages are: 1. Diagnosis and intervention planning (6 months) 2. Implementation and progress monitoring (Years 1-2) 3. Rising priority through exit OR priority, caution (Years 3-5) Stage One provides LEAs and identified schools six months to make critical decisions about their intervention approach, develop a comprehensive plan, and establish performance targets that will be used throughout their period of identification. During this phase, there are several key tasks: • RIDE administration of the diagnostic screen and a SEA/LEA data meeting during which the results are discussed; • LEA selection of an intervention model; • RIDE approval of the intervention model; • LEA development of a school reform and resourcing plan, including establishing performance targets; and • SEA approval of the school reform and resourcing plan. **Diagnostic Screen and Data Meeting** RIDE will develop and administer a comprehensive diagnostic screen for each priority school. This diagnostic screen demonstrates RIDE's commitment, through this waiver application, to a comprehensive and granular disaggregation and vigorous interrogation of school level data with a focus on identifying root causes of underperformance. In addition to many other indicators, this diagnostic screen is the home of highly detailed review of disaggregated sub-population performance. This screen will include a wide array of information including, but not limited to: 1. School climate, including suspension and referral data; 2. Student attendance, truancy, and chronic absenteeism data; 3. Students in grades 6-12 identified through the early warning system; 4. Parent, student, and faculty survey data; 5. English Learner data including a. Student achievement and growth rates on the ACCESS test for ELs, Rhode Island's English language proficiency assessment b. Exit rates for English Learners c. Achievement rates of exited and monitored English Learners; d. Disproportionate identification of English Learners as students with

   e. disabilities;
   f. District alignment to WIDA standards and utilization of empirically proven instructional programs to provide English Learners with content-rich, linguistically appropriate learning environments.
6. Teacher evaluation, attendance, and performance data;
7. Achievement and outcome data for students with disabilities, including:
   a. Least restrictive environment data,
   b. Student transition patterns,
   c. Progress of students with IEPs
   d. Consolidated summary of all federal indicators for IDEA; and
   e. Data collected through on-site monitoring reports for schools and districts;
8. LEA expenditure analysis including comparisons of the identified schools' FY11 investments in:
   a. Administrative overhead expenses against statewide average;
   b. Investment per pupil in instructional materials against the statewide average; and
   c. Investment in instructional staff per pupil against the statewide average;
   d. Investment in services to student subpopulations against the statewide average.

The diagnostic screen will provide LEAs with a clear normative and criterion-based view of their priority school or schools' performance and organizational strengths and weaknesses. This view into school and district serves three important functions.

First, it harnesses RIDE's capacity to support LEAs by delivering a high-quality, comprehensive, and accurate needs analysis. With a RIDE-managed diagnostic screen, all priority schools will receive diagnostic data that (1) includes measures beyond the reach and/or of capacity of LEAs, (2) assures that all student subpopulation performance will be disaggregated down to the most granular form possible, (3) links system performance with expenditure data, and (4) connects the data collected through federal programs to LEA decisions about intervention systems and strategies.

Second, by leading the identification process with a state-administered diagnostic screen, the state can hold LEAs accountable for all intervention decisions that follow.
Rather than naming schools and simultaneously collecting an improvement plan along with evidence of LEA completion of a needs assessment, this system will require shared acknowledgement of the results of the screening process before LEAs begin selecting intervention strategies. This sequence, coupled with the insertion of required Commissioner-level approval of priority school intervention plans, enables RIDE to hold LEAs highly accountable to the results of the diagnostic screen.

Finally, the diagnostic screen will be built to reflect the architecture of Rhode Island's
Basic Education Program (BEP), the most influential and wide-sweeping education regulation in Rhode Island. The BEP utilizes a matrix of seven LEA functions and four LEA capacities to create 28 critical areas of LEA performance.

RIDE will design and administer the diagnostic screen utilizing current data collections. However, LEAs have access to school-level data that are not part of

RIDE's current data collection system, yet still contribute toward a rich picture of overall system performance. To that end, LEAs will be encouraged to augment the results of the diagnostic screen with additional data that will support valid inferences and root cause analysis. For all priority schools, the results of the RIDE-administered screen, coupled with LEA additions, will be presented and discussed at an initial "SEA/LEA data meeting." This meeting, along with the data and reports that inform the discussion, will serve as the foundation for the next task in Stage One.

LEA Selection of an Intervention Model

After the results of the diagnostic screen are shared, the LEA will have 90 business days to select their intervention model. . LEAs will be required to select one of three intervention models for each Priority school. Implementation for all priority schools will begin during the 2012-2013 school year and full implementation in all Priority schools begin no later than the 2013-2014 year.

Description of the Three Models

Closure

School closure occurs when an LEA closes the identified school and enrolls the students who attended that school in other public schools within the state that are higher achieving. These other schools should be within a 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.

This model remains consistent with the requirements set forth under School Improvement 1003(g).

Restart

A restart model is one in which an LEA converts a school or closes it and reopens a new school under one of the following mechanisms: (1) a regional collaborative organized pursuant to RIGL Chapter 16-3.1; (2) a charter school operator or a charter management organization or similarly independent entity that materially changes school operations; (3) an education management organization that has been selected through a rigorous review process; or (4) the creation of a joint Labor/Management Compact detailing reciprocal obligations that create a new management structure with shared decision-making designed to fully address the needs of each student in the school and which fully complies with all other applicable requirements.

A restart model must enroll, within the grades its serves, any former student who wishes to attend the school.

Approval of a restart model requires the Commissioner to agree that the entity chosen by the LEA, through a process that adheres to local and state procurement requirements, is sufficiently vetted to reasonably ensure that the performance of the school under its management will significantly outperform the past performance of the school on measures to be determined by the Commissioner of Education. RIDE will develop a list of pre-approved CMO's and EMO's that meet the requisite state criteria, although nothing shall prevent an LEA from forwarding a specific CMO or EMO to the Commissioner, notwithstanding the state's development of a pre-approved list of such providers.

Rhode Island's proposed restart model is consistent with the requirements set forth under School Improvement 1003(g). Furthermore, schools choosing the restart model will be required to construct a school reform plan that covers all seven federal turnaround principles, a condition of Commissioner approval.

Regardless of the nature of their restart, schools implementing this model will be required to implement three core school improvement strategies supported through Race to the Top and/or state educational regulations:

1. Full staff participation in training to support school-wide transition to the Common Core State Standards
2. Full staff participation in Rhode Island's educator and administrator evaluation system
3. Utilization of a comprehensive data system used to inform daily instruction and school planning.

Flex Model

The Flex Model requires districts to select a comprehensive package of intervention strategies from a RIDE-developed and managed list of 28 empirically proven intervention strategies. The LEA selection of the strategies must be: (1) coherent, (2) comprehensive, (3) responsive to the results of the diagnostic screen, and (4) ambitious but achievable.

The Flex Model was designed to reflect the basic principles of response to intervention (RTI) by classifying 28 intervention strategies into three tiers based upon their intensity and scope. The Flex Model will require priority schools to select and implement no fewer than nine intervention strategies of their choice. The nine strategies include:

- three (3) Tier I, or core school improvement strategies;
- two (2) Tier II, or intervention II strategies that provide important supplements to a comprehensive reform plan; and
- four (4) Tier III, or intervention III strategies.

Core school improvement strategies are required of all Rhode Island schools through either state regulation or commitments made under Race to the Top. Priority schools
will have additional accountability and regular performance monitoring of their implementation of three core school improvement strategies:

1. Core Improvement Strategy One: Full staff participation in training to support school-wide transition to the Common Core State Standards, including:
    a. An aggressive schedule for transition to the CCSS including statewide study of the standards;
    b. Development and/or adoption of CCSS-aligned curriculum; and
    c. Scaling of CCSS exposure activities to every teacher in every building by the 2012-2013 academic year.

2. Core Improvement Strategy Two: Full staff participation in Rhode Island's educator and administrator evaluation system, including:
    a. Rigorous evaluation of every teacher in Rhode Island by the conclusion of the 2012-2013 academic year; and
    b. Utilization of a RIDE-approved teacher evaluation system that utilizes student growth data.

3. Core Improvement Strategy Three: Utilization of a comprehensive data system used to inform daily instruction and school planning, including an
    a. Instructional management system that provides an array of CCSS-aligned assessment and instructional tools;
    b. Curriculum and lesson planning development and sharing tools;

c. Student growth visualization tool that enables teachers to view and track student progress;
d. Comprehensive classroom-based RTI tools that enable highly granular tracking of interventions and student response to intervention, including specialized modules for English Learners and students with disabilities; and Early warning system that identifies students manifesting early signs of dropout beginning in the 6th grade.

Intervention III strategies are classified as intensive reform strategies, characterized by one or more of the following:

1. Revision to the terms of the collective bargaining agreement or past practice; and/or;
2. Comprehensive changes to the leadership and/or governance structure of the school; and/or;
3. Comprehensive changes to the system of curriculum, instructional practices, and assessment.

Priority schools must select one Intervention III strategy from each area. These include:

Leadership

- Removal of building principal and replacement with a leader with experience and/or training in turnaround environments
- Restructure building leadership team to dramatically increase time available for instructional leadership
- Provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule

Support

- Require at least 30 hours of focused professional development with a focus on instructional strategies to support students with disabilities and English Learners
- Hire building-level instructional specialists to support educators to serve English Learners, students with disabilities, and other students at risk for failure
- Implement a system of peer support and assistance to support the needs of educators

Infrastructure

- Implement staff recommitment process to substantially different working conditions, including definition of school hours, job assignment, and job duties
- Dramatically increase common planning time and implement a system for its effective utilization, both horizontally and vertically
- Review and change student enrollment and placement processes to increase family engagement and improve student outcomes

Content

- Implement comprehensive improvement of instructional approaches for struggling students including focused professional development and a system for student progress monitoring
- Review student course-taking patterns and make substantial changes to school schedule and student placement to ensure access to rigorous academic core
- Implement a culturally competent support system to improve safety, reduce suspensions, increase attendance, and support all students.

Intervention II strategies are empirically proven approaches to school turnaround and/or improvement that address discrete, identified needs of schools, staff, or

students. Intervention II strategies vary in intensity and scope and are characterized by one or more of the following characteristics:

1. Requires additional resourcing to support implementation; and/or
2. Supplements – rather than comprehensively redesigns – a system of curriculum, instruction, assessment, professional development, student support, leadership, or family and community engagement; and/or
3. Addresses a unique and discrete identified need within the school.

Priority schools must select two strategies from areas of their choice. Intervention II strategies include:

Leadership

- Evaluate the principal and connect him or her with a mentor or appropriate resources to ensure ability to lead the school reform work.
- Evaluate, assess, and diagnose the performance of the existing school leadership team and take appropriate job action
- Contract with a vendor or partner with a track record of success to support the leadership team in school turnaround.
- Identify one leader to routinely monitor the implementation and effectiveness of the core curriculum/instruction and services to traditionally underserved students.

Support

- Implement a comprehensive drop-out prevention and reentry program
- Implement a comprehensive ramp-up program for students at risk of failure or subpopulations with the largest achievement gaps
- Implement culturally competent family and community engagement program focused on instruction and academic performance
- Hire full time parent/community engagement specialist to implement family and community engagement that is systemic, sustained, and integrated with school improvement
- Establish flexible or expanded learning opportunities with a focus on students at risk for failure

Infrastructure

- Complete an external audit of the use of school funds to guide staffing decisions and implement hiring findings
- Reallocate resources to increase support for direct instruction of students at risk for failure
- Develop and implement support systems for student transition into kindergarten and/or across break grades
- Establish a comprehensive system to support struggling teachers with content and pedagogy, especially teachers of students with disabilities and English Learners
- Implement a culturally competent tiered system of support focused on student psycho-social health

Content

- Increase advanced coursework opportunities for students
- Assign additional instructional coaches or other core content focused, job-embedded support for teachers
- Offer virtual education options for both at-risk and advanced students
- Implement an instructional monitoring system to ensure that the curriculum is being fully implemented and traditionally underserved students have access to the academic core
- Increase student access to career, technical or credentialing programs

After selecting a school intervention model, the LEA must submit their selection and its rationale to the Commissioner for review and approval. After Commissioner

	approval of the LEA intervention model, LEAs will be provided another 90 business days to develop a comprehensive, three-year school reform plan that includes the following elements: 1. A detailed plan for the implementation of their selected model that fully and comprehensively addresses all seven turnaround principles; 2. A resourcing plan for their selected model, including detailed information about the sustainable, scalable investment of newly available funding and fund flexibility afforded through the waiver; 3. Detailed timelines and milestones for year 1 and quarterly milestones for years 2-3; 4. Leading indicators and student outcomes measures for each major element of their school reform plan. For LEAs selecting the Flex Model, leading indicators and student outcome targets will be required for each of the selected intervention strategies. During the second stage of implementation of the school reform plan, Priority schools will be in early implementation (Year 1) and full implementation (Year 2). During this period, regular and intensive progress monitoring will mark the SEA/LEA relationship. This stage includes three tasks: 1. Implementation of the intervention model; 2. Quarterly review of leading indicators and implementation status; and 3. Regular communication and collaboration.
Exit criteria	Eligibility for exit requires schools to meet two requirements: • The school must have reached at least 80% of their performance targets annually for the first three years of implementation. These performance targets include: a. Implementation targets, i.e. establishment of systems, delivery of professional development, investment of resources; b. Leading indicators, i.e. student attendance rates, referral and suspension rates, and parent/family participation and engagement rates; and c. Student outcome data, i.e. state assessments results, graduation rates, ELLs exiting programs, etc. • Priority schools must reach 90% of their AMOs – including all missed targets substantially contributing to their original Priority status – for two consecutive years, or a two-year long shift in rank ordering based upon composite index score that moves them into the “typical” category.
Can Focus schools become Priority schools?	Yes. RIDE will be formally identifying only one cohort of Priority schools under the life of this waiver application. However, during the waiver period, Focus schools may be accelerated into Priority status.

Table 35. South Carolina

Web site	http://ed.sc.gov/agency/lpa/ESEAFlexibility.cfm
How Priority schools are identified	The SCDE will identify underperforming schools annually on the basis of overall school performance on the AMOs, as measured by the total weighted composite index score (see below) for each school. They rank all elementary schools, middle schools, and high schools separately by type of school, and designate the lowest 5 percent of schools in each group as priority schools. *Composite index score* At the elementary and middle school levels, the combined weights for the four academic achievement measures (ELA, math, science and social studies) will account for 80 percent of the total composite index score. ELA and math have the highest relative weights of 35 percent each, with science and social studies contributing an additional 5 percent each. In addition, percent of students tested in ELA will account for 10 percent of the total composite index score, and percent of students tested in math, likewise, will account for 10 percent. At the high school level, the academic achievement measures plus graduate rate will account for 85 percent of the total composite index score. Graduation rate, ELA, and math have equivalent weights of 25 percent each. The four academic achievement measures (ELA, math, science and social studies) have a combined weight totaling 60 percent, with ELA and math each weighted at 25 percent, and the science and social studies measures, 5 percent each. The two participation measures (i.e., percent of students tested in ELA and math) are weighted 7.5 percent each.
Supports provided	When it restructured operations in July 2011, the SCDE created the Office of School Transformation to focus agency resources exclusively on transforming schools. Beginning with the 2012−13 academic year, the goal of the Office of School Transformation is to improve student achievement by supporting, developing, and implementing systemic and sustainable models for school transformation in South Carolina's most challenged, at-risk schools. The office will provide focused, on-site technical assistance and bring together local stakeholders including teachers, parents, administrators, community members, and business leaders to create Transformative Learning Communities (TLCs) that will collectively and cooperatively apply the principles of the federal Challenge to Achieve process. The federal Challenge to Achieve process provides support, assistance, and meaningful research-based interventions that are aligned with the federal turnaround principles, including Response to Invention (RtI), Positive Intervention Behavior Support (PBIS), Schools to Watch, Making Middle Grades Work, High Schools that Work, the Teacher Advancement Program (TAP™), and others. This process will ensure that school transformation efforts are effective in building systemic and sustainable structures that will increase a school's capacity and enable it to maximize student achievement after it exits the priority school status. The Challenge to Achieve plan will be based on historic school data and information ascertained from the Comprehensive Capacity Assessment (CCA). The plan will be required to contain the components that are important to effective school operations: 1. Teaching and Learning; 2. Fiscal Management; 3. Recruitment, development and retention of effective teacher leaders; 4. Physical Plant Operations; and

5. Parent and Community Engagement.

South Carolina schools and districts have had problems making AYP due to the performance challenges that are unique to their students with disabilities. The Office of Exceptional Children will work in conjunction with the Office of School Transformation to provide intensive technical assistance to districts that it determines are in the “needs intervention” and “needs substantial intervention” categories for implementing IDEA Part B. Also, as administrators and teachers are identified for participation in more intensive initiatives through the new accountability system and the transition to and implementation of the CCSS, an increasing emphasis will be placed on instructing students with disabilities in the general education curriculum. Appropriate use of peer-reviewed, scientifically based instruction, coupled with appropriate accommodations and modifications, will lead to closing this achievement gap between students with and without disabilities. The Office of Exceptional
Children has devoted significant technical assistance to the districts regarding the strategies and instruction needed to allow students with disabilities to access the general education curriculum. As administrators and teachers are chosen to participate in more intensive initiatives through the accountability system, an emphasis will be placed on the instruction of students with disabilities in the general education curriculum. Appropriate use of peer-reviewed, scientifically based instruction coupled with appropriate accommodations and modifications will lead to a closing of the achievement gap between students with and without disabilities.

To improve performance of English language learners (ELL), the state will continue to focus professional development efforts to address areas of concern and training on how to appropriately serve and meet the needs of ELL. Training will be provided to both regular classroom teachers where English learners typically spend the majority of the day learning and ESOL teachers who support academic content instruction, along with administrators. Other important staff, such as guidance counselors, special education, gifted and talented, paraprofessionals, and others who work with ELL are often included in trainings. The Office of Federal and State Accountability will continue to monitor Title III districts. All Title III districts in South Carolina are also Title I. A major part of Title III monitoring for compliance with Title III and other federal laws includes reviewing the practices of regular classroom and ESOL teachers, administrators, guidance counselors, and others that work with ELL using interviews, data review, and other components of South Carolina’s Title III monitoring instrument. Technical assistance and additional professional development is provided as needed based on the review. The Office of Federal and State Accountability will continue to analyze data such as the performance of ELL and former ELL across the state, including performance on statewide tests; proportionality in special programs – special education, gifted and talented; grade-retention; and graduation rates.

The Office of Federal and State Accountability will work in conjunction with the Office of School Transformation to provide intensive technical assistance to districts that it determines are in the “needs intervention” and “needs substantial intervention” categories ensure that proper intervention strategies are in place for ELL in compliance with Title III. Also, as administrators and teachers are identified for participation in more intensive initiatives through the new accountability system and the transition to and implementation of the CCSS, an increasing emphasis will be placed on instructing ELL in the general education curriculum.

Charter Schools that are identified as priority and/or focus schools due to academic

performance are not eligible for support outlined for priority and/or focus schools. If these schools are identified as priority schools for three consecutive years, their respective authorizers will be required to have their charters revoked.

Priority schools must offer Supplementary Educational Services (SES) and public school choice as currently defined by ESEA.

SES and Choice Modifications

- The state will compile a list of approved SES providers based on a rigorous application and interview process.
- School Districts will choose up to ten providers to serve priority and focus schools based on the needs of the students in impacted schools. The list must be validated by the Office of Federal and State Accountability.
- Schools will be encouraged to allow all providers access to school facilities.
- SES providers must provide at least 20 hours of tutoring spread over at least a three-month period.
- All students in priority schools will be eligible to receive SES services.
- Students in the identified subgroups and the lowest performing students will be eligible for SES in focus schools.
- Districts with priority schools must set aside 20 percent of their Title I funds for SES and choice unless a lesser amount is approved by the Office of Federal and State Accountability.
- Districts with focus schools must set aside 10 percent of their Title I funds for SES and choice unless a lesser amount is approved by the Office of Federal and State Accountability.
- Any school not identified as a priority or focus school may serve as a school of choice.
- Districts must offer at least two schools of choice if available schools exist.

The transformation process for Priority schools begins with a Comprehensive Capacity Assessment (CCA) conducted by an external source using valid diagnostic measures to assess the school's capacity in multiple domains. Priority schools in the Challenge to Achieve process will assemble a Transformational Learning Community (TLC) consisting of a variety of stakeholders from the school, district, local school board, state, and community. The TLC training and structure are currently being developed as a joint effort between the Office of School Transformation and the Office of Leader Effectiveness, which is also housed within the SCDE's Division of School Effectiveness. It is being developed in conjunction with SEDL and it is being influenced by educational leaders and researchers familiar with school turnaround. Educational and community leaders from these respective schools will be required to participate in the established training. The TLC will be monitored through the CCA and quarterly monitoring of academic performance. The TLC will be charged to write the school's Challenge to Achieve (CTA) plan for school transformation based on recommendations from the comprehensive capacity assessment and guidelines from the SCDE's Office of School Transformation that are aligned with the federal turnaround principles. The TLC will also provide periodic updates to the Office of School Transformation on the implementation of the strategies and achievement of the value-added growth goals outlined in the school's CTA plan.

Meaningful interventions, aligned to the federal turnaround principles, will be described in the school's CTA plan and implemented throughout the year. Below are examples of interventions that are aligned to the federal turnaround principles.

Strong leadership

- The Office of School Transformation has created a Transformative Principal Job Description.
- The Office of Leader Effectiveness is creating a Transformational Leadership Academy.
- The Priority School Memorandum of Agreement requires each priority principal to have at least three years of proven, successful school leadership.
- Guidelines for the Challenge to Achieve Plan of Action for school transformation provide principals with operational flexibility in the areas of scheduling, staff, curriculum, and budget.
- A district may remove a principal from the school if the current principal was leading the school the last two years that the school did not meet expected achievement.
- A district may give a principal the authority to move teachers based on student achievement regardless of longevity.
- Principal may be given the power to determine if additional instructional time is required for low-performing subjects, which may include determining the order in which subjects are taught.

Effective Teachers

- Implementing systemic and sustainable school structures, including, but not limited to Schools to Watch, Making Middle Grades Work, High Schools that Work and TAP™.
- Principals must approve all teacher transfers into or from identified schools.
- Professional development is tied to student data and student achievement.
- Participation in professional development and implementation of strategies is tied to overall teacher evaluations.
- By 2012–13, all priority schools will participate in the state's teacher evaluation system, ADEPT, and principal evaluation system, PADEPP, with enhanced components including student growth metrics, connections to student learning outcomes, and training of raters to ensure inter-rater reliability. This system will be rigorous and will increase the quality of instruction and improve the academic achievement of students.

Additional time

- Intense professional learning on teaching and learning in 21st century learning environments.
- Supplemental Education Services (SES) provided to students before/after the school day.
- Extended learning programs targeting low-performing students.
- Schools Transition to single-gender offerings; 1:1 virtual learning environment; middle or early college; Montessori; Science, Technology, Engineering, and Mathematics (STEM) Academy; or Visual and Performing Arts (VPA) Academy.
- A redesigned master schedule that implements common planning time for grade levels and core teachers.
- Schools may implement an extended year or extended week calendar, including, but not limited to, year round school calendars and a school year that is longer than South Carolina's required 180 days.

Strengthening the Instructional Program

Implementing Readers and Writers Workshop (balanced literacy), Math Workshop (inquiry-based math instruction), and strategies such as Marzano's What Works,

Bloom's Revised Taxonomy, or other research-based strategies to ensure that instruction is rigorous and relevant.

Using Data

- Provide professional learning opportunities on disaggregating data.
- Create a shared system for collecting, posting, and reviewing data.
- Use data during shared planning time to adjust curriculum maps/pacing guides and create lesson plans.
- Implement student-led conferences, which require students to be held accountable for their data and to be partners in the educational process and planning.

School Environment/Non-Academic Factors

- Implement a Response to Intervention (RtI) team and system in each school.
- Implement Positive Behavior Intervention Support (PBIS) systems to include rewards and incentives for expected behavior.
- Implement a whole school behavior and school safety plan that addresses concerns involving safety, social interactions, and school wide expectations.
- Partner with community agencies to supplement school counseling services.

Family/Community Engagement

- Create a parent advisory board that is responsible for surveying parent needs to develop meaningful opportunities for family engagement.
- Partner with community organizations to provide supportive services to address needs that fall outside of the school's jurisdiction.
- Use community partners to mentor to all low-performing students.

The Office of School Transformation will provide priority schools with a minimum of three years of support to implement the school transformation strategies.

Priority-Reorganization Schools

A school can be placed in the priority-reorganization category if it has

- been in priority school status for four years,
- received a negative Comprehensive Capacity Assessment, and
- not met expected value-added growth of 0.0.

Currently, the state superintendent, after consulting with the external review committee and with the approval of the State Board of Education, shall be granted the authority to take any of the following actions with priority-reorganization schools:

- furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education;
- declare a state of emergency in the school and replace the school's principal;

or

- declare a state of emergency in the school and assume management of the school.

The SCDE will work with the South Carolina State Legislature to permit the following four reorganization options for schools in priority-reorganization status:

1. *Mandated State Management Team (MSMT)*—(S.C. Code Ann. § 59-18-1520) already provides the foundation for the SCDE to assume management of a school that continuously fails to adequately educate students, despite sufficient interventions and technical assistance. In this reorganization option, the SCDE assumes management and contracts a team of experts to assume the operations of the school with the goal of improving student learning and achievement. School operations include, but are not limited to, recruitment and retention of highly qualified personnel, student management, curricula and technological enhancements, instructional interventions, fiscal management, and the development and implementation of the Challenge to Achieve (CTA) plan to include specifics on how the school will be reorganized. The MSMT team may consist of experts in principalship, curriculum and instruction, human resources, and fiscal management and do not have to meet certification requirements as outlined by the SCDE. Team members are fully vetted using a process developed by the SCDE to ensure expertise. To address the specific needs identified in the CTA plan, the team may develop tailored operational guidelines and procedures, professional development learning, assessment and evaluation instruments and protocols, technological enhancements, and research-based curriculum and instructional programs. The SCDE will work with the team and local stakeholders to create innovative school turnaround models such as single-gender schools, early college high schools, middle college schools, STEM and Visual and Performing Arts Academies, and hybrid learning environments, including technological redesigns.

2. *Mandated State Charter School (MSCS)*—Failure to meet expected progress (S.C. Code Ann. § 59-18-1520) gives the State Superintendent of Education the option to assume management of the failing school/district. The SCDE may mandate that a school convert to a charter school. This option provides the foundation for the development of innovative school designs with rigorous and engaging academic programs.

3. *Educational Management Organization (EMO)*—Schools identified for reorganization may be assigned the EMO option to ensure a systemic approach that increases student achievement, maximizes operational and fiscal efficiency, and builds capacity within the schools and districts. The EMO assumes total management of a school or district for the purposes of increasing student achievement and building capacity within the school or district.

4. *State Instructional Recommendations (SIR)*—Schools s identified for reorganization may be designated to operate under the SIR option if their weaknesses lie predominantly in the areas of curriculum and instruction. This option, which focuses on fostering timely improvements within curriculum and instructional programs, is designed to provide schools with intensive continuing advice and technical assistance as they implement the SBE recommendations. The major components of the SIR option include the creation of a school instructional support team, the identification of partnerships, and delivery of instruction-focused external resources and SCDE technical assistance, as well as the provision of leadership in the schools' development, implementation, monitoring, and evaluation of the TSRP. In the SIR option, the SCDE provides intensive, instructional program-targeted advice and technical assistance to help schools accelerate the pace of academic improvement.

	Before the priority-reorganization school reopens under a new model, a comprehensive capacity assessment is performed at the school- and district-level to enhance accountability. This assessment includes audits of curriculum/academics, finances, human resources, materials/equipment, programs/initiatives, and support systems for students and teachers. The SCDE: • reviews and analyzes existing strategies and/or procedures if closed and converted to a public charter; • meets with the school board, the superintendent, and other district-level administrators; • develops a format for sharing information (test data, academic audit, financial audit, personnel audit, resources audit, student audit, etc.); • informs the public of the state's legal authority and rationale for the reorganization of the schools/districts; • launches a public campaign (e.g., public forums, send letters and e-mails to stakeholders); and • develops a comprehensive communications system to keep all stakeholders informed.
Exit criteria	To exit Priority School status, a Priority School's overall performance (as measured by the total composite index score) must be: • in Priority School Status and receive intervention services for a minimum of three consecutive years; • ranked higher than the lowest 5 percent of Title I schools for two or more consecutive years (as measured by rank order on total composite index score). In addition, in order to exit Priority School Status, a Priority School must also demonstrate strong academic progress and a positive growth trajectory by: • Demonstrating significant value-added growth for two consecutive years in both ELA and mathematics. (Significant value-added growth will be defined as having value-added growth that is at least one standard error above the mean (i.e., average) growth rate statewide. The value added calculations will be done by SAS Education Solutions using their proprietary methodology.) • Receiving a favorable comprehensive capacity assessment (CCA) report two years in arrow from the SCDE Office of School Transformation.
Can Focus schools become Priority schools?	This possibility is not mentioned in the flexibility request.

Table 36. South Dakota

Web site	http://doe.sd.gov/secretary/nexgen_accountability.aspx
How Priority schools are identified	South Dakota ranks schools based on a 100-point School Performance Index with five key indicators: 1. *Student Achievement (25 points)* – based on percent of students scoring proficient or advanced on the state assessment of English language arts and mathematics (grades 3-8 and 11). At the High School level, the student achievement score is based on the percent of students scoring proficient or advanced on the statewide assessment in English language arts and mathematics delivered in 11th grade. At the Elementary and Middle School levels, the student achievement score is based on the percent of students scoring proficient or advanced on the statewide assessment in English language arts and mathematics in grades 3-8. Points are given for two separate groups – the "Non-GAP " group and the "GAP" group. Points for the Non-GAP and GAP groups are based on the percent of students in each group and summed to determine the final score for student achievement. The GAP group is an aggregate of student groups in South Dakota that have historically experienced achievement gaps. 2. *Academic Growth (25 points)* a. Elementary and Middle School—*u*se indicators to evaluate students' academic achievement over time and determine whether that progress is reasonable or appropriate OR b. High School Completion – based on two components: four-year cohort Graduation Rate and a Completer Rate 3. *Attendance* (20 points) a. Elementary and Middle School–percent of all students' daily attendance OR b. College & Career Readiness (High School) – based on three components: percent of students participating in the ACT, ACT scores in English, and ACT scores in mathematics 4. *Effective Teachers and Principals* (20 points) – a set of quantitative and qualitative performance measures based on a set of indicators 5. *School Climate* (10 points) – includes evidence to measure safe and healthy school environment • A Priority School is a school whose Overall Score on the School Performance Index ranks at/or below the bottom 5%. The total number of Priority Schools must be at least five percent of the Title I 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. This designation applies to Title I schools. • A Priority School may also be a Tier I or Tier II school under the School Improvement Grant (SIG) program that is using the SIG funds to implement a school intervention model. • A Priority School may also be a Title I or Title I eligible high school with a graduation rate of less than 60% over two consecutive years.
Supports provided	Districts with 50% or more of their schools designated as Priority will have a technical advisor, appointed by SD DOE, assigned to them to assist with governance issues. In addition, 20% of their Title I Part A funds must be

designated for Priority School interventions.

Districts with Priority Schools will be required to implement the Academy of Pacesetting Districts within the first year of being identified. The districts will sign a memorandum of understanding to participate in the Academy. The Academy requires a team from the LEA (one member of which must be the principal from the identified Priority School) to meet four times a year with SD DOE staff to conduct the Academy. The first meeting will be a two-day kickoff meeting where the team will be trained on the Academy and the procedures for the coming year. The next three meetings will be via webinar. The team will also meet monthly, along with the School Support Team (SST) member assigned to them by the state.

Priority Schools will implement Indistar© through the Academy experience. The teams will be trained during the kickoff meeting to use the District Set of indicators. After the initial planning year, the team will work on the Continuous Improvement set of indicators in Indistar at the school level.

Priority Schools will conduct a Comprehensive Needs Assessment, as part of a Data Retreat. The four lenses of data analyzed are: student achievement, professional practices, programs and structures, and family and community. Goals and objectives for the school will be set using the resulting data. All subgroups' data are disaggregated during this process to identify gaps in achievement. This information will allow schools to provide differentiated instruction based on individual student needs, as well providing a multi-tiered system of support (RtI) for students. These strategies will result in higher student performance and will help close the achievement gaps in all subgroups, as the data driving the instruction is based on progress monitoring and benchmarking student progress frequently and effectively.

Priority Schools will be required to redesign the school day, week or year to include additional time for meaningful student learning and teacher collaboration. Priority Schools will need to significantly increase the learning time for their students per school year. Districts may choose to either:

1. Transform school day schedule,
2. Extend the school day, or
3. Alter the school year structure

Priority Schools will implement Response to Intervention (RtI) in their schools. SD DOE contracts with RtI coordinators and data system trainers to work with the schools to start the process. The RtI coordinators will consult with the school administrators regarding the process and help them complete an LEA Action Plan, including a letter of commitment and an agreement to participate signed by teachers. Coordinators will meet with the RtI team to discuss the Action Plans and progress made at least two times a year. The trainers will work with the staff at each school to understand and implement the data systems needed to progress monitor and carry out the RtI process. Schools are required to complete Fidelity Reports to SD DOE three times a year (fall, winter, spring), which will report gains the school has made.

SD DOE has developed a tool to monitor LEAs with Priority and Focus Schools. The District Survey of Effective Practice will be submitted twice a year (October 31 and May 31) by district administration (Superintendent, Assistant Superintendent, Federal Programs Director) and will evaluate the practices that occur within the district and its schools.

SD DOE has developed two monitoring documents to monitor Priority and Focus Schools. The School Survey of Effective Practices will be submitted by the principal twice a year (October 31 and May 31) and will evaluate practices within the school. The School Monitoring Checklist will be submitted three times a year (October 31, January 31, and May 31) by the principal and will list the reading, math, and other goals (if necessary) and the benchmarks to meet those goals. Names of assessments (district and school level), along with dates and results, will be recorded.

The Indistar system is equipped with a function to allow LEAs and schools to submit reports. SD DOE will have these three monitoring documents uploaded to Indistar. The districts and schools will be required to submit the monitoring documents on the designated reporting dates. Once a month, SD DOE will check progress of indicators within Indistar® for each district and school, as well as provide comments. School Support Team members assigned by SD DOE will be provided to each school and district to monitor and provide support throughout the process. Each SST member will have access to their specific school or district to view the indicators and reports, and leave comments. Information gleaned from these monitoring reports, along with SST reports, will be used to drive technical assistance and sanctions from the state.

State Level Support

The following is the state level support provided for the Priority Schools:

- Conduct a district and school level program audit developed by the Council of Chief State School Officers based on 9 Domains. Outside experts perform the audit. The domains in the audit parallel the Indicators of Effective Practice within Indistar and help to inform the district regarding strengths and weaknesses.
- Provide a School Support Staff member to each Priority School to provide technical assistance, monitor implementation of improvement strategies, and to help with reporting requirements. If significant progress is not made during the first year of implementation, intensity of support by the School Support Staff will increase in the remaining two years, and they will work directly with school governance to help oversee the transformational process.
- Support the implementation of Academy of Pacesetting Districts for districts with identified schools Academy of Pacesetting Districts is designed to build the capacity of school districts to effectively assist schools to make fundamental changes in the ongoing practices of their classrooms and school administration. The Academy's content framework wraps around four topical areas:
    1. High Standards and Expectations,
    2. Teaching and Learning,
    3. Information for Decision Making, and
    4. Rapid Improvement Support

- Monitor quarterly the progress towards achieving improvement goals
- Support to schools in the Indistar implementation Indistar©, created by the Center on Innovation and Improvement, is a web-based tool that guides a district or school team in charting its improvement and managing the continuous improvement process. This system is tailored for the purposes of each state, its districts and its schools. Indistar Rapid improvement is wrapped around indicators of effective practice which are based upon four foundational frames for school improvement: a. School Leadership and Decision Making, b. Curriculum, Assessment and Instructional Planning, c. Classroom Instruction, and Community and Parent Involvement.

- Implement the South Dakota Multi-Tiered System of Support (South Dakota RTI)

- The SEA May appoint a technical advisor to oversee the affairs of the school if the school is not showing significant progress.

District Level Support

- Participate in the Academy of Pacesetting Districts to develop a system of support of its schools
- Review the performance of the current school principal and either replace the principal if such a change is necessary or demonstrate to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort
- Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget
- Provide adequate resources (human, physical, and fiscal) to assist in the
- implementation and achievement of school program goals
- Provide professional development opportunities specific to prioritized needs as identified in the comprehensive needs assessment
- Inform the district's board of education and the public on the school's progress towards achieving adequate progress and student achievement
- Implement the South Dakota Multi-Tiered System of Support (South Dakota RTI)

School Level Support

- Utilize Indistar to develop a school transformation plan for implementing the rapid turnaround indicators for continuous improvement
- Conduct an annual data analysis through the four lenses to strengthen the school's instructional program based on student needs, and design professional development which reflects those needs
- Ensure that the instructional program is research-based, rigorous, and aligned with the Common Core state standards
- Redesign the school day, week or year to include additional time for meaningful student learning and teacher collaboration. Priority schools will need to significantly increase the learning time for their students per school year. Districts may choose to either:
    1. Transform school day schedule
    2. Extend the school day, or
    3. Alter the school year structure
- Ensure through the teacher evaluation process that teachers are effective and able to improve instruction. Based on the teacher evaluation process, the principals will:
    1. Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort;
    2. Prevent ineffective teachers from transferring to these Priority Schools; and
    3. Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs
- Provide opportunities for parent and community involvement in the decision making process regarding curriculum, assessment, reporting, and school environment

As described above, meaningful interventions, aligned to the federal turnaround principles, will be implemented in all identified Priority Schools no later than the first year of implementation. SD DOE has specifically designed the turnaround interventions to improve capacity at the district level, and in turn the Priority Schools, by allowing districts and schools to develop their own intensive interventions aligned with the turnaround principles. The District/Priority School Turnaround
Procedures will be an integral part of the District/Priority School Audit follow-up and are intended not only to maintain the rigor of the turnaround principles, but just as importantly, allow the districts and schools to assume ownership of the necessary interventions. Led by the state-assigned School Support Team Member*, the school's leadership team including the District Superintendent*, Priority School Building Principal*, at least one school board member* and others selected by the administration will analyze each turnaround principle and develop intervention strategies for that specific school, which will then be incorporated into their Academy of Pace Setting District's Operational Manual. (* indicates required members.)

Each year, Priority Schools will be required to conduct a complete data analysis of their students. Student performance data are integral to both school reform and improved student learning; large group student data identify and support the implementation of research-based instructional programs, while student-or class-level data inform instructional changes that serve the academic needs of individual students. Data can be used to confirm whether instructional programs align with the new Common Core State Standards. South Dakota's new longitudinal data system will allow for the collection, interpretation and use of data to drive instructional change at the classroom, school, district, and state levels.

Through the technical assistance process, SD DOE, School Support Teams and Education Service Agencies will work with Priority Schools and LEAs to evaluate current curricula and instructional models to implement programs that best fit the needs of low-achieving students, Native American students, English learners, and students with disabilities. Technical assistance will begin with a focus on achievement data in order to identify the needs of individual student subgroups and students.

Schools will be encouraged to utilize the following strategies to improve the academic performance of these and all other ESEA subgroups:

1. Ensure that all students have access to rigorous, standards-based instructional programs that meet their individual needs.
2. Identify the needs of individual students.
3. Provide flexibility and choice, wherever possible, in curriculum and instructional programs that meet individual needs.
4. Provide teachers with the professional development they need to address learner diversity.
5. Monitor the implementation of instructional strategies effective with diverse groups of students.
6. Measure student learning during instruction to ensure the effectiveness of instruction with all students and to alter instruction as needed.
7. Address student learning needs in a timely manner to ensure continuous, accelerated learning.
8. Monitor individual student growth with common local assessments employing multiple measures.
9. Monitor the achievement of diverse groups of students through data aggregated by subgroup to ensure the success of curriculum and instructional programs with all students.

10. Use data to provide tailored instruction based on each student's level of achievement and ongoing needs.

Below are examples of the interventions required by SD DPE that are aligned to the federal turnaround principles.

Strong Leadership

- Conduct a district and school level program audit developed by the Council of Chief State School Officers based on 9 Domains. Outside experts perform the audit. The domains in the audit parallel the Indicators of Effective Practice within Indistar and help to inform the district regarding strengths and weaknesses. The domains are:
    - Leadership Implications
    - Academic Content and Achievement Standards
    - Curriculum and Instruction
    - Highly Qualified Staff
    - Professional Development
    - Assessment and Accountability
    - School Culture and Climate
    - Budget and Resources
    - Family and Community Involvement

- Provide a School Support Staff member to each Priority School to provide technical assistance, monitor implementation of improvement strategies, and to help with reporting requirements. If significant progress is not made during year 1, intensity of support by the School Support Staff will increase in year 2 and they will work directly with school governance to help oversee the transformational process. The implementation of Academy of Pace Setting Districts for districts with identified schools. Academy of Pacesetting Districts is designed to build the capacity of school districts to effectively assist schools to make fundamental changes in the ongoing practices of their classrooms and school administration. The Academy's content framework wraps around four topical areas:
    - High Standards and Expectations,
    - Teaching and Learning,
    - Information for Decision Making, and
    - Rapid Improvement Support

- Support to schools in the Indistar implementation. Indistar Rapid improvement is wrapped around indicators of effective practice which are based upon four foundational frames for school improvement:
    - School Leadership and Decision Making,
    - Curriculum, Assessment and Instructional Planning,
    - Classroom Instruction, and
    - Community and Parent Involvement

- Review the performance of the current school principal and either replace the principal if such a change is necessary or demonstrate to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort
- Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget
- Provide adequate resources (human, physical, and fiscal) to assist in the implementation and achievement of school program goals

Effective Teachers

- Implement the South Dakota Multi-Tiered System of Support (South Dakota RTI/PBIS). Three essential components of RTI are:
  - Multi-tiered intervention service delivery
  - Integrated data collection/assessment system
  - Data-based decisions based on a problem-solving model

- Provide professional development opportunities specific to prioritized needs as identified in the comprehensive needs assessment
- Ensure through the teacher evaluation process that teachers are effective and able to improve instruction

Based on the teacher evaluation process, the principals will: 1) Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort; 2) Prevent ineffective teachers from transferring to these Priority Schools; and 3) Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.

Additional Time
Redesign the school day, week or year to include additional time for meaningful student learning and teacher collaboration.
Priority schools will need to significantly increase the learning time for their students per school year. Districts may choose to either:

1. Transform school day schedule
2. Extend the school day, or
3. Alter the school year structure additional time for meaningful student learning and teacher collaboration.

Strengthening the Instructional Program

- Ensure that the instructional program is research-based, rigorous, and aligned with the Common Core state standards

Using Data

- Conduct an annual data analysis through the four lenses to strengthen the school's instructional program based on student needs, and design professional development which reflects those needs.

School Environment/Non-Academic Factors

- Establish a district policy prohibiting bullying.
- Implement the South Dakota Multi-Tiered System of Support (South Dakota RTI/PBIS)

Family/Community Relations

- Provide opportunities for parent and community involvement in the decision making process regarding curriculum, assessment, reporting, and school environment.

Exit criteria	A Priority School may apply to exit this designation after four years if it can meet the required criteria, which demonstrate potential for sustained improvement and growth. 1. The school no longer meets the definition of a Priority School. A Priority School is defined as having a School Performance Index score that ranks in the bottom five percent of Title I rank-ordered schools. 2. The school's GAP Group and Non-GAP Group meet their AMO targets in reading and math for three consecutive years.

	3. Follow-up district and school audits show that the required interventions are being faithfully implemented. 4. For Title I high schools with a graduation rate of less than 60%, the school has a graduation rate at 70% or above for two consecutive years.
Can Focus schools become Priority schools?	Yes. For those schools that remain Focus Schools from year to year, interventions will be repeated. After three years as a Focus School, if a school does not get out of the ranking, SD DOE will move the school into Priority School status.

Table 37. Tennessee

Web site	http://www.tn.gov/education/accountability/index.shtml
How Priority schools are identified	Tennessee's Priority schools will be identified every three years based on all schools' (not just Title I schools') three-year achievement data. Elementary and middle schools will be assessed on an aggregate index of State assessment results, which equally weights the percent of students scoring proficient or advanced in math, reading/language arts, and science. High schools are assessed weighted composite of graduation rate and percent of students scoring proficient or advanced on end-of-course exams in Algebra I, English I, English II, and Biology I.
Supports provided	In the short-term, identified Priority schools will face one of four types of interventions: 1. Enter the State-run Achievement School District (ASD) 2. Enter an LEA-run "innovation zone" (that affords schools flexibilities similar to those provided by the ASD) that an LEA has applied to create and that the State has approved 3. Apply and be approved by TDOE to adopt one of four SIG turnaround models 4. Undergo LEA-led school improvement planning processes, subject to direct ASD intervention in the absence of improved results. By 2014-15, Priority schools will all be served through one of the first three options. **The Achievement School District** The Achievement School District was created as a division of the State's Department of Education. It is modeled after Louisiana's Recovery School district and has the ability to take over and operate persistently poor performing schools, or to authorize charter schools. The primary functions of the ASD fall into five categories; the first two involve State level work and the last three, school level work. The categories and some kinds of activities that fall under each include: • Oversight o Identifying schools to enter the ASD o Selection of intervention strategies (charter or direct-run) o Holding all schools accountable for results and, when necessary, for compliance • Facilitation o Developing policy o Overseeing public affairs • Human Capital o Employing teachers and leaders to work in ASD schools o Administering HR programs o Overseeing performance • Operations o Transportation o Food service o Technology o Maintenance • Support o Instructional services o Professional development o Grants administration.

The ASD will employ two primary intervention strategies to dramatically increase student achievement: convert the school into a charter school or replace the LEA and directly manage daily operations of the school.

Charter Conversions
The ASD will use best-in class charter operators to transform schools wherever possible. In this scenario, the ASD's role will be to:

- Identify, recruit and cultivate highly effective charter management organizations, both home-grown and nationally recognized, to turnaround schools as a first option.
- Grant flexibility in exchange for a high degree of accountability for outcomes
- Provide transition support via i3 funding to ensure the charter operator has ample planning time and support for a successful school launch
- Evaluate performance every 2 years leading to a robust renewal process

Direct-run Conversions
In addition to authorizing high-quality charter operators, the ASD will scale up priority interventions by also directly running great schools. In this scenario, the ASD's role will be to:

- Invest heavily in recruiting and in human capital management in order to secure a highly effective school staff
- Hire the turnaround team (principal and lead teachers) at least six months in advance to allow for a robust induction program.
- Employ charter-like flexibility and autonomy over hiring, budget, schedule, and program.
- Maintain tight control over scope and sequence, assessments, professional development, and performance management.

Among the identified priority schools, the ASD will determine which schools to absorb based on two factors: (1) student achievement growth, and (2) feeder pattern analysis. Priority schools that are geographically clustered with the worst growth will be the first contenders for an ASD conversion outlined above.

Consistent with State law, the use of the full per-pupil funding, facilities and transportation services for all students within the school are accessible to the ASD. The ASD controls local, state, and federal funding attributable to each school placed in its jurisdiction, and has the same authority to seek, expend, manage, and retain funding as that of an LEA. In addition, the ASD has the right to use any school building and all facilities and property otherwise part of the school and recognized as part of the facilities or assets of the school prior to its placement in the ASD.

In ASD direct-run schools, the employees of the school may be deemed employees of the ASD. The ASD has the authority to select, hire, and assign staff to positions in the school as needed to support the highest-possible quality faculty in the school. All existing staff within an ASD school will be required to re-apply for a position with the ASD. The ASD has the same salary autonomy and flexibility afforded to any LEA.

Schools will enter the ASD for a period of at least five years with return of the management of the school subject to both the school and the home-LEA meeting performance goals.

ASD Exit Criteria

The default is return school to local control in 5 years contingent upon the following:

1. A majority of parents do not vote to keep school in ASD (i.e. "parent trigger" not activated); and
2. Commissioner's discretion/evaluation of LEA's ability to ensure ASD-like context for school. This will be evaluated based on the LEA's ability to:
    a. Attract and support partners: match schools to models and improvement strategies/partners
    b. Coordinate school support: reduce or eliminate unnecessary interference from LEA and
    c. Foster human capital: attract talent from both inside and outside the LEA by crafting incentives and favorable conditions
    d. Provide monitoring and oversight over school performance: collect, analyze, and disseminate data (e.g. issuing school report cards, designing progress metrics).
    e. Secure resources: Coordinate with other state and LEA offices (e.g., grants management) to be sure turnaround schools receive priority.

While certain ASD schools may improve student achievement and no longer be in the bottom 5 percent (priority school), these schools will remain in the ASD for the minimum of five years. In addition, new schools that fall into the bottom 5 percent will be eligible for the ASD charter conversion or direct-run options.

LEA Innovation Zones

Reflecting their belief that whenever possible, LEAs should be the point of intervention with failing schools, the State may permit LEAs to establish innovation zones that have similar flexibilities to the state-run ASD that will allow for greater local innovation when conducting turnarounds in the worst schools. An LEA Innovation Zone may develop an innovative, service-oriented model of school support by:

- Streamlining supports from multiple offices rather than creating additional bureaucracy
- Creating a framework for low-performing schools based on opting-in to high-potential reforms rather than a punitive framework
- Ensuring that low-performing schools are prioritized in not only talk but also action
- Protecting school and Lead Partner level authority to deliver results

The legislation creating the ASD calls for the Priority School to be given back to local control after five years. Creating an LEA innovation zone creates capacity within the LEA to successfully build upon the turnaround strategies implemented by the ASD and ensure the long-term sustainability of student achievement gains at the campus level once the school is returned to the LEA.

TDOE will approve and support the creation of LEA-directed innovation zones. TDOE will flow federal and state funding ear-marked for Priority schools to the LEA if the LEA has: (1) developed a clear, realistic plan for developing an innovation zone, and (2) demonstrated evidence that the LEA will be able to afford the innovation zone the necessary flexibility to be effective (e.g., new policies adopted by school boards).

The responsibilities of the LEA are to establish an innovation zone office and hire a leader with the authority to hire staff (at minimum, one full-time employee per Priority school and one full-time data analyst for the office). The LEA must allow

innovation zone schools autonomy over financial, programmatic, staffing, and time allocation decisions.

Requirements of the LEA Innovation Zone office:

- Foster Human Capital:
  - Attract talent from both inside and outside of the LEA by crafting incentives and favorable conditions (e.g., allow principals to build their own teams; provide specialized training for principals; develop clear recruitment incentives and selection criteria/processes for turnaround teachers; performance contracts for teachers with hiring and dismissal flexibility)
  - Liaise with other partners working on developing human capital
- *Monitoring and Oversight:* Directly oversee the priority schools absorbed by the Innovation zone in LEA
  - Hold schools accountable for student achievement based on data analysis; establishing and monitoring against goals, benchmarks, and timelines for student achievement
  - Hold LEA support services (e.g. transportation, budget, facilities) that serve priority schools accountable for effective and efficient delivery based on metrics the innovation zone will establish
  - Provide transparency and access to key stakeholders
- *Service-oriented support:* Organize as a comprehensive, service-oriented unit that can serve clusters of priority schools (addressing feeder patterns within LEAs).
  - Communicate with LEA to establish priority in delivery of support services (e.g. contracts, management, technology)
  - Secure direct access to the superintendent
  - Administer SIG and other grants
  - Pursue outside funding opportunities
- *LEA leverage:* The innovation zone should be developed as a LEA platform to afford flexibility, autonomy, and accountability to specific schools that are unlikely to succeed under business-as-usual.
  - Over time, the innovation zone should plan to scale in a similar fashion as the ASD. In order to build a strong foundation, growth will be limited in the first few years to a count of schools that can be managed effectively and comprehensively.
  - Scale-up of an LEA innovation zone would be similar to the scale-up of the ASD: approximately six schools in the first year. An LEA innovation zone must propose and TDOE must approve the number of schools an innovation zone can absorb each year. This decision will be based on past success.
- *Build management capacity:* Hire (internally or externally) a leader for each school with the authority to hire his/her staff
- *Provide Technical Assistance:* Directly or through external partners (as decided and monitored by the Innovation Zone) to assist school strategic planning, stakeholder engagement, and execution of interventions

Requirements of Priority schools absorbed by the Innovation Zone:

- *Operate with Managerial Autonomy:* school leadership will make decisions around financial, programmatic, staff and time allocation
- *Accountability:* school leadership will be held accountable on the managerial decisions that have been made based on the net impact on student achievement

Requirements of TDOE:

- *Provide financial support:* Federal and state funding for a priority school will be channeled directly to the LEA innovation zone for the priority schools that the innovation zone absorbs
- *Provide management support:* Dedicate state resources to LEA innovation zones
- *Accountability:* Monitor progress annually through AMOs and on-site visits by state officials

Consequences of Failure
If in two years, the school's student achievement does not improve, then the school will be absorbed into the Achievement School District. LEA innovation zones that have slower rates of improvement across schools than the ASD will lose the right to expand into new schools until achievement growth in the rest of their schools improves to ASD levels.

LEA/School-Led Turnaround
For schools that are not absorbed into the Achievement School District or an LEA innovation zone, LEAs can apply to the State for adoption of one of the four federal interventions: turnaround, transformation, closure, or restart. These plans must address each of the areas identified in the ESEA Flexibility Guidance for Priority Schools.

LEAs must complete the SIG application, specifying the federal model proposed for each school and describing in detail how the robust and dramatic interventions will be implemented. The State will evaluate each application based on its comprehensiveness and feasibility; the State intends to only grant funds to realistic, effective plans. LEAs with State-approved school plans will receive SIG funding to implement the turnaround.

If in two years, the school's student achievement does not improve, then the school will be absorbed by the ASD or by an LEA innovation zone.

LEA-Led School Improvement
As the ASD and LEA-led innovation zones scale, some schools in the bottom five percent of performance that do not receive SIG funding will require another type of intervention. The State will rely on LEAs to manage and closely monitor school improvement in these schools until either the ASD or an effective LEA innovation zone is able to absorb them.

All Priority schools that fall into this fourth category will be absorbed either by the ASD or an LEA innovation zone by 2014-15. However, in the event that a school on this list is able to achieve its AMOs for 2 years in a row on its own, thereby showing substantial growth in results, it will be released from Priority status with no more aggressive intervention.

Exit criteria

Schools will exit Priority status when:

- Three years later, a school is not identified in the next "priority" list that is identified by TDOE; or
- A school passes its achievement AMOs two years in a row

However, priority schools that enter specific interventions will be required to fulfill the entire length of the intervention:

- ASD: five-year minimum requirement (see ASD section above for full exit criteria description)
- LEA Innovation zone: to be determined by each LEA, with a minimum length of three years.

	• SIG turnaround: 36-month intervention
Can Focus schools become Priority schools?	No. If a school has failed to make progress in the achievement of the sub-group or sub-groups of students which led to its identification on the focus list in the first place, it will remain in focus status and automatically be included in the next focus list identified by the TDOE.

Table 38. Texas

Web site	http://www.tea.state.tx.us/index4.aspx?id=4261&menu_id=2147483742
How Priority schools are identified	A Texas Priority school will be a school that, based on the most recent data available, has been identified as being among the lowest-performing in the state. The agency will generate a list that rank orders Title I schools in the state based on proficiency on the statewide reading and mathematics assessments, and graduation rates.
Supports provided	**Professional Service Providers** Priority schools will engage in the continuous improvement process, and address and correct areas of campus low performance and may be assigned a Professional Service Provider (PSP). Districts also must designate a leadership team that may include a district coordinator of school improvement (DCSI). The PSP will be selected, trained, monitored and evaluated each year. Both the PSP and the DCSI work together to support the campus through the improvement process and identified interventions. State statute defines the duties of the PSP, including facilitating data analysis and development of a needs assessment; working on curriculum and instruction; addressing teacher quality; reviewing principal performance; and recommending which educators to retain. The PSP's role is to monitor progress and to ensure (1) an increase in quality instruction; (2) effective leadership and teaching; and (3) that student achievement and graduation rates for all students, including English learners, students with disabilities, and the lowest achieving students, improves. PSPs are experienced, successful educators with experience in campus or district turnaround who have qualified by (1) submitting a resume and applying for membership in the PSP Network, overseen by the TEA and the Texas Center for District and School Support (TCDSS), (2) undergoing a thorough screening, including reference checks and interviews, (3) being trained in the Texas Accountability Intervention System (TAIS), (4) receiving annual training at the PSP Network Conference around effective strategies to facilitate school change and improvement, including turnaround principles, development of leadership, school organization and design, rigorous instructional program that serves all learners, data-driven decision-making, culture and climate, facilitating parent and community involvement, and student supports and intervention strategies, (5) providing monthly progress reports (based on their role in each campus improvement process) that are reviewed and discussed by TEA and TCDSS, (6) participating in ongoing professional development based on state, district, and campus need, (7) receiving an annual evaluation based on campus performance, principal and district feedback, and review of monthly progress reports. PSPs that do not perform as expected on their annual evaluation or who do not adhere to the PSP Code of Ethics are replaced. PSPs are replaced if they have not made an impact after three years on a campus. Criteria for replacement also include failure to achieve Met Standard in the accountability index system and/or failure to achieve significant, sustained progress on safeguard system targets. Additional external providers are reviewed and approved via the agency's Request for Qualification, Request for Proposal, and Request for Application process. Related reviews are currently in process for the Texas Educator Pipeline project and the District Turnaround Leadership Institute. With respect to increasing the quality of instruction and improving outcomes for all students, the PSP monitors the progress of the campus and provides monthly

reports. Additionally, the DCSI provides quarterly updates on the progress of identified campuses and works with the PSP and TEA staff to develop sustainability plans once the campus *meets safeguard targets* (reading/ELA, math, assessment participation, graduation rate, limits of students taking alternate assessments). As prescribed in current state statute, the PSP will continue to work with the campus until the campus satisfies all performance standards for a two-year period. Therefore, interventions will continue for at least three years.

Applying Principles of School Turnaround

The purpose of the District Turnaround Leadership Initiative (DTLI) is to enable districts to own the processes and develop the leadership necessary to swiftly and systematically diagnose, intervene, and provide ongoing support to low-performing campuses, thus rapidly and permanently improving the performance of the students. The successful bidder, in cooperation with the USDE-funded Texas Comprehensive Center and institutions of higher education and/or educator preparation programs, will institutionalize systems, processes and procedures that enable districts to reform struggling campuses.

Priority and Focus schools are required to align their improvement process (data analysis, needs assessment, improvement plan, and monitoring) around the ESEA turnaround principles and the critical success factors (designed based on the School Improvement Grant (SIG) requirements and closely aligned to the turnaround principles). Interventions for priority schools will align with all of the ESEA flexibility turnaround principles and CSFs. Each of the ESEA principles is listed below with their corresponding Critical Success Factor. Examples of interventions are provided below.

Strong Leadership

- 2013-14: SIG Priority schools will have a campus intervention team (CIT) assigned that may include a professional service provider (PSP) and the district coordinator of school improvement (DCSI); all members of the CIT are approved by the Texas Education Agency (TEA, or the agency). PSPs are experienced, successful educators, with experience in school and district improvement and turnaround, who have been trained in the Texas Accountability Intervention System (TAIS) and received annual training at the PSP Network Conference around effective strategies to facilitate school change and improvement, including turnaround principles, development of leadership, school organization and design, rigorous instructional program that serves all learners, data-driven decision-making, culture and climate, facilitating parent and community involvement, and student supports and intervention strategies. As part of the application and interview process, PSPs are questioned around specific skill sets (including core content knowledge, leadership, working with students with disabilities, and providing bilingual and/or ELL instruction and support). Priority schools are provided a list of approved PSPs with skills that match the identified need of the campus. Priority schools may select from that list of PSPs.
- 2013-14 Non-SIG Priority schools will work with the TCDSS and regional ESCs and participate in the improvement cycle as part of the TAIS. Data Analysis, needs assessments, and improvement plans will be centered on identifying the model for turnaround that will have the biggest impact on student performance, planning for implementation of the model in the 2014-15 school year, and determining the ability of the current principal to serve as a turnaround leader. ESCs and TCDSS will provide guidance on how to identify traits of a turnaround leader, and resources to build turnaround educator pipelines so that campuses can replace leaders with turnaround principals as needed.

- Schools in Priority School status are required to engage in reconstitution planning if they continue to underperform following the first year interventions. Principals who have been employed by the campus in that capacity may not be retained by the campus, unless the CIT determines the retention of the principal will be more beneficial to student achievement and campus stability. Principals that are retained at the campus will be provided training and support by the CIT, and will be further supported by the regional education service center (ESC). A list of Campus Intervention Team duties includes stipulations that the CIT will determine interventions and staff development for campus administrators. The CIT will document the determination regarding retention of the principal. If the determination is made to retain the principal, the state will review submitted documentation.
- Principals of Priority schools will participate in targeted training, including the Advancing Improvement in Education (AIE) conference.

Effective Teachers

- 2013-2014 SIG Schools CITs are required to conduct a needs assessment that includes assessment of staff quality and preparation for the assignment, determination of compliance with class size limitations, and the assessment of the quality, quantity, and appropriateness of instructional materials, including the availability of technology-based instructional materials. The CIT must make recommendations for professional development for instructional staff, and, as appropriate, determine interventions for specific teachers. The CIT also must examine teacher recruitment and retention strategies and incentives for highly qualified teachers. TEA, ESCs, and TCDSS staff will provide guidance and resources for non-SIG priority schools to complete the assessment of staff quality.
- 2013-14 SIG schools CIT members work with principals on implementation of effective teacher observation and feedback strategies. Such observations are targeted at teacher actions, student engagement, effective use of questioning, alignment with the Texas Essential Knowledge and Skills (TEKS), and instructional rigor. The observation protocol results in immediate feedback to the teacher and, as appropriate, determination of ongoing and job embedded professional development. TEA, ESCs, and TCDSS staff will provide guidance and resources for non-SIG priority schools to complete the assessment of staff quality in 2013-14.
- Interventions for teachers that address the needs of all students will include, as appropriate, training in: Response to Intervention (RtI) and/or tiered interventions, sheltered instruction, accommodated/modified instruction for students with learning differences, positive behavior interventions, data informed instruction, effective use of allocated learning time, extended learning opportunities, and instructional collaboration between/among general education and special program teachers.
- Online professional development and collaboration via Project Share, and through the Texas English Language Learner Instructional Tool (TELLIT) coursework, sheltered instruction online training, and the ELL web portal.
- Multiple online courses that emphasize RtI strategies. One example is the MSTAR Academy II training that emphasizes research-based Tier II strategies from the IES Practice Guide for Assisting Struggling Students with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools and engages participants in how to identify students needing Tier II support in mathematics and meet their instructional needs. Participants learn how to interpret results of the MSTAR Universal Screener; use the screener results and other forms of data to make instructional decisions; and provide practical strategies for implementing

evidence-based interventions for students receiving Tier II mathematics support.

Additional Learning Time

- 2013-2014 SIG schools: the CIT needs assessment and recommendations process requires the CIT to identify any needed changes in school procedures or operations, whether resources should be reallocated, and whether the campus should request waivers from state requirements and/or to fund extended year services for students who are unsuccessful on state assessment. ESCS and TCDSS will provide resources and guidance on how non-SIG Priority schools can begin to address increased learning time in 2013-2014 and fully implement in 2014-15.
- Additionally, for Priority Schools required to reconstitute, the campus must implement campus redesign, approved by the commissioner of education, that: provides a rigorous and relevant academic program; provides personal attention and guidance; promotes high expectations for all students; and addresses comprehensive school-wide improvements that cover all aspects of a school's operations, including, but not limited to, curriculum and instruction changes, structural and managerial innovations, sustained professional development, financial commitment, and enhanced involvement of parents and the community.
- Resources and lessons learned from participation in the SIG work will be utilized for future Priority schools.

Strengthening the Instructional Program

- Campus improvement planning processes are organized around the turnaround principles and CSFs (including Academic Performance, Quality Data, Leadership Effectiveness, Learning Time, Family and Community Support, School Climate, Teacher Quality), and around a research-based systemic approach that focuses on Curriculum and Assessment, Instruction, Culture and Climate, Parent and Community Engagement, Adult Advocates, Academic Supports and Environment. By organizing improvement planning around the CSFs and by focusing on improvement of major systems that impact teaching and learning, dropout rates, and graduation rates, the TAIS provides a framework for development of a strong instructional program that addresses student needs.
- Curriculum and Instruction program improvement processes require the campus to assess rigor, relevance, and alignment to the TEKS (state academic content standards), and to address in the improvement plan the means by which these programs will be strengthened.
- Campuses and LEAs in interventions will submit periodic reports on their progress toward full implementation of the targeted improvement plan. These progress reports will include data showing the impact of the plan initiatives and strategies, and the January progress report includes benchmark data for the first semester.

Using Data

- Each Priority school will work with the through the improvement cycle that includes extensive data analysis. A data analysis guidance document and related training has been created and will be provided to each school and their DCSI and PSP.
- Two examples of ESC designed resources specifically focused on data analysis include the Formative Assessment Success Tracker (FAST) and the Transformational Teacher Cadre.

School Environment/Non-academic Factors

- Each Priority school will work with the through the improvement cycle that includes extensive focus on factors that influence school environment.
- Two examples of ESC-designed resources specifically focused on school environment include the Warming up the Classroom Climate and Culture & Climate Improvement Targets (C2IT).

Family/Community Engagement

- Each Priority school will work with the through the improvement cycle that includes extensive focus on factors that influence family and community engagement.
- Two examples of ESC-designed resources specifically focused on family and community engagement include The Parent Connection-Go Social and Grown Locally: Parent Power Community Capacity.

Exit criteria

To exit Priority status, a campus must make significant progress toward meeting AMOs and graduation targets for two consecutive years following interventions and no longer fit the criteria to be identified as a Priority campus. Significant progress is defined as reducing the gap between campus performance and AMO and graduation targets by at least fifty percent. If a Priority school makes significant progress toward meeting the AMOs and graduation targets for two consecutive years following intervention, the campus will implement improvement interventions based on the TAIS during the third year with reduced support from the TEA and/or the Texas Center for District & School Support (TCDSS), and increased support from the regional ESC.

Texas monitors the progress of Priority and Focus schools via monthly PSP, campus and district reports. Site visits to campuses provide additional information. Ongoing conversations are focused on impact of interventions and progress toward academic achievement. Formative reviews allow for mid-course adjustments as necessary.

Schools in Priority status are required to engage in reconstitution planning if they continue to miss the safeguards created for the federal system following a year of interventions. The reconstitution plan will include the required turnaround principles. Requirements of Texas Education Code (TEC) §39.107, Reconstitution, Repurposing, Alternative Management, and Closure stipulate the following: *Reconstitution requires the removal or reassignment of some or all campus administrative and/or instructional personnel, taking into consideration proactive measures the district or campus has taken regarding campus personnel; and the implementation of a campus redesign, approved by the commissioner of education.* Principals who have been employed by the campus in that capacity may not be retained by the campus, unless the CIT determines the retention of the principal will be more beneficial to student achievement and campus stability. Principals that are retained at the campus will be provided training and support by the CIT, and will be further supported by the regional education service center (ESC). TEC §39.106, Campus Intervention Team Duties, includes stipulations that the CIT will determine interventions and staff development for campus administrators.

For Priority Schools that continue to fail to improve, if the commissioner determines that the campus is not fully implementing the updated targeted improvement plan or if the students enrolled at the campus fail to demonstrate substantial improvement in the areas targeted by the updated plan, the commissioner may order repurposing, alternative management, or closure of the campus.

Additionally, after implementation of the improvement plan in year three of Priority status, the commissioner may order a hearing to be held before the commissioner

	or the commissioner's designee at which the president of the board of trustees, the superintendent, and campus principal must appear and explain the campus's low performance, lack of improvement, and plan's for improvement. Following the hearing the commissioner will issue directives to the campus regarding the actions the campus will be required to take, including continuation of interventions, planning for repurposing, alternative management, or closure, or integration of a school community partnership team in the intervention process. The commissioner may establish a school community partnership team composed of members of the campus-level planning and decision-making committee and additional community representatives, as determined appropriate by the commissioner. All Priority schools will participate in three years of interventions. In addition to other interventions and sanctions, the commissioner may order a school district or campus to acquire professional services at the expense of the district or campus to address the applicable financial, assessment, data quality, program, performance, or governance deficiency.
Can Focus schools become Priority schools?	The flexibility request does not discuss this possibility.

Table 39. Utah

Web site	http://www.schools.utah.gov/data/Educational-Data/Accountability-School-Performance.aspx
How Priority schools are identified	The USOE will select as the state's lowest-performing schools those schools that have already been identified as Title I School Improvement Grant (SIG) schools. They were identified using four years of achievement data in reading/language arts and mathematics, graduation rate, and progress.
Supports provided	The state of Utah will implement the same requirements and supports for Priority Schools as have already been developed and approved for SIG schools. Among the interventions are the following: • Implementation of one of the four federally-defined school intervention models, including replacement of the building principal • The LEA contract with an approved third-party School Support Team (SST) to assist in improvement efforts. An SST is made up of at least three distinguished educators external to the school (one of whom must be a representative of the LEA). The LEA and school select the SST members based on needs of the school and expertise available. The SST must have the proven success, knowledge and skills, and the ability to facilitate quality improvement that will lead to student achievement. The composition of the SST may change based on the strengths and challenges of the school as determined through the school appraisal process. • Priority Schools work with the SST to conduct a school appraisal using Utah Title I School Improvement tools. • Develop a comprehensive plan for school improvement that includes improvement goals, strategies, resources, evaluations, professional development, and timelines • Utilize the web-based Utah Title I Plan Tracker System to submit school improvement plans and progress reports on a regular basis • As defined in the school improvement plan, the local education agency (LEA) provides needed technical assistance to the school(s) • The LEA regularly monitors and reports to the USOE implementation of the comprehensive school improvement plan • The USOE provides a significant 3-year grant (grants range from $750,000 to $2,000,000 based on school size and needs) to participating LEAs to support the SIG schools in implementation of meaningful school improvement efforts • The USOE provides technical assistance to participating LEAs and Priority Schools • The USOE provides intensive professional development to administrators and coaches of Priority Schools • The USOE regularly monitors participating LEAs and Priority Schools • The USOE determines whether the LEAs and Priority Schools are meeting improvement targets to determine continuation of funding. The USOE will require the following actions for those Priority schools that do not make progress after full implementation of interventions: • Provide parent notification that the school is continuing as a lowest-performing school in Utah • LEA contracts with a third party provider to analyze school data, School Improvement Plan implementation data, and complete an Instructional Audit to determine reasons for lack of significant progress

	• School revises the School Improvement Plan with third party input as needed • Local School Board presents revised School Improvement Plan to the USOE • School implements the revised School Improvement Plan • LEA will evaluate the principal for leadership effectiveness and determine whether a replacement of the building principal is needed (for schools that have implemented the Turnaround or Transformation Model) • School will continue to provide supports for teachers, reward teachers who demonstrate student success, and take steps to replace teaching staff, as appropriate (for schools implementing the Turnaround or Transformation Model) • School provides quarterly reports of implementation progress to district leadership and the USOE • LEA meets with SEA representatives to evaluate end-of-year achievement data to determine if the school has made significant progress • State Superintendent of Public Instruction imposes appropriate sanctions and determine whether further state control of the low-performing school is warranted if significant progress is not achieved
Exit criteria	The Utah Comprehensive Accountability System (UCAS) includes three components: achievement, growth, and readiness. Achievement is measured in Language Arts, Mathematics, Writing, and Science. To exit Priority status, schools must earn a two year composite CAS score of at least 320 or a two year composite CAS score that is at the 15th percentile or higher, whichever is greater. The score of 320 is selected because it represents the 15th percentile threshold based on 2010-11 data. The exit standard will never be lower than the original 15th percentile and will increase if schools improve over time as expected. This prevents any school from exiting priority status because the performance of other schools decreased. Utah's rigorous exit criterion ensures that only those schools demonstrating real improvement over time can exit priority status. No school shall exit Priority Status if they do not make their AMO for the whole school for the year in which they exit Priority Status or have at least 50% of the students proficient for the combined language arts and math averaged score. This demonstrates the exit criterion for Priority Schools is rigorous.
Can Focus schools become Priority schools?	This possibility is not mentioned in the flexibility request. The lowest-performing Focus Schools that do not make progress after full implementation of interventions will be required collaborate with the SEA in selecting a new school support team, complete an instructional audit of the school, revise the school improvement plan, and present it to the local school board for approval prior to submission to the SEA.

Table 40. Virginia

Web site	http://www.doe.virginia.gov/federal_programs/esea/flexibility/index.shtml
How Priority schools are identified	The state will identify any school meeting one or more of the criteria below as a priority school: A. SIG Tier 1 and Tier II schools B. Title I high schools with a federal graduation indicator (FGI) of 60% or less for two or more of the most recent consecutive years C. Title I schools rank-ordered based on the sum of the difference(s) between the performance of the "all students" group in reading and mathematics compared to the respective federal AMO proficiency targets D. Title I schools failing to meet the 95% participation rate in reading and/or mathematics for three consecutive years
Supports provided	At the state level, a differentiated system of support has been developed through collaboration among various offices within the VDOE as well as a multitude of educational partners. Local capacity will be built with targeted and differentiated supports and interventions determined by diagnostic reviews of student performance and practices. The practices must be well-coordinated, and delivered with quality and accountability. A school division (LEA) with a school receiving SIG funds as a Tier I or II school currently implementing a transformation or restart model will be expected to continue to implement the model according to the timeline indicated in its approved application for SIG funding. School divisions with schools newly identified as priority schools will be required to hire a Lead Turnaround Partner (LTP) to implement, at a minimum, to implement all requirements of the USED turnaround principles. The state has used lead turnaround partners for two years as part of the School Improvement Grant (SIG) program. For priority schools, LTPs bring in increased resources to the schools and students in low-performing schools. These resources include increased human capital (people), time, money and programs. Additionally, LTPs provide deep, systemic instructional reform for the school division and its affected priority school(s). In Virginia's LTP strategy, the state is responsible for supporting the school division and the LTP. Thus, the following minimum expectations must be implemented by the LTP through collaboration with the school division and the state. Although the division can select its own Lead Turnaround Partner (LTP) through its own procurement process, Virginia proactively selected four vendors through its own rigorous review process on a state contract. The main purpose of the LTPs assigned to low-performing schools is to increase student achievement and graduation rates. The conceptual framework for *Lead Turnaround Partner* was created using the work published in *The Turnaround Challenge* by the Mass Insight Education and Research Institute. A full copy of the report is available at the following Web site: http://www.massinsight.org/resourcefiles/TheTurnaroundChallenge_2007.pdf. Implementing this model, the Office of School Improvement (OSI) has created a turnaround zone for a cluster of 26 schools receiving school improvement grants under the SIG program (as illustrated below). Priority schools would enter this zone as well. Under the ultimate authority of the school divisions' local school boards, the LTP leads the reform effort within the turnaround zone and has been given the ability to act and authority to make choices. The program within the turnaround zone focuses on

instruction in the four core content areas of math, science, history and social science, and reading/language arts.

The school division and LTP must select to implement one of the four USED models or the USED turnaround principles. The Office of School Improvement (OSI) will provide technical assistance in the fall of 2012 to the newly identified priority schools to ensure the right model is selected for the reform based on the school's most recent data. This will be led by the OSI through the document written by the Center on Innovation and Improvement which is available at http://www.centerii.org/leamodel/. School divisions are responsible for selecting the intervention model and external partners/providers that have the greatest potential to dramatically improve outcomes for students attending a low-achieving school. The Center on Innovation and Improvement's tool assists the school division in making the best decisions based on the data for each school.

Virginia will continue to require schools that select the restart model to hire one of the currently approved vendors.

The *Indistar*® online school improvement tool developed by the Center on Innovation and Improvement will be used by priority schools. Two sets of indicators are available for priority schools: 1) Transformation Tool Kit (from the Center on Innovation and Improvement based on the requirements of the Transformation model); and 2) the 25 Indicators in the State Contract for a LTP. Virginia will develop another set of indicators to include all of the USED turnaround principles. These indicators are available at http://www.doe.virginia.gov/support/school_improvement/planning/waiver_request/x1_indistar.pdf.

As in the current SIG schools, Virginia will continue to monitor the reform practices of all LTPs assigned to priority schools. VDOE will also continue to provide ongoing technical assistance to the LTP, division, and school staff.

For the new priority schools, OSI will provide training on background research and information about selected strands of the improvement models, facilitate sharing, and suggest promising strategies and timelines for implementation of the selected model, and make recommendations to division teams regarding compliance and the implementation of the selected reform model. Using the strands from the Center on Innovation and Improvement's *Transformation Toolkit*, OSI will provide five technical assistance sessions as follows: 1) Strands B & G: Building Autonomy & Leading Change; 2) Strand K: Reforming Instruction; 3) Strands D & H: Working with Stakeholders and Building Support & Evaluating, Rewarding and Removing Staff; 4) Strands I & J: Professional Development & Increasing Time, and 5) Reflections & Planning. More information on these strands and the Transformation Toolkit is available at the following Web site: http://www.centerii.org/resources/Transformation_Toolkit-0409.pdf.

A VDOE-trained contractor will be assigned to each school to monitor the implementation of the school's reform program and report findings monthly to the OSI. This effort ensures that the LTP, division, and school maintain the fidelity of implementation necessary for the reform.

In each year of the reform, schools will set leading and lagging indicators. Leading indicators will be reviewed quarterly to ensure that the actions undertaken as part of the reform will lead to expected outcomes (lagging indicators). These indicators will be posted on *Indistar*® will be used to evaluate the progress of the school and LTP.

Examples of Leading Indicators:

- Number of minutes within the school day
- Student performance on formative assessments in reading/language arts and in mathematics, by student subgroup
- Dropout rate for the quarter
- Student attendance rate for the quarter
- Number, percentage and grades of students enrolled and completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes each quarter
- Truancy rate (total of student truant days per quarter and then annually)
- Distribution of teachers by performance level on LEA's teacher evaluation system
- Teacher attendance rate (Total of all teachers' days in attendance / Total school days x FTE Teachers)

Examples of Lagging Indicators:

- Accreditation and increase in student achievement and graduation
- Priority status change in ranking
- Percentage of students at or above each AMO proficiency level on state assessments in
- reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup
- Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup
- Percentage of limited English proficient students who attain English language proficiency
- Graduation rate
- College enrollment rates

Virginia has developed an electronic query system to provide principals with data needed to make data-driven decisions at the school-level. School and district teams in priority schools will be required to use the quarterly report to make strategic, data-driven decisions in order to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school. In addition, the tool allows the schools to follow interventions throughout the year to determine their effectiveness for each student. Monthly reports are generated based upon the following minimum school-level data points:

- Student attendance
- Teacher attendance
- Benchmark results
- Reading and mathematics grades
- Student discipline reports
- Phonological Awareness Literacy Screening (PALS) data (Fall and Spring)
- World-Class Instructional Design and Assessment (WIDA) data for ELL students
- Student transfer data
- Student Intervention participation by intervention type

Analysis of the data points from the quarterly reporting system will be used by the school improvement team each quarter, and if needed, monthly. Responses to the following questions will be posted on *Indistar*®:

- Based upon analysis of data in your benchmark results and grade distribution, do you need to assign additional tasks for your current indicators?

- Based upon analysis of data in your benchmark results, grade distribution, formative and summative assessments, which indicators will be added to your *Indistar*® online plan to address or modify your current plan?
- Correspondingly, what *Indistar*® tasks will the school, through the principal, the governance committee, or the school improvement team, initiate in each of the Indistar® indicators identified above?
- What is the progress of your students needing intervention? What specific tiered interventions are being put in place as the result of your data analysis?
- What plan is in place to monitor this process?

If a school does not have an adaptive reading assessment program to determine student growth at least quarterly, one approved by the Department of Education will be required for students who failed the *Standards of Learning* (SOL) assessment in the previous year, with a particular focus on underperforming subgroups. Schools in improvement are currently using an online computer adaptive testing (CAT) system that administers short tests to determine each student's overall reading ability. The system adjusts the difficulty of questions based on performance, and tracks the performance of individual students, classrooms, and the school over time. Students are assessed monthly and then grouped by tiers and skills needed. This information provides data to develop and focus on interventions for those students who are most at risk.

All priority schools with grade 5 or higher will be required to use the computer adaptive *Algebra Readiness Diagnostic Test* (ARDT) provided by the Virginia Department of Education. This Web-based application employs a computer adaptive testing engine to help determine student proficiency in mathematics. It will be required for students who failed the SOL assessment in the previous year, students with disabilities, and English language learners. The application draws from a pool of over 2000 test items in real time. The test items are correlated to the new Mathematics Standards of Learning for grades 3, 4, 5, 6, 7, 8 and Algebra I, and were reviewed by a group of Virginia educators for accuracy and validity. Beginning in the 2012-2013 school year, technology enhanced items will be added to the ARDT. Results from the diagnostic test are available immediately and provide information correlated to the Standards of Learning reporting categories. This information provides data to develop and focus on interventions for those students who are most at risk.

Any priority high school not meeting the Federal Graduation Indicator (FGI) rate will be required to use the Virginia Early Warning System (VEWS). The VEWS indicators are based upon predictors of drop out and graduation that have been validated by national research and by four Virginia school divisions that participated in a pilot program. The VEWS data provide quarterly reports to the school team to track progress on selected indicators. Guided by the systematic review of the VEWS data and the division's and school's self-assessment report, the contractor will identify and will communicate to the Office of School Improvement the technical assistance needs for each school and division.

Priority schools will be required to base forty percent of a teacher's evaluation on multiple measures of student academic progress. When data are available and appropriate, teacher performance evaluations must incorporate student growth percentiles (SGPs) as one measure of student academic progress.

Virginia will take necessary steps to ensure meaningful consequences for priority schools that do not make progress after full implementation of the interventions. After each year of the reform, key division staff, principal and the LTP will provide a structured report on the details of the current action plan, progress on meeting leading and lagging indicators, and what modifications will be made to ensure the reform is

successful. This report will be reviewed by a panel of VDOE staff, successful turnaround principals and central office staff from divisions with high achieving, high poverty schools. The panel will provide feedback to the school and LTP to ensure that modifications made to the corrective action plan will produce desirable outcomes.

If actions requested by the panel are not undertaken by the division, the panel may request that funding be withheld until certain conditions are met. If the division does not adhere responsibly even after withdrawal of funds, the school could be referred to the Virginia Board of Education's Committee on School and Division Accountability. A division-level review may be recommended.

Exit criteria

Schools identified as Priority schools must implement a three-year intervention model as described in the response to Question 2.D.iii, and will be identified as Priority schools for the entire three-year implementation period. To exit Priority status following the third year of implementation, Priority schools must demonstrate improvement in student achievement according to the criteria for which the school was originally identified, as follows:

Reason for Priority School Identification	Exit Criteria
Criterion A: SIG Tier 1 and Tier II schools	Will exit Priority status at the conclusion of implementation of the chosen three-year intervention model
Criterion B: Title I high schools with a federal graduation indicator (FGI) of 60% or less for two or more of the most recent consecutive years	Will exit Priority status after full implementation of a three-year intervention model and sustaining a 10% reduction in the percentage of students not earning a standard or advanced diploma within a four-year period for two consecutive years
Criterion C: Title I high schools with a federal graduation indicator (FGI) of 60% or less for two or more of the most recent consecutive years	Will exit Priority status after full implementation of a three-year intervention model and meeting federal AMOs for the "all students" group for two consecutive years
Criterion D: Title I schools failing to meet the 95% participation rate in reading and/or participation rate in reading and/or mathematics for three consecutive years	Will exit Priority status after full implementation of a three-year intervention model and meeting the participation rate for the "all students" group for two consecutive years

A Tier I or Tier II SIG school will continue to be identified as a Priority school if it meets Criterion B, C, or D at the conclusion of the three-year SIG model implementation period.

Can Focus schools become Priority schools?

That possibility is not mentioned in the flexibility request. If a school continues as a Focus school for three years, in the fourth year of the reform, key division staff and the principal will provide a structured report on the details of the current action plan, progress on meeting indicators, and what modifications will be made to ensure the reform is successful. This report will be reviewed by a panel of VDOE staff, successful turnaround principals and central office staff from divisions with high achieving, high poverty schools. The panel will provide feedback to the school and division to ensure that modifications made to the corrective action plan will produce desirable outcomes. If actions requested by the panel are not undertaken by the division, the panel may request that funding be withheld until certain conditions are met.

Table 41. Washington

Web site	http://www.k12.wa.us/ESEA/PublicNotice.aspx
How Priority schools are identified	The Office of the Superintendent of Public Instruction (OSPI) will identify two sets of schools as Priority Schools: SIG-Priority Schools and Non-SIG Priority Schools. SIG Priority Schools include the schools currently receiving federal School Improvement Grants to implement one of four turnaround models. *Generate the Consideration Pool for Non-SIG Priority Schools*: Use the methodology approved by U.S. Department of Education for identifying the state's persistently lowest achieving schools (PLAs) for federal School Improvement Grants. The approved methodology follows: • *Consideration Pool for Persistently Lowest Achieving Title I Schools*: Title I schools with three consecutive years of data in both reading and mathematics. o Use 2008–09 through 2010–11 data on state assessments in the all students group to generate the averages; schools must have test students in both reading and mathematics for each year. o Weighting is equal between reading and mathematics. o Weighting is equal between elementary and secondary schools. • *Consideration Pool for Persistently Lowest Achieving Title I-Participating and Title I Eligible Secondary Schools*: Title I-eligible secondary schools with a weighted-average graduation rate less than 60% over a three-year period. o Use 2008–09 through 2010–11 data in the all students group to generate the averages. o Weighted-average graduation rate is based on the number of students for each year. o Graduation rate is calculated as required in Guidance on School Improvement Grants *Select Priority Schools:* In 2010–11, the state had a total of 913 Title I-participating schools. Based on this total, the state will identify at least 46 Priority Schools (at least 5% of 913) as follows: • SIG Priority Schools: Include the 27 schools currently served with federal School Improvement Grants (SIGs). This includes the four schools from the bottom 5% of the 2010–11 list of persistently lowest achieving schools that were improving at a rate less than state trends and had not applied for SIGs in 2009-2010; the districts with these schools were designated by SBE for required action and are referred to as Required Action Districts. • Non-SIG Priority Schools: Identify at least 19 additional schools from the two consideration pools described above, balancing the number of elementary, middle/junior, and high schools. If two or more schools have the same ranking, the state will use the average annual improvement over three years to differentiate among these schools.
Supports provided	Washington State's Office of Superintendent of Public Instruction (OSPI) identifies two sets of Priority Schools: SIG-Priority Schools and Non-SIG Priority Schools. SIG Priority Schools include the schools receiving federal School Improvement Grants to implement one of four turnaround models. These schools undergo an academic performance audit and develop an action plan that addresses the audit findings and which must be approved by the State. Using the list of Persistently Lowest Achieving Schools, OSPI identified schools that did not voluntarily apply for

SIG the prior year. Washington will require low-performing schools that do not receive SIG funds to develop and implement actions plans that include rigorous interventions and that will be monitored by an external liaison. OSPI recommended these schools and their districts to the State Board of Education (SBE) for designation as Required Action Districts (RADs). A district with at least one persistently lowest achieving school is designated as a required action district if it meets the criteria developed by the superintendent of public instruction.

All SIG schools receive support from their district and OSPI in the form of intensive professional development and technical assistance. Each school is extending learning time, implementing new curriculum, installing new principal leaders, and implementing new teacher evaluation systems. The 90-day benchmark plans are designed to produce rapid change and benefit from regular monitoring by OSPI. Additional interventions and supports are described below; each is essential to ensuring full and effective implementation of the multiple elements of the selected federal intervention model.

- Required participation in an external Needs Assessment/Academic Performance Audit anchored in research (e.g., *Nine Characteristics of High-Performing Schools*) and based on the selected federal intervention model.
- Required use of findings from the Needs Assessment/Academic Performance Audit, research, and locally-developed data to develop improvement plan; the plan must be submitted and approved annually by OSPI. The rubric developed to assess/approve improvement plans for SIG schools will be utilized for improvement plans for Non-SIG Priority Schools.
- Required use of OSPI's 8-step improvement process and online action planning tool; the online tool was developed in collaboration with the Center on Innovation and Improvement.
- Required to submit 90-day benchmark plans.
- Required to regularly confer with the state-appointed liaison. Liaisons provide technical assistance. They also monitor progress around implementation of turnaround interventions and their impact on student achievement, thus holding the districts accountable for substantial improvements in their participating SIG schools.
- Required engagement in professional development/training aligned with the transformation and turnaround models (e.g., Turnaround Leadership, Strategic Management of Human Resources, training from statewide professional educator associations [Association of Washington School Principals, Washington Association of School Administrators, and Washington State School Directors Association]).
- Other optional trainings offered through OSPI, regional service providers (Educational Service Districts), and statewide professional educator associations.

Additional Requirements for Required Action Districts or RADs (Non-SIG Priority Schools)

Once identified as Required Action Districts due to identification of a persistently low achieving school, a series of required steps follow:

1. The district must notify parents of students who attend the school that the school has been identified for required action.
2. OSPI contracts with an external review team to conduct an academic performance audit of the district and each persistently lowest achieving school within the district to identify potential reasons for the low performance. Audits must be made available to the public, and must include, at a minimum, an analysis of the following:
   a. Student demographics

   b. Mobility patterns
   c. School feeder patterns
   d. Performance of subgroups on assessments
   e. School leadership
   f. Allocation of resources
   g. Focus on student learning
   h. Standards and expectations for all students
   i. Collaboration and communication
   j. Alignment of curriculum, instruction, and assessment to state standards
   k. Frequency of monitoring of teaching and learning
   l. Professional development
   m. Learning environment
   n. Family and community involvement
   o. Unique circumstances or characteristics of the school
3. Required Action Districts must then collaborate with administrators, teachers, other staff, parents, students, and unions to write a required action plan. The plan must include:
   a. An application for a SIG that includes a plan to implement of one of the four federal intervention models;
   b. A budget that provides adequate resources to implement the plan;
   c. A description of the changes in the district's and school's policies, structures, agreements, processes, and practices that are necessary to attain significant achievement gains for all students;
   d. A plan to adequately remedy all the findings in the academic performance audit; and
   e. Identification of the measures the district will use to assess student achievement in at least reading and mathematics.
4. Required Action Districts must reopen collective bargaining agreements to make changes to the terms and conditions of employment necessary to implement the plan.

If a district does not receive SBE approval for a required action plan, SBE may direct OSPI to redirect that district's Title I funds based on the academic performance audit findings. OSPI provides Required Action Districts with technical assistance and federal School Improvement Grants or other federal funds for school improvement, if available, to implement an approved plan. The RAD is required to report progress to OSPI; OSPI reports progress by RADs to SBE twice per year. OSPI will recommend that SBE release the district from RAD status after it (a) has implemented the required action plan for three years, (b) has made progress in reading and mathematics over the past three years, and (c) no longer has a school identified as persistently lowest achieving. If SBE determines that the RAD has not met the requirements for release, the district remains in Required Action and must submit a new or revised required action plan.

Priority Schools must submit their improvement/turnaround plan to OSPI for review. In addition to identifying systems, processes, and issues at the district level, the plans must also describe how the school will implement interventions aligned to the turnaround principles and *Nine Characteristics of High Performing Schools* (http://www.k12.wa.us/research/default.aspx). The State provides schools with a rubric indicating specific strategies to be considered for each turnaround principle. OSPI provides guidance to ensure the SIP aligns with all of the principles.

In order to receive funding, districts with Priority Schools will be required to sign assurances that they will implement the SIP as designed. While the state does not

have authority to enforce implementation of the improvement/turnaround plan in a Priority School/district, it does have authority to reallocate federal Title I funding to align with the specific needs of the Priority School and to monitor use of those funds through the Comprehensive Program Review process. Additionally, based on their ESEA Flexibility Request, the state may continue to identify the school as a Priority School and notify the school community of that designation.

Districts with Priority Schools not receiving federal SIGs will be required to engage in an external Needs Assessment and submit a three-year improvement/turnaround plan to OSPI for approval by the State Superintendent, similar to the required action process described above. These plans must identify specific areas of need from the external assessment as well as research- or evidence-based interventions aligned with turnaround principles to address the specific areas of need. These plans will explicitly focus on (a) providing effective leadership, (b) ensuring teachers are effective and able to improve instruction, (c) strengthening the school's instructional program, and (d) using data to inform instruction and for continuous improvement. The plan is intended to result in dramatic increases in student performance, so that all students, including English language learners, students receiving special education services, and low income students, meet/exceed rigorous standards and are prepared with college- and career-ready skills and knowledge to transition successfully to post-secondary opportunities. Plans must be developed with input from parents, community members, teachers, teachers' union, the district governing board, and other staff. Finally, districts with Non-SIG Priority Schools will be required to set-aside up to 20% of their Title I, Part A funds to support implementation of the school's improvement/turnaround plan.

Over the three-year period, the district plan must address the following:

- Building district-level capacity to support identified Priority Schools.
- Implementing school-wide interventions at each identified school; interventions must incorporate recommendations from the Needs Assessment and the turnaround principles.
- Setting sufficiently rigorous annual targets that enable the school to meet the Priority exit criteria after three years

Examples of Meaningful Interventions Aligned with Each Characteristic

In addition to identifying systems, processes, and issues at the district level, the plans must also describe how the school will implement interventions aligned to the turnaround principles and *Nine Characteristics of High Performing Schools*. A description of each characteristic and examples of meaningful interventions aligned with the turnaround principles that districts with Priority schools could implement is below. The intended outcome for these interventions is to substantially raise student achievement/graduation rates for all students.

Clear and Shared Focus

The districts/school implements a collaborative process involving teachers, administrators, parents, community, and other stakeholders in defining the school's mission, belief statements, goals, and turnaround plan aligned with dramatically improving student achievement. The process results in identification of a three-year, research-based turnaround plan. The plan focuses on (a) providing effective leadership, (b) ensuring teachers are effective and able to improve instruction, (c) strengthening the school's instructional program, and (d) using data to inform instruction and for continuous improvement. District/school policies, practices, and procedures align with the plan (e.g., providing the principal with flexibility and autonomy in selection and assignment of staff, allocation of resources, and

scheduling; ensuring highly effective teachers are assigned to the lowest performing groups of students).

Effective Leadership
The district has a process for identifying, recruiting, selecting, and supporting high-quality leaders successful in accelerating student achievement and turning around low performance. The district uses tools aligned with competencies for turnaround leaders and the state's leadership framework to assess performance of current leaders and build individual learning plans that match support to individual needs.

High Standards and Expectations
The school's schedule ensures all students are provided access and opportunity to engage in rigorous curriculum aligned to college- and career-readiness standards. To support all students in meeting these standards, the district/school assigns the most highly effective teachers and leaders to the lowest performing subgroups of students.

The district/school also implements a multi-tiered system of instruction and support (Response to Intervention framework) to support all students to meet or exceed these standards. In alignment with the shared focus of turning around persistent low performance, the school/district assesses the opportunities for extending learning time for students and staff and redesigns the school schedule to maximize learning time for students based on an analysis of data related to their specific needs.

Supportive Learning Environment
The school implements a tiered system of support (e.g., Positive Behavioral Intervention System) to meet the non-academic needs of all students.

High Levels of Collaboration and Communication
The school's schedule is redesigned to provide extended learning time for professional learning communities (PLCs) of staff to regularly engage in collaborative teams to analyze student data and make instructional and program improvements.

Schools/districts implementing OSPI's Mathematics Benchmark Assessments and/or Reading Benchmark Assessments will use their PLC/collaborative time to analyze student data on the assessments and determine next steps for curriculum and instruction to ensure students are meeting college- and career-ready standards.

High Level of Family and Community Engagement
At the elementary level, the school coordinates with early education providers serving families with children likely to enroll in the school. Support is designed to ensure these children are provided early learning experiences they will need to succeed in school.

Curriculum, Instruction, and Assessment Aligned with State Standards
Focused Professional Development
The district/school engages in professional development focused on: aligning curriculum with access and opportunity to engage in rigorous curriculum aligned to college- and career-readiness standards. To support all students in meeting these standards, the district/school assigns the most highly effective teachers and leaders to the lowest performing subgroups of students. The district/school also implements a multi-tiered system of instruction and support (Response to Intervention framework) to support all students to meet or exceed these standards.

In alignment with the shared focus of turning around persistent low performance, the school/district assesses the opportunities for extending learning time for students and staff and redesigns the school schedule to maximize learning time for students based on an analysis of data related to their specific needs.

Curriculum, Instruction, and Assessment Aligned with State Standards
The district/school implements a tiered system of instruction and support (Response to Intervention framework) to meet the academic needs of all students. The system focuses first on full implementation of core instruction, including differentiated instruction, to all students, including English language learners, students with disabilities, and academically advanced students. A comprehensive assessment system is implemented to determine which students will need additional intervention/instruction beyond core instruction and the effectiveness of strategic and intensive interventions.

The district/school implements an assessment system essential for effective implementation of a tiered system of instruction and support. System includes formative, benchmark, and summative assessments, and time for teams to collaborate.

Focused Professional Development
Frequent Monitoring of Teaching and Learning
The school's schedule is redesigned to facilitate individual teachers and teams of teachers to engage in differentiated plans for growth and improvement based on multiple factors, such as the stage in their career, performance and ratings on teacher evaluation systems that incorporate multiple measures of performance. This may also include instructional coaches who work with teachers to strengthen their skills in areas such as lesson planning, student data analysis, and instruction. A process for regularly engaging in classroom walkthroughs is implemented. This encourages collaborative conversations among teachers and leaders about the nature of teaching and learning and helps determine next steps for professional development.

Schools/districts engage in professional development, technical assistance, and coaching provided through OSPI and regional ESDs. Primary areas of focus include: (a) providing effective leadership, (b) ensuring teachers are effective and able to improve instruction, (c) strengthening the school's instructional program, and (d) using data to inform instruction and for continuous improvement.

Schools/districts implementing OSPI's Mathematics Benchmark Assessments and/or Reading Benchmark Assessments engage in professional development and receive technical assistance to analyze student data on the assessments and determine next steps for curriculum and instruction to ensure students are meeting college- and career-ready standards.

Frequent Monitoring of Teaching and Learning
The district/school identifies the instructional and leadership frameworks that will be used for teacher and principal evaluation. The district/school implements a comprehensive assessments system that regularly provides a variety of data to inform instructional and leadership decisions at the building, classroom, and individual student levels.

District Capacity
OSPI's *Characteristics of Improved Districts: Themes from Research* (Shannon & Bylsma, 2004) identifies the attributes of districts effective in implementing and

sustaining systems essential for school improvement and turnaround. In its plan, the district must examine alignment with these characteristics and demonstrate that it has the internal capacity to implement and monitor school-level intervention efforts.

Within the improvement/turnaround plan, districts are required to identify any district-level issues that will be addressed. The district must demonstrate that it has the capacity to plan for, implement, and monitor school-level turnaround efforts, including the effective allocation of resources (people, time, materials, and fiscal, including all ESEA funds). In addition, the district must:

- Clearly describe what their approach will be to result in rapid, systemic change in its Priority Schools within three years. This must include a theory of action guiding their strategies and school-level interventions;
- Provide a description of the district's planning process, including descriptions of teams, working groups, and stakeholder groups involved in the planning process, especially the process used by district- and school-level teams to identify the interventions selected for the Priority School;
- Describe how the district will recruit, screen, and select any external providers to provide the expertise, support, and assistance to the district or to schools;
- Describe the district's systems and processes for ongoing planning, supporting, and monitoring the implementation of planned efforts, including the teaming structures or other processes, such as the use of liaisons, coaches, or networks, that will be used to support and monitor implementation of school-level efforts;
- Describe current district policies and practices that may either promote or serve as barriers to the implementation of the proposed plans and the actions they have taken or will take to modify policies and practices to enable schools to implement the interventions fully and effectively;
- Describe how the district will ensure that the identified school(s) receive ongoing, intensive technical assistance and related support from the state, district or designated external partner organizations;
- Describe how the district will monitor the implementation of the selected intervention at each identified school and how the district will know that planned interventions and strategies are working.

OSPI, Regional Service Delivery, and Differentiated System of Support

The state and regional education service districts (ESDs) will continue to provide differentiated guidance, support, and monitoring through the following actions:

- OSPI: Assigning an external liaison to provide technical assistance and support and to regularly monitor progress toward identified benchmarks in the 90-day plans and annual goals. The liaison will work directly with district and school leaders, so that the district provides the leadership, oversight, and support to ensure the Priority School implements the selected interventions for at least three years.
- OSPI and ESDs: Delivering comprehensive data packages that include demographic data, disaggregated data around student achievement on state assessments, data related to perceptions and beliefs around the *Nine Characteristics,* and data around classroom practices.
- OSPI and ESDs: Delivering research-based series of professional development modules, technical assistance, and coaching aligned with improvement/turnaround plan. Modules were developed in concert with experts from multiple divisions across OSPI, regional educational service districts, and local school districts. Each has been vetted, piloted, and reviewed to ensure it is consistent with current research. Examples of professional development modules aligned to specific turnaround principles follow.

	○ Providing strong leadership: *Turnaround Leadership* ○ Ensuring teachers are effective and able to improve instruction: *Getting More from Core Instruction (K-5, 6-12), Differentiated Instruction, Literacy in the Content Areas, Implementing Research-Based Instructional Strategies.* ○ Strengthening the school's instructional program: *Gap Analysis (Reading and Mathematics), Developing Standards-Aligned Curriculum and Pacing Guides (Reading and Mathematics).* ○ Using data to inform instruction and for continuous improvement: *Mathematics Benchmark Assessments, Reading Benchmark Assessments, Using a Classroom Walkthrough Process and Tool to Improve Instruction.* ○ Building district capacity: *District Self-Assessment and Action Planning, Strategic Management of Human Resources* • OSPI and ESDs: Collaborating to ensure seamless delivery of services for implementing College- and Career-Ready Standards and for implementing the state's Teacher and Principal Evaluation Project/System. • OSPI and ESDs: Regularly convening school/district leaders from Priority Schools to create networking opportunities, share effective practices, and collaborate to address common challenges; both statewide/regional conferences and K-20 webinars will be used to facilitate these network collaborative meetings. Based on identified needs, experts from various areas (e.g., utilizing multiple resources to support the district's plan, turnaround leadership practices) will participate. Additionally, leaders from Reward Schools may also be invited to share their experiences and expertise in creating and sustaining high performance and/or rapid improvement. • OSPI: Providing feedback through formative, summative, and benchmark assessments and evaluations. • OSPI and ESDs: Offering districts access to "data coaches," "resource coaches," and "capacity-building coaches" to build systems essential for implementing the interventions and sustaining changes and improvements over time. • OSPI: Providing funding (minimal) to support turnaround efforts, with additional funding to support rural and small districts to expand their capacity for improvement. • OSPI and ESDs: Matching Priority Schools to Mentor Schools with similar demographics (e.g., Reward Schools, SIG schools effective in turning around school performance). • OSPI: Providing an annual Assessment of Progress that examines changes in instructional practice, perceptions and beliefs, and student performance on state assessments.
Exit criteria	Schools will be eligible to exit Priority status after three years as a SIG school or Non-SIG Priority School if they meet the criteria identified below. *Note.* Exit criteria align with the persistent low performance (i.e., reading/mathematics OR graduation rates) for which the school was initially identified. Schools identified for SIG or Priority School status based on their mathematics and reading (combined) performance must meet all three of the following criteria: 1. Increase performance in reading and mathematics in the all students groups and for all subgroups, including low income, special education, and English language learner students, so that for three consecutive years, the school (a) meets or exceeds its AMOs, (b) has at least a 95% participation rate for each group, and (c) is no longer in the bottom 5% of the state's Priority list; and

2. Decrease the percentage of students, including low income, special education, and English language learner students, scoring at Level 1 or Level 2 on state assessments in reading and mathematics over a three-year period. The percentage shall be comparable to the improvement that the top 30% of Title I schools make statewide for the same three-year period; and
3. The school is determined by the Superintendent of Public Instruction to have made sufficient progress on the new accountability system.

Secondary schools that graduate students and are identified for SIG or Priority School status based on their graduation rates must meet all three of the following criteria:

1. Increase graduation rates in the all students groups and for all subgroups, including low income, special education, and English language learner students, so that for three consecutive years, the school (a) meets or exceeds its AMOs and (b) is no longer in the bottom 5% of the state's Priority list; and
2. Decrease the percentage of students, including low income, special education, and English language learner students, who drop out of school over a three-year period. The percentage shall be comparable to the improvement that the top 30% of secondary schools that graduate students make statewide for the same three-year period; and
3. The school is determined by the Superintendent of Public Instruction to have made sufficient progress on the new accountability system.

In addition, prior to removing any school from Priority status, OSPI will review evidence submitted by the district around the goals on its redesign plan to ensure the district has the capacity and that conditions are in place at both the district and school levels to sustain that improvement.

A district may submit an appeal to the Superintendent of Public Instruction requesting approval for the school to exit Priority status. Approval will be based on additional evidence provided by the district regarding special circumstances or relevant information indicating why the school has made sufficient progress, given its special circumstances or in light of the additional data. It is expected that the appeal process would be requested only under extraordinary circumstances and would be rarely used. The evidence must demonstrate the following:

1. The district and school have made sufficient progress on the redesign plan; AND
2. The school has
    a. Increased performance in reading and mathematics in the all students group, so that for three consecutive years, the school meets or exceeds its AMOs in the all students group and has at least a 95% participation rate; OR
    b. For secondary schools that graduate students, the school has increased graduation rates in the all students group, so that for three consecutive years the school meets or exceeds its AMOs for the all students group.

Note. Required Action Districts (RADs) will be held to the criteria listed above. However, E2SSB 6696 includes one additional criterion (i.e., the district no longer has a school within the district identified as persistently lowest achieving) that must be met to exit RAD status and places responsibility for determining if the school has made sufficient progress with the State Board of Education (SBE). The SBE may release the district from RAD status or, if the district has not met these conditions, the SBE can determine that the district must submit a new or revised

	required action plan to be implemented until the SBE releases the district from RAD status.
Can Focus schools become Priority schools?	The flexibility request does not discuss this possibility.

Table 42. West Virginia

Web site	http://wvde.state.wv.us/esea/
How Priority schools are identified	Under West Virginia's proposed accountability system, Priority schools will be identified using the following process: 1. Schools will be ranked using proficiency rates in reading/language arts and mathematics. 2. The WVDE will identify the lowest performing schools using proficiency rates for the most current year that include at least the minimum number of required Title I schools. 3. **All schools (i.e., Title I and non-Title I schools**) that exhibit proficiency rates under the identified Title I schools will be identified as a *Priority* school. 4. Historical trend data will be used to validate *Priority* school selections: • Using only achievement data (i.e., proficiency rates), all schools will be coded from lowest to highest using quartiles (i.e., red, orange, yellow, green). • Schools will also be coded by quartile using the three most recent years of achievement data to establish a trend of performance (e.g., 2012, 2011 and 2010). • Trend data will be compared to ensure the WVAI is identifying the correct schools.
Supports provided	The WVDE will utilize its current school improvement process, which is based on the research of Project ASSIST at the University of Missouri-Columbia, the Education Alliance at Brown University, and the Center on Innovation and Improvement. The framework will support LEAs and their priority schools in selecting and implementing interventions to improve student achievement. West Virginia has successfully implemented this process with the current School Improvement Grant (SIG) 1003(g) initiative, since 2010. The same process will be implemented in *Priority* schools and emphasize the development of teacher and leader effectiveness, comprehensive instructional reform programs, increased learning time, the creation of community-oriented schools, and operational flexibility with sustained support. The WVDE's Office of School Improvement will provide sustained support for *Priority* schools. This office supported districts and schools in the implementation of the turnaround principles with the SIG schools. The office employs school improvement coordinators, who will serve as liaisons to the *Priority* schools and provide weekly mentorship and support to school leadership teams. They also will collaborate with each LEA's school improvement staff and provide technical assistance to each school's leadership team around the West Virginia Standards for High-Quality Schools (Policy 2322). The Priority Schools cohort will receive support from the SEA to implement turnaround principles for a period of three years. The planning and diagnostic process (based on the Turnaround Principles) will occur at the beginning of the three year support process and an extra year of support for sustainability will follow the third year. The full five-year timeline, monitoring, activities and support processes that ensure West Virginia will implement interventions in *Priority* schools that are fully aligned with the Turnaround Principles. Full implementation will begin at the beginning of the first year WV's Flexibility Request is approved. **Diagnose and begin building structures (2012-2013)** *Process Activities:* • School Improvement Coordinator (SIC) assigned to assist in improvement process

- Diagnostic visit based on Turnaround Principles/HQ Standards and administer culture survey and principal effectiveness audit
- Diagnostic Report completed and shared with staff by November 2013.
- School, LEA, RESA and SEA develop relationships and clarify roles within a formal MOU
- Administrative Team develops relationships and clarifies roles
- School Leadership Team (SLT) established and protocols created
- Extended strategic plan revised to address the findings and recommendations from the diagnostic visit
- Recommendation made to utilize subgroup interventions from Section 2E, if diagnostic visit reveals subgroup gaps
- Schedule for SLT & Collaborative Teams (CT) established for following school year
- Technical assistance and available resources are explained

LEA Responsibilities:

- County hires or appoints a local SIC to collaborate with WVDE SIC to support the school on a daily/weekly basis
- County representation meets and collaborates with SLT monthly

Build structures that facilitate school improvement (2013-2014)

Process Activities:

- Establish MOU beginning implementation of all Turnaround Principles simultaneously
- SIC visits and/or consults with school weekly
- SLT Conference in October/February
- SIC meets with Administrative Team once a month to monitor progress on Turnaround Principles/HQ Standards
- Instructional Practices Inventory (IPI) team trained to collect data on student engagement
- SLT builds capacity in Turnaround Principles/HQ Standards Utilize Educator Evaluation System to monitor teacher and principal effectiveness and make necessary adjustments throughout the year
- SLT measures and documents progress using Online Monitoring tool around HQ Standards
- Extended strategic plan is continually revisited with emphasis on organizational learning
- SLT strengthens instructional deficiencies
- SIC coordinates instructional improvement efforts with Office of Special Programs, Instruction, and Early Learning
- SIC/SLT administers Culture Typology & conduct 4 IPI data collections & debriefs.
- SLT prepares for progress & annual reports to local and state BOE
- SIC/SLT completes a culture survey at end of year

LEA Responsibilities:

- Local SIC supports the school on a daily/weekly basis
- Fund travel/substitute cost to attend two SLT Leadership Conferences.
- County meets and collaborates with SLT monthly

Facilitate school improvement (2014-2015)

Process Activities:

- Revisit MOU and revise as necessary
- SIC visits and/or consults with school weekly
- SLT Conference in October/February

- SIC meets with Administrative Team once a month to monitor progress on Turnaround Principles/HQ Standards
- SLT builds capacity in Turnaround Principles/HQ Standards
- Utilize Educator Evaluation System to monitor teacher and principal effectiveness and make necessary adjustments throughout the year
- SLT measures and documents progress using Online Monitoring tool around HQ Standards
- Extended strategic plan is continually revisited with emphasis on organizational learning
- SIC/SLT increases emphasis on instructional improvement with continued coordination with Office of Special Programs, Instruction and Early Learning
- SLT conducts 4 IPI data collections & debriefs
- SLT prepares for progress & annual reports to local and state BOE
- SIC/SLT completes a culture survey at end of year

LEA Responsibilities:

- Local SIC supports the school on a daily/weekly basis
- Fund travel/substitute cost to attend two SLT Leadership Conferences
- County meets and collaborates with SLT monthly

Build capacity to facilitate sustainability

Process/Activities:

- Revisit MOU and revise as necessary
- SIC visits and/or consults with school bi-monthly
- SLT Conference in October/February
- SIC meets with Administrative Team once a month to monitor progress on Turnaround Principles/HQ Standards
- SLT builds capacity in Turnaround Principles/HQ Standards
- Utilize Educator Evaluation System to monitor teacher and principal effectiveness and make necessary adjustments throughout the year
- SLT measures and documents progress using Online Monitoring tool around HQ Standards
- Extended strategic plan is continually revisited with emphasis on sustainability
- SIC/SLT continues instructional improvement with emphasis on building capacity of the Collaborative Teams as a vehicle to provide instructional improvement with Office of Special Programs, Instruction, and Early Learning
- SLT conducts 4 IPI data collections & debriefs
- SLT prepares for progress & annual reports to local and state BOE
- SLT completes a culture survey at end of year

LEA Responsibilities:

- Local SIC supports the school on a daily/weekly basis
- Fund travel/substitute cost to attend two SLT Leadership Conferences
- County meets and collaborates with SLT monthly

The LEA will sustain and institutionalize the work (2016-2017)

LEA provides support for SLT to sustain continuous improvement activities as practiced in three-year implementation process as follows:

- Sustain work of Administrative teams, SLT, and collaborative teams
- Utilize Educator Evaluation System to monitor teacher and principal effectiveness and make necessary adjustments throughout the year

- Sustain the use of the online system to measure and document progress in all HQ Standards
- Prepare SLT for progress & annual reports to District Leadership Team local board of education
- Assumes responsibility for supporting the school, & leads questioning for progress and annual report out/conversation

Upon approval of this ESEA Flexibility Request, the WVDE will help the LEAs and Priority schools revise their strategic plans for continuous school improvement to incorporate turnaround principles articulated in the flexibility request. The plans will describe how the LEAs will help Priority schools meet AMOs and emphasize specific interventions to achieve these goals. School improvement coordinators will assist Priority schools in using the WVDE early warning system to target specific supports for at-risk students; this system will work in conjunction with multiple program resources (e.g., support for personalized learning, safe and supportive schools, dropout prevention, optional educational pathways) to help priority schools address identified needs. School improvement coordinators will also track progress on implementation of the Turnaround Principles.

As a result of ESEA Flexibility, the WVDE Offices of Federal Programs and Special Programs will revise the State Consolidated Application for ESEA/IDEA funding to facilitate appropriate prioritization of resources and staff to support school improvement efforts in all schools. Districts with identified Priority Schools will allocate appropriate Title I, Title II, Title III (if they have a subgroup gap with ELL), IDEA (if they have a subgroup gap with students with disabilities) and other resources to support the intense school turnaround activities of these schools as determined through their diagnostic process aligned with the Turnaround Principles. West Virginia's ESEA/IDEA Consolidated Application will address this requirement through a collaborative planning process between the school, LEA and WVDE (School Improvement Specialist and Office of Federal Programs Liaison). The ESEA/IDEA Consolidated Application will require Priority Schools to conduct a thorough data analysis which will guide them in the development of a professional development plan that demonstrates how they will prioritize and align various professional development offerings to their specific school improvement needs. As ESEA budget planning for the 2013-14 began in December 2012, LEAs have made the necessary personnel provisions to apply flexible staffing patterns to address the needs of Priority schools.

The WVDE Office of Federal Programs will utilize ESEA 1003(a) and Title II State Activity funding, if available and appropriate, to assist districts in meeting the balance of needs through discretionary grants to districts most in need of providing supports to Title I Priority Schools (ESEA 1003(a)) and non-Title I Priority Schools (with Title II funding).

The WVDE and LEA will redirect the time and resources currently dedicated to implementing, maintaining, and monitoring School Choice and SES programs to provide more support to Title I *Priority* schools in implementing the turnaround principles. The WVDE is not setting an exact percentage for Priority set-aside funding; the Office of Federal Programs will collaborate with each LEA to determine an adequate amount of set-aside to support the needs of their Priority schools. Each set of needs will be identified through the diagnostic visits of each school aligned with the Turnaround Principles. Funding will be used to support leadership development, collaborative teams, common core implementation, school climate and culture, student learning goals and other identified needs. If annual progress reviews determine that additional resources are needed, the WV

	Board of Education can redirect funds to increase the level of support to address specific needs. In addition to required School Leadership Team training, *Priority* schools will receive special consideration for inclusion in other state-level professional development and program enhancement activities. School improvement coordinators and the LEA school improvement contact will provide on-site support to help school leadership teams integrate these programs and strategies into their daily routines. Annual progress of Priority schools will be reviewed by the WVDE, LEA and RESA. Performance reviews of the principal and staff will reflect progress or lack of progress toward student achievement and other indicators of school improvement. The West Virginia Board of Education will hold the LEA accountable for priority school improvement results and may use a continuum of consequences including LEA/school takeover as well as removing the principal's authority and placing a certified/qualified administrator in control of the school. The annual progress reports for Priority schools will include information on educator effectiveness based on the new Teacher and Leader Evaluation Systems. The West Virginia Board of Education will use this information to determine if LEAs/RESAs will be directed to provide additional supports to educators in Priority schools demonstrating low levels of teacher effectiveness. In addition, the West Virginia Board of Education may direct LEAs/Priority schools that do not make progress to implement specific turnaround principles that have been identified as a weakness in the annual evaluation of the schools improvement indicators. This may include redesign of school schedules to provide additional time and support for improvement, instructional improvements, improving school climate and increasing family and community engagement. WVDE School Improvement Coordinators will provide the technical assistance and oversight to assure that these directives are implemented.
Exit criteria	Priority schools, due to their significant need, will not be eligible to exit Priority status until the end of the third year. At the end of three years, a school must meet the following criteria to exit Priority status: 1. The school is no longer in the bottom 5% of Title I school performance. 2. The school demonstrates successful implementation of school turnaround strategies (as measured by the High Quality Standards on-line monitoring tool). 3. The school must demonstrate for the two most recent years, that a. students in the all subgroup are meeting the AMO, **or** b. students in the all subgroup are demonstrating adequate growth (i.e., a median gap of zero in the distance between observed growth and target growth).
Can Focus schools become Priority schools?	The flexibility request does not address this possibility.

Table 43. Wisconsin

Web site	http://reportcards.dpi.wi.gov/
How Priority schools are identified	Priority schools, as the lowest performing schools in the state, are identified using the Student Achievement sub-scale area of the accountability index, which is a weighted average of three years' performance in reading and mathematics, with the most recent year weighted most heavily. Title I schools are be rank-ordered by Student Achievement sub-scale score. The cut point includes the bottom 5 percent of Title I schools. As per SIG methodology, no alternative schools are included in Priority calculations. The Wisconsin Department of Public Instruction (DPI does not include high schools with less than 60% graduation rates on the Priority list. Wisconsin does not have any high schools (other than dropout recovery high schools) that meet this criterion.
Supports provided	DPI understands that simply directing interventions at the school level will not necessarily succeed in improving student outcomes if policies and practices at the district level create barriers to the required reforms. As such, the state superintendent will utilize his or her authority, as defined by Act 215, as necessary to enact intensive reforms at the district level in order to ensure reforms are implemented in the most efficient and effective manner, while developing the local capacity to sustain reforms after four years of implementation. **Milwaukee Public Schools (MPS)** Due to the overrepresentation of Milwaukee Public Schools identified as Priority Schools, DPI determined that emphasizing reforms at the district level would address state and district capacity to serve the large proportion of schools, as well as identify and resolve existing systemic challenges at the district level which appear to create challenges for schools attempting to implement reforms. Specifically, the DPI determined that when 31 percent of schools within a district have been identified as Priority Schools, representing 92 percent of all Priority Schools across the state, the district has demonstrated it does not have the capacity to support reforms in its schools. As such, DPI will target reforms at the district level, while requiring Priority Schools to continue to implement the turnaround principles, as required within CAR. DPI believes that changing structures at the district level will more likely result in long-term reform than changing structures within a school which still operates within a persistently low-achieving district exhibiting systemic limitations. This flexibility request provides DPI the opportunity to introduce reforms informed by prior experiences and differentiated based on identified needs, resulting in unprecedented change in local districts and schools. *District Diagnostic Review and Turnaround Partners* DPI will contract with an external district diagnostic review expert with proven expertise in reform at the district level (e.g., conducting diagnostic reviews, identifying existing strengths and weaknesses which affect student and school outcomes, and developing reform plans informed by reviews, as well as the turnaround principles), as measured by rigorous evaluation criteria for applicants. Once selected by DPI, the district diagnostic review expert will complete a review of MPS central administration's critical systems and structures, including human resources, curriculum and instruction, finance, and leadership. The district diagnostic review expert will present its findings and recommendations to the state superintendent and DPI. Informed by these recommendations, the state superintendent will require specific, directive reforms at the local education agency (LEA) level, while also requiring schools to continue implementing existing reforms,

including DPI Corrective Action Requirements (CAR). Upon identification of the state
superintendent's requirements, the district diagnostic review expert will act as a liaison between DPI and the district, developing a reform plan which aligns to the state's directives, as well as the turnaround principles, supporting high quality implementation of the plan in the district and its schools, and providing objective information to DPI regarding implementation status and progress towards outcomes. DPI believes that this directed effort at the district level will result in significant improvements in Priority Schools across the district.

Reform Plans
Although new, specific requirements within the MPS central office reform plan will be developed in response to the district diagnostic review, DPI will require the district to maintain existing requirements which have proven to positively impact school and student outcomes, including Corrective Action Requirements (CAR) and Committee on District and School Improvement (CODSI).

The CAR emphasizes three key goals directly aligned to the turnaround principles to ensure that all MPS students succeed academically. These goals include:

- Ensuring every school is staffed with highly qualified teachers and leaders.
- Improving student performance.
- Ensuring accountability at the district, school, and student levels.

To meet these goals, DPI requires the following:

Highly qualified teachers and leaders (Turnaround Principles 1 and 2). In addition to existing requirements stated within the CAR which specify that MPS must staff all its schools with highly qualified teachers and leaders, DPI has also developed requirements which prioritize staffing in the district's lowest performing schools (i.e., SIG schools). Specifically, DPI will leverage SIG funds to require the district to prioritize staffing of highly qualified, as well as highly skilled, teachers and leaders in its SIG schools, and have the schools fully staffed by a clearly defined date in fall 2012.

Teachers. The district diagnostic review will include expertise and recommendations in recruiting, inducting, training, and retaining highly qualified, as well as highly skilled staff. Additionally, the district diagnostic expert must demonstrate expertise and recommendations in identifying educator needs, implementing aligned professional development in an appropriate learning environment, as well as providing consistent and ongoing support to ensure implementation of new strategies or practices.

Leaders. Prior to contracting with DPI, the district diagnostic review expert must demonstrate expertise in identifying, recruiting, training, and retaining highly skilled leaders and administrators to ensure effective and sustainable implementation of newly developed reforms. A primary outcome of the district diagnostic review will be staffing turnaround schools with effective leaders willing and able to create change, providing these leaders adequate professional development aligned to needs, and creating the flexibility at the district level necessary for the school to succeed.

Improving Student Performance.
CAR required the development and implementation of one district-wide comprehensive literacy and math plan in all district schools—which replaced the existing seventeen plans—to ensure that students transferring to other schools in

the highly mobile district received consistent and effective instruction in core content areas.

Response to Intervention (Turnaround Principles 4 and 5). Identified as a strategy to effectively implement differentiated and customized instruction in order to improve individual and student subgroup outcomes, DPI mandated MPS to fully implement RtI in all of its schools by 2014, and this must be evident in SIG applications, as well as turnaround reform plans.

Positive and Safe Learning Environments (Turnaround Principle 6)**.** MPS school reform plans must include methods to provide a safe and disciplined learning environment. The district must prioritize the distribution of pupil services staff (e.g., school social workers, nurses, psychologists, and guidance counselors) to each Priority School, and staff schedules must allow for adequate time to serve students. MPS must also ensure Priority Schools implement Positive Behavioral Intervention and Supports (PBIS) for students across multiple domains (e.g., social, emotional, behavioral) in order to increase positive academic outcomes.

Committee on District and School Improvement: To support MPS and the implementation of CAR within its schools, the state superintendent established the DPI Committee on District and School Improvement (CoDSI), which sets annual CAR implementation benchmarks, reviews impact data, and directs agency resources to support improved core instruction in reading and mathematics, universal screening, data analysis, interventions, and progress monitoring. CoDSI is staffed by experts within the agency, including Directors representing Title I, Teacher Education and Licensing, Content and Learning, Special Education, and Charter Schools. DPI will maintain CoDSI to continue its current work with MPS, while also enhancing its existing structure to monitor and support the work implemented at the district level by the turnaround partners.

All other Priority Schools

DPI will provide targeted support to newly identified Title I Priority Schools outside of MPS (6 schools) to improve student outcomes. The same support and requirements will also apply to all schools identified as *Persistently Failing to Meet Expectations,* pending availability of additional state resources.

School Requirements

School Improvement Turnaround Partner and Diagnostic Reviews

Districts electing to implement a turnaround plan (as opposed to closing the school) must contract with a turnaround partner to assist in the development and implementation of the reform plan. The districts must select a partner from the DPI-approved list. Turnaround partners will be recruited and approved by DPI. Districts may use the 20 percent set-aside of their district's Title I allocation, the school's Title I allocation, funds transferred from other Titles, School Improvement Grants (if applicable), or if available, may use DPI reform funds to secure the services of a turnaround partner.

Upon contracting with a district, the turnaround partner must conduct an onsite diagnostic review of each Priority School's core instructional program (specifically reading and mathematics) resulting in recommendations to systematize high-quality instruction, balanced assessment systems, collaboration, and supports for struggling learners. The recommendations will address the needs of all students, including equal access to resources and support for their long-term academic success. In addition, the recommendations will include effective collaborative systems among educators as well as using data to make informed decisions about students, staff, and resources. The diagnostic review will evaluate the fidelity of

implementation and efficacy of each school's curriculum in reading and mathematics, including core instruction (such as curricular alignment with the Common Core State Standards), universal screening methods, and processes to identify students in need of interventions, selected interventions, and progress monitoring. Additionally, the review will evaluate staff capacity to implement a system of early intervening services aligned to the turnaround principles schoolwide, including systems that provide meaningful data about student performance and collaborative planning time for staff.

Reform Plans
Priority Schools must submit a reform plan, informed by recommendations from the diagnostic review and aligned to the turnaround principles. The plans must be submitted to and approved by DPI.

All LEAs with Priority Schools must commit to a single reform plan within each Priority School which aligns to the turnaround principles and will incorporate and expand upon any other existing state or local requirements and improvement plans (such as a Title I schoolwide plan, LEA required school improvement plan, or persistently dangerous school plan).

Highly Skilled Leaders (Turnaround Principle 1) If a district wishes to retain the current principal in a Priority School, the district must produce data which demonstrates the principal has improved student learning in the school across multiple years. Regardless of whether the district replaces or retains the principal, the district must provide continuous support for its leaders, increase principals' capacity to implement reform plans and lead change with his/her staff by creating opportunities for ongoing learning through job-embedded professional development. Additionally, the district must communicate its plan to implement a leadership evaluation as part of its newly developed educator evaluation system. Principals must be given operational flexibility over budgets, staffing, schedules, and curriculum.

Highly Skilled Educators (Turnaround Principle 2) Priority School reform plans must describe how the district's systems and structures will ensure all teachers are not only highly qualified for their assignment, but also demonstrate effectiveness. Specifically, the plan must demonstrate that the district will implement an Educator Evaluation system by 2014-15 that aligns to the existing statewide framework. Additionally, the district must create opportunities for continuous learning through job-embedded professional development designed to increase all teachers' capacity to implement their school's reform plan. Administrators must describe the systems and structures in place which will support alignment of findings from the newly implemented Educator Evaluation system to specific, differentiated professional development and training opportunities.

Extended Learning Time (Turnaround Principle 3) Due to the extensive research suggesting that schools providing high quality, extended learning time results in greater student outcomes, Priority Schools must add a minimum of 300 hours of instruction for all students. This may be achieved through alternative schedules, extended day, Saturday school, or extended year/calendar. Reform plans must articulate how schools will redistribute resources and time in order to add 300 hours to current schedules.

Response to Intervention (Turnaround Principles 4 and 5) Identified as a strategy to effectively implement differentiated and customized instruction in order to improve individual and student subgroup outcomes, Priority Schools must implement Response to Intervention (RtI) for academics and behavior. The reform

plan must describe in detail how the school will utilize RtI as a strategy to meet the individualized needs of all students, as well as student subgroups, including students with disabilities (SwD) and English language learners (ELL).

Positive and Safe Learning Environments (Turnaround Principle 6) The reform plans must include methods to provide a safe and disciplined learning environment. The districts must prioritize the distribution of pupil services staff (e.g., school social workers, nurses, psychologists, and guidance counselors) to each Priority School, and staff schedules must allow for adequate time to serve students. Districts must also ensure Priority Schools implement Positive Behavioral Intervention and Supports (PBIS) for students across multiple domains (e.g., social, emotional, behavioral) in order to increase positive academic outcomes.

Family Engagement (Turnaround Principle 7). Significant consultation with parents must be the cornerstone of districts' reform plans. Districts must first consult with parents to communicate the Priority status. Schools must then engage parents in shaping the reform plan in ways which would best meet the needs of their child, including the selection of instructional supports and interventions. Districts must provide evidence of these consultation processes, including equal representation of parents of all student subgroups served within the school (i.e., students with disabilities, English language learners, low-income students, and students of various races and ethnicities). The plan must also include strategies to meaningfully engage family members in the education of their children, including: 1) increasing frequency and variety in communication with parents, specifically regarding their child's academic progress; 2) providing resources to encourage learning at home; 3) developing meaningful volunteer opportunities; 4) increasing the participation and effectiveness of parent representation in school governance; 5) implementing strategies to strengthen and support effective parenting; and 6) strengthening community partnerships to support parents. To demonstrate this level of engagement, Priority Schools must implement parent training programs to help all parents understand the school's screening methods, how to interpret universal screening data, criteria for entering and exiting interventions based on need, progress monitoring methods, and progress monitoring data.

Indistar©
Schools must develop and submit their plans to DPI within Indistar. Indistar is a web-based system implemented by a SEA for use with district or school improvement teams to inform, coach, sustain, track, and report improvement activities. Indistar requires activities within plans to align with indicators of evidence-based turnaround and improvement strategies at the district, school, and classroom levels designed to improve student achievement, including RtI implementation and strategies to successfully serve students with disabilities (SwDs) and English language learners (ELLs). Specifically, schools complete a needs-assessment aligned to the turnaround principles and indicators. Any indicator which has not previously been fully implemented (as determined by the needs assessment) is automatically pre-populated into the planning tool. Within the planning process, the tool requires schools to identify discrete tasks, as well as the person(s) responsible for completing the task and their deadlines. The tool's pre-populated indicators draw upon the vast turnaround literature and will ensure that Priority Schools conduct a continuous cycle of assessment, planning, implementation, and progress monitoring to progress towards full implementation of the turnaround principles. In addition, Indistar allows for customization, and Wisconsin intends to enhance the system to ensure it can effectively support school and district planning, as well as state monitoring, while remaining streamlined and reducing unnecessary burden at the local levels. DPI will provide

schools and districts Indistar training, as well as an extensive rubric to communicate the state's expectations of schools and their plans.

School Improvement Grants
In 2012-13, School Improvement Grants (SIG) Cohort I and Cohort II schools will continue implementation of their reform plans, aligned to the turnaround principles as planned. DPI will continue to provide comprehensive support and intensive monitoring for the SIG schools, as described below.

DPI has assigned each district with a SIG school a liaison. The role of the liaison is to work closely with district and school leadership to observe and provide feedback on reform plan implementation. The liaison does not act as a monitor; the liaison assists the district in identifying and removing district or DPI barriers (e.g., licensure, funding) that may hinder rapid reform in the Priority School.

DPI staff will monitor SIG reform plan implementation via Indistar and onsite visits. Each SIG school receives quarterly onsite monitoring visits, the results of which are reported to the state superintendent. Each month, SIG schools report achievement data to DPI via Indistar. DPI conducts regular data reviews to ensure that schools and districts make progress towards their goals. DPI will provide ongoing fiscal oversight of expenditures submitted by Title I districts serving SIG schools to ensure claims match activities included within approved budgets.

Department of Public Instruction Support and Monitoring
School Reform Plans
Beginning in the fall of 2012, all districts with Priority Schools that opt to implement a turnaround model must develop and implement a single reform plan for each Priority School via submission in Indistar. Indistar is a web-based system implemented by DPI for use with district or school improvement teams to inform, coach, sustain, track, and report improvement activities. Indistar requires activities within plans to align with indicators of evidence-based practices at the district, school, and classroom levels. The tool's pre-populated indicators draw upon the vast turnaround literature and, once embedded in the aligned school reform plan, will ensure that Priority Schools progress through a continuous cycle of assessment, planning, implementation, and progress monitoring. In collaboration with their turnaround partner, school staff will complete the needs assessment included within Indistar and begin developing a plan aligned to the weaknesses illustrated within the diagnostic review and needs assessment. As previously noted, when approving reform plans, DPI will ensure that the plans meet the following turnaround principles:

- Response to Intervention
- Extended learning time
- Highly skilled educators and leaders
- Positive and safe learning environments
- Family engagement

In 2012-13, DPI will expand its recently enhanced system of monitoring and support for SIG schools to include all Priority Schools. The system will consist of onsite diagnostic reviews by contracted experts, the Indistar online system, a DPI liaison, fiscal monitoring, data reviews, and site visits.

Closure
If a Priority School, or its LEA, does not wish to implement the required interventions, as noted above, the district can opt to close the school, starting the following school year.

Exit criteria	DPI will identify Priority schools every four years. Priority schools, due to their significant need, will not be allowed to exit Priority status prior to the end of their four-year improvement cohort. At the end of four years, three sets of criteria will be applied in order to determine a school's readiness to exit Priority status: 1. A school no longer satisfies the initial criteria for identification 2. The school meets its AMOs for two consecutive years, **or;** based on the two most recent years, the school is on a trajectory to meet its AMOs by the end of the 2015-16 school year. 3. A school demonstrates successful implementation of school turnaround strategies (as measured by monitoring tools (Indistar)) and processes for two consecutive years Schools must meet **each** of these criteria in order to exit from Priority status. Priority schools can meet their exit criteria by meeting their All Students AMO for two consecutive years. *However,* given that this is a highly ambitious goal (and one that will almost certainly not be achievable in the first year of Priority status), schools can also meet through being on a *trajectory* to meet their future AMOs. This exit criterion is defined in terms of schools showing strong enough growth to meet their 2015-16 AMO. If a traditional public school is identified again after four years of targeted, DPI-directed intervention and has not demonstrated adequate improvement, the state superintendent may utilize his or her intervention authority under Ch. 118.42 to appoint a special master to direct the activities of the school. These activities could include, but are not limited to, directing that the school board reopen the school under a contract with a charter management organization that has a proven track record of success in turning around low-performing schools, is selected after a rigorous review process by DPI, and is approved by the state superintendent; or closure of the school.
Can Focus schools become Priority schools?	The flexibility request does not discuss this possibility.

The Building State Capacity and Productivity Center (BSCP Center) focuses on helping state education agencies (SEAs) throughout the country, as they adapt to reduced fiscal resources and increased demands for greater productivity. As State Departments of Education are facing a daunting challenge of improving student performance with diminishing financial resources, the BSCP Center provides technical assistance to SEAs that builds their capacity to support local educational agencies (LEAs or districts) and schools, and to the other 21 regional and content comprehensive centers that serve them, by providing high quality information, tools, and implementation support. The partners in the BSCP Center are Edvance Research, Inc., the Academic Development Institute, the Center on Reinventing Public Education (University of Washington), and the Edunomics Lab (Georgetown University).

Solutions emerges from specific questions or problems facing an SEA that arise during the work of the BSCP Center with the SEA in a consultancy. It represents information that is highly responsive to an SEA's practical needs. The writing of a *Solutions* issue is also stimulated by questions from Comprehensive Centers or SEAs regarding the use of a BSCP Center tool, the application of a new concept, or an implementation challenge.

Perlman, C. (2013). Summary of states' strategies for ESEA Priority Schools. *Solutions: Building State Capacity and Productivity Center at Edvance Research,* No. 6.

A copy of this publication can be downloaded from http://www.bscpcenter.org.

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