

## **Title I School Improvement Grant Funds Transcripts**

Zollie Stevenson, Director of Student Achievement and School Accountability Programs, Office of Elementary and Secondary Education

Good morning everyone. All right, we need some more energy out there. Good morning everyone.

*Participants:* Good Morning.

All right, that's a little better. So we're going to spend an hour this afternoon actually walking through the school improvement grants and where we are right now. The notice is not final yet, the notice of proposed requirements. It's still being finalized, but we envision that it will be out the early part of December, but we're going to go into detail about some of these pieces and clearly one of the things that we received a lot of comments on were the different models that were to be a part of the school improvement grants. Some of you are familiar with the last notice from 2007, we got 1003G funds for the first time and one of the categories was "other" and that's the category that most took and I will tell you very honestly that the data shows that what people implemented was all over the map and ineffective and didn't result in turning around any schools or closing achievement gaps. So we have these four models that are focused on some very specific strategies to bring about change and to close the achievement gap. Those models are turn around schools model, the school closure model, the restart model, and the transformation model. This next slide, basically it focuses on turning around a school by implementing several specific strategies. One is to replace the principal and grant the new principal sufficient operation authority at the building level to be able to do things that principals in many districts are not able to do, for example to hire staff, to select the staff that will work in the school. To screen the existing staff and to have the ability to rehire up to 50% of the staff as new, to bring in new curriculum and instructional activities and have additional other supports. That's sort of the basic notion of the turn around model. So you take a school that exists, you change the principal, you change up to 50% of the staff, you bring in new curriculum, other supports to help build capacity, that is the strategy of turn around. The next is the restart model and in the restart model the focus is on turning a school over to be managed by an education management organization or converting the school to a charter school and have it managed by a charter school organization. So the school closes as it was as a regular public school and it falls under the oversight of any MO or charter management organization. Of course the bottom line in all of these, as I walk through them I have to remind myself to say that some of these strategies are structural changes and they're administrative changes and have impact in terms of governance, but the bottom line is to put into place strategies and activities to help to improve delivery of instruction, resources that will help with student achievement and to ultimately improve the school to turn around the school. So we have to keep that in this conversation. It's not just structural changes we're talking about or administrative changes, but changes in the way kids are taught, the way that teachers teach, to turn around the whole school. So school closure is another one of the models. Of course with school closure, you work through the process in your district to close the school and the students that were enrolled in that school are distributed among schools that have demonstrated higher performance, have demonstrated greater effectiveness in providing the instruction that is needed.

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Then transformation model, transformation model actually has four significant components and as I said, we'll talk about this, this afternoon. I'm not going to read all of this, but the key things to know are that there are four key areas. The first is to develop and increase teacher and school leader effectiveness, to increase the involvement of and the design of the instructional program of teachers with principal involvement, to implement comprehensive instructional reform strategies. To extend the school day and the school year to provide additional time for learning. And we'll talk about this again in more detail, they're actually four strategies. I don't see the fourth strategy here and I'm standing before you and I don't remember it at this moment. But we will cover it this afternoon in the session and actually I have a pretty detailed PowerPoint that we'll go through that focuses on the strategies, but also focuses on the tiers that must be selected as a part of the process, and that's where it is right now. There will be some tweaks, but we're not envisioning at this point significant changes from the notice that was published.



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