

Indistar-SIG Tool / SIG Online Tool

Providing operational flexibility and sustained support - Federal Requirement: Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

- A01 The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support transformation. (1633)
- A02 The LEA has reoriented its culture toward shared responsibility and accountability. (1634)
- A03 KEY The LEA has established performance objectives for each transformation school. (1635)
- A04 The LEA has aligned resource allocation (money, time, human resources) within the school's instructional priorities. (1636)
- A05 The LEA has established a turnaround office or zone (to also include transformations and other models). (1637)
- A06 KEY The LEA negotiates union waivers if needed. (1638)

Providing operational flexibility and sustained support - Federal Requirement: 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).

- B01 The LEA has an LEA transformation team. (1629)
- B02 The LEA has assessed its LEA capacity to support transformation. (1630)
- B03 The LEA provides LEA transformation team members with information on what the LEA can do to promote rapid improvement. (1631)
- B04 KEY The LEA has designated an internal lead partner for each transformation school. (1632)
- B05 The LEA has identified potential external providers. (1654)
- B06 The LEA has written and issued a request for proposals from potential external providers. (1655)
- B07 KEY The LEA has developed transparent selection criteria for external providers. (1656)
- B08 KEY The LEA has reviewed proposals, conducted due diligence, and selected external provider(s). (1657)
- B09 KEY The LEA has negotiated contracts with external providers, including goals, benchmarks, and plans to manage assets. (1658)
- B10 The LEA has planned for and initiated an ongoing cycle of continuous progress monitoring and adjustment. (1659)
- B11 The LEA is prepared to proactively deal with problems and drop strategies that do not work. (1660)
- B12 KEY The LEA has a plan for evaluation and has clarified who is accountable for collecting data. (1661)
- B13 The LEA/School persists and perseveres, but discontinues failing strategies. (1653)
- B14 KEY The LEA has appointed a school transformation team. (1662)

B15 KEY The LEA provides the school transformation team members with information on what the school can do to promote rapid improvement. (1663)

Developing and increasing teacher and school leader effectiveness - Federal Requirement: Replace the principal who led the school prior to commencement of the transformation model.

- C01 KEY The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a transformation leader. (1639)
- C02 The LEA advertises for principal candidates in local newspapers, publications such as Education Week, regional education newsletters or web sites; alternatively, engage a search firm. (1640)
- C03 The LEA has an established policy and process/rubric for screening principal candidates. (1641)
- C04 The LEA has an established process for preparing to interview candidates. (1642)
- C05 KEY The LEA has an established criteria and format for interviewing candidates. (1643)
- C06 KEY The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (1644)
- C07 The principal is a change leader. (1664)
- C08 KEY The principal effectively and clearly communicates the message of change. (1665)
- C09 The principal collects and acts on data from a variety of sources and in a timely manner. (1666)
- C10 The principal, after reviewing the data, seeks quick wins. (1667)
- C11 The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions. (1668)
- C12 The principal, with the school transformation team, persists and perseveres, but discontinues failing strategies. (1669)
- C13 KEY The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (1712)

Developing and increasing teacher and school leader effectiveness - Federal Requirement: Use rigorous, transparent, and equitable evaluation systems for teachers and principals that a) take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and b) are designed and developed with teacher and principal involvement.

- D01 KEY The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (1671)
- D02 KEY The principal includes evaluation of student outcomes in teacher evaluation. (1672)
- D03 The principal makes the evaluation process transparent. (1673)
- D04 The LEA/principal provides training to those conducting teacher evaluations to ensure that they are conducted with fidelity to standardized procedures. (1674)
- D05 KEY There is an established procedure for documenting the evaluation process. (1675)
- D06 KEY The principal provides timely, clear, constructive feedback to teachers. (1676)
- D07 KEY The evaluation process is linked with the LEA's collective and individual professional development programs. (1677)
- D08 The LEA/School assesses the evaluation process periodically to gauge its quality and utility. (1678)

**Developing and increasing teacher and school leader effectiveness - Federal Requirement:
Identify and reward school leaders, teachers, and other staff who, in implementing this model,
have increased student achievement and high school graduation rates and identify and remove
those who, after ample opportunities have been provided for them to improve their professional
practice, have not done so.**

- E01 The LEA/School has created a system for making awards that is transparent and fair. (1679)
- E02 The LEA/School has worked with teachers and teachers' union at each stage of developing and implementing the system of awards. (1680)
- E03 The LEA/School has implemented a communication plan for building stakeholder support, for the system of awards. (1681)
- E04 The LEA/School has secured sufficient funding for long-term program sustainability, for the system of awards. (1682)
- E05 KEY The LEA/School has developed a system of providing performance-based incentives for staff using valid data on whether performance indicators have been met. (1683)
- E06 KEY The LEA/School has identified and established non-monetary staff incentives for performance. (1684)
- E07 KEY The LEA/School has created several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). (1685)
- E08 KEY The LEA/School has established and communicated clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (1686)
- E09 KEY The LEA has reformed tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals. (1687)
- E10 The LEA has negotiated expedited processes for performance-based dismissals in transformation schools. (1688)
- E11 The LEA has formed teams of specialists who are familiar with the rules and regulations that govern staff dismissals. (1689)
- E12 KEY The LEA has a team available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers. (1690)
- E13 The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees. (1691)

**Developing and increasing teacher and school leader effectiveness - Federal Requirement:
Provide staff ongoing, high-quality, job-embedded professional development that is aligned
with the school's comprehensive instructional program and designed with school staff to
ensure they are equipped to facilitate effective teaching and learning and have the capacity to
successfully implement school reform strategies.**

- F01 KEY The LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise. (1692)
- F02 KEY The LEA/School offers an induction program to support new teachers in their first years of teaching. (1693)
- F03 KEY The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (1694)
- F04 KEY The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (1695)
- F05 The LEA/School structures professional development to provide adequate time for collaboration and active learning. (1696)
- F06 The LEA/School provides sustained and embedded professional development related to

- implementation of new programs and strategies. (1697)
- F07 KEY The LEA/School sets goals for professional development and monitors the extent to which it has changed practice. (1698)
- F08 KEY The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice. (1699)
- F09 KEY The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (1700)
- F10 The LEA/School creates a professional learning community that fosters a school culture of continuous learning. (1701)
- F11 The LEA/School promotes a school culture in which professional collaboration is valued and emphasized. (1702)
- F12 KEY The principal aligns professional development with classroom observations and teacher evaluation criteria. (1713)

Developing and increasing teacher and school leader effectiveness - Federal Requirement: Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

- G01 KEY The LEA has a plan and process in place to establish a pipeline of potential turnaround leaders. (1645)
- G02 KEY The LEA/school has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (1646)
- G03 KEY The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (1670)

Comprehensive instructional reform strategies - Federal Requirement: Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.

- H01 KEY The principal ensures that teachers align instruction with standards and benchmarks. (1714)
- H02 KEY All teachers assess student learning frequently using standards-based classroom assessments. (1717)
- H03 KEY All teachers, working in teams, prepare standards-aligned lessons. (1718)

Comprehensive instructional reform strategies - Federal Requirement: Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.

- I01 KEY The school has established a team structure among teachers with specific duties and time for instructional planning. (1711)
- I02 KEY All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)
- I03 KEY All teachers, working in teams, differentiate and align learning activities with state standards. (1716)
- I04 KEY All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (1719)
- I05 KEY All teachers employ effective classroom management. (1721)

**Increasing learning time and creating community-oriented schools - Federal Requirement:
Establish schedules and strategies that provide increased learning time.**

- J01 The principal is familiar with research and best practices associated with efforts to increase learning time. (1703)
- J02 The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners. (1704)
- J03 KEY The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication. (1705)
- J04 KEY The LEA/School has allocated funds to support extended learning time, including innovative partnerships. (1706)
- J05 The LEA assists school leaders in networking with potential partners and in developing partnerships. (1707)
- J06 KEY The LEA/School creates and sustains partnerships to support extended learning. (1708)
- J07 KEY The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (1709)
- J08 KEY The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (1710)

**Increasing learning time and creating community-oriented schools - Federal Requirement:
Provide ongoing mechanisms for family and community engagement.**

- K01 KEY All teachers demonstrate sound homework practices and communication with parents. (1720)
- K02 The LEA/School has assigned transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation. (1647)
- K03 The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change. (1648)
- K04 KEY The LEA/School has engaged parents and community in the transformation process. (1649)
- K05 The LEA/School has support for transformation from all stakeholders. (1650)
- K06 The LEA/School helps stakeholders overcome resistance to change. (1652)
- K07 The LEA/School has established a positive organizational culture. (1651)