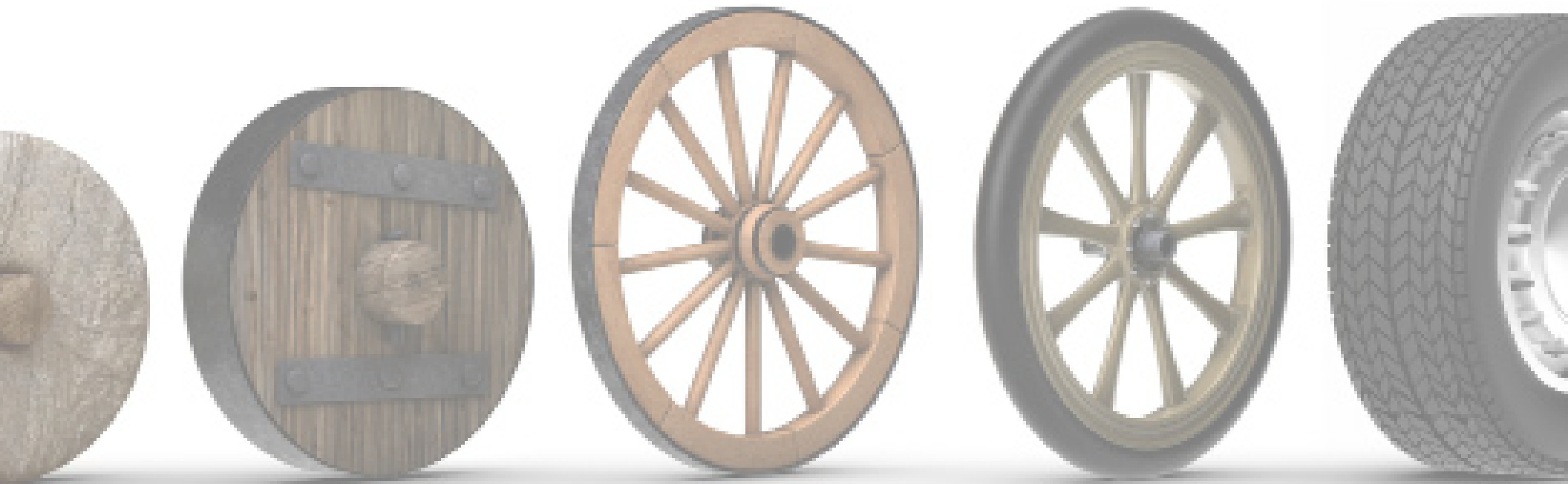


# School Improvement Grants Online Tool



## Monitoring and Evaluating Transformations by FEDERAL REQUIREMENTS

Center on Innovation & Improvement  
Mid-Atlantic Comprehensive Center  
Appalachia Regional Comprehensive Center

**Center on Innovation & Improvement**

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Positive results for students will come from changes in the knowledge, skill, and behavior of their teachers and parents. State policies and programs must provide the opportunity, support, incentive, and expectation for adults close to the lives of children to make wise decisions.

The Center on Innovation & Improvement helps regional comprehensive centers in their work with states to provide districts, schools, and families with the opportunity, information, and skills to make wise decisions on behalf of students.

The Center on Innovation & Improvement is administered by the Academic Development Institute (Lincoln, IL) in partnership with the Temple University Institute for Schools and Society (Philadelphia, PA), Center for School Improvement & Policy Studies at Boise State University (Boise, ID), and Little Planet Learning (Nashville, TN).

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## Introduction to the SIG Online Tool

While the Transformation model in a School Improvement Grant (SIG) includes several intervention requirements and some allowable activities, the Turnaround model centers primarily around staff replacement but recommends programmatic changes included as Transformation requirements and options. For that reason, evaluating the effectiveness of SIG implementation for both the Turnaround and Transformation models can follow a similar design, with the added component of the initial staff replacement for Turnaround. This document provides guidance for evaluating the elements of SIG projects that Turnaround and Transformation might have in common, but does not provide indicators and guidance for the initial staff replacement requirement in a Turnaround.

The needs assessment, planning, monitoring, and evaluation design presented herein addresses three categories of indicators: (1) implementation indicators; (2) leading indicators; and (3) lagging indicators. The implementation indicators parallel the federal requirements for the Transformation model. The leading indicators (1) demonstrate signs of growth or change in a given direction that provide an early read on progress towards longer-term outcomes and (2) measure conditions that are prerequisite to the desired outcomes. The lagging indicators measure progress relative to student outcomes that are the desired ends for the interventions and for the SIG project.

The SIG Online Tool:

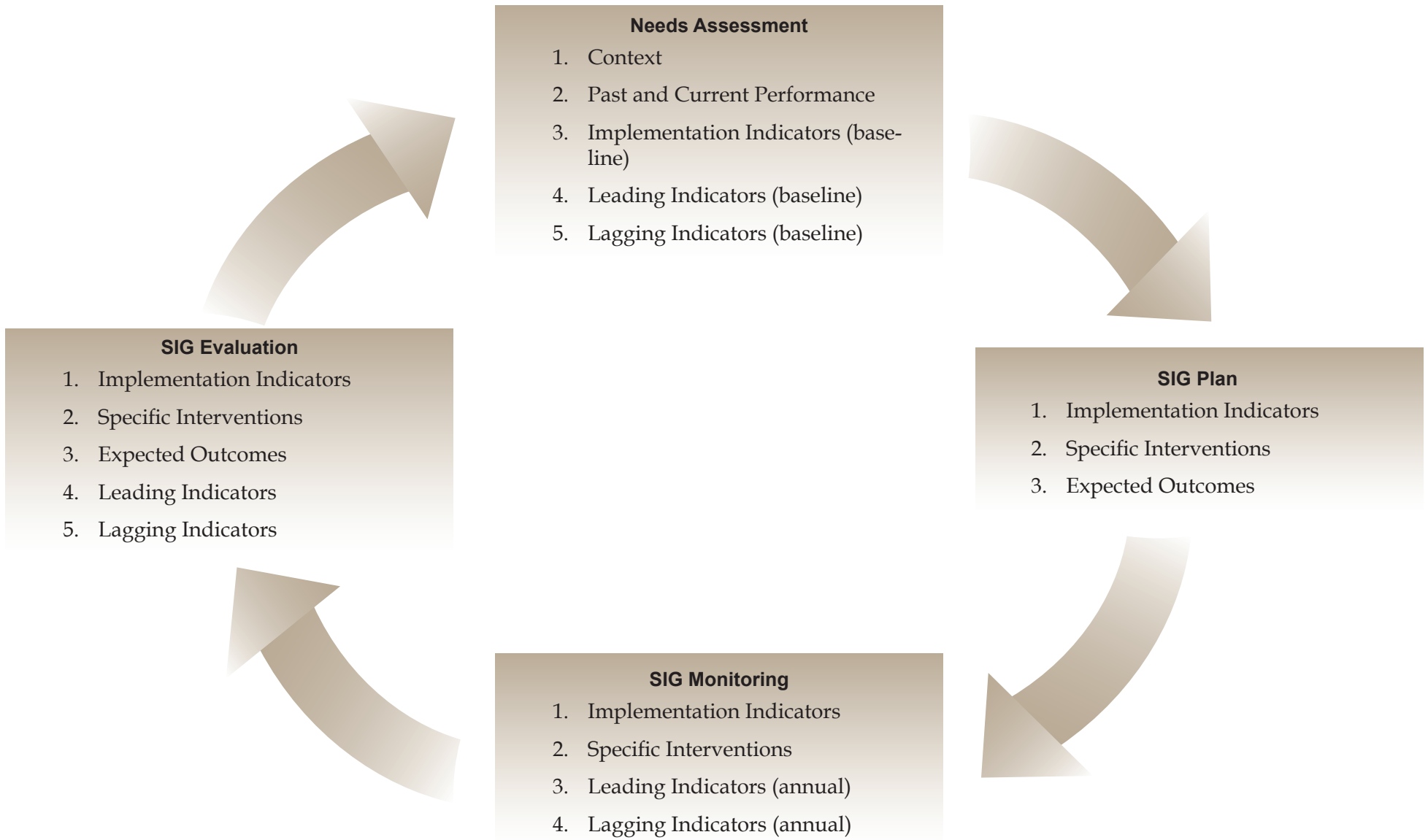
- Enables the SEA to set reporting dates and benchmarks for implementation indicators.
- Documents school transformation team meeting agendas and minutes.
- Provides for detailed planning and tracking of implementation indicators.
- Provides links to resources relative to each implementation indicator.
- Generates a variety of reports on implementation and leading indicators.
- Allows for coaching from a partner and/or, LEA liaison.
- Provides Monitoring Review forms with SEA review comments returned to the school and LEA.
- Includes data mining features that allow the SEA to scan data across its schools.

To assist SEAs in using this tool for formative and summative evaluation, we have created documents to guide verification of implementation levels. It is this information that can be used for reporting implementation fidelity to USDE and as one source of data for SIG program evaluation.

For formative and summative evaluation of the SIG project, we have provided the following tools:

- Evaluation Roadmap
- Summative Evaluation Questions and Data Sources
- Evaluation Rubric
- Summative Evaluation Summary Report – Implementation Indicators
- Summative Evaluation Summary Report – Intervention Report
- Summative Evaluation Summary Report – Leading Indicators
- Summative Evaluation Summary Report – Lagging Indicators

**Figure 1: Aligning the Components of SIG Implementation**



## Needs Assessment and Transformation Plan

### Needs Assessment

Each SEA develops its own procedures and template for a needs assessment, including school demographics, past and current performance, and baseline data for leading and lagging indicators. The SIG Online Tool suggests that the SEA also include in the needs assessment process the LEA/school's cursory assessment of the Transformation implementation indicators as shown in the Appendix. Cursory assessment of these indicators and completion of the open response items that guide the LEA/school in connecting the current level of implementation of these indicators to its needs, provides guidance for developing the Transformation Plan. This process ties the planned interventions to the Transformation indicators and sets the stage for the school transformation team's thorough and ongoing assessment, planning, and tracking of implementation of the indicators as well as progress with the interventions.

### Transformation Plan

Again, the SEA develops its own procedures and template for the LEA/school's application for a SIG grant, including its planned interventions aligned with the initial needs assessment. The alignment of the planned interventions with the implementation indicators in the needs assessment keeps the SIG project focused on the required and recommended strategies for the Transformation model.

### The LEA and the School

The LEA and the school each has specific responsibilities for implementing a SIG transformation. The SIG Online Tool provides for one process for tracking and reporting progress. The school's transformation team is responsible for the process. This team is typically the school leadership team with one or more LEA staff added. Including LEA staff (usually called the internal partner) on the school transformation team enables the team to address implementation indicators relative to the LEA as well as the school.

## Monitoring and Reporting

This Aligning Project Plan with Indicators (see Appendix) may be used as part of the initial needs assessment that informs the SIG plan. The same indicators are then tracked in the SIG online tool, managed by the school transformation team, with optional coaching by the LEA, partner coach, or SEA. The system also records team agendas and minutes and provides a variety of reports of progress. At reporting and monitoring dates determined by the SEA, the SIG online tool automatically generates reports from the system. The school then supplements these automatic reports with other online reports, with data regarding leading and lagging indicators. The system provides for a review by the SEA, with comments returned to the school and LEA.

The indicators in the SIG online tool are taken from the Transformation Toolkit, available for download from the Center on Innovation & Improvement's website ([www.centerii.org](http://www.centerii.org)). The Transformation Toolkit includes explanations of each indicator and links to resources. The same explanations and links are also included as Wise Ways in the online tool.

### Using the SIG Online Tool to Track and Monitor Leading Indicators

An important feature of monitoring and evaluation is to identify a manageable set of metrics to track transformation efforts at the school, LEA, and state levels. Federal requirements for SIG describe a set of metrics around school data, student outcome/academic progress data, student connection and school climate, and teacher talent. LEAs receiving SIG funds need to address all of these metrics, and track leading and lagging indicators for each. Leading indicators are shown in Figure 2, along with the data sources indicated by USDE.

The SIG Online Tool contains a form for periodically reporting the leading indicators associated with SIG transformation interventions. Reporting dates may correspond with monitoring events and at the conclusion of project years. The reports are electronically submitted to the state and may be viewed by the LEA.

The SIG Online Tool allows for efficient and ongoing data collection. It can be used as a source of data for formative and summative evaluation purposes. As a formative tool, it can be used by SEAs and LEAs for ongoing monitoring of implementation of the required activities of the SIG transformation interventions. When used in this way, SEAs and LEAs can determine LEA or school needs and can then provide technical assistance to strengthen SIG intervention implementation. SEAs can also use data from the SIG online tool in a summative way to report implementation levels of SIG interventions.

In the needs assessment, the LEA/school records the actual data for each leading indicator for the most recently completed school year. In developing its transformation plan, the LEA/school sets a project goal for each leading indicator, to be achieved by the end of the 3 year project. The LEA/school may also set target benchmarks to be achieved for each leading indicator by end of year 1 and year 2.



**Figure 2: Federal Metric Requirements—Leading Indicators**

Data for leading indicators is gathered routinely by the school with summary data reported on the Monitoring Report as is appropriate for the particular metric.

Federal Metric Requirements	Source
1. Number of minutes within the school year	NEW SIG
2. Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup.	EDFacts
3. Dropout rate	EDFacts
4. Student attendance rate	EDFacts
5. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes.	NEW SIG HS only
6. Discipline incidents	EDFacts
7. Truants	EDFacts
8. Distribution of teachers by performance level on LEA’s teacher evaluation system	NEW SFSF Phase II
9. Teacher attendance rate	NEW SIG

Source: 75 Fed. Reg. 66363-66371. Retrieved from <http://www2.ed.gov/programs/sif/2010-27313.pdf>

**Using the SIG Online Tool to Track and Monitor Lagging Indicators**

Data for lagging indicators is assembled annually by the school and reported on the Monitoring Report as is appropriate for the particular metric. In the needs assessment, the LEA/school records the actual data for each lagging indicator for the most recently completed school year. In developing its transformation plan, the LEA/school sets a project goal for each lagging indicator, to be achieved by the end of the 3 year project. The LEA/school may also set target benchmarks to be achieved for each lagging indicator by end of year 1 and year 2.

**Figure 3 – Federal Metric Requirements – Lagging Indicators**

Federal Metric Requirements	Source
1. AYP status	EDFacts
2. Which AYP targets the school met and missed	EDFacts
3. School improvement status	EDFacts
4. Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup.	EDFacts
5. 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.	NEW SIG
6. Percentage of limited English proficient students who attain English language proficiency.	EDFacts
7. Graduation rate	EDFacts
8. College enrollment rates	NEW SFSF Phase II HS only.

Source: 75 Fed. Reg. 66363-66371. Retrieved from <http://www2.ed.gov/programs/sif/2010-27313.pdf>

## **Monitoring Reports**

The SIG Online Tool provides five reports for the school to submit, with the capability for the SEA to provide reviewer comments back to the school/LEA on the Monitoring Report. The SEA may determine the reporting dates for each submission, and the reports are submitted electronically for review by the LEA and SEA.

**Summary Report:** Provides a summary of transformation team activity, including number of meeting minutes and progress toward implementation indicators. This report is automatically generated and requires no new entry.

**Comprehensive Plan Report:** Provides detailed tracking of progress with the implementation indicators. This report is automatically generated and requires no new entry.

**Leading Indicator Report:** Provides updates to progress with leading indicators.

**Lagging Indicator Report:** Provides updates to progress with lagging indicators.

**Interventions Report:** Includes a brief statement of progress for each federal requirement and reviewer comments which are then provided from the SEA to the school/LEA.

## **Monitoring Report with Reviewer Comments**

The SIG Online Tool includes a Monitoring Report with Reviewer Comments that is initiated by the school and submitted, electronically, at pre-determined dates determined by the SEA. The SEA then reviews the report along with other documentation in the system and provides reviewer comments. See the Appendix for the monitoring questions and reviewer comments field.

## Evaluating the SIG Project

### Evaluation Overview

Leading successful school transformation is demanding work. One important task is to establish an ongoing process for evaluating the transformation efforts. Evaluation is cyclical: Leadership actions associated with effective evaluation include the identification of goals and indicators, the collection and analysis of data, and actions based on the feedback received.

### Evaluation Design for Transformation

**Establish Goals:** Define the discreet and measurable goals of the transformation. The Needs Assessment and Monitoring Form includes information for setting goals in the SIG Plan, derived from the Needs Assessment.

**Select Indicators:** Identify leading and lagging indicators that predict and assess these goals. The SIG Online Tool includes three categories of indicators: (1) Implementation; (2) Leading, and (3) Lagging.

**Set Benchmarks:** For each indicator, set target benchmarks for each year (or more frequently). The SIG Online Tool enables the SEA to establish benchmarks for meeting implementation indicators.

**Collect Data:** Use a streamlined process to collect and organize the data. The SIG Online Tool captures all relevant data and reports it in a variety of formats.

**Analyze Data:** Analyze the data on a regular schedule with standard, effective protocol. The SIG Online Tool includes both processes for the school/LEA to analyze formative data and for the SEA to provide review comments based on submitted reports.

**Take Action:** Use the results of the data analysis to modify intervention strategies. All actions are determined by the transformation team and recorded in the SIG Online Tool and included in reports.

Source: Adapted from Mass Insight. (2010). *Evaluating school turnaround: Establishing benchmarks and metrics to assess school turnaround*.

## Evaluation Roadmap

While the SIG Online Tool captures a great deal of documentation for determining progress with implementation indicators, leading indicators, and lagging indicators, a thorough evaluation will include a site review for gathering qualitative data through surveys, interviews, focus groups, and classroom observations. The implementation indicators are a primary source for creating instruments for these site reviews. In addition, the site reviews should probe the school's internalization of their transformation strategies and the ways they plan to sustain what has been put in place and to continue to improve.

**Figure 4 - Evaluation Roadmap**

WHAT	WHEN	HOW
Implementation Indicators	Ongoing Year 1, 2, 3	SIG Online Tool
Leading Indicators of Academic Progress	Ongoing Year 1, 2, 3	EdFacts (new SIG indicators)
Leading Indicators of SIG Interventions (Turnaround and Transformation)	Ongoing Year 1, 2, 3	SIG Online Tool
Qualitative Data	End of Year 1, 2, 3	Teacher Surveys and Interviews Classroom Observations Principal Interview Parent Focus Groups Student Focus Groups Partner and Vendor Surveys and Interviews School Board Interview
Lagging Indicators/Achievement Outcomes	Year 3	Ed Facts (new SIG indicators)

**Summative Evaluation Questions and Data Sources**

The summative evaluation centers around seven key questions, each with its own sources of data.

**Figure 5: Summative Evaluation Questions and Data Sources**

Question	Data Source
1. How well did the school meet the implementation indicators?	See number and percent of indicators fully met within each federal requirement, with adequate evidence provided. SIG Online Tool Summary Report
2. How well did the specific interventions for each federal requirement achieve their expected results?	See Monitoring Reports, reviewer comments, and qualitative data.
3. How well did partners and venders perform their expected responsibilities?	See Monitoring Report, reviewer comments, and qualitative data.
4. How well did the school achieve leading indicators?	See final account of leading indicators.
5. How well did the school achieve lagging indicators?	See final account of lagging indicators.
6. How well did the school internalize SIG strategies?	See qualitative data.
7. How well did the school plan to sustain successful SIG strategies?	See qualitative data

## Evaluation Rubric

This or a similar rubric might be incorporated into the evaluation process to ensure that sufficient evidence is available to determine progress.

**Figure 6 – Evaluation Rubric**

	Level 1	Level 2	Level 3	Level 4
Formative Practice (Suggested data collection timeline: quarterly basis)	<p>There is no clear definition of what SIG intervention model implementation looks like.</p> <p>There is no on-going collection of data for leading indicators.</p>	<p>There is a clear idea of what SIG intervention implementation looks like.</p> <p>The frequency of data is insufficient for making course improvements.</p>	<p>There is a clear idea of what SIG intervention implementation looks like.</p> <p>Ongoing data collection is guiding mid-course corrections or improvements.</p>	<p>There is a clear idea of what implementation looks like.</p> <p>Ongoing data collection is guiding mid-course corrections or improvements. The school is refining its strategies to implement its model based upon a review of data.</p>
Summative Practice (Suggested data collection timeline: end of year 1, 2, 3)	<p>There are no clear objectives defining success for lagging indicators.</p>	<p>There are clear, measurable objectives for success on indicators.</p> <p>Data has been analyzed to determine whether objectives are met.</p>	<p>There are clear, measurable objectives for success on indicators.</p> <p>Data has been analyzed to determine whether objectives are met.</p> <p>Data is used to make decisions around continuous improvement.</p>	<p>There are clear, measurable objectives for success on indicators.</p> <p>Data has been analyzed to determine whether objectives are met.</p> <p>Data is used to make decisions around continuous improvement.</p> <p>Objectives are revised based on analysis of data.</p>

**Figure 7: Summative Evaluation Summary Report – Implementation Indicators (see Summary Report in SIG Online Tool)**

<b>Question: How well did the school meet the Implementation Indicators?</b>			
<b>Federal Requirement</b>	<b>Number of Indicators Assessed / Total Indicators in Federal Requirement</b>	<b>Number of Indicators Planned / Indicators Assessed and Included in Plan</b>	<b>Number of Indicators Met with Evidence / Total Indicators Assessed</b>
<b>Providing Operational Flexibility and Sustained Support</b>			
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.	/	/	/
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).	/	/	/
<b>Developing and Increasing Teacher and School Leader Effectiveness</b>			
Replace the principal who led the school prior to commencement of the transformation model.	/	/	/
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 on going 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.	/	/	/
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 to them to improve their professional practice, have not done so.	/	/	/
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.	/	/	/
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.	/	/	/
<b>Comprehensive Instructional Reform Strategies</b>			
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.	/	/	/
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.	/	/	/
<b>Increasing Learning Time and Creating Community-Oriented Schools</b>			
Establish schedules and strategies that provide increased learning time.	/	/	/
Provide ongoing mechanisms for family and community engagement.	/	/	/

**Figure 8: Summative Evaluation Summary Report – Interventions Report**

Label each intervention; Add or delete interventions to comport with plan

<b>Question: How well did the specific interventions achieve their expected outcomes?</b>		
<b>Federal Requirement</b>	<b>Expected Outcomes</b>	<b>Results Achieved?</b>
<p>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.</p> <p>Intervention 1:</p> <p>Intervention 2:</p>		<p>Y N</p> <p>Y N</p>
<p>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).</p> <p>Intervention 1:</p> <p>Intervention 2:</p>		<p>Y N</p> <p>Y N</p>
<p>Replace the principal who led the school prior to commencement of the transformation model.</p> <p>Intervention 1:</p> <p>Intervention 2:</p>		<p>Y N</p> <p>Y N</p>
<p>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 on going 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.</p> <p>Intervention 1:</p> <p>Intervention 2:</p>		<p>Y N</p> <p>Y N</p>



<b>Question: How well did the specific interventions achieve their expected outcomes?</b>		
<b>Federal Requirement</b>	<b>Expected Outcomes</b>	<b>Results Achieved?</b>
<p>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 to them to improve their professional practice, have not done so.</p> <p>Intervention 1:</p> <p>Intervention 2:</p>		<p>Y N</p> <p>Y N</p>
<p>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.</p> <p>Intervention 1:</p> <p>Intervention 2:</p>		<p>Y N</p> <p>Y N</p>
<p>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.</p> <p>Intervention 1:</p> <p>Intervention 2:</p>		<p>Y N</p> <p>Y N</p>
<p>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.</p> <p>Intervention 1:</p> <p>Intervention 2:</p>		<p>Y N</p> <p>Y N</p>
<p>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.</p> <p>Intervention 1:</p> <p>Intervention 2:</p>		<p>Y N</p> <p>Y N</p>

<b>Question: How well did the specific interventions achieve their expected outcomes?</b>		
<b>Federal Requirement</b>	<b>Expected Outcomes</b>	<b>Results Achieved?</b>
Establish schedules and strategies that provide increased learning time. Intervention 1: Intervention 2:		Y N Y N
Provide ongoing mechanisms for family and community engagement. Intervention 1: Intervention 2:		Y N Y N

**Figure 9: Summative Evaluation Summary Report – Leading Indicators**

Federal Metric Requirements	Pre	Benchmark Year 2	Benchmark Year 3	Goal (year 3)	Indicator Met?
1. Number of minutes within the school year					Y N
2. Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup. Show “all students” group here and attach spreadsheet to show subgroups.	R: M:	R: M:	R: M:	R: M:	Y N
3. Dropout rate					Y N
4. Student attendance rate					Y N
5. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	N: %:	N: %:	N: %:	N: %:	Y N
6. Discipline incidents Define “discipline incident”:					Y N
7. Truants (annual total of student truant days)					Y N
8. Distribution of teachers by performance level on LEA’s teacher evaluation system (number of teachers in each level; L1=High. Use number of levels in LEA’s system.	L1: L2: L3: L4: L5: L6:	L1: L2: L3: L4: L5: L6:	L1: L2: L3: L4: L5: L6:	L1: L2: L3: L4: L5: L6:	Y N
9. Teacher attendance rate (percent) Total of all teachers’ days in attendance / Total school days X FTE Teachers					Y N
Reviewer Comments:					

**Figure 10: Summative Evaluation Summary Report – Lagging Indicators**

Federal Metric Requirements	Pre	Benchmark Year 2	Benchmark Year 3	Post (Year 3)	Indicator Met?
1. AYP status					Y N
2. Which AYP targets the school met and missed (how many met and missed?). Attach list of AYP targets missed in most recently available year.	Met: Missed:	Met: Missed:	Met: Missed:	Met: Missed:	Y N
3. School improvement status (Improvement Year 1, Improvement Year 2, Corrective Action, Restructuring Planning, or Restructuring)					Y N
4. Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup. Show “all students” group here. Attach spreadsheet to show subgroups.	R-B: R-P: R-A: M-B: M-P: M-A:	R-B: R-P: R-A: M-B: M-P: M-A:	R-B: R-P: R-A: M-B: M-P: M-A:	R-B: R-P: R-A: M-B: M-P: M-A:	Y N
5. 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. Show “all students” group here. Attach form to show subgroups.	R: M:	R: M:	R: M:	R: M:	Y N
6. Percentage of limited English proficient students who attain English language proficiency					Y N
7. Graduation rate					Y N
8. College enrollment rates					Y N
Reviewer Comments:					

## Appendix

### Aligning Project Plan with Indicators—Transformation Model Leading Indicators, Lagging Indicators, and Implementation Indicators Federal Requirements and Permissible Activities

The LEA completes this form to align its needs, interventions, and indicators. The LEA and the school have specific responsibilities for implementing a SIG transformation. The SIG Online Tool provides for one process for tracking and reporting progress. The school’s transformation team is responsible for the process. This team is typically the school leadership team with one or more LEA staff added. Including LEA staff (usually called the internal partner) on the school transformation team enables the team to address implementation indicators relative to the LEA as well as the school. The LEA completes this initial Needs Assessment, then transfers responsibility for maintaining the online system to the school transformation team once the team is in place.

For each leading and lagging indicator, the LEA enters the school’s most recent, yearly data (Pre), benchmarks for each project year, and the Goal to be achieved by the end of Year 3. Achieving that goal is evidence that the indicator has been met at the end of the project.

Federal Metric Requirements—Leading Indicators	Pre	Benchmark Year 1	Benchmark Year 2	Goal (year 3)
1. Number of minutes within the school year				
2. Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup. Show “all students” group here and attach spreadsheet to show subgroups.	R: M:	R: M:	R: M:	R: M:
3. Dropout rate				
4. Student attendance rate				
5. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	N: %:	N: %:	N: %:	N: %:
6. Discipline incidents (annual total) Define “discipline incident”:				
7. Truants (annual total of student truant days)				
8. Distribution of teachers by performance level on LEA’s teacher evaluation system (number of teachers in each level; L1=High. Use number of levels in LEA’s system.	L1: L2: L3: L4: L5: L6:	L1: L2: L3: L4: L5: L6:	L1: L2: L3: L4: L5: L6:	L1: L2: L3: L4: L5: L6:
9. Teacher attendance rate (percent) Total of all teachers’ days in attendance / Total school days X FTE Teachers				

Federal Metric Requirements—Lagging Indicators	Pre	Benchmark Year 1	Benchmark Year 2	Goal (Year 3)
1. AYP status				
2. Which AYP targets the school met and missed (how many met and missed?). Attach list of AYP targets missed in most recently available year.	Met: Missed:	Met: Missed:	Met: Missed:	Met: Missed:
3. School improvement status (Improvement Year 1, Improvement Year 2, Corrective Action, Restructuring Planning, or Restructuring)				
4. Percentage of students at or above each proficiency level on state assessments in reading/ language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup. Show “all students” group here. Attach spreadsheet to show subgroups.	R-B: R-P: R-A: M-B: M-P: M-A:	R-B: R-P: R-A: M-B: M-P: M-A:	R-B: R-P: R-A: M-B: M-P: M-A:	R-B: R-P: R-A: M-B: M-P: M-A:
5. 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. Show “all students” group here. Attach form to show subgroups.	R: M:	R: M:	R: M:	R: M:
6. Percentage of limited English proficient students who attain English language proficiency				
7. Graduation rate				
8. College enrollment rates				

**Implementation Indicators** are from the Transformation Toolkit which provides explanations and references to resources.

The LEA and the school each has specific responsibilities for implementing a SIG transformation. The SIG Online Tool provides for one process for tracking and reporting progress. The school’s transformation team is responsible for the process. This team is typically the school leadership team with one or more LEA staff added. Including LEA staff (usually called the internal partner) on the school transformation team enables the team to address implementation indicators relative to the LEA as well as the school.

After completing the Needs Assessment and approval of the plan from the SEA, the transformation team uses the SIG Online Tool to carefully assesses each indicator, develop plans, and track progress. During a Monitoring Review, the transformation team completes the Progress Update item in the online report and the SEA adds reviewer comments.

**Category: Providing Operational Flexibility and Sustained Support (2 Requirements)**

<b>Federal Requirement:</b> 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.	
<b>Implementation Indicators</b>	<b>No / Somewhat / Yes (Circle)</b>
1. The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support transformation.	N S Y
2. The LEA has reoriented its culture toward shared responsibility and accountability.	N S Y
3. The LEA has established performance objectives for each transformation school.	N S Y
4. The LEA has aligned resource allocation (money, time, human resources) within each school’s instructional priorities.	N S Y
5. The LEA has established a turnaround office or zone (to also include transformations and other models).	N S Y
6. The LEA negotiates union waivers if needed.	N S Y
<b>Needs Assessment:</b> Describe your obstacles to full implementation of the indicators for this requirement.	
<b>Needs Assessment:</b> Describe the kind of support and additional resources that would help you fully implement all the indicators for this requirement.	
<b>Plan:</b> Describe the specific interventions included in the plan that address this requirement and the expected outcome of each.	
<b>For Monitoring Only:</b> Progress Update: Describe the progress to date in implementing the indicators in this requirement and the specific interventions relative to it.	

**For Monitoring Only:** Reviewer Comments.

<b>Federal Requirement:</b> 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).	
<b>Implementation Indicators</b>	<b>No / Somewhat / Yes (Circle)</b>
1. The LEA has a transformation team.	N S Y
2. The LEA has assessed team and LEA capacity to support transformation.	N S Y
3. The LEA provides team members with information on what the LEA can do to promote rapid improvement.	N S Y
4. The LEA has designated an internal lead partner for each transformation school.	N S Y
5. The LEA has identified potential providers.	N S Y
6. The LEA has written and issued a request for proposals from potential providers.	N S Y
7. The LEA has developed transparent selection criteria for providers.	N S Y
8. The LEA has reviewed proposals, conducted due diligence, and selected provider(s).	N S Y
9. The LEA has negotiated contracts with providers, including goals, benchmarks, and plans to manage assets.	N S Y
10. The LEA has planned for and initiated an ongoing cycle of continuous progress monitoring and adjustment.	N S Y
11. The LEA is prepared to proactively deal with problems and drop strategies that do not work.	N S Y
12. The LEA has a plan for evaluation and has clarified who is accountable for collecting data.	N S Y
13. The LEA/School persists and perseveres, but discontinues failing strategies.	N S Y
14. The LEA has appointed a school transformation team.	N S Y
15. The LEA provides the school transformation team with information on what the school can do to promote rapid improvement.	N S Y
<b>Needs Assessment:</b> Describe your obstacles to full implementation of the indicators for this requirement.	
<b>Needs Assessment:</b> Describe the kind of support and additional resources that would help you fully implement all the indicators for this requirement.	
<b>Plan:</b> Describe the specific interventions included in the plan that address this requirement and the expected outcome of each.	



<b>For Monitoring Only:</b> Progress Update: Describe the progress to date in implementing the indicators in this requirement and the specific interventions relative to it.
<b>For Monitoring Only:</b> Reviewer Comments.

**Category: Developing and Increasing Teacher and School Leader Effectiveness (5 Requirements)**

<b>Federal Requirement:</b> Replace the principal who led the school prior to commencement of the transformation model.	
Implementation Indicators	No / Somewhat / Yes (Circle)
1. The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a transformation leader.	N S Y
2. The LEA advertises for candidates in local newspapers, publications such as Education Week, regional education newsletters, or web sites; alternatively, engage a search firm.	N S Y
3. The LEA has an established policy and process/rubric for screening candidates.	N S Y
4. The LEA has an established process for preparing to interview candidates.	N S Y
5. The LEA has established criteria and format for interviewing candidates.	N S Y
6. The LEA selects and hires qualified principals with the necessary competencies to be change leaders.	N S Y
7. The principal is a change leader.	N S Y
8. The principal effectively and clearly communicates the message of change.	N S Y
9. The principal collects and acts on data from a variety of sources and in a timely manner.	N S Y
10. The principal, after reviewing the data, seeks quick wins.	N S Y
11. The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions.	N S Y
12. The principal, with the school transformation team, persists and perseveres, but discontinues failing strategies.	N S Y
13. The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.	N S Y
<b>Needs Assessment:</b> Describe your obstacles to full implementation of the indicators for this requirement.	

<b>Needs Assessment:</b> Describe the kind of support and additional resources that would help you fully implement all the indicators for this requirement.
<b>Plan:</b> Describe the specific interventions included in the plan that address this requirement and the expected outcome of each.
<b>For Monitoring Only: Progress Update:</b> Describe the progress to date in implementing the indicators in this requirement and the specific interventions relative to it.
<b>For Monitoring Only: Reviewer Comments.</b>

<b>Federal Requirement:</b> 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 on going 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.	
Implementation Indicators	No / Somewhat / Yes (Circle)
1. The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools.	N S Y
2. The principal includes evaluation of student outcomes in teacher evaluation.	N S Y
3. The principal makes the evaluation process transparent.	N S Y
4. The LEA/principal provides training to those conducting evaluations to ensure that they are conducted with fidelity to standardized procedures.	N S Y
5. There is an established procedure for documenting the evaluation process.	N S Y
6. The principal provides timely, clear, constructive feedback to teachers.	N S Y
7. The evaluation process is linked with the LEA's collective and individualized professional development programs.	N S Y
8. The LEA/School assesses the evaluation process periodically to gauge its quality and utility.	N S Y
<b>Needs Assessment:</b> Describe your obstacles to full implementation of the indicators for this requirement.	

<b>Needs Assessment:</b> Describe the kind of support and additional resources that would help you fully implement all the indicators for this requirement.
<b>Plan:</b> Describe the specific interventions included in the plan that address this requirement and the expected outcome of each.
<b>For Monitoring Only: Progress Update:</b> Describe the progress to date in implementing the indicators in this requirement and the specific interventions relative to it.
<b>For Monitoring Only: Reviewer Comments.</b>

<b>Federal Requirement:</b> 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 to them to improve their professional practice, have not done so.	
Implementation Indicators	No / Somewhat / Yes (Circle)
1. The LEA/School has created a system for making awards that is transparent and fair.	N S Y
2. The LEA/School has worked with teachers and teachers' union at each stage of developing and implementing the system of awards.	N S Y
3. The LEA/School has implemented a communication plan for building stakeholder support.	N S Y
4. The LEA/School has secured sufficient funding for long-term program sustainability.	N S Y
5. The LEA/School has developed a system of providing performance-based incentives using valid data on whether performance indicators have been met.	N S Y
6. The LEA/School has identified and established non-monetary incentives for performance.	N S Y
7. 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).	N S Y
8. 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.	N S Y
9. The LEA has reformed tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals.	N S Y

10. The LEA has negotiated expedited processes for performance-based dismissals in transformation schools.	N S Y
11. The LEA has formed teams of specialists who are familiar with the rules and regulations that govern staff dismissals.	N S Y
12. The LEA has a team available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers.	N S Y
13. The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees.	N S Y
<b>Needs Assessment:</b> Describe your obstacles to full implementation of the indicators for this requirement.	
<b>Needs Assessment:</b> Describe the kind of support and additional resources that would help you fully implement all the indicators for this requirement.	
<b>Plan:</b> Describe the specific interventions included in the plan that address this requirement and the expected outcome of each.	
<b>For Monitoring Only: Progress Update:</b> Describe the progress to date in implementing the indicators in this requirement and the specific interventions relative to it.	
<b>For Monitoring Only:</b> Reviewer Comments.	

<b>Federal Requirement:</b> 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.	
Implementation Indicators	No / Somewhat / Yes (Circle)
1. The LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise.	N S Y
2. The LEA/School offers an induction program to support new teachers in their first years of teaching.	N S Y
3. The LEA/School aligns professional development with identified needs based on staff evaluation and student performance.	N S Y
4. The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.	N S Y

5. The LEA/School structures professional development to provide adequate time for collaboration and active learning.	N S Y
6. The LEA/School provides sustained and embedded professional development related to implementation of new programs and strategies.	N S Y
7. The LEA/School sets goals for professional development and monitors the extent to which it has changed practice.	N S Y
8. The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice.	N S Y
9. The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.	N S Y
10. The LEA/School creates a professional learning community that fosters a school culture of continuous learning.	N S Y
11. The LEA/School promotes a school culture in which professional collaboration is valued and emphasized.	N S Y
12. The principal aligns professional development with classroom observations and teacher evaluation criteria.	N S Y
<b>Needs Assessment:</b> Describe your obstacles to full implementation of the indicators for this requirement.	
<b>Needs Assessment:</b> Describe the kind of support and additional resources that would help you fully implement all the indicators for this requirement.	
<b>Plan:</b> Describe the specific interventions included in the plan that address this requirement and the expected outcome of each.	
<b>For Monitoring Only:</b> Progress Update: Describe the progress to date in implementing the indicators in this requirement and the specific interventions relative to it.	
<b>For Monitoring Only:</b> Reviewer Comments.	

<b>Federal Requirement:</b> 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.	
Implementation Indicators	No / Somewhat / Yes (Circle)
1. The LEA has a plan and process in place to establish a pipeline of potential turnaround leaders.	N S Y
2. The LEA has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation.	N S Y
3. The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.	N S Y
<b>Needs Assessment:</b> Describe your obstacles to full implementation of the indicators for this requirement.	
<b>Needs Assessment:</b> Describe the kind of support and additional resources that would help you fully implement all the indicators for this requirement.	
<b>Plan:</b> Describe the specific interventions included in the plan that address this requirement and the expected outcome of each.	
<b>For Monitoring Only:</b> Progress Update: Describe the progress to date in implementing the indicators in this requirement and the specific interventions relative to it.	
<b>For Monitoring Only:</b> Reviewer Comments.	

**Category: Comprehensive Instructional Reform Strategies (2 Requirements)**

<b>Federal Requirement:</b> 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.	
Implementation Indicators	No / Somewhat / Yes (Circle)
1. The principal ensures that teachers align instruction with standards and benchmarks.	N S Y
2. All teachers assess student learning frequently using standards-based classroom assessments.	N S Y
3. All teachers, working in teams, prepare standards-aligned lessons.	N S Y
<b>Needs Assessment:</b> Describe your obstacles to full implementation of the indicators for this requirement.	
<b>Needs Assessment:</b> Describe the kind of support and additional resources that would help you fully implement all the indicators for this requirement.	
<b>Plan:</b> Describe the specific interventions included in the plan that address this requirement and the expected outcome of each.	
<b>For Monitoring Only: Progress Update:</b> Describe the progress to date in implementing the indicators in this requirement and the specific interventions relative to it.	
<b>For Monitoring Only:</b> Reviewer Comments.	

<b>Federal Requirement:</b> 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.	
Implementation Indicators	No / Somewhat / Yes (Circle)
1. The school has established a team structure among teachers with specific duties and time for instructional planning.	N S Y
2. All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.	N S Y
3. All teachers, working in teams, differentiate and align learning activities with state standards.	N S Y
4. 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.	N S Y
5. All teachers employ effective classroom management.	N S Y
<b>Needs Assessment:</b> Describe your obstacles to full implementation of the indicators for this requirement.	
<b>Needs Assessment:</b> Describe the kind of support and additional resources that would help you fully implement all the indicators for this requirement.	
<b>Plan:</b> Describe the specific interventions included in the plan that address this requirement and the expected outcome of each.	
<b>For Monitoring Only: Progress Update:</b> Describe the progress to date in implementing the indicators in this requirement and the specific interventions relative to it.	
<b>For Monitoring Only: Reviewer Comments.</b>	



**Category: Increasing Learning Time and Creating Community-Oriented Schools (2 Requirements)**

<b>Federal Requirement:</b> Establish schedules and strategies that provide increased learning time.	
Implementation Indicators	No / Somewhat / Yes (Circle)
1. The principal is familiar with research and best practices associated with efforts to increase learning time.	N S Y
2. The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners.	N S Y
3. 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.	N S Y
4. The LEA/School has allocated funds to support extended learning time, including innovative partnerships.	N S Y
5. The LEA assists school leaders in networking with potential partners and in developing partnerships.	N S Y
6. The LEA/School creates and sustains partnerships to support extended learning.	N S Y
7. 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.	N S Y
8. The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.	N S Y
<b>Needs Assessment:</b> Describe your obstacles to full implementation of the indicators for this requirement.	
<b>Needs Assessment:</b> Describe the kind of support and additional resources that would help you fully implement all the indicators for this requirement.	
<b>Plan:</b> Describe the specific interventions included in the plan that address this requirement and the expected outcome of each.	
<b>For Monitoring Only:</b> Progress Update: Describe the progress to date in implementing the indicators in this requirement and the specific interventions relative to it.	
<b>For Monitoring Only:</b> Reviewer Comments.	

<b>Federal Requirement:</b> Provide ongoing mechanisms for family and community engagement.	
<b>Implementation Indicators</b>	<b>No / Somewhat / Yes (Circle)</b>
1. All teachers demonstrate sound homework practices and communication with parents.	N S Y
2. 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.	N S Y
3. The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change.	N S Y
4. The LEA/School has engaged parents and community.	N S Y
5. The LEA/School has support for transformation from all stakeholders.	N S Y
6. The LEA/School has established a positive organizational culture.	N S Y
7. The LEA/School helps stakeholders overcome resistance to change.	N S Y
<b>Needs Assessment:</b> Describe your obstacles to full implementation of the indicators for this requirement.	
<b>Needs Assessment:</b> Describe the kind of support and additional resources that would help you fully implement all the indicators for this requirement.	
<b>Plan:</b> Describe the specific interventions included in the plan that address this requirement and the expected outcome of each.	
<b>For Monitoring Only: Progress Update:</b> Describe the progress to date in implementing the indicators in this requirement and the specific interventions relative to it.	
<b>For Monitoring Only:</b> Reviewer Comments.	

<b>Federal Requirements and Additional Permissible Activities by Category</b>	
<i>Category: Operational Flexibility and Sustained Support</i>	
<b>Federal Requirement</b>	<b>Additional Permissible Activities</b>
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.	Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA
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).	Implementing a per-pupil school-based budget formula that is weighted based on student needs
<i>Category: Developing and Increasing Teacher and School Leader Effectiveness</i>	
Replace the principal who led the school prior to commencement of the transformation model.	Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school
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 on going 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.	Instituting a system for measuring changes in instructional practices resulting from professional development
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 to them to improve their professional practice, have not done so.	Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.
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.	
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.	
<i>Category: Comprehensive Instructional Reform Strategies</i>	
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.	Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.

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.	Implementing a school-wide response to intervention model
	Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content
	Using and integrating technology-based supports and interventions as part of the instructional program
	<p>In secondary schools</p> <ul style="list-style-type: none"> <li>a. Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework</li> <li>b. Improving student transition from middle to high school through summer transition programs or freshman academies</li> <li>c. Increasing graduation rates through, for example, credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills</li> <li>d. Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate</li> </ul>
<b><i>Category: Increasing Learning Time and Creating Community-Oriented Schools</i></b>	
Establish schedules and strategies that provide increased learning time.	Establish schedules and strategies that provide increased learning time
Provide ongoing mechanisms for family and community engagement.	Provide ongoing mechanisms for family and community engagement



The logo for the Center on Innovation & Improvement features a stylized sunburst or starburst graphic behind the text. The text is arranged in two lines: "CENTER ON" in a smaller font above "INNOVATION & IMPROVEMENT" in a larger, bold font. Below the main text, the tagline "Twin paths to better schools" is written in a smaller font. The entire logo is framed by a blue vertical line on the left and a red horizontal line at the bottom.

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