

State Supports to Districts and Schools

How SEAs Rate the Impact



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THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

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Introduction

Across the country, state education leaders want to know which state supports and interventions are being provided to low-performing schools and districts, which supports result in improvement, and which supports are most cost effective. Until we have comprehensive research findings on the many recently implemented state supports and interventions, the expert opinions of SEA personnel are our best sources of information. The Academic Development Institute and Corbett Education Consulting LLC, both affiliated with the federally funded Center on School Turnaround at WestEd, in conjunction with the Council of Chief State School Officers (CCSSO) and the Sandler Foundation, surveyed state education agencies (SEAs) to assess high-leverage supports that states provide to districts and to priority, focus, and other low-performing schools.

The survey was designed to (1) find out what types of supports SEAs provide to low-performing schools and districts, and to (2) determine the relative impact of each. In addition, the survey asked respondents about how they monitor and evaluate the effectiveness of SEA-provided supports and if they calculate the cost effectiveness of each. The possible supports were based on SEA-provided supports defined in *The SEA of the Future: Leverage Performance Management to Support School Improvement* (Building State Capacity & Productivity Center, 2013).¹ The categories of supports include:

- Opportunities and Incentives
- Supports to Build Systemic Capacity
- Supports to Build Local Capacity
- Interventions in Schools or Districts

In addition, members of the CCSSO State Collaborative on Assessment and Student Standards (SCASS) on Supports & Interventions provided feedback on the initial design and content of the survey. Those state teams included: Arkansas, Connecticut, Delaware, Michigan, Nevada, Ohio, Oregon, South Dakota, and Wyoming.

Methods

Between November 10 and December 8, 2014, administrative representatives of 34 SEAs answered the electronic survey. Survey respondents were: Alabama, Alaska, Arizona, Arkansas, Delaware, District of Columbia, Georgia, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Montana, Nebraska, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Puerto Rico, Rhode Island, South Dakota, Texas, Virginia, Washington, West Virginia, Wisconsin, and Wyoming. Responses were sought from all states, including those with and without Elementary and Secondary Education Act (ESEA) flexibility waivers. For states without ESEA flexibility waivers, survey participants were asked to respond to priority/focus or equivalent performance designations.

The primary survey respondent either completed the survey alone or with consultation from colleagues. The breakout of who completed the survey follows:

- 50% of the respondents filled out the survey alone
- 41% filled out the survey with the consultation of 1–3 others

¹Redding, S. (2013). Building a better system of support. In B. Gross, B., and A. Jochim, A. (edsEds.). *The SEA of the Future: Leveraging performance management to support school improvement* (pp. 9–18). San Antonio, TX: Building State Capacity & Productivity Center at Edvance Research, Inc. Retrieved from www.bscpcenter.org

- 6% filled out the survey with the consultation of 4–5 others
- 3% filled out the survey with the consultation of more than 5 others

The results of the survey indicate that almost all SEAs provide services and supports directly to focus, priority, and other low-performing schools. Fewer states provide state assistance at the district level within each performance designation.

The majority of survey respondents identified priority and focus schools, with fewer SEAs identifying “other” low-performing schools. SEAs identified the following designations:

- 97% identify priority schools
- 94% identify focus schools
- 87% identify “other” low-performing schools

“Other” low-performing schools are identified differently in each state. Some of the metrics used to identify this “other” designation include:

- Ratings in the state’s multiple measures system
- “On Watch” schools, which are the next 10% of Title I schools, after focus or priority designations
- “Alert” schools, which are the lowest 6–9% performers across all content areas over three years
- Schools that have not met the state accreditation standards
- D or F schools, or an equivalent rating, as identified by the state’s report card system
- Other non-priority or focus schools missing subgroup performance targets for consecutive years

The responding SEAs provide supports and services at the following levels:

- 97% provide supports to priority schools ($n = 31$)
- 63% provide supports to priority districts ($n = 20$)
- 87% provide supports to focus schools ($n = 27$)
- 61% provide supports to focus districts ($n = 19$)
- 73% provide supports to “other” schools ($n = 19$)
- 73% provide supports to “other” districts ($n = 19$)

It should be noted that the data was self-reported by states, and the survey was often completed by one person. Therefore, while the information gathered may be useful to glean the landscape of SEA-provided supports for low-performing districts and schools, additional research is needed to draw definitive conclusions on what supports states provide and which supports have the greatest leverage for improvement. In addition, states will benefit from ongoing evaluation processes that gauge the impact and cost effectiveness of each of the state-provided supports and interventions.

Results

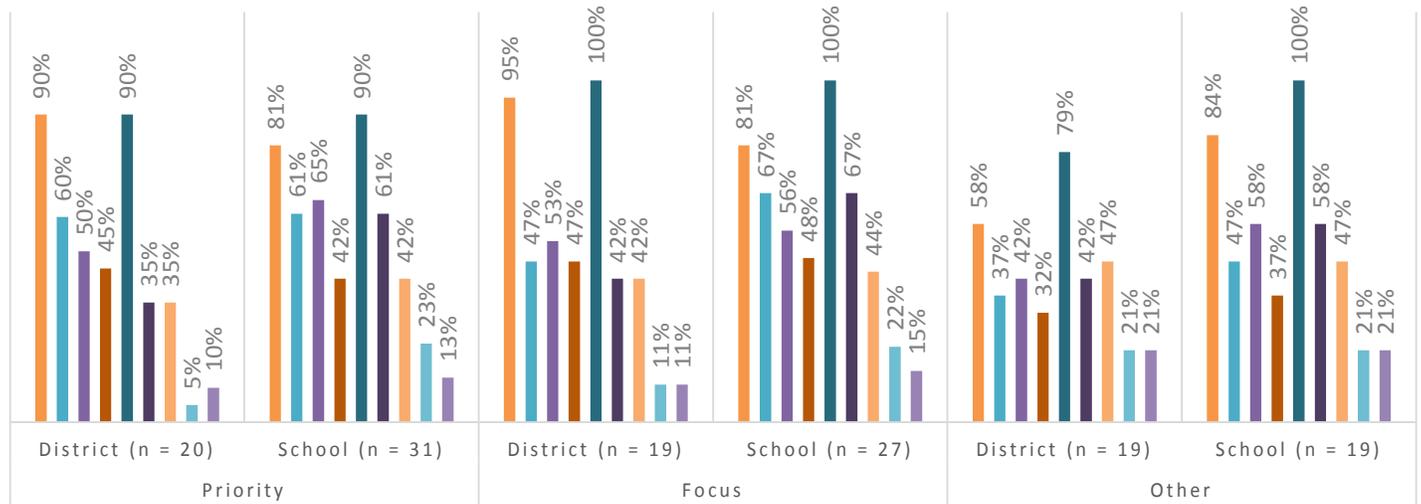
Prevalence of Supports Provided

Of the support options provided, SEAs reported providing a variety of supports to schools and districts with varying levels of need. The following graphs show the percentage of states that provide each support to schools or districts. It should be noted that the provision of service percentage was calculated based on the total number of SEAs that responded that they provide services to that designation. For example, while 26 SEAs responded that they designate “other” low-performing schools, only 19 SEAs responded that they provide supports to those schools. Therefore, the service provision percentage was calculated with an “ n ” of 19.

Graphs 1–4. State Supports Provided to Low-Performing Districts and Schools

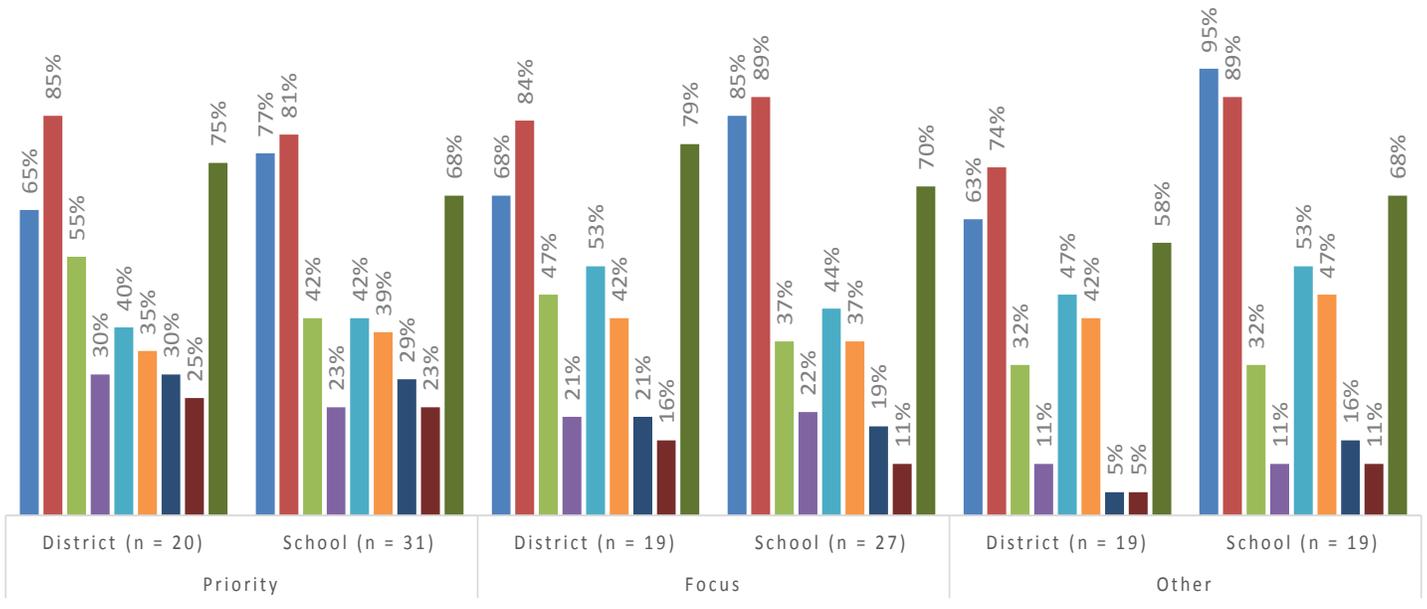
OPPORTUNITIES AND INCENTIVES

- 1. The SEA has policies to encourage innovative schools, programs, or practices
- 2. The SEA provides streamlined reporting or compliance requirements
- 3. The SEA prioritizes SEA services (i.e. priority over other schools/district requests for additional SEA supports, like, SPED, ELL, data use, coaching)
- 4. The SEA provides access to additional funding streams (besides 1003a & 1003g)
- 5. The SEA requires public disclosure of school performance
- 6. The SEA provides recognition and rewards for school or district accomplishments & improvements
- 7. The SEA provides public status reports/updates as improvements are made
- 8. The SEA provides decreased reporting requirements
- 9. The SEA provides decreased monitoring requirements



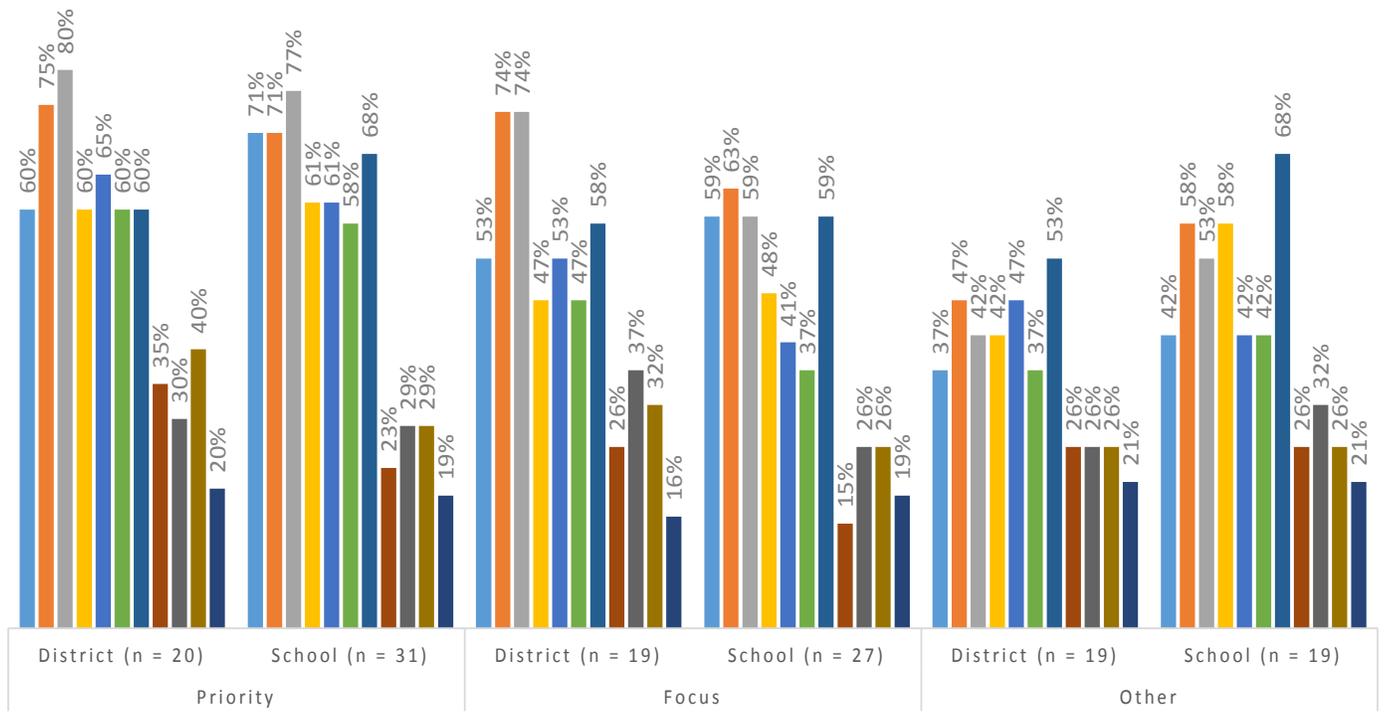
SUPPORTS TO BUILD SYSTEMIC CAPACITY

- 1. The SEA provides statewide data systems
- 2. The SEA provides web-based planning and implementation tools
- 3. The SEA created, or influenced the creation of, a pipeline for turnaround leaders
- 4. The SEA created, or influenced the creation of, a pipelines for turnaround teachers
- 5. The SEA allows for alternate routes to certifications (for staff working in low performing schools)
- 6. The SEA allows for flexibilities, waivers, or exemptions of state policies related to time (e.g. use of time, instructional time, etc) (This does not relate to an LEA's decision or requirement to extend the school day)
- 7. The SEA completes a pre-approval process for external vendors, if applicable (i.e. Lead Turnaround Partners)
- 8. The SEA provides a template for MOU/contract between LEAs and external vendor, if applicable (i.e. Lead Turnaround Partners)
- 9. The SEA shares best or promising practices being implemented in state with SEA staff and contractors providing supports across schools and districts



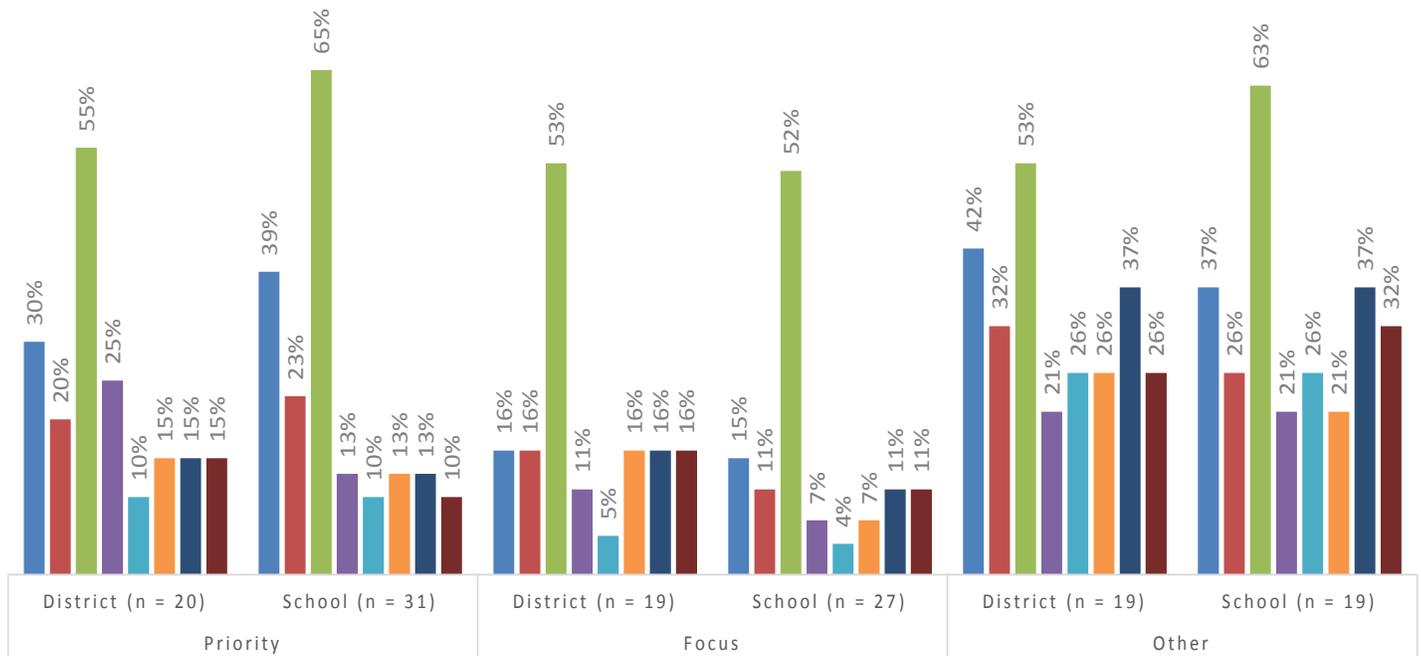
SUPPORTS TO BUILD LOCAL CAPACITY

- 1. The SEA completes an audit or assessment of strengths and weaknesses of both capacity and practice
- 2. The SEA provides specific trainings on rapid improvement/turnaround process, including strategies to implement
- 3. The SEA provides on-site support/coaching on rapid improvement/turnaround process and strategies
- 4. SEA-hired contractors provide on-site support/coaching on rapid improvement /turnaround process and strategies
- 5. SEA provides on-site leadership team support or coaching
- 6. SEA-hired contractors provide on-site leadership team support or coaching
- 7. The SEA codifies and shares best or promising practices being implemented in state with other schools and districts across state
- 8. The SEA provides training on rapid improvement/turnaround to local school boards
- 9. The SEA provides community engagement or advocacy in communities
- 10. The SEA has ability to require entity to report to state board of education on progress
- 11. The SEA regularly requests entities to report to state board of education on progress



INTERVENTIONS IN SCHOOLS OR DISTRICTS

- 1. The SEA has ability to complete a state takeover of entity
- 2. The SEA has ability to shift management of entity to an extraordinary authority district (i.e. Recovery School District, etc)
- 3. The SEA allows use of external vendors (LTPs)
- 4. The SEA requires use of external vendors (LTPs)
- 5. The SEA has ability to close or dissolve entity
- 6. The SEA has ability to remove local school board members
- 7. The SEA has ability to remove a leader (school level = principal, district level = superintendent)
- 8. The SEA has ability to re-staff an entity



Other Supports Provided

SEAs had the opportunity to note any other SEA-provided supports they deliver to low-performing schools and/or districts. A few of those “other” supports are worth highlighting; most occur onsite and relate to intensive coaching at the school or district levels.

- Educational Recovery staff is placed in each priority school and focus district. Additional professional development is provided for the priority schools and focus districts. Priority schools and focus districts are required to complete additional components and are provided with additional support in improvement planning.
- SEA Implementation Specialists are assigned to priority or focus schools to provide frequent on-site leadership support for both districts and schools implementing improvement plans. All schools in improvement are assigned a School Improvement Education Program Specialist from the SEA to provide differentiated support based on the district and school needs.
- Scheduled school and/or district visits by the SEA, facilitated data reviews to increase the use of data for decision-making and to adjust instruction, support with a tool to facilitate the development of culture, use of data, and adjustments to instruction.
- Annually, an Integrated Intervention Team (IIT) is appointed by the SEA to conduct on-site diagnostic district reviews and school reviews of selected priority and/or focus schools within the district to inform the development of the District Comprehensive Improvement Plan and School Comprehensive Education Plan. For schools designated as focus and priority in the years in which an IIT does not conduct an on-site diagnostic review, the school district is

required to use a diagnostic tool, to inform the development of the District Comprehensive Improvement Plan and the School Comprehensive Education Plan.

- Regulations enable the SEA to appoint distinguished educators to districts and schools that are experiencing extremely serious academic challenges and ensure the appointment of qualified individuals to assist low-performing schools.

Leverage Analysis

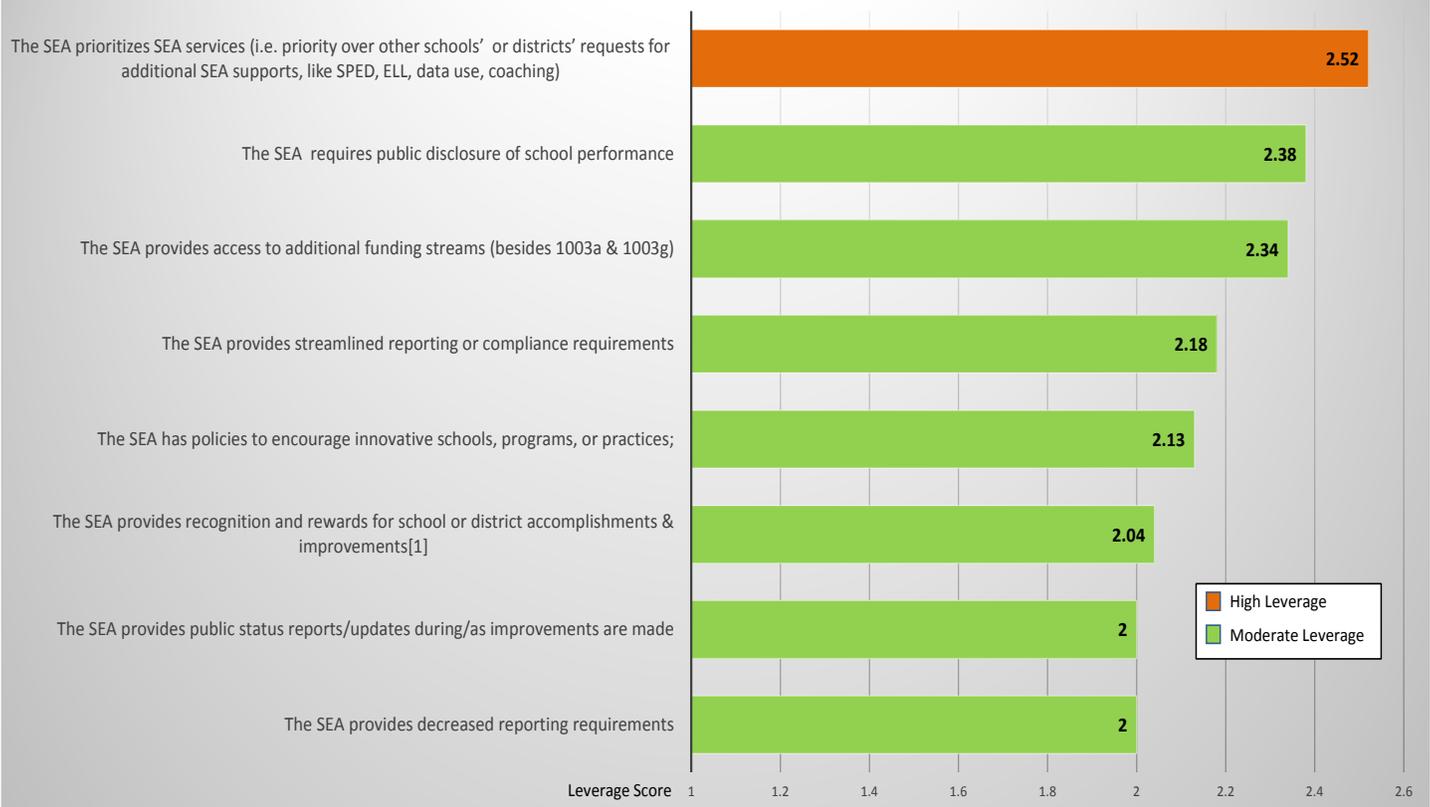
As noted above, the survey instrument asked respondents for a subjective valuation of the impact of any given support. We relied on SEA agents to use their professional judgment and expertise to determine the leverage assessment on a scale of low (1 point), moderate (2 points) or high (3 points). The leverage score was calculated by multiplying the number of states that selected a level by a leverage multiplier (1, 2, or 3), combining the three subtotals, and then dividing the sum by number of states that provided a leverage assessment. For example, for “the SEA prioritized SEA services” support, 27 SEAs provided a leverage indicator: 15 noted high leverage, 11 moderate leverage, and 1 low leverage. The sample formula is provided below:

$$[(15*3)+(11*2)+(1*1)]/27 = 2.52 \text{ leverage score}$$

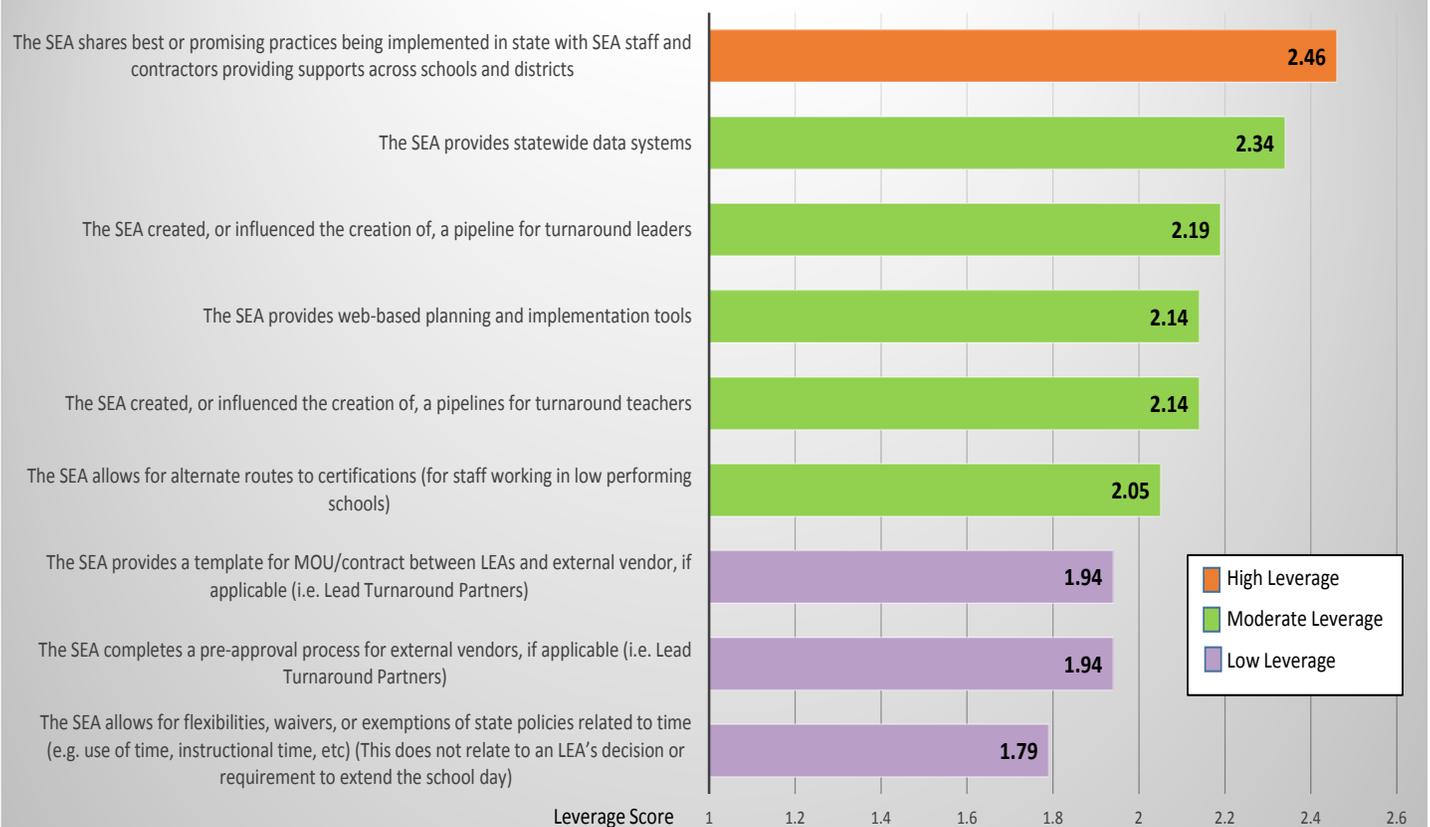
The majority of leverage scores fell between 2 and 3, so a cutoff point was defined to determine a final classification. A leverage score of 1.99 or below is low leverage, a score between 2 and 2.39 is moderate leverage, and a score above 2.4 is high leverage.

Graphs 5–9: SEA-Rated Leverage (Impact) of SEA-Provided Supports

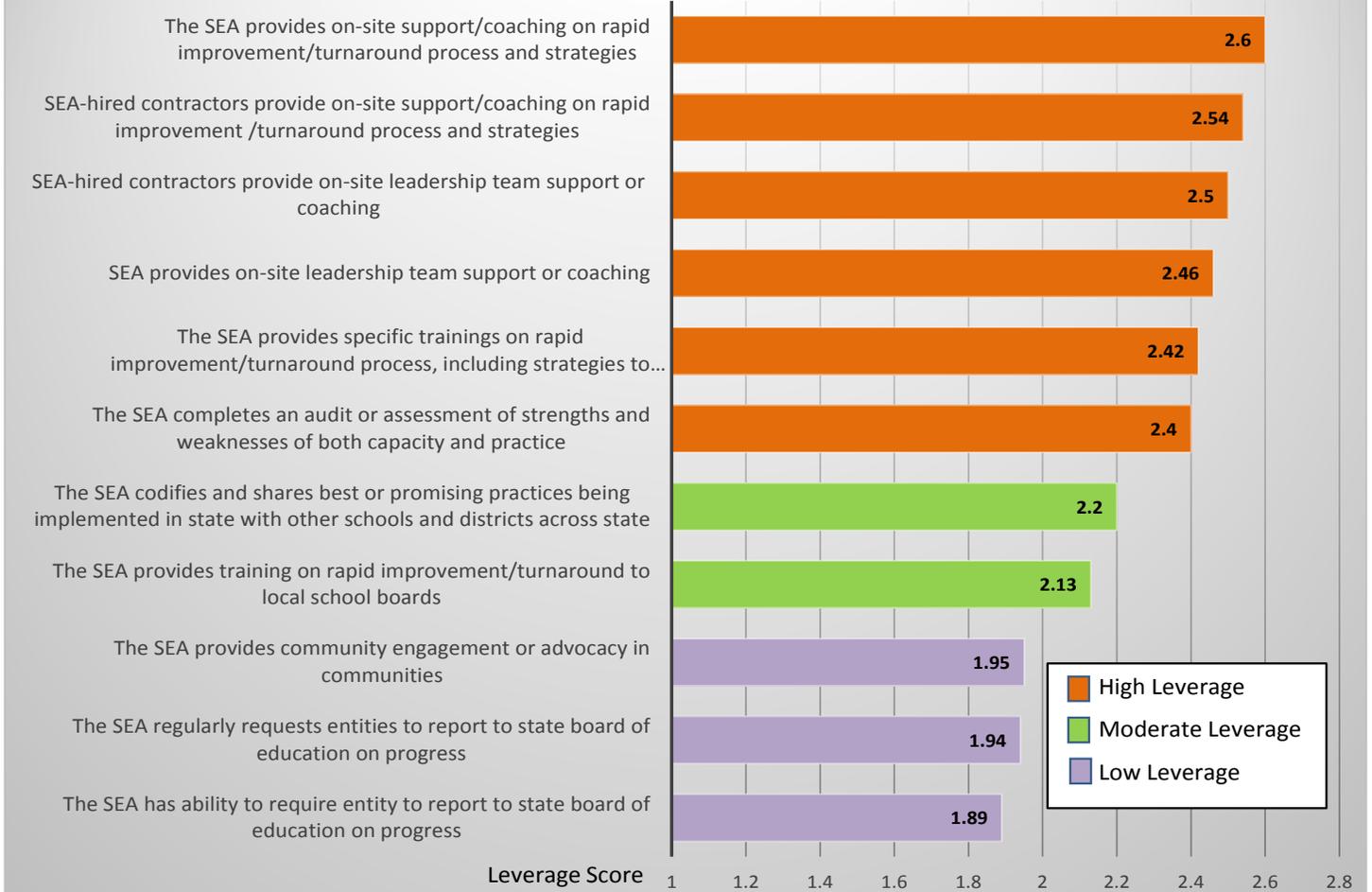
Opportunities and Incentives Leverage (Impact)



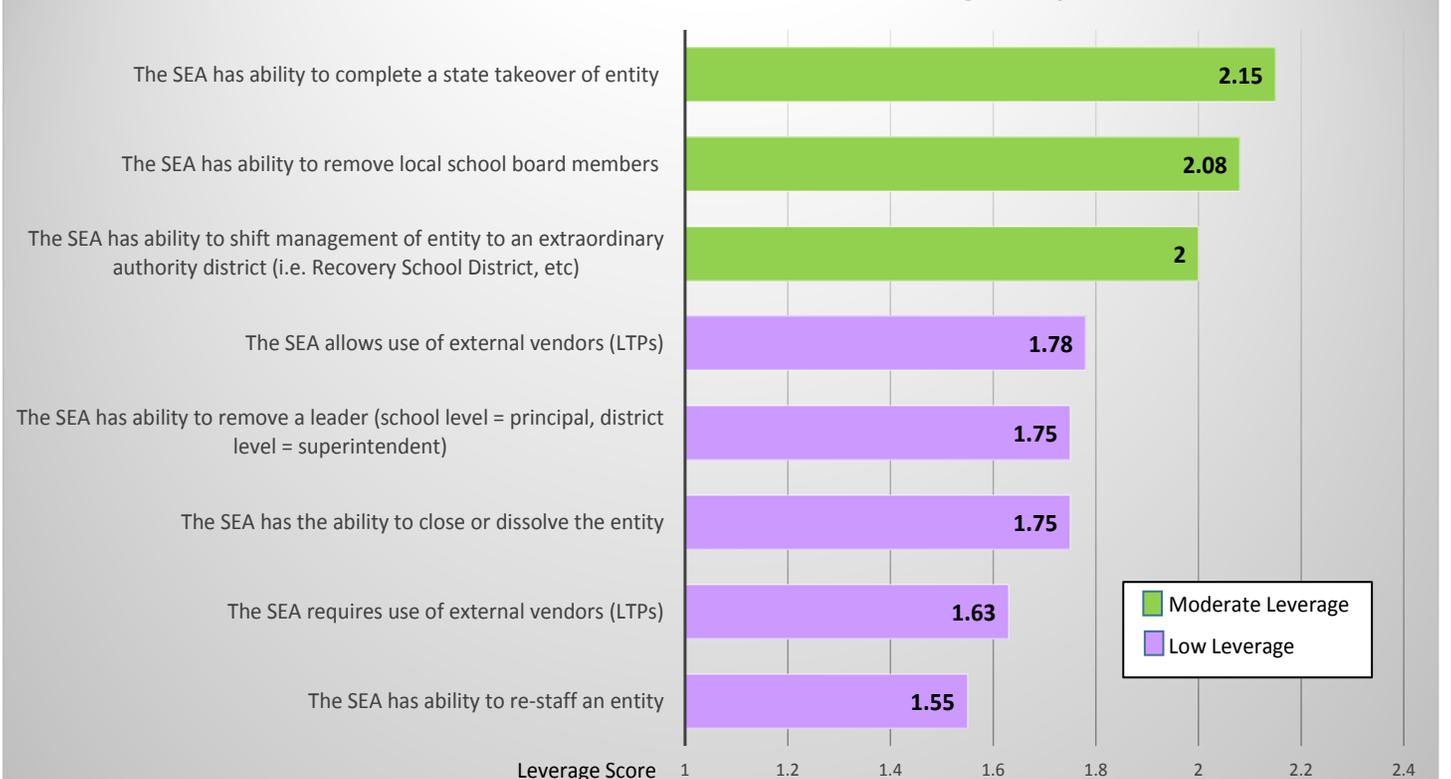
Supports to Build Systemic Capacity Leverage (Impact)



Supports to Build Local Capacity Leverage (Impact)



Interventions in Schools or Districts Leverage (Impact)



Effectiveness Analysis

Evaluating the Effectiveness of SEA-provided Supports

SEAs were asked about their processes for monitoring and evaluating the effectiveness of SEA-provided supports. Virtually all states responded that they do some form of annual review cycle to assess the improvement of their schools and/or districts. Many of those states also request quarterly monitoring reports. Few ($n = 9$) states distinguished that they use those overall assessments of school or district improvement to evaluate the effectiveness of the SEA-provided supports. Several SEAs specifically cited their online planning tools as a way to monitor implementation by adults and the impact of the SEA-provided supports on schools and districts. Stakeholder feedback meetings and focus groups were also cited as common data points to assess impact. Two states responded that external vendors were brought in specifically to evaluate the effectiveness of SEA supports and practices. Two other states wrote that they were in the process of developing a comprehensive evaluation plan to evaluate the SEA supports.

Determining the Cost Effectiveness of SEA-provided Supports

Only 29% of survey respondents indicated that their SEA assesses the cost effectiveness or return on investment of SEA-provided supports for low-performing schools and districts. Several states reported that this analysis is in its infancy. Of those who expanded on their positive responses, the most frequent methodologies used are quarterly or annual reports and reviews of school improvement plans.

POINTS FOR CONSIDERATION

The survey results present preliminary findings about what supports SEAs provide to low-performing schools and districts and how SEA personnel rate the impact of these supports. The results do encourage state leaders to think carefully about how SEA-provided supports are designed, how effectiveness is monitored, and if the return on investment warrants the use of state and federal funds.

- At what level should SEAs provide supports?
 - While all responding SEAs provide supports to the school level, only 64% provide supports to the district level. Does it make sense for SEAs to provide services to the school level, or should SEAs focus their efforts (and limited staff resources) at the district level? Can supports to the school succeed without engaging the district context?
 - If SEAs continue to provide support at the school level, do they have the capacity to provide supports as the number of schools and districts on state low-performing lists continues to grow? How does the SEA best differentiate services to maximize the effects of its limited resources?
- Are we doing what we think works?
 - Some supports have moderate to high leverage ratings, but are only offered by a few SEAs (e.g., decreased reporting requirements, supporting the training of local school board members). If the general consensus is that a support is moderate to high leverage, it may be useful for more states to incorporate that practice into their support structures, especially if it is a relatively low-cost support (e.g., decreased reporting requirements).
 - In some cases, having the ability to do something (e.g., requiring schools or districts to present to state board) is seen as having low leverage, yet regularly enacting that authority is judged to have moderate leverage. In effect, simply having the authority to do something is not very powerful, but using that authority to increase accountability can be powerful.
- Are we really prioritizing the schools and districts with the greatest needs?
 - Several data points indicate that SEAs provide supports to schools and districts with the greatest needs, yet those schools and districts are not prioritized throughout the SEA. For example, 50% of SEAs responded that they prioritize the needs of priority districts over other districts requesting services from the SEA. The designation of priority school or district should result in prioritized services from the SEA, not just from the Office of School Improvement (or equivalent SEA department), but from all departments within the agency.

- Are we assessing for effectiveness?
 - Several states specifically identified using student performance data as a means to assess the effectiveness of SEA-provided supports, but made no mention of state-identified benchmark indicators to assess the fidelity of implementation or to monitor change in adult practices. This highlights a larger question about how we identify that a school or district is turning around. How do we gain a better understanding of the changes in practice that produce results if our data come primarily from student outcomes only?
 - It is also important that states begin thinking about how to monitor and evaluate the impact of SEA-provided services on schools and districts. Simply assessing if schools or districts improve does not necessarily mean that the SEA provided high-quality or effective services and supports. SEAs may want to explore developing specific indicators that could be monitored to assess the impact of SEA-provided services on low-performing schools and districts.
 - What is the impact on monitoring for effectiveness as states transition to new standardized testing programs? SEAs, districts, and schools across the country are currently struggling with how to track progress as standardized testing programs are changing to better assess student learning. How can we measure progress from one year to the next when we measure apples in Year 1 and oranges in Year 2?
 - Although it is understood that assessing for return on investment or cost effectiveness is a new concept for many SEAs, it is crucial that SEAs think carefully about how state and federal dollars are being spent. Each support includes associated costs—including some that are very high, (specifically on-site coaching), and it would be beneficial for SEAs to develop stronger plans for monitoring and evaluating SEA-provided supports, the resulting impact on both adults and students, and their overall costs.
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Appendix A

Table Display of Results

Table 1. State Supports Provided to Low-Performing Districts and Schools

	Priority		Focus		Other	
	District (n = 20)	School (n = 31)	District (n = 19)	School (n = 27)	District (n = 19)	School (n = 19)
A. OPPORTUNITIES AND INCENTIVES						
1. The SEA has policies to encourage innovative schools, programs, or practices	90%	81%	95%	81%	58%	84%
2. The SEA provides streamlined reporting or compliance requirements	60%	61%	47%	67%	37%	47%
3. The SEA prioritizes SEA services (i.e., priority over other school/district requests for additional SEA supports, e.g., SPED, ELL, data use, coaching)	50%	65%	53%	56%	42%	58%
4. The SEA provides access to additional funding streams (besides 1003a & 1003g)	45%	42%	47%	48%	32%	37%
5. The SEA requires public disclosure of school performance	90%	90%	100%	100%	79%	100%
6. The SEA provides recognition and rewards for school or district accomplishments & improvements	35%	61%	42%	67%	42%	58%
7. The SEA provides public status reports/updates as improvements are made	35%	42%	42%	44%	47%	47%
8. The SEA provides decreased reporting requirements	5%	23%	11%	22%	21%	21%
9. The SEA provides decreased monitoring requirements	10%	13%	11%	15%	21%	21%
B. SUPPORTS TO BUILD SYSTEMIC CAPACITY						
1. The SEA provides statewide data systems	65%	77%	68%	85%	63%	95%
2. The SEA provides web-based planning and implementation tools	85%	81%	84%	89%	74%	89%
3. The SEA created, or influenced the creation of, a pipeline for turnaround leaders	55%	42%	47%	37%	32%	32%
4. The SEA created, or influenced the creation of, a pipeline for turnaround teachers	30%	23%	21%	22%	11%	11%

	Priority		Focus		Other	
	District (n = 20)	School (n = 31)	District (n = 19)	School (n = 27)	District (n = 19)	School (n = 19)
5. The SEA allows for alternate routes to certifications (for staff working in low-performing schools)	40%	42%	53%	44%	47%	53%
6. The SEA allows for flexibilities, waivers, or exemptions of state policies related to time (e.g., use of time, instructional time, etc.);this does not relate to an LEA's decision or requirement to extend the school day)	35%	39%	42%	37%	42%	47%
7. The SEA completes a preapproval process for external vendors, if applicable (i.e., Lead Turnaround Partners)	30%	29%	21%	19%	5%	16%
8. The SEA provides a template for MOU/contract between LEAs and external vendor, if applicable (i.e., Lead Turnaround Partners)	25%	23%	16%	11%	5%	11%
9. The SEA shares best or promising practices being implemented in state with SEA staff and contractors providing supports across schools and districts	75%	68%	79%	70%	58%	68%
C. SUPPORTS TO BUILD LOCAL CAPACITY						
1. The SEA completes an audit or assessment of strengths and weaknesses of both capacity and practice	60%	71%	53%	59%	37%	42%
2. The SEA provides specific trainings on rapid improvement/turnaround process, including strategies to implement	75%	71%	74%	63%	47%	58%
3. The SEA provides on-site support/coaching on rapid improvement/turnaround process and strategies	80%	77%	74%	59%	42%	53%
4. SEA-hired contractors provide on-site support/coaching on rapid improvement /turnaround process and strategies	60%	61%	47%	48%	42%	58%
5. SEA provides on-site leadership team support or coaching	65%	61%	53%	41%	47%	42%
6. SEA-hired contractors provide on-site leadership team support or coaching	60%	58%	47%	37%	37%	42%

	Priority		Focus		Other	
	District (n = 20)	School (n = 31)	District (n = 19)	School (n = 27)	District (n = 19)	School (n = 19)
7. The SEA codifies and shares best or promising practices being implemented in state with other schools and districts across state	60%	68%	58%	59%	53%	68%
8. The SEA provides training on rapid improvement/turnaround to local school boards	35%	23%	26%	15%	26%	26%
9. The SEA provides community engagement or advocacy in communities	30%	29%	37%	26%	26%	32%
10. The SEA has ability to require entity to report to state board of education on progress	40%	29%	32%	26%	26%	26%
11. The SEA regularly requests entities to report to state board of education on progress	20%	19%	16%	19%	21%	21%
D. INTERVENTIONS IN SCHOOLS OR DISTRICTS						
1. The SEA has ability to complete a state takeover of entity	30%	39%	16%	15%	42%	37%
2. The SEA has ability to shift management of entity to an extraordinary authority district (i.e., Recovery School District, etc.)	20%	23%	16%	11%	32%	26%
3. The SEA allows use of external vendors (LTP s)	55%	65%	53%	52%	53%	63%
4. The SEA requires use of external vendors (LTPs)	25%	13%	11%	7%	21%	21%
5. The SEA has ability to close or dissolve entity	10%	10%	5%	4%	26%	26%
6. The SEA has ability to remove local school board members	15%	13%	16%	7%	26%	21%
7. The SEA has ability to remove a leader (school level = principal, district level = superintendent)	15%	13%	16%	11%	37%	37%
8. The SEA has ability to re-staff an entity	15%	10%	16%	11%	26%	32%

Table 2. SEA-rated Leverage (Impact) of SEA-provided Supports

	Leverage Score	Support
A. OPPORTUNITIES AND INCENTIVES		
High Leverage	2.52	The SEA prioritizes SEA services (i.e., priority over other schools’ or districts’ requests for additional SEA supports, like SPED, ELL, data use, coaching)
	2.38	The SEA requires public disclosure of school performance
Moderate Leverage	2.34	The SEA provides access to additional funding streams (besides 1003a & 1003g)
	2.18	The SEA provides streamlined reporting or compliance requirements
	2.13	The SEA has policies to encourage innovative schools, programs, or practices
	2.04	The SEA provides recognition and rewards for school or district accomplishments & improvements
	2.00	The SEA provides decreased reporting requirements
	2.00	The SEA provides public status reports/updates during/as improvements are made
B. SUPPORTS TO BUILD SYSTEMIC CAPACITY		
High Leverage	2.46	The SEA shares best or promising practices being implemented in state with SEA staff and contractors providing supports across schools and districts
Moderate Leverage	2.34	The SEA provides statewide data systems
	2.19	The SEA created, or influenced the creation of, a pipeline for turnaround leaders
	2.14	The SEA created, or influenced the creation of, a pipeline for turnaround teachers
	2.14	The SEA provides web-based planning and implementation tools
	2.05	The SEA allows for alternate routes to certifications (for staff working in low-performing schools)
Low Leverage	1.94	The SEA completes a preapproval process for external vendors, if applicable (i.e., Lead Turnaround Partners)
	1.94	The SEA provides a template for MOU/contract between LEAs and external vendor, if applicable (i.e., Lead Turnaround Partners)
	1.79	The SEA allows for flexibilities, waivers, or exemptions of state policies related to time (e.g., use of time, instructional time, etc.; this does not relate to an LEA’s decision or requirement to extend the school day)
C. SUPPORTS TO BUILD LOCAL CAPACITY		
High Leverage	2.60	The SEA provides on-site support/coaching on rapid improvement/turnaround process and strategies
	2.54	SEA-hired contractors provide on-site support/coaching on rapid improvement /turnaround process and strategies
	2.50	SEA-hired contractors provide on-site leadership team support or coaching
	2.46	SEA provides on-site leadership team support or coaching
	2.42	The SEA provides specific trainings on rapid improvement/turnaround process, including strategies to implement
	2.40	The SEA completes an audit or assessment of strengths and weaknesses of both capacity and practice

	Leverage Score	Support
Moderate Leverage	2.20	The SEA codifies and shares best or promising practices being implemented in state with other schools and districts across state
	2.13	The SEA provides training on rapid improvement/turnaround to local school boards
Low Leverage	1.95	The SEA provides community engagement or advocacy in communities
	1.94	The SEA regularly requests entities to report to state board of education on progress
	1.89	The SEA has ability to require entity to report to state board of education on progress
D. INTERVENTIONS IN SCHOOLS OR DISTRICTS		
Moderate Leverage	2.15	The SEA has ability to complete a state takeover of entity
	2.08	The SEA has ability to remove local school board members
	2.00	The SEA has ability to shift management of entity to an extraordinary authority district (i.e., Recovery School District, etc.)
Low Leverage	1.78	The SEA allows use of external vendors (LTPs)
	1.75	The SEA has the ability to close or dissolve the entity
	1.75	The SEA has ability to remove a leader (school level = principal, district level = superintendent)
	1.63	The SEA requires use of external vendors (LTPs)
	1.55	The SEA has ability to re-staff an entity

Appendix B

Survey questions

SEA High Leverage Supports for Low-Performing Schools and Districts

The Academic Development Institute and Corbett Education Consulting LLC, both affiliated with the Center on School Turnaround at WestEd, are working with the Council of Chief State School Officers (CCSSO) to assess high leverage supports that SEAs provide to priority, focus, and other low-performing schools. This survey is designed to 1) find out what types of supports State Education Agencies (SEAs) provide to low performing schools and districts, and to 2) determine if specific supports are high leverage (i.e. which supports result in the strongest impact). Once compiled, we hope that this research will provide SEAs useful information as they plan and refine supports and services for low performing schools. Our intention is to publish the results in January 2015, in enough time to inform SEAs as Elementary and Secondary Education Act flexibility waivers are revised. **WE WANT THE PARTICIPATION OF ALL STATES IN THE SURVEY, EVEN IF THEY ARE NOT WAIVER STATES.**

Your answers will be aggregated with the results from other states, and comments will not be attributed to any one state.

We highly recommend that you confer with the SEA staff members who oversee and/or provide the services and supports to schools and districts as you fill out this survey. Please submit one completed survey electronically by November 21, 2014.

Please contact Julie Corbett with any specific questions. She can be reached by email, jcorbett@corbetteeducation.com, or via phone, 312-379-7719.

State:

First Name:

Last Name:

Phone:

Email Address:

1. How many SEA staff members participated in the completion of this survey?

- 1 (Myself)
- 2-4
- 4-6
- more than 6

2. Which type of schools does your state identify? (Please check all that are applicable.)

	Yes	No
Priority schools (or equivalent in non-waiver states)	<input type="radio"/>	<input type="radio"/>
Focus schools (or equivalent in non-waiver states)	<input type="radio"/>	<input type="radio"/>
Other low-performing schools	<input type="radio"/>	<input type="radio"/>

If yes, to "other low-performing schools," what is the designation, and what metrics are used to make that designation (i.e. A-F rating, star schools, etc)?

3. At what level does your SEA provide services? (Please check all that are applicable.)

	School	District
Priority schools (or equivalent in non-waiver states)	<input type="checkbox"/>	<input type="checkbox"/>
Focus schools (or equivalent in non-waiver states)	<input type="checkbox"/>	<input type="checkbox"/>
Other low-performing schools	<input type="checkbox"/>	<input type="checkbox"/>

4. Part A.

Please check the applicable supports that your SEA provides to schools or districts, specifically in relation to supporting low-performing schools or districts. Please check all that apply and notate at which level the supports are provided (i.e district or school). Please leave lines blank if your SEA does not provide services in a specific area.

Part B.

In your professional opinion, and based on any data analysis if available, which items are most likely to impact adult practices and student achievement? Please indicate the leverage level for EACH of the supports, services, or structures that you indicated your SEA provides to schools or districts in Part A.

A. OPPORTUNITIES AND INCENTIVES TO ENCOURAGE TURNAROUND

	Part A. Priority Districts	Part A. Priority Schools	Part A. Focus Districts	Part A. Focus Schools	Part A. Other Low- Perf. Districts	Part A. Other Low- Perf. Schools	Part B. Leverage High	Part B. Leverage Moderate	Part B. Leverage Little to No
1. The SEA has policies to encourage innovative schools, programs, or practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The SEA provides streamlined reporting or compliance requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The SEA prioritized SEA services (i.e. priority over other schools/district requests for additional SEA supports, like ELA, SPED, ELL, data use coaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The SEA provides access to additional funding streams (besides 1003a & 1003g)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The SEA requires public disclosure of school performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The SEA provides recognition and rewards for school or district accomplishments & improvements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The SEA provides public status reports/updates during as improvements are made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The SEA provides decreased reporting requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The SEA provides decreased monitoring requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Other support provided but not listed (describe below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe "Other" support not listed above.

B. SUPPORTS TO BUILD SYSTEMIC CAPACITY

	Part A. Priority Districts	Part A. Priority Schools	Part A. Focus Districts	Part A. Focus Schools	Part A. Other Low- Perf. Districts	Part A. Other Low- Perf. Schools	Part B. Leverage High	Part B. Leverage Moderate	Part B. Leverage Little to No
1. The SEA provides statewide data systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The SEA provides web-based planning and implementation tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The SEA created, or influenced the creation of, a pipeline for turnaround leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The SEA created, or influenced the creation of, a pipelines for turnaround teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The SEA allows for alternate routes to certifications (for staff working in low performing schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The SEA allows for flexibilities, waivers, or exemptions of state policies related to time (e.g. use of time, instructional time, etc) (This does not relate to an LEA's decision or requirement to extend the school day)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The SEA completes a pre-approval process for external vendors, if applicable (i.e. Lead Turnaround Partners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The SEA provides a template for MOU/contract between LEAs and external vendor, if applicable (i.e. Lead Turnaround Partners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The SEA shares best or promising practices being implemented in state with SEA staff and contractors providing supports across schools and districts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Other support provided but not listed (describe below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe "Other" support not listed above



C. SUPPORTS TO BUILD LOCAL CAPACITY

Part A. Priority Districts **Part A. Priority Schools** **Part A. Focus Districts** **Part A. Focus Schools** **Part A. Other Low-Perf. Districts** **Part A. Other Low-Perf. Schools** **Part B. Leverage High** **Part B. Leverage Moderate** **Part B. Leverage Little to No**

1. The SEA completes an audit or assessment of strengths and weaknesses of both capacity and practice	<input type="checkbox"/>								
2. The SEA provides specific trainings on rapid improvement/turnaround process, including strategies to implement	<input type="checkbox"/>								
3. The SEA provides on-site support/coaching on rapid improvement/turnaround process and strategies	<input type="checkbox"/>								
4. SEA-hired contractors provide on-site support/coaching on rapid improvement /turnaround process and strategies	<input type="checkbox"/>								
5. SEA provides on-site leadership team support or coaching	<input type="checkbox"/>								
6. SEA-hired contractors provide on-site leadership team support or coaching	<input type="checkbox"/>								
7. The SEA codifies and shares best or promising practices being implemented in state with other schools and districts across state	<input type="checkbox"/>								
8. The SEA provides training on rapid improvement/turnaround to local school boards	<input type="checkbox"/>								
9. The SEA provides community engagement or advocacy in communities	<input type="checkbox"/>								
10. The SEA has ability to require entity to report to state board of education on progress	<input type="checkbox"/>								
11. The SEA regularly requests entities to report to state board of education on progress	<input type="checkbox"/>								
12. Other support provided but not listed (describe below)	<input type="checkbox"/>								

Describe "Other" support not listed above.

D. INTERVENTIONS IN SCHOOLS OR DISTRICTS

	Part A. Priority Districts	Part A. Priority Schools	Part A. Focus Districts	Part A. Focus Schools	Part A. Other Low- Perf. Districts	Part A. Other Low- Perf. Schools	Part B. Leverage High	Part B. Leverage Moderate	Part B. Leverage Little to No
1. The SEA has ability to complete a state takeover of entity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The SEA has ability to shift management of entity to an extraordinary authority district (i.e. Recovery School District, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The SEA allows use of external vendors (LTPs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The SEA requires use of external vendors (LTPs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The SEA has ability to close or dissolve entity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The SEA has ability to remove local school board members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The SEA has ability to remove a leader (school level = principal, district level = superintendent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The SEA has ability to re-staff an entity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Other support provided but not listed (describe below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe "Other" support not listed above.

5. How does the SEA determine the effectiveness of SEA-provided supports for low-performing schools and districts?

6. Does your SEA assess the cost effectiveness or return on investment of SEA-provided supports for low-performing schools and districts?

Yes

No

If yes, please briefly explain how this analysis is completed.

7. In your professional opinion, what is the one support that your SEA provides to low-performing schools and/or districts that results in the most impact?

8. In your professional opinion, list up to three of the least effective supports that your SEA currently provides or has provided (within the last four years) to low-performing schools and/or districts?

9. Would you be willing to participate in a follow up phone interview to discuss some of these responses in additional detail?

- Yes
 - No
-