U.S. Department of Education
September 2015

Usage of Practices Promoted by School Improvement Grants

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ies INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE

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NCEE 2015-4019
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September 2015

This report was prepared for the Institute of Education Sciences under Contract ED-IES-10-C-0077. The project officer is Thomas E. Wei in the National Center for Education Evaluation and Regional Assistance.

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ACKNOWLEDGMENTS

Many people contributed in significant ways to the Impact Evaluation of School Improvement Grants. First, we would like to thank members of the evaluation's Technical Work Group—Thomas Cook, Thomas Fisher, Guido Imbens, Brian Jacob, Thomas Kane, Sean Reardon, Eric Smith, Jeffrey Smith, James Spillane, Elizabeth Stuart, and Jonathan Supovitz—who imparted valuable input at critical junctures.

At Mathematica Policy Research, important contributions were made by Tim Silva, who provided a thoughtful, critical review of the report; Eric Zeidman, Kristin Hallgren, and Nancy Duda, who led our large team of dedicated staff who recruited districts into the study; Irma Perez-Johnson and Kristin Hallgren, who led the many committed individuals who interviewed districts; John Deke, who led the analysis to select the study districts and schools and provided advice on technical issues; David DesRoches, who led the school survey effort with assistance from Lauren Maul, who tracked the school sample during data collection; Hermine Marcovici and her team at Mathematica's Survey Operation Center, who expertly followed up with schools; Mark Brinkley, who led the development and management of the web school survey with assistance from Jason DiBartolo, who specified requirements for the survey, Bea Jones, who maintained a tracking database, and Roland Scurato, who developed programs to send email reminders to schools; Cassie Pickens Jewell, who developed and managed project databases and worked to resolve questions about Memorandums of Understanding with districts; Jacob Hartog and Marykate Zukiewicz, who identified interview and survey questions that aligned with the SIG application; Alexandra Killewald and Jaime Thomas, who assisted with the selection of the study districts and schools; Amanda Beatty and Mai Miksic, who compiled prior research on the types of reforms promoted by SIG; John Chen, Mason DeCamillis, Emily Evans, Luis Rodriguez, and Lisa Shang, who provided excellent programming assistance in cleaning and analyzing the data; and Dale Anderson, Cindy Castro, John Kennedy, Linda Heath, and Jill Miller, who expertly edited and produced the report.

At American Institutes for Research, we thank Mariann Lemke, who imparted valuable knowledge about prior research on the types of reforms promoted by SIG; Cheryl Graczewski, Heather Quick, and Courtney Tanenbaum, who supervised dedicated teams of recruiters and interviewers from the American Institutes for Research; and Jinok Kim and Janet Lundeen, who provided excellent programming assistance in cleaning and analyzing the data.

At Social Policy Research Associates, we thank Sukey Leshnick and Castle Sinicrope, who supervised dedicated teams of recruiters and interviewers from Social Policy Research Associates.

Finally, we would like to extend a special thanks to the many school districts and schools who participated in the study. Without their strong support and participation, this study would not have been possible.

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I. INTRODUCTION

The American Recovery and Reinvestment Act of 2009 (ARRA) provided an unprecedented amount of federal funds for education in an effort to lessen the effects of the nation's economic downturn and to make a lasting investment in education. Through $97.4 billion in ARRA funds, the federal government sought to save education jobs, fund a new wave of innovation in education, and support comprehensive efforts to turn around low-performing schools. The School Improvement Grants (SIG) program received an additional $3 billion through ARRA. Through formula-based grants to states, SIG focuses on turning around low-performing schools (formally referred to as "persistently lowest-achieving schools" in SIG guidance) using one of four school intervention models. The SIG application criteria laid out school improvement practices in four main areas: (1) adopting comprehensive instructional reform strategies, (2) developing and increasing teacher and principal effectiveness, (3) increasing learning time and creating community-oriented schools, and (4) having operational flexibility and receiving support.

To learn about the effectiveness of SIG, the U.S. Department of Education's (ED's) Institute of Education Sciences commissioned an evaluation of the program. The SIG evaluation is based on a descriptive analysis of school-level education practices and a regression discontinuity design to assess the effect of SIG on student outcomes (the latter of which will be presented in a future report).

At the request of ED's Office of English Language Acquisition (OELA), part of the evaluation also focuses on how districts and schools have addressed the needs of English language learners (ELLs) as they used the practices promoted by SIG. ELLs are of particular interest to this evaluation because: (1) they are historically lower-achieving than non-ELLs[1], and (2) the SIG program placed particular emphasis on prioritizing the academic achievement of high-needs students, including ELLs (U.S. Department of Education 2010).

The study is being conducted by Mathematica Policy Research, the American Institutes for Research, and Social Policy Research Associates. In this chapter we provide background information about the SIG program, present prior research on SIG, and provide an overview of our evaluation and the contents of this report.

A. Scope, Purpose, Timing, and Size of SIG Funding

The SIG program aims to support the implementation of school intervention models in low-performing schools. This evaluation focuses on SIG awards granted in 2010, when roughly $3.5 billion in SIG awards were made, with $3.0 billion of that funding from ARRA. To receive SIG in 2010, state education agencies (SEAs) had to submit applications to ED identifying SIG-eligible schools (based on criteria specified by ED) and specifying the criteria the SEA would use to make subgrants of SIG to eligible districts. SIG funds were awarded in grants to states (apportioned by a formula based on Title I allocations). States were then required to distribute 95 percent of those funds through competitive subgrants to local education agencies (LEAs, which

[1] Since 2002, ELLs' reading test scores have been below those of non-ELLs on the National Assessment of Educational Progress test (National Center for Education Statistics. *The Condition of Education*. Accessed February 17, 2014 at https://nces.ed.gov/programs/coe/indicator_cgf.asp).

typically are school districts) for implementation of school intervention models in eligible schools over the course of three school years starting with 2010–2011.

For the 2010 SIG competition, ED required states to categorize eligible schools into three eligibility tiers based on each school's level (elementary or secondary), eligibility for and receipt of Title I program funds,[2] and achievement or graduation rate. These tiers helped prioritize the distribution of SIG funds at the local level and determined the strategies to be used for school turnaround. Generally, schools eligible for SIG under Tier I and Tier II:

1. Were receiving or eligible for Title I
2. Were in improvement, corrective action, or restructuring under No Child Left Behind (NCLB) and
    a. Were among the lowest achieving 5 percent of schools (or the lowest achieving 5 schools, whichever is greater) in the state, based on proficiency rates in English/language arts (ELA) and mathematics, or
    b. Were high schools with a graduation rate under 60 percent; and
3. Had failed to show progress over a number of years.[3,4]

Tier III schools were the remaining Title I-receiving schools in improvement, corrective action, or restructuring under NCLB, and the remaining Title I-eligible schools, that did not meet Tier I or Tier II requirements. Tier I and II schools had to be prioritized over Tier III schools for awards.

ED required that each SIG-awarded school under Tier I or Tier II implement one of four school intervention models, each of which featured specific practices:

- **Transformation.** This model requires schools to replace the principal, adopt a teacher and principal evaluation system that accounts for student achievement growth as a significant factor, adopt a new governance structure, institute comprehensive instructional reforms, increase learning time, create a community-oriented school, and have operational flexibility.
- **Turnaround.** This model requires schools to replace the principal, replace at least 50 percent of the school staff, institute comprehensive instructional reforms, increase learning time, create community-oriented schools, and have operational flexibility.
- **Restart.** This model requires schools to convert to a charter school or close and reopen under the management of a charter management organization or education management organization.

[2] Title I, Part A (Title I) of the Elementary and Secondary Education Act provides financial assistance to LEAs and schools with high numbers or high percentages of children from low-income families. Title I funds are allocated using formulas that are based primarily on census poverty estimates and the cost of education in each state.

[3] The number of years over which progress was to be assessed was left to the discretion of SEAs but had to be at least two years.

[4] The main difference between Tier I and Tier II was that Tier I generally included Title I-receiving elementary or secondary schools identified for improvement, whereas Tier II generally included secondary schools that were eligible for, but did not receive, Title I funds.

- **School closure.** This model requires schools to close and for their students to enroll in higher-achieving schools in the district.

The distribution of the 2010 SIG grantees from Tiers I, II, and III across model types and the distribution of award amounts are shown in Table I.1. The maximum grant amount was $2 million per year for three years (or $6 million in total over three years). The most commonly selected school intervention model was the transformation model (623 of 1,253 schools, 50 percent) with a median award per school of $2.1 million over three years. The turnaround model was the second most popular school intervention model (178 of 1,253 schools, 14 percent) with a median award of $2.7 million. The restart and closure models were selected for just 33 and 16 schools (3 percent and 1 percent). A total of 403 Tier III schools received awards to implement Tier III strategies, and the median award among those schools was $300,000 (Hurlburt et al. 2011).[5]

Table I.1. SIG Funding Awarded in 2010 and Number of Schools Implementing Each Intervention Model

	School Intervention Model				
	Transformation	Turnaround	Restart	Closure	Tier III Strategies[a]
Number of Schools Implementing Each Intervention Model					
Tier I	354	138	24	8	0
Tier II	255	40	9	8	0
Tier III	14	0	0	0	403
Total	623	178	33	16	403
Distribution of Award Amounts (Over Three Years)					
10th Percentile	$942,892	$1,236,632	$1,187,500	$31,935	$60,190
50th Percentile	$2,100,000	$2,684,490	$2,167,965	$50,000	$300,000
90th Percentile	$5,114,190	$5,190,000	$5,490,491	$254,323	$900,405

Source: IES database of SIG grantees; Hurlburt et al. (2011).

Note: The SIG awards summarized in this table are from the round of state applications due to the U.S. Department of Education on February 8, 2010. The award amount percentiles are based on the total award amount per school.

[a] Tier III strategies refer to all school improvement strategies used by SIG-awarded Tier III schools. Federal rules did not require Tier III schools to implement one of the four ED-specified school intervention models.

B. Prior Research on SIG

Prior research on SIG implementation is limited. Several studies investigated states' methods for selecting SIG schools and their plans for monitoring and supporting them (Center on Education Policy 2011a, 2011b, 2012a, 2012b; Government Accountability Office 2011; Hurlburt et al. 2011, 2012; U.S. Department of Education 2012a). States reported providing schools and districts with various types of assistance to aid with SIG implementation, but many states also planned to provide some assistance to low-performing, non-SIG schools (Center on Education Policy 2011a, 2012b). One study that compared school improvement practices used by SIG and non-SIG schools found that both groups reported implementing similar practices,

[5] Tier III strategies refer to all school improvement strategies used by SIG-awarded Tier III schools. Federal rules did not require Tier III schools to implement one of the four ED-specified school intervention models.

though SIG schools reported implementing these practices more intensively or supplementing them (Center on Education Policy 2012a); another similar study found that, for 16 of 32 SIG-promoted practices examined, schools implementing a SIG model were statistically significantly more likely than schools not implementing one to report using that practice (Herrmann et al. 2014). A case study of 25 SIG schools found that approaches to leadership varied across schools, with most principals exhibiting a mix of leadership qualities (Le Floch et al. 2014). Common challenges encountered during SIG implementation include difficulties attracting and retaining high-quality teachers and principals, particularly in rural areas; difficulties using data to inform and differentiate instruction; and limited state capacity to provide assistance (Center on Education Policy 2012a; GAO 2011; U.S. Department of Education 2011a–j).

This report focuses on the usage of SIG-promoted policies and practices, and sets the table for a future report that will examine whether receipt of SIG funds has an impact on student outcomes. Because this report does not examine the effectiveness of SIG, it is beyond the scope of this report to discuss the literature on SIG effectiveness in detail; however, we provide a brief summary of it in the next two paragraphs to set the stage for the future report.

Prior research on the effectiveness of the SIG program is limited, but the available research generally finds a positive relationship between SIG and student achievement. A study from California found a positive relationship between SIG and a school-level academic performance index that was based on student tests in English, math, social studies, and science; these positive results were particularly true for schools that implemented the turnaround model (Dee 2012). Similarly, a study from Philadelphia found that the SIG turnaround and restart models were positively associated with increased reading and math test scores in elementary and middle schools, though the turnaround model had no association with test scores for high schools[6] (Gold et al. 2012). A descriptive analysis showed that after the first year of implementation, two-thirds of SIG schools nationally experienced gains in math and another two-thirds experienced gains in reading (U.S. Department of Education 2012b). Another descriptive analysis found that gaps in the percentages of students scoring at or above proficient on state assessments between SIG-awarded schools and two comparison groups (SIG-eligible schools that did not receive grants and non-SIG-eligible schools) narrowed over the first two years of the grants (Council of the Great City Schools 2015).

Prior studies on the types of practices promoted by SIG provide no conclusive evidence on whether these practices improve student outcomes. In all four SIG areas (using comprehensive instructional reform strategies, developing and increasing teacher and principal effectiveness, increasing learning time and creating community-oriented schools, having operational flexibility and receiving support), both experimental and non-experimental studies found mixed results.[7] Some studies found that the types of practices promoted by SIG in those areas were associated with improved student outcomes, while other studies found no relationship between these

[6] The turnaround model was implemented in only two of the high schools evaluated in this study, however.

[7] Experimental studies are those that examine treatment and comparison groups from a randomized controlled trial. The results from experimental studies (if such studies are conducted appropriately) can be used to make causal statements about the effect of a practice, policy, program, or intervention on an outcome of interest. The results from nonexperimental studies cannot be used to make such causal statements because these studies cannot rule out the possibility that other differences between the groups—besides the intervention itself—caused any observed differences in outcomes.

practices and student outcomes.[8] Studies on the effectiveness of school turnaround more broadly (excluding SIG intervention models, but including school intervention models similar to those promoted by SIG) also found mixed results.[9]

C. Evaluation Focus

As noted in section B above, there is no conclusive evidence on whether the types of practices promoted by SIG improve student outcomes, and few studies on the implementation of SIG-promoted practices examine whether the practices used by SIG schools differ from those used by schools that did not receive SIG. This evaluation seeks to address these gaps in the existing literature. It is designed to examine whether the program affects student achievement (a topic that will be addressed in a future report), whether SIG recipients implementing school intervention models report using the practices promoted by the program, and whether they are using these practices to a different extent than schools that have not received such grants to implement school intervention models. This volume of the report focuses on the following research questions:

- Are SIG-funded intervention model schools using the improvement practices promoted by the four SIG intervention models, and how does that compare to the usage of those practices by schools not implementing a SIG-funded intervention model?
- Does usage of these practices include a focus on ELLs and does that focus on ELLs vary between schools implementing a SIG-funded intervention model and schools not implementing one?
- Does usage of these ELL-focused improvement practices vary by the percentage of students who are ELLs or the ELL/non-ELL student achievement gap?

To address these research questions, we analyzed data from surveys of school administrators from approximately 470 schools.[10] The sample of schools was purposively selected to support the estimation of impacts of SIG-funded models on student outcomes (which will be presented in a future report). Though the results from this evaluation of SIG are not necessarily generalizable to SIG schools nationwide, they are nonetheless important because they add to the limited knowledge base about the implementation and impacts of SIG-funded school turnaround efforts.

D. Looking Ahead

In Chapter II, we describe the study sample, design, and data collected to address these research questions. In Chapter III, we provide baseline information on the SIG sample. In

[8] To cite a few examples: Abdulkadiroglu et al. 2011; Allen et al. 2011; Angrist et al. 2011; Betts et al. 2005; Black et al. 2009; Carlson et al. 2011; Clark 2009; Clark et al. 2013; Constantine et al. 2009; Cortes et al. 2012; Decker et al. 2004; Dobbie and Fryer 2011; Furgeson et al. 2012; Garet et al. 2010; Glazerman et al. 2006; Gleason et al. 2010; Henderson et al. 2007; Henderson et al. 2008; James-Burdumy et al. 2005; May and Robinson 2007; Quint et al. 2008; Slavin et al. 2011; and Steinberg 2014.

[9] To cite a few examples: Bifulco et al. 2003; Borman et al. 2003; Booker et al. 2009; de la Torre and Gwynne 2009; Dobbie and Fryer 2011; Fryer 2014; Hoxby et al. 2009; Hoxby and Rockoff 2005; Gleason et al. 2010; Player and Katz 2013; Strunk et al. 2012; Tuttle et al. 2013; Zimmer and Buddin 2006; and Zimmer et al. 2012.

[10] Following reporting requirements established by the U.S. Department of Education's National Center for Education Statistics, we rounded all sample sizes to the nearest ten.

Chapter IV, we present findings on the extent to which SIG-funded model schools reported using the improvement practices promoted by SIG in spring 2012 and how that compares to schools not implementing a SIG-funded model. In Chapter V, we present findings on the extent to which schools implementing a SIG-funded model and those not implementing one reported focusing on ELLs in their usage of the practices promoted by SIG, and how that varies by the percentage of students who are ELLs and the ELL/non-ELL achievement gap. In Chapter VI, we discuss the findings from this volume. In Appendices A through E, we provide additional results, including details on responses to individual survey questions.

II. STUDY SAMPLE, DATA COLLECTION, AND ANALYSIS

In this chapter, we describe the study sample, the data collected, and the method of analyzing the data for the evaluation of SIG.

A. Study Sample

The sample for the evaluation of SIG includes 470 low-performing schools within 60 districts across 22 states.[11] These schools were purposively selected to support the estimation of impacts of SIG-funded models on student outcomes (which will be presented in a future report); that is, the SIG sample was not randomly selected. Thus, caution should be taken when interpreting the results. In particular, it should not be assumed that the findings presented in this volume of the report necessarily generalize to schools nationwide.

The sample includes more than a third of all schools implementing a SIG-funded model in 2011–2012. Low-performing schools (formally referred to as "persistently lowest-achieving schools" in SIG guidance) are generally schools that (1) are either Title I-receiving schools identified for improvement or Title I-eligible schools, and (2) fall in the lowest 5 percent in academic achievement in the state (or, for high schools, that have a graduation rate under 60 percent) for a number of years.[12] We present more information on the characteristics of the selected schools in Chapter III.

B. Data Collection

The data examined in this volume come from surveys of school administrators conducted in spring 2012.[13] We conducted a web survey of school administrators at the 470 schools in the SIG sample. The survey was sent to the principal of each school, with instructions indicating that he or she should consult with other school staff before completing the survey if needed, resulting in one response per school. The survey collected information about the SIG models and specific practices reported by schools as well as supports they reported receiving from states and districts. The SIG objectives in each area and the practices within each area for which we had survey data are detailed in Table II.1.[14,15] The school survey included questions addressing six ELL-focused

[11] The school sample size for this report (470 schools) is slightly larger than the sample of 450 schools used in Herman et al. (2014) because we were able to determine the status (whether or not they implemented a SIG-funded model) of roughly 20 additional schools, after the analyses for Herman et al. were completed but before the analyses for this report had begun.

[12] The number of years over which progress was to be assessed was left to the discretion of SEAs but had to be at least two years.

[13] The study also included interviews with state and district administrators. To provide context for the analysis in Chapter IV about *schools'* reported adoption of practices promoted by SIG, in Appendix B of this volume, we use the district interview data to summarize the extent to which *districts* reported adopting the practices promoted by SIG. In Appendix C, we present detailed responses to individual school survey questions about the adoption of practices promoted by SIG and to individual state and district interview questions about the supports provided to schools by states and districts.

[14] The school administrator survey protocol is available at http://www.mathematica-mpr.com/publications/PDFs/Spring_2012_School_Administrator_Survey.pdf.

[15] The survey questions specified that the 2011–2012 school year was the time period of interest. Therefore, the results in this report represent a point-in-time measure of the practices used by schools. Throughout the report, we use phrases such as "*In spring 2012*, schools reported *using* practices" to reflect that these are point-in-time measures. Because the usage of practices is a dynamic process, it is possible that some practices used by schools at

practices aligned with SIG objectives (Table II.2). To limit the length of the survey, we sought input from IES and the SIG program office on which questions were of greatest interest. We conducted pilot tests of the instrument and then revised the survey questions as needed to ensure the uniformity and consistency of the data collected. Eighty-seven percent of schools in the sample responded to the survey.

Table II.1. SIG Objectives and Practices Addressed by School Administrator Survey Questions, by Topic Area

Topic Area	SIG Objectives	Practices Addressed by School Administrator Survey Questions
Implementing comprehensive instructional reform strategies	Using data to identify and implement an instructional program	• Use data to evaluate instructional programs
	Promoting the continuous use of student data	• Use data to inform instruction • Use benchmark or interim assessments at least annually
	Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity	No items in school survey aligned with this objective[a]
	Implementing a new school model (such as a themed academy)	No items in school survey aligned with this objective[a]
	Providing supports and professional development to staff to assist ELLs and students with disabilities	• Implement strategies for English language learners (ELLs) to master content
	Using and integrating technology-based supports	• Increase technology access or use computer-assisted instruction
	Tailoring strategies for secondary schools	• Track postsecondary preparation or use project-based learning • Create small learning communities or academies • Track progress to high school graduation
Developing and increasing teacher and principal effectiveness	Using rigorous, transparent, and equitable evaluation systems	• Use student achievement growth • Use multiple evaluation measures
	Identifying and rewarding effective teachers and principals and removing ineffective ones	• Use evaluations to inform compensation • Review competencies of staff or replace instructional staff
	Providing high-quality, job-embedded professional development or supports	• Provide multiple-session professional development events[b] • Provide professional development on Common Core State Standards (CCSS), state standards, or turnaround • Professional development involves working collaboratively or is facilitated by school leaders • Provide professional development on student learning needs • Design professional development with school staff[b] • Use data to evaluate professional development[b]
	Implementing strategies to recruit, place, and retain staff	• Provide financial incentives or flexible work conditions • Use evaluation results to inform reductions in force or have policies that allow principal authority to hire staff[b]

(continued)

the time of the survey were no longer in use after the survey. For example, some schools that used the Common Core standards at the time of the survey may reside in states that repealed those standards after the survey.

Table II.1 *(continued)*

Topic Area	SIG Objectives	Practices Addressed by School Administrator Survey Questions
Increasing learning time and creating community-oriented schools	Increasing learning time	• Use schedules or strategies to increase learning time
	Engaging families and communities and providing a safe school environment that meets students' social, emotional, and health needs	• Change parent or community involvement strategies • Provide professional development on working with parents or cultural sensitivity, or increase volunteers or safety measures • Change discipline policies • Use data to guide nonacademic supports
Having operational flexibility and receiving support	Having operational flexibility	• Have autonomy on budgeting, hiring, discipline, or school year length
	Receiving technical assistance and support	• Receive training or technical assistance to support school improvement or use data to improve instruction

Source: SIG application; surveys of school administrators in spring 2012.

[a] The number of questions included in the school administrator survey was purposefully limited to reduce the time it took to complete the survey. We initially developed the interview questions based on an examination of the SIG application criteria. To ensure that the interview was of a reasonable length, we then pared down the initial list of questions through a deliberative process with the Institute of Education Sciences and the SIG Program Office, to assess their priorities for the types of questions to include. The survey did not include any questions about this objective.

[b] The school administrator survey did not ask about this practice for principals.

Table II.2. SIG Objectives and the ELL-Focused Practices Aligned with Those Objectives That Were Addressed by School Administrator Survey Questions, by Topic Area

Topic Area	SIG Objectives	ELL-Focused Practices Addressed by School Administrator Survey Questions
Implementing comprehensive instructional reform strategies	Using data to identify and implement an instructional program	No items in school survey aligned with this objective for ELLs[a]
	Promoting the continuous use of student data	• Use data on ELLs to inform instruction
	Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity	No items in school survey aligned with this objective for ELLs[a]
	Implementing a new school model (such as a themed academy)	No items in school survey aligned with this objective for ELLs[a]
	Providing supports and professional development to staff to assist ELLs and students with disabilities	• Implement strategies for ELLs to master content
	Using and integrating technology-based supports	No items in school survey aligned with this objective for ELLs[a]
	Tailoring strategies for secondary schools	No items in school survey aligned with this objective for ELLs[a]
Developing and increasing teacher and principal effectiveness	Using rigorous, transparent, and equitable evaluation systems	No items in school survey aligned with this objective for ELLs[a]
	Identifying and rewarding effective teachers and principals and removing ineffective ones	No items in school survey aligned with this objective for ELLs[a]
	Providing high-quality, job-embedded professional development or supports	No items in school survey aligned with this objective for ELLs[a]
	Implementing strategies to recruit, place, and retain staff	• Offer financial incentives for teachers with ELL expertise • Offer financial incentives for principals with ELL expertise

Table II.2 *(continued)*

Topic Area	SIG Objectives	ELL-Focused Practices Addressed by School Administrator Survey Questions
Increasing learning time and creating community-oriented schools	Increasing learning time	No items in school survey aligned with this objective for ELLs[a]
	Engaging families and communities and providing a safe school environment that meets students' social, emotional, and health needs	• Provide additional services for ELLs
Having operational flexibility and receiving support	Having operational flexibility	No items in school survey aligned with this objective for ELLs[a]
	Receiving technical assistance and support	• Receive supports to use data on ELLs to improve instruction

Source: SIG application; surveys of school administrators in spring 2012.

ELL = English language learner.

[a] The number of questions included in the school administrator survey was purposefully limited to reduce the time it took to complete the survey. We initially developed the interview questions based on an examination of the SIG application criteria. To ensure that the interview was of a reasonable length, we then pared down the initial list of questions through a deliberative process with the Institute of Education Sciences and the SIG Program Office, to assess their priorities for the types of questions to include. The survey did not include any questions about this objective.

To provide baseline and other contextual information for the sample used in this report, we drew on publicly available data from the Common Core of Data, which includes annual data about each public school, LEA, and state in the country. We accessed the Common Core to obtain 2009–2010 school-level characteristics such as the percentages of students in each race/ethnicity category, of students eligible for free or reduced-price lunch, of schools eligible for Title I, and of schools at each level (elementary, middle, high).

C. Analysis Methods

In this section, we describe the methods we used to compare the practices reported by schools implementing a SIG-funded model and schools not implementing one. The purpose of these comparisons is not to determine whether receipt of SIG to implement a school intervention model *caused* schools to use particular practices, but simply to determine whether schools implementing a SIG-funded model used the practices promoted by the four SIG models and how their experience compares with the usage of those practices by schools not implementing a SIG-funded model. In interpreting the results, please note the following caveats: (1) the findings are based on self-reported usage of practices, (2) our study instruments did not address every practice listed in the SIG application, (3) the application wording left it up to the schools to decide many of the details about how to implement particular practices, (4) we did not collect information about the quality or fidelity with which the practices were implemented, and (5) the SIG sample was not randomly selected.[16] For all of these reasons, the SIG findings should be interpreted with caution.

[16] Here we provide several potential explanations for how these limitations might affect the data. Our data do not allow us to determine whether any of these possible explanations are correct, but we offer them as starting points for thinking about how the results might be affected by the limitations. Self-reported levels of practice usage might be overestimated (relative to actual usage) if schools provided socially desirable responses. This would likely lead to overestimated levels for all schools. The study team took several steps to ensure that schools provided accurate responses, including telling schools that the survey was not an audit and that we would report aggregated responses across schools, rather than singling out any individual school. The fact that self-reported levels of practice usage (as presented in Chapter IV) are not all 100 percent, and in many cases are much lower than 100 percent, suggests that

The practices that we examined were either required or permissible under the SIG transformation and turnaround models. Schools that implemented the restart model under SIG were required to convert or close and reopen under a charter school operator, a charter management organization, or an education management organization that was selected through a rigorous review process. However, these schools could still choose to use the practices that were either required or permissible by SIG under the transformation and turnaround models, so we include them in the analysis. Only 20 of the 470 schools in the sample implemented the restart or closure model, so it is unlikely that their inclusion or exclusion would have a substantial effect on the overall results.

We first describe how we formed the two groups that are the basis for the comparisons presented in this volume of the report. We then describe how we summarized the large number of findings and how we analyzed the extent to which schools focused on ELLs in their usage of practices promoted by SIG.

1. SIG Comparisons

We divided the SIG sample of 470 low-performing schools into two groups for the purposes of this report. The first group includes roughly 290 schools that indicated they received SIG funding and were implementing one of the four school intervention models in spring 2012. We refer to these schools as *schools implementing a SIG-funded intervention model in 2011–2012* (or *schools implementing a SIG-funded model*, for short). The second group includes the remaining 180 schools in our sample, which includes both those that did not receive SIG funding and those that received SIG funding but were not implementing one of the four intervention models. We refer to this second group of schools as *schools not implementing a SIG-funded intervention model in 2011–2012* (or *schools not implementing a SIG-funded model*, for short). The analyses presented in this volume of the report focus on comparisons of these two groups.[17]

(continued)

the issue of providing socially desirable responses is not a rampant problem in our data. However, it is possible that schools implementing a SIG-funded model might have been more likely than schools not implementing one to provide socially desirable responses, given that they received SIG funds to implement the practices we examined. Therefore, the results for schools implementing a SIG-funded model might be more inflated than the results for schools not implementing one, so readers should use caution when interpreting the results. Regarding the fact that our study instruments did not address every practice listed in the SIG application criteria, this is unlikely to have a large effect on the overall results because there were very few practices not addressed by our survey questions (Table II.1 shows that only 2 out of 15 SIG objectives were not addressed by survey questions). Regarding the quality or fidelity with which the practices were implemented, and the fact that the application wording left it up to the schools to decide many of the details about how to implement particular practices, our data might overestimate usage levels if schools tended to report that they used a practice if they had at least begun to use it, but had not necessarily implemented it fully; this would lead to overestimated levels for all schools, rather than affecting the differences between schools implementing a SIG-funded intervention model and schools not implementing one. In addition, as noted above, the fact that many of the self-reported levels of practice usage (as presented in Chapter IV) are well below 100 percent suggests that these levels might not be overestimated.

[17] For an examination of the implementation of SIG conducted separately for schools that implemented the transformation and turnaround models, please see Herrmann, M., L. Dragoset, and S. James-Burdumy. "Are Low-Performing Schools Adopting Practices Promoted by School Improvement Grants?" NCEE 2015-4001. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, October 2014.

The construction of these two groups of schools was driven by the fact that this evaluation is focused on *SIG-funded intervention models*. More specifically, because this evaluation focuses on Tier I and II SIG schools in particular, and the SIG "intervention" for those schools consisted of using SIG funds to implement one of four ED-specified school intervention models, the analysis focuses on comparing schools that implemented a *SIG-funded intervention model* to schools that did not. We placed the 10 schools that received SIG funding but were not implementing a SIG model into the second group (that is, the group of *schools not implementing a SIG-funded model*) because they would not be expected to have used the practices promoted by the four SIG models. We also placed into this second group the 10 schools that reported implementing a SIG model without SIG funding because the goal of this report is to compare the practices used by schools implementing *SIG-funded* models with practices used by similar schools that were not implementing these *SIG-funded* models.[18]

2. Summarizing Findings from the School Survey

Given the large number of questions in the survey, it is difficult to discern broad patterns or form overall conclusions by only separately examining responses to individual questions. Therefore, we analyzed data from the survey using methods designed to provide information about broad patterns observed in the data. Readers interested in the responses to specific survey questions can refer to Appendix C. The process of summarizing findings involved several steps:

1. **Selecting subtopics.** For each of the four broad topic areas in the SIG application criteria (listed in Chapter I and Table II.1 above), we selected subtopics of interest using the SIG application criteria as a guide. For example, the section of the application criteria focusing on comprehensive instructional reform strategies identified activities in seven subsections: (1) using data to identify and implement an instructional program, (2) promoting the continuous use of data to identify and address the needs of individual students, (3) conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, (4) implementing a new school model, (5) providing staff with support and professional development to assist both English language learners (ELLs) and students with disabilities, (6) using and integrating technology-based supports, and (7) tailoring strategies for secondary schools. We used each of those seven subsections as subtopics in our analysis.
2. **Selecting questions aligned with the SIG application criteria.** For each subtopic, we then used a systematic approach to select survey questions that aligned with the practices that SIG sought to promote for that subtopic (by either requiring or permitting them for specific school intervention models). First, a Mathematica researcher selected questions corresponding to each practice based on whether he or she determined them to be aligned with the SIG application materials. Another

[18] Regarding how our results might have changed if we had defined the second group differently, if one believes that some schools that received SIG funding but didn't implement a model or some schools that implemented a model without SIG funding might have used SIG-promoted practices (for example, because they chose to use SIG-promoted practices despite not being required to do so, or because they found a way to use these practices without the support of SIG funding), then our estimates of the differences in outcomes between schools implementing a SIG-funded model and schools not implementing a SIG-funded model are likely to be underestimated (that is, these differences would have been larger if the group of schools not implementing a SIG-funded model included only schools that neither received SIG nor implemented a SIG model).

Mathematica researcher then reviewed those decisions to ensure that he or she agreed with each one (the agreement rate was 100 percent).[19] We determined the topic area and subtopic in which each survey question fell based on the section of the SIG application criteria with which it aligned. We did not use a survey question for more than one subtopic because that would have resulted in the question being overweighted in the overall topic area. When a question could potentially be used for more than one subtopic, we assigned it to the subtopic (and corresponding section of the application criteria) with which it was best aligned. The survey questions addressed all four topic areas and all but 2 of 19 subtopics from the application criteria.

3. **Constructing practice variables from survey questions.** For each practice in the SIG application criteria for which we identified one or more relevant questions, we constructed a variable ranging from zero to one using those questions. A value of one indicates that the school responded "yes" to all the questions aligned with that practice in the application criteria, a value of zero indicates that the school responded "yes" to none of the questions aligned with that practice, and a value between those two limits indicates that the school responded "yes" to some of the questions aligned with that practice.[20]

4. **Summing the practices for each school.** To determine each school's progress in using the practices aligned with the SIG application criteria, we summed the variables created in step 3. This sum was calculated separately for each subtopic. We then summed across subtopics to create a sum for each topic area.[21] If a particular school was missing values for a particular practice, we took the mean of the non-missing practices and multiplied it by the total number of practices for the overall area. For example, for the comprehensive instructional reform strategies area, which has eight practices, if a school had data available for five practices, and reported using two of them, the number of the school's reported used practices would be equal to (2/5)*8.

[19] It was important to have a second researcher review these decisions to ensure that the survey questions selected for each subtopic were aligned with the SIG application criteria. Measurement of the extent to which the first and second researchers agreed on which questions were aligned with the SIG application criteria is called "inter-rater reliability" in statistics. Inter-rater reliability is traditionally measured using the percent agreement rate, calculated as the number of questions for which the first and second researchers agreed on whether or not the question was aligned with the SIG application criteria, divided by the total number of survey questions (Gwet 2014).

[20] Many questions were originally structured with two response options, with a response of "yes" (recoded to a value of one) indicating that the school reported having the practice in place and a response of "no" (recoded to a value of zero) indicating that the school did not report having the practice in place. In some cases, however, it was necessary to combine multiple survey questions to determine whether or not a school reported fully adopting a particular practice. For example, one practice in the application criteria is that schools use teacher evaluation systems that take into account several factors. The survey asked nine separate questions about whether each of nine different measures of teacher performance (such as classroom observations and student surveys) was used for teacher evaluations. In this case, a school received a fraction of a point (in this example, one-ninth) for each "yes" response. This approach helped to ensure that we did not overweight some survey questions relative to how they were represented in the application criteria.

[21] Thus, one or more survey *questions* were used to create a variable for each *practice*, one or more practices formed a *subtopic*, and one or more subtopics formed a *topic area* (or *area*, for short).

Across all schools and all subtopics, the average percentage of practices that were missing was 6.0 percent.[22]

5. **Averaging the number of practices across schools.** For each group of schools (that is, schools implementing a SIG-funded model and schools not implementing a SIG-funded model), we averaged the numbers calculated in step 4. We calculated this average number of practices reported for the two groups of schools separately for each topic area and subtopic.
6. **Testing differences between groups of schools.** We conducted statistical tests to assess whether the average number of practices reported differed between the schools implementing a SIG-funded model in 2011–2012 and the schools not implementing one.[23,24] Because the goal of this analysis was to provide descriptive information about the actual levels of practices used by schools implementing a SIG-funded model in 2011–2012 and schools not implementing one, the results are reported as raw (that is, unadjusted) means; they are not regression-adjusted to account for pre-existing differences between these two groups of schools. Throughout this report, we focused on the statistical significance of differences between schools implementing a SIG-funded model in 2011–2012 and schools not implementing one (rather than the magnitude of differences) to ensure that consistent, objective, and transparent criteria were used for reporting findings. One caveat with this approach is that some statistically significant differences might not be substantively important; we indicated places in the report where this might be the case.

This method of summarizing findings is one way to analyze broad patterns observed in the data, and compare levels of usage of practices across different groups of schools. If variables had been constructed differently (for example, if multiple questions that addressed the same practice had not been combined into a single variable, but had each been included in the analysis as separate variables), the results might change. Therefore, it is important to keep these methods in

[22] To assess how much the way we coded missing data might have affected our results, we conducted a bounding exercise in which we re-calculated the results twice: once setting all missing responses to "no" (that is, assuming all missing responses indicated that the practice was not used) and once setting all missing responses to "yes" (that is, assuming all missing responses indicated that the practice was used). The results were largely unchanged. The magnitude of differences between schools implementing a SIG-funded model in 2011–2012 and schools not implementing one with respect to the number of SIG-promoted practices used were very similar to the magnitudes reported in Chapter IV. In addition, across the eight statistical significance tests conducted as part of this bounding exercise (two for each of the four topic areas), only one result differed from what is shown in Chapter IV: when setting all missing responses to "no," the difference between schools implementing a SIG-funded model in 2011–2012 and schools not implementing one with respect to the number of SIG-promoted practices used in the area of comprehensive instructional reform strategies was no longer statistically significant.

[23] For this analysis, we used a permutation test, which is the nonparametric counterpart to a t-test. The statistical power of this test differed by topic area and subtopic because it depended on several factors, including the number of survey questions aligned with the SIG application criteria, the number of variables constructed from those questions, and the degree to which the variables were correlated with each other.

[24] There was no need to adjust the standard errors in this analysis for any type of clustering (for example, at the district or state level) because there was no mechanism by which districts or states contributed to random variation in the results. If we had randomly sampled or randomly assigned districts or states, then it would have been appropriate to account for such variation.

mind when interpreting the results, along with the caveats mentioned above about the survey instrument and the wording of the SIG application criteria.

3. ELL-Focused Analyses

We examined the extent to which schools focused on ELLs in their usage of SIG-promoted practices using the same processes that we describe above to analyze data from the school survey. The only difference was that the summary measures included only practices that were explicitly focused on ELLs. We used a systematic approach to select ELL-focused survey questions that aligned with the practices in the SIG application criteria, in which two researchers selected questions independently (the agreement rate was 100 percent).

To examine whether usage of these ELL-focused practices differed by the size of the ELL population and the ELL/non-ELL achievement gap, we categorized each school according to whether it had an above-median or below-median ELL population and an above- or below-median ELL/non-ELL achievement gap, where ELL population is defined as the percentage of students who are ELLs. We then examined the usage of ELL-focused practices for those groups (above-median ELL population, below-median ELL population, above-median gap, below-median gap). Throughout this report, we use "schools with higher ELL populations" to refer to schools with above-median ELL populations, "schools with higher ELL/non-ELL achievement gaps" to refer to schools with above-median ELL/non-ELL achievement gaps, "schools with lower ELL populations" to refer to schools with below-median ELL populations, and "schools with lower ELL/non-ELL achievement gaps to refer to schools with below-median ELL/non-ELL achievement gaps.

We classified schools as having higher (above-median) or lower (below-median) ELL populations using student-level administrative data from 2009–2010, which contained indicators for whether each student participated in a program for ELLs. This data element was available for all schools in the study sample. We classified schools as having higher or lower ELL/non-ELL achievement gaps based on their gaps on the state math assessment, using student-level administrative data from 2009–2010.[25] Specifically, we calculated the ELL/non-ELL achievement gap as average achievement for non-ELLs minus average achievement for ELLs. We used administrative data from 2009–2010 because it was the year prior to the round of SIG awards on which we focus in this report. To calculate these variables, we first used student-level data to compute the ELL population and the ELL/non-ELL achievement gap for each school in our SIG sample. We then used these school-level values to determine the median ELL population and median ELL/non-ELL achievement gap for the schools in our SIG sample.

For all the ELL-focused analyses of school survey data, we excluded schools that had no ELLs, because they were instructed to report "not applicable" for questions that focused on ELLs. Therefore, these schools would not have reported information about their practices related to ELLs.

[25] For consistency with the state analysis for RTT described in Volume I of this report, we used the math assessment, rather than the reading assessment, to calculate achievement gaps. The math and reading gaps were highly correlated (0.6 for schools and 0.9 for districts), so the choice of subject was unlikely to make a large difference in the composition of the higher and lower groups.

We ran statistical tests to determine whether there were differences in the number of ELL-focused practices used *between* each group of schools. For example, we compared SIG-funded model schools with lower ELL populations and ELL/non-ELL achievement gaps to schools that also had lower populations and gaps but did not implement such a model. We also ran statistical tests to determine whether there were differences in the number of ELL-focused practices *within* each group of schools. For example, we compared SIG-funded model schools with lower populations and gaps to SIG-funded model schools with higher populations and gaps.

III. UNDERSTANDING THE CONTEXT FOR USAGE OF PRACTICES PROMOTED BY SCHOOL IMPROVEMENT GRANTS

In this chapter, we examine baseline characteristics of the two groups of schools compared in this volume of the report: (1) schools implementing a SIG-funded intervention model in 2011–2012 and (2) schools not implementing a SIG-funded model in 2011–2012. These schools were purposively selected to support the estimation of impacts of SIG-funded models on student outcomes that will be presented in a future report for this evaluation. Because the SIG sample was not randomly selected, findings cannot necessarily be generalized to schools implementing a SIG-funded model nationwide, and readers should exercise caution when interpreting the results. However, given the limited information currently available about the implementation of SIG, the implementation findings presented in this report are still relevant for the SIG program.

To help contextualize study findings, it is important to understand differences and similarities that may have existed at baseline (i.e., during the 2009–2010 school year, which is the year prior to the round of SIG awards that we focus on in this study) between the two groups of schools in our analysis. The characteristics of study schools implementing and not implementing SIG-funded models are shown in Table III.1 (first and second columns). A comparison of these first two columns suggests that our two groups of study schools were generally similar at baseline, with a few exceptions. Study schools implementing a SIG-funded model had a statistically significantly higher percentage of students who were eligible for free or reduced-price lunch than study schools not implementing a SIG-funded model (83.5 vs. 80.4 percent). Study schools implementing a SIG-funded model also were unsurprisingly more likely to be implementing one of the four intervention models prescribed by SIG, to be eligible for SIG under Tier I or II (which were prioritized for SIG awards over Tier III schools), and to be in SIG cohort 1 or cohort 2.

To understand how the study schools implementing a SIG-funded model in 2011–2012 compare to all schools in the United States that were implementing SIG-funded models in 2011–2012, data on the latter group are shown in the third column of Table III.1. Comparing the first and third columns shows that study schools implementing a SIG-funded model differed from U.S. schools implementing such models on nearly all of the baseline measures examined. For example, study schools implementing a SIG-funded model were significantly more likely to be economically disadvantaged (with 83.5 vs. 78.2 percent of students eligible for free or reduced-price lunch), located in an urban area (87.3 vs. 59.1 percent), and to use the turnaround model (36.3 vs. 21.3 percent). These differences are perhaps not surprising, given that (as described in Chapter II), the schools in the SIG sample were more likely than other schools to be located in large districts.

These patterns suggest that the two groups of study schools in our SIG sample are generally similar, but that the sample of study schools implementing a SIG-funded model is *not* representative of such schools nationwide. Therefore, readers should exercise caution when interpreting the results. In particular, it should not be assumed that SIG implementation findings presented in this report necessarily generalize to SIG schools nationwide.

Table III.1. Baseline (2009–2010) Characteristics of Study Schools and of All U.S. Schools Implementing a SIG-Funded Intervention Model

	Study Schools Implementing a SIG-Funded Intervention Model in 2011–2012	Study Schools Not Implementing a SIG-Funded Intervention Model in 2011–2012	All U.S. Schools Implementing a SIG-Funded Intervention Model in 2011–2012
Average Percentage of Students by Race/Ethnicity Category			
White, non-Hispanic	9.3*	8.9	19.0
Black, non-Hispanic	54.2*	47.9	45.4
Hispanic	31.3*	37.2	26.7
Asian	1.9	2.0	2.2
Other	3.3*	3.9	6.7
Average Percentage of Students Eligible for Free or Reduced-Price Lunch	83.5†*	80.4	78.2
Percentage of Title I Eligible Schools	94.8*	93.3	89.2
Percentage of Schools by Location			
Urban	87.3*	86.6	59.1
Suburban	6.5*	6.1	16.0
Town or Rural	6.2*	7.3	24.9
Percentage of Schools by Level			
Elementary	29.6*	30.2	24.0
Middle	19.9	17.9	19.5
High	48.1	48.0	49.4
Other	2.4*	3.9	7.1
Percentage of Schools by Model			
Turnaround	36.3†*	0.0	21.3
Restart or Closure[a]	6.8†	0.0	5.9
Transformation	56.8†*	0.0	72.8
Percentage of Schools by SIG Cohort			
Cohort 1	86.3†*	2.2[b]	46.8
Cohort 2	13.7†*	0.0	53.3
Cohort 3	0.0†	5.6	0.0
Percentage of Schools by Eligibility Tier			
Tier I	64.8†	13.9	62.7
Tier II	24.7†*	8.5	37.3
Tier III	10.5†	77.6	n.a.
Number of Schools	**290**	**170–180**	**830–840**

Source: Common Core of Data, 2009–2010; IES database of SIG grantees; surveys of school administrators in spring 2012; interviews with district administrators in spring 2012.

Note: Percentages of students are unweighted school-level averages. Study schools identified as implementing or not implementing a SIG-funded intervention model were identified using information from districts and schools, as well as the IES database of SIG grantees available at http://www2.ed.gov/programs/sif/index.html. These data sources were also used to identify the particular intervention model being implemented by study schools. U.S. schools implementing a SIG-funded intervention model (and the particular intervention model being implemented by these schools) were identified using the IES database of SIG grantees, and this group of schools was restricted to schools in Tiers I and II because ED required that each Tier I or II school receiving SIG implement one of four school intervention models (whereas Tier III schools receiving SIG were not required to do so), so schools in Tiers I and II are more similar to the group of study schools implementing a SIG-funded intervention model than Tier III schools are. The national percentages of schools implementing each of the four intervention models are based on schools' planned implementation as of 2009–2010 for cohort 1 grantees and as of 2010–2011 for cohort 2 grantees. Data from 2009–2010 are used whenever possible to report schools' demographic and location data because that was the school year just before the first year of implementation of the ARRA-funded SIG intervention models. Data from 2008–2009 are used for schools with data missing in 2009–2010, and data from 2007–2008 are used for schools with data missing in both 2009-2010 and 2008–2009. National comparison data are for Tier I and II schools in 49 states and the District of Columbia. One state, Hawaii, is excluded in the national comparison data because the SIG database does not include information for Hawaii. To comply with NCES statistical

Table III.1 *(continued)*

reporting requirements for small cell sizes, we aggregated the percentages for town and rural school locations and for restart and closure intervention models.

[a] Schools that had already implemented the closure model as of spring 2012 were not surveyed and were not included in the analysis. Schools that were planning to implement the closure model but had not yet closed as of spring 2012 were surveyed and included in the analysis, for three reasons: (1) Dropping these schools from the analysis would have been inconsistent with how we treated schools that were planning to implement other models, but had not yet implemented a particular practice required by that model. For example, if a school was planning to implement the transformation model but had not yet replaced their principal, we still treated them as schools implementing a SIG-funded intervention model in 2011–2012. Similarly, we treated schools that were planning to close but had not yet closed as of spring 2012 as schools implementing a SIG-funded intervention model in 2011–2012; (2) The SIG application guidance indicated that closure schools may use SIG funds to cover the activities (such as community outreach) that were recommended before closing the school. Because these schools were receiving SIG funds to implement the closure model and the associated activities that preceded the closure, we included them in the analysis for the years before they closed; and (3) The process of closure was not always immediate: some schools closed by allowing current students to finish, but ending enrollment of additional students (that is, the lowest grade closed first, then the next lowest, and so on, until the school was shut down).

[b] Cohort 1 schools that were not implementing a SIG-funded intervention model in 2011–2012 are schools that replied "no" to either question TA1 on the 2012 school survey (which asked whether the school received SIG funds for school improvement efforts in the current school year), or question TA7 (which asked if the school was using one of the four ED-specified intervention models), or both. (Note that a school had to reply "yes" to both questions to be considered implementing a SIG-funded intervention model in our analysis.) For the schools for which we had information from another source (specifically, the district interview), that source corroborated the information provided in the school survey.

†Significantly different from study schools not implementing a SIG-funded intervention model in 2011–2012 at the 0.05 level, two-tailed test.

*Significantly different from schools in the U.S. implementing a SIG-funded intervention model in 2011–2012 at the 0.05 level, two-tailed test.

IES = Institute of Education Sciences; n.a. = not applicable.

We also compared (1) the characteristics of states in which our sample of SIG schools are located to all states in the United States (Table III.2) and (2) the characteristics of the districts with schools in our SIG sample to all districts in the United States with at least one school implementing a SIG-funded model (Table III.3). Because all states in the United States contained schools implementing a SIG-funded intervention model in 2011–2012, the group of all states is an appropriate comparison group for the states in our SIG sample. The characteristics of states with schools in our SIG sample did not differ significantly from all states, indicating that the states included in our SIG sample are likely representative of all states that contained schools implementing a SIG-funded intervention model in 2011–2012. The SIG-sample districts differed from all districts with schools implementing a SIG-funded model in terms of students' race and school location. For example, the districts in our study had a higher percentage of students who were non-Hispanic black (38.7 vs. 30.3 percent) and had schools that were more likely to be located in an urban area (68.2 vs. 37.7 percent).

Table III.2. Baseline (2009–2010) Characteristics of the SIG-Sample States and All States

	SIG-Sample States	All States[a]
Percentage of Students in the Following Race/Ethnicity Categories:		
White, non-Hispanic	55.3	61.8
Black, non-Hispanic	19.5	15.8
Hispanic	18.3	13.7
Asian	3.8	4.6
Other	3.1	4.1
Percentage of Students Eligible for Free or Reduced-Price Lunch	48.0	45.5

Table III.2 *(continued)*

	SIG-Sample States	All States[a]
Percentage of Schools That Are Title I Eligible	68.1	67.8
Percentage of Schools in the Following Locations:		
Urban	30.0	23.3
Suburban	25.7	22.5
Town	14.3	16.0
Rural	30.0	38.2
Number of States	**22**	**51**

Source: Common Core of Data, 2009–2010.

Note: Data from 2008–2009 are used for states with data missing in 2009–2010. Data from 2007–2008 are used for states with data missing in both 2009–2010 and 2008–2009. Data from 2009–2010 are used whenever possible because that was the school year just before the first year of implementation of the ARRA-funded SIG intervention models. Percentages of students and schools are unweighted state-level averages. There were no statistically significant differences between SIG-sample states and all states at the 0.05 level using a two-tailed test.

[a] Includes 50 states and the District of Columbia, all of which contained schools implementing a SIG-funded intervention model in 2011–2012.

Table III.3. Baseline (2009–2010) Characteristics of the SIG-Sample Districts and All U.S. Districts with Schools Implementing a SIG-Funded Intervention Model

	SIG-Sample Districts	Districts in the U.S. With at Least One School Implementing a SIG-Funded Intervention Model in 2011-2012
Percentage of Students in the Following Race/Ethnicity Categories:		
White, non-Hispanic	19.5*	33.4
Black, non-Hispanic	38.7*	30.3
Hispanic	32.0	25.8
Asian	3.3	2.5
Other	6.5	8.0
Percentage of Students Eligible for Free or Reduced-Price Lunch	72.4	68.1
Percentage of Schools That Are Title I Eligible	81.4	83.0
Percentage of Districts in the Following Locations:		
Urban	68.2*	37.7
Suburban	17.3	20.0
Town	5.7	12.5
Rural	8.8*	29.8
Number of Districts	**60**	**610**

Source: Common Core of Data, 2009–2010; IES database of SIG grantees.

Note: Data from 2008–2009 are used for districts with data missing in 2009–2010. Data from 2007–2008 are used for districts with data missing in both 2009–2010 and 2008–2009. Data from 2009–2010 are used whenever possible because that was the school year just prior to the first year of implementation of the ARRA-funded SIG intervention models. Districts in the

Table III.3 *(continued)*

U.S. with at least one school implementing a SIG-funded intervention model in 2011–2012 were identified using information from the IES database of SIG grantees available at http://www2.ed.gov/programs/sif/index.html. Percentages of students and schools are unweighted district-level averages. Comparison data are for districts in 49 states and the District of Columbia because the SIG database does not include information for Hawaii. The percentages of districts with at least one school implementing a SIG-funded intervention model are based on schools' planned implementation as of 2009–2010 for cohort 1 grantees, as of 2010–2011 for cohort 2 grantees, and only include Tier I and Tier II schools.

*Significantly different from districts in the U.S. with at least one school implementing a SIG-funded intervention model in 2011–2012 at the 0.05 level, two-tailed test.

IV. SCHOOLS' USAGE OF PRACTICES PROMOTED BY SCHOOL IMPROVEMENT GRANTS

To understand the effectiveness of a grant program like SIG, it is important to first understand the extent to which the practices it promotes are being used by low-performing schools that implemented a SIG-funded intervention model. If none (or very few) schools have used these practices, it is unlikely that any changes in outcomes—positive or negative—could be attributed to the program. In this chapter, we assess the extent to which schools implementing a SIG-funded model and those not implementing one reported using practices promoted by SIG.

As noted previously, SIG promoted the implementation of four school intervention models, which prescribed specific practices in four topic areas. In this chapter, we summarize the extent to which schools reported in spring 2012 using practices aligned with each of these topic areas and their subtopics.[26] Appendix A presents more detailed findings for the subtopics. As noted in Chapters II and III, the findings should be interpreted with caution because the SIG sample was not randomly selected and is not representative of *schools* nationwide.

While schools use practices promoted by SIG, districts might also use practices promoted by SIG to support schools implementing a SIG-funded model. For example, districts might require multiple performance measures for teacher and principal evaluations or provide additional supports and programs to students with disabilities. To provide context for school reports about practices aligned with the SIG application criteria, Appendix B displays findings on the extent to which *districts* reported using the practices promoted by SIG. As noted in Chapters II and III, the findings should be interpreted with caution because the SIG sample was not randomly selected and is not representative of *districts* nationwide.

A. Comprehensive Instructional Reform Strategies

One of the goals of SIG is to promote the usage of instructional practices that have the potential to increase academic rigor and achievement of students. The SIG application criteria focused on practices to reform instruction in seven subtopics: (1) using data to identify and implement an instructional program, (2) promoting the continuous use of data to identify and address the needs of individual students, (3) conducting periodic reviews of the curriculum, (4) implementing a new school model, (5) providing supports and professional development (PD) to staff in order to assist both ELLs and students with disabilities, (6) using and integrating technology based supports, and (7) tailoring strategies for secondary schools.[27] We identified eight practices from the spring 2012 school administrator survey aligned with SIG objectives on comprehensive instructional reform strategies (Table IV.1).

[26] The analyses presented in this report do not distinguish between required and permissible practices; according to the SIG application criteria, required practices are those that schools implementing a particular SIG model *must* use, and permissible practices are those that schools implementing a particular SIG model *may* use. For a detailed examination of whether low-performing schools adopted the practices that were required and/or permissible under the transformation and turnaround models, please see Herrmann, M., L. Dragoset, and S. James-Burdumy. "Are Low-Performing Schools Adopting Practices Promoted by School Improvement Grants?" NCEE 2015-4001. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, October 2014.

[27] Because no school administrator survey items aligned to subtopics 3 and 4, they are excluded from the analysis.

Table IV.1. Practices Aligned with SIG Objectives on Comprehensive Instructional Reform Strategies, by Subtopic

Using Data to Identify and Implement an Instructional Program
Using data to evaluate instructional programs (for example, measuring program effectiveness)
Promoting the Continuous Use of Student Data
Using data to inform and differentiate instruction
The typical English/language arts or math teacher used benchmark or interim assessments at least once per year
Providing Supports and Professional Development to Staff to Assist ELLs and Students with Disabilities
Implementing strategies (including additional supports or professional development) to ensure that limited English proficient students acquire language skills to master academic content
Using and Integrating Technology-Based Supports
Increased access to technology for teachers or that the typical English/language arts teacher used computer-assisted instruction
Tailoring Strategies for Secondary Schools
Secondary school monitored students' college readiness (such as enrollment in Advanced Placement courses), including providing supports (such as project-based learning) so that low-achieving students can take advantage of these types of opportunities[a]
The school or grades within the secondary school were subdivided into small learning communities or field/career-oriented academies[a]
Secondary school tracked student progress towards (and readiness for) high school graduation[a]

Source: SIG application; surveys of school administrators in spring 2012.

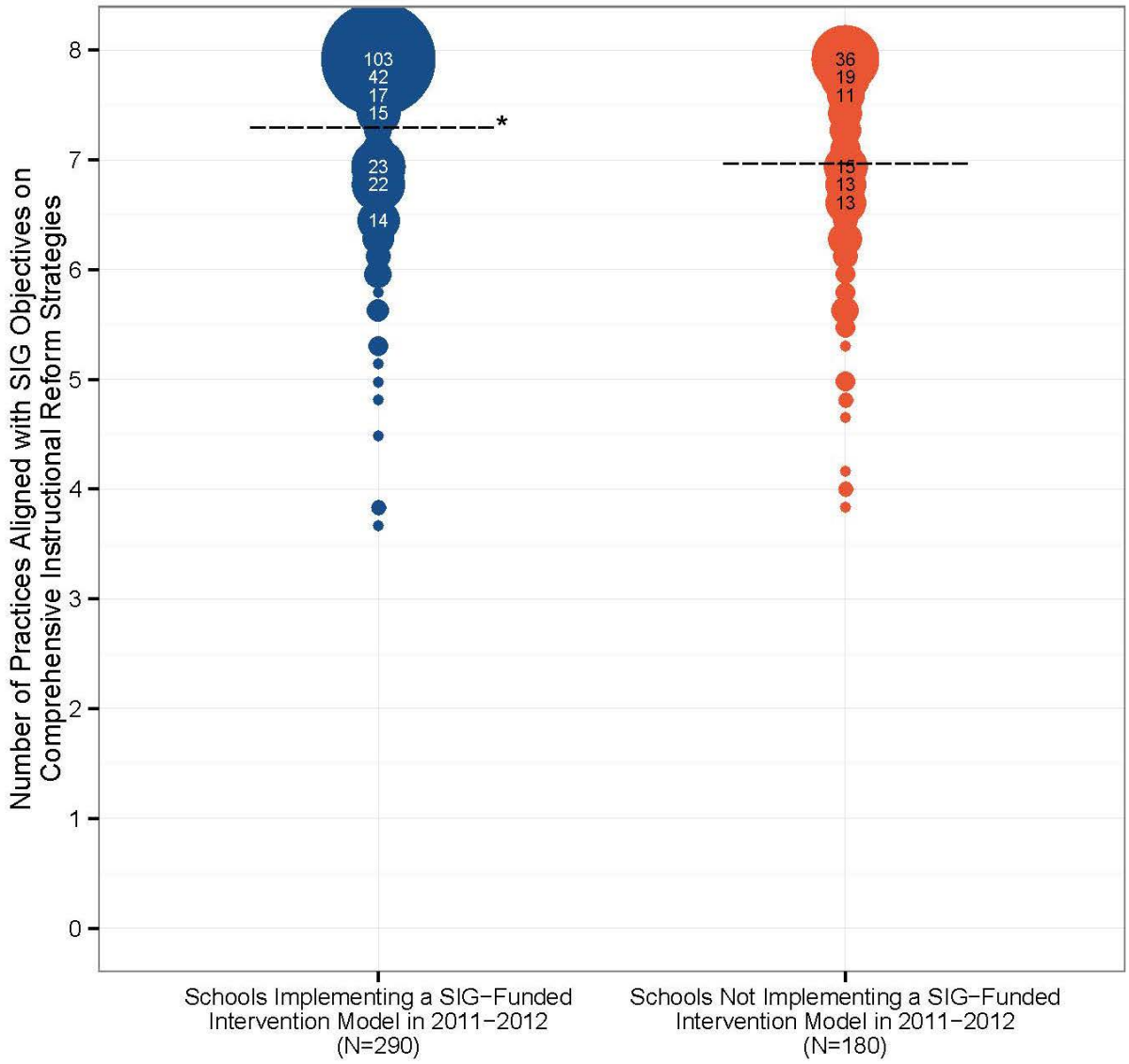
Note: See Appendix D for a list of the specific survey questions that were aligned with the SIG practices in this table.

[a] As described in Chapter II, to deal with the fact that a particular school (in this case, an elementary school) might have missing values for a particular practice, we took the mean of the non-missing practices and multiplied it by the total number of practices for the overall topic area. For example, for the comprehensive instructional reform strategies topic area, which has eight practices, if a school had data available for five practices, and reported using two of those, the number of the school's reported used practices would be equal to (2/5)*8.

ELLs = English language learners.

In spring 2012, schools implementing a SIG-funded model reported using statistically significantly more of the practices aligned with the comprehensive instructional reform criteria in the SIG application than did schools not implementing a SIG-funded model. Schools implementing a SIG-funded model reported using an average of 7.3 of 8 practices in this area, compared to 7.0 for schools not implementing such a model (Figure IV.1), a difference of 0.3 practices. Therefore, although this difference was statistically significant, it may not be substantively important.

Figure IV.1. Study Schools' Reported Usage of Practices Aligned with SIG Objectives on Comprehensive Instructional Reform Strategies, Spring 2012



Source: Surveys of school administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table IV.1. Each dot in this figure represents the schools that reported using a particular number of practices (out of eight examined) that were aligned with the SIG application criteria. The number inside each dot is the number of schools represented by the dot; dots that represent less than 10 schools have no number inside. For example, 24 schools implementing a SIG-funded intervention model reported using seven of the eight comprehensive instructional reform practices aligned with the SIG application criteria. For two of the practices, a "yes" response received one point. In the other six cases, it was possible for a school to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each school. The dashed line denotes the average number of practices for each group of schools.

*Significantly different from schools not implementing a SIG-funded intervention model at the 0.05 level, two-tailed test.

In spring 2012, schools implementing a SIG-funded model reported using statistically significantly more of the practices aligned with the SIG application criteria in two of five comprehensive instructional reform subtopics than did schools not implementing a SIG-funded model:

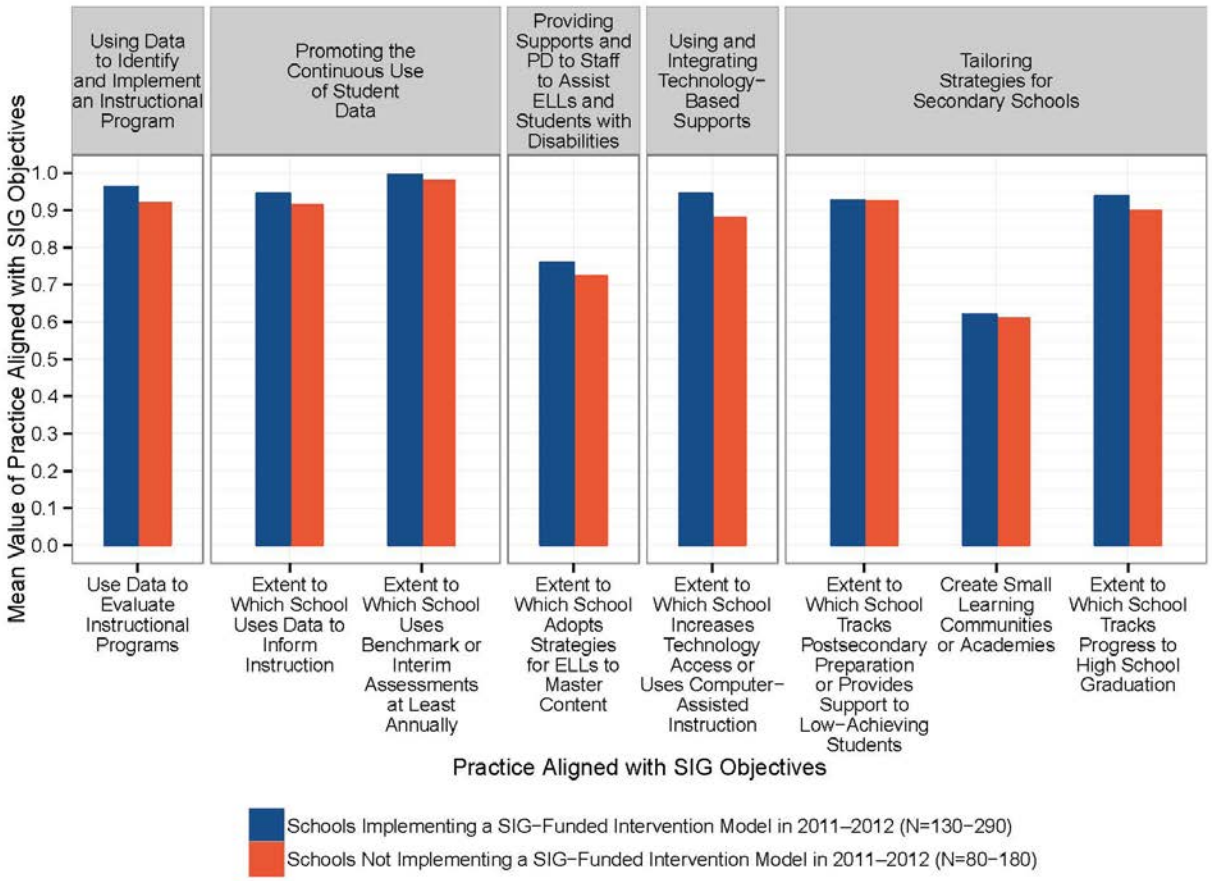
- **Promoting the continuous use of student data.** Schools implementing a SIG-funded model reported using an average of 1.94 of 2 practices in this subtopic, compared to 1.90 for schools not implementing such a model (Appendix A Figure A.2).
- **Using and integrating technology-based supports.** Ninety-one percent of schools implementing a SIG-funded model reported using the practice in this subtopic, compared to 77 percent of schools not implementing such a model (Appendix A Figure A.4).

The individual practice with the highest level of usage in the comprehensive instructional reform strategies area was using benchmark or interim assessments at least once per year. Across all study schools, the average value for this practice was 0.99.[28] Average values for each group of schools (those implementing a SIG-funded intervention model and those not implementing one) are shown in Figure IV.2.

The individual practice with the lowest level of usage in the comprehensive instructional reform strategies area was subdividing the secondary school or grades within it into small learning communities or field/career-oriented academies. Across all study schools, the average value for this practice was 0.62. Average values for each group of schools (those implementing a SIG-funded intervention model and those not implementing one) are shown in Figure IV.2.

[28] As described in Chapter II, for each practice in the SIG application criteria for which we identified one or more relevant survey questions, we constructed a variable ranging from zero to one using those questions. To calculate the average value of a practice, we averaged that variable across all study schools. For example, if half the schools adopted a particular practice (meaning they had a value of 1) and the other half of schools did not use that practice (meaning they had a value of 0), the average value for that practice would be 0.5.

Figure IV.2. Study Schools' Reported Usage of Individual Practices Aligned with SIG Objectives on Comprehensive Instructional Reform Strategies, Spring 2012



Source: Surveys of school administrators in spring 2012.

Note: This figure has a separate panel for each subtopic. As described in Chapter II, for each practice in the SIG application criteria for which we identified one or more survey questions aligned with the practice, we constructed a variable ranging from zero to one, with a value of one indicating that the school responded "yes" to all the survey questions selected for that practice. The height of each bar represents the mean value of the practice (on a scale of zero to one) for each group of schools. For some of the practices shown in this figure, multiple survey questions aligned with that practice. In the figure, we indicate this using the words "extent to which" at the beginning of the practice, to emphasize that the level of usage of that practice is measured using multiple survey questions (as opposed to a single, binary measure of whether that practice was used). A range is provided for the sample sizes because nonresponse varied across items.

ELLs = English language learners; PD = professional development.

B. Teacher and Principal Effectiveness

The SIG program encouraged schools and districts receiving SIG to increase the capacity and quality of their teachers and principals to improve student outcomes. Specifically, the SIG application criteria focused on practices to develop and increase teacher and principal effectiveness in four subtopics: (1) using rigorous, transparent, and equitable evaluation systems; (2) identifying and rewarding effective teachers and principals and removing ineffective ones; (3) providing high-quality, job-embedded professional development or supports; and (4) implementing strategies to recruit, place, and retain staff. We identified 20 practices from the spring 2012 school administrator survey aligned with SIG objectives on developing and increasing teacher and principal effectiveness (Table IV.2).

Table IV.2. Practices Aligned with SIG Objectives on Teacher and Principal Effectiveness, by Subtopic

TEACHER EFFECTIVENESS
Using Rigorous, Transparent, and Equitable Evaluation Systems
Student achievement growth was a required component of teacher evaluations, and the extent to which student achievement growth must factor into teacher evaluations or that state test scores were used to assess student growth for teacher evaluations was specified
Using multiple performance measures for teacher evaluations
Identifying and Rewarding Effective Teachers and Removing Ineffective Ones
Using teacher evaluation results to inform decisions about compensation
Reviewing the strengths and competencies of instructional staff for the purposes of hiring or removing staff
Providing High-Quality, Job-Embedded Professional Development or Supports
Providing instructional staff with PD that consisted mostly or entirely of multiple-session events
Providing instructional staff with PD that focused on transitioning to Common Core State Standards, aligning instruction to state standards, or strategies for turning around a low-performing school
Providing staff with PD that involved educators working collaboratively or was facilitated by school leaders or coaches
Providing staff with PD that was focused on understanding and addressing student learning needs (including reviewing student work and achievement data, and collaboratively planning, testing, and adjusting instructional strategies based on data)
Providing staff with PD designed with input from school staff
Using data to evaluate the success of PD offerings
Implementing Strategies to Recruit, Place, and Retain Staff
Implementing strategies, such as financial incentives or more flexible work conditions, that were designed to recruit, place, and retain staff
Using teacher evaluation results as the primary consideration in reductions in force and excessing decisions, or having teacher assignment policies that allow for principal discretion to decide which staff to hire for the school
PRINCIPAL EFFECTIVENESS
Using Rigorous, Transparent, and Equitable Evaluation Systems
Measures of student achievement growth were used for principal evaluations and the extent to which student achievement growth must factor into principal evaluations was specified
Using multiple performance measures for principal evaluations
Identifying and Rewarding Effective Principals and Removing Ineffective Ones
Using principal evaluation results to inform decisions about compensation
School has a new principal

Table IV.2 *(continued)*

PRINCIPAL EFFECTIVENESS
Providing High-Quality, Job-Embedded Professional Development or Supports
State or district provides the principal or other school leaders with PD on analyzing and revising budgets or strategies for turning around a low-performing school
State or district provides the principal or other school leaders with PD on identifying effective instructional staff for leadership positions and supporting them in these positions
State or district uses principal evaluation results to develop the principal's PD or provides the principal with PD on aligning teachers' PD with evaluation results
Implementing Strategies to Recruit, Place, and Retain Staff
Principals have the opportunity to receive financial incentives designed to recruit, place, and retain staff

Source: SIG application; surveys of school administrators in spring 2012.

Note: See Appendix D for a list of the specific survey questions that were aligned with the SIG practices in this table.

PD = professional development.

In spring 2012, schools implementing a SIG-funded model reported using statistically significantly more practices aligned with the teacher and principal effectiveness criteria in the SIG application than did schools not implementing a SIG-funded model. Schools implementing a SIG-funded model reported using an average of 11.1 of 20 practices in this area, compared to 9.6 for schools not implementing such a model (Figure IV.3), a difference of 1.5 practices. Therefore, although this difference was statistically significant, it may not be substantively important.

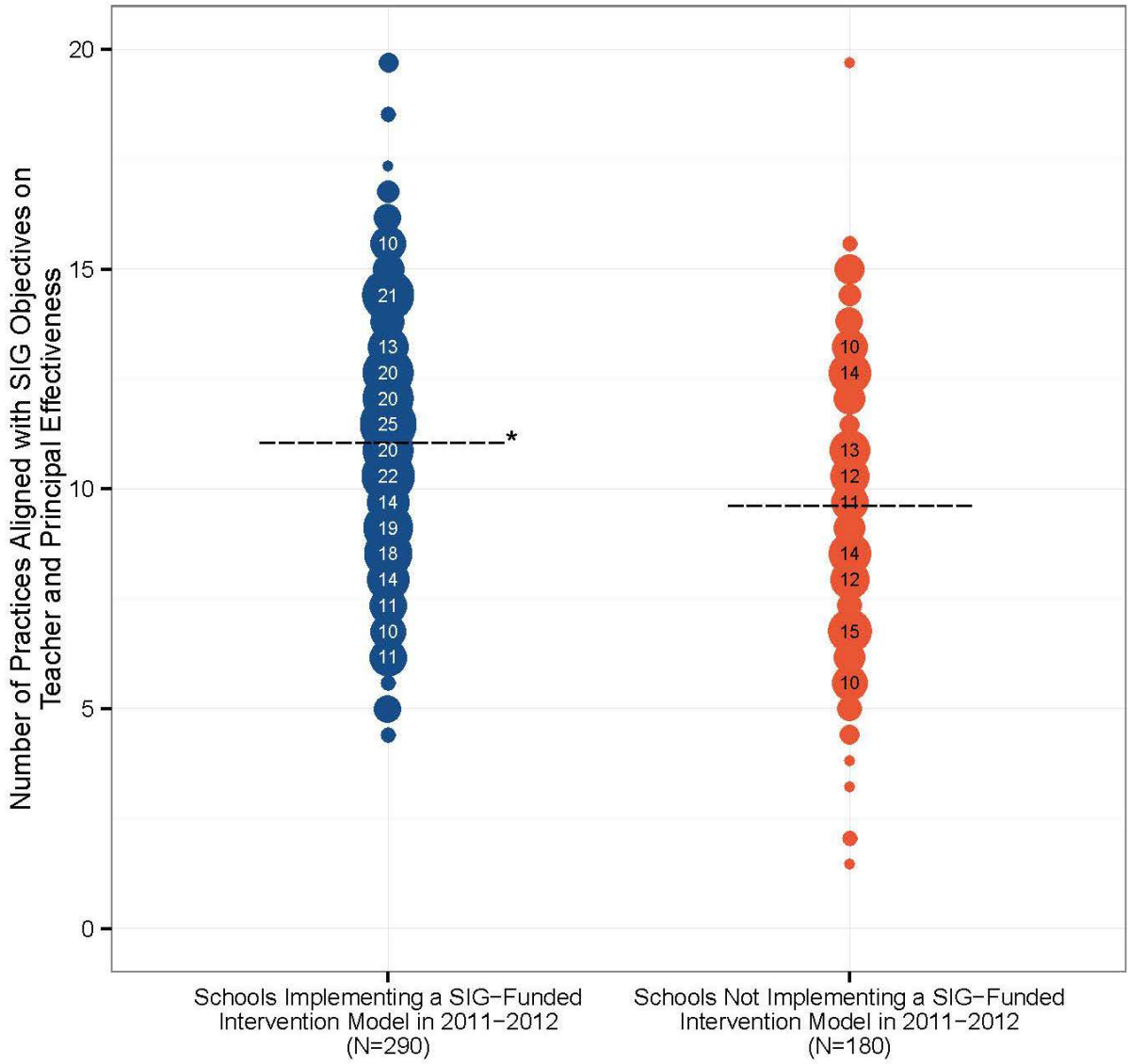
In spring 2012, schools implementing a SIG-funded model reported using statistically significantly more of the practices aligned with the SIG application criteria in two of the four teacher and principal effectiveness subtopics than did schools not implementing a SIG-funded model:

- **Identifying and rewarding effective teachers and principals and removing ineffective ones.** Schools implementing a SIG-funded model reported using an average of 1.5 of 4 practices in this subtopic, compared to 1.2 for schools not implementing such a model (Appendix A Figure A.7).
- **Providing high-quality, job-embedded professional development or supports.** Schools implementing a SIG-funded model reported using an average of 6.4 of 9 practices in this subtopic, compared to 5.6 for schools not implementing such a model (Appendix A Figure A.8).

The individual practice with the highest level of usage in the teacher and principal effectiveness area was providing staff with professional development focused on understanding and addressing student learning needs. Across all study schools, the average value for this practice was 0.88. Average values for each group of schools (those implementing a SIG-funded intervention model and those not implementing one) are shown in Figure IV.5.

The individual practice with the lowest level of usage in the teacher and principal effectiveness area was using teacher evaluation results to inform decisions about compensation. Across all study schools, the average value for this practice was 0.15. Average values for each group of schools (those implementing a SIG-funded intervention model and those not implementing one) are shown in Figure IV.4. (Figure IV.6 shows similar information for other practices.)

Figure IV.3. Study Schools' Reported Usage of Practices Aligned with SIG Objectives on Teacher and Principal Effectiveness, Spring 2012

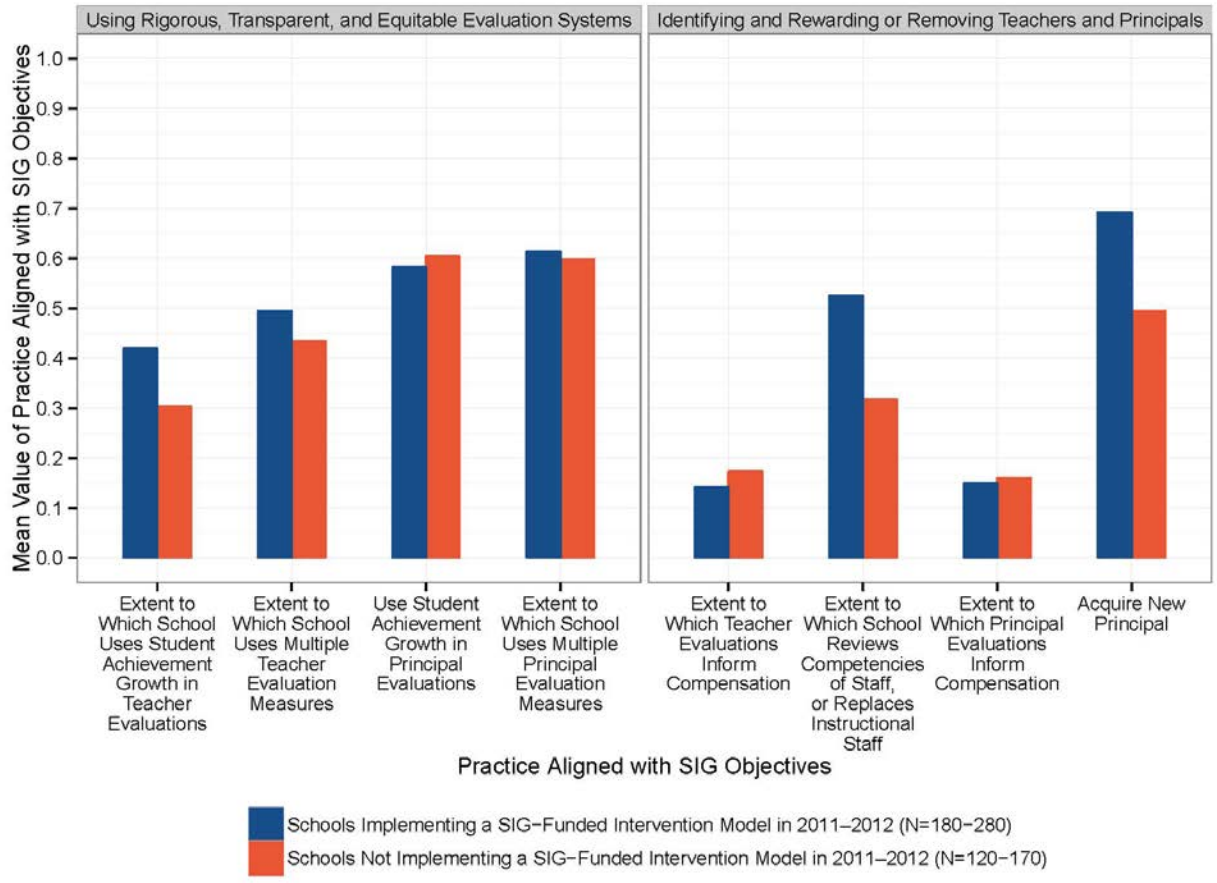


Source: Surveys of school administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table IV.2. Each dot in this figure represents the number of schools that reported using a particular number of practices (out of 20 examined) that were aligned with the SIG application criteria. The number inside each dot is the number of schools represented by the dot; dots that represent less than 10 schools have no number inside. For example, 14 schools implementing a SIG-funded intervention model reported using 8 of the 20 teacher and principal effectiveness practices aligned with the SIG application criteria. For 15 of the practices, a "yes" response received one point. In the other 5 cases, it was possible for a school to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each school. The dashed line denotes the average number of practices for each group of schools.

*Significantly different from schools not implementing a SIG-funded intervention model at the 0.05 level, two-tailed test.

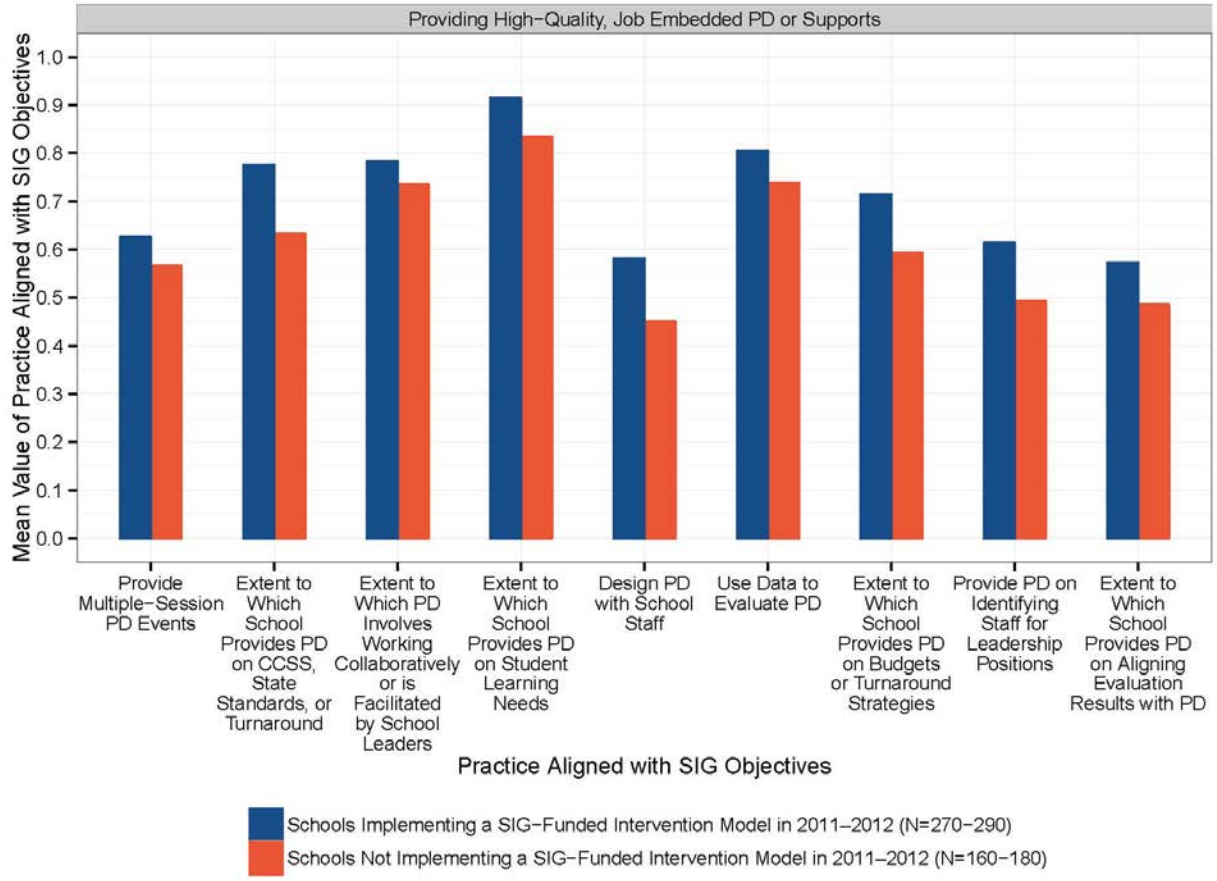
Figure IV.4. Study Schools' Reported Usage of Individual Practices Aligned with SIG Objectives on Teacher and Principal Effectiveness; Using Rigorous, Transparent, and Equitable Evaluation Systems Subtopic and Identifying and Rewarding Effective Teachers and Principals and Removing Ineffective Ones Subtopic, Spring 2012



Source: Surveys of school administrators in spring 2012.

Note: This figure has a separate panel for each subtopic. As described in Chapter II, for each practice in the SIG application criteria for which we identified one or more survey questions aligned with the practice, we constructed a variable ranging from zero to one, with a value of one indicating that the school responded "yes" to all the survey questions selected for that practice. The height of each bar represents the mean value of the practice (on a scale of zero to one) for each group of schools. For some of the practices shown in this figure, multiple survey questions aligned with that practice. In the figure, we indicate this using the words "extent to which" at the beginning of the practice, to emphasize that the level of usage of that practice is measured using multiple survey questions (as opposed to a single, binary measure of whether that practice was used). A range is provided for the sample sizes because nonresponse varied across items.

Figure IV.5. Study Schools' Reported Usage of Individual Practices Aligned with SIG Objectives on Teacher and Principal Effectiveness; Providing High-Quality, Job-Embedded Professional Development or Supports Subtopic, Spring 2012

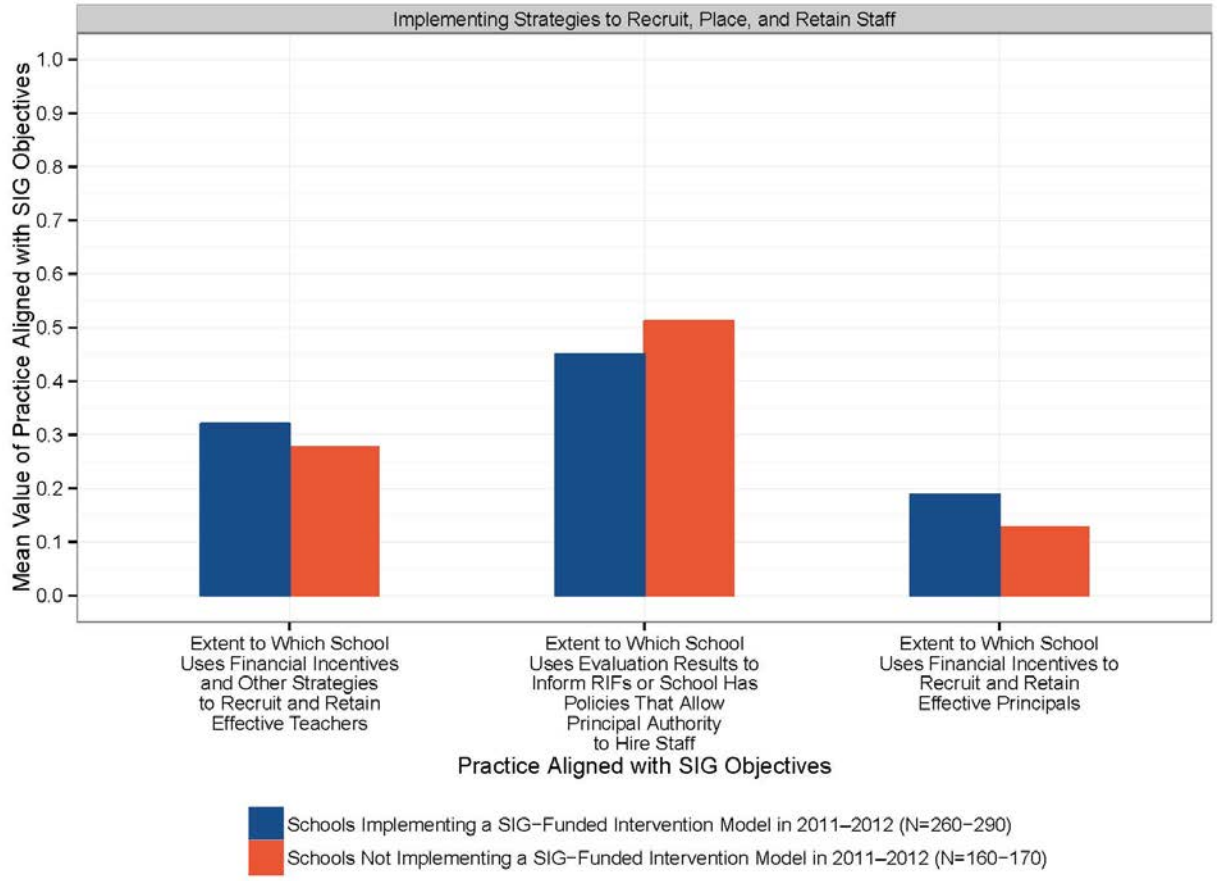


Source: Surveys of school administrators in spring 2012.

Note: As described in Chapter II, for each practice in the SIG application criteria for which we identified one or more survey questions aligned with the practice, we constructed a variable ranging from zero to one, with a value of one indicating that the school responded "yes" to all the survey questions selected for that practice. The height of each bar represents the mean value of the practice (on a scale of zero to one) for each group of schools. For some of the practices shown in this figure, multiple survey questions aligned with that practice. In the figure, we indicate this using the words "extent to which" at the beginning of the practice, to emphasize that the level of usage of that practice is measured using multiple survey questions (as opposed to a single, binary measure of whether that practice was used). A range is provided for the sample sizes because nonresponse varied across items.

CCSS = Common Core State Standards; PD = professional development.

Figure IV.6. Study Schools' Reported Usage of Individual Practices Aligned with SIG Objectives on Teacher and Principal Effectiveness; Implementing Strategies to Recruit, Place, and Retain Staff Subtopic, Spring 2012



Source: Surveys of school administrators in spring 2012.

Note: As described in Chapter II, for each practice in the SIG application criteria for which we identified one or more survey questions aligned with the practice, we constructed a variable ranging from zero to one, with a value of one indicating that the school responded "yes" to all the survey questions selected for that practice. The height of each bar represents the mean value of the practice (on a scale of zero to one) for each group of schools. For some of the practices shown in this figure, multiple survey questions aligned with that practice. In the figure, we indicate this using the words "extent to which" at the beginning of the practice, to emphasize that the level of usage of that practice is measured using multiple survey questions (as opposed to a single, binary measure of whether that practice was used). A range is provided for the sample sizes because nonresponse varied across items.

RIF = reductions in force.

C. Learning Time and Community-Oriented Schools

To ensure that SIG schools have sufficient time for instruction and a supportive environment in which to implement policies, the SIG application criteria focused on practices in two subtopics: (1) increasing learning time; and (2) engaging families and communities and providing a safe school environment that meets students' social, emotional, and health needs. We identified five practices from the spring 2012 school administrator survey aligned with SIG objectives on increasing learning time and creating community-oriented schools (Table IV.3).

Table IV.3. Practices Aligned with SIG Objectives on Learning Time and Community-Oriented Schools, by Subtopic

Increasing Learning Time
Using schedules and strategies that provide increased learning time or increasing the number of hours per year that school was in session
Engaging Families and Communities and Providing a Safe School Environment that Meets Students' Social, Emotional, and Health Needs
Changing policies or strategies related to parent or community engagement
State or district provided professional development on working with parents or creating a safe school environment
Changing discipline policies
Guiding the development and implementation of, or making changes to, nonacademic supports or enrichment programs for students

Source: SIG application; surveys of school administrators in spring 2012.

Note: See Appendix D for a list of the specific survey questions that were aligned with the SIG practices in this table.

In spring 2012, schools implementing a SIG-funded model reported using statistically significantly more of the practices aligned with the increasing learning time and creating community-oriented schools criteria in the SIG application than did schools not implementing a SIG-funded model. Schools implementing a SIG-funded model reported using an average of 3.9 of 5 practices in this area, compared to 3.2 for schools not implementing such a model (Figure IV.7), a difference of 0.7 practices. Therefore, although this difference was statistically significant, it may not be substantively important.

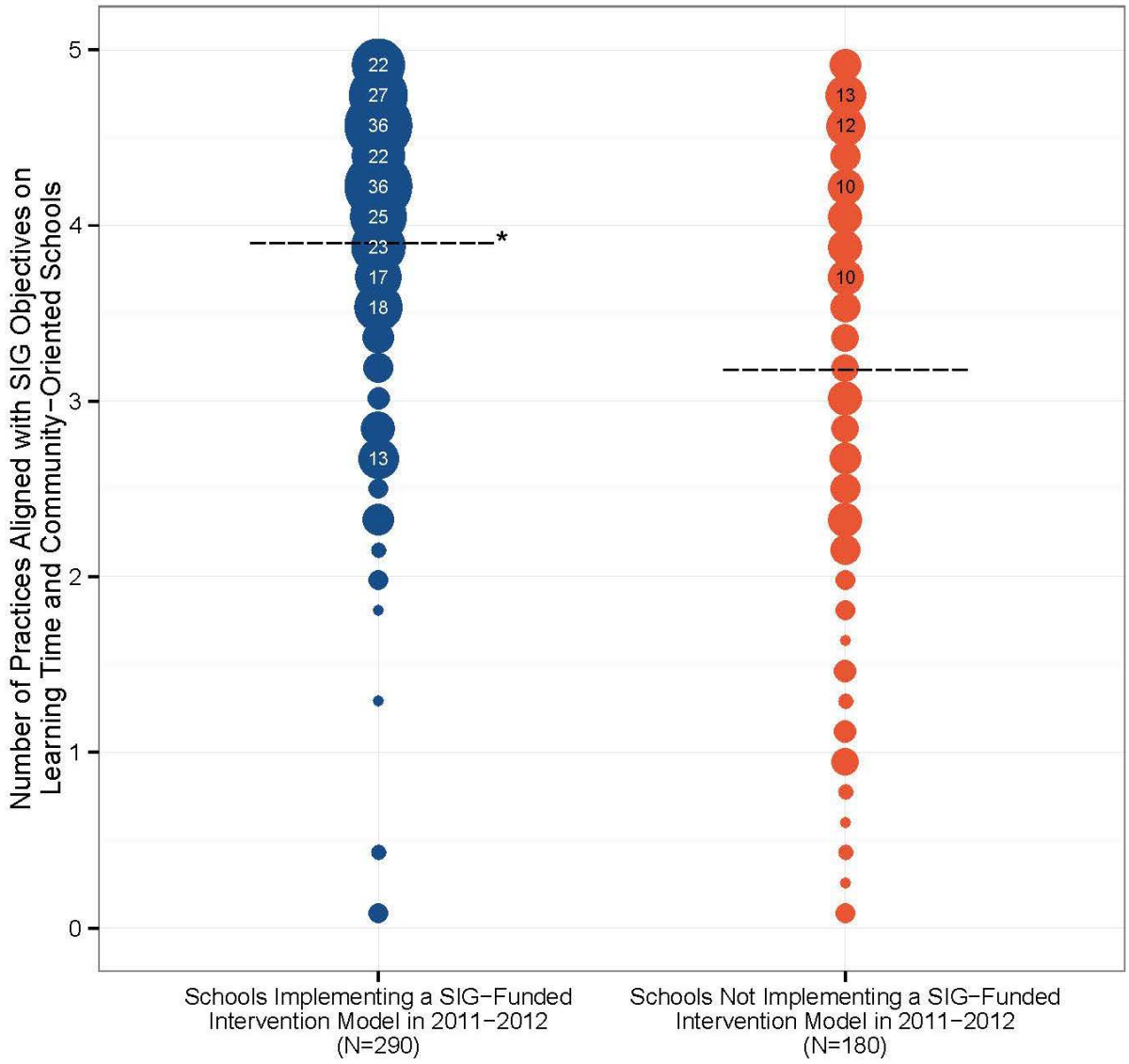
In spring 2012, schools implementing a SIG-funded model reported using statistically significantly more of the practices aligned with the SIG application criteria in both of the increasing learning time and creating community-oriented schools subtopics:

- **Increasing learning time.** Sixteen percent of schools implementing a SIG-funded model reported using the practice in this subtopic, compared to 8 percent of schools not implementing such a model (Appendix A Figure A.10).
- **Engaging families and communities and providing a safe school environment that meets students' social, emotional, and health needs.** Schools implementing a SIG-funded model, reported using an average of 3.3 of 4 practices in this subtopic, compared to 2.7 for schools not implementing such a model (Appendix A Figure A.11).

The individual practice with the highest level of usage in the learning time and community-oriented schools area was changing policies or strategies related to parent or community engagement. Across all study schools, the average value for this practice was 0.82. Average values for each group of schools (those implementing a SIG-funded intervention model and those not implementing one) are shown in Figure IV.8.

The individual practice with the lowest level of usage in the learning time and community-oriented schools area was using schedules and strategies that provide increased learning time or increasing the number of hours per year that school was in session. Across all study schools, the average value for this practice was 0.58. Average values for each group of schools (those implementing a SIG-funded intervention model and those not implementing one) are shown in Figure IV.8.

Figure IV.7. Study Schools' Reported Usage of Practices Aligned with SIG Objectives on Learning Time and Community-Oriented Schools, Spring 2012

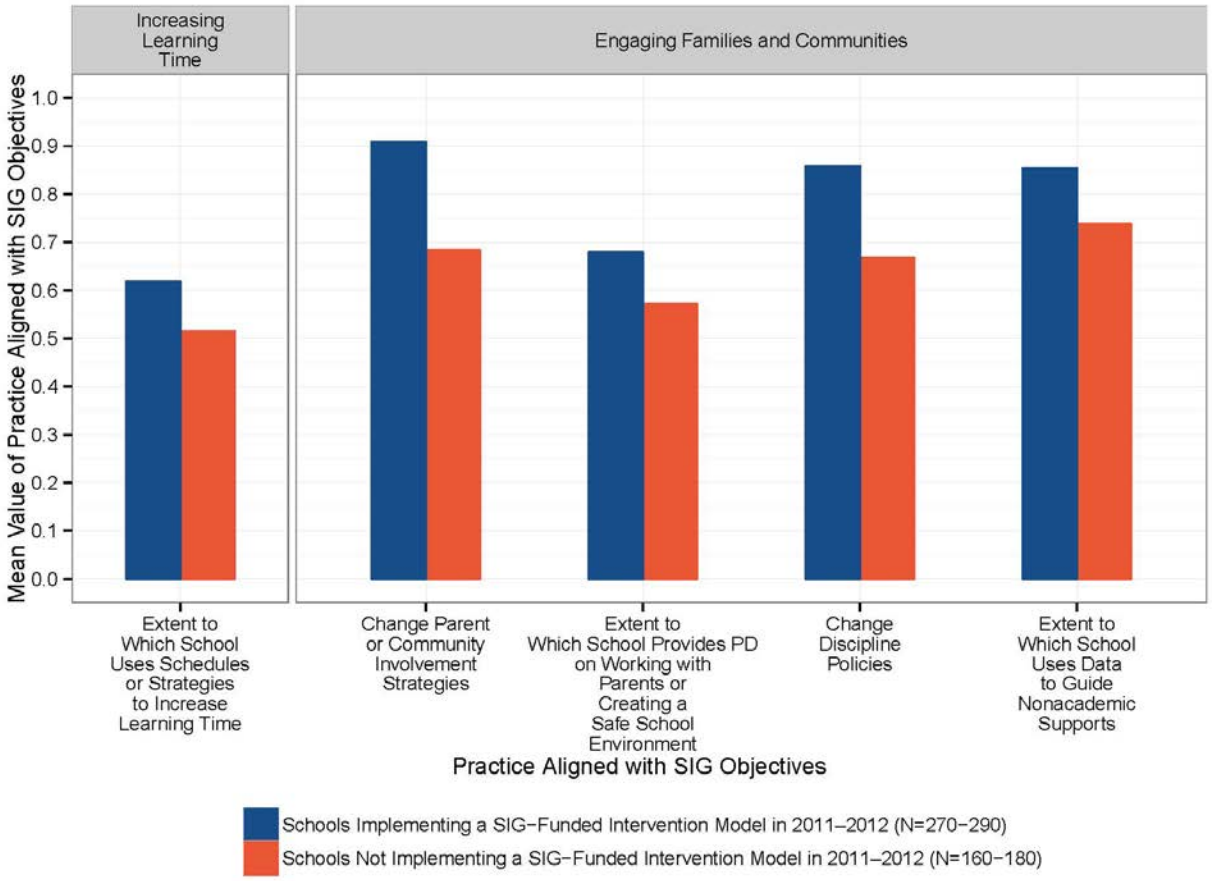


Source: Surveys of school administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table IV.3. Each dot in this figure represents the number of schools that reported using a particular number of practices (out of five examined) that were aligned with the SIG application criteria. The number inside each dot is the number of schools represented by the dot; dots that represent less than 10 schools have no number inside. For example, 25 schools implementing a SIG-funded intervention model reported using just over four of the five learning time and community-oriented schools practices aligned with the SIG application criteria. For four of the practices, a "yes" response received one point. In the other case, it was possible for a school to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each school. The dashed line denotes the average number of practices for each group of schools.

*Significantly different from schools not implementing a SIG-funded intervention model at the 0.05 level, two-tailed test.

Figure IV.8. Study Schools' Reported Usage of Individual Practices Aligned with SIG Objectives on Learning Time and Community-Oriented Schools, Spring 2012



Source: Surveys of school administrators in spring 2012.

Note: This figure has a separate panel for each subtopic. As described in Chapter II, for each practice in the SIG application criteria for which we identified one or more survey questions aligned with the practice, we constructed a variable ranging from zero to one, with a value of one indicating that the school responded "yes" to all the survey questions selected for that practice. The height of each bar represents the mean value of the practice (on a scale of zero to one) for each group of schools. For some of the practices shown in this figure, multiple survey questions aligned with that practice. In the figure, we indicate this using the words "extent to which" at the beginning of the practice, to emphasize that the level of usage of that practice is measured using multiple survey questions (as opposed to a single, binary measure of whether that practice was used). A range is provided for the sample sizes because nonresponse varied across items.

PD = professional development.

D. Operational Flexibility and Support

To facilitate the implementation of turnaround efforts and ensure that schools receive the support needed to implement policies, the SIG application criteria focused on practices for states and districts to use to give schools implementing SIG models (1) operational flexibility and (2) technical assistance and support. We identified two practices from the spring 2012 school administrator survey aligned with SIG objectives on operational flexibility and support (Table IV.4).

Table IV.4. Practices Aligned with SIG Objectives on Operational Flexibility and Support, by Subtopic

Having Operational Flexibility
School has primary responsibility for budget, hiring, discipline, or school year length decisions
Receiving Technical Assistance and Support
State, district, or an external support provider sponsored by the state or district provided training or technical assistance to support school improvement efforts or that the school received support to help administrators and teachers use data to improve instruction

Source: SIG application; surveys of school administrators in spring 2012.

Note: See Appendix D for a list of the specific survey questions that were aligned with the SIG practices in this table.

In spring 2012, schools implementing a SIG-funded model reported using statistically significantly more of the practices aligned with the having operational flexibility and receiving support criteria in the SIG application than did schools not implementing a SIG-funded model. Schools implementing a SIG-funded model reported using an average of 1.0 of 2 practices in this area, compared to 0.8 for schools not implementing such a model (Figure IV.9), a difference of 0.2 practices.[29] Therefore, although this difference was statistically significant, it may not be substantively important.

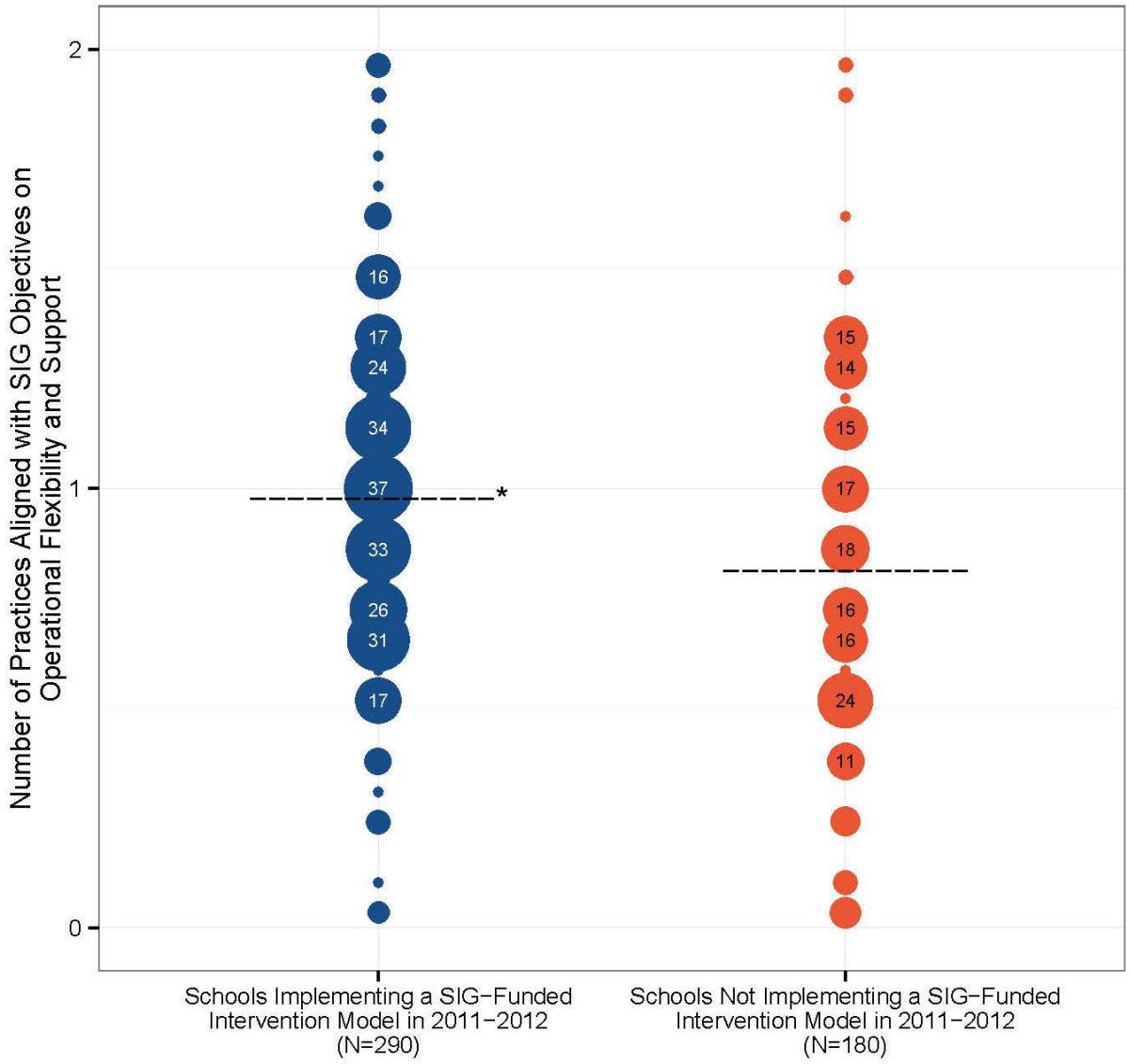
In spring 2012, statistically significantly more schools implementing a SIG-funded model than schools not implementing such a model reported receiving technical assistance and support to help administrators and teachers use data to improve instruction. Fifteen percent of schools implementing a SIG-funded model reported receiving technical assistance and support, compared to 8 percent of schools not implementing such a model (Appendix A Figure A.13).

The individual practice with the highest level of usage in the operational flexibility and support area was receiving training or technical assistance from the state, district, or an external support provider sponsored by the state or district to support school improvement efforts or receiving support to help administrators and teachers use data to improve instruction. Across all study schools, the average value for this practice was 0.60. Average values for each group of schools (those implementing a SIG-funded intervention model and those not implementing one) are shown in Figure IV.10.

The individual practice with the lowest level of usage in the operational flexibility and support area was having primary responsibility for budget, hiring, discipline, or school year length decisions. Across all study schools, the average value for this practice was 0.30. Average values for each group of schools (those implementing a SIG-funded intervention model and those not implementing one) are shown in Figure IV.10.

[29] These findings are not directly comparable to those presented in Herman et al. (2014) which examined individual survey questions (as opposed to the summary measures used in this report), focused on a somewhat different set of survey questions, and had less statistical power to detect differences (due to focusing on individual survey questions as opposed to a summary measure like the one used in this report).

Figure IV.9. Study Schools' Reported Usage of Practices Aligned with SIG Objectives on Operational Flexibility and Support, Spring 2012

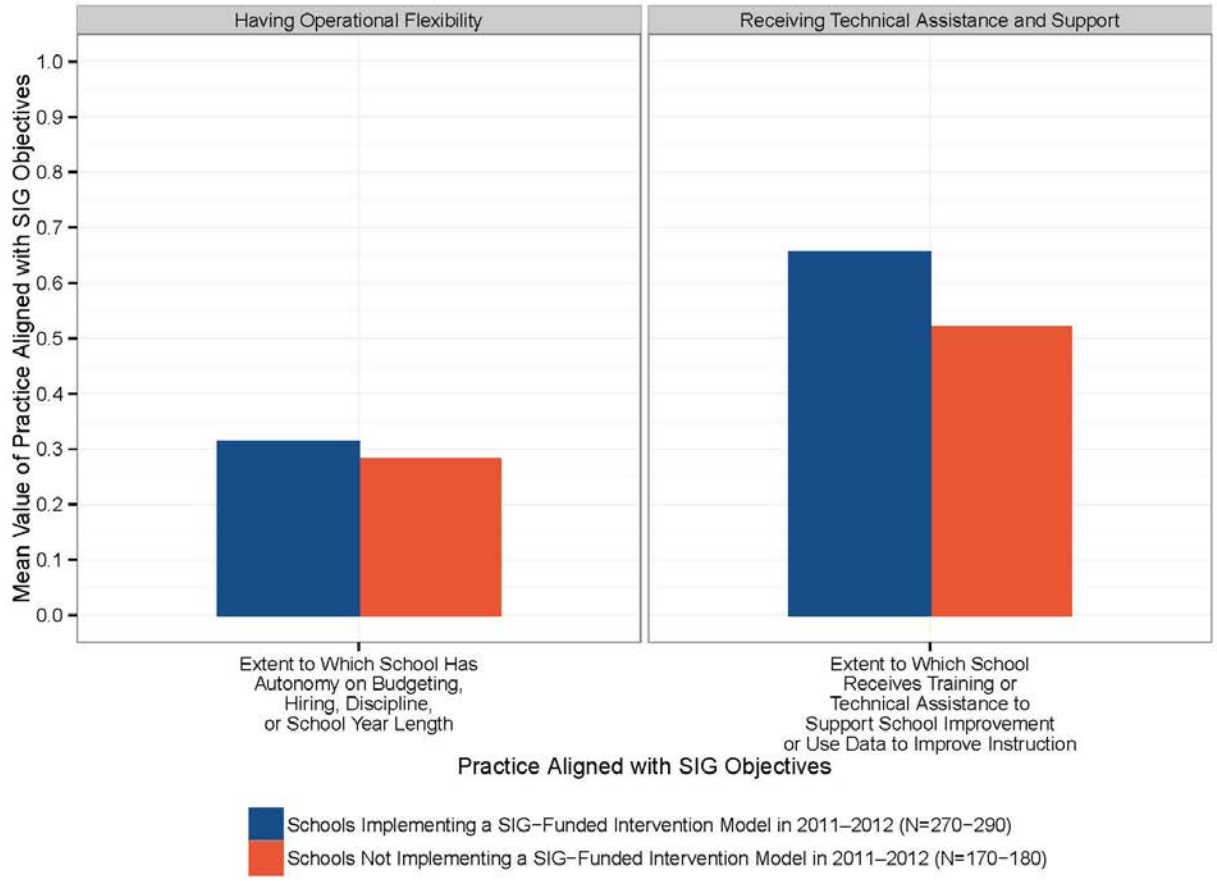


Source: Surveys of school administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table IV.4. Each dot in this figure represents the number of schools that reported using a particular number of practices (out of two examined) that were aligned with the SIG application criteria. The number inside each dot is the number of schools represented by the dot; dots that represent less than 10 schools have no number inside. For example, 37 schools implementing a SIG-funded intervention model reported using one of the two operational flexibility and support practices aligned with the SIG application criteria. For one practice, a "yes" response received one point. In the other case, it was possible for a school to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each school. The dashed line denotes the average number of practices for each group of schools.

*Significantly different from schools not implementing a SIG-funded intervention model at the 0.05 level, two-tailed test.

Figure IV.10. Study Schools' Reported Usage of Individual Practices Aligned with SIG Objectives on Operational Flexibility and Support, Spring 2012



Source: Surveys of school administrators in spring 2012.

Note: This figure has a separate panel for each subtopic. As described in Chapter II, for each practice in the SIG application criteria for which we identified one or more survey questions aligned with the practice, we constructed a variable ranging from zero to one, with a value of one indicating that the school responded "yes" to all the survey questions selected for that practice. The height of each bar represents the mean value of the practice (on a scale of zero to one) for each group of schools. For some of the practices shown in this figure, multiple survey questions aligned with that practice. In the figure, we indicate this using the words "extent to which" at the beginning of the practice, to emphasize that the level of usage of that practice is measured using multiple survey questions (as opposed to a single, binary measure of whether that practice was used). A range is provided for the sample sizes because nonresponse varied across items.

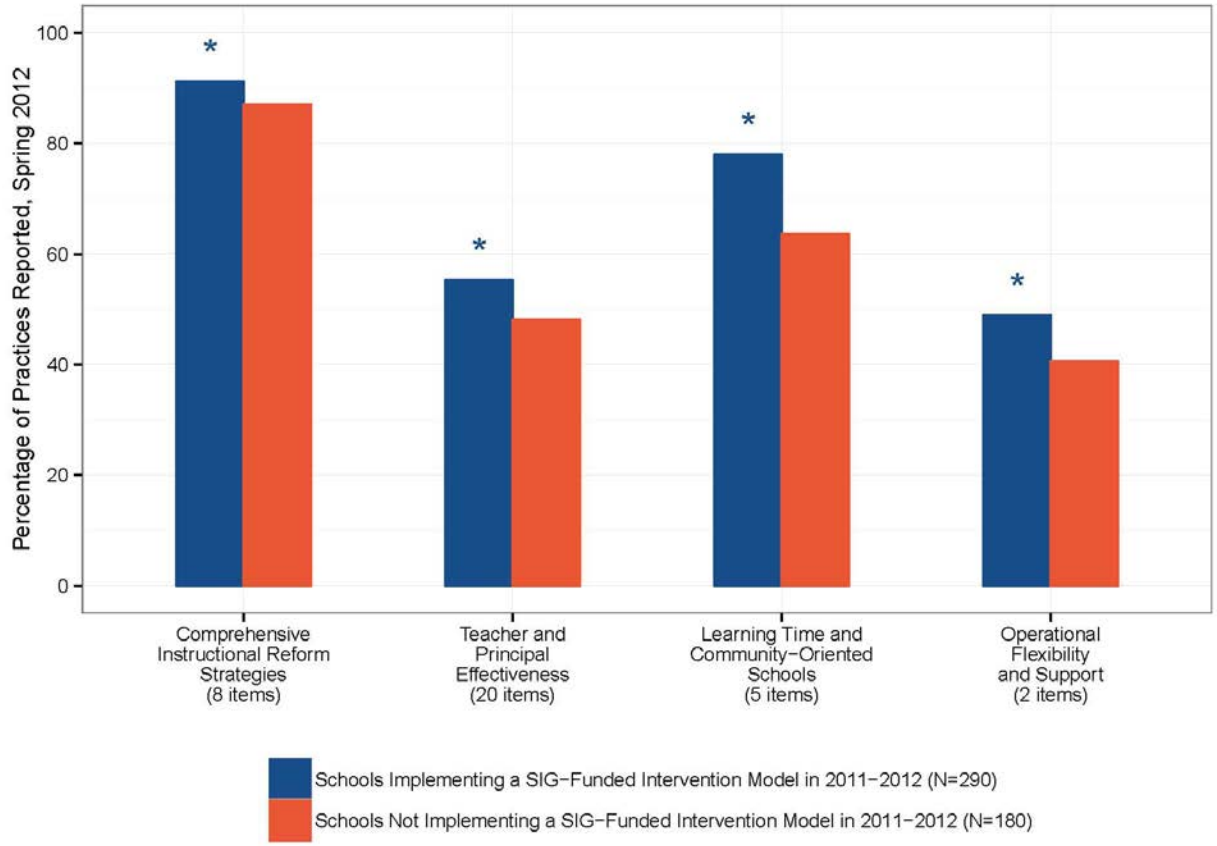
E. Summary

This chapter examined the extent to which schools implementing a SIG-funded model and schools not implementing one reported using SIG-promoted practices in spring 2012 in four areas. As noted in Chapters II and III, the findings should be interpreted with caution because the SIG sample was not randomly selected and is not representative of schools nationwide.

On average, schools implementing a SIG-funded model reported using statistically significantly more SIG-promoted practices than schools not implementing one in all four areas. The magnitude of these differences ranged from 0.2 to 1.5 practices per area (Figure IV.11). Therefore, although these differences were statistically significant, they may not be substantively important.

Although the findings in this chapter focus on averages for the two groups of schools (those implementing a SIG-funded model and those not implementing one), it is important to keep in mind that there was substantial variation in the reported usage levels of SIG-promoted practices *within* each group. As a result, there was considerable overlap across groups in all four areas. In other words, many schools *not implementing* a SIG-funded model used *more* SIG-promoted practices than the average number used by schools *implementing* a SIG-funded model (Figures IV.1, IV.3, IV.7, IV.9); in the figures, these schools are the ones in the second column of (red) dots that are *above* the dashed average line that is shown for the first column of (blue) dots. In addition, many schools *implementing* a SIG-funded model used *fewer* SIG-promoted practices than the average number used by schools *not implementing* a SIG-funded model (Figures IV.1, IV.3, IV.7, IV.9); in the figures, these schools are the ones in the first column of (blue) dots that are *below* the dashed average line that is shown for the second column of (red) dots.

Figure IV.11. Study Schools' Reported Usage of Practices Promoted by SIG, by Topic Area



Source: Surveys of school administrators in spring 2012.

Note: The total number of practices differs by topic area. This figure reads as follows (using the first bar on the left as an example): schools implementing a SIG-funded intervention model reported using 91 percent of the practices in the comprehensive instructional reform strategies area, or 7.3 out of 8 practices examined in that area.

*Significantly different from schools not implementing a SIG-funded intervention model in 2011–2012 at the 0.05 level, two-tailed test.

Across all schools, usage of SIG-promoted practices was highest in the comprehensive instructional reform strategies area and lowest in the operational flexibility and support area. Study schools reported using, on average, 90 percent of the SIG-promoted practices in the

comprehensive instructional reform strategies area and 46 percent of the SIG-promoted practices in the operational flexibility and support area (not shown).

Across all study schools, the individual practice with the highest level of usage was using benchmark or interim assessments at least once per year, with an average value of 0.99 (not shown). The individual practice with the lowest level of usage was using teacher evaluation results to inform decisions about compensation, with an average value of 0.15 (not shown).

V. EXTENT TO WHICH SCHOOLS FOCUS ON ENGLISH LANGUAGE LEARNERS IN THEIR USAGE OF PRACTICES PROMOTED BY SCHOOL IMPROVEMENT GRANTS

English language learners (ELLs) are of particular interest to this evaluation because: (1) they are historically lower-achieving than non-ELLs, and (2) the SIG program placed particular emphasis on prioritizing the academic improvement of high-needs students, including ELLs. Since 2002, ELLs' reading test scores have been below those of non-ELLs on the National Assessment of Educational Progress (NAEP).[30] The SIG program offered the opportunity to address this achievement gap. In particular, the SIG application criteria called upon districts and schools to provide supports and professional development to teachers and principals to ensure that ELLs acquire language skills to master academic content (U.S. Department of Education 2010). For these reasons, ED's Office of English Language Acquisition (OELA) requested that part of this evaluation focus on how schools have addressed the needs of ELLs as they used the practices promoted by SIG.

In this chapter, we assess the extent to which schools implementing a SIG-funded intervention model and those not implementing one reported focusing on ELLs in their usage of practices promoted by SIG.

We present results from four types of analyses:

1. We compare usage of ELL-focused practices aligned with the SIG application criteria for schools implementing a SIG-funded model and schools not implementing one.
2. We compare usage of these ELL-focused practices for schools implementing a SIG-funded model and schools not implementing one within each of the following four groups:
   a. schools with higher ELL populations (defined as schools with percentages of ELLs above the median percentage for our study sample). For example, within the group of schools with higher ELL populations, we compare schools implementing a SIG-funded model to schools not implementing one;
   b. schools with lower ELL populations (defined as schools with percentages of ELLs below the median percentage);
   c. schools with higher ELL/non-ELL achievement gaps (defined as schools with achievement gaps above the median gap for our study sample); and
   d. schools with lower ELL/non-ELL achievement gaps (defined as schools with achievement gaps below the median gap).[31]

[30] National Center for Education Statistics. *The Condition of Education*. Accessed February 17, 2014 at https://nces.ed.gov/programs/coe/indicator_cgf.asp.

[31] We calculated the percentage of ELLs using student-level administrative data from 2009–2010, which contained indicators for whether each student participated in a program for ELLs. We calculated ELL/non-ELL achievement gaps as the average standardized score for non-ELLs minus the average standardized score for ELLs on the 2009–2010 state math assessment. See Chapter II for more details on how schools were classified into higher (above-median) and lower (below-median) groups.

3. Within each of the following two groups of schools—those implementing a SIG-funded model and those not implementing one—we compare usage of ELL-focused practices for schools that had higher and lower ELL populations. For example, within the group of schools implementing a SIG-funded model, we compare schools with higher ELL populations to schools with lower ELL populations.
4. Within each of the following two groups of schools—those implementing a SIG-funded model and those not implementing one—we compare usage of ELL-focused practices for schools that had higher and lower ELL/non-ELL achievement gaps.

Readers interested in specific examples of the individual ELL-focused practices included in these analyses may consult Appendix E. To provide context for school reports about ELL-focused practices aligned with the SIG application criteria, Appendix E also displays findings on the extent to which *districts* reported focusing on ELLs in their usage of practices promoted by SIG. As noted in Chapters II and III, the findings should be interpreted with caution because the SIG sample was not randomly selected and is not representative of schools or districts nationwide.

Table V.1 shows descriptive statistics on the distribution of the ELL population sizes and the ELL/non-ELL achievement gap for each group of schools (those implementing a SIG-funded model and those not implementing one). To calculate these variables, we first used student-level data to compute the percentage of students who were ELLs and the ELL/non-ELL achievement gap for each school in our SIG sample. We then used these school-level values to determine the median ELL population and median ELL/non-ELL achievement gap for the schools in our SIG sample. On average across all study schools, ELLs made up 17.7 percent of the student body, and non-ELLs performed 0.31 standard deviations higher than ELLs on the state math assessment. Schools implementing a SIG-funded model had a lower average ELL/non-ELL achievement gap than schools not implementing one (0.26 versus 0.38 percent). As a result, a smaller proportion of schools implementing a SIG-funded model (45.5 percent) were classified into the group of schools with higher ELL/non-ELL achievement gaps than schools not implementing such a model (57.6 percent).

Table V.1. Distribution of ELL Population and ELL/Non-ELL Achievement Gap

	All Study Schools	Study Schools Implementing a SIG-Funded Intervention Model in 2011–2012	Study Schools Not Implementing a SIG-Funded Intervention Model in 2011–2012
Distribution of ELL Population			
10th Percentile	0.5	0.3	1.1
50th Percentile	13.3	13.6	12.9
90th Percentile	42.7	44.7	35.4
Mean	17.7	18.3	16.7
Percentage of Schools That Had Higher and Lower ELL Populations			
Higher	50.0	50.6	49.0
Lower	50.0	49.4	51.0
Distribution of ELL/Non-ELL Achievement Gap			
10th Percentile[a]	–0.22	–0.25*	–0.01
50th Percentile	0.33	0.28*	0.39
90th Percentile	0.78	0.79*	0.78

Table V.1 *(continued)*

	All Study Schools	Study Schools Implementing a SIG-Funded Intervention Model in 2011–2012	Study Schools Not Implementing a SIG-Funded Intervention Model in 2011–2012
Mean	0.31	0.26*	0.38
Percentage of Schools That Had Higher and Lower ELL/Non-ELL Achievement Gaps			
Higher	50.1	45.5*	57.6
Lower	49.9	54.5*	42.4
Number of Schools	**360–400**	**220–250**	**140–150**

Source: State and district administrative records.

Note: We calculated the ELL population using student-level administrative data from 2009–2010, which contained indicators for whether each student participated in a program for ELLs. We calculated ELL/non-ELL achievement gaps as the average standardized score for non-ELLs minus the average standardized score for ELLs on the 2009–2010 state math assessment. All scores were standardized to have a standard deviation of 1, so results are reported in effect size units. Schools were classified into higher and lower groups based on whether their value (for either the ELL population or the ELL/non-ELL achievement gap) was above or below the median value across all study schools. See Chapter II for more details on how schools were classified into groups. Schools that had no ELLs were not included in the analysis. A range is provided for the sample size because missing data varied across items.

[a] The negative numbers in this row indicate that there were some schools in which ELLs scored higher than non-ELLs on average.

*Significantly different from schools not implementing a SIG-funded intervention model in 2011–2012 at the 0.05 level, two-tailed test.

ELL = English language learner.

We identified six ELL-focused practices from the spring 2012 school administrator survey aligned with SIG objectives (Table V.2).

Table V.2. ELL-Focused Practices Aligned with SIG Objectives

Teachers have the opportunity to receive financial incentives designed to increase the number of staff with ELL expertise
Principals have the opportunity to receive financial incentives designed to increase the number of staff with ELL expertise
Using data on ELLs to inform and differentiate instruction
Implementing strategies (including additional supports or PD) to ensure that limited English proficient students acquire language skills to master academic content
Providing additional services for ELLs (such as tutors, bilingual aides, or an after-school program)
Receiving supports from the state education agency or local education agency to use data on ELLs to improve or differentiate instruction

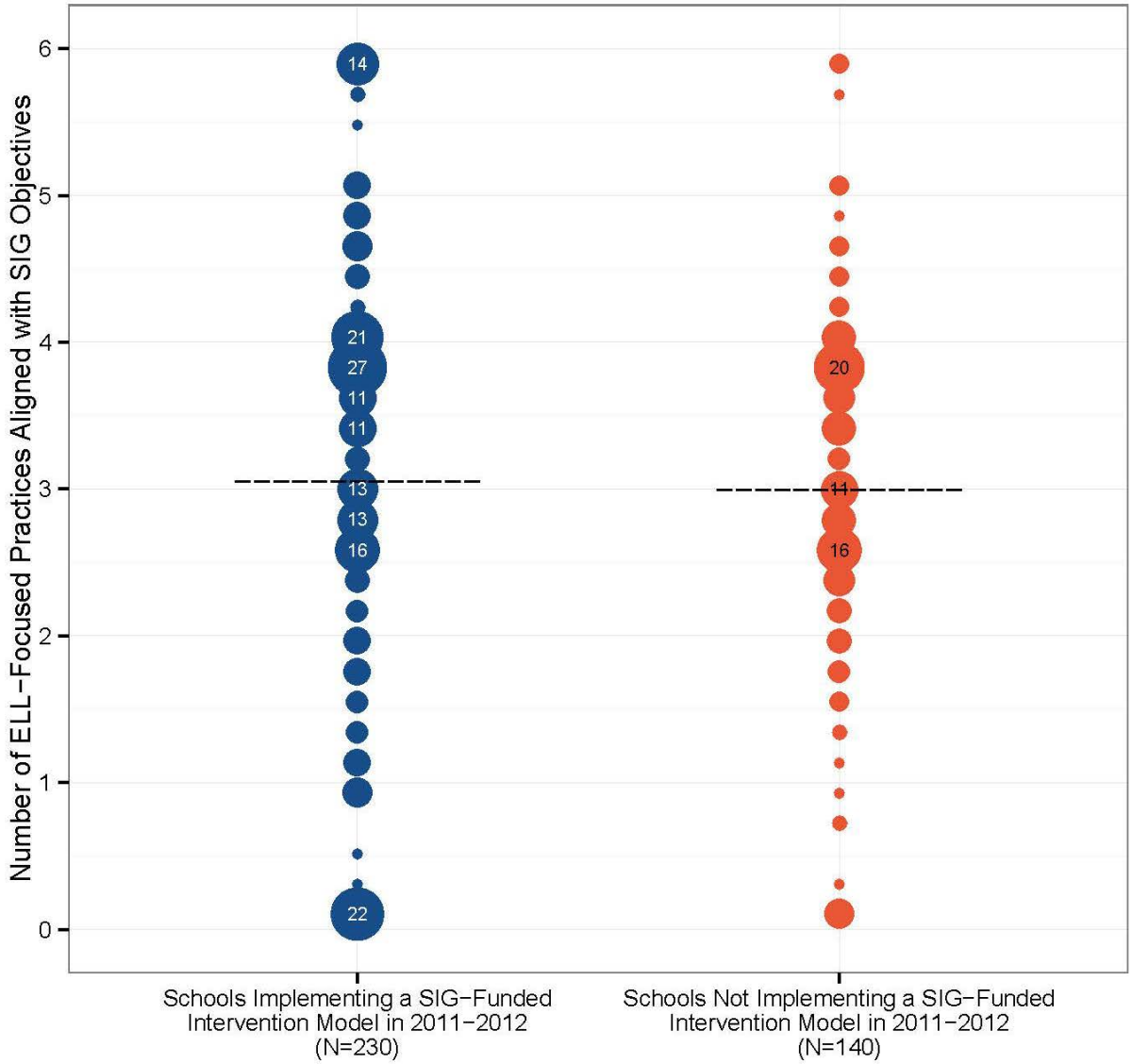
Source: SIG application; surveys of school administrators in spring 2012.

Note: See Appendix E for a list of the specific survey questions that were aligned with the ELL-focused practices in this table. All the practices listed in this table were included in the main analyses described in Chapter IV, but some of them are not listed in the Chapter IV tables because they were included in a broader practice that is listed in those tables.

ELL = English language learner.

In spring 2012, there was no statistically significant difference in usage of ELL-focused practices aligned with the SIG application criteria between schools implementing a SIG-funded model and schools not implementing one. Schools implementing a SIG-funded model reported using an average of 3.1 of 6 ELL-focused practices aligned with the SIG application criteria, compared to 3.0 for schools not implementing such a model (Figure V.1).

Figure V.1. Schools' Reported Usage of ELL-Focused Practices Aligned with SIG Objectives, Spring 2012



Source: Surveys of school administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table V.2. Each dot in this figure represents the number of schools that reported using a particular number of ELL-focused practices (out of six examined) that were aligned with the SIG application criteria. The number inside each dot is the number of schools represented by the dot; dots that represent less than 10 schools have no number inside. For example, 21 schools implementing a SIG-funded intervention model reported using four of six ELL-focused practices aligned with the SIG application criteria. For three of the ELL-focused practices, a "yes" response received one point. In the other three cases, it was possible for a school to receive a fraction of one point. See Chapter II for details on the way in which the number of ELL-focused practices was determined for each school. The dashed line denotes the average number of ELL-focused practices for each group of schools. Schools that had no ELLs were not included in the analysis. The sample sizes in this figure are smaller than those in Table V.1 because some schools had a missing value for all six ELL-focused practices and were therefore excluded from the analysis for this figure. There were no statistically significant differences between schools implementing a SIG-funded intervention model in 2011–2012 and schools not implementing one at the 0.05 level using a two-tailed test.

Among schools with higher ELL populations, schools implementing a SIG-funded intervention model reported using statistically significantly more ELL-focused practices aligned with the SIG application criteria than schools not implementing one. Among schools with higher ELL populations, schools implementing a SIG-funded intervention model reported using 3.6 of 6 ELL-focused practices, compared with 3.3 for schools not implementing such a model (Figure V.2). Among schools with lower ELL populations and lower or higher ELL/non-ELL achievement gaps, there were no statistically significant differences in usage of ELL-focused practices aligned with the SIG application criteria between schools implementing a SIG-funded intervention model and schools not implementing one.

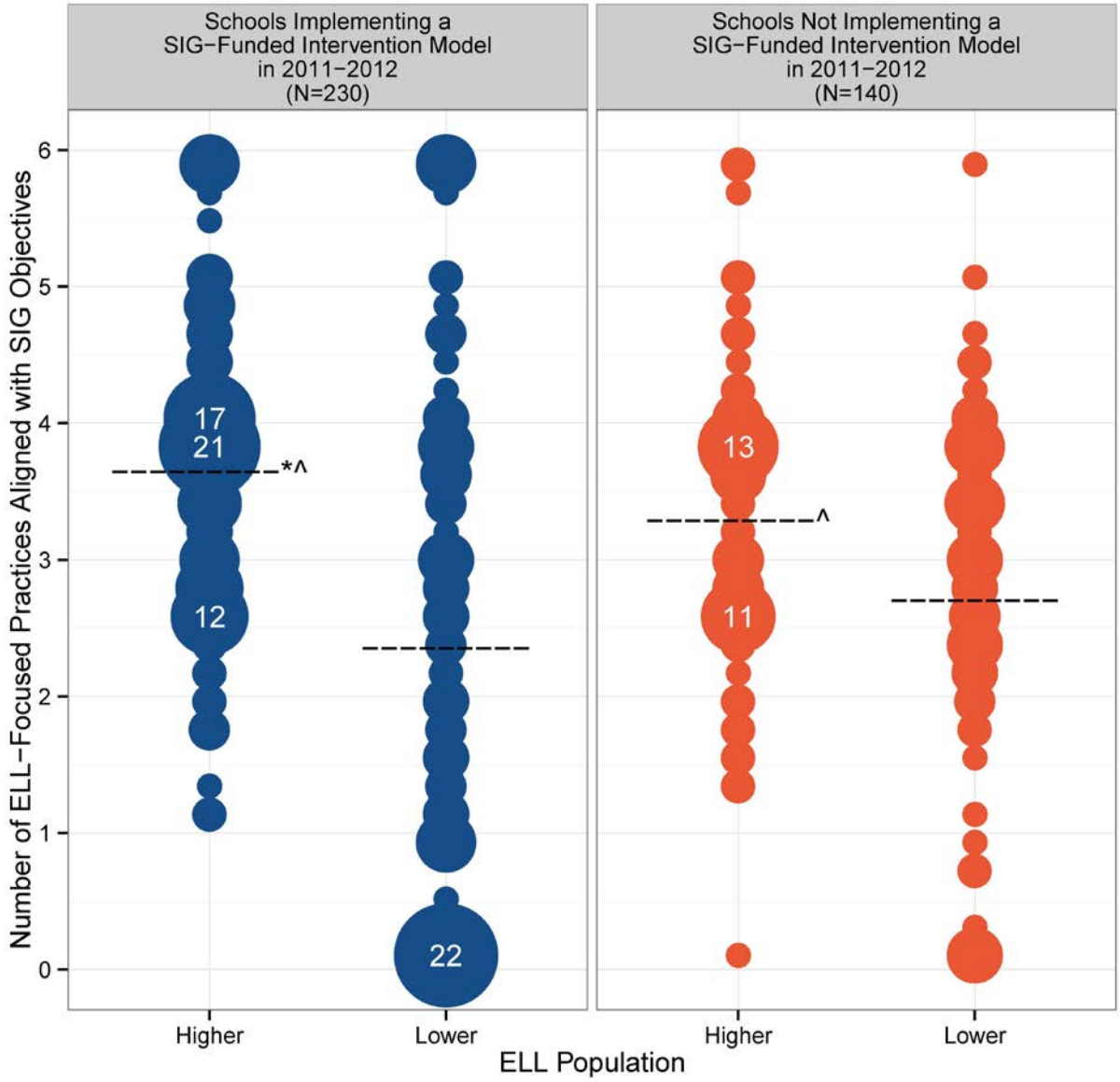
Within each of the following two groups—schools implementing a SIG-funded model and schools not implementing one—schools with higher ELL populations reported using statistically significantly more ELL-focused practices than schools with lower ELL populations. Among schools implementing a SIG-funded model, schools with higher ELL populations reported using 3.6 of 6 ELL-focused practices aligned with the SIG application criteria, compared with 2.4 practices for schools with lower ELL populations (Figure V.2). Among schools not implementing a SIG-funded model, schools with higher ELL populations reported using 3.3 of 6 ELL-focused practices aligned with the SIG application criteria, compared with 2.7 practices for schools with lower ELL populations.

Within each of the following two groups—schools implementing a SIG-funded model and schools not implementing one—there was no statistically significant difference in usage of the ELL-focused practices aligned with the SIG application criteria between schools with higher and lower ELL/non-ELL achievement gaps. Among schools implementing a SIG-funded model, schools with higher ELL/non-ELL achievement gaps reported using 3.3 of 6 practices aligned with SIG application criteria, compared with 3.0 practices for schools with lower ELL/non-ELL achievement gaps (Figure V.3). Among schools not implementing a SIG-funded model, schools with higher achievement gaps reported using 3.2 of 6 practices, compared with 2.9 practices for schools with lower achievement gaps.

The individual ELL-focused practice with the highest level of usage was using data on ELLs to inform and differentiate instruction. Across all study schools, the average value for this practice was 0.83. Average values for each group of schools (those implementing a SIG-funded intervention model and those not implementing one) are shown in Figure V.4.

The individual ELL-focused practice with the lowest level of usage was principals having the opportunity to receive financial incentives designed to increase the number of staff with ELL expertise. Across all study schools, the average value for this practice was 0.03. Average values for each group of schools (those implementing a SIG-funded intervention model and those not implementing one) are shown in Figure V.4.

Figure V.2. Schools' Reported Usage of ELL-Focused Practices Aligned with SIG Objectives, by ELL Population, Spring 2012



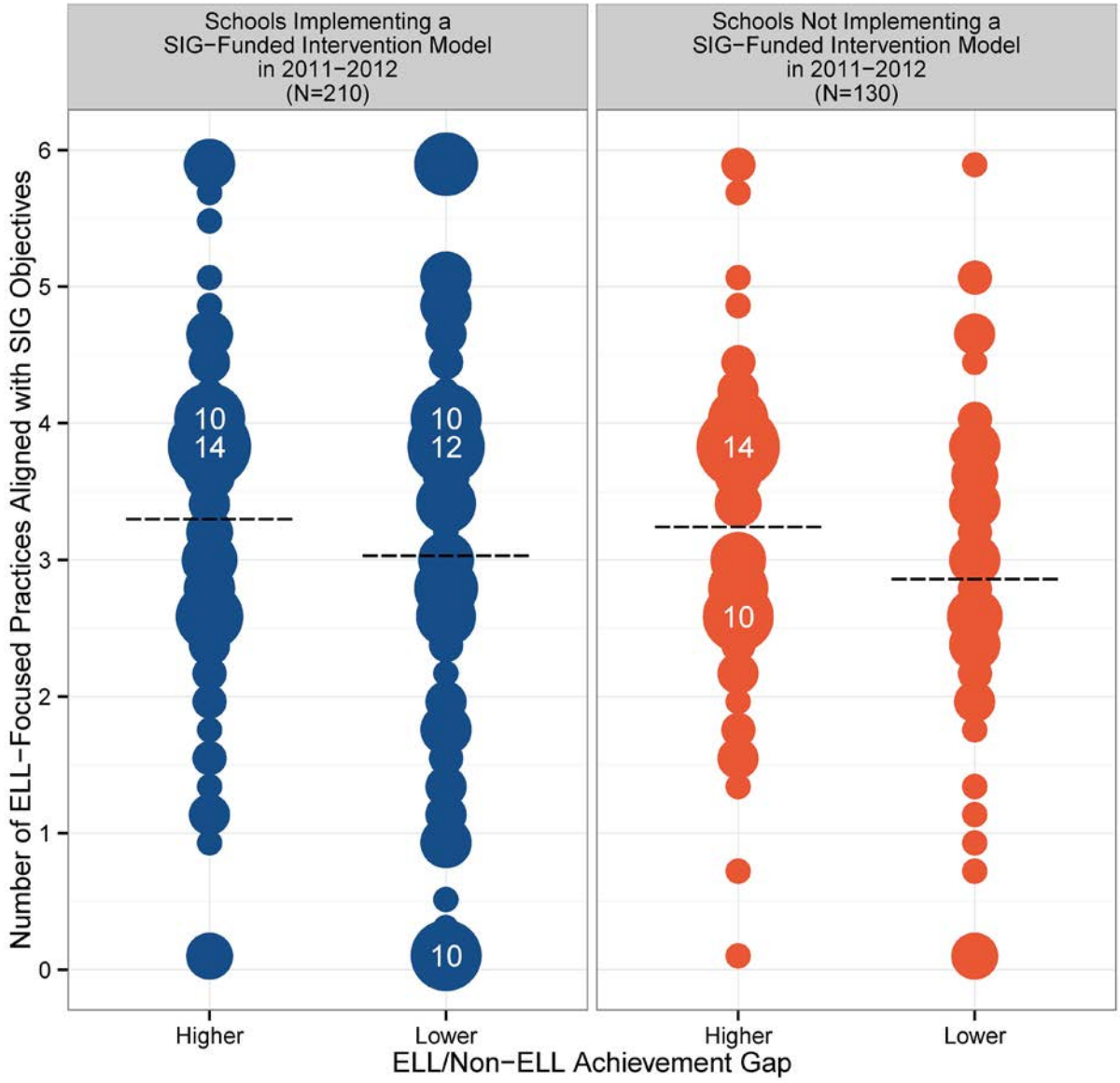
Source: Surveys of school administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table V.2. Each column in the figure shows the number of ELL-focused practices that schools in each group reported using, by schools that had higher and lower ELL populations. Each dot in this figure represents the number of schools that reported using a particular number of ELL-focused practices (out of six examined) that were aligned with the SIG application criteria. The number inside each dot is the number of schools represented by the dot; dots that represent less than 10 schools have no number inside. For example, 17 schools implementing a SIG-funded intervention model that had a higher ELL population reported using four of six ELL-focused practices aligned with the SIG application criteria. For three of the practices, a "yes" response received one point. In the other three cases, it was possible for a school to receive a fraction of one point. See Chapter II for details on the way in which the number of ELL-focused practices was determined for each school. The dashed line denotes the average number of ELL-focused practices for each group of schools. Schools that had no ELLs were not included in the analysis. The sample sizes in this figure are smaller than those in Table V.1 because some schools had a missing value for all six ELL-focused practices and were therefore excluded from the analysis for this figure.

*Significantly different at the 0.05 level, two-tailed test, from schools in the same ELL subgroup not implementing a SIG-funded intervention model. For example, schools implementing a SIG-funded intervention model with higher ELL populations reported using statistically significantly more ELL-focused practices than schools not implementing a SIG-funded intervention model with higher ELL populations.

^Significantly different at the 0.05 level, two-tailed test, from schools with the same SIG-funded intervention model status but lower ELL populations. For example, among schools implementing a SIG-funded intervention model, schools with higher ELL populations reported using statistically significantly more ELL-focused practices than schools with lower ELL populations.

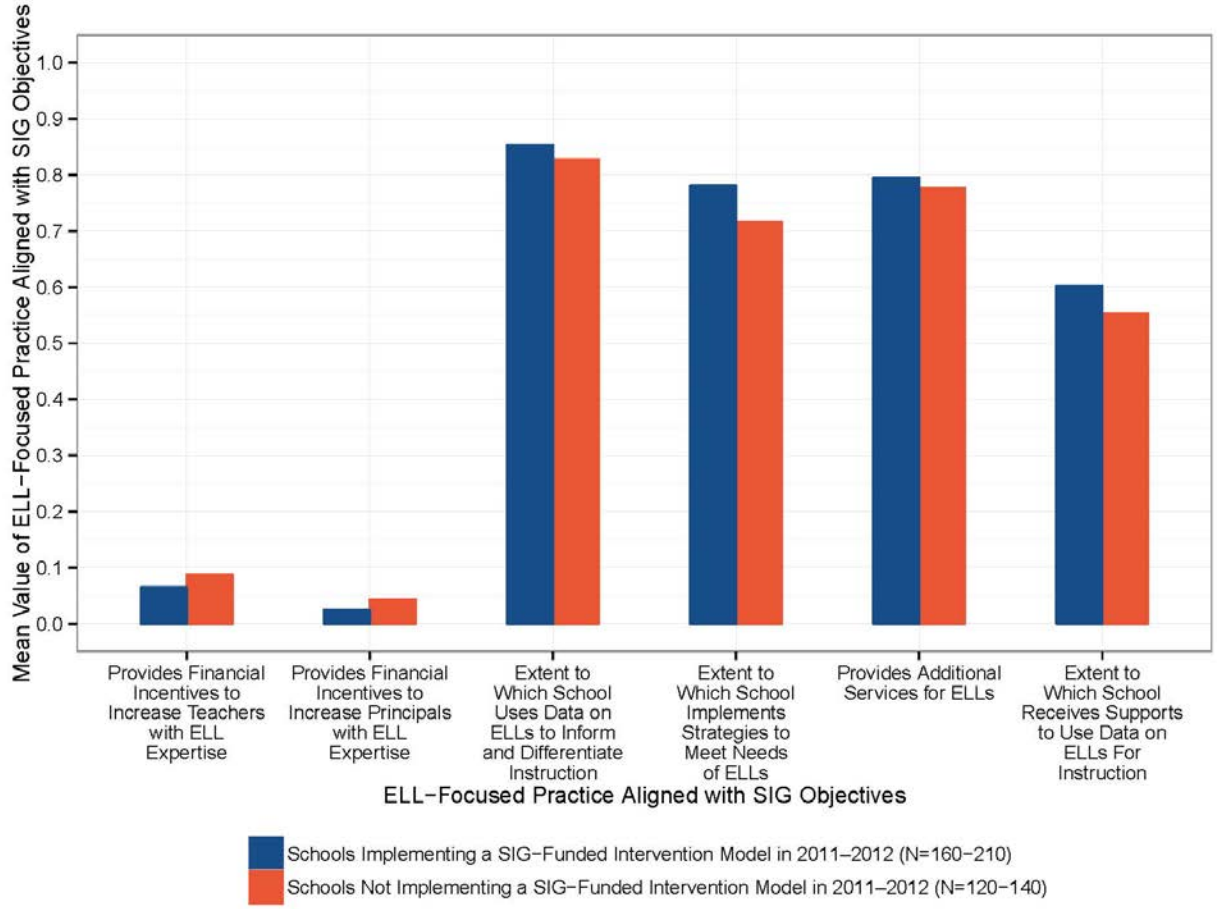
Figure V.3. Schools' Reported Usage of ELL-Focused Practices Aligned with SIG Objectives, by ELL/Non-ELL Achievement Gap, Spring 2012



Source: Surveys of school administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table V.2. Each column in the figure shows the number of ELL-focused practices that schools in each group reported using, by schools that had higher and lower achievement gaps between ELL and non-ELLs. Each dot in this figure represents the number of schools that reported using a particular number of ELL-focused practices (out of six examined) that were aligned with the SIG application criteria. The number inside each dot is the number of schools represented by the dot; dots that represent less than 10 schools have no number inside. For example, 13 schools implementing a SIG-funded intervention model that had a lower ELL/non-ELL achievement gap reported using just under four of six ELL-focused practices aligned with the SIG application criteria. For three of the ELL-focused practices, a "yes" response received one point. In the other three cases, it was possible for a school to receive a fraction of one point. See Chapter II for details on the way in which the number of ELL-focused practices was determined for each school. The dashed line denotes the average number of ELL-focused practices for each group of schools. Schools that had no ELLs were not included in the analysis. The sample sizes in this figure are smaller than those in Figures V.1 and V.2 because some schools with low percentages of ELLs did not have test score data available for ELLs, so the ELL/non-ELL achievement gap could not be calculated. There were no statistically significant differences at the 0.05 level using a two-tailed test (1) between schools implementing and not implementing a SIG-funded intervention model with the same ELL/non-ELL achievement gap classification, and (2) between higher and lower ELL/non-ELL achievement gap schools with the same SIG-funded intervention model implementation status.

Figure V.4. Schools' Reported Usage of Individual ELL-Focused Practices Aligned with SIG Objectives, Spring 2012



Source: Surveys of school administrators in spring 2012.

Note: As described in Chapter II, for each ELL-focused practice aligned with the SIG application criteria for which we identified one or more survey questions that addressed the practice, we constructed a variable ranging from zero to one, with a value of one indicating that the school responded "yes" to all the survey questions selected for that practice. The height of each bar represents the mean value of the ELL-focused practice (on a scale of zero to one) for each group of schools. For some of the practices shown in this figure, multiple survey questions aligned with that practice. In the figure, we indicate this using the words "extent to which" at the beginning of the practice, to emphasize that the level of usage of that practice is measured using multiple survey questions (as opposed to a single, binary measure of whether that practice was used).

ELL = English language learner.

VI. DISCUSSION OF MAIN FINDINGS FOR SCHOOL IMPROVEMENT GRANTS

As noted in Chapter I, few studies on the implementation of SIG-promoted practices examine whether the practices used by SIG schools differ from those used by schools that did not receive SIG. This volume of the report seeks to address this gap in the existing literature by examining the extent to which school administrators in schools that did and did not implement a SIG-funded intervention model reported that their schools used SIG-promoted practices in four topic areas: (1) adopting comprehensive instructional reform strategies, (2) developing and increasing teacher and principal effectiveness, (3) increasing learning time and creating community-oriented schools, and (4) having operational flexibility and receiving support. We also assessed the extent to which schools implementing a SIG-funded model and those not implementing one reported focusing on ELLs in their usage of practices promoted by SIG.

As noted in Chapters II and III, the findings should be interpreted with caution because the SIG sample was not randomly selected and is not representative of schools nationwide. In interpreting the results, please also note the following caveats: (1) the findings are based on self-reported usage of practices, (2) our study instruments did not address every practice listed in the SIG application, (3) the application wording left it up to the schools to decide many of the details about how to implement particular practices, and (4) we did not collect information about the quality or fidelity with which the practices were implemented.

Schools implementing a SIG-funded model reported using statistically significantly more of the practices promoted by SIG, on average, than schools not implementing a SIG-funded model in all four topic areas considered and for 7 of the 13 subtopics covered under these four topic areas. This finding is consistent with a prior study that showed SIG schools reported implementing school improvement practices more intensively than non-SIG schools (Center on Education Policy 2012a). Although our finding focuses on averages for each group of schools, there was substantial variation in the reported usage of SIG-promoted practices within each group. In addition, although we found that the differences between schools implementing a SIG-funded model and schools not implementing one were statistically significant in all four areas, they may not be substantively important, given that the difference between the two groups in the average number of SIG-promoted practices used ranged from 0.2 to 1.5 practices per area.

Usage of practices promoted by SIG was highest in the comprehensive instructional reform strategies area—which is consistent with findings from an earlier study (U.S. Department of Education 2007)—and lowest in the operational flexibility and support area. Study schools reported using, on average, 90 percent of the SIG-promoted practices in the comprehensive instructional reform strategies area and 46 percent of the SIG-promoted practices in the operational flexibility and support area. Levels of usage for the other areas—developing and increasing teacher and principal effectiveness, and increasing learning time and creating community-oriented schools—were 53 and 73 percent.

Across all study schools, the individual practice with the highest level of usage was using benchmark or interim assessments at least once per year. The individual practice with the lowest level of usage was using teacher evaluation results to inform decisions about compensation.

We found no statistically significant differences in usage of ELL-focused practices promoted by SIG between schools implementing a SIG-funded model and schools not implementing one (both groups of schools reported using an average of 2.9 practices out of 6 examined). Within each group of schools (those implementing a SIG-funded model and those not implementing one), schools with higher ELL populations used statistically significantly more

ELL-focused practices than schools with lower ELL populations, but there were no statistically significant differences in usage between schools with higher and lower ELL/non-ELL achievement gaps.

Readers may have questions about potential explanations for this pattern of findings. Below, we lay out several questions of possible interest and potential explanations for these findings.

Why did schools implementing a SIG-funded model report using more practices aligned with the SIG application than schools not implementing a SIG-funded model? One potential explanation is that the SIG program had an effect on schools' usage of these practices. The practices examined in this report were required or permissible activities under the SIG transformation or turnaround models, and most of the study schools that were implementing a SIG-funded model reported using one of these models (57 percent for the transformation model and 36 percent for the turnaround). Therefore, the observed differences could be due to those schools adhering to the grant requirements or using practices permissible by SIG, while schools not implementing a SIG-funded model were not subject to those same obligations. Another possible explanation is that this finding could reflect differences in the usage of these practices between the groups of schools prior to the SIG awards. To limit the length of the school survey, we did not include questions about practices used prior to SIG awards, so we could not determine whether differences in usage of these practices existed at baseline. As noted earlier, although the differences between schools implementing a SIG-funded model and those not doing so were statistically significant, they were not necessarily substantively important. For example, the difference was 0.3 practices for the comprehensive instructional reform strategies area and 1.5 practices for the teacher and principal effectiveness area.

Why did schools implementing a SIG-funded model not report using statistically significantly more SIG practices than schools not implementing such a model for some of the examined subtopics? For 6 of 13 subtopics, responses from schools implementing a SIG-funded model and from those not implementing such a model did not differ by a statistically significant margin. One possible explanation for these results is that schools implementing a SIG-funded model encountered barriers in implementing some practices in these specific areas. For example, schools may have encountered challenges with implementing new data systems or working with teachers within the requirements of collective bargaining agreements—to name two examples of challenges related to subtopics where no statistically significant differences emerged. This hypothesis is consistent with prior literature that showed common challenges encountered during SIG implementation included difficulties using data to inform and differentiate instruction and limited state capacity to provide assistance (Center on Education Policy 2012a; GAO 2011; U.S. Department of Education 2011a–j). Another possibility is that the practices examined in these areas had also been used by schools not implementing a SIG-funded model, perhaps because of district requirements, outside resources that allowed schools to use these practices, or enhanced awareness of the practices as a result of SIG or other programs that also promoted them. A third possibility is that some of the practices examined within some of these subtopics were permissible under SIG rather than required, so that schools implementing SIG-funded models could choose not to use them. In fact, for 2 of the 6 subtopics for which no statistically significant differences emerged, all of the examined practices were permissible rather than required, and for one subtopic, one-third of the examined practices were permissible (for the remaining three subtopics, all of the examined practices were required). In addition, some of the practices examined were not required for schools implementing the restart or closure models, but since these schools make up a small proportion of study schools (less than 10 percent), it is unlikely that they have a big effect on the overall results.

Why did schools implementing a SIG-funded model not report using more of the SIG practices? Schools implementing a SIG-funded model reported using about half of the practices on developing and increasing teacher and principal effectiveness, and having operational flexibility and receiving support. One possible explanation for these results is that schools are still in the process of adopting these practices, which take time to implement. Although schools were in the second year of their three-year grants at the time of our spring 2012 interviews, recent studies suggested that some schools experienced delays in implementing a SIG-funded model for a variety of reasons, including late federal approval of the state's SIG application (Center on Education Policy 2012a and 2012b; GAO 2011; U.S. Department of Education 2011a–j). Another possibility is that schools chose to focus their efforts on a select group of practices in each area rather than using all of them, perhaps because they had technical capacity constraints or because they perceived certain practices as more important than others to their particular reform agenda and unique needs.

Why did schools implementing a SIG-funded model not report using more ELL-focused practices promoted by SIG than schools not implementing a SIG-funded model? We focus here on two potential explanations for this finding. First, it is possible that SIG did not have an effect on ELL-focused practices among schools. This could be because schools are focused on practices thought to be effective for all students, including ELLs, rather than practices explicitly focused on ELLs. Second, it is possible that ELL-focused practices promoted by SIG are on the rise primarily in schools with higher ELL populations (which include some schools implementing a SIG-funded model and some schools not implementing one). Our finding that within each of those two groups of schools, schools with higher ELL populations reported using statistically significantly more ELL-focused practices than schools with lower ELL populations is consistent with this hypothesis.

Although we cannot definitively accept or reject any of these possible explanations for these findings, we offer them as starting points for future investigations into the implementation of SIG school improvement practices. Because the process of changing education practices can be complex and require substantial time to implement, we administered a second survey of school administrators in spring 2013 so that we can continue to explore schools' progress toward usage of SIG practices after another year of the program. We will revisit these patterns and findings in a future report.

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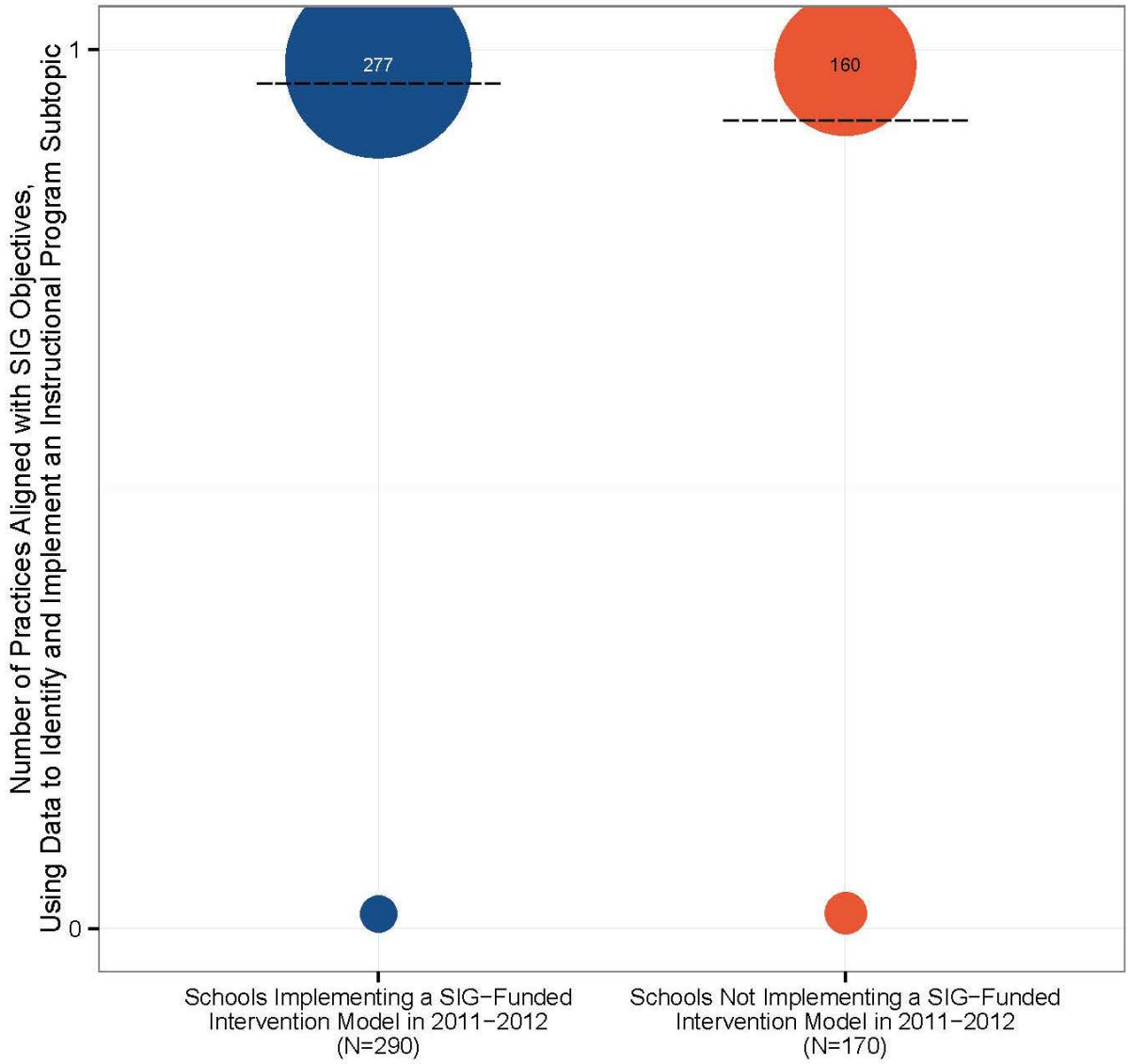
APPENDIX A

ADDITIONAL FIGURES BASED ON SCHOOL SURVEYS

This appendix contains additional figures that are directly related to the analyses presented in Chapter IV. In this appendix, we focus on the same four topic areas addressed in Chapter IV: (1) adopting comprehensive instructional reform strategies, (2) developing and increasing teacher and principal effectiveness, (3) increasing learning time and creating community-oriented schools, and (4) having operational flexibility and receiving support. For each area, we present a series of figures, one for each subtopic, showing schools' reported usage of the practices aligned with the School Improvement Grants (SIG) application criteria for that subtopic, similar to the figures shown in Chapter IV for each topic area.

A. Comprehensive Instructional Reform Strategies

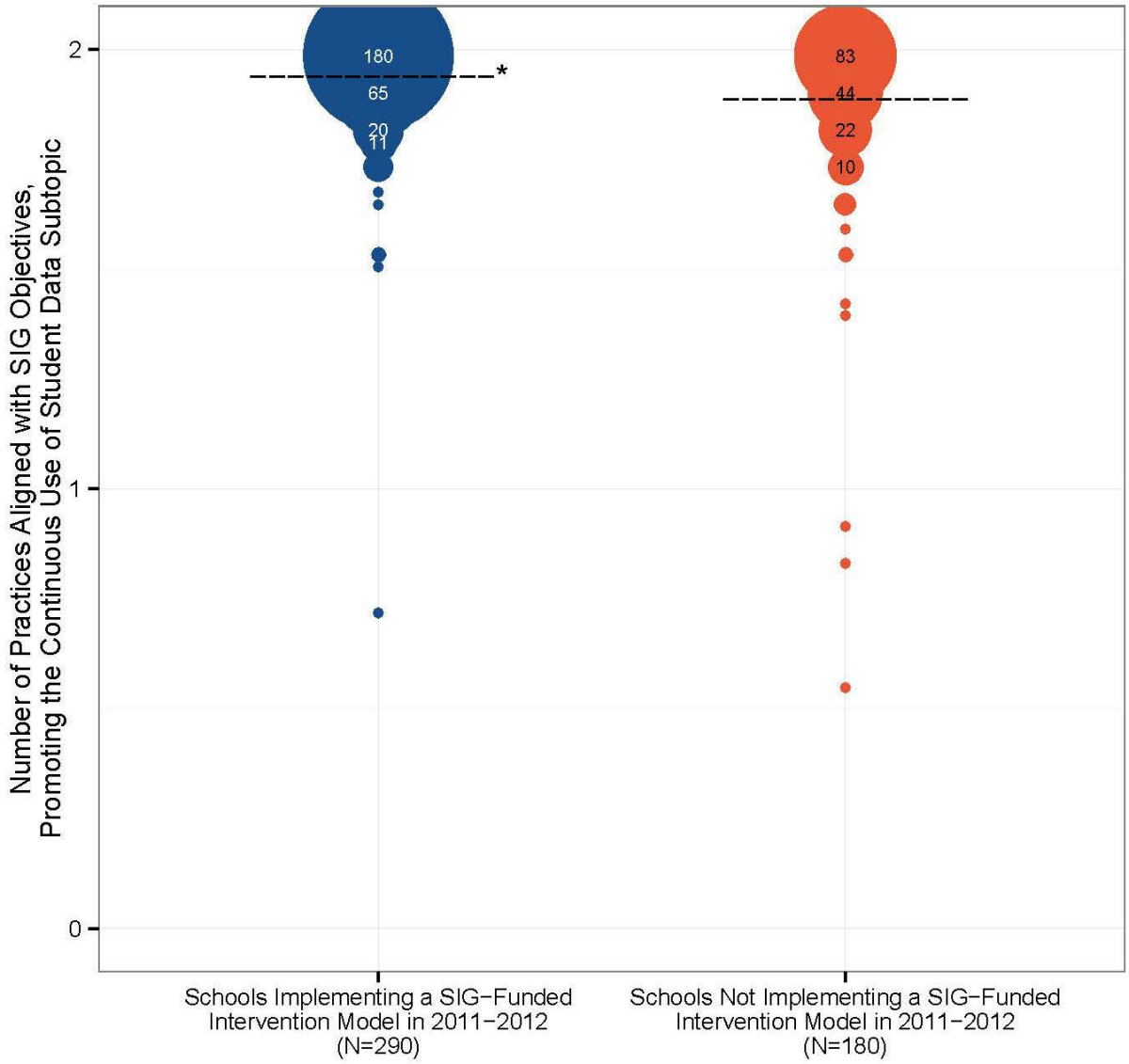
Figure A.1. Study Schools' Reported Usage of Practices Aligned with SIG Objectives on Comprehensive Instructional Reform Strategies, Using Data to Identify and Implement an Instructional Program Subtopic, Spring 2012



Source: Surveys of school administrators in spring 2012.

Note: The practice summarized in this figure is presented in Table IV.1. Each dot in this figure represents the schools that reported using the one practice that was aligned with the SIG application criteria. The number inside each dot is the number of schools represented by the dot. To protect respondent confidentiality, the number inside the smallest dot for each group of schools has been removed. For this practice, a "yes" response received one point. See Chapter II for details on the way in which the number of practices was determined for each school. The dashed line denotes the average number of practices for each group of schools. There were no statistically significant differences between schools implementing a SIG-funded intervention model in 2011–2012 and schools not implementing one at the 0.05 level using a two-tailed test.

Figure A.2. Study Schools' Reported Usage of Practices Aligned with SIG Objectives on Comprehensive Instructional Reform Strategies, Promoting the Continuous Use of Student Data Subtopic, Spring 2012

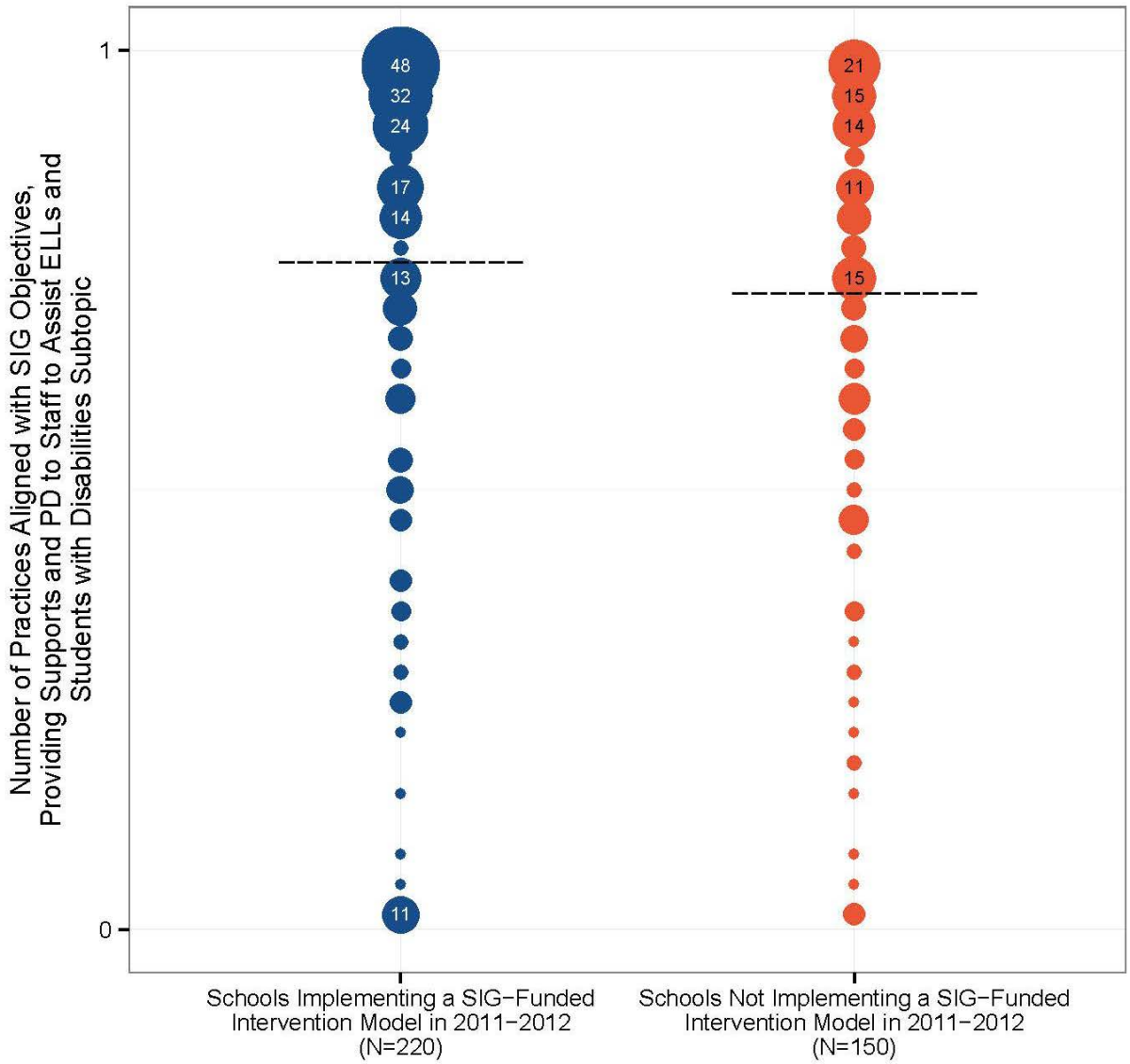


Source: Surveys of school administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table IV.1. Each dot in this figure represents the schools that reported using a particular number of practices (out of two examined) that were aligned with the SIG application criteria. The number inside each dot is the number of schools represented by the dot; dots that represent less than 10 schools have no number inside. For both practices, it was possible for a school to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each school. The dashed line denotes the average number of practices for each group of schools.

*Significantly different from schools not implementing a SIG-funded intervention model at the 0.05 level, two-tailed test.

Figure A.3. Study Schools' Reported Usage of Practices Aligned with SIG Objectives on Comprehensive Instructional Reform Strategies, Providing Supports and Professional Development to Staff to Assist English Language Learners and Students with Disabilities Subtopic, Spring 2012

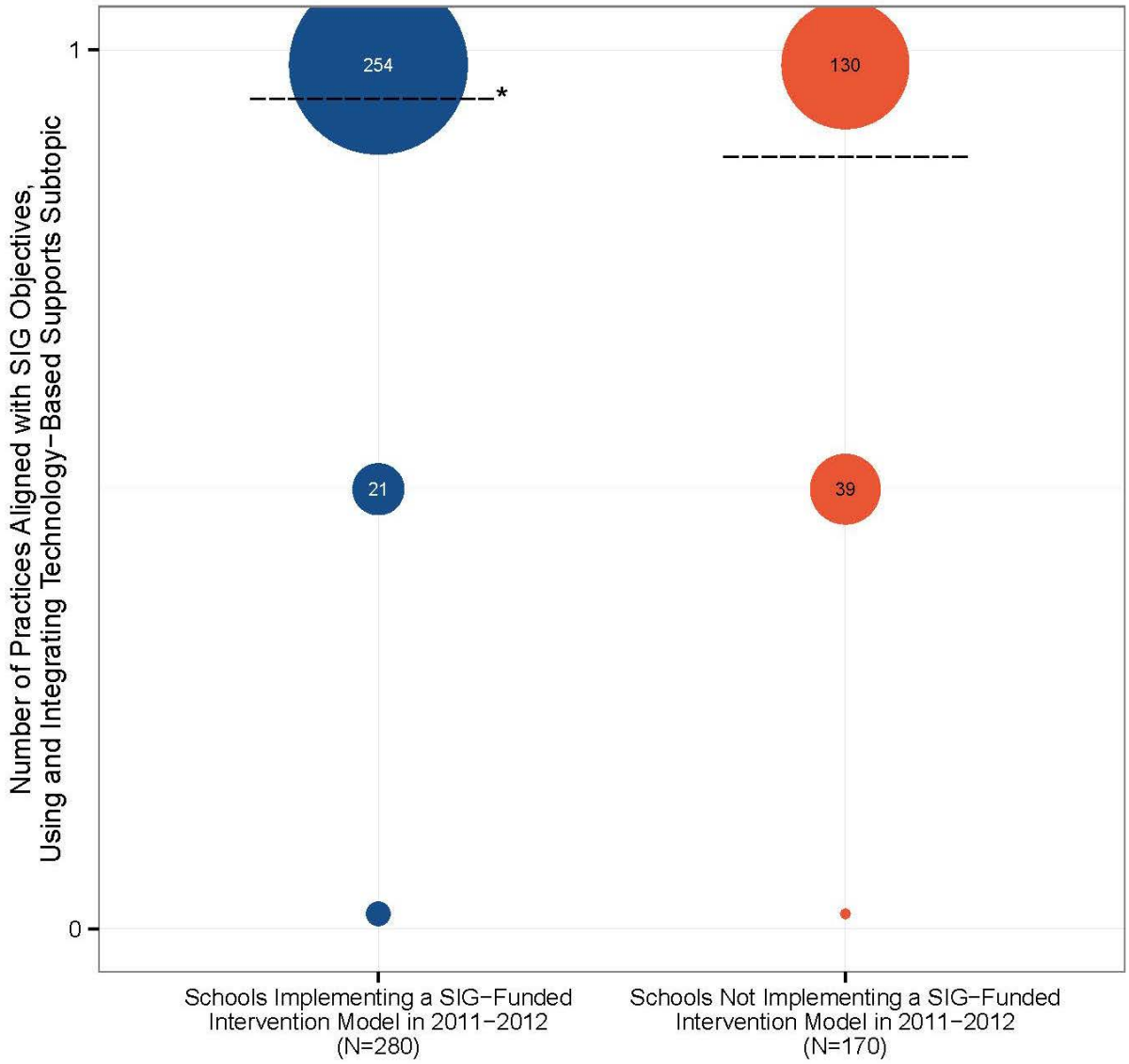


Source: Surveys of school administrators in spring 2012.

Note: The practice summarized in this figure is presented in Table IV.1. This figure presents one practice described in the SIG application criteria to which multiple survey questions aligned. As described in Chapter II, whenever multiple survey questions aligned with a single practice from the application criteria, we used those questions to construct a variable ranging from zero to one, with schools receiving a fraction of a point for each question to which they responded "yes." Each dot in this figure represents the schools that reported using a particular proportion of the survey questions aligned to the practice described in the SIG application criteria. The number inside each dot is the number of schools represented by the dot; dots that represent less than 10 schools have no number inside. The dashed line denotes the average value for each group of schools. There were no statistically significant differences between schools implementing a SIG-funded intervention model in 2011–2012 and schools not implementing one at the 0.05 level using a two-tailed test.

ELLs = English language learners; PD = professional development.

Figure A.4. Study Schools' Reported Usage of Practices Aligned with SIG Objectives on Comprehensive Instructional Reform Strategies, Using and Integrating Technology-Based Supports Subtopic, Spring 2012

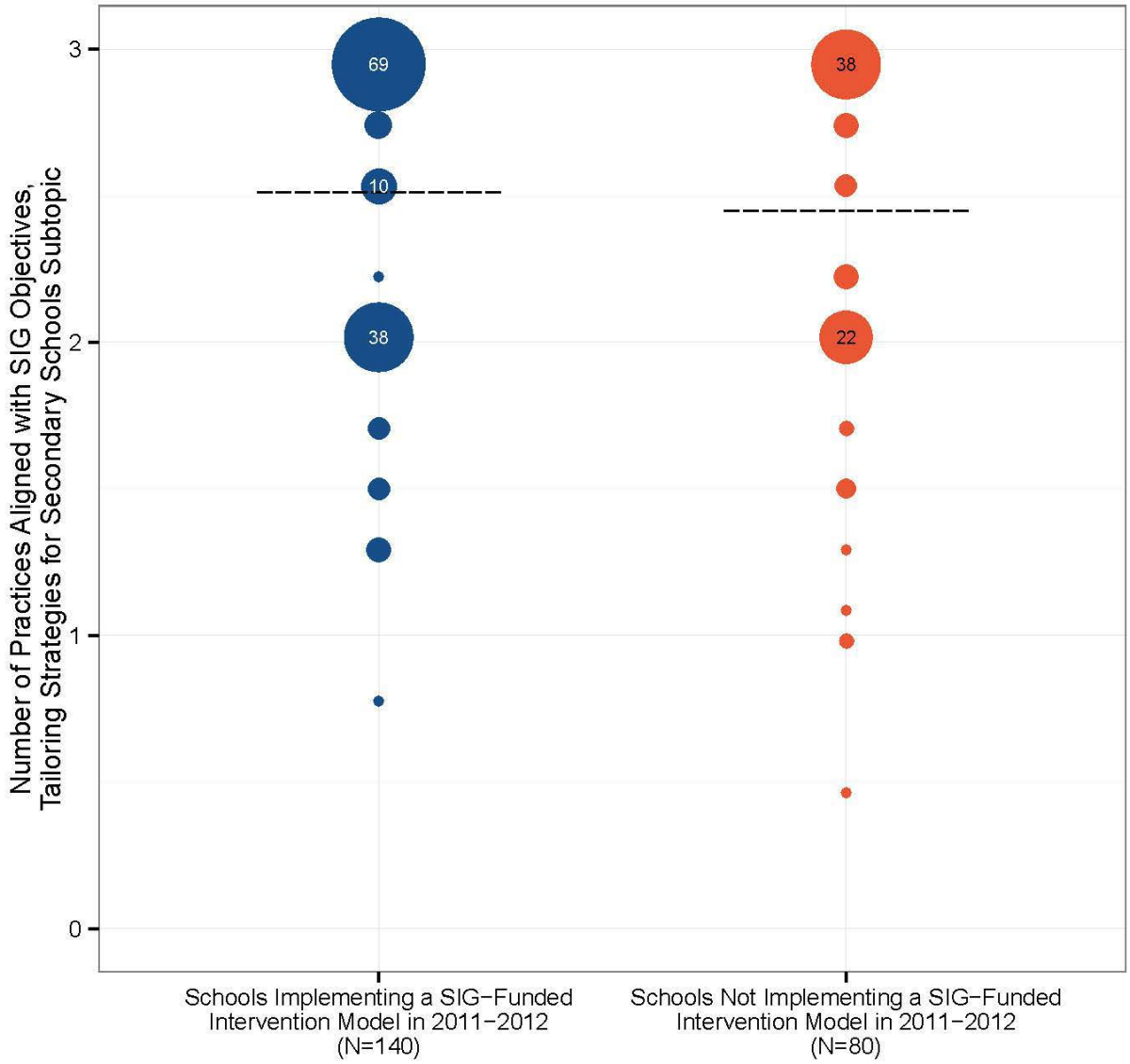


Source: Surveys of school administrators in spring 2012.

Note: The practice summarized in this figure is presented in Table IV.1. This figure presents one practice described in the SIG application criteria to which multiple survey questions aligned. As described in Chapter II, whenever multiple survey questions aligned with a single practice from the application criteria, we used those questions to construct a variable ranging from zero to one, with schools receiving a fraction of a point for each question to which they responded "yes." Each dot in this figure represents the schools that reported using a particular proportion of the survey questions aligned to the practice described in the SIG application criteria. The number inside each dot is the number of schools represented by the dot; dots that represent less than 10 schools have no number inside. The dashed line denotes the average value for each group of schools.

*Significantly different from schools not implementing a SIG-funded intervention model at the 0.05 level, two-tailed test.

Figure A.5. Study Schools' Reported Usage of Practices Aligned with SIG Objectives on Comprehensive Instructional Reform Strategies, Tailoring Strategies for Secondary Schools Subtopic, Spring 2012

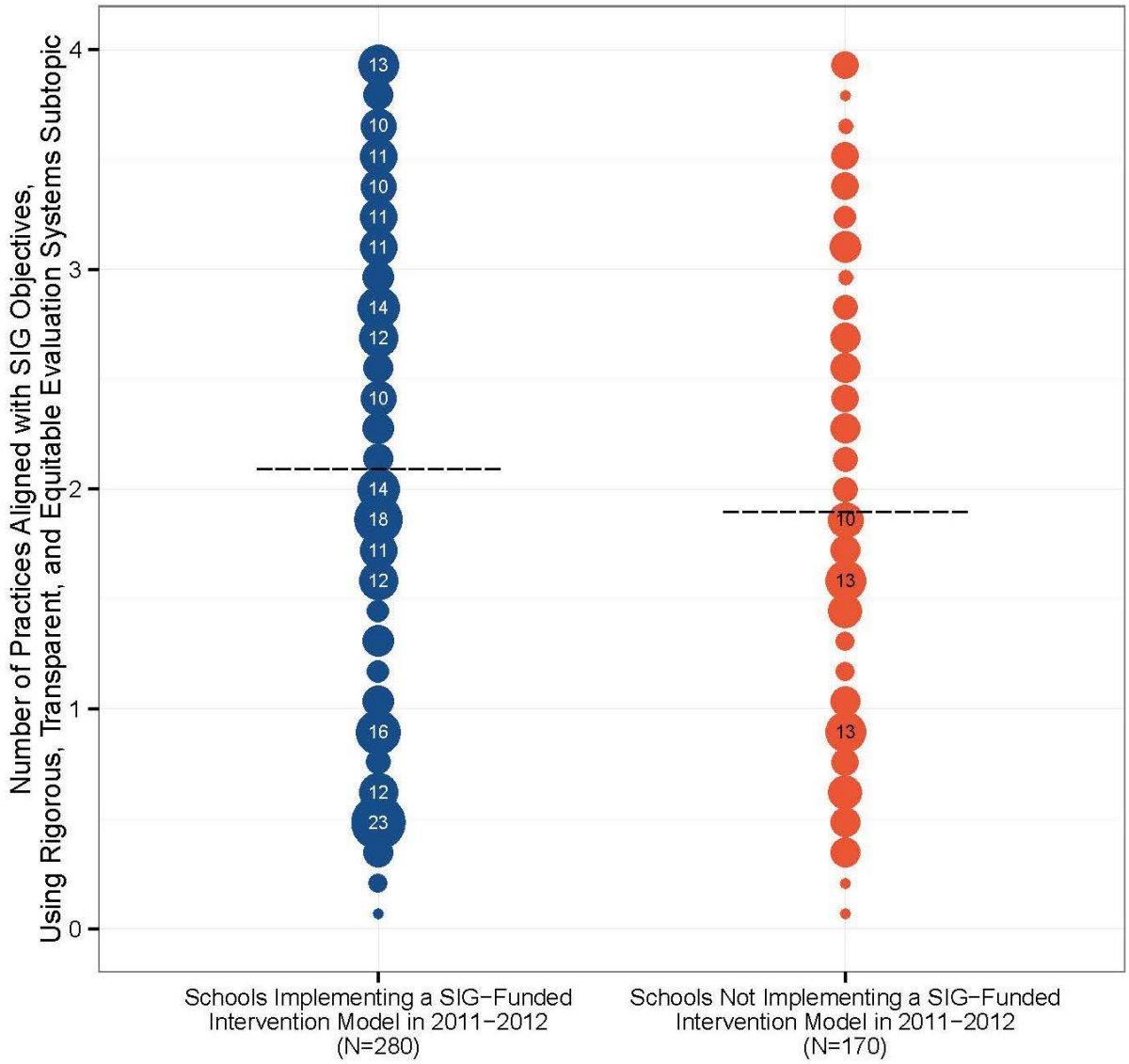


Source: Surveys of school administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table IV.1. Each dot in this figure represents the schools that reported using a particular number of practices (out of three examined) that were aligned with the SIG application criteria. The number inside each dot is the number of schools represented by the dot; dots that represent less than 10 schools have no number inside. For one practice, a "yes" response received one point. In the other two cases, it was possible for a school to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each school. The dashed line denotes the average number of practices for each group of schools. There were no statistically significant differences between schools implementing a SIG-funded intervention model in 2011–2012 and schools not implementing one at the 0.05 level using a two-tailed test.

B. Teacher and Principal Effectiveness

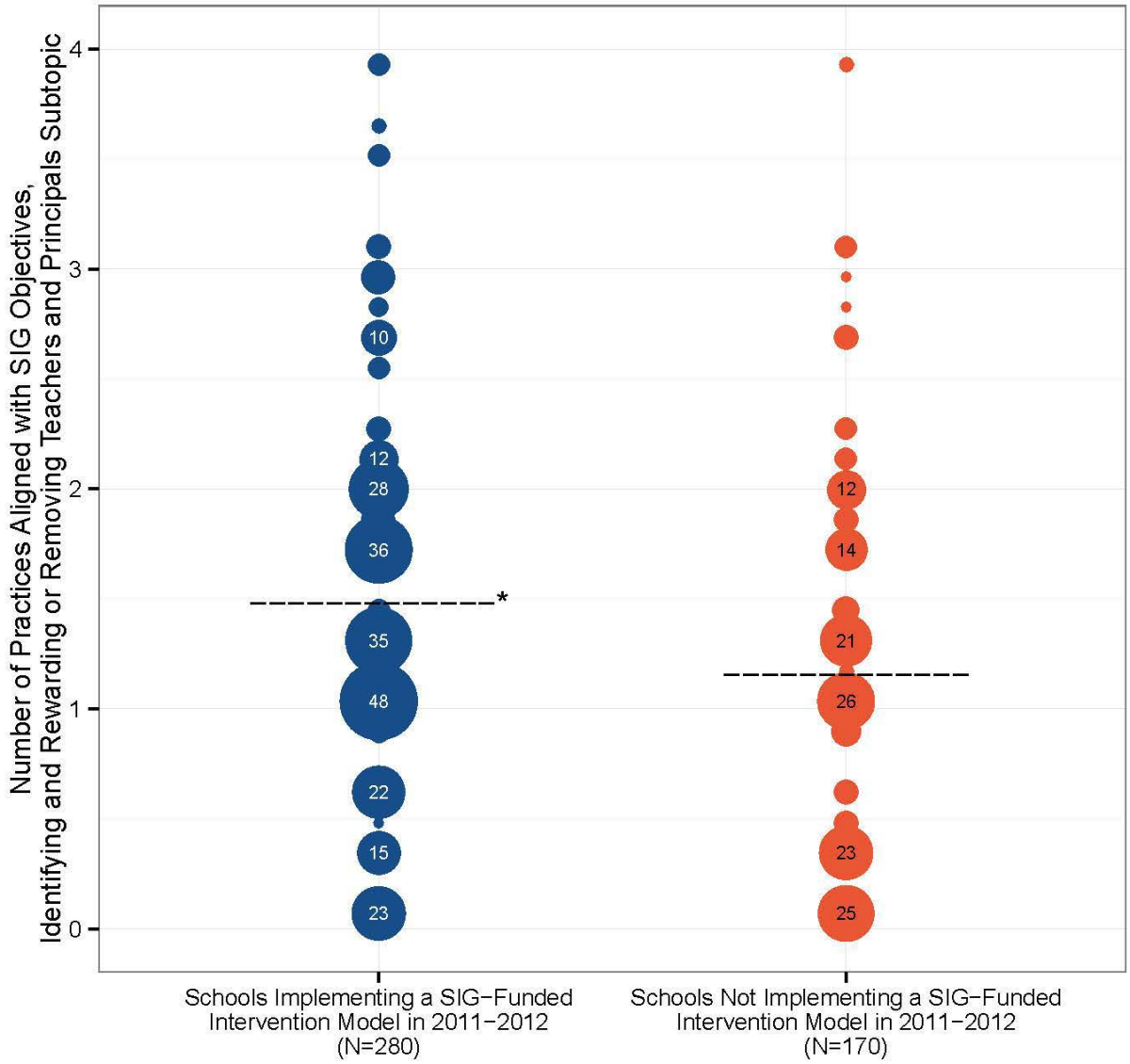
Figure A.6. Study Schools' Reported Usage of Practices Aligned with SIG Objectives on Teacher and Principal Effectiveness, Using Rigorous, Transparent, and Equitable Evaluation Systems Subtopic, Spring 2012



Source: Surveys of school administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table IV.2. Each dot in this figure represents the schools that reported using a particular number of practices (out of four examined) that were aligned with the SIG application criteria. The number inside each dot is the number of schools represented by the dot; dots that represent less than 10 schools have no number inside. For one practice, a "yes" response received one point. In the other three cases, it was possible for a school to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each school. The dashed line denotes the average number of practices for each group of schools. There were no statistically significant differences between schools implementing a SIG-funded intervention model in 2011–2012 and schools not implementing one at the 0.05 level using a two-tailed test.

Figure A.7. Study Schools' Reported Usage of Practices Aligned with SIG Objectives on Teacher and Principal Effectiveness, Identifying and Rewarding Effective Teachers and Principals and Removing Ineffective Ones Subtopic, Spring 2012

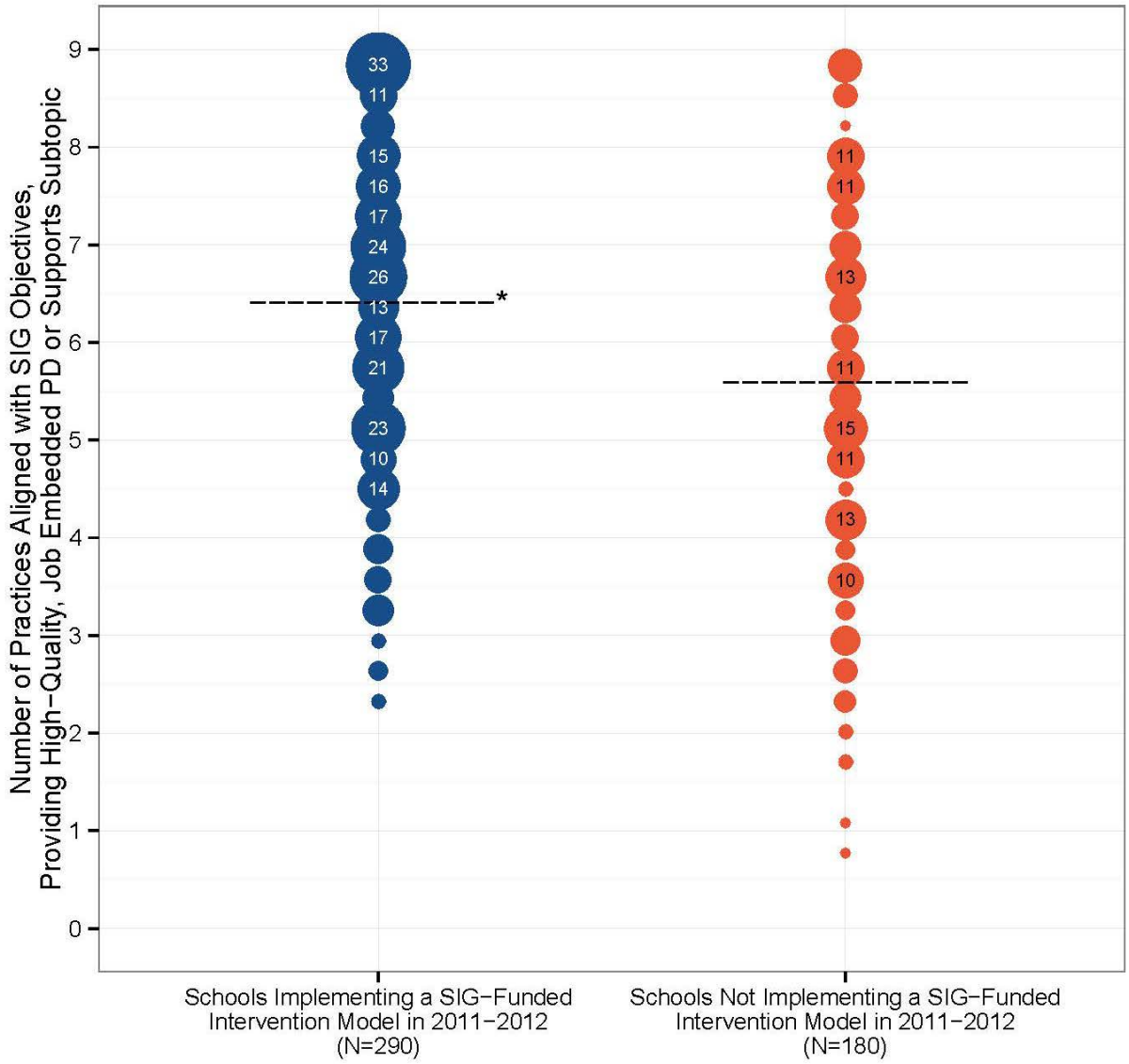


Source: Surveys of school administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table IV.2. Each dot in this figure represents the schools that reported using a particular number of practices (out of four examined) that were aligned with the SIG application criteria. The number inside each dot is the number of schools represented by the dot; dots that represent less than 10 schools have no number inside. For all four practices, it was possible for a school to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each school. The dashed line denotes the average number of practices for each group of schools.

*Significantly different from schools not implementing a SIG-funded intervention model at the 0.05 level, two-tailed test.

Figure A.8. Study Schools' Reported Usage of Practices Aligned with SIG Objectives on Teacher and Principal Effectiveness, Providing High Quality, Job-Embedded Professional Development or Supports Subtopic, Spring 2012



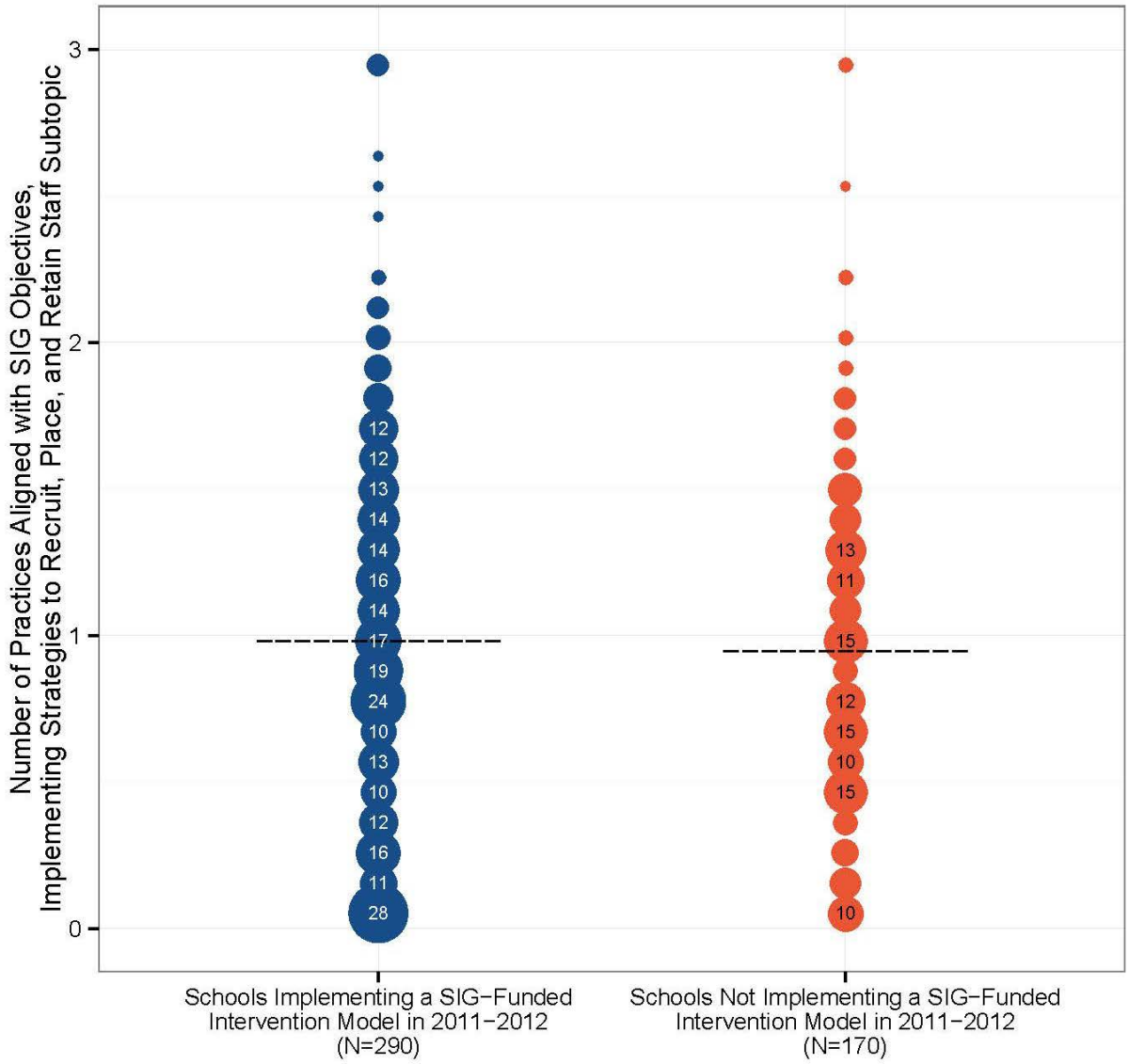
Source: Surveys of school administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table IV.2. Each dot in this figure represents the schools that reported using a particular number of practices (out of nine examined) that were aligned with the SIG application criteria. The number inside each dot is the number of schools represented by the dot; dots that represent less than 10 schools have no number inside. For four of the practices, a "yes" response received one point. In the other five cases, it was possible for a school to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each school. The dashed line denotes the average number of practices for each group of schools.

PD = professional development.

*Significantly different from schools not implementing a SIG-funded intervention model at the 0.05 level, two-tailed test.

Figure A.9. Study Schools' Reported Usage of Practices Aligned with SIG Objectives on Teacher and Principal Effectiveness, Implementing Strategies to Recruit, Place, and Retain Staff Subtopic, Spring 2012

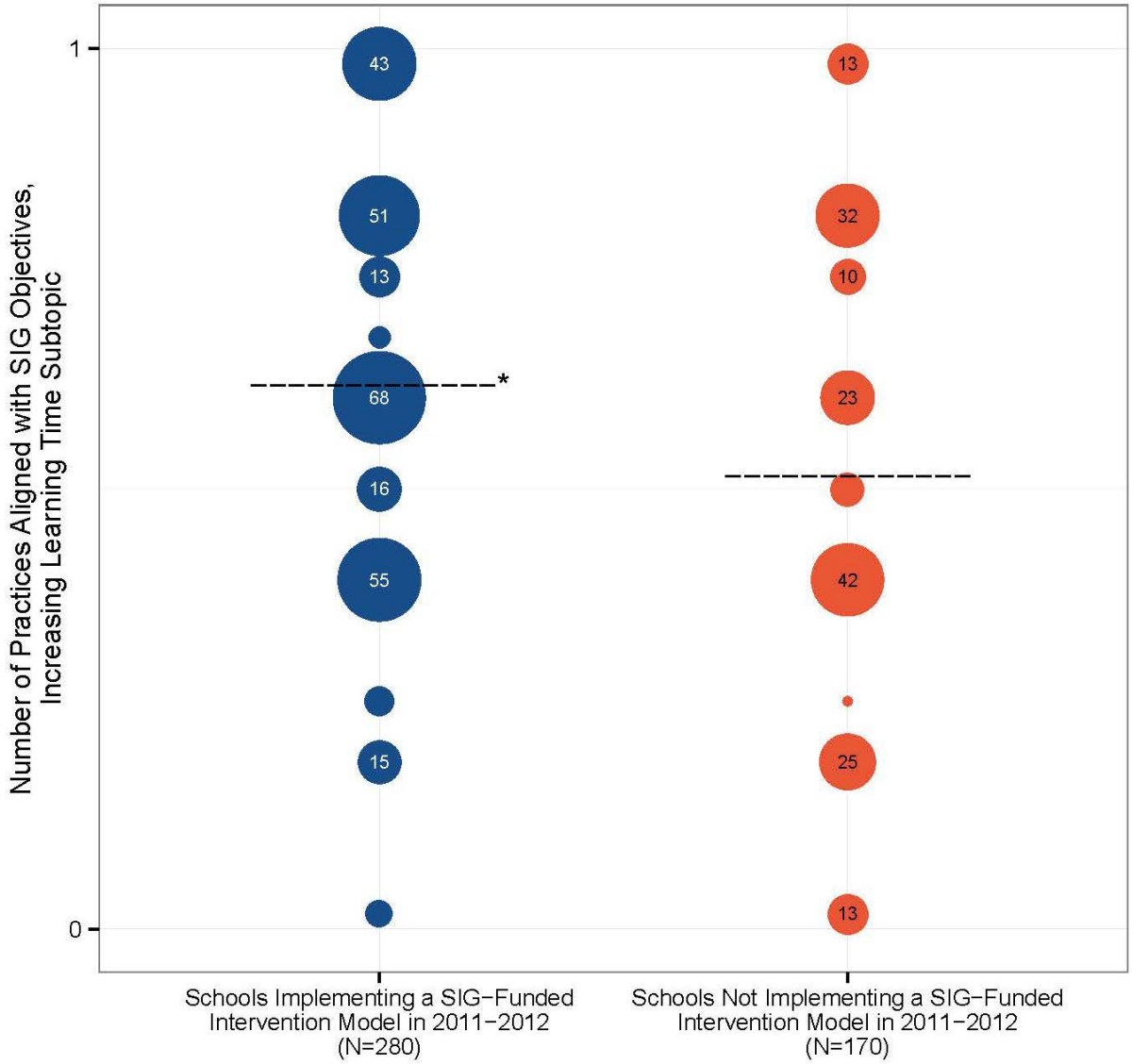


Source: Surveys of school administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table IV.2. Each dot in this figure represents the schools that reported using a particular number of practices (out of three examined) that were aligned with the SIG application criteria. The number inside each dot is the number of schools represented by the dot; dots that represent less than 10 schools have no number inside. For all three practices, it was possible for a school to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each school. The dashed line denotes the average number of practices for each group of schools. There were no statistically significant differences between schools implementing a SIG-funded intervention model in 2011–2012 and schools not implementing one at the 0.05 level using a two-tailed test.

C. Learning Time and Community-Oriented Schools

Figure A.10. Study Schools' Reported Usage of Practices Aligned with SIG Objectives on Learning Time and Community-Oriented Schools, Increasing Learning Time Subtopic, Spring 2012

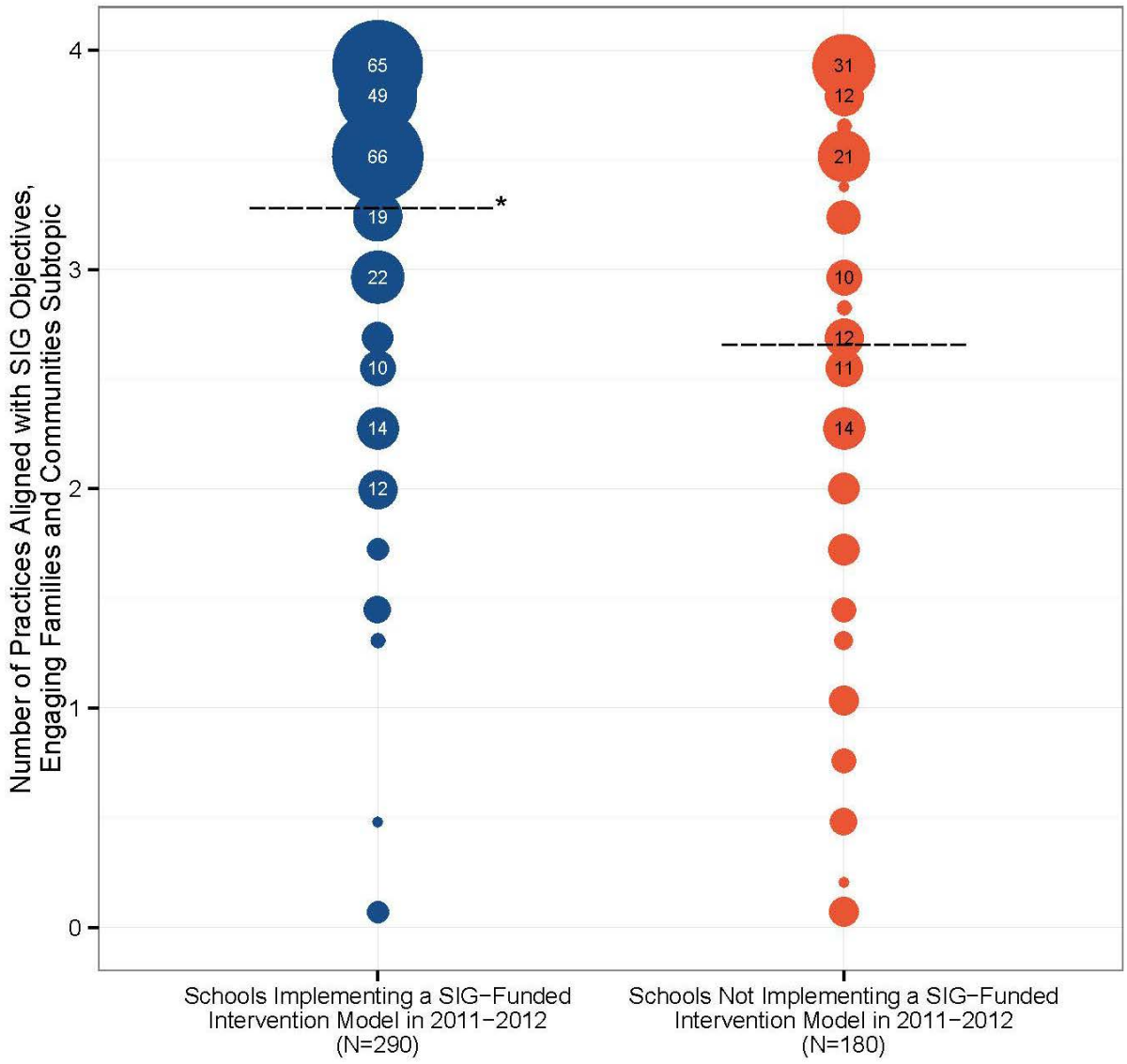


Source: Surveys of school administrators in spring 2012.

Note: The practice summarized in this figure is presented in Table IV.3. This figure presents one practice described in the SIG application criteria to which multiple survey questions aligned. As described in Chapter II, whenever multiple survey questions aligned with a single practice from the application criteria, we used those questions to construct a variable ranging from zero to one, with schools receiving a fraction of a point for each question to which they responded "yes." Each dot in this figure represents the schools that reported using a particular proportion of the survey questions aligned to the practice described in the SIG application criteria. The number inside each dot is the number of schools represented by the dot; dots that represent less than 10 schools have no number inside. The dashed line denotes the average value for each group of schools.

*Significantly different from schools not implementing a SIG-funded intervention model at the 0.05 level, two-tailed test.

Figure A.11. Study Schools' Reported Usage of Practices Aligned with SIG Objectives on Learning Time and Community-Oriented Schools, Engaging Families and Communities and Providing a Safe School Environment that Meets Students' Social, Emotional, and Health Needs Subtopic, Spring 2012



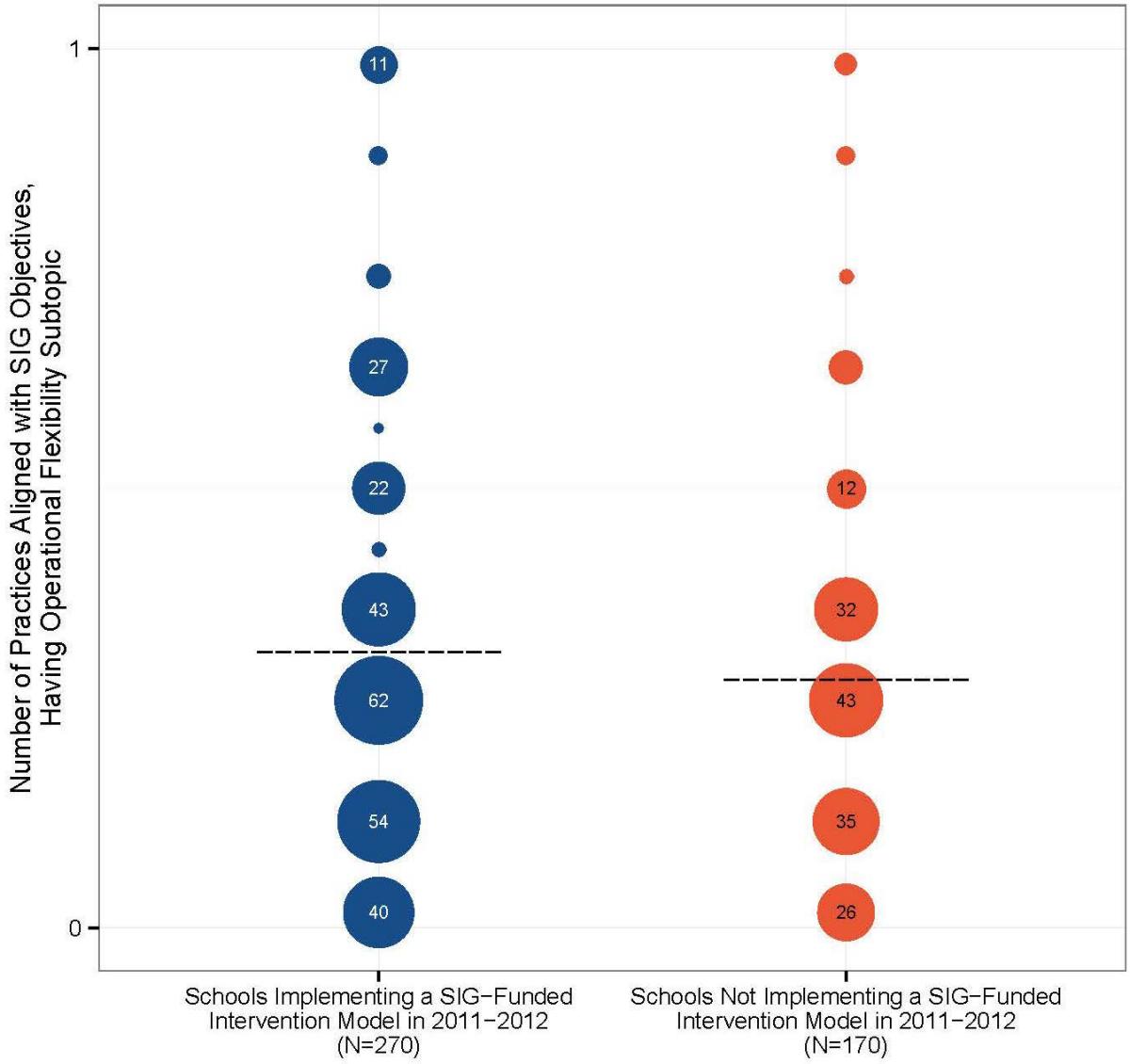
Source: Surveys of school administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table IV.3. Each dot in this figure represents the schools that reported using a particular number of practices (out of four examined) that were aligned with the SIG application criteria. The number inside each dot is the number of schools represented by the dot; dots that represent less than 10 schools have no number inside. For two of the practices, a "yes" response received one point. In the other cases, it was possible for a school to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each school. The dashed line denotes the average number of practices for each group of schools.

*Significantly different from schools not implementing a SIG-funded intervention model at the 0.05 level, two-tailed test.

D. Operational Flexibility and Support

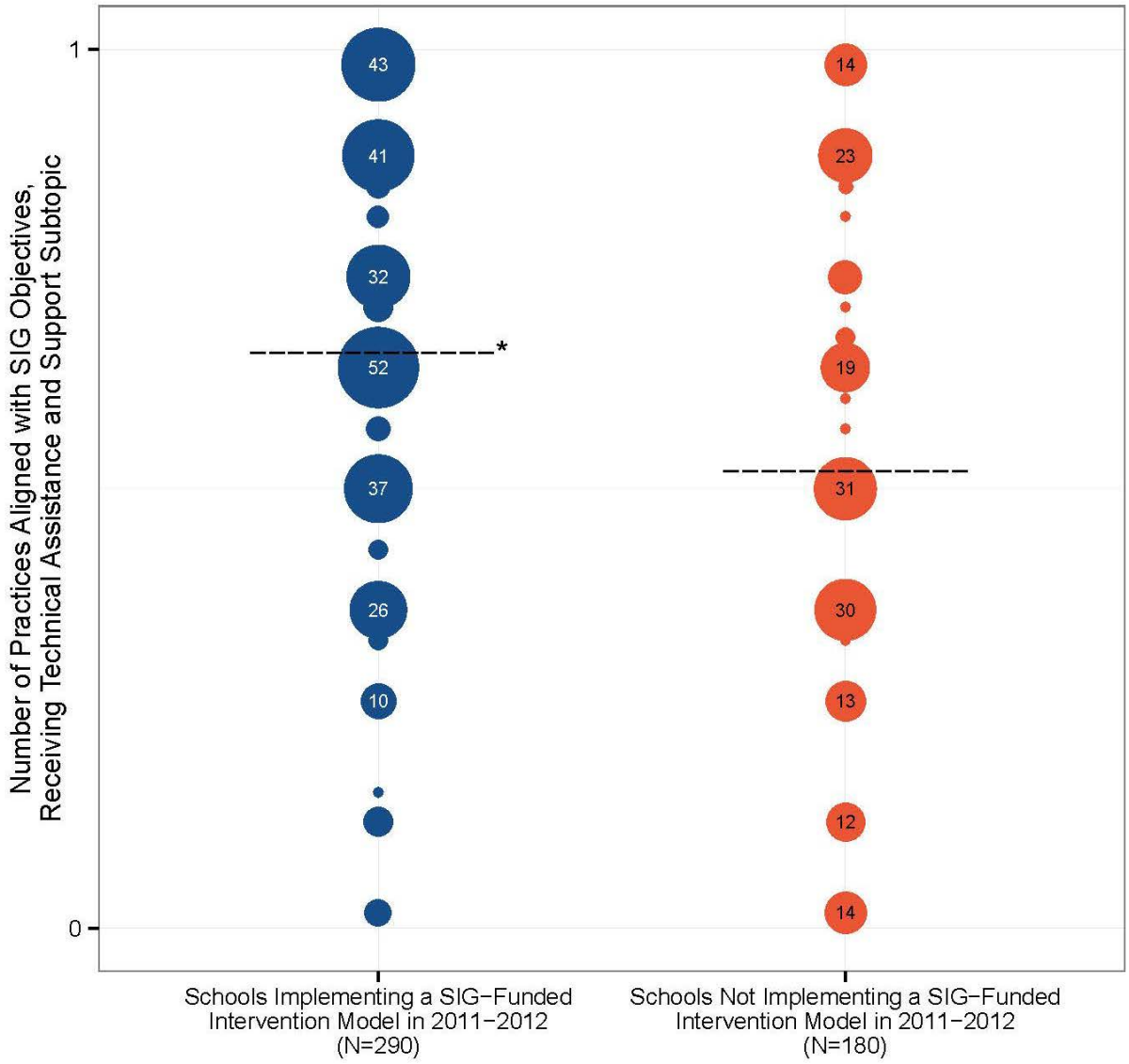
Figure A.12. Study Schools' Reported Usage of Practices Aligned with SIG Objectives on Operational Flexibility and Support, Having Operational Flexibility Subtopic, Spring 2012



Source: Surveys of school administrators in spring 2012.

Note: The practice summarized in this figure is presented in Table IV.4. This figure presents one practice described in the SIG application criteria to which multiple survey questions aligned. As described in Chapter II, whenever multiple survey questions aligned with a single practice from the application criteria, we used those questions to construct a variable ranging from zero to one, with schools receiving a fraction of a point for each question to which they responded "yes." Each dot in this figure represents the schools that reported using a particular proportion of the survey questions aligned to the practice described in the SIG application criteria. The number inside each dot is the number of schools represented by the dot; dots that represent less than 10 schools have no number inside. The dashed line denotes the average value for each group of schools. There were no statistically significant differences between schools implementing a SIG-funded intervention model in 2011–2012 and schools not implementing one at the 0.05 level using a two-tailed test.

Figure A.13. Study Schools' Reported Usage of Practices Aligned with SIG Objectives on Providing Operational Flexibility and Support, Receiving Technical Assistance and Support Subtopic, Spring 2012



Source: Surveys of school administrators in spring 2012.

Note: The practice summarized in this figure is presented in Table IV.4. This figure presents one practice described in the SIG application criteria to which multiple survey questions aligned. As described in Chapter II, whenever multiple survey questions aligned with a single practice from the application criteria, we used those questions to construct a variable ranging from zero to one, with schools receiving a fraction of a point for each question to which they responded "yes." Each dot in this figure represents the schools that reported using a particular proportion of the survey questions aligned to the practice described in the SIG application criteria. The number inside each dot is the number of schools represented by the dot; dots that represent less than 10 schools have no number inside. The dashed line denotes the average value for each group of schools.

*Significantly different from schools not implementing a SIG-funded intervention model at the 0.05 level, two-tailed test.

APPENDIX B

DISTRICT-REPORTED PRACTICES ALIGNED WITH THE SIG APPLICATION CRITERIA

In contrast to the main body of the report and Appendix A, which summarized the extent to which *schools* reported using practices promoted by a School Improvement Grant (SIG), this appendix summarizes the extent to which *district* administrators reported using the practices promoted by SIG in spring 2012. The overarching research question answered by these district findings is: *How are districts supporting schools' efforts to use practices promoted by SIG?* For example, some of the school survey questions asked schools if they received particular types of support from districts or states. The findings in this appendix shed light on the extent to which districts reported providing those types of support.

In this appendix, we focus on the same four topic areas addressed in Chapter IV: (1) adopting comprehensive instructional reform strategies, (2) developing and increasing teacher and principal effectiveness, (3) increasing learning time and creating community-oriented schools, and (4) having operational flexibility and receiving support. For each area, we first present a table that shows the practices from the district interview that aligned with the SIG application criteria. We then present a series of figures that display the results. The first figure displays the results of the overall analysis for the area. The figures that follow display the results for each subtopic within that topic area.

The data presented in this appendix came from structured telephone interviews with administrators in the 60 districts where the SIG-sample schools were located. The interviews, conducted in spring 2012, documented the school turnaround practices being used and addressed both state- and district-level supports for those practices.

One important difference between the figures shown in Chapter IV and the figures shown in this appendix is that the latter have no comparison group. All districts in the study sample included schools that were and were not implementing a SIG-funded intervention model. Therefore, in this appendix, we are not presenting comparisons between districts; instead, we are presenting descriptive information about the practices that study districts reported using.

A. Comprehensive Instructional Reform Strategies

We identified seven practices from the spring 2012 district interview aligned with SIG objectives on comprehensive instructional reform strategies (see Table B.1).

Table B.1. Practices Aligned with SIG Objectives on Comprehensive Instructional Reform Strategies, by Subtopic

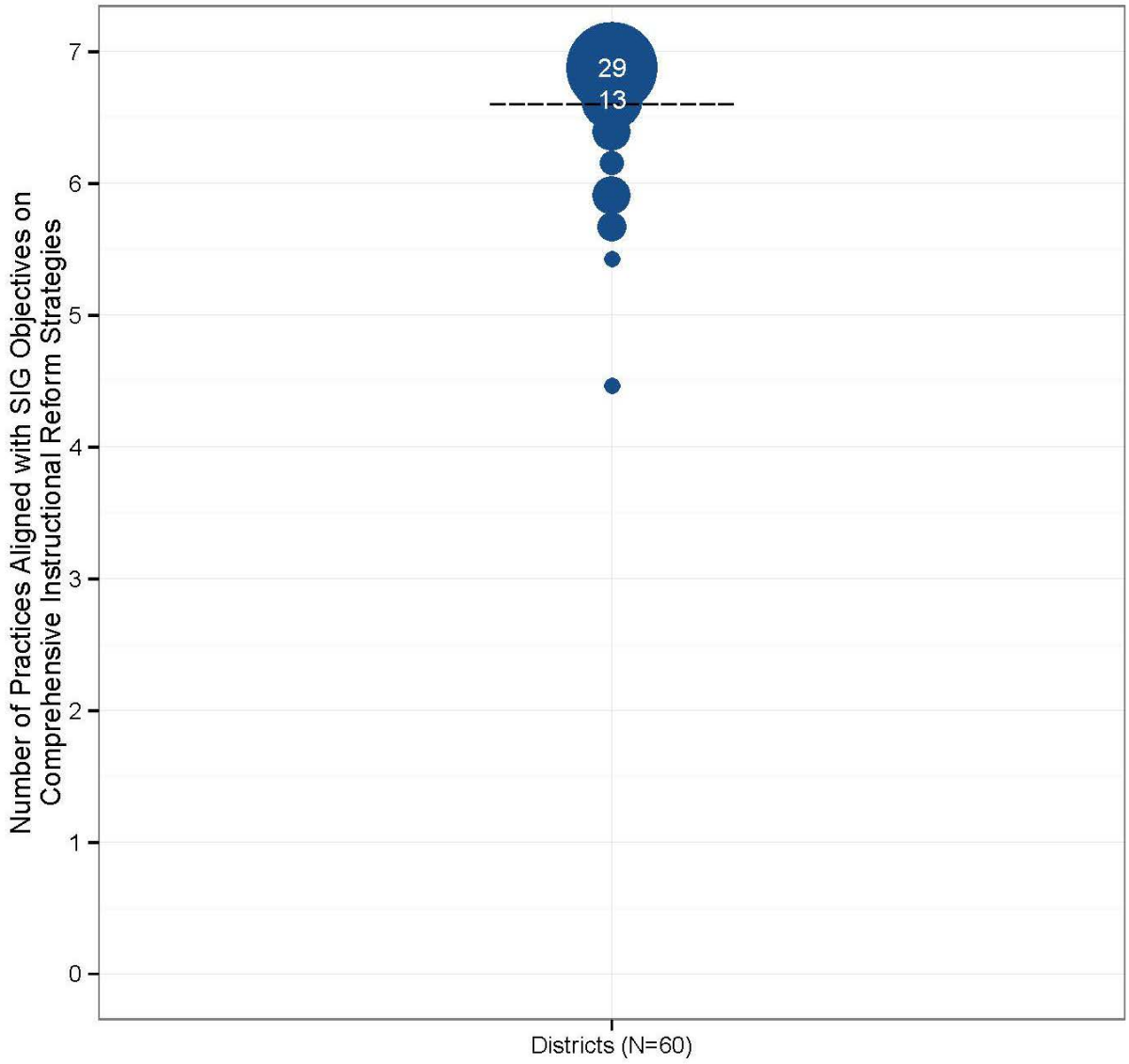
Using Data to Identify and Implement an Instructional Program
Using data to evaluate instructional programs (for example, measuring program effectiveness)
English language arts or math curricula were aligned with state academic standards
Promoting the Continuous Use of Student Data
Using data to track or monitor the performance of SIG schools or to inform and differentiate instruction
Using interim or benchmark tests for English language arts or math
Providing Supports and Professional Development to Staff to Assist ELLs and Students with Disabilities
Implementing strategies (including additional supports or professional development) to ensure that limited English proficient students acquire language skills to master academic content
Providing additional supports and programs to students with disabilities
Tailoring Strategies for Secondary Schools
Using data to track attendance, graduation rates, or student progress toward grade promotion or graduation

Source: SIG application; interviews with district administrators in spring 2012.

ELLs = English language learners.

Figure B.1 displays results of the analysis on the extent to which district administrators reported using the comprehensive instructional reform strategies aligned with the SIG application criteria. Figure B.2 displays the extent to which districts reported using the individual practices included in the analysis for this area. Figures B.3–B.6 display the results for each subtopic.

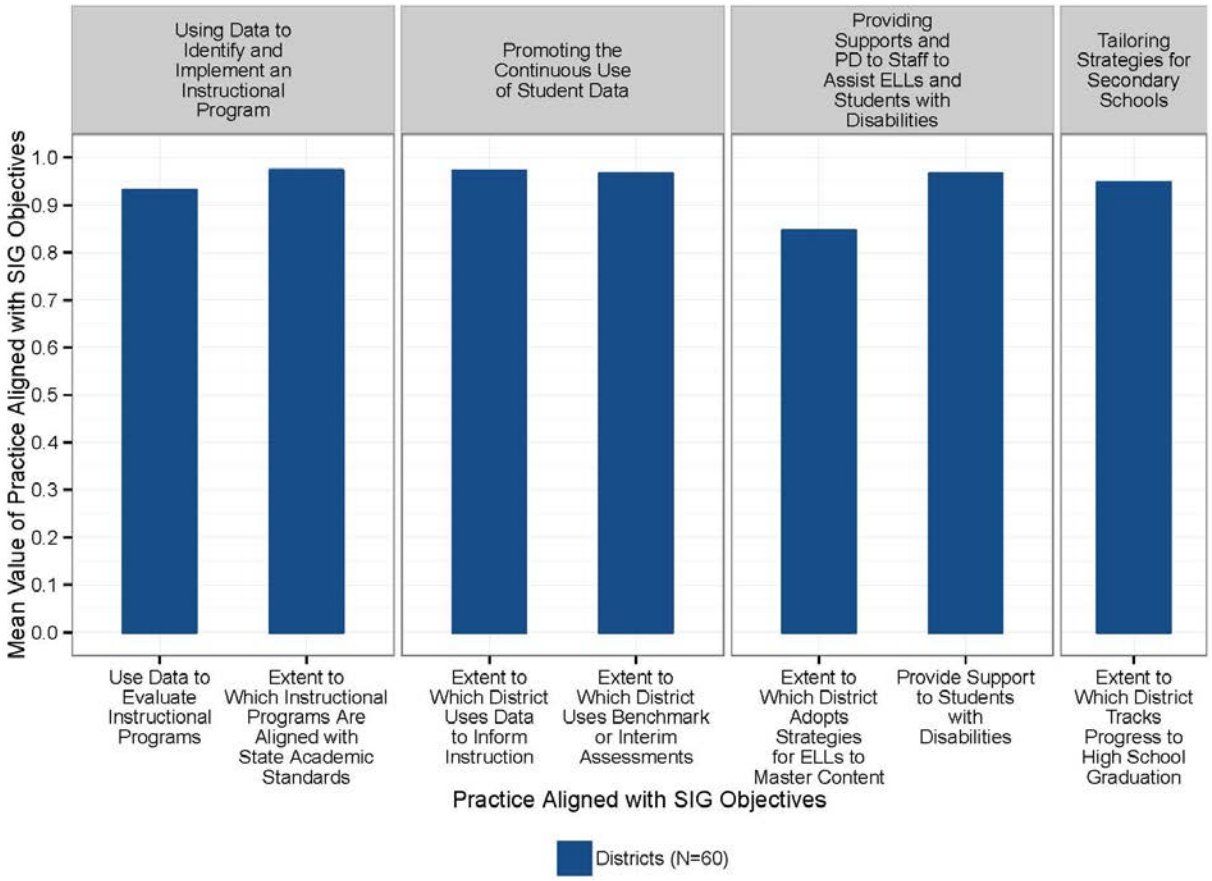
Figure B.1. Study Districts' Reported Usage of Practices Aligned with SIG Objectives on Comprehensive Instructional Reform Strategies, Spring 2012



Source: Interviews with district administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table B.1. Each dot in this figure represents the districts that reported using a particular number of practices (out of seven examined) that were aligned with the SIG application criteria. The number inside each dot is the number of districts represented by the dot; dots that represent less than 10 districts have no number inside. For two of the practices, a "yes" response received one point. In the other five cases, it was possible for a district to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each district. The dashed line denotes the average number of practices for each group of districts.

Figure B.2. Study Districts' Reported Usage of Individual Practices Aligned with SIG Objectives on Comprehensive Instructional Reform Strategies, Spring 2012

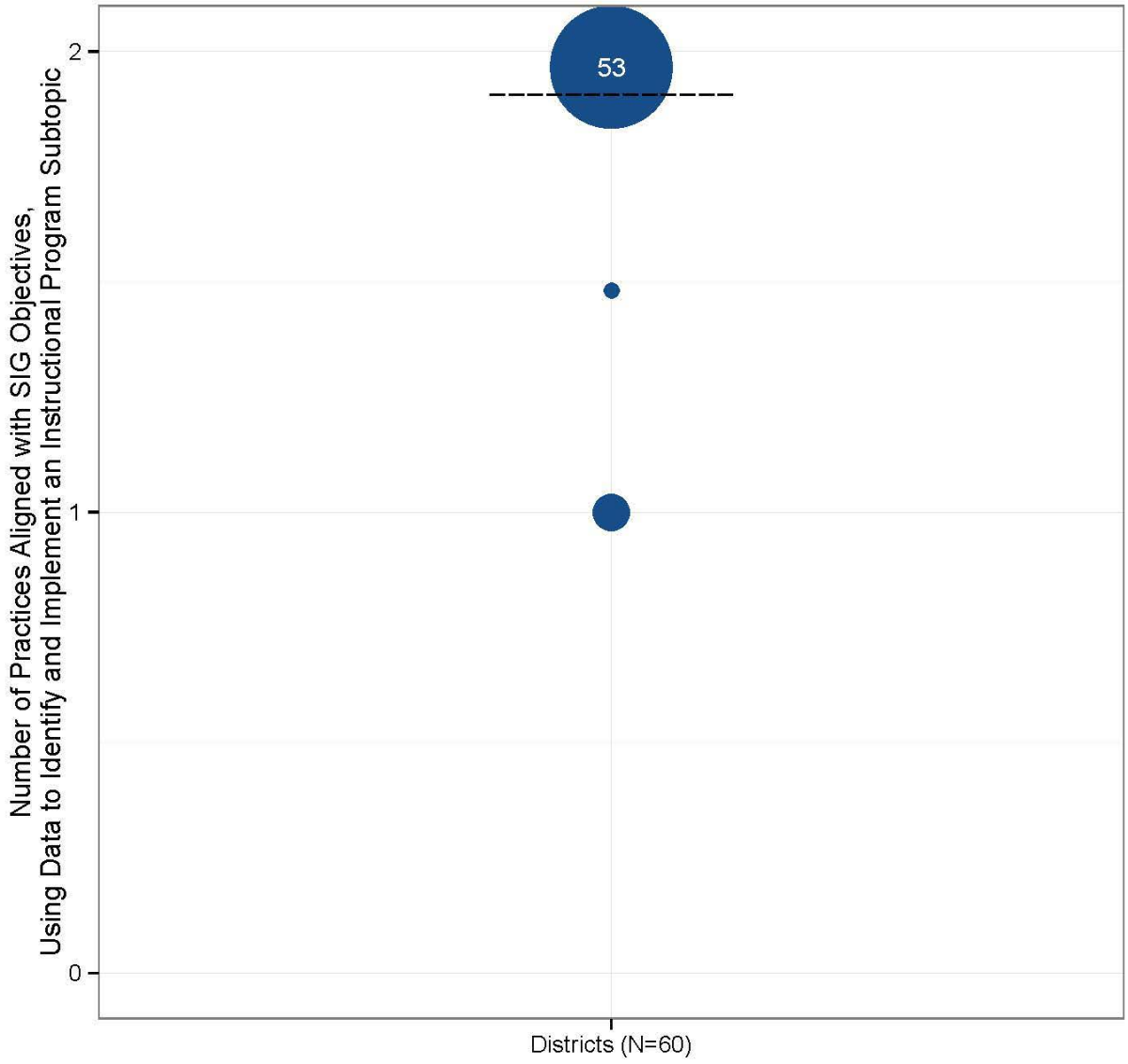


Source: Interviews with district administrators in spring 2012.

Note: This figure has a separate panel for each subtopic. We selected district interview questions that aligned with the practices described in the SIG application criteria. The practices shown on the horizontal axis of this figure are listed in Table B.1. For each practice in the SIG application criteria for which we identified one or more interview questions aligned with the practice, we constructed a variable ranging from zero to one, with a value of one indicating that the district responded "yes" to all the interview questions selected for that practice. The height of each bar represents the mean value of the practice (on a scale of zero to one). For some of the practices shown in this figure, multiple interview questions aligned with that practice. In the figure, we indicate this using the words "extent to which" at the beginning of the practice, to emphasize that the level of usage of that practice is measured using multiple interview questions (as opposed to a single, binary measure of whether that practice was used).

ELLs = English language learners; PD = professional development.

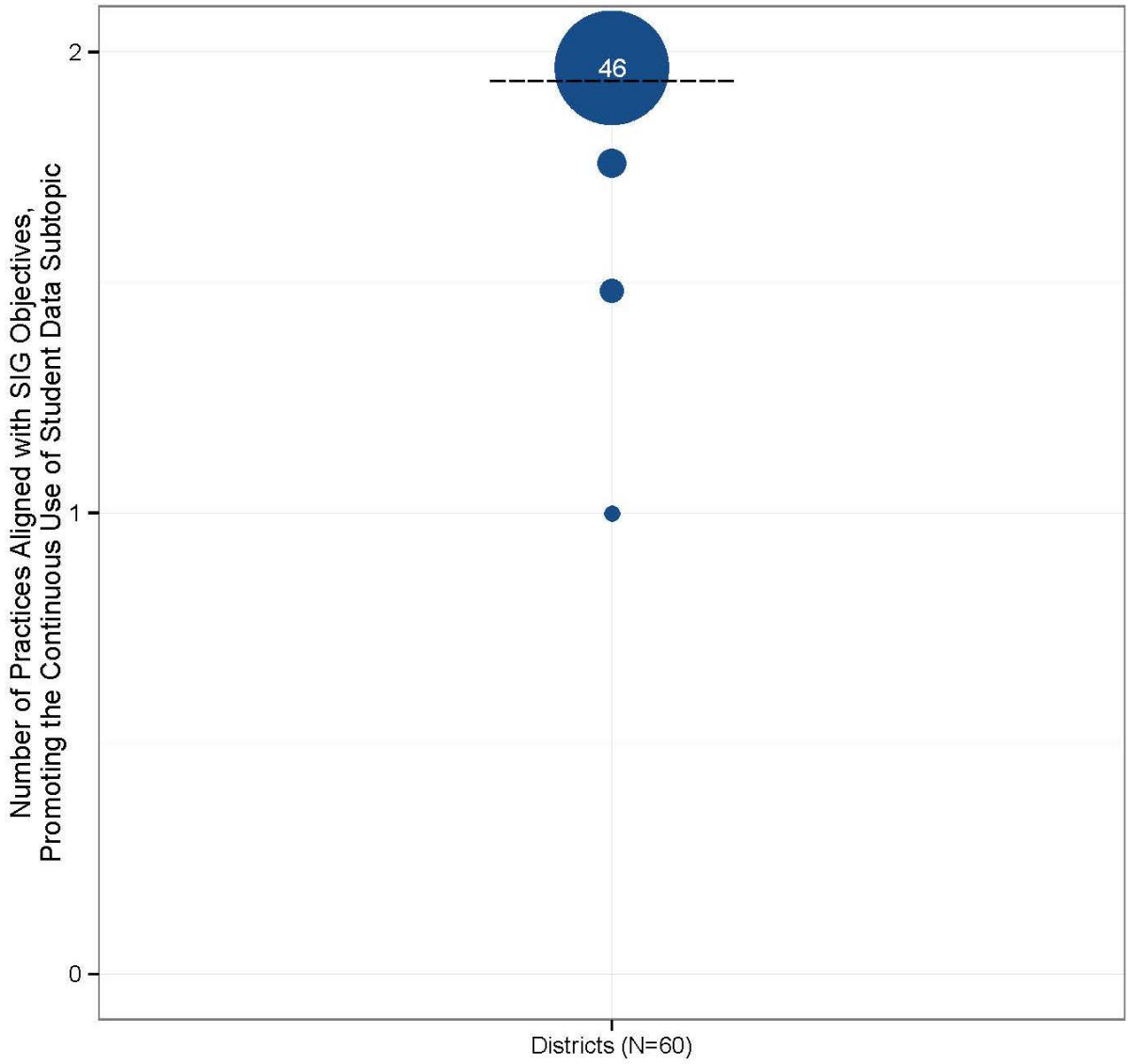
Figure B.3. Study Districts' Reported Usage of Practices Aligned with SIG Objectives on Comprehensive Instructional Reform Strategies, Using Data to Identify and Implement an Instructional Program Subtopic, Spring 2012



Source: Interviews with district administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table B.1. Each dot in this figure represents the districts that reported using a particular number of practices (out of two examined) that were aligned with the SIG application criteria. The number inside each dot is the number of districts represented by the dot; dots that represent less than 10 districts have no number inside. For one practice, a "yes" response received one point. For the other, it was possible for a district to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each district. The dashed line denotes the average number of practices for each group of districts.

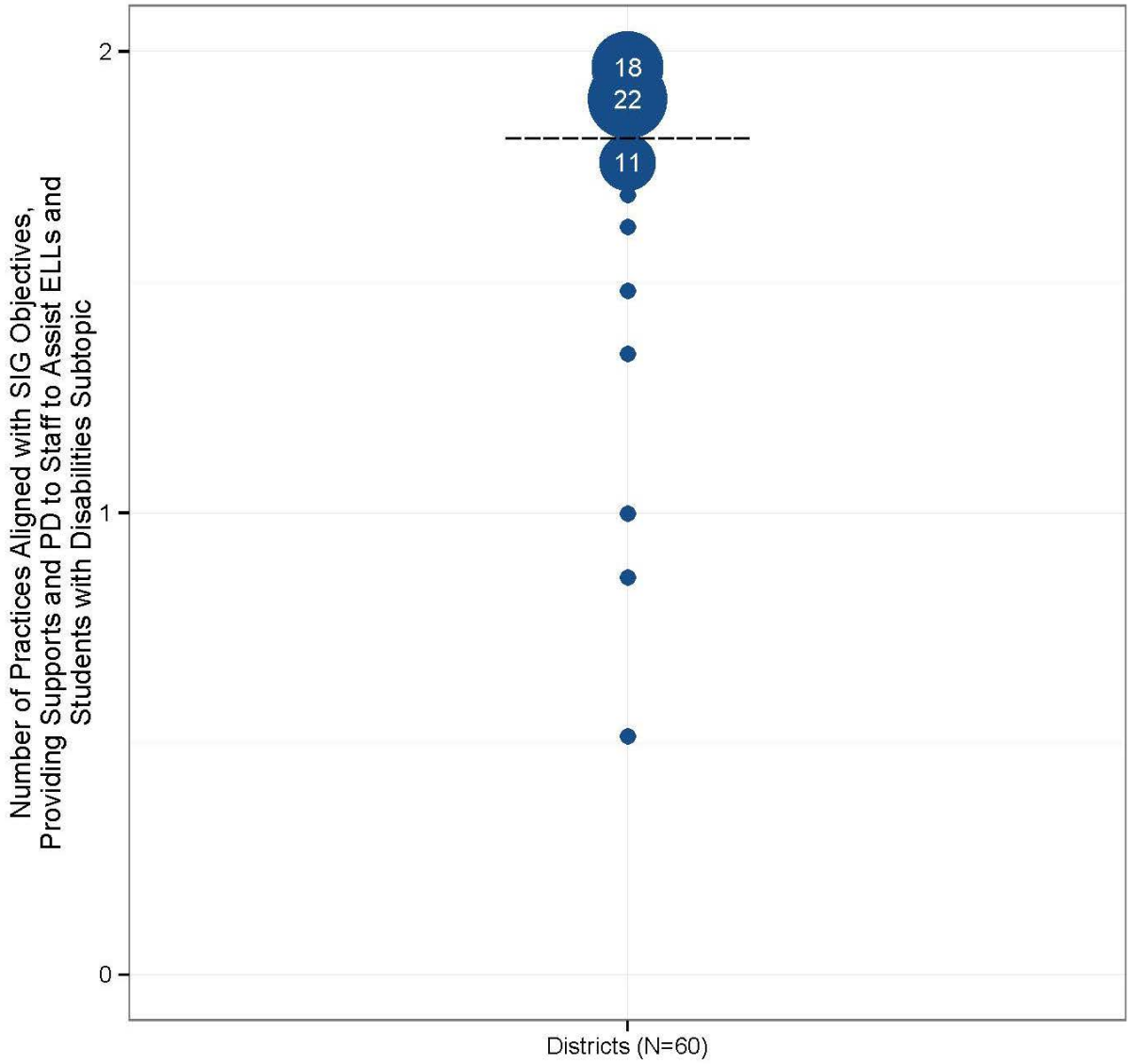
Figure B.4. Study Districts' Reported Usage of Practices Aligned with SIG Objectives on Comprehensive Instructional Reform Strategies, Promoting the Continuous Use of Student Data Subtopic, Spring 2012



Source: Interviews with district administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table B.1. Each dot in this figure represents the districts that reported using a particular number of practices (out of two examined) that were aligned with the SIG application criteria. The number inside each dot is the number of districts represented by the dot; dots that represent less than 10 districts have no number inside. For both strategies, it was possible for a district to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each district. The dashed line denotes the average number of practices for each group of districts.

Figure B.5. Study District's Reported Usage of Practices Aligned with SIG Objectives on Comprehensive Instructional Reform Strategies, Providing Supports and Professional Development to Staff to Assist English Language Learners and Students With Disabilities Subtopic, Spring 2012

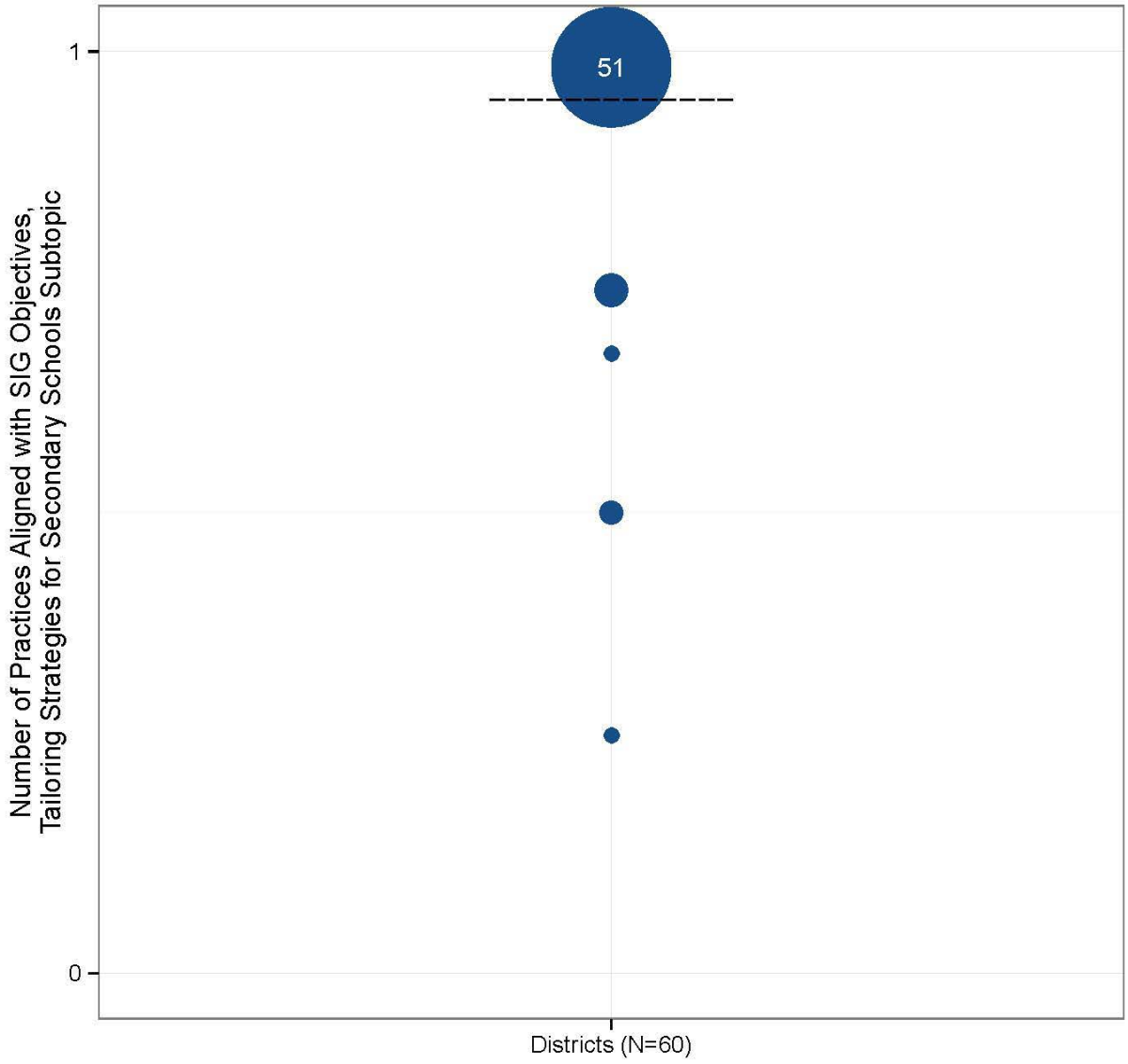


Source: Interviews with district administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table B.1. Each dot in this figure represents the districts that reported using a particular number of practices (out of two examined) that were aligned with the SIG application criteria. The number inside each dot is the number of districts represented by the dot; dots that represent less than 10 districts have no number inside. For one strategy, a "yes" response received one point. For the other, it was possible for a district to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each district. The dashed line denotes the average number of practices for each group of districts.

ELLs = English language learners; PD = professional development.

Figure B.6. Study Districts' Reported Usage of Practices Aligned with SIG Objectives on Comprehensive Instructional Reform Strategies, Tailoring Strategies for Secondary Schools Subtopic, Spring 2012



Source: Interviews with district administrators in spring 2012.

Note: The practice summarized in this figure is presented in Table B.1. This figure presents one practice described in the SIG application criteria to which multiple interview questions aligned. As described in Chapter II, whenever multiple interview questions aligned with a single practice from the application criteria, we used those questions to construct a variable ranging from zero to one, with districts receiving a fraction of a point for each question to which they responded "yes." Each dot in this figure represents the districts that reported using a particular proportion of the interview questions aligned to the practice described in the SIG application criteria. The number inside each dot is the number of districts represented by the dot; dots that represent less than 10 districts have no number inside. The dashed line denotes the average value for each group of districts.

B. Teacher and Principal Effectiveness

We identified 10 practices from the spring 2012 district interview aligned with SIG objectives on teacher and principal effectiveness (see Table B.2).

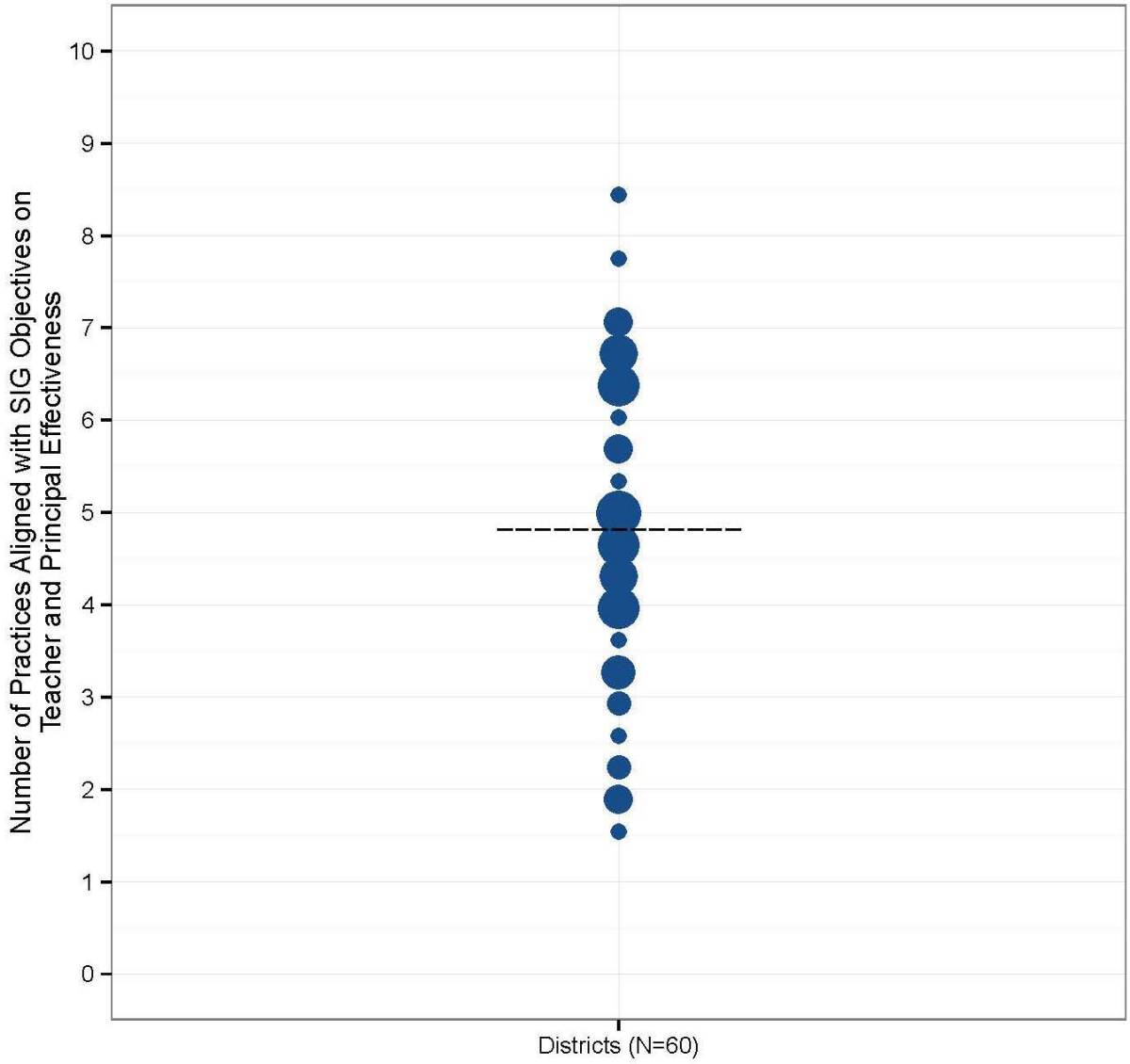
Table B.2. Practices Aligned with SIG Objectives on Teacher and Principal Effectiveness, by Subtopic

TEACHER EFFECTIVENESS
Using Rigorous, Transparent, and Equitable Evaluation Systems
Requiring schools to use student achievement growth to evaluate teachers, specifying the extent to which student achievement growth must factor into teacher evaluations, or using state test scores to assess student growth for teacher evaluations
Requiring multiple performance measures for teacher evaluations
Identifying and Rewarding Effective Teachers and Removing Ineffective Ones
Using data to inform decisions such as tenure, retention, and bonuses for teachers
Providing High-Quality, Job Embedded Professional Development or Supports
Using data to inform professional development offerings for teachers
Using data to evaluate the success of professional development offerings for teachers
Implementing Strategies to Recruit, Place, and Retain Staff
Implementing strategies, such as financial incentives or induction support for novice teachers, designed to recruit, place, and retain teachers in SIG schools
Modifying teacher tenure rules that affect placement in or removal from SIG schools or permitting principal discretion in hiring teachers for SIG schools
PRINCIPAL EFFECTIVENESS
Using Rigorous, Transparent, and Equitable Evaluation Systems
Requiring schools to use student achievement growth to evaluate principals or using state test scores to assess student achievement growth for principal evaluations
Requiring multiple performance measures other than student growth for principal evaluations
Implementing Strategies to Recruit, Place, and Retain Staff
Implementing strategies, such as financial incentives, that are designed to recruit, place, and retain principals in SIG schools

Source: SIG application; interviews with district administrators in spring 2012.

Figure B.7 displays results of the analysis on the extent to which district administrators reported using the teacher and principal effectiveness practices aligned with the SIG application criteria. Figures B.8 and B.9 display the extent to which districts reported using the individual teacher and principal effectiveness practices included in the analysis. Figures B.10–B.13 display the results for each subtopic.

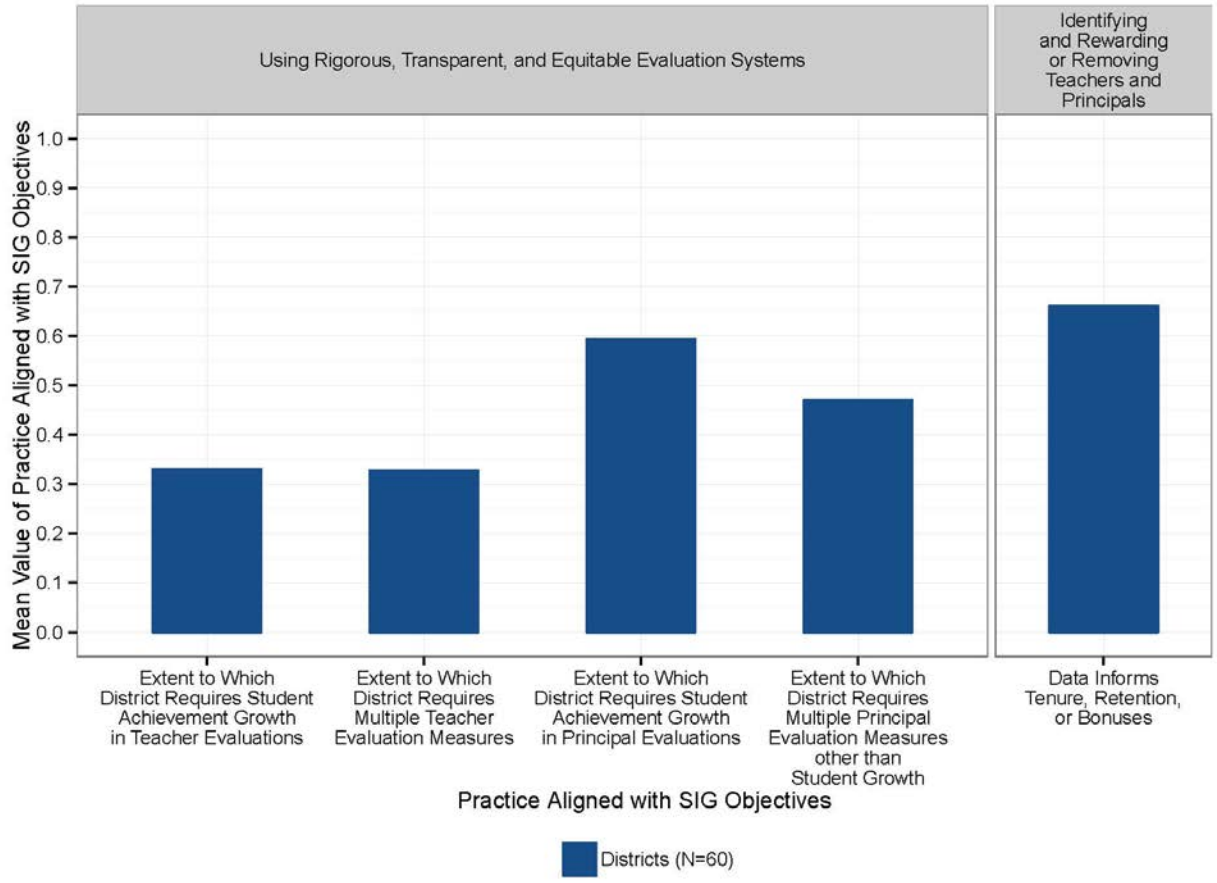
Figure B.7. Study Districts' Reported Usage of Practices Aligned with SIG Objectives on Teacher and Principal Effectiveness, Spring 2012



Source: Interviews with district administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table B.2. Each dot in this figure represents the districts that reported using a particular number of practices (out of 10 examined) that were aligned with the SIG application criteria. Each dot in this figure represents less than 10 districts, so the numbers inside the dots have been removed to protect respondent confidentiality. For three of the practices, a "yes" response received one point. For the other seven practices, it was possible for a district to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each district. The dashed line denotes the average number of practices for each group of districts.

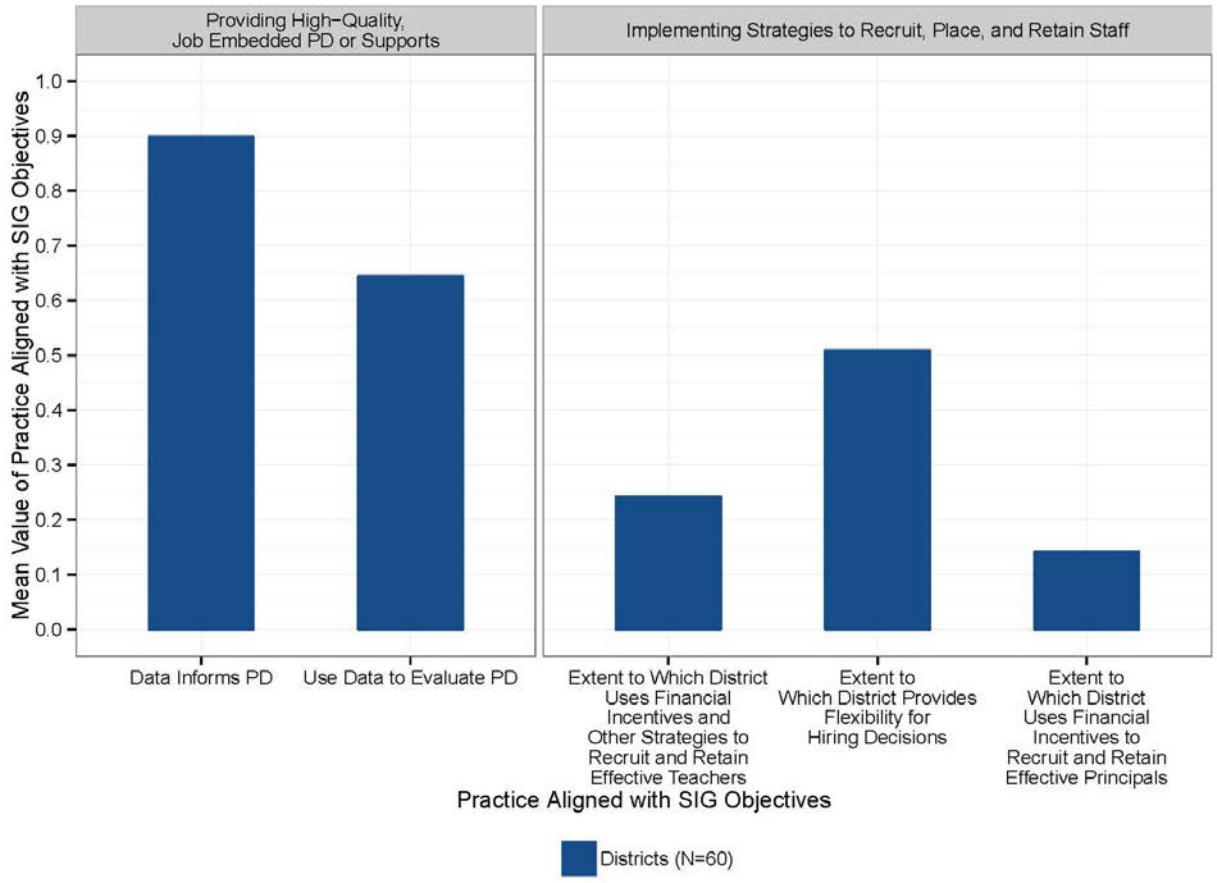
Figure B.8. Study Districts' Reported Usage of Individual Practices Aligned with SIG Objectives on Teacher and Principal Effectiveness; Using Rigorous, Transparent, and Equitable Evaluation Systems Subtopic and Identifying and Rewarding or Removing Teachers and Principals Subtopic, Spring 2012



Source: Interviews with district administrators in spring 2012.

Note: This figure has a separate panel for each subtopic. We selected district interview questions that aligned with the practices described in the SIG application criteria. The practices shown on the horizontal axis of this figure are listed in Table B.2. For each practice in the SIG application criteria for which we identified one or more interview questions aligned with the practice, we constructed a variable ranging from zero to one, with a value of one indicating that the district responded "yes" to all the interview questions selected for that practice. The height of each bar represents the mean value of the practice (on a scale of zero to one). For some of the practices shown in this figure, multiple interview questions aligned with that practice. In the figure, we indicate this using the words "extent to which" at the beginning of the practice, to emphasize that the level of usage of that practice is measured using multiple interview questions (as opposed to a single, binary measure of whether that practice was used).

Figure B.9. Study Districts' Reported Usage of Individual Practices Aligned with SIG Objectives on Teacher and Principal Effectiveness; Providing High-Quality Job-Embedded Professional Development or Supports Subtopic and Implementing Strategies to Recruit, Place, and Retain Staff Subtopic, Spring 2012

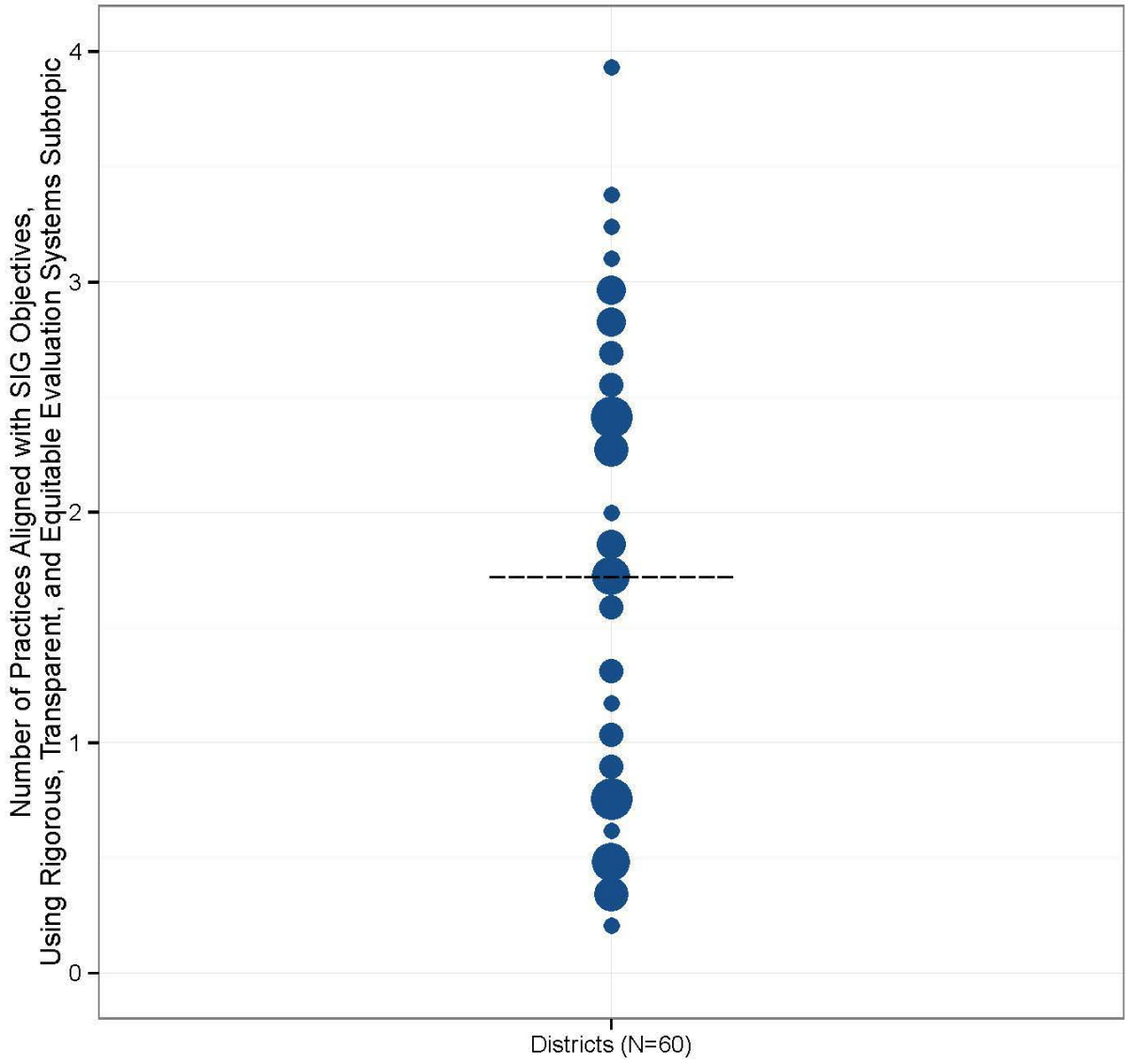


Source: Interviews with district administrators in spring 2012.

Note: This figure has a separate panel for each subtopic. We selected district interview questions that aligned with the practices described in the SIG application criteria. The practices shown on the horizontal axis of this figure are listed in Table B.2. For each practice in the SIG application criteria for which we identified one or more interview questions aligned with the practice, we constructed a variable ranging from zero to one, with a value of one indicating that the district responded "yes" to all the interview questions selected for that practice. The height of each bar represents the mean value of the practice (on a scale of zero to one). For some of the practices shown in this figure, multiple interview questions aligned with that practice. In the figure, we indicate this using the words "extent to which" at the beginning of the practice, to emphasize that the level of usage of that practice is measured using multiple interview questions (as opposed to a single, binary measure of whether that practice was used).

PD = professional development.

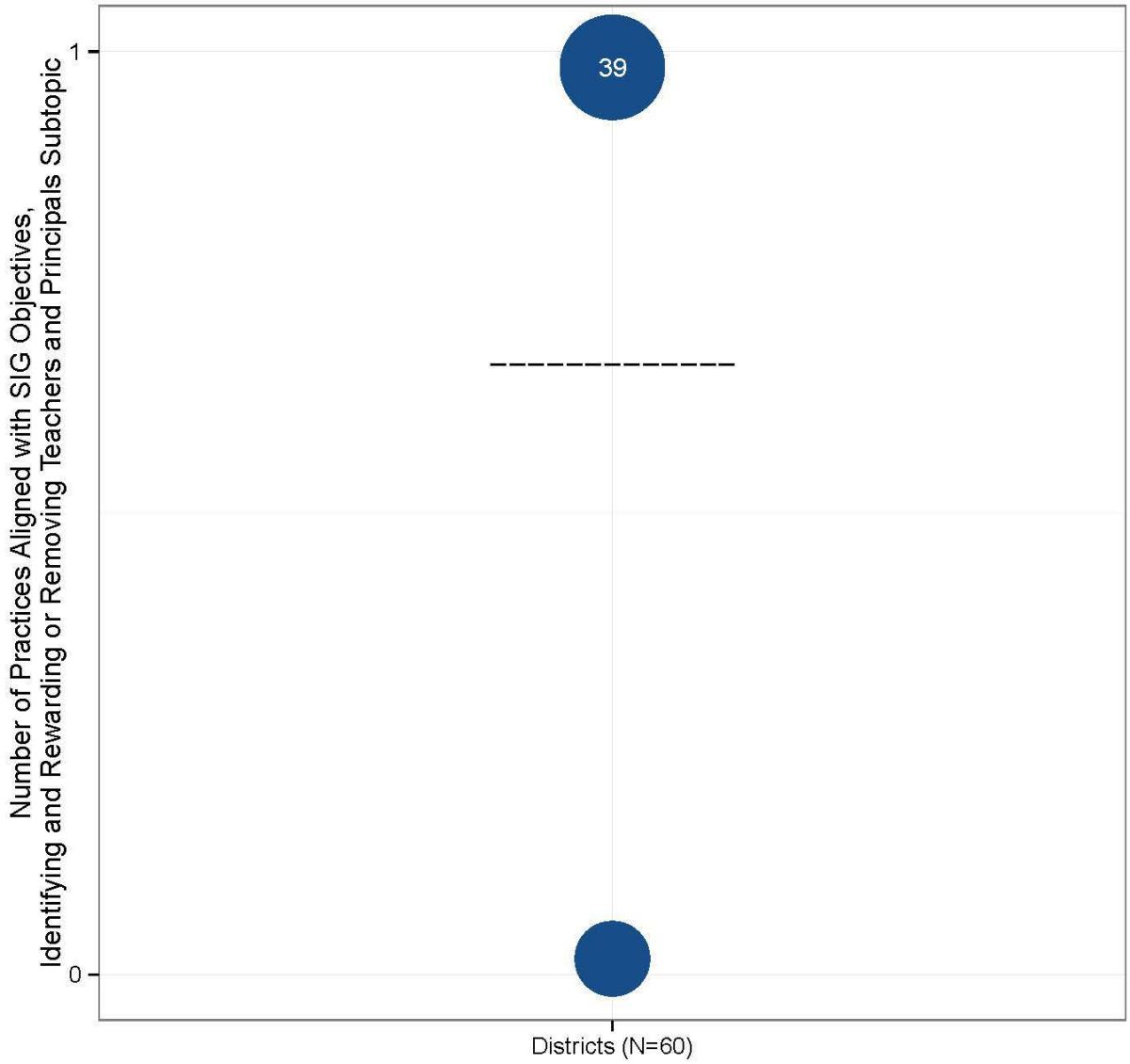
Figure B.10. Study Districts' Reported Usage of Practices Aligned with SIG Objectives on Teacher and Principal Effectiveness, Using Rigorous, Transparent, and Equitable Evaluation Systems Subtopic, Spring 2012



Source: Interviews with district administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table B.2. Each dot in this figure represents the districts that reported using a particular number of practices (out of four examined) that were aligned with the SIG application criteria. Each dot in this figure represents less than 10 districts, so the numbers inside the dots have been removed to protect respondent confidentiality. For all four practices, it was possible for a district to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each district. The dashed line denotes the average number of practices for each group of districts.

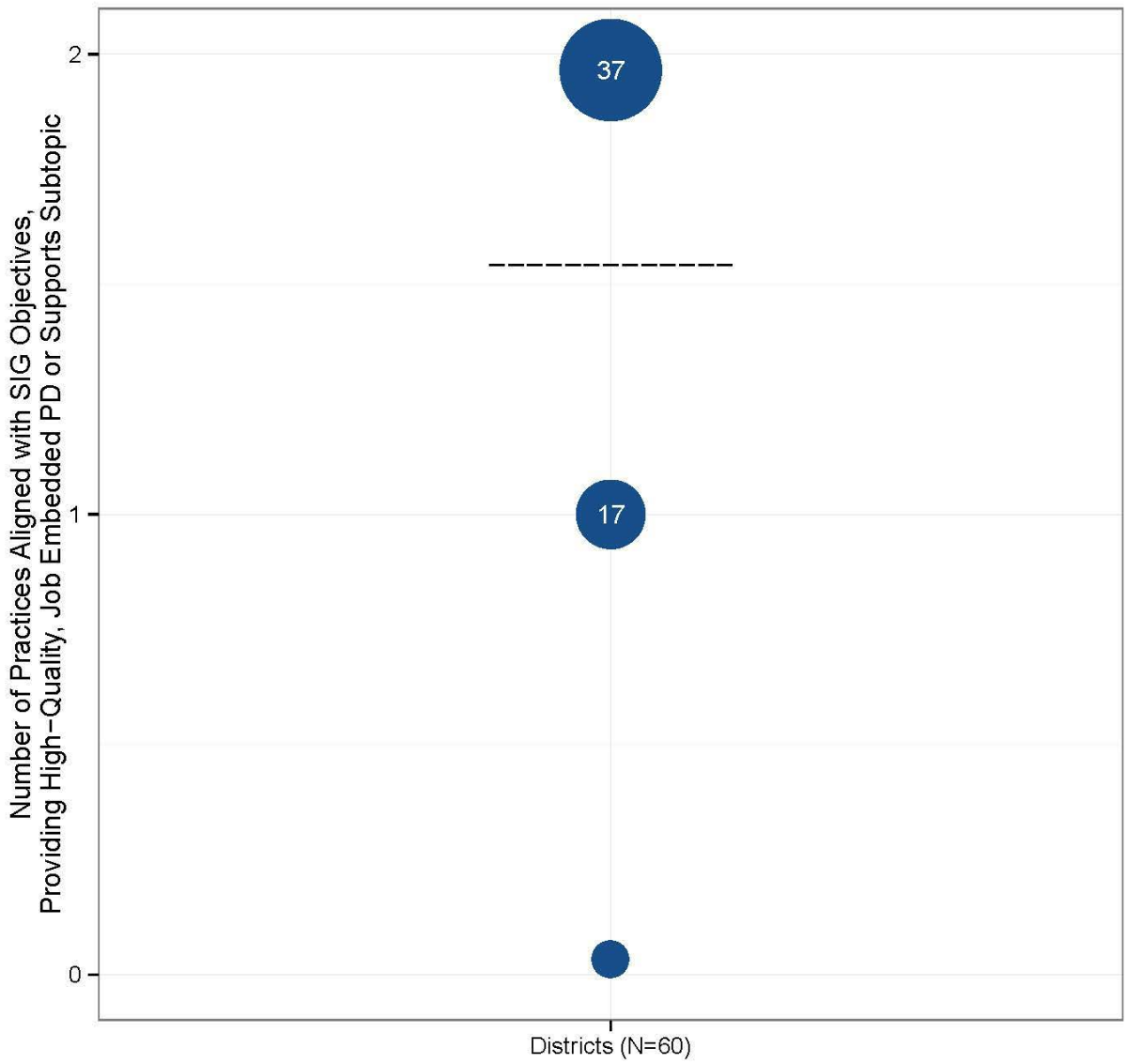
Figure B.11. Study Districts' Reported Usage of Practices Aligned with SIG Objectives on Teacher and Principal Effectiveness, Identifying and Rewarding Effective Teachers and Principals and Removing Ineffective Ones Subtopic, Spring 2012



Source: Interviews with district administrators in spring 2012.

Note: The practice summarized in this figure is presented in Table B.2. Each dot in this figure represents the districts that reported using the one practice that was aligned with the SIG application criteria. The number inside each dot is the number of districts represented by the dot. To protect respondent confidentiality, the number inside the smallest dot has been removed. For this practice, a "yes" response received one point. See Chapter II for details on the way in which the number of practices was determined for each district. The dashed line denotes the average number of practices for each group of districts.

Figure B.12. Study Districts' Reported Usage of Practices Aligned with SIG Objectives on Teacher and Principal Effectiveness, Providing High Quality, Job-Embedded Professional Development or Supports Subtopic, Spring 2012

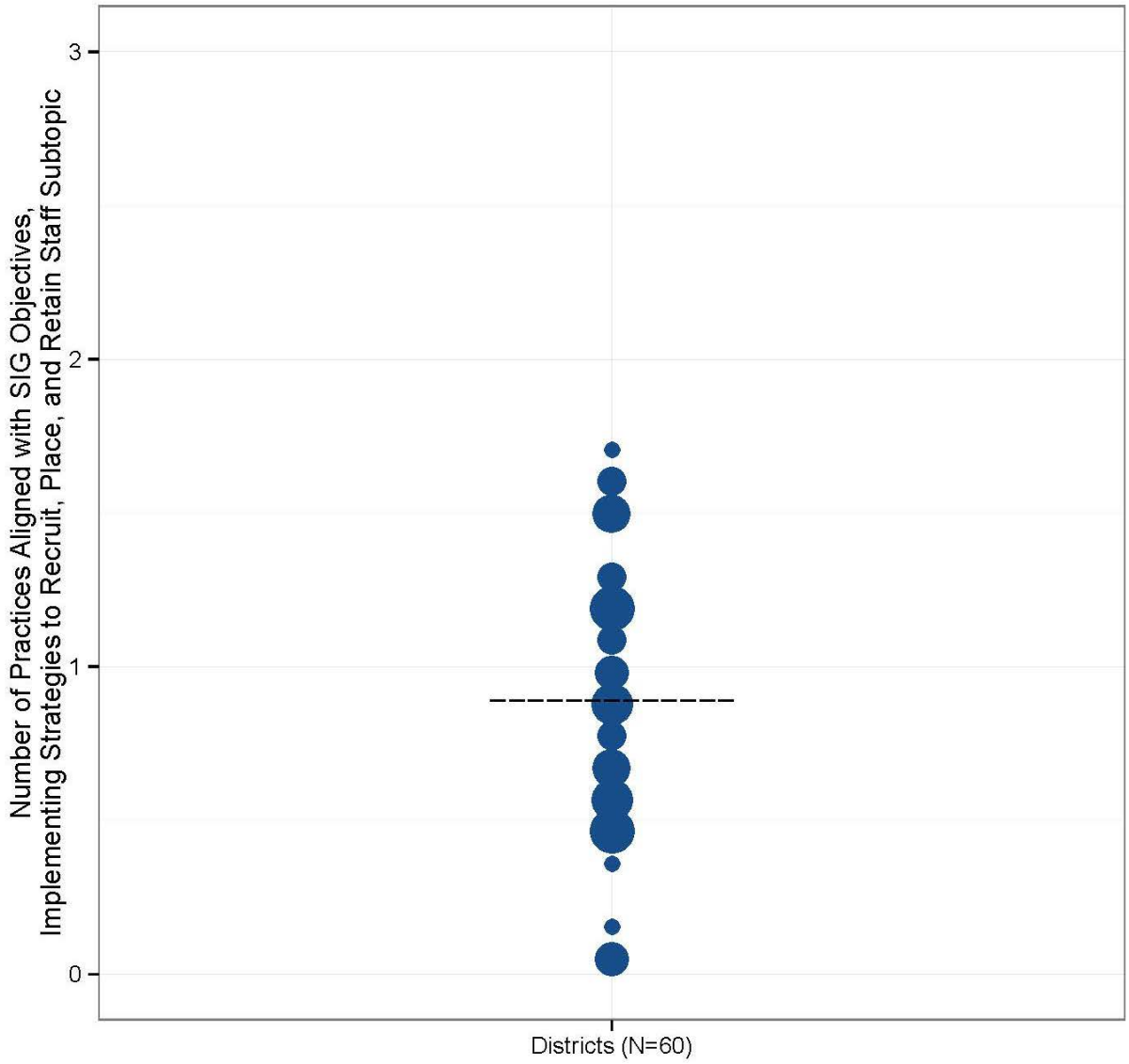


Source: Interviews with district administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table B.2. Each dot in this figure represents the districts that reported using a particular number of practices (out of two examined) that were aligned with the SIG application criteria. The number inside each dot is the number of districts represented by the dot; dots that represent less than 10 districts have no number inside. For both practices, a "yes" response received one point. See Chapter II for details on the way in which the number of practices was determined for each district. The dashed line denotes the average number of practices for each group of districts.

PD = professional development.

Figure B.13. Study Districts' Reported Usage of Practices Aligned with SIG Objectives on Teacher and Principal Effectiveness, Implementing Strategies to Recruit, Place, and Retain Staff Subtopic, Spring 2012



Source: Interviews with district administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table B.2. Each dot in this figure represents the districts that reported using a particular number of practices (out of three examined) that were aligned with the SIG application criteria. Each dot in this figure represents less than 10 districts, so the numbers inside the dots have been removed to protect respondent confidentiality. For all three practices, it was possible for a district to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each district. The dashed line denotes the average number of practices for each group of districts.

C. Learning Time and Community-Oriented Schools

We identified two practices from the spring 2012 district interview aligned with SIG objectives on learning time and community-oriented schools (see Table B.3).

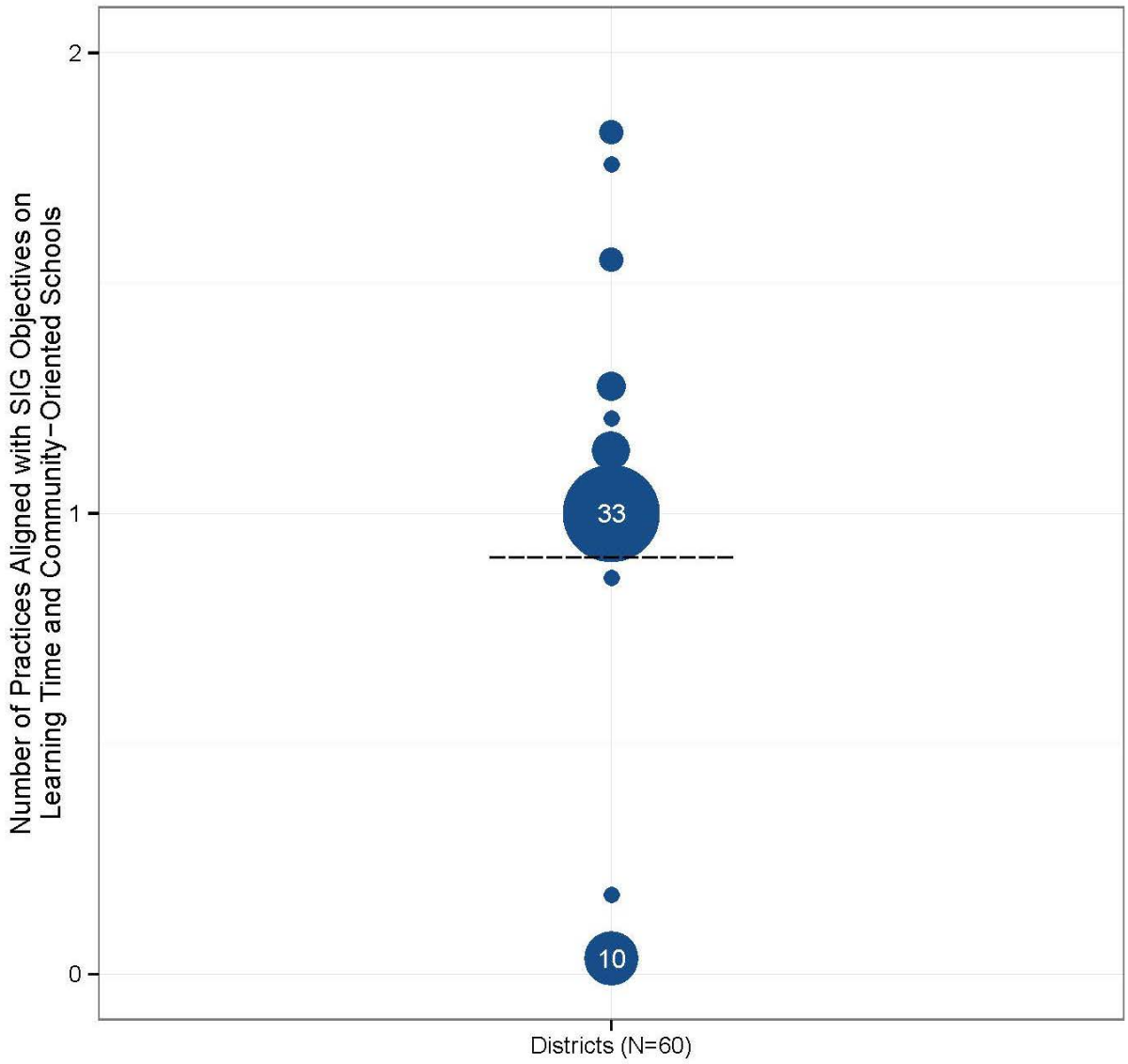
Table B.3. Practices Aligned with SIG Objectives on Learning Time and Community-Oriented Schools, by Subtopic

Increasing Learning Time
Increasing the minimum amount of time spent each week on English language arts or math instruction or increasing the number of instructional days in the school year
Engaging Families and Communities
Using data to guide the development and implementation of nonacademic supports or enrichment programs, for example, to identify how many and which students need counseling

Source: SIG application; interviews with district administrators in spring 2012.

Figure B.14 displays results of the analysis on the extent to which district administrators reported using the increasing learning time and creating community-oriented schools practices aligned with the SIG application criteria. Figure B.15 displays the extent to which districts reported using the individual practices included in the analysis for this area. Figures B.16 and B.17 display the results for each subtopic.

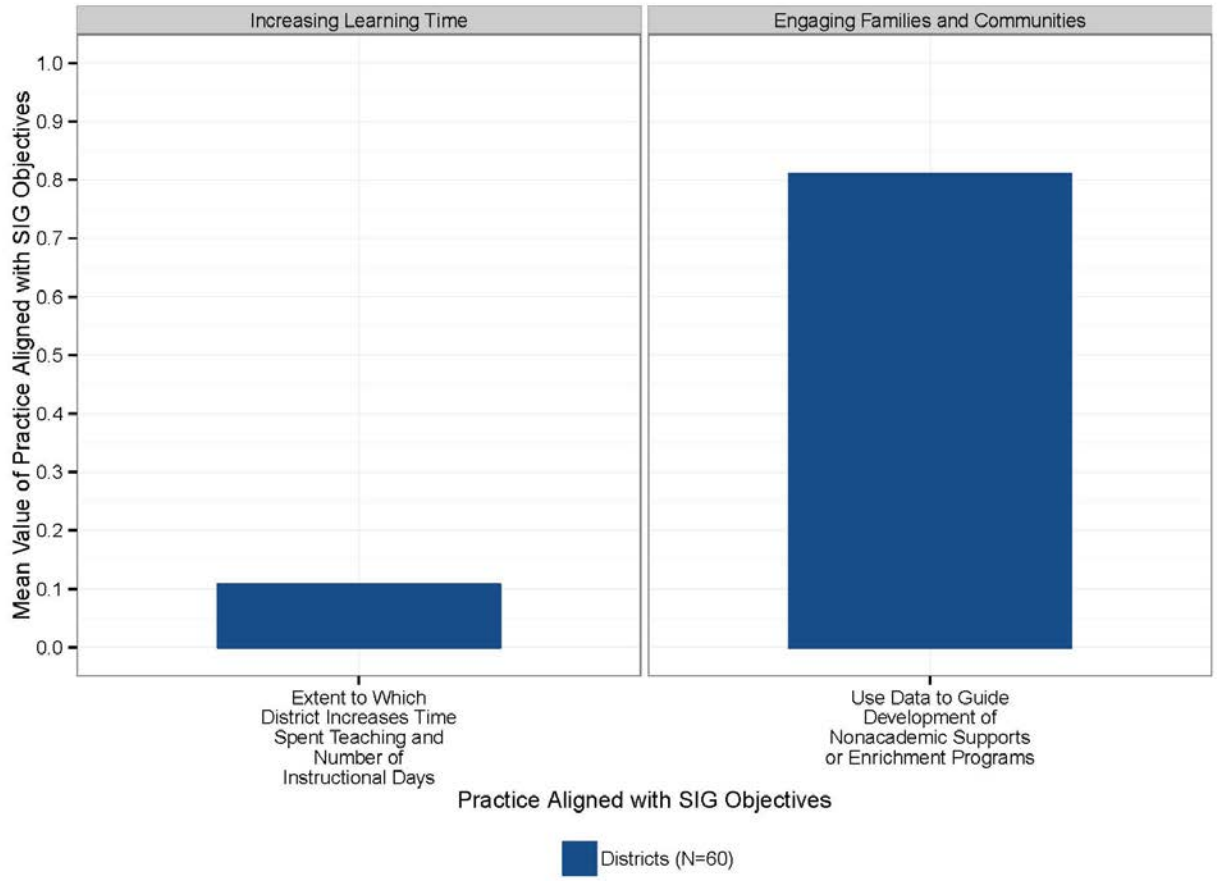
Figure B.14. Study Districts' Reported Usage of Practices Aligned with SIG Objectives on Learning Time and Community-Oriented Schools, Spring 2012



Source: Interviews with district administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table B.3. Each dot in this figure represents the districts that reported using a particular number of practices (out of two examined) that were aligned with the SIG application criteria. The number inside each dot is the number of districts represented by the dot; dots that represent less than 10 districts have no number inside. For one practice, a "yes" response received one point. For the other practice, it was possible for a district to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each district. The dashed line denotes the average number of practices for each group of districts.

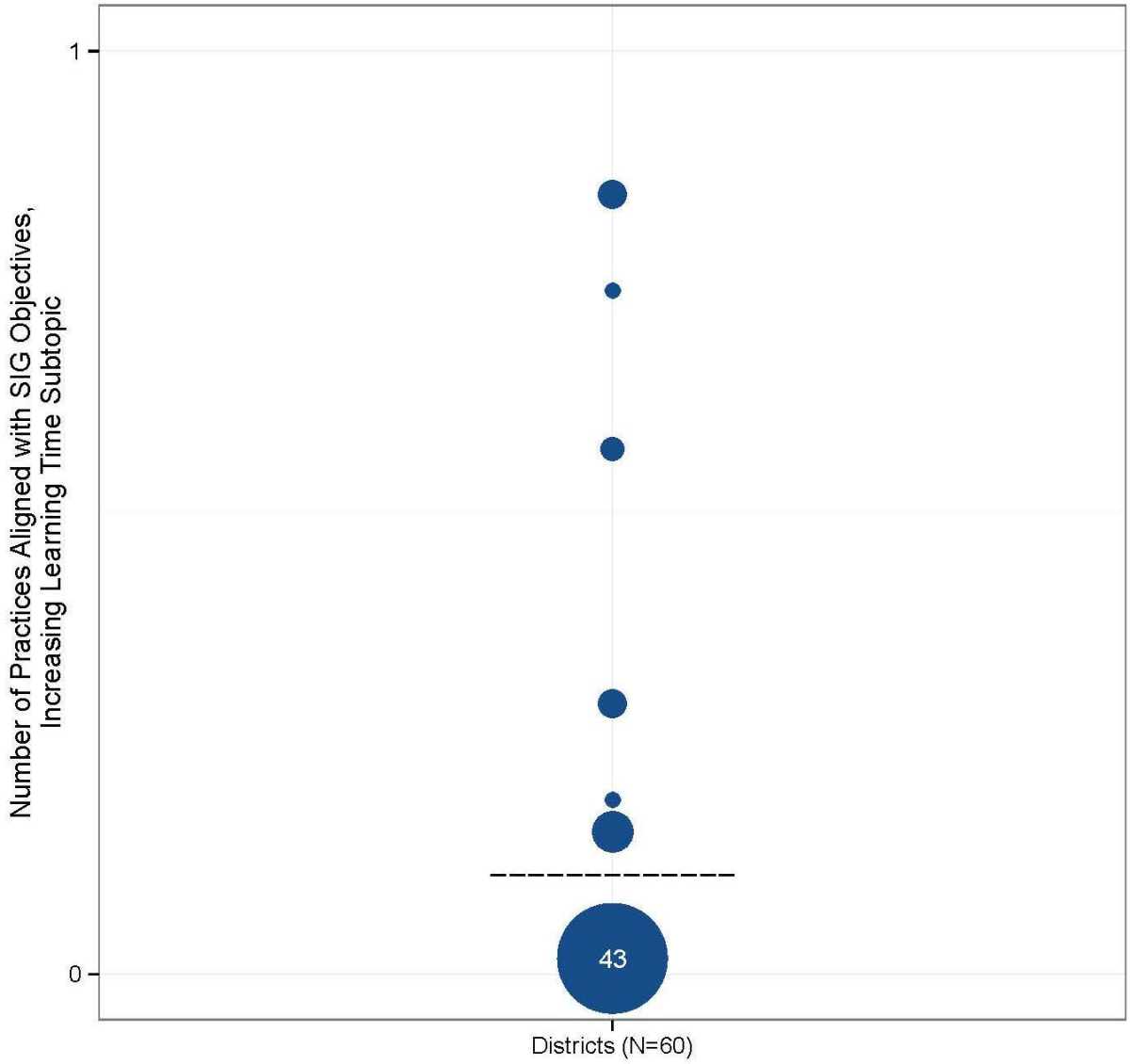
Figure B.15. Study Districts' Reported Usage of Individual Practices Aligned with SIG Objectives on Learning Time and Community-Oriented Schools, Spring 2012



Source: Interviews with district administrators in spring 2012.

Note: This figure has a separate panel for each subtopic. We selected district interview questions that aligned with the practices described in the SIG application criteria. The practices shown on the horizontal axis of this figure are listed in Table B.3. For each practice in the SIG application criteria for which we identified one or more interview questions aligned with the practice, we constructed a variable ranging from zero to one, with a value of one indicating that the district responded "yes" to all the interview questions selected for that practice. The height of each bar represents the mean value of the practice (on a scale of zero to one). For some of the practices shown in this figure, multiple interview questions aligned with that practice. In the figure, we indicate this using the words "extent to which" at the beginning of the practice, to emphasize that the level of usage of that practice is measured using multiple interview questions (as opposed to a single, binary measure of whether that practice was used).

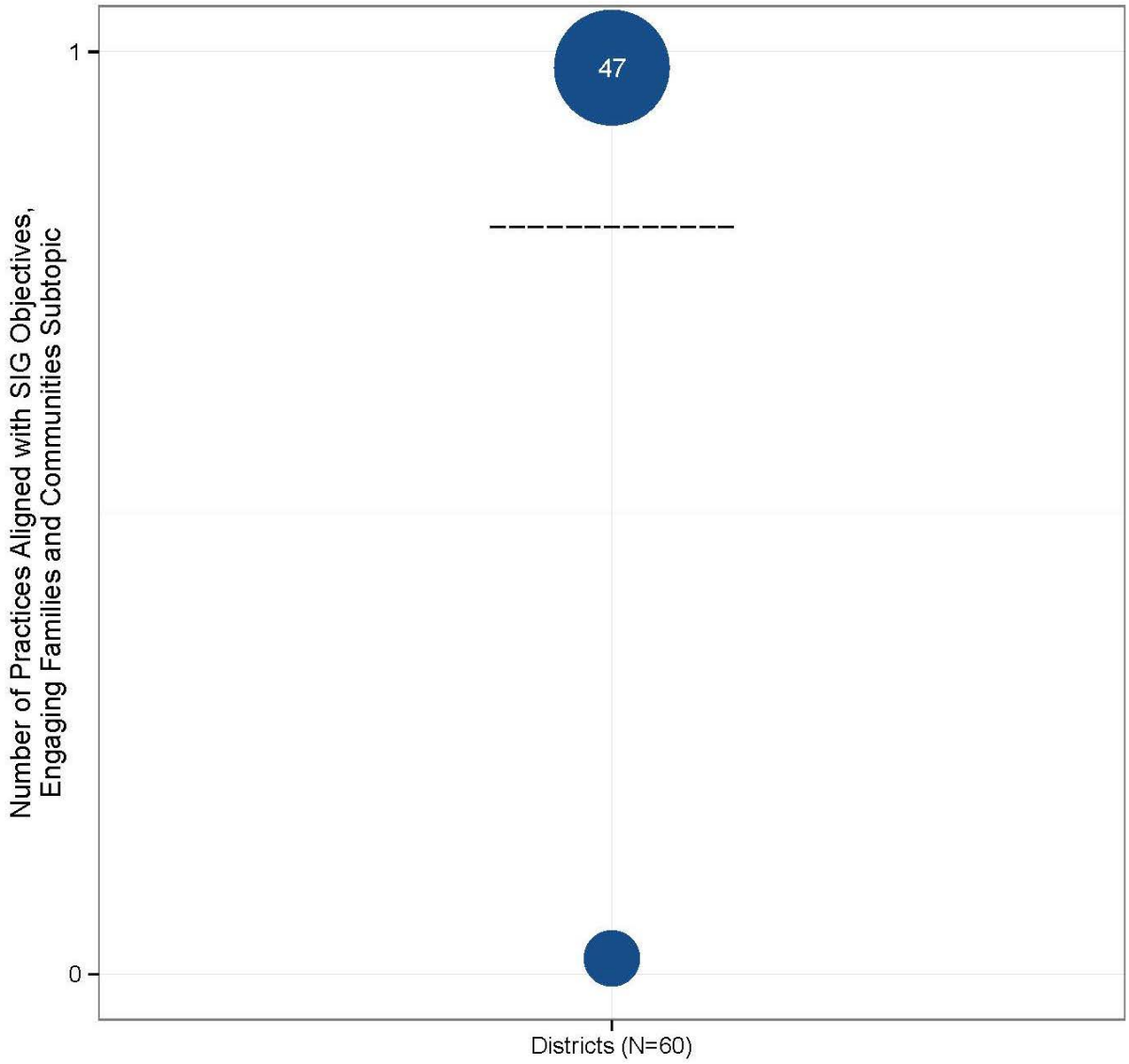
Figure B.16. Study Districts' Reported Usage of Practices Aligned with SIG Objectives on Learning Time and Community-Oriented Schools, Increasing Learning Time Subtopic, Spring 2012



Source: Interviews with district administrators in spring 2012.

Note: The practice summarized in this figure is presented in Table B.3. This figure presents one practice described in the SIG application criteria to which multiple interview questions aligned. As described in Chapter II, whenever multiple interview questions aligned with a single practice from the application criteria, we used those questions to construct a variable ranging from zero to one, with districts receiving a fraction of a point for each question to which they responded "yes." Each dot in this figure represents the districts that reported using a particular proportion of the interview questions aligned to the practice described in the SIG application criteria. The number inside each dot is the number of districts represented by the dot; dots that represent less than 10 districts have no number inside. The dashed line denotes the average value for each group of districts.

Figure B.17. Study Districts' Reported Usage of Practices Aligned with SIG Objectives on Learning Time and Community-Oriented Schools, Engaging Families and Communities Subtopic, Spring 2012



Source: Interviews with district administrators in spring 2012.

Note: The practice summarized in this figure is presented in Table B.3. Each dot in this figure represents the districts that reported using the one practice that was aligned with the SIG application criteria. The number inside each dot is the number of districts represented by the dot. To protect respondent confidentiality, the number inside the smallest dot has been removed. For this practice, a "yes" response received one point. See Chapter II for details on the way in which the number of practices was determined for each district. The dashed line denotes the average number of practices for each group of districts.

D. Operational Flexibility and Support

We identified three practices from the spring 2012 district interview aligned with SIG objectives on operational flexibility and support (see Table B.4).

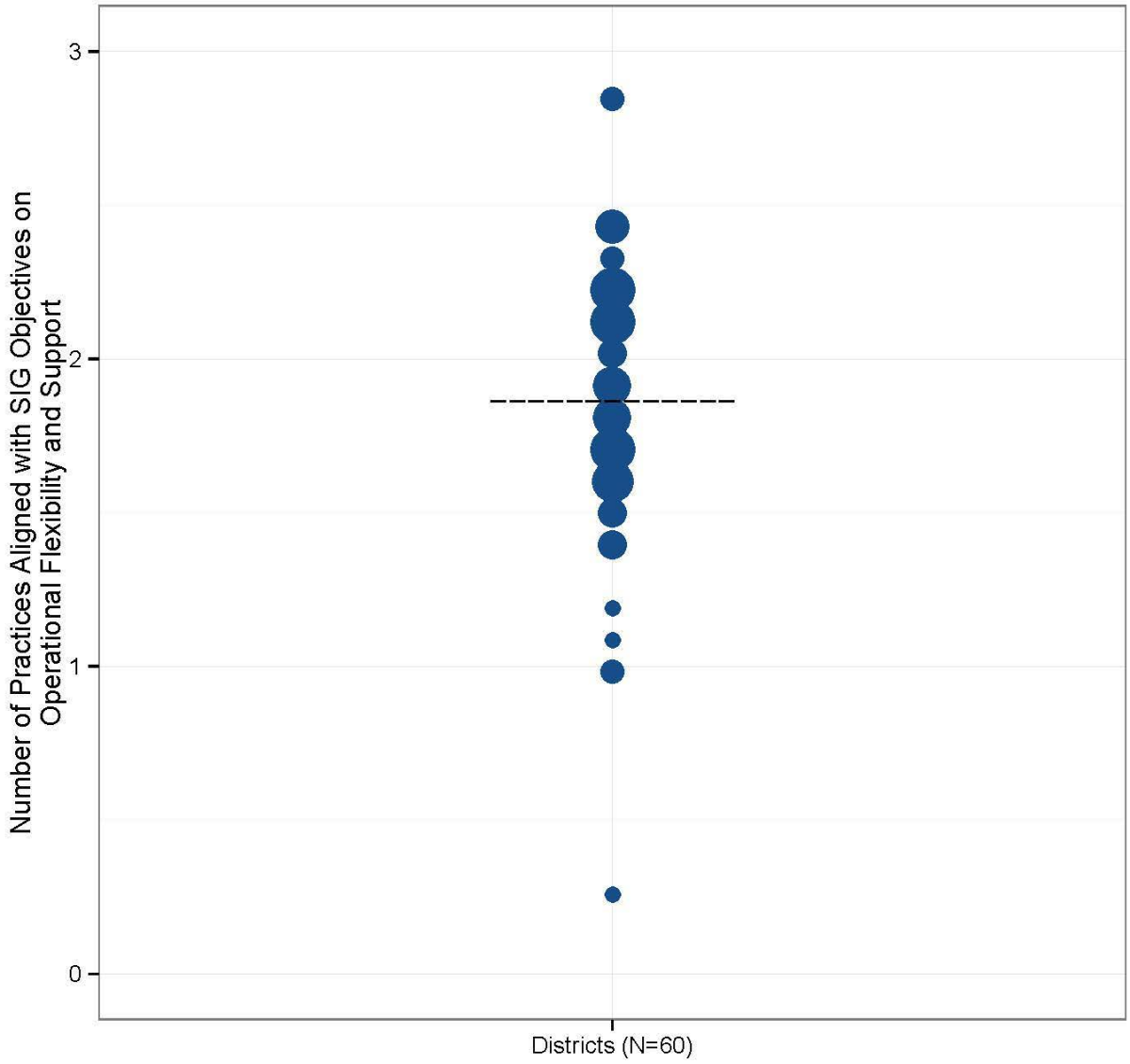
Table B.4. Practices Aligned with SIG Objectives on Operational Flexibility and Support, by Subtopic

Providing Operational Flexibility
Low-performing schools had primary responsibility for budget, hiring, discipline, or school year length decisions
Receiving Technical Assistance and Support
Receiving training, technical assistance, or access to data from the state to support school improvement efforts or use data to improve instruction
Having a designated office or staff or contracting with external consultants to support school turnaround efforts

Source: SIG application; interviews with district administrators in spring 2012.

Figure B.18 displays results of the analysis on the extent to which district administrators reported using the operational flexibility and support practices aligned with the SIG application criteria. Figure B.19 displays the extent to which districts reported using the individual operational flexibility and support practices included in the analysis. Figures B.20 and B.21 display the results for each subtopic.

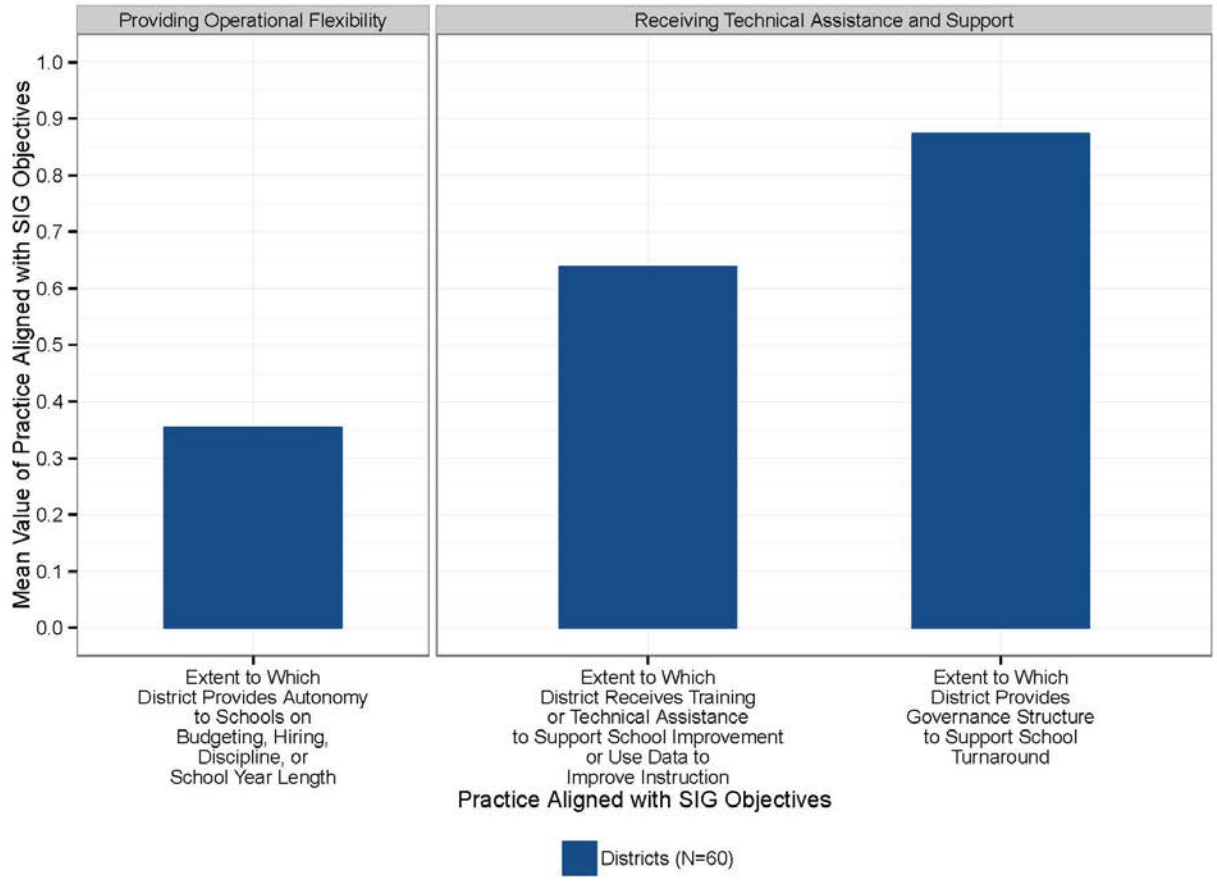
Figure B.18. Study Districts' Reported Usage of Practices Aligned with SIG Objectives on Operational Flexibility and Support, Spring 2012



Source: Interviews with district administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table B.4. Each dot in this figure represents the districts that reported using a particular number of practices (out of three examined) that were aligned with the SIG application criteria. Each dot in this figure represents less than 10 districts, so the numbers inside the dots have been removed to protect respondent confidentiality. For all three practices, it was possible for a district to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each district. The dashed line denotes the average number of practices for each group of districts.

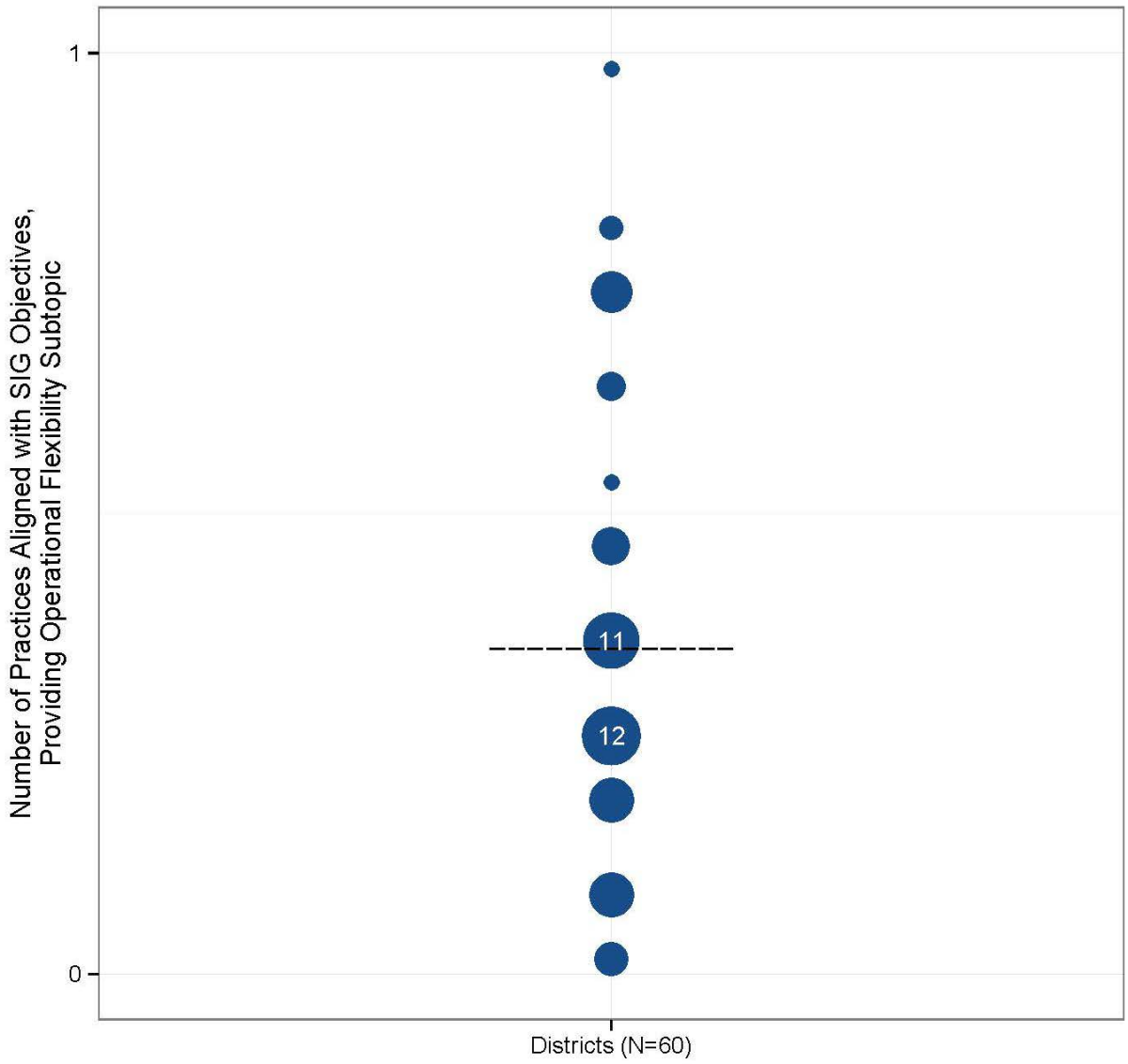
Figure B.19. Study Districts' Reported Usage of Individual Practices Aligned with SIG Objectives on Operational Flexibility and Support, Spring 2012



Source: Interviews with district administrators in spring 2012.

Note: This figure has a separate panel for each subtopic. We selected district interview questions that aligned with the practices described in the SIG application criteria. The practices shown on the horizontal axis of this figure are listed in Table B.4. For each practice in the SIG application criteria for which we identified one or more interview questions aligned with the practice, we constructed a variable ranging from zero to one, with a value of one indicating that the district responded "yes" to all the interview questions selected for that practice. The height of each bar represents the mean value of the practice (on a scale of zero to one). For some of the practices shown in this figure, multiple interview questions aligned with that practice. In the figure, we indicate this using the words "extent to which" at the beginning of the practice, to emphasize that the level of usage of that practice is measured using multiple interview questions (as opposed to a single, binary measure of whether that practice was used).

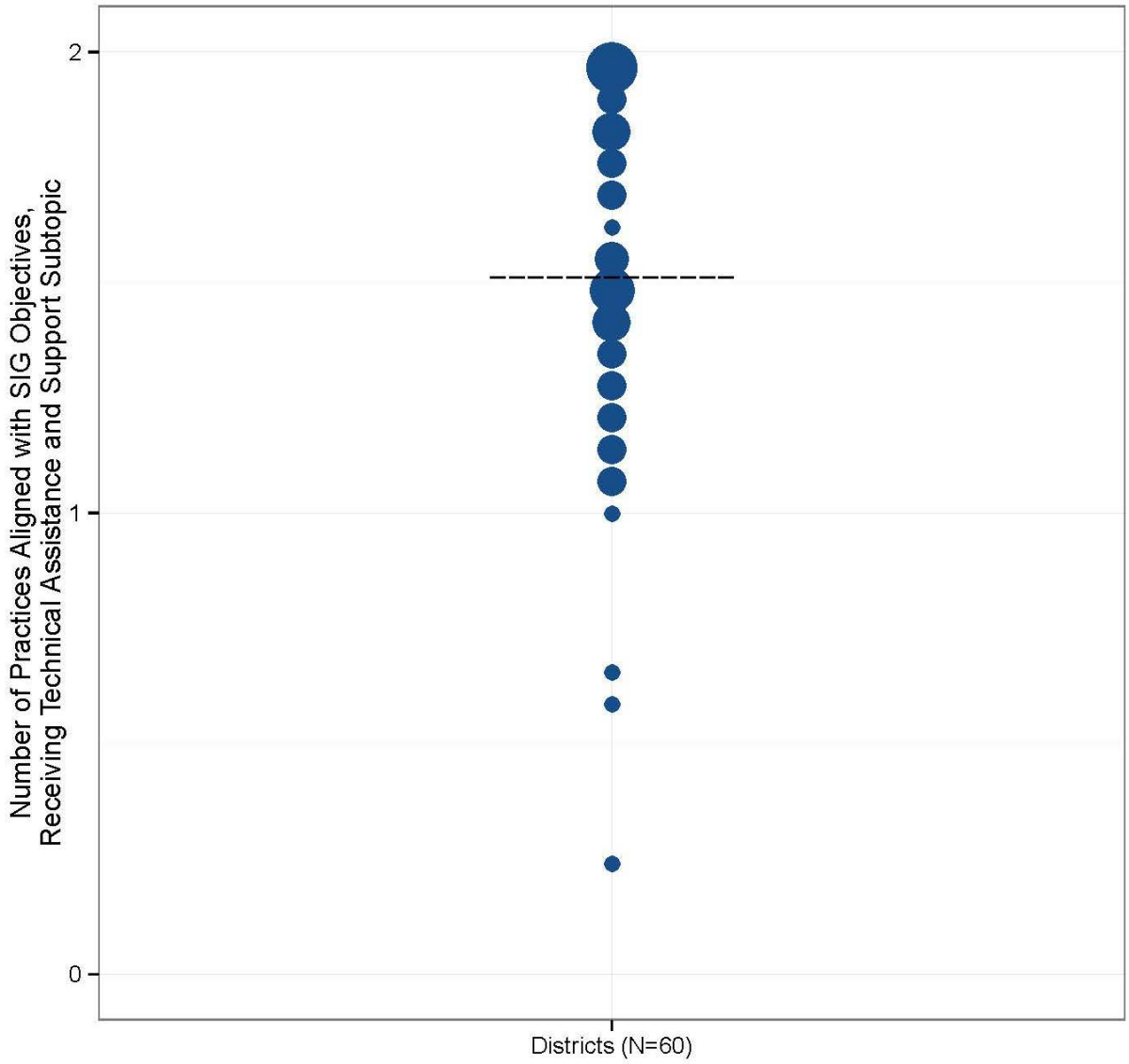
Figure B.20. Study Districts' Reported Usage of Practices Aligned with SIG Objectives on Operational Flexibility and Support, Providing Operational Flexibility Subtopic, Spring 2012



Source: Interviews with district administrators in spring 2012.

Note: The practice summarized in this figure is presented in Table B.4. This figure presents one practice described in the SIG application criteria to which multiple interview questions aligned. As described in Chapter II, whenever multiple interview questions aligned with a single practice from the application criteria, we used those questions to construct a variable ranging from zero to one, with districts receiving a fraction of a point for each question to which they responded "yes." Each dot in this figure represents the districts that reported using a particular proportion of the interview questions aligned to the practice described in the SIG application criteria. The number inside each dot is the number of districts represented by the dot; dots that represent less than 10 districts have no number inside. The dashed line denotes the average value for each group of districts.

Figure B.21. Study Districts' Reported Usage of Practices Aligned with SIG Objectives on Operational Flexibility and Support, Receiving Technical Assistance and Support Subtopic, Spring 2012



Source: Interviews with district administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table B.4. Each dot in this figure represents the districts that reported using a particular number of practices (out of two examined) that were aligned with the SIG application criteria. Each dot in this figure represents less than 10 districts, so the numbers inside the dots have been removed to protect respondent confidentiality. For both practices, it was possible for a district to receive a fraction of one point. See Chapter II for details on the way in which the number of practices was determined for each district. The dashed line denotes the average number of practices for each group of districts.

APPENDIX C

DETAILED FINDINGS FROM INTERVIEWS AND SURVEYS

In contrast to the main body of the report (which *summarized* the extent to which *schools* reported using the *practices* promoted by School Improvement Grants [SIG] and presented figures showing the extent to which *schools* reported using the *individual practices* within each topic area and subtopic), and Appendix B (which *summarized* the extent to which *districts* reported using the practices promoted by SIG and presented figures showing the extent to which *districts* reported using the *individual practices* within each topic area and subtopic), this appendix presents detailed findings from individual interview and survey *questions*, and describes how we analyzed those data. Specifically, we show the number of states and the percentage of districts, schools implementing a SIG-funded intervention model, and schools not implementing a SIG-funded model that responded "yes" to each question examined as part of this report. Readers interested in responses to individual interview and survey questions may, therefore, find this appendix useful.

The school-level data presented in this appendix are the same data used for the analyses presented in Chapter IV. The school-level tables in this appendix present results separately for schools implementing a SIG-funded model and schools not implementing a SIG-funded model.

The state- and district-level data presented in this appendix came from structured telephone interviews with administrators in the 60 districts and 22 states where the SIG-sample schools were located. These interviews, conducted in spring 2012, documented the state- and district-level supports for the school turnaround practices used by schools. The overarching research question answered by these findings is: How are states and districts supporting schools' efforts to use practices promoted by SIG? All 60 districts and 22 states in the SIG study sample included schools that were and were not implementing a SIG-funded model. Therefore, the state- and district-level tables in this appendix do not present comparisons; instead, they present descriptive information about the practices that districts and states reported using.

In Section A, we discuss how we analyzed data from closed- and open-ended questions and how we handled missing values. In Section B, we present findings from the interview questions in a series of tables, the titles of which are shown in the list of tables at the beginning of this report.

A. Analysis Methods

Analyzing data from closed-ended questions. The evaluation's interviews and surveys comprised mostly closed-ended questions—that is, questions with yes-or-no responses or with a set of specific response categories from which to choose. As a result, these variables were already in a format that is suitable, or nearly suitable, for analysis.

Closed-ended questions sometimes included an "other-specify" response option so the interview or survey could progress smoothly when a respondent was uncertain about the response option that applied or could not find a response option that adequately captured the response he or she wished to provide. When a respondent chose this option, the interviewer asked the respondent to specify his or her response and recorded it. These "other-specify" responses were reviewed and either recoded into one of the existing structured response categories or coded into new response categories, as appropriate. Following reporting requirements established by the U.S. Department of Education's National Center for Education Statistics, we created a new response category only if at least three respondents (that is, states,

districts, or schools) provided the same or similar response. If fewer than three respondents provided a particular response, the response remained part of the broad "other" category.

Analyzing data from open-ended questions. Whenever possible, we categorized the responses to open-ended questions into nominal categories (based on the themes that emerged) that could then be treated as quantitative, categorical data. This strategy enabled us to systematically identify and report on recurring themes mentioned frequently by respondents.

Handling missing values. Values can be missing for various reasons: (1) because the respondent did not complete the interview or survey; (2) because the respondent completed the interview or survey but did not complete the question; (3) because the respondent chose "don't know," "refused," or "not applicable"; or (4) because the question was logically skipped based on earlier responses. Generally, we excluded all missing values from our calculations regardless of the reason that the question was missing (that is, we did not recode a missing as a zero).[1] In the tables presented in this appendix, we report the sample sizes for states, districts, and schools with nonmissing values on the given item. Percentages generally total 100 percent.[2]

Selecting survey questions aligned with the SIG application criteria. We reviewed the school survey questions and assigned those that aligned with the practices described in the SIG application criteria to specific topic areas and subtopics. We determined the subtopic into which each survey question fell based on the section of the SIG application criteria with which it aligned. In the tables presented in Section B, the last column of each table indicates whether each question was selected, and if it was selected, for which subtopic, by using the abbreviations shown in Table C.1.

Table C.1. Abbreviations for Subtopics

Subtopic	Abbreviation
Topic Area: Comprehensive Instructional Reform Strategies	
Using data to identify and implement an instructional program	IS-1
Promoting the continuous use of student data	IS-2
Providing supports and professional development to staff to assist both English language learners and students with disabilities	IS-3
Using and integrating technology-based supports	IS-4
Tailoring strategies for secondary schools	IS-5
Topic Area: Teacher and Principal Effectiveness	
Using rigorous, transparent, and equitable evaluation systems	TL-1
Identifying and rewarding effective teachers and principals and removing ineffective ones	TL-2
Providing high quality, job-embedded professional development or supports	TL-3
Implementing strategies to recruit, place, and retain staff	TL-4

[1] The occasional instances in which we recoded missing values as zeros are footnoted in the tables.

[2] In some cases, the number of states in a table totals more than 22 or the percentage of districts or schools totals more than 100 percent; we include a footnote to those tables explaining why. As one example, if the question asked the respondent to mark all responses that apply, respondents could choose multiple answers.

Table C.1 *(continued)*

Subtopic	Abbreviation
Topic Area: Learning Time and Community-Oriented Schools	
Increasing learning time	TC-1
Engaging families and communities and providing a safe school environment that meets students' social, emotional, and health needs	TC-2
Topic Area: Operational Flexibility and Support	
Having operational flexibility	FS-1
Receiving technical assistance and support	FS-2

Source: Surveys of school administrators in spring 2012.

B. Detailed Findings from Interview and Survey Questions

In this section we present findings from particular interview and survey questions based on U.S. Department of Education guidance about those in which it had the most interest. The tables are organized to follow the order of the modules in the interview and survey protocols, which was: (1) data systems, (2) teachers and leaders, (3) school turnaround, and (4) charter schools (no questions from the standards and assessments module are presented here).

Table C.2. District Reports of Their Schools' Access to Statewide Longitudinal Data Systems and District Data Systems, Spring 2012

	Percentage of Districts	Item Aligned with SIG Application Criteria (Subtopic)
Reported that schools in their district have:		Yes (FS-2)
Both direct access to the SLDS data and access to district- or state-generated reports based on SLDS data	64.3	
Only direct access to SLDS data	0.0	
Only access to district- or state-generated reports based on SLDS data	25.0	
Access to neither type of information	10.7	
Reported that schools in their district have access to data from a district data system[a] that is distinct from the SLDS:		Yes (FS-2)
Both direct access to the district data and access to district-generated reports based on district data	91.5	
Only direct access to the district data, only access to district-generated reports based on district data, or access to neither type of information[b]	8.5	
Number of Districts	**60**	

Source: Interviews with district administrators in spring 2012.

[a] District data system(s) (also identified as local instructional improvement systems) are defined by the U.S. Department of Education as technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement.

[b] To comply with NCES statistical reporting requirements for small cell sizes, we aggregated the percentages for "only direct access to the district data," "only access to district-generated reports based on district data," and "access to neither type of information."

SLDS = Statewide Longitudinal Data Systems; FS-2 = Receiving technical assistance and support.

Table C.3. District Use of Data Analysis to Monitor SIG School Performance, Spring 2012

	Percentage of Districts	Item Aligned with SIG Application Criteria (Subtopic)
Reported tracking or monitoring the performance of SIG grantees implementing one of the four SIG intervention models by:		
Analyzing student achievement by grade level and/or by subject, by school	100.0	Yes (IS-2)
Analyzing student achievement data over time to identify trends	100.0	Yes (IS-2)
Examining other measures of student progress, such as benchmarks or diagnostic tests	96.6	Yes (IS-2)
Examining achievement gaps between groups of students, such as NCLB subgroups	96.6	Yes (IS-2)
Tracking graduation rates	96.3	Yes (IS-5)
Tracking student readiness for grade promotion or graduation	91.4	Yes (IS-5)
Tracking students' postsecondary enrollment and progress	54.7	Yes (IS-5)
Monitoring student attendance	100.0	Yes (IS-5)
Other analyses	75.9	No
Reported using different analyses for SIG schools compared with other schools in the district	18.6	No
Number of Districts	**50–60**	

Source: Interviews with district administrators in spring 2012.

Note: A range is provided for the sample size because nonresponse varied across items.

IS-2 = Promoting the continuous use of student data; IS-5 = Tailoring strategies for secondary schools; NCLB = No Child Left Behind.

Table C.4. Purposes for Which District Staff Use Data, Spring 2012

	Percentage of Districts	Item Aligned with SIG Application Criteria (Subtopic)
Reported using data on all students from the SLDS, a district data system, or both, for the following purposes:		
To track overall school performance and identify areas for improvement	100.0	Yes (IS-2)
To evaluate instructional programs	93.2	Yes (IS-1)
To guide development and implementation of academic supports or enrichment programs	98.3	Yes (IS-2)
To guide development and implementation of nonacademic supports or enrichment programs (for example, counseling)	81.0	Yes (TC-2)
To track students' progress toward graduation	93.1	Yes (IS-5)
To track students' postsecondary enrollment and progress	55.2	No
To inform professional development offerings for teachers, principals, or other school leaders	89.8	Yes (TL-3)
To evaluate the success of professional development offerings for teachers, principals, or other school leaders	64.4	Yes (TL-3)
To inform other decisions regarding individual teachers, principals, or other school leaders (such as tenure, retention, or bonus decisions)	66.1	Yes (TL-2)
To inform resource allocation to improve instruction	93.2	Yes (IS-2)
For other purposes	39.7	No
Reported using data on ELLs from the SLDS, a district data system, or both, for the following purposes:		
To make decisions about students' entry into and/or exit from ELL status	98.3	Yes (IS-3)
To place ELLs into specialized programs and classes	98.3	Yes (IS-3)
To track the progress of current ELLs	98.3	Yes (IS-3)
To track the progress of former ELLs	89.1	Yes (IS-3)
To inform, improve, or differentiate instruction for ELLs	93.1	Yes (IS-2)
To identify professional development needs for teachers of ELLs	86.0	Yes (IS-3)
To assess teacher effectiveness with ELLs	57.9	Yes (IS-3)
For other purposes	48.2	No
Number of Districts	**60**	

Source: Interviews with district administrators in spring 2012.

SLDS = Statewide Longitudinal Data System; ELLs = English language learners; IS-1 = Using data to identify and implement an instructional program; IS-2 = Promoting the continuous use of student data; IS-3 = Providing supports and professional development to staff to assist ELLs and students with disabilities; IS-5 = Tailoring strategies for secondary schools; TC-2 = Engaging families and communities and providing a safe school environment that meets students' social, emotional, and health needs; TL-2 = Identifying and rewarding effective teachers and principals and removing ineffective ones; TL-3 = Providing high-quality, job-embedded professional development or supports.

Table C.5. Purposes for Which School Staff Use Data, Spring 2012

	Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported using data for the following purposes:			
To evaluate instructional programs	96.2	92.0	Yes (IS-1)
To guide development and implementation of academic supports or enrichment programs	99.3	98.3	Yes (IS-2)
To guide development and implementation of nonacademic supports or enrichment programs (for example, counseling)	89.6	83.9	Yes (TC-2)
To inform teachers' instructional practices	98.6	96.5	Yes (IS-2)
To inform professional development offerings	96.5	91.9	Yes (TL-3)
To evaluate the success of professional development offerings	80.5	73.8	Yes (TL-3)
To track individual student performance and identify areas of improvement for specific students	98.6	99.4	Yes (IS-2)
To track students' progress toward high school graduation[a]	97.8	98.8	Yes (IS-5)
To track students' preparation for college enrollment[a]	89.8	93.8	Yes (IS-5)
To track students' postsecondary enrollment and progress[a]	72.3	85.4	No
To inform resource allocation to improve instruction	88.8	82.6	Yes (IS-2)
Other purpose	12.4	13.1	No
Among schools that reported having ELLs, reported using data on ELL for the following purposes:			
To make decisions about students' entry into and/or exit from ELL status	95.4	94.0	Yes (IS-3)
To place ELLs into specialized programs and classes	93.2	89.5	Yes (IS-3)
To track the progress of current ELLs	98.0	94.0	Yes (IS-3)
To track the progress of former ELLs	76.6	64.6	Yes (IS-3)
To inform, improve, or differentiate instruction for ELLs	92.8	89.4	Yes (IS-2)
To identify professional development needs for teachers of ELLs	81.0	73.5	Yes (IS-3)
To assess teacher effectiveness with ELLs	79.5	73.1	Yes (IS-3)
Other purpose	7.5	-[b]	No
Number of Schools	**140–290**	**80–170**	

Source: Surveys of school administrators in spring 2012.

Note: A range is provided for the sample sizes because nonresponse varied across items.

[a] The analysis for this row includes only high schools.

[b] This cell has been suppressed to protect respondent confidentiality.

ELLs = English language learners; IS-1 = Using data to identify and implement an instructional program; IS-2 = Promoting the continuous use of student data; IS-3 = Providing supports and professional development to staff to assist ELLs and students with disabilities; IS-5 = Tailoring strategies for secondary schools; TC-2 = Engaging families and communities and providing a safe school environment that meets students' social, emotional, and health needs; TL-3 = Providing high-quality, job-embedded professional development or supports.

Table C.6. Supports for Data Use, Spring 2012

	Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported receiving the following support to help school staff access and use data:			
Funds to support school investments related to data use	69.3	38.7	Yes (FS-2)
Hardware or software to facilitate data use	56.5	36.3	Yes (FS-2)
Materials on how to access and use data to differentiate or improve instruction	56.9	42.4	Yes (FS-2)
Other type of support	15.0	10.5	No
Reported having a designated staff person who supports the use of data by teachers	92.3	85.1	No
Reported providing scheduled time for teachers to examine data, either on their own or in collaboration with others	96.8	94.8	Yes (TL-3)
Reported that their school leaders coached teachers on the use of data to:			
Improve instruction	98.3	95.9	Yes (TL-3)
Improve instruction of ELLs	77.2	72.4	Yes (IS-3)
Reported receiving professional development, training, or technical assistance to help school staff access data, navigate data systems, or interpret and use data	90.2	85.5	Yes (TL-3)
Average reported number of hours this professional development, training, or technical assistance was provided to:[a]			
School administrators	19.0	14.4	No
Teachers	25.1	15.3	No
Among schools that reported having ELLs, reported receiving the following supports to help school staff access and use data related to ELLs:			
Supports to use data to track the performance of ELLs	60.8	55.1	Yes (IS-3)
Supports to use data to improve or differentiate instruction for ELLs	59.4	55.1	Yes (IS-3)
Other supports to use data about ELLs	35.6	29.4	No
Number of Schools	**190–290**	**130–170**	

Source: Surveys of school administrators in spring 2012.

Note: A range is provided for the sample sizes because nonresponse varied across items.

[a] Schools that reported they did not receive professional development, training, or technical assistance to help school administrators and/or teachers access data, navigate data systems, or interpret and use data to improve and/or differentiate instruction are included in the analysis of this question as "no" responses.

ELLs = English language learners; FS-2 = Receiving technical assistance and support; IS-3 = Providing supports and professional development to staff to assist ELLs and students with disabilities; TL-3 = Providing high-quality, job-embedded professional development or supports.

Table C.7. District Requirements for Teacher Evaluations, Spring 2012

	Percentage of Districts	Item Aligned with SIG Application Criteria (Subtopic)
Reported that all schools must use the same teacher evaluation model	89.8	No
Reported that student achievement growth was required	47.5	Yes (TL-1)
Reported that student achievement growth was required with the following weight[a]		Yes (TL-1)
No specific weight required or did not require student achievement growth, or other[b]	81.0	
1–20	6.9	
21–34	0.0	
35–50	12.1	
51 or more	0.0	
"Significant", "Substantial," or "Primary" factor	0.0	
Reported using the following number of rating levels for overall teacher evaluations		No
Four or more	57.6	
Three rating levels	20.3	
Two rating levels	22.0	
Number of Districts	**60**	

Source: Interviews with district administrators in spring 2012.

[a] Districts that responded no to a question about whether the district required student achievement growth are included in the analysis of this question as "no" responses.

[b] To comply with NCES statistical reporting requirements for small cell sizes, we aggregated the percentages for "no specific weight required or did not require student achievement growth" and "other."

TL-1 = Using rigorous, transparent, and equitable evaluation systems.

Table C.8. District-Reported Requirements for Performance Measures (Other than Student Achievement Growth) for Evaluations of Teachers in *Tested* Grades and/or Subjects

	Percentage of Districts	Item Aligned with SIG Application Criteria (Subtopic)
Classroom observations		Yes (TL-1)
2009–2010	93.2	
2011–2012	93.2	
Self-assessment		Yes (TL-1)
2009–2010	32.2	
2011–2012	42.4	
Portfolios or other artifacts of teacher practice		Yes (TL-1)
2009–2010	27.1	
2011–2012	32.2	
Peer assessments other than classroom observations		Yes (TL-1)
2009–2010	-[a]	
2011–2012	-[a]	
Student work samples		Yes (TL-1)
2009–2010	16.9	
2011–2012	25.4	
Student surveys or other feedback		Yes (TL-1)
2009–2010	-[a]	
2011–2012	8.5	
Parent surveys or other feedback		Yes (TL-1)
2009–2010	-[a]	
2011–2012	-[a]	
Other measures		No
2009–2010	16.9	
2011–2012	25.4	
Number of Districts	**60**	

Source: Interviews with district administrators in spring 2012.

[a] This cell has been suppressed to protect respondent confidentiality.

TL-1 = Using rigorous, transparent, and equitable evaluation systems.

Table C.9. District-Reported Requirements for Performance Measures (Other than Student Achievement Growth) for Evaluations of Teachers *in Nontested Grades and Subjects*

	Percentage of Districts	Item Aligned with SIG Application Criteria (Subtopic)
Classroom observations		Yes (TL-1)
2009–2010	93.2	
2011–2012	93.2	
Self-assessment		Yes (TL-1)
2009–2010	32.2	
2011–2012	40.7	
Portfolios or other artifacts of teacher practice		Yes (TL-1)
2009–2010	28.8	
2011–2012	33.9	
Peer assessments other than classroom observations		Yes (TL-1)
2009–2010	-[a]	
2011–2012	-[a]	
Student work samples		Yes (TL-1)
2009–2010	18.6	
2011–2012	25.4	
Student surveys or other feedback		Yes (TL-1)
2009–2010	5.1	
2011–2012	8.5	
Parent surveys or other feedback		Yes (TL-1)
2009–2010	-[a]	
2011–2012	-[a]	
Other measures		No
2009–2010	16.9	
2011–2012	25.4	
Number of Districts	**60**	

Source: Interviews with district administrators in spring 2012.

[a] This cell has been suppressed to protect respondent confidentiality.

TL-1 = Using rigorous, transparent, and equitable evaluation systems.

Table C.10. District-Reported Policies for Tenure and Frequency of Teacher Evaluation, Spring 2012

District-Reported Regulation	Percentage of Districts (unless otherwise specified)	Item Aligned with SIG Application Criteria (Subtopic)
Allow teachers to earn tenure[a]	81.4	No
Have a probationary period for all or some teachers	96.6	No
Among districts with probationary period, reported mean duration of probationary period (years)	2.8	No
Evaluate probationary teachers		No
Three or more times per year or other interval[b]	19.3	
Two times per year	40.4	
Annually	40.4	
Every other year	0.0	
Evaluate non-probationary teachers		No
Three or more times per year	5.1	
Two times per year	10.2	
Annually	44.1	
Every other year	20.3	
Other interval	20.3	
Number of Districts	**50–60**	

Source: Interviews with district administrators in spring 2012.

Note: A range is provided for the sample size because nonresponse varied across items.

[a] This includes districts that provide teachers with some other continuing right to their job that the district does not refer to as "tenure."

[b] To comply with NCES statistical reporting requirements for small cell sizes, we aggregated the percentages for "three or more times per year" and "other interval."

Table C.11. School-Reported Policies for Using Student Achievement Growth in Teacher Evaluations, Spring 2012

	Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported that student achievement growth was required	53.5	45.1	Yes (TL-1)
Reported that student achievement growth was required with a specific weight:[a]			Yes (TL-1)
No specific weight required or did not require student achievement growth	54.6	64.8	
1–20	7.1	3.1	
21–34	5.9	3.1	
35–50	11.5	10.5	
51 or more, or "Significant," "Substantial," or "Primary" factor[b]	5.2	5.6	
Other	15.6	13.0	
Number of Schools	**270–280**	**160–170**	

Source: Surveys with school administrators in spring 2012.

Note: A range is provided for the sample sizes because nonresponse varied across items.

[a] Schools that responded no to a question about whether student achievement growth was required as a component of teacher evaluations are in included in the analysis of this question as "no" responses.

[b] To comply with NCES statistical reporting requirements for small cell sizes, we aggregated the percentages for "51 or more" and "significant, substantial, or primary factor."

TL-1 = Using rigorous, transparent, and equitable evaluation systems.

Table C.12. School-Reported Performance Measures (Other than Student Achievement Growth) for Teacher Evaluations, Spring 2012

	Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Classroom observations	98.2	98.3	Yes (TL-1)
Self-assessment	62.1	47.7	Yes (TL-1)
Peer assessment	21.5	15.8	Yes (TL-1)
Portfolios or other artifacts of teacher practice	44.7	34.5	Yes (TL-1)
Student work samples	47.8	44.2	Yes (TL-1)
Student surveys or other feedback	27.7	26.9	Yes (TL-1)
Parent surveys or other feedback	25.5	24.0	Yes (TL-1)
Other measures	25.6	13.4	No
Number of Schools	**130–280**	**80–170**	

Source: Surveys with school administrators in spring 2012.

Note: A range is provided for the sample sizes because nonresponse varied across items.

TL-1 = Using rigorous, transparent, and equitable evaluation systems.

Table C.13. School-Reported Policies for Tenure and Frequency of Teacher Evaluation, Spring 2012

	Percentage of Low-Performing Schools (unless otherwise specified)		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Allow teachers to earn tenure[a]	70.9	72.6	No
Have a probationary period for teachers	93.7	98.6	No
Among schools reporting any duration for probationary period, mean duration of probationary period (years)	2.6	2.6	No
Evaluate probationary teachers			No
Three or more times per year	20.4	16.8	
Two times per year	46.3	43.1	
Annually	20.7	29.9	
Every other year	0.0	0.0	
Other	12.6	10.2	
Evaluate non probationary teachers			No
Three or more times per year	8.1	10.2	
Two times per year	27.6	28.7	
Annually	35.3	32.9	
Every other year	17.6	22.2	
Other	11.4	6.0	
Number of Schools	**220–280**	**140–170**	

Source: Surveys with school administrators in spring 2012.

Note: A range is provided for the sample sizes because nonresponse varied across items.

[a] This includes schools that provide teachers with some other continuing right to their job that is not referred to as “tenure.”

Table C.14. School-Reported Uses of Teacher Evaluation Results, Spring 2012

	Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported using teacher evaluation results to guide decisions about:			
Professional development and/or support	85.3	77.3	Yes (TL-2)
Annual salary increases	11.3	15.2	Yes (TL-2)
Bonuses or other performance-based compensation (other than annual salary increases)	16.6	19.3	Yes (TL-2)
Career-advancement opportunities	42.3	41.8	Yes (TL-4)
Reductions in force and excessing decisions	25.5	32.0	Yes (TL-4)
Number of Schools	**280**	**170**	

Source: Surveys with school administrators in spring 2012.

TL-2 = Identifying and rewarding effective teachers and principals and removing ineffective ones; TL-4 = Implementing strategies to recruit, place, and retain staff.

Table C.15. District Principal Evaluation Requirements, Spring 2012

	Percentage of Districts	Item Aligned with SIG Application Criteria (Subtopic)
Reported that all schools must use the same principal evaluation model	96.6	No
Reported that student achievement growth was required	59.3	Yes (TL-1)
Reported using the following number of rating categories for overall performance:		No
Four or more rating levels	67.8	
Three rating levels	15.3	
Two rating levels, no rating levels, or do not specify minimum number of rating levels[a]	16.9	
Number of Districts	**60**	

Source: Interviews with district administrators in spring 2012.

[a] To comply with NCES statistical reporting requirements for small cell sizes, we aggregated the percentages for "2 rating levels" and "do not specify minimum number of rating levels or no rating levels."

TL-1 = Using rigorous, transparent, and equitable evaluation systems.

Table C.16. District-Reported Requirements for Performance Measures for Principal Evaluations, Spring 2012

	Percentage of Districts	Item Aligned with SIG Application Criteria (Subtopic)
Student achievement growth		Yes (TL-1)
2009–2010	44.1	
2011–2012	59.3	
Self-assessment		Yes (TL-1)
2009–2010	49.2	
2011–2012	61.0	
District administrator input		Yes (TL-1)
2009–2010	89.8	
2011–2012	93.2	
Staff input		Yes (TL-1)
2009–2010	15.3	
2011–2012	20.3	
Student input		Yes (TL-1)
2009–2010	6.8	
2011–2012	13.6	
Other measures		No
2009–2010	22.0	
2011–2012	25.4	
Number of Districts	**60**	

Source: Interviews with district administrators in spring 2012.

TL-1 = Using rigorous, transparent, and equitable evaluation systems.

Table C.17. School-Reported Performance Measures for Principal Evaluations, Spring 2012

	Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported that student achievement growth was used	75.8	75.9	Yes (TL-1)
Reported that student achievement growth was required with the following weight:			Yes (TL-1)
No specific weight required or did not require student achievement growth	31.3	32.7	
1–20	11.5	8.2	
21–34	3.7	2.0	
35–50	11.9	10.9	
51 or more	3.3	7.5	
"Significant," "Substantial," or "Primary" factor	13.2	21.1	
Other	25.1	17.7	
Reporting using other measures:			
Self-assessment	64.1	58.6	Yes (TL-1)
District administrator input	92.4	91.1	Yes (TL-1)
School staff surveys or other feedback	40.5	41.6	Yes (TL-1)
Student surveys or other feedback	29.2	30.5	Yes (TL-1)
Other measures	35.1	22.2	No
Number of Schools	**90–280**	**70–170**	

Source: Surveys with school administrators in spring 2012.

Note: A range is provided for the sample sizes because nonresponse varied across items.

TL-1 = Using rigorous, transparent, and equitable evaluation systems.

Table C.18. School-Reported Uses of Principal Evaluation Results, Spring 2012

	Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported using results to guide decisions about:			
Professional development and/or support	51.8	45.0	No
Annual salary increases	13.3	20.1	Yes (TL-3)
Bonuses or other performance-based compensation (other than regular salary increases)	16.2	12.0	Yes (TL-2)
Number of Schools	**280**	**170**	

Source: Surveys with school administrators in spring 2012.

TL-2 = Identifying and rewarding effective teachers and principals and removing ineffective ones; TL-3 = Providing high-quality, job-embedded professional development or supports.

Table C.19. District Use of Financial Incentives to Recruit or Retain Effective Staff in SIG Schools Implementing One of the SIG-Funded Intervention Models, Spring 2012

	Percentage of Districts	Item Aligned with SIG Application Criteria (Subtopic)
Reported offering financial incentives	64.4	Yes (TL-4)
Reported offering the following types of financial incentives:[a]		
Signing/recruitment bonuses for:		
Teachers	23.7	Yes (TL-4)
Principals	23.7	Yes (TL-4)
Retention bonuses for:		
Teachers	15.3	Yes (TL-4)
Principals	11.9	Yes (TL-4)
Performance bonuses for:		
Teachers	39.7	Yes (TL-4)
Principals	36.2	Yes (TL-4)
Increased annual compensation other than bonuses for:		
Teachers	28.8	Yes (TL-4)
Principals	15.3	Yes (TL-4)
Loan forgiveness for:		
Teachers	13.6	Yes (TL-4)
Principals	6.8	Yes (TL-4)
Tuition reimbursement for:		
Teachers	20.3	Yes (TL-4)
Principals	11.9	Yes (TL-4)
Housing (purchase or rent) assistance for:		
Teachers	-[b]	Yes (TL-4)
Principals	-[b]	Yes (TL-4)
Financial incentives targeted toward increasing the number of staff with English language learner expertise in SIG schools for:		
Teachers	11.9	Yes (TL-4)
Principals	-[b]	Yes (TL-4)
Other financial incentives for:		
Teachers	25.4	No
Principals	11.9	No
Number of Districts	**60**	

Source: Interviews with district administrators in spring 2012.

[a] Districts that answered no to a question about whether the district offered any financial incentives to help recruit or retain effective teachers and/or principals are included in the analysis of this question as "no" responses.

[b] This cell has been suppressed to protect respondent confidentiality.

TL-4 = Implementing strategies to recruit, place, and retain staff.

Table C.20. District Use of Nonfinancial Strategies to Recruit or Retain Effective Staff in SIG Schools Implementing One of the SIG-Funded Intervention Models, Spring 2012

	Percentage of Districts	Item Aligned with SIG Application Criteria (Subtopic)
Reported that principals had discretion to decide which staff to hire	81.4	Yes (TL-4)
Reported modifying teacher tenure rules that affect placement and/or removal	20.3	Yes (TL-4)
Reported using retention or recruitment efforts targeted toward increasing the number of staff with English language learner expertise	39.0	Yes (TL-4)
Reported increasing the amount of induction support for novice teachers (above and beyond that provided to all novice teachers in the district) with the goal of increasing retention	46.6	Yes (TL-4)
Other strategies	22.0	No
Number of Districts	**60**	

Source: Interviews with district administrators in spring 2012.

TL-4 = Implementing strategies to recruit, place, and retain staff.

Table C.21. School-Reported Opportunities for Staff to Receive Financial Incentives, Spring 2012

	Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported offering signing or recruitment bonuses for:			
Teachers	18.1	10.4	Yes (TL-4)
Principals	10.3	7.0	Yes (TL-4)
Reported offering retention bonuses for:			
Teachers	10.1	6.1	Yes (TL-4)
Principals	8.0	2.5	Yes (TL-4)
Reported offering performance bonuses for:			
Teachers	40.2	32.9	Yes (TL-4)
Principals	40.8	30.6	Yes (TL-4)
Reported increasing annual compensation other than bonuses for:			
Teachers	33.3	23.6	Yes (TL-4)
Principals	28.6	19.0	Yes (TL-4)
Reported offering loan forgiveness for:			
Teachers	52.7	52.1	Yes (TL-4)
Principals	16.3	11.7	Yes (TL-4)
Reported offering tuition reimbursement for:			
Teachers	40.9	34.8	Yes (TL-4)
Principals	30.1	19.5	Yes (TL-4)
Reported offering housing (purchase or rent) assistance for:			
Teachers	9.9	10.5	Yes (TL-4)
Principals	7.8	4.5	Yes (TL-4)
Reported offering financial incentives targeted toward increasing the number of staff with English language learner expertise in the school for:			
Teachers	6.0	8.0	Yes (TL-4)
Principals	2.3	4.1	Yes (TL-4)
Reported offering other financial incentives for:			
Teachers	16.2	3.4	Yes (TL-4)
Principals	7.8	0.0	Yes (TL-4)
Number of Schools	**180–280**	**110–170**	

Source: Surveys of school administrators in spring 2012.

Note: A range is provided for the sample sizes because nonresponse varied across items.

TL-4 = Implementing strategies to recruit, place, and retain staff.

Table C.22. School-Reported Use of Nonfinancial Strategies to Recruit and Retain Staff, Spring 2012

	Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported that principal had discretion to decide which staff to hire	64.3	69.8	Yes (TL-4)
Reported offering increased induction support for novice teachers in the school (above and beyond that provided to all novice teachers in the district)	55.4	51.5	Yes (TL-3)
Reported engaging in the following activities in 2011–2012:			
Provided additional professional development, mentoring, and/or instructional coaching to teachers and/or school leaders[a]	98.2	94.0	Yes (TL-3)
Improved opportunities for collaboration (such as common planning time)	95.4	91.7	Yes (TL-3)
Improved the quality of school facilities	75.3	67.3	No
Increased availability of classroom or instructional supplies	90.6	79.9	No
Enhanced safety measures in the building	79.9	73.4	Yes (TC-2)
Increased access to technology for teachers	94.6	78.7	Yes (IS-4)
Offered more flexible work conditions (for example, flexible schedule)	32.4	26.8	Yes (TL-4)
Increased the use of aides/paraprofessionals	52.3	39.1	Yes (TL-4)
Increased the use of volunteers (for example, parents)	64.0	53.3	Yes (TC-2)
Other activities	19.8	9.9	No
Number of Schools	**120–280**	**80–170**	

Source: Surveys of school administrators in spring 2012.

Note: A range is provided for the sample sizes because nonresponse varied across items.

[a] Includes principals, assistant principals, or department heads.

TL-3 = Providing high-quality, job-embedded professional development or supports; TL-4 = Implementing strategies to recruit, place, and retain staff; TC-2 = Engaging families and communities and providing a safe school environment that meets students' social, emotional, and health needs; IS-4 = Using and integrating technology-based supports.

Table C.23. Factors Used by States to Select SIG Schools

	Among States That Did *Not* Fund All SIG-eligible Schools in 2010, Number of States	Item Aligned with SIG Application Criteria (Subtopic)
Reported using the following factors to determine which persistently lowest-achieving schools would receive SIG funding:		
Funded schools in specific tiers	13	No
Funded schools containing specific grade levels	2	No
Funded schools with a high proportion of English language learners	0	No
Funded schools with other specific student demographic characteristics	1	No
Funded schools that were high poverty	4	No
Funded schools that were committed to implementing one of the four SIG intervention models	12	No
Funded schools located in districts that demonstrated capacity for reform	10	No
Aimed to concentrate school funding in few districts	1	No
Aimed to spread SIG funding across many districts	8	No
Other factors	3	No
Number of States	**15–16**	

Source: Interviews with state administrators in spring 2012.

Note: A range is provided for the sample size because nonresponse varied across items. The sample used for this analysis includes only the states in which the SIG-sample schools were located and that did not fund all SIG-eligible schools (the interview questions analyzed in this table were not asked of states that funded all SIG-eligible schools).

Table C.24. Factors Used by Districts to Select Schools to Include in Their SIG Applications

	Percentage of Districts	Item Aligned with SIG Application Criteria (Subtopic)
Reported that the following were key considerations in selecting Tier I and Tier II schools:		
SIG eligibility tiers	89.5	No
Grade level	25.9	No
Percentage of English language learners in the school	27.8	No
Schools with high poverty rates	48.1	No
Other student demographic characteristics	21.8	No
School commitment to implementing one of the four SIG intervention models	75.0	No
School capacity for reform	73.2	No
Previous academic achievement of the school	82.1	No
Availability of funding from sources other than SIG	41.8	No
Parent/community input	60.7	No
School interest in participating	54.5	No
School desire to retain current principal	33.9	No
Existing, ongoing efforts to turn around	69.6	No
Other factors	40.7	No
Number of Districts	**50–60**	

Source: Interviews with district administrators in spring 2012.

Note: A range is provided for the sample size because nonresponse varied across items.

Table C.25. State Guidance to Districts on Selecting a SIG Intervention Model for Individual Schools

	Number of States	Item Aligned with SIG Application Criteria (Subtopic)
Reported having provided the following types of guidance to districts regarding the selection of a school intervention model for each school:		
Allowed or prohibited specific models and/or strategies	4	No
Guidance on how to match the model to school needs and capacity	15	No
Guidance on models appropriate for addressing the needs of English language learners	6	No
Guidance on how to engage the community in the selection of the model	14	No
Some other type of guidance	7	No
Number of States	**20–21**	

Source: Interviews with state administrators in spring 2012.

Note: A range is provided for the sample size because nonresponse varied across items. The sample used for this analysis includes only the states in which the SIG-sample schools were located.

Table C.26. Factors Considered by Districts When Selecting SIG Intervention Models for Individual Schools

	Among Districts That Reported Schools Currently Receiving SIG, Percentage of Districts	Item Aligned with SIG Application Criteria (Subtopic)
Reported having considered the following factors when selecting the SIG intervention model to implement in these schools:		
State priorities and guidance	78.0	No
Grade level of the school	34.5	No
Previous academic achievement of the school	86.4	No
Availability of funding from sources other than SIG	42.1	No
Parent/community input	69.0	No
School interest in and commitment to specific models	60.3	No
Percentage of English language learners in the school	26.3	No
Percentage of some other population of students in the school	27.6	No
School desire to retain current principal	41.4	No
Existing, ongoing efforts to turn around some of the eligible schools	84.7	No
District and/or school capacity	89.7	No
Other factors	28.8	No
Number of Districts	**60**	

Source: Interviews with district administrators in spring 2012.

Table C.27. Factors Considered by Schools When Selecting Their School Intervention Model

	Among Schools That Reported Using One of the Four SIG intervention Models, Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported considering the following factors when selecting an intervention model:			
State priorities and guidance	56.5	73.3	No
Previous academic achievement of the school	94.6	100.0	No
Availability of funding from sources other than SIG or RTT	50.8	51.7	No
Parent/community input	59.9	51.7	No
School interest in and commitment to specific models	66.0	55.2	No
The percentage of English language learners in the school [a]	38.4	55.0	No
The percentage of another population of students in the school	20.8	32.1	No
School desire to retain current principal	28.0	35.5	No
Existing, ongoing turnaround efforts	66.8	75.9	No
District and/or school capacity	49.6	44.4	No
Other factors	3.1	-[b]	No
Number of Schools	**160–260**	**20–30**	

Source: Surveys of school administrators in spring 2012.

Note: A range is provided for the sample sizes because nonresponse varied across items.

[a] Schools that reported that they did not have any English language learners are included in the analysis of this item as "no" responses.

[b] This cell has been suppressed to protect respondent confidentiality.

Table C.28. Funds to Support School Improvement Efforts

	Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported receiving SIG in the following school years:			No
2011–2012	97.5[a]	28.5	
2010–2011	89.9	30.3	
Reported being in a state that received an RTT grant	47.1	38.2	No
Reported receiving RTT funds specifically for school improvement efforts in the following school years:[b]			No
2011–2012	28.9	15.1	
2010–2011	24.8	10.9	
Number of Schools	**270–280**	**170**	

Source: Surveys of school administrators in spring 2012.

Note: A range is provided for the sample sizes because nonresponse varied across items.

[a] This number is less than 100 percent because we used several sources of information (other than the survey of school administrators) to identify the set of schools that implemented a SIG-funded intervention model in 2011–2012, and some schools that were identified as being in this group reported on the survey that they did not receive SIG.

[b] Schools that responded no to the question in the prior row are included in the analysis of this question as "no" responses.

Table C.29. District-Reported School Expenditures

	Schools Implementing a SIG-Funded Intervention Model in 2011–2012	Schools Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Mean total school expenditures in:			No
2009–2010	$6,125,000	$6,977,000	
2011–2012	$6,645,000	$6,228,000	
Mean percentage of school expenditures that go to wages, employee benefits, and other personnel expenditures in:			No
2009–2010	86.6	83.6	
2011–2012	84.9	83.7	
Number of Schools	**270–280**	**170**	

Source: Interviews with district administrators in spring 2012. District-reported values for individual schools were ascribed to the appropriate schools in the study sample.

Note: A range is provided for the sample sizes because nonresponse varied across items. School expenditures were rounded to the nearest thousand.

Table C.30. School Intervention Models Used in Study Schools, Spring 2012

	Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported using one of the four SIG intervention models	96.0	18.1	No
Reported using the following SIG intervention models:[b]			
Turnaround model (replace the principal and rehire no more than 50 percent of staff; increase operational flexibility and learning time; make changes to the instructional program and professional development)	44.4	9.0	No
Transformation model (implement changes similar to those specified for the turnaround model, except [1] there are no limits on rehiring staff and [2] student growth must factor into teacher and principal evaluations)	46.2	-[d]	No
Restart model (close the school and reopen under a charter or education management organization)	5.4	-[d]	No
Closure model (close the school and send current students to higher-achieving schools in the district)	0.0	-[d]	No
Transformation, restart, or closure model	-[d]	9.0	
Reported being a charter school	7.2	3.0	No
Number of Schools	**280**	**170**	

Source: Surveys of school administrators in spring 2012.

[a] This number is less than 100 percent because we used several sources of information (other than the survey of school administrators) to identify the set of schools that implemented a SIG-funded intervention model in 2011–2012, and some schools that were identified as being in this group reported on the survey that they did not use one of the four SIG intervention models.

[b] Schools that responded no to the question in the prior row are included in the analysis of this question as "no" responses.

[c] This cell has been suppressed to protect respondent confidentiality.

[d] To comply with NCES statistical reporting requirements for small cell sizes, we aggregated the percentages for the transformation, restart, and closure models for schools not implementing a SIG-funded intervention model.

Table C.31. Improvement Strategies Used in Study Schools, Spring 2012

	Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported implementing changes to the following since July 2010:			
English language arts curriculum	70.2	60.5	No
Math curriculum	72.4	63.0	No
Instructional approaches in English language arts	92.0	77.4	No
Instructional approaches in math	91.9	77.7	No
Strategies to meet the needs of English language learners[a]	60.8	61.4	Yes (IS-3)
School administrative structure	85.3	55.1	No
Discipline policies	85.8	66.7	Yes (TC-2)
Nonacademic supports for students	81.4	63.3	Yes (TC-2)
Policies or strategies related to parent and/or community engagement	90.8	68.3	Yes (TC-2)
Policies around the use of data for instructional improvement	91.5	77.8	Yes (IS-2)
Monitoring of student readiness for grade promotion and/or high school graduation	78.4	68.1	Yes (IS-5)
Monitoring of students' college readiness[b]	89.8	87.3	Yes (IS-5)
Other changes	6.3	9.7	No
Number of Schools	**130–280**	**80–170**	

Source: Surveys of school administrators in spring 2012.

Note: A range is provided for the sample sizes because nonresponse varied across items.

[a] Schools that reported that they did not have any English language learners are included in the analysis of this item as "no" responses.

[b] The analysis for this row includes only high schools.

IS-2 = Promoting the continuous use of student data; IS-3 = Providing supports and professional development to staff to assist ELLs and students with disabilities; IS-5 = Tailoring strategies for secondary schools; TC-2 = Engaging families and communities and providing a safe school environment that meets students' social, emotional, and health needs.

Table C.32. Instructional Strategies Used to Meet the Needs of English Language Learners, Spring 2012

	Among Schools That Reported Having English Language Learners, Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported using the following strategies to meet the needs of these students:			
Used a curriculum that specifically addresses ELL needs	77.6	66.1	Yes (IS-3)
Implemented instructional strategies that specifically address ELL needs	86.9	84.0	Yes (IS-3)
Provided instructional programs specifically designed for ELL	80.3	80.0	Yes (IS-3)
Provided specialized classes for ELL	70.8	68.3	Yes (IS-3)
Provided additional services for ELL	79.5	77.4	Yes (IS-3)
Provided professional development for teachers on providing instruction to ELL	79.8	75.2	Yes (IS-3)
Used data on ELL in school decision making	85.6	87.2	Yes (IS-3)
Other strategies	4.3	2.6	No
Number of Schools	**160–180**	**120–130**	

Source: Surveys of school administrators in spring 2012.

Note: A range is provided for the sample sizes because nonresponse varied across items.

ELL = English language learner; IS-3 = Providing supports and professional development to staff to assist ELLs and students with disabilities.

Table C.33. District Administrative Supports for Turnaround

	Percentage of Districts	Item Aligned with SIG Application Criteria (Subtopic)
Reported having the following supports in place related to school turnaround:		
Staff explicitly designated to support school turnaround (but no designated turnaround office)		Yes (FS-2)
2009–2010	44.0	
2011–2012	60.0	
An office explicitly designated to support school turnaround (with designated staff)		Yes (FS-2)
2009–2010	16.0	
2011–2012	36.0	
Contracts with external consultants to support school turnaround		Yes (FS-2)
2009–2010	55.9	
2011–2012	78.0	
Other supports		No
2009–2010	15.3	
2011–2012	27.1	
Number of Districts	**50–60**	

Source: Interviews with district administrators in spring 2012.

Note: A range is provided for the sample sizes because nonresponse varied across items.

FS-2 = Receiving technical assistance and support.

Table C.34. Flexibility With or Exemptions From Collective Bargaining Agreements or Staffing Policies for SIG Schools Implementing One of the Four SIG Intervention Models

	Percentage of Districts	Item Aligned with SIG Application Criteria (Subtopic)
Reported that SIG grantee schools had flexibility from the following aspects of collective bargaining agreements or policies that guide staffing in other district schools:		
Procedures for assigning or removing staff in:		Yes (FS-1)
2009–2010	31.3	
2011–2012	62.5	
Requirements or policies related to staff hours and responsibilities in:		Yes (FS-1)
2009–2010	22.9	
2011–2012	66.7	
Procedures related to the distribution of effective staff in:		Yes (FS-1)
2009–2010	12.5	
2011–2012	41.7	
Other types of flexibility or exemptions:		No
2009–2010	10.4	
2011–2012	35.4	
Number of Districts	**50**	

Source: Interviews with district administrators in spring 2012.

FS-1 = Having operational flexibility.

Table C.35. School Responsibility for Decision Making, Spring 2012

	Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported having *primary* responsibility for making decisions in the following areas (rather than the state or district):			
Setting student discipline policies	38.8	33.1	Yes (FS-1)
Developing the school budget	55.4	53.6	Yes (FS-1)
Establishing the curriculum (including core texts)	18.0	15.7	Yes (FS-1)
Setting student assessment policies (on assessments other than state-mandated tests)	24.7	21.7	Yes (FS-1)
Staff hiring, discipline, and dismissal	37.4	45.8	Yes (FS-1)
Determining the length of the school day	18.1	12.0	Yes (FS-1)
Determining the length of the school year	6.6	3.6	Yes (FS-1)
Setting requirements for professional development	52.2	40.4	Yes (FS-1)
Number of Schools	**270**	**170**	

Source: Surveys of school administrators in spring 2012.

FS-1 = Having operational flexibility.

Table C.36. Organization of Instruction in Schools, Spring 2012

	Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported using the following methods to organize classes or other groups of students for instruction:			
Traditional grades or academic discipline-based departments	84.6	87.3	No
Grades or the school subdivided into small learning communities	56.5	56.4	Yes (IS-5)
Student groups that remain two or more years with the same teacher	29.0	33.5	No
Interdisciplinary teaching or paired/team teaching	57.1	47.6	No
Specialized classes for ELL[a]	54.6	57.2	Yes (IS-3)
Block scheduling	49.3	56.1	Yes (TC-1)
Other methods	5.7	6.8	No
Number of Schools	**270**	**160–170**	

Source: Surveys of school administrators in spring 2012.

Note: A range is provided for the sample sizes because nonresponse varied across items.

[a] Schools that reported that they did not have any English language learners are included in the analysis of this item as "no" responses.

ELL = English language learner; IS-5 = Tailoring strategies for secondary schools; IS-3 = Providing supports and professional development to staff to assist ELLs and students with disabilities; TC-1 = Increasing learning time.

Table C.37. School Instructional Time

	Percentage of Low-Performing Schools		
	Schools Implementing a SIG-Funded Intervention Model in 2011–2012	Schools Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Mean number of *instructional days* that schools report being in session for students in:			Yes (TC-1)
2009–2010	181	179	
2011–2012	182	179	
Mean number of *hours per day* that schools report being in session for students in:			Yes (TC-1)
2009–2010	6.9	6.8	
2011–2012	7.1	6.8	
Mean number of minutes *per week* of instruction that schools report providing to the average student in:			
Mathematics	361	328	No
English language arts	379	362	No
Number of Schools	**220–260**	**140–160**	

Source: Surveys of school administrators in spring 2012.

Note: A range is provided for the sample sizes because nonresponse varied across items.

TC-1 = Increasing learning time.

Table C.38. School's Offerings Outside the Regular School Day, Spring 2012

	Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported using or offering the following:			Yes (TC-1)
Before- and/or after-school instruction	89.9	77.2	
Weekend instruction	45.4	43.2	
Summer instruction	75.8	57.9	
Number of Schools	**270–280**	**160–170**	

Source: Surveys of school administrators in spring 2012.

Note: A range is provided for the sample sizes because nonresponse varied across items.

TC-1 = Increasing learning time.

Table C.39. Common Planning Time, Spring 2012

	Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported that all or some teachers have common planning time to meet in teams	93.8	94.6	Yes (TL-3)
Reported that all or some teachers have common planning time with the following frequency:[a]			
Daily	46.4	40.5	No
Several times per week	22.1	24.4	No
Once per week	22.8	26.2	No
Monthly, or a few times per year[b]	2.5	3.6	No
Reported that all or some teachers are *required* to participate in common planning time[a]	85.5	82.9	No
Number of Schools	**270–280**	**160–170**	

Source: Surveys of school administrators in spring 2012.

Note: A range is provided for the sample sizes because nonresponse varied across items.

[a] Schools that responded no to the question about whether teachers have common planning time to meet in teams are included in the analysis of this question as "no" responses.

[b] To comply with NCES statistical reporting requirements for small cell sizes, we aggregated the percentages for "monthly" and "a few times per year."

TL-3 = Providing high-quality, job-embedded professional development or supports.

Table C.40. Frequency of Use of Benchmark Tests in English Language Arts and Math, Spring 2012

	Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported that the typical English language arts teacher uses benchmark or interim assessments with the following frequency:			Yes (IS-2)
Zero to two times per year[a]	5.5	12.0	
Three to four times per year	54.9	49.7	
Five to six times per year	17.2	17.4	
Seven to eight times per year	6.6	9.6	
More than eight times per year	15.8	11.4	
Reported that the typical math teacher uses benchmark or interim assessments with the following frequency:			Yes (IS-2)
Zero to two times per year[a]	5.9	12.6	
Three to four times per year	51.7	47.3	
Five to six times per year	18.5	18.6	
Seven to eight times per year	8.5	10.2	
More than eight times per year	15.5	11.4	
Number of Schools	**270**	**170**	

Source: Surveys of school administrators in spring 2012.

[a] To comply with NCES statistical reporting requirements for small cell sizes, we aggregated the percentages for "zero times per year" and "one to two times per year."

IS-2 = Promoting the continuous use of student data.

Table C.41. Changes in Staff Implemented as Part of School Improvement Efforts

	Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported getting a new principal between July 2010 and spring 2012	69.2	49.4	Yes (TL-2)
Reported pursuing other significant leadership changes (aside from the principal) between July 2010 and spring 2012	52.5	27.4	No
Reported having removed instructional staff through firing or counseling out between July 2010 and spring 2012	57.8	40.8	Yes (TL-2)
Among schools that reported having removed instructional staff through firing or counseling out between July 2010 and spring 2012, average proportion of existing instructional staff that was removed	29.9	21.7	No
Reported having hired a significant number of new staff (at least 50 percent of staff or more) between July 2010 and spring 2012	42.2	13.1	Yes (TL-2)
Reported having reviewed the strengths and competencies of all *existing instructional staff* to assess the extent to which they were likely to be successful working in a school turnaround or improvement context between July 2010 and spring 2012	68.8	45.0	Yes (TL-2)
Reported having assessed *new hires* for whether they possessed specific strengths or competencies deemed important to be successful working in a school turnaround or improvement context between July 2010 and spring 2012	31.4	9.5	Yes (TL-2)
Number of Schools	**160–280**	**70–170**	

Source: Surveys of school administrators in spring 2012.

Note: A range is provided for the sample sizes because nonresponse varied across items.

TL-2 = Identifying and rewarding effective teachers and principals and removing ineffective ones.

Table C.42. School-Reported Training or Technical Assistance from the State or District

	Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported that the state and/or district provided the following types of training or technical assistance to the school since July 2010:			
Training or technical assistance on developing and implementing a school improvement plan	84.1	76.8	Yes (FS-2)
Training or technical assistance on identifying curricula, instructional strategies, or school reform models that have been shown to be effective at increasing student achievement	79.9	75.0	Yes (FS-2)
Training or technical assistance on identifying curricula, instructional strategies, or school reform models that have been shown to be effective at improving college readiness	64.0	61.6	Yes (FS-2)
Training or technical assistance on developing strategies to recruit and retain more effective teachers	46.3	35.4	Yes (FS-2)
Other assistance	5.7	4.9	No
Number of Schools	**270**	**160**	

Source: Surveys of school administrators in spring 2012.

FS-2 = Receiving technical assistance and support.

Table C.43. Professional Development for School Instructional Staff, Spring 2012

	Percentage of Low-Performing Schools		
	Implementing a SIG-Funded Intervention Model in 2011–2012	Not Implementing a SIG-Funded Intervention Model in 2011–2012	Item Aligned with SIG Application Criteria (Subtopic)
Reported that their instructional staff received professional development on the following topics:			
Transitioning to the CCSS	71.3	70.1	Yes (TL-3)
Aligning instruction to state standards	86.1	77.6	Yes (TL-3)
Instructional strategies	94.3	80.5	Yes (TL-3)
Using data to improve and/or differentiate instruction	90.1	82.1	Yes (TL-3)
Meeting the needs of English language learners[a]	53.3	54.2	Yes (IS-3)
Strategies for turning around a low-performing school	74.8	42.2	Yes (TL-3)
Other topics	5.9	8.9	No
Reported that the following characteristics apply to at least half of the professional development activities provided to instructional staff:			
Single-session, one-time events	31.6	40.2	No
Multiple-session events	84.7	75.3	Yes (TL-3)
Involved practice in the classroom	84.8	77.9	Yes (TL-3)
Required for all instructional staff	94.2	95.2	No
Were designed with input from school staff	82.2	70.5	Yes (TL-3)
Number of Schools	**260–280**	**160–170**	

Source: Surveys of school administrators in spring 2012.

Note: A range is provided for the sample sizes because nonresponse varied across items.

[a] Schools that reported that they did not have any English language learners are included in the analysis of this item as "no" responses.

CCSS = Common Core State Standards; TL-3 = Providing high-quality, job-embedded professional development or supports; IS-3 = Providing supports and professional development to staff to assist ELLs and students with disabilities.

APPENDIX D

SURVEY QUESTIONS ALIGNED WITH SIG PRACTICES

This appendix provides a crosswalk between each practice aligned with the SIG application criteria and the school administrator survey questions. For each of the four SIG topic areas addressed in Chapter IV, this appendix presents a table showing the survey questions that address the area practices aligned with the SIG application criteria. The school administrator survey protocol is available at http://www.mathematica-mpr.com/publications/PDFs/Spring_2012_School_Administrator_Survey.pdf.

Table D.1. Survey Questions Addressing the Comprehensive Instructional Reform Strategies Topic Area Practices

Practice	Survey Questions Addressing the Comprehensive Instructional Reform Strategies Practice
Using data to evaluate instructional programs (for example, measuring program effectiveness)	DA1. During the current school year, for which of the following purposes has your school used data? a. To evaluate instructional programs (for example, measuring program effectiveness)
Using data to inform and differentiate instruction	DA1. During the current school year, for which of the following purposes has your school used data? b. To guide development and implementation of academic supports or enrichment programs (for example, identify how many and which students need academic support or enrichment, assign or reassign students to classes); d. To inform teachers' instructional practices (for example, identify areas for improvement, tailor instruction to meet student needs, manage instructional pacing); g. To track individual student performance and identify areas of improvement for specific students; k. To inform resource allocation to improve instruction (for example, which students participate in which programs, which staff work with which students) DA2. During the current school year, for which of the following purposes has your school used data on English language learners? e. To inform/improve/differentiate instruction for English language learners DA3. Within the past year, did any of the following activities related to data use occur in your school? If so, how often did they occur (daily, weekly, monthly, a few times per year, or once per year)? For item b below, if your school does not have English language learners, select —NA. a. District staff met with you and/or other school staff to review data on overall student performance; b. District staff met with you and/or other school staff specifically to review student performance data on English language learners; c. You or other school leaders reviewed student performance data to identify areas of improvement for the school; d. You or other school leaders met with teachers to discuss student performance data to identify areas in need of improvement for individual students or groups of students; h. After reviewing student performance data, teachers, administrators, and/or coaches formulated specific plans to update and revise instructional practice to address issues with specific students or specific classes. TA12. Since July 2010, did your school implement changes to any of the following? j. Policies around the use of data for instructional improvement
The typical English/language arts or math teacher used benchmark or interim assessments at least once per year	TA37. How often does the typical English language arts teacher in your school use benchmark or interim assessments? TA38. How often does the typical math teacher in your school use benchmark or interim assessments?

Table D.1 (continued)

Practice	Survey Questions Addressing the Comprehensive Instructional Reform Strategies Practice
Implementing strategies (including additional supports or PD) to ensure that limited English proficient students acquire language skills to master academic content	TL29. During the current school year, have the state and/or district provided professional development or other support to the principal and/or other leaders of this school on any of the following topics? e. Ensuring that English language learners acquire the language skills needed to master academic content DA2. During the current school year, for which of the following purposes has your school used data on English language learners? If your school does not have English language learners, select —NA. a. To make decisions about students' entry into and/or exit from English language learner status; b. To place English language learners into specialized programs and/or classes; c. To track the progress of current English language learners; d. To track the progress of former English language learners; f. To identify professional development needs for teachers of English language learners; g. To assess teacher effectiveness with English language learners DA3. Within the past year, did any of the following activities related to data use occur in your school? If so, how often did they occur (daily, weekly, monthly, a few times per year, or once per year)? For item f below, if your school does not have English language learners, select —NA. f. School leaders coached teachers on the use of data specifically to improve instruction of English language learners. DA10.This school year, has your school received any of the following supports to help your school access and use data related to English language learners to improve and/or differentiate instruction for these students? For each type of support received, please describe the nature of the support received. If your school does not have English language learners, select —NA. a. Supports to help school staff use data to track the performance of English language learners (Please specify); b. Supports to help school staff use data to improve or differentiate instruction for English language learners (Please specify) TA12. Since July 2010, did your school implement changes to any of the following? For item e below, if your school does not have English language learners, select —NA. e. Strategies to meet the needs of English language learners TA22. Which of the following topics have been a focus of the professional development provided to instructional staff this school year? For item e below, if your school does not have English language learners, select —NA. e. Meeting the needs of English language learners TA32. Is your school currently using any of the following methods to organize classes or other groups of students for instruction? For item e below, if your school does not have English language learners, select —NA. e. Specialized classes for English language learners (such as newcomer class, English as a second language, sheltered content) TA36. Which of the following strategies/approaches does your school currently use to meet the needs of your school's English language learners? a. Use a curriculum that specifically addresses English language learners needs (Please specify); b. Implement instructional strategies that specifically address English language learners' needs, such as needs-based grouping, differentiated instruction, or increased progress testing of English language learners (Please specify); c. Provide instruction programs specifically designed for English

Table D.1 (continued)

Practice	Survey Questions Addressing the Comprehensive Instructional Reform Strategies Practice
	language learners (such as English as a second language or bilingual programs) (Please specify); d. Provide specialized classes for English language learners (such as newcomer class, sheltered content class) (Please specify); e. Provide additional services for English language learners (such as tutors, bilingual aides, after-school program) (Please specify); f. Provide professional development for teachers on providing instruction to English language learners; g. Use data on English language learners in school decision making
Increased access to technology for teachers or that the typical English/language arts teacher used computer-assisted instruction	TA31. This school year, how often does the typical English language arts teacher in your school engage in the following activities? d. Use computer-assisted instruction TL28. Within the past year, has your school engaged in any of the following activities? f. Increased access to technology for teachers
Secondary school monitored students' college readiness (such as enrollment in Advanced Placement courses), including providing supports (such as project-based learning) so that low-achieving students can take advantage of these types of opportunities	DA1. During the current school year, for which of the following purposes has your school used data? i. To track preparation for college enrollment (for example, participation in Advanced Placement courses or dual enrollment) TA12. Since July 2010, did your school implement changes to any of the following? l. Monitoring of students' college readiness (for example, participation in Advanced Placement courses, dual enrollment) TA31. This school year, how often does the typical English language arts teacher in your school engage in the following activities? a. Use project-based learning (for example, hands-on, inquiry-based activities) in classes; c. Use tiered interventions (for example, targeted/pull-out services for struggling students, intensive support to students who do not respond to interventions)
The school or grades within the secondary school were subdivided into small learning communities or field/career-oriented academies	TA32. Is your school currently using any of the following methods to organize classes or other groups of students for instruction? b. Grades or the school subdivided into small learning communities, such as "houses," "families," "teams," or field/career-oriented "academies" such as health or sciences
Secondary school tracked student progress towards (and readiness for) high school graduation	DA1. During the current school year, for which of the following purposes has your school used data? h. To track student progress toward high school graduation (for example, credits earned, required courses taken) TA12. Since July 2010, did your school implement changes to any of the following? k. Monitoring of student readiness for grade promotion and/or high school graduation

Source: Surveys of school administrators in spring 2012.

Note: DA indicates that the question came from the data systems module of the survey. TA indicates that the question came from the school turnaround module of the survey. TL indicates that the question came from the teachers and leaders module of the survey.

Table D.2. Survey Questions Addressing the Teacher and Principal Effectiveness Topic Area Practices

Practice	Survey Questions Addressing the Teacher and Principal Effectiveness Practice
Student achievement growth was a required component of teacher evaluations and the extent to which student achievement growth must factor into teacher evaluations or that state test scores were used to assess student growth for teacher evaluations was specified	TL2. Currently, to what extent does student growth evidence factor into the overall teacher evaluation? For example, student growth may be a "significant" factor in evaluations or have a specific weight (such as 20 percent) in the overall teacher evaluation. If this varies for different types of teachers, please describe this variation. TL3. Are any of the following measures used to assess student growth for teacher evaluations? a. State test scores; b. Scores on standardized assessments other than state tests; c. Some other measure of achievement (Please specify) [Note: TL1 (shown in the next row) was also used to address the practice in this row. Specifically, the practice in this row was coded as 0 if, among other things, the response to TL1 was "no teachers."]
Using multiple performance measures for teacher evaluations	TL1. Currently, are measures of student growth a required component of teacher evaluations? TL8. Apart from the student growth measures just addressed, which of the following other measures of teacher performance are currently used by your school for teacher evaluations? If a particular measure is used only for some teachers, please specify the types of teachers for whom the measure is used. a. Classroom observations conducted by the principal; b. Classroom observations conducted by someone other than the principal (such as a peer or mentor teacher); c. Self-assessment; d. Peer assessments; e. Portfolios or other artifacts of teacher practice; f. Student work samples; g. Student surveys or other feedback; h. Parent surveys or other feedback
Using teacher evaluation results to inform decisions about compensation	TL14. Currently, do teacher evaluation results contribute to decisions about annual salary increases for teachers in your school? TL16. Currently, do teacher evaluation results contribute to the decision to provide bonuses or other performance-based compensation (other than annual salary increases) for teachers in your school?
Reviewing the strengths and competencies of instructional staff for the purposes of hiring or removing staff	TA16. Since July 2010, did your school review the strengths and competencies of all existing instructional staff to assess the extent to which they were likely to be successful working in a school turnaround or improvement context? TA18. Since July 2010, did your school remove instructional staff through firing or counseling out as part of school improvement efforts? TA20. Since July 2010, did your school hire a significant number of new staff (at least 50 percent of staff or more) as part of school improvement efforts? TA21. Were these new hires assessed for whether they possessed specific strengths or competencies deemed important to be successful working in a school turnaround or improvement context?
Providing instructional staff with PD that consisted mostly or entirely of multiple-session events	TA23. How would you characterize the nature of the professional development activities provided to instructional staff in your school this year in terms of the following characteristics? For example, focusing on the first row below, would you say that all, most, roughly half, few, or none of the professional development provided to instructional staff this school year were single-session, one-time events? b. Multiple-session events

Table D.2 (continued)

Practice	Survey Questions Addressing the Teacher and Principal Effectiveness Practice
Providing instructional staff with PD that focused on transitioning to Common Core State Standards, aligning instruction to state standards, or strategies for turning around a low-performing school	TA22. Which of the following topics have been a focus of the professional development provided to instructional staff this school year? a. Transitioning to the Common Core State Standards; b. Aligning instruction to state standards; f. Strategies for turning around a low-performing school (Please specify)
Providing staff with PD that involved educators working collaboratively or was facilitated by school leaders or coaches	TL27. Currently, does your school offer increased induction support (above and beyond that provided to all novice teachers in the district) for novice teachers in this school? TL28. Within the past year, has your school engaged in any of the following activities? a. Provided additional professional development, mentoring, and/or instructional coaching to teachers and/or school leaders (such as principals, assistant principals, or department heads); b. Improved opportunities for collaboration such as common planning time DA3. Within the past year, did any of the following activities related to data use occur in your school? If so, how often did they occur (daily, weekly, monthly, a few times per year, or once per year)? e. School leaders coached teachers on the use of data to improve instruction; g. Teachers met with each other to discuss data on their students/classes. DA6. Does your school provide scheduled time for teachers to examine data, either on their own or in collaboration with other teachers or school administrators? TA33. Currently, do all, some, or no teachers in your school have common planning time to meet in teams? If some (but not all) teachers have common planning time, please specify which teachers have common planning time. TA23. How would you characterize the nature of the professional development activities provided to instructional staff in your school this year in terms of the following characteristics? For example, focusing on the first row below, would you say that all, most, roughly half, few, or none of the professional development provided to instructional staff this school year were single-session, one-time events? c. Involved practice in the classroom
Providing staff with PD that was focused on understanding and addressing student learning needs (including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies based on data)	DA9. This school year, has your school received any professional development, training, or technical assistance to help school administrators and/or teachers access data, navigate data systems, or interpret and use data to improve and/or differentiate instruction? If so, please indicate the total number of hours of professional development, training, or technical assistance provided to school administrators and/or teachers this school year on these topics. DA1. During the current school year, for which of the following purposes has your school used data? e. To inform professional development offerings (for example, identify specific content or skills in which teachers need assistance or support)

Table D.2 (continued)

Practice	Survey Questions Addressing the Teacher and Principal Effectiveness Practice
	TL10. Currently, are teacher evaluation results used to guide decisions about what professional development and support is offered, recommended, or required for individual teachers in your school? TA22. Which of the following topics have been a focus of the professional development provided to instructional staff this school year? c. Instructional strategies (Please specify which instructional strategies were part of the professional development); d. Using data to improve and/or differentiate instruction (Please specify the specific strategies to improve and/or differentiate instruction that were part of the professional development)
Providing staff with PD designed with input from school staff	TA23. How would you characterize the nature of the professional development activities provided to instructional staff in your school this year in terms of the following characteristics? e. Were designed with input from school staff
Using data to evaluate the success of PD offerings	DA1. During the current school year, for which of the following purposes has your school used data? f. To evaluate the success of professional development offerings
Implementing strategies, such as financial incentives or more flexible work conditions, that were designed to recruit, place, and retain staff	TL18. Currently, are teacher evaluation results used to guide decisions about career advancement for teachers in your school? TL26. Currently, do teachers and/or the principal at your school have the opportunity to receive any of the following financial incentives? a. Signing/recruitment bonuses for beginning to work in this school; b. Retention bonuses for continuing to work in the school; c. Performance bonuses; d. Increased annual compensation other than bonuses; e. Loan forgiveness; f. Tuition reimbursement; g. Housing; h. Financial incentives targeted towards increasing the number of staff with English language learner expertise in the school TL28. Within the past year, has your school engaged in any of the following activities? g. Offered more flexible work conditions (for example, more flexible schedule); h. Increased use of aides/paraprofessionals
Using teacher evaluation results as the primary consideration in reductions in force and excessing decisions or having teacher assignment policies that allow for principal discretion to decide which staff to hire for the school	TL13. Currently, are teacher evaluation results, rather than seniority, the primary consideration in reductions in force and excessing decisions for your school (if your school were to reduce the size of its faculty)? TL25. Do current teacher-assignment policies for your school allow for principal discretion or authority to decide which staff to hire for your school? If yes, please describe the discretion or authority available to your school's principal when making hiring decisions.
Measures of student achievement growth were used for principal evaluations and the extent to which student achievement growth must factor into principal evaluations was specified	TL20. Currently, to what extent does student growth factor into the overall principal evaluation? For example, student growth may be a "significant" factor in evaluations or have a specific weight (such as 20 percent) in the overall principal evaluation. [Note: TL19a (shown in the next row) was also used to address the practice in this row. Specifically, the practice in this row was coded as 0 if, among other things, the response to TL19a was "no."]
Using multiple performance measures for principal evaluations	TL19. Currently, which of the following measures are used to evaluate the performance of your school's principal? a. Student growth measures; b. Self-assessment; c. District administrator input; d. School staff surveys or other feedback; e. Student surveys or other feedback

Table D.2 (continued)

Practice	Survey Questions Addressing the Teacher and Principal Effectiveness Practice
Principal evaluation results were used to inform decisions about compensation	TL22. Currently, do principal evaluation results contribute to decisions about annual salary increases for the principal of your school? TL24. Currently, do principal evaluation results contribute to the decision to provide bonuses or performance-based compensation to the principal of your school?
School has a new principal	TA13. Did your school get a new principal between July 2010 and June 2011? TA14. Did your school get a new principal between July 2011 and today?
State or district provides the principal or other school leaders with PD on analyzing and revising budgets or strategies for turning around a low-performing school	TL29. During the current school year, have the state and/or district provided professional development or other support to the principal and/or other leaders of this school on any of the following topics? f. Analyzing and revising budgets to use resources effectively; g. Strategies for turning around a low-performing school
State or district provides the principal or other school leaders with PD on identifying effective instructional staff for leadership positions and supporting them in these positions	TL29. During the current school year, have the state and/or district provided professional development or other support to the principal and/or other leaders of this school on any of the following topics? b. Identifying effective instructional staff for leadership positions and supporting them in such positions
State or district uses principal evaluation results to develop the principal's PD or provides the principal with PD on aligning teachers' PD with evaluation results	TL29. During the current school year, have the state and/or district provided professional development or other support to the principal and/or other leaders of this school on any of the following topics? a. Aligning professional development with teacher evaluation results TL21. Currently, are principal evaluation results used to develop professional development and/or support plans specifically for the principal of your school?
Principals have the opportunity to receive financial incentives designed to recruit, place, and retain staff	TL26. Currently, do teachers and/or the principal at your school have the opportunity to receive any of the following financial incentives? a. Signing/recruitment bonuses for beginning to work in this school; b. Retention bonuses for continuing to work in the school; c. Performance bonuses; d. Increased annual compensation other than bonuses; e. Loan forgiveness; f. Tuition reimbursement; g. Housing; h. Financial incentives targeted towards increasing the number of staff with English language learner expertise in the school

Source: Surveys of school administrators in spring 2012.

Note: DA indicates that the question came from the data systems module of the survey. TA indicates that the question came from the school turnaround module of the survey. TL indicates that the question came from the teachers and leaders module of the survey.

Table D.3. Survey Questions Addressing the Learning Time and Community-Oriented Schools Topic Area Practices

Practice	Survey Questions Addressing the Learning Time and Community-Oriented Schools Practice
Using schedules and strategies that provide increased learning time or increasing the number of hours per year that school was in session	TA24. Does your school schedule currently use or offer any of the following? a. block scheduling; b. Before- and/or after-school instruction; c. Weekend instruction; d. Summer instruction TA27. In the current school year, how many hours per day is your school in session for students? If the number of hours per day that your school is in session varies by day of the week, please record the number of hours per day that your school is in session for each day of the week in the box below. TA29. In the current school year, how many days per year is your school in session for students? TA28. In the 2009–2010 school year, how many hours per day was your school in session for students? If the number of hours per day that your school was in session varied by day of the week, please record the number of hours per day that your school was in session for each day of the week in the box below. TA30. In the 2009–2010 school year, how many days per year was your school in session for students?
Changing policies or strategies related to parent or community engagement	TA12. Since July 2010, did your school implement changes to any of the following? i. Policies or strategies related to parent and/or community engagement
State or district provided professional development on working with parents or creating a safe school environment	TL29. During the current school year, have the state and/or district provided professional development or other support to the principal and/or other leaders of this school on any of the following topics? c. Working with parents; d. Integrating cultural sensitivity into the school environment TL28. Within the past year, has your school engaged in any of the following activities? e. Enhanced safety measures in the building; I. Increased use of volunteers (for example, parents)
Changing discipline policies	TA12. Since July 2010, did your school implement changes to any of the following? g. Discipline policies
Guiding the development and implementation of, or making changes to, nonacademic supports or enrichment programs for students	DA1. During the current school year, for which of the following purposes has your school used data? c. To guide development and implementation of nonacademic supports or enrichment programs (for example, identify how many and which students need counseling) TA12. Since July 2010, did your school implement changes to any of the following? h. Nonacademic supports (for example, mental health supports) for students

Source: Surveys of school administrators in spring 2012.

Note: DA indicates that the question came from the data systems module of the survey. TA indicates that the question came from the school turnaround module of the survey. TL indicates that the question came from the teachers and leaders module of the survey.

Table D.4. Survey Questions Addressing the Operational Flexibility and Support Topic Area Practices

Practice	Survey Questions Addressing the Operational Flexibility and Support Practice
School has primary responsibility for budget, hiring, discipline, or school year length decisions	TA40. Currently, does your school, the district, or the state have primary responsibility for decisions in each of the following areas for your school? a. Setting student discipline policies; b. Developing the school budget; c. Establishing the curriculum (including core texts); d. Setting student assessment policies (on assessments other than state-mandated tests); e. Staff hiring, discipline, and dismissal; f. Determining the length of the school day; g. Determining the length of the school year; h. Setting requirements for professional development
State, district, or an external support provider sponsored by the state or district provided training or technical assistance to support school improvement efforts or that the school received support to help administrators and teachers use data to improve instruction	DA8. This school year, has your school received any of the following types of support to help school administrators and/or teachers access and use data to improve and/or differentiate instruction? For each type of support received, please specify the nature of the support that your school received. For example, if funding was received, please specify how much funding and the purposes for which the funds were used (for example, to buy hardware or software, to develop or improve data systems, or to provide training to teachers on the analysis and use of data). a. Funds to support school investments related to data use; for example, funds to buy hardware or software, to develop or improve data systems, or to provide training to teachers on the analysis and use of data (Please specify); b. Hardware or software to facilitate data use (Please specify); c. Materials on how to access and use data to differentiate or improve instruction (Please specify) TA39. Since July 2010, have the state and/or district provided any of the following types of training or technical assistance to your school? Please include assistance provided directly by state or district staff as well as assistance funded by the state or district but provided by someone other than state or district staff, for example, external consultants or staff from a regional office. a. Training or technical assistance on developing and implementing a school improvement plan; b. Training or technical assistance on identifying curricula, instructional strategies, or school reform models that have been shown to be effective at increasing student achievement; c. Training or technical assistance on identifying curricula, instructional strategies, or school reform models that have been shown to be effective at improving college readiness; d. Training or technical assistance on developing strategies to recruit and retain more effective teachers TA41. Does your school currently have a state- or district-sponsored external support provider(s) or consultant(s) that regularly provides technical assistance to your school administrators or instructional staff around school improvement efforts?

Source: Surveys of school administrators in spring 2012.

Note: DA indicates that the question came from the data systems module of the survey. TA indicates that the question came from the school turnaround module of the survey.

APPENDIX E

ADDITIONAL INFORMATION ABOUT ENGLISH LANGUAGE LEARNER-FOCUSED ANALYSES FOR THE SIG COMPONENT OF THE EVALUATION

This appendix contains additional information that is directly related to the English language learner (ELL)-focused analyses presented in Chapter V. Section A of this appendix lists the school administrator survey questions that address the ELL-focused practices aligned with the School Improvement Grant (SIG) application criteria (Table E.1).

Section B of this appendix presents findings from an analysis of the extent to which *district* administrators reported using ELL-focused practices promoted by SIG in spring 2012. These findings shed light on the extent to which districts reported providing support to schools for ELL-focused practices. We first present the ELL-focused practices aligned with the SIG application criteria and the district interview questions that addressed them (Table E.2). For readers interested in districts' reported usage of an individual ELL-focused practice listed in Table E.2, we present the extent to which districts reported using the individual ELL-focused practices aligned with the SIG application criteria (Figure E.1). We then present a series of figures that display the results. We present an analysis of districts' overall usage of ELL-focused practices aligned with the SIG application criteria (Figure E.2) and findings on reported usage of ELL-focused practices by districts with above- or below-median ELL populations (Figure E.3) and above- or below-median ELL/non-ELL achievement gaps (Figure E.4).

One important difference between the figures shown in Chapter V of the report and section B of this appendix is that the latter have no comparison group. All districts in the study sample included schools that were and were not implementing a SIG-funded intervention model. Therefore, in section B, we are not presenting comparisons between districts; rather, we are presenting descriptive information about the ELL-focused practices that study districts reported using.

A. School Survey Questions Addressing the ELL-Focused Practices

Table E.1. School Survey Questions Addressing the ELL-Focused Practices

ELL-Focused Practice	Survey Questions
Teachers have the opportunity to receive financial incentives designed to increase the number of staff with ELL expertise	TL26. Currently, do teachers and/or the principal at your school have the opportunity to receive any of the following financial incentives? h. Financial incentives targeted towards increasing the number of staff with ELL expertise in the school
Principals have the opportunity to receive financial incentives designed to increase the number of staff with ELL expertise	TL26. Currently, do teachers and/or the principal at your school have the opportunity to receive any of the following financial incentives? h. Financial incentives targeted towards increasing the number of staff with ELL expertise in the school
Using data on ELLs to inform and differentiate instruction	DA2. During the current school year, for which of the following purposes has your school used data on ELLs? If your school does not have ELLs select- NA. a. To make decisions about students' entry into or exit from ELL status; b. To place ELLs into specialized programs and/or classes; c. To track the progress of current ELLs; d. To track the progress of former ELLs; e. To inform/improve/differentiate instruction for ELLs

Table E.1. *(continued)*

ELL-Focused Practice	Survey Questions
	DA3. Within the past year, did any of the following activities related to data use occur in your school? If so, how often did they occur (daily, weekly, monthly, a few times per year, or once per year)? For item b below, if your school does not have ELLs, select –NA. b. District staff met with you and/or other school staff specifically to review student performance data on ELLs TA36. Which of the following strategies/approaches does your school currently use to meet the needs of your school's ELLs? If your school does not have ELLs, select –NA. g. Use data on ELLs in school decision making
Implementing strategies, supports, or professional development to meet the needs of ELLs	TA12. Since July 2010, did your school implement changes to any of the following? For item e below, if your school does not have ELLs, select –NA. e. Strategies to meet the needs of ELLs TA22. Which of the following topics have been a focus of the professional development provided to instructional staff this school year? For item e below, if your school does not have ELLs, select –NA. e. Meeting the needs of ELLs TA36. Which of the following strategies/approaches does your school currently use to meet the needs of your school's ELLs? If your school does not have ELLs, select –NA. a. Use a curriculum that specifically addresses ELLs needs (Please specify); b. Implement instructional strategies that specifically address ELLs instruction, or increased progress testing of ELLs (Please specify); c. Provide instruction programs specifically designed for ELLs (such English as a second language or bilingual programs) (Please specify); d. Provide specialized classes for ELLs (such as newcomer class, sheltered content class) (Please specify); f. Provide professional development for teacher on providing instruction to ELLs DA2. During the current school year, for which of the following purposes has your school used data on ELLs? If your school does not have ELLs select- NA. f. To identify professional development needs for teachers of ELLs; g. To assess teacher effectiveness with ELLs DA3. Within the past year, did any of the following activities related to data use occur in your school? If so, how often did they occur (daily, weekly, monthly, a few times per year, or once per year)? For item f below, if your school does not have ELLs, select –NA. f. School leaders coached teachers on the use of data specifically to improve instruction on ELLs TL29. During the current school year, have the state and/or district provided professional development or other support to the principal and/or other leaders of this school on any of the following topics? e. Ensuring that ELLs acquire the language skills needed to master academic content TA32. Is your school currently using any of the following methods to organize classes or other groups of students for instruction? For item e below, if your school does not have ELLs, select –NA. e. Specialized classes for ELLs (such as newcomer class, English as a second language, sheltered content).
Providing additional services for ELLs (such as tutors, bilingual aides, or an after-school program)	TA36. Which of the following strategies/approaches does your school currently use to meet the needs of your school's ELLs? If your school does not have ELLs, select –NA. e. Provide additional services for ELLs (such as tutors, bilingual aides, after-school program) (Please specify)
Receiving supports from the state or local education agency to use data on ELLs to improve or differentiate instruction	DA10. This school year, has your school received any of the following supports to help your school access and use data related to ELLs to improve and/or differentiate instruction for these students? For each type of support received, please describe the nature of the support received. If your school does not have ELLs, select –NA. a. Support to help school staff use data to track the performance of ELLs (Please specify); b. Supports to help school staff use data to improve or differentiate for ELLs (Please specify)

Source: Surveys of school administrators in spring 2012.

ELL = English language learner; NA = not applicable.

B. Analysis of Districts' Reported Usage of ELL-Focused Practices Aligned with SIG Application Criteria

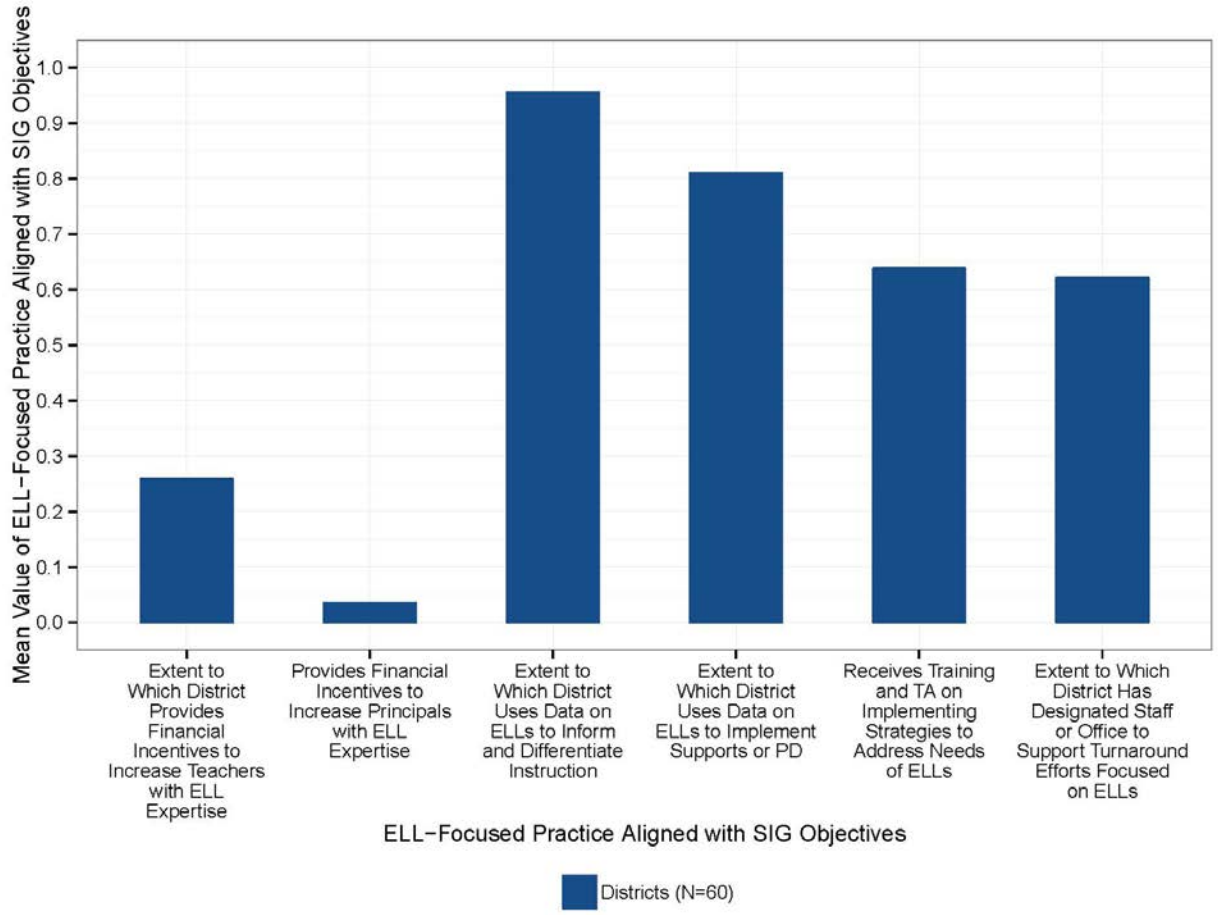
Table E.2. District Interview Questions Addressing the ELL-Focused Practices

ELL-Focused Practice	Interview Questions
Teachers have the opportunity to receive financial incentives designed to increase the number of staff with ELL expertise	TL29a. Currently, which of the following types of financial incentives are offered by your district to teachers working in SIG grantee schools that are implementing one of the four intervention models specified by the U.S. Department of Education? h. Financial incentives targeted toward increasing the number of staff with ELL expertise in these schools TL30. Does your district currently use any of the following other strategies to help recruit and retain effective teachers and/or principals in SIG grantee schools implementing one of the four intervention models? c. Retention or recruitment efforts targets toward increasing the number of staff with ELL expertise in these schools
Principals have the opportunity to receive financial incentives designed to increase the number of staff with ELL expertise	TL29b. Currently, which of the following types of financial incentives are offered by your district to principals working in SIG grantee schools that are implementing one of the four intervention models specified by the U.S. Department of Education? h. Financial incentives targeted toward increasing the number of staff with ELL expertise in these schools
Using data on ELLs to inform and differentiate instruction	DA6. For which of the following purposes do district staff currently use data specifically on ELLs from either the state longitudinal data system or a district data system? a. To make decisions about students' entry into and/or exit from ELL status; b. To place ELLs into specialized programs and/or classes; c. To track the progress of current ELLs; d. To track the progress of former ELLs; e. To inform/improve/differentiate instruction for ELLs
Using data on ELLs to implement supports or professional development	DA6. For which of the following purposes do district staff currently use data specifically on ELLs from either the state longitudinal data system or a district data system? f. To identify professional development needs for teachers of ELLs; g. To assess teacher effectiveness with ELLs TA26. For which groups does the district provide this additional district-wide support and programs? a. ELLs
Receiving training and technical assistance on identifying and implementing strategies to address the needs of ELLs	TA42. This school year, which of the following types of training and/or technical assistance has the state provided to your district to support the improvement efforts of the persistently lowest-achieving schools in the district? Please report technical assistance provided directly by state staff as well as technical assistance funded by the state but provided by someone other than state staff, for example, an external consultant or staff from a regional office. g. Training or technical assistance on identifying and implementing strategies to address the needs of ELLs
Have designated staff or a designated office to support turnaround efforts focused on ELLs	TA9. Currently, does the district have any of the following organizational or administrative structures in place that are specifically intended to support school turnaround efforts focused on ELLs? a. District has explicitly designated staff to support school turnaround efforts focused on ELLs (but no designated office); b. District has an office explicitly designated to support school turnaround efforts focused on ELLs (with designated staff)

Source: Interviews with district administrators in spring 2012.

ELL = English language learner.

Figure E.1. Districts' Reported Usage of Individual ELL-Focused Practices Aligned with SIG Objectives, Spring 2012

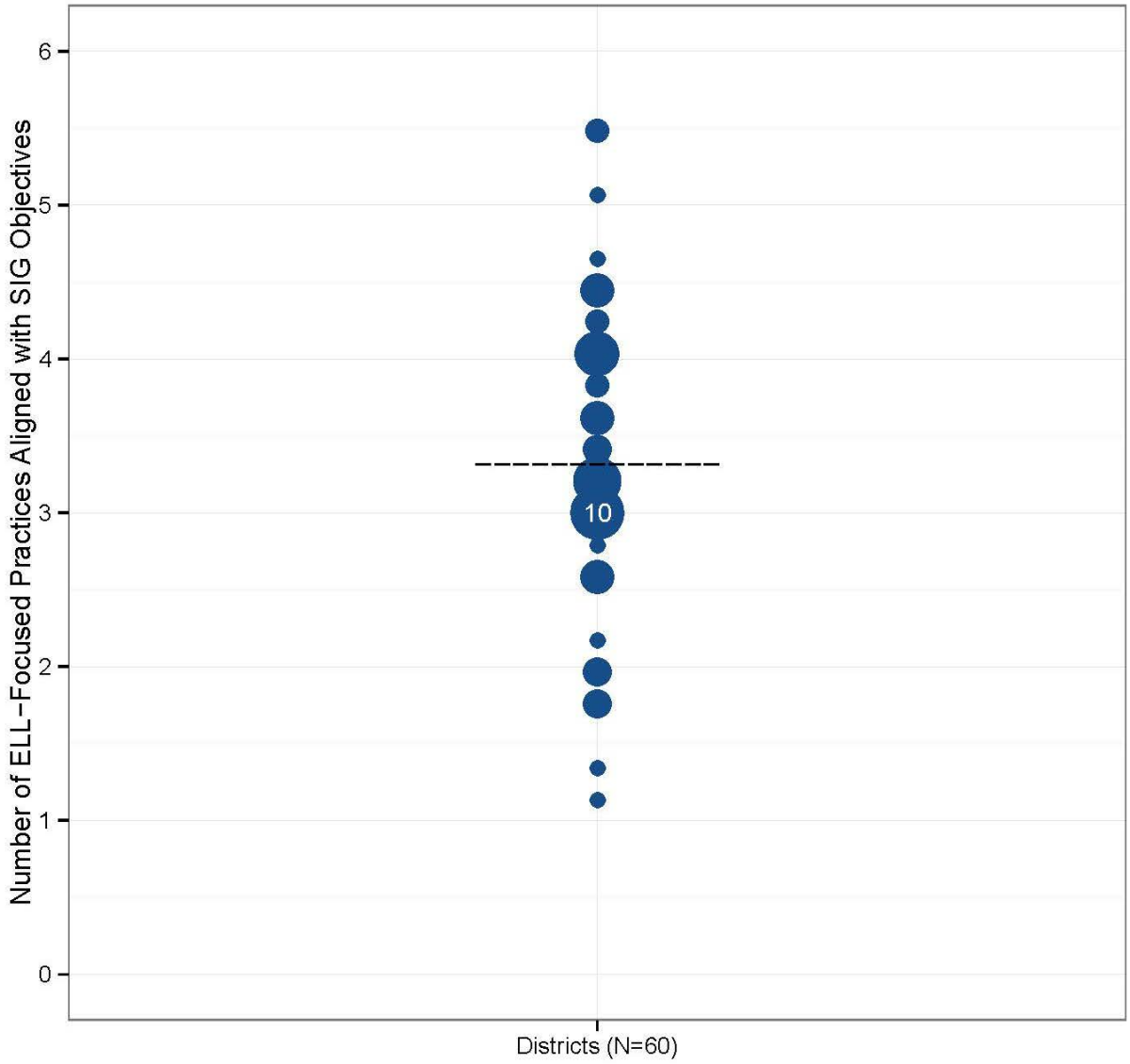


Source: Interviews with district administrators in spring 2012.

Note: As described in Chapter II, we selected interview questions that addressed the ELL-focused practices aligned with the SIG application selection criteria. The practices shown on the horizontal axis of this figure are listed in Table E.2. As described in Chapter II, for each ELL-focused practice aligned with the SIG application criteria for which we identified one or more interview questions that addressed the practice, we constructed a variable ranging from zero to one, with a value of one indicating that the district responded "yes" to all the interview questions selected for that practice. The height of each bar represents the mean value of the ELL-focused practice (on a scale of zero to one) for each district. For some of the practices shown in this figure, multiple interview questions aligned with that practice. In the figure, we indicate this using the words "extent to which" at the beginning of the practice, to emphasize that the level of usage of that practice is measured using multiple interview questions (as opposed to a single, binary measure of whether that practice was used).

ELL = English language learner; PD = professional development; TA = technical assistance.

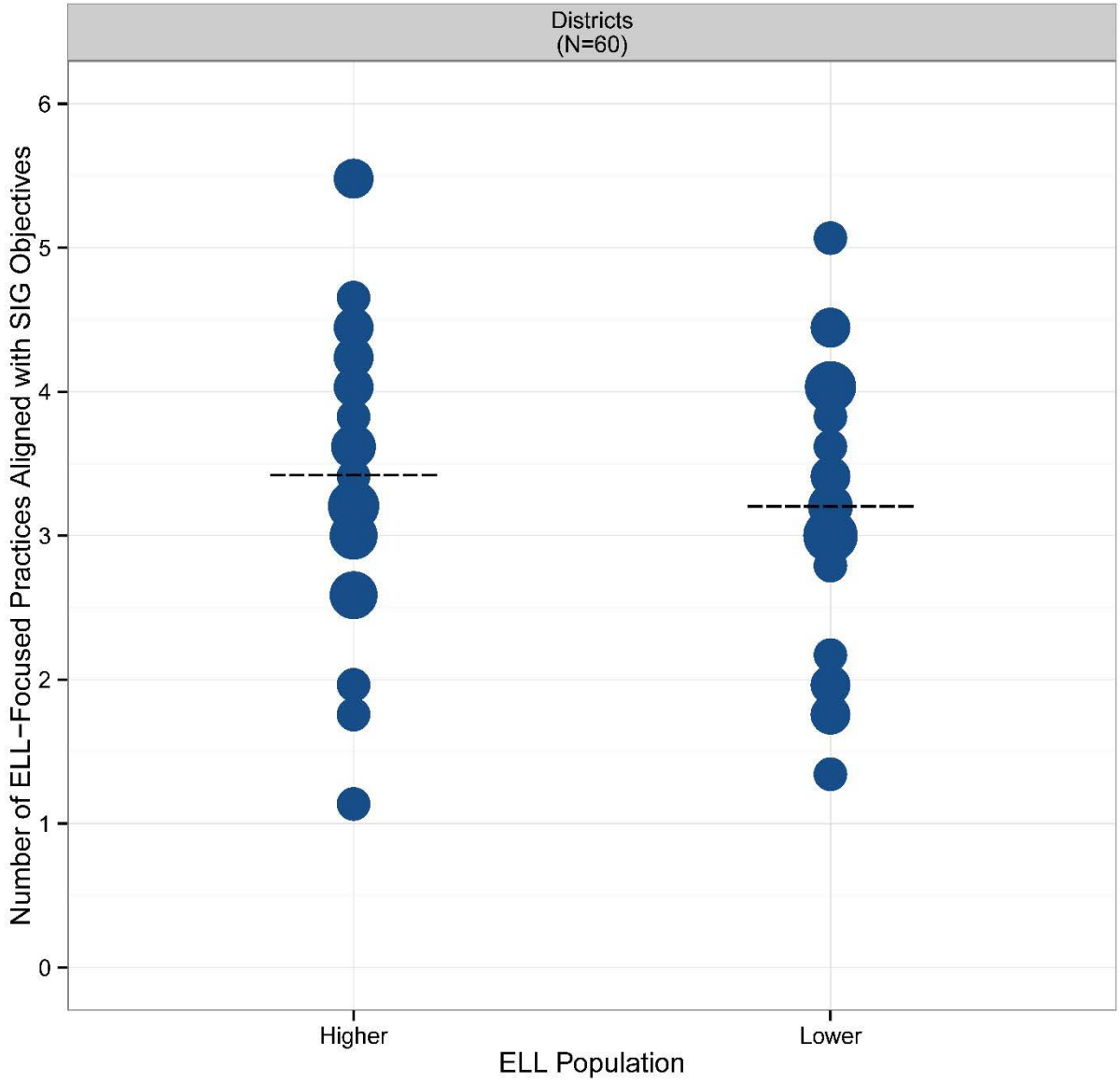
Figure E.2. Districts' Reported Usage of ELL-Focused Practices Aligned with SIG Objectives, Spring 2012



Source: Interviews with district administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table E.2. Each dot in this figure represents the number of districts that reported using a particular number of ELL-focused practices (out of six examined) that were aligned with the SIG application criteria. The number inside each dot is the number of districts represented by the dot; dots that represent less than 10 districts have no number inside. For example, 10 districts reported using three of the six ELL-focused practices aligned with the SIG application criteria. For three of the ELL-focused practices, a "yes" response received one point. In the other three cases, it was possible for a school to receive a fraction of one point. See Chapter II for details on the way in which the number of ELL-focused practices was determined for each district. The dashed line denotes the average number of ELL-focused practices for each district.

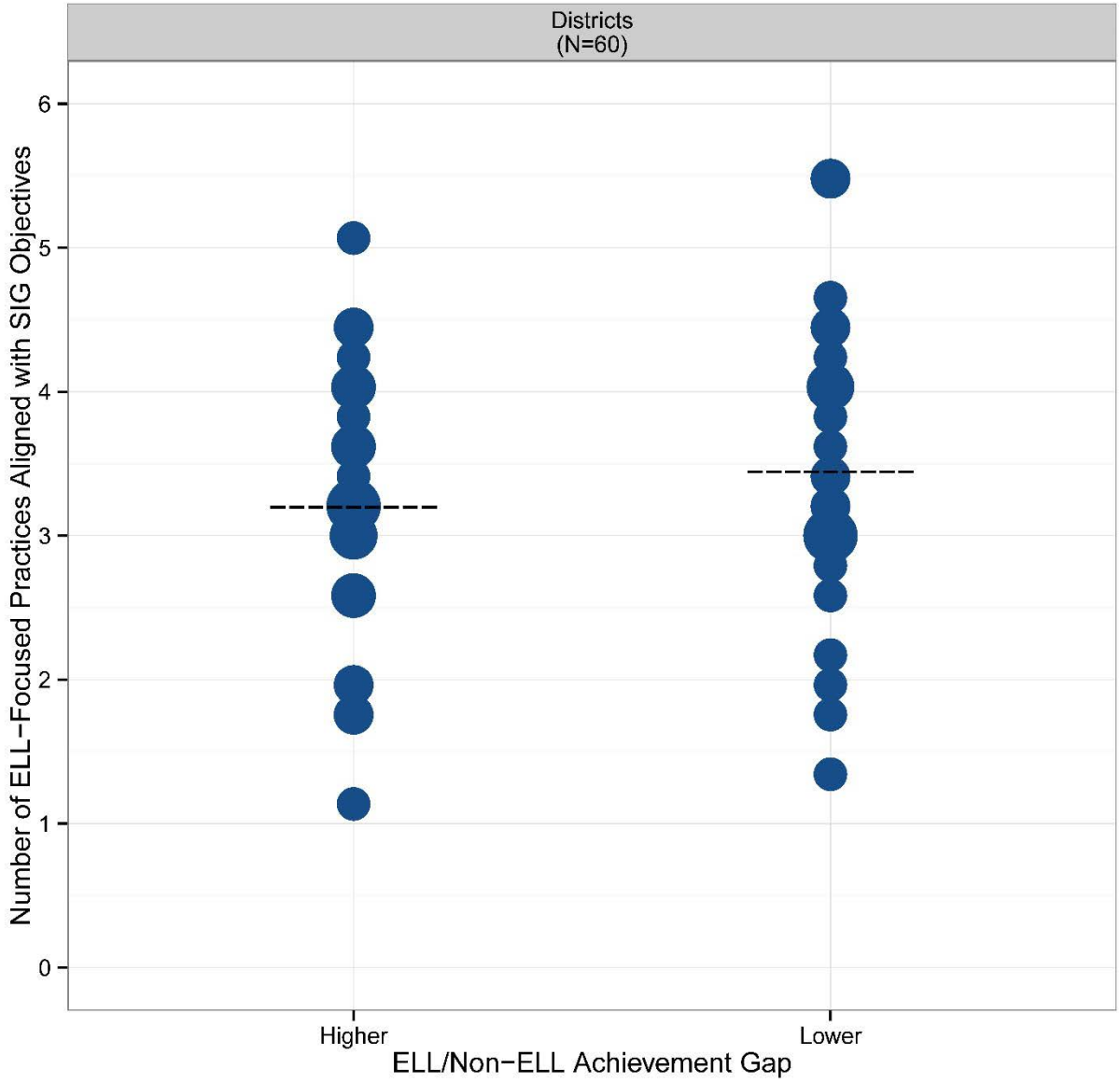
Figure E.3. Districts' Reported Usage of ELL-Focused Practices Aligned with SIG Objectives, By ELL Population, Spring 2012



Source: Interviews with district administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table E.2. The figure shows the number of ELL-focused practices that districts reported using, by districts that had higher and lower ELL populations. Each dot in this figure represents the number of districts that reported using a particular number of ELL-focused practices (out of six examined) that were aligned with the SIG application criteria. Each dot in this figure represents less than 10 districts, so the numbers inside the dots have been removed to protect respondent confidentiality. For three of the ELL-focused practices, a "yes" response received one point. In the other three cases, it was possible for a school to receive a fraction of one point. See Chapter II for details on the way in which the number of ELL-focused practices was determined for each district. The dashed line denotes the average number of ELL-focused practices for each district. There were no statistically significant differences between districts with higher and lower ELL populations at the 0.05 level using a two-tailed test.

Figure E.4. Districts' Reported Usage of ELL-Focused Practices Aligned with SIG Objectives, By ELL/Non-ELL Achievement Gap, Spring 2012



Source: Interviews with district administrators in spring 2012.

Note: The practices summarized in this figure are presented in Table E.2. The figure shows the number of ELL-focused practices that districts reported using, by districts that had higher and lower achievement gaps between ELL and non-ELLs. Each dot in this figure represents the number of districts that reported using a particular number of ELL-focused practices (out of six examined) that were aligned with the SIG application criteria. Each dot in this figure represents less than 10 districts, so the numbers inside the dots have been removed to protect respondent confidentiality. For three of the ELL-focused practices, a "yes" response received one point. In the other three cases, it was possible for a school to receive a fraction of one point. See Chapter II for details on the way in which the number of ELL-focused practices was determined for each district. The dashed line denotes the average number of ELL-focused practices for each district. There were no statistically significant differences between districts with higher and lower ELL/non-ELL achievement gaps at the 0.05 level using a two-tailed test.