

Effecting Change with School Improvement Funds

A conversation with
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and
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Objectives

- To share information about how states and districts across the nation are using innovative strategies with School Improvement Funds to seed success
- To highlight federal School Improvement Fund requirements, including the evaluation of program effectiveness
- To share challenges state education agencies have faced in working with these funds in the past

Agenda

- 2:00 Welcome
 Sharon Harsh, ARCC
- Agenda Overview and Introductions
 Donna Carr & Laurene Johnson, ARCC ; Tracy Runfola, MACC
- 2:15 School Improvement Funds: Leveraging Change
 Carlas McCauley, U.S. Department of Education
 Jim Kohlmoos, Knowledge Alliance
- 2:30 Use of Funds: Sharing Innovative Strategies
 Carlas McCauley
- 2:50 Preconference Questions
- 3:00 SEA Support: Connecting to Technical Assistance
 Jim Kohlmoos
- 3:10 Question & Answer Session
 Carlas McCauley & Jim Kohlmoos
- 3:25 Closing
 Marilyn Muirhead, MACC

School Improvement Funds: Leveraging Change

Presented by
Carlas McCauley and Jim Kohlmoos

Purpose

- To help SEAs and LEAs address the needs of schools in improvement, corrective action, and restructuring in order to improve student achievement.
- In conjunction with funds reserved under section 1003(a), School Improvement Funds are to be used to leverage change and improve technical assistance under sections 1116 and 1117 of Title I Part A.

Funding level

FY 2008: \$491,265,000

Public and Political Support for School Improvement

Presented by Jim Kohlmoos

Polling Question 1

Program Requirements

Presented by Carlas McCauley

Each SEA and LEA that receives funds must implement at least one of several school improvement strategies and evaluate the following measureable outcomes.

Measureable Outcomes

1. The numbers and percentages of students who score proficient in reading/language arts and mathematics, as measured by SEA assessments given annually in Grades 3-8 and once in high schools, increase in LEAs and schools receiving School Improvement Funds.

Measurable Outcomes

2. LEAs and schools receiving School Improvement Funds make adequate yearly progress and move out of improvement status.

Measurable Outcomes

3. LEAs and schools receiving School Improvement Funds make decisions regarding the use of these funds based on data and create systems of continuous feedback and improvement.

School Improvement Strategies

1. Provide customized technical assistance and/or professional development that is
 - a) designed to build the capacity of LEA and school staff to improve schools and
 - b) informed by student achievement and other outcome-related measures.

School Improvement Strategies

2. Utilize research-based strategies or practices to change instructional practice to address the academic achievement problems that caused the school to be identified for improvement, corrective action, or restructuring.

School Improvement Strategies

3. Create partnerships among the SEA, LEAs, and other entities for the purpose of delivering technical assistance, professional development, and management advice.

Polling Question 2

School Improvement Strategies

4. Provide professional development to enhance the capacity of school support team members and other technical assistance providers who are part of the statewide system of support and ensure that professional development is informed by student achievement and other outcome-related measures.

School Improvement Strategies

5. Implement other strategies determined by the SEA or LEA, as appropriate, for which data indicate a strong likelihood of improved teaching and learning in schools identified for improvement, corrective action, or restructuring.

Polling Question 3

Use of Funds: Sharing Innovative Strategies

School Improvement Funds can be used by state systems of support to provide assistance to districts and schools in need of improvement.

Some states have asked the following questions about state systems of support:

Preconference questions

Developing District Networks

1. What about having districts within a state partner so that they can pool their knowledge and resources? Do you think this approach might have merit, and is it being considered in the states?

Conducting Comprehensive Needs Assessments

2. We would like to cross-train SEA staff to conduct comprehensive needs assessments in districts. Can we use our SIF funds for this training?

Other

3. Can you share some positive results that have been seen with the uses of last year's monies?

SEA Support: Connecting to Technical Assistance

Presented by Jim Kohlmoos

Polling Question 4

Conference Questions & Answers

Please type your questions into the text chat box at the bottom left corner of the Wimba window.

Evaluation

- The staff at Appalachia Regional Comprehensive Center and Mid-Atlantic Comprehensive Center value your feedback about today's session.
- Please take a few minutes to complete our evaluation survey at <http://www.edvantia.org/surveys/arccwebcasts>

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