

Virginia / Support for School Improvement (SSI)

Indicator Report - School Indicators

Transformation Toolkit

Transformation Toolkit - Strand A: Establishing and Orienting the District Transformation Team

- A1 The LEA has an LEA transformation team. (879)
- A2 The LEA has assessed its LEA capacity to support transformation. (880)
- A3 The LEA provides LEA transformation team members with information on what the LEA can do to promote rapid improvement. (882)
- A4 KEY The LEA has designated an internal lead partner for each transformation school. (883)

Transformation Toolkit - Strand B: Moving Toward School Autonomy

- B1 The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support transformation. (884)
- B2 The LEA has reoriented its culture toward shared responsibility and accountability. (885)
- B3 KEY The LEA has established performance objectives for each transformation school. (886)
- B4 The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities. (887)
- B5 The LEA has established a turnaround office or zone (to also include transformations and other models). (888)
- B6 KEY The LEA negotiates union waivers if needed. (889)

Transformation Toolkit - Strand C: Selecting a Principal and Recruiting Teachers

- C1 KEY The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a transformation leader. (890)
- C2 The LEA advertises for principal candidates in local newspapers, publications such as Education Week, regional education newsletters or web sites; alternatively, engage a search firm. (891)
- C3 The LEA has an established policy and process/rubric for screening principal candidates. (892)
- C4 The LEA has an established process for preparing to interview candidates. (893)
- C5 KEY The LEA has an established criteria and format for interviewing candidates. (894)
- C6 KEY The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (895)
- C7 KEY The LEA has a plan and process in place to establish a pipeline of potential turnaround leaders. (896)
- C8 KEY The LEA has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (897)

Transformation Toolkit - Strand D: Working with Stakeholders and Building Support for Transformation

- D1 The LEA/School has assigned transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation. (898)
- D2 The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change. (899)
- D3 KEY The LEA/School has engaged parents and community in the transformation process. (901)
- D4 The LEA/School has support for transformation from all stakeholders. (902)
- D5 The LEA/School has established a positive organizational culture. (903)
- D6 The LEA/School helps stakeholders overcome resistance to change. (904)
- D7 The LEA/School persists and perseveres, but discontinues failing strategies. (905)

Transformation Toolkit - Strand E: Contracting with External Providers

- E1 The LEA has identified potential external providers. (906)
- E2 The LEA has written and issued a request for proposals from potential external providers. (910)
- E3 KEY The LEA has developed a transparent selection criteria for external providers. (911)
- E4 KEY The LEA has reviewed proposals, conducted due diligence, and select provider(s). (912)
- E5 KEY The LEA has negotiated contracts with providers, including goals, benchmarks, and plans to manage assets. (913)
- E6 KEY The LEA has planned for and initiated an ongoing cycle of continuous progress monitoring and adjustment. (914)
- E7 The LEA is prepared to proactively deal with problems and drop strategies that do not work. (915)
- E8 The LEA has a plan for evaluation and has clarified who is accountable for collecting data. (916)

Transformation Toolkit - Strand F: Establishing and Orienting the School Transformation Team

- F1 KEY The LEA has appointed a school transformation team. (917)
- F2 KEY The LEA provides the school transformation team members receive information on what the school can do to promote rapid improvement. (918)

Transformation Toolkit - Strand G: Leading Change (Especially for Principals)

- G1 KEY The principal is a change leader. (919)
- G2 The principal effectively and clearly communicates the message of change. (920)
- G3 The principal collects and acts on data from a variety of sources and in a timely manner. (921)
- G4 The principal, after reviewing the data, seeks quick wins. (922)
- G5 KEY The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions. (923)
- G6 The principal, with the school transformation team, persists and perseveres, but discontinues failing strategies. (924)

Transformation Toolkit - Strand H: Evaluating, Rewarding, and Removing Staff - Evaluating Staff

- H1 KEY The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (925)
- H2 KEY The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (926)
- H3 KEY The principal includes evaluation of student outcomes in teacher evaluation. (927)
- H4 The principal makes the evaluation process transparent. (928)
- H5 The LEA/principal provides training to those conducting teacher evaluations to ensure that they are conducted with fidelity to standardized procedures. (929)
- H6 KEY There is an established procedure for documenting the teacher evaluation process. (931)
- H7 The principal provides timely, clear, constructive feedback to teachers. (932)
- H8 KEY The evaluation process is linked with the LEA's collective and individual professional development programs. (933)
- H9 The LEA/School assesses the evaluation process periodically to gauge its quality and utility. (934)

Transformation Toolkit - Strand H: Evaluating, Rewarding, and Removing Staff - Rewarding Staff

- H10 The LEA/School has created a system for making awards that is transparent and fair. (935)
- H11 The LEA/School has worked with teachers and teachers' union at each stage of developing and implementation the system of awards. (936)
- H12 The LEA/School has implemented a communication plan for building stakeholder support, for the system of awards. (937)
- H13 The LEA/School has secured sufficient funding for long-term program sustainability, for the system of awards. (938)
- H14 KEY The LEA/School has developed a system of providing performance-based incentives for staff using valid data on whether performance indicators have been met. (939)
- H15 KEY The LEA/School has identified and established non-monetary incentives for performance. (940)

Transformation Toolkit - Strand H: Evaluating, Rewarding, and Removing Staff - Removing Staff

- H16 KEY The LEA/School has created several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). (941)
- H17 KEY The LEA/School has established and communicated clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (942)
- H18 KEY The LEA has reformed tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals. (943)
- H19 The LEA has negotiated expedited processes for performance-based dismissals in transformation schools. (944)
- H20 The LEA has formed teams of specialists who are familiar with the rules and regulations that govern staff dismissals. (945)
- H21 KEY The LEA has a team available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers. (946)
- H22 The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees. (947)

Transformation Toolkit - Strand I: Providing Rigorous Staff Development

- I1 KEY The LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise. (948)
- I2 KEY The LEA/School offers an induction program to support new teachers in their first years of teaching. (950)
- I3 KEY The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (951)
- I4 KEY The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (952)
- I5 The LEA/School structures professional development to provide adequate time for collaboration and active learning. (953)
- I6 The LEA/School provides sustained and embedded professional development related to implementation of new programs and strategies. (955)
- I7 The LEA/School sets goals for professional development and monitors the extent to which it has changed practice. (957)
- I8 KEY The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice. (958)
- I9 KEY The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (959)
- I10 The LEA/School creates a professional learning community that fosters a school culture of continuous learning. (960)
- I11 The LEA/School promotes a school culture in which professional collaboration is valued and emphasized. (961)

Transformation Toolkit - Strand J: Increasing Learning Time

- J1 The principal is familiar with research and best practices associated with efforts to increase learning time. (962)
- J2 The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners. (963)
- J3 KEY The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication. (964)
- J4 KEY The LEA/School has allocated funds to support extended learning time, including innovative partnerships. (965)
- J5 The LEA assists school leaders in networking with potential partners and in developing partnerships. (966)
- J6 KEY The LEA/School creates and sustains partnerships to support extended learning. (967)
- J7 KEY The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (968)
- J8 KEY The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (969)

Transformation Toolkit - Strand K: Reforming Instruction

- K1 KEY The school has established a team structure among teachers with specific duties and time for instructional planning. (970)

- K2 KEY The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (971)
- K3 KEY The principal aligns professional development with classroom observations and teacher evaluation criteria. (972)
- K4 KEY The principal ensures that teachers align instruction with standards and benchmarks. (974)
- K5 KEY All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (975)
- K6 KEY All teachers, working in teams, differentiate and align learning activities with state standards. (976)
- K7 KEY All teachers assess student learning frequently using standards-based classroom assessments. (977)
- K8 KEY All teachers, working in teams, prepare standards-aligned lessons. (978)
- K9 KEY All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (979)
- K10 KEY All teachers demonstrate sound homework practices and communication with parents. (980)
- K11 KEY All teachers employ effective classroom management. (981)

REQUIRED for Targeted Interventions - Targeted Intervention Indicators

- TA01 REQUIRED - The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931)
- TA02 REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)
- TA03 REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)

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