

Alignment of Critical Success Factors and ESEA Turnaround Principles

<p>CSF 1: Improve Academic Performance Academic performance is the foundational Critical Success Factor. By ensuring the Critical Success Factors of teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase performance for all students.</p>	<p>ESEA Turnaround Principle: Strengthen the School’s Instructional Program Strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with the State academic content standards</p>
<p>CSF 2: Increase the Use of Quality Data to Drive Instruction Use of quality data to drive instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohsletter, Datnow, & Park, 2008). This CSF emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used (Hamilton, et al., 2009). For example, academic achievement can improve when teachers create regular opportunities to share data with individual students (Black & Williams, 2005). Therefore, it is not only the use of data to drive instructional decision-making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.</p>	<p>ESEA Turnaround Principle: Use of Data to Inform Instruction Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data</p>
<p>CSF 3: Increase Leadership Effectiveness Leadership effectiveness targets the need for leadership on campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Examples of successful school turnaround efforts without effective leadership are rare (Leithwood, Louis, Anderson, & Wahlstrom, 2004).</p>	<p>ESEA Turnaround Principle: Provide Strong Leadership Providing strong leadership by (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with the operational flexibility in the areas of the scheduling, staff, curriculum, and budget</p>
<p>CSF 4: Increase Learning Time Research promotes a three-pronged approach to Increased Learning Time that includes the following elements: (a) increased academic learning time; (b) increased enrichment activities; (c) and increased teacher collaboration and professional development. Increased learning time necessitates strategies that maximize the number of sustained, engaging instructional minutes, the result of which is “higher academic achievement, especially for disadvantaged students” (Jez & Wassmer, 201; Gettinger & Seibert, 2002). To be utilized successfully, increased learning time must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, year-round schedules, block scheduling, using the time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers in ways that continuously strengthen their instructional practices (Chalk Board Project, 2008; Kaplan & Chan, 2011).</p>	<p>ESEA Turnaround Principle: Redesigned School Calendar Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration</p>

<p>CSF 5: Increase Family and Community Engagement Family and community engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services. Parent, family, and community involvement has a direct correlation with academic achievement and school improvement. When school staff, parents, families, and surrounding communities work together to support academic achievement, students tend to earn higher grades, attend school longer and more regularly, and eventually enroll in programs of higher education (Barton, 2003).</p>	<p>ESEA Turnaround Principle: Ongoing Family and Community Engagement Providing mechanisms for family and community engagement</p>
<p>CSF 6: Improve School Climate The connection between school climate and student achievement has been well established in research. Focusing on the development of a campus' climate as a learning environment is fundamental to improved teacher morale and student achievement (Nomura, 1999). Formally assessing and addressing school climate is essential to any school's effort toward successful reform, achievement, and making a difference for underprivileged student groups (California P-16 Council, 2008). Indicators of a positive school climate and welcoming learning environment are increased attendance and reduced discipline referrals. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate (Scales & Leffert, 1999).</p>	<p>ESEA Turnaround Principle: Improve School Environment Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs</p>
<p>CSF 7: Increase Teacher Quality Teacher quality focuses on the need to recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development. Over two decades of research has demonstrated a clear connection between teacher quality and increased student performance. The evidence shows that low-income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers (Nye, Konstantoupoulos, & Hedges, 2004). Students enrolled in successive classes taught by effective teachers show greater gains in student performance than student groups taught by less effective teachers (Sander & Rivers, 1996). LEAs and campuses can have a direct impact on student achievement.</p>	<p>ESEA Turnaround Principle: Ensure Effective Teachers Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job--embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs</p>