

# LEA Application Scoring Form

## SUMMARY PAGE

**Reviewer's Names:** Dr. Julie Ford, Judi Miller, Pat Hill, Carol Ayres, Norma Cregan, RJ Dake, Laura Jones

**USD Name and USD #:** Kansas City Kansas

**Grant Application Name:** Washington High School

Section	Points Awarded
<b>Section A: District Information - 5 Points</b> <ul style="list-style-type: none"><li>✓ Cover Page</li><li>✓ Schools Identified by Tier &amp; Model</li></ul>	<b>2.5/5</b>
<b>Section B: District Information - 20 Points</b> <ul style="list-style-type: none"><li>✓ Explanation of Exploration &amp; Adoption Process (6 Steps)</li></ul>	<b>16/20</b>
<b>Part One: Section C - 30 Points</b> <ul style="list-style-type: none"><li>✓ Descriptive Information for Each School in Tier I and Tier II<ul style="list-style-type: none"><li>▪ Needs Assessment</li><li>▪ Selection of Intervention Model</li><li>▪ School Capacity</li><li>▪ Timeline and Goal Setting</li></ul></li></ul>	<b>14/30</b>
<b>Part Two: Section D - 25 Points</b> <ul style="list-style-type: none"><li>✓ Questions Specific to the Intervention Model<ul style="list-style-type: none"><li>▪ Turnaround Model</li><li>▪ Restart Model</li><li>▪ Transformation Model</li><li>▪ School Closure Model</li></ul></li></ul>	<b>9/25</b>
<b>Section E: Budget - 20 Points</b> <ul style="list-style-type: none"><li>✓ District Budget Provided</li><li>✓ Individual School Budgets Provided</li><li>✓ Detailed Explanation for each line item in the budget</li></ul>	<b>18/20</b>
<b>TOTAL SCORE FOR APPLICATION-100</b>	<b>59.5/100</b>

Status of District: (Circle One): Not in Improvement In Improvement Corrective Action

Reviewer Name:		District Name/USD#:
<b>Section A: District Information – 5 Points</b>	<b>Points Awarded</b>	<b>Comments:</b>
Cover Sheet with District Information <b>2.5 pts</b>	<u>2.5</u> /2.5	
Schools Identified by Tier and Model <b>2.5 pts</b>	<u>   </u> /2.5	<p><b>Completed – see cover sheet, notes all Tier III schools, also included school number</b></p> <p>Need to identify Tier III schools. If you are not doing model do not check 4<sup>th</sup> column. Also need to add NCES # of schools.</p>
<b><u>Total Section A: District Information – 5 Points</u></b>	2.5/5	

Section B: District Information – 20 Points	Points Awarded	Comments:
<p>The district has explained how it assisted the schools through the <i>Exploration and Adoption Process</i>.</p> <ol style="list-style-type: none"> <li>1. Needs Assessment</li> <li>2. Selection of Model</li> <li>3. Capacity of School</li> <li>4. Goal Setting</li> <li>5. Completing 1-4 Stages on School Improvement Plan</li> <li>6. Budget</li> </ol> <p><b>4 pts</b></p>	<p style="text-align: center;"><b>2/4</b></p> <p style="text-align: center;">Please see Pages 3-4 and Appendix A</p>	<p><b>NEEDS ASSESSMENT</b></p> <p>The district has created a dynamic vision to become one of the top 10 school districts in the nation. The district relied heavily on the KLN needs assessment that was done in 2008. The summary of the ICM was contained in the Systemic Coherence question.</p> <p style="color: red;">The team did not receive a lot of the district data but some was shared orally. We need a summary of the district data that was part of the needs assessment. This could be in an appendix or could be a summary of the district data that was reviewed. State Performance Report, AYP Data, KELPA data, survey data, etc could be examples. We need the School Leading Indicator Report and also need the rubric completed on selection of a model to document that you did go through a process. (Note: the summary of ICM was in Systemic Coherence question.)</p> <p>However, it was evident that the district has looked at data to determine root cause and that is helping the district form its new vision.</p>
<p>The district has explained the results of the <i>Systemic Coherence and Capacity Addendum to the District Appraisal</i> and how it will utilize the results.</p> <p><b>4 pts</b></p>	<p style="text-align: center;">Please refer to pages 7-8 and Appendix F &amp; G</p>	<p><b>SYSTEMIC COHERENCE AND CAPACITY ADDENDUM TO DISTRICT APPRAISAL:</b></p> <p>The district has provided an overview of the four components that were discussed in the district appraisal in 2009. It was very evident that this has been addressed and we anticipate full points to be awarded once the bottom is received.</p> <p style="color: red;">Please respond to the Systemic Coherence and Capacity</p>

	<u>  </u> 0/4	Addendum you receive after the visit and sign MOA for point assignments.
The district has provided an explanation of its capacity to serve Tier I and Tier II schools and the tools utilized in order to make this determination. <b>4 pts</b>	<u>  </u> 3 /4 <b>Please refer to page 5</b>	CAPACITY TO SERVE TIER I AND TIER II SCHOOLS: The district did not explain in the application why it did not choose to serve the other Tier II school.
The district has provided an explanation why it is not serving Tier I schools. <b>4 pts</b>	<u>  </u> 4 /4	N/A
The district has estimated the number of Tier III schools and how many may be adopting a model. <b>4 pts</b>	<u>  </u> 4 /4	They are estimating nine schools and no models.
<b><u>Total Section B: District Information –</u></b> <b><u>20 Points</u></b>	<u> 16 </u> /20	

**PART ONE: A Scoring Form will be Completed for Each School.—**

<b>Section C: Descriptive Information for Each School –30Points</b>	<b>Points Awarded</b>	<b>Comments:</b>
<b>NEEDS ASSESSMENT</b>		
<p>The School has explained the <b><i>Exploration and Adoption Process</i></b></p> <ul style="list-style-type: none"> <li>• Needs Assessment</li> <li>• Selection of Model</li> <li>• Capacity of School</li> <li>• Goal Setting</li> <li>• Completing 1-4 Stages on School Improvement Plan</li> <li>• Budget</li> </ul> <p><b>2 pts</b></p>	<p style="text-align: center;">Please refer to page 19</p> <p style="text-align: center;">__1_/2</p>	<p>Washington HS—The needs assessment contained a variety of data; however, it is not clear if the school has the capacity to fully implement the transformation model. <b>S</b></p>
<p>Data has been displayed and analyzed.</p> <ul style="list-style-type: none"> <li>• Achievement Data</li> <li>• School Leading Indicator Report</li> <li>• School AYP Data</li> <li>• School Report Card Data</li> <li>• Perception Data</li> <li>• Contextual</li> <li>• Demographic Data</li> </ul> <p>Innovation Configuration Matrix for School</p> <p><b>2 pts</b></p>	<p style="text-align: center;">Please refer to pages 10-11 and Appendix H</p>	<p>A variety of data was considered. The ICM was used and areas of weakness were identified. The data was not disaggregated so it's difficult to know to what level analysis occurred.</p> <p>It doesn't appear that needs of African American students, students with disabilities and English Language Learners are being specifically addressed. There are no interventions to address the fact that 20-22% of the staff is either not fully licensed or highly qualified.</p>

	<u>  1  </u> / <u>  2  </u>	
A root cause analysis has been conducted. <b>1 pt</b>	<u>  1  </u> / <u>  1  </u>	The district did identify root causes. Not clear if the goals relate to the root causes. Teacher quality was not considered a root cause.
<b>SELECTION OF INTERVENTION MODEL</b>		
School explained how it used needs assessment in helping to select model. <b>1 pt</b>	<u>  1  </u> / <u>  1  </u>	The school followed a thoughtful process to be sure that the needs assessment was used to select an appropriate model that matches the needs identified.
School described why the model will be an appropriate fit for the school. <b>2 pts</b>	<b>Please refer to pages 15-16</b> <u>  0  </u> / <u>  2  </u>	It is not clear as to <u>why</u> the transformation was the model selected.
School described how it used the School Intervention Model Selection Rubrics to choose a model. <b>2 pts</b>	<b>Please refer to page 17</b> <u>  1  </u> / <u>  2  </u>	The school and district referred to the School Implementation Model Selection Rubric but it is not clear how it was used to make the selection.
The school described the actions the school will take to design and implement interventions consistent with the final requirements of the grant. <b>2 pts</b>	<b>Please refer to pages 17-18</b> <u>  1  </u> / <u>  2  </u>	Consider adding to this section more on parent involvement strategies, extended time, and community involvement. It is not clear that Washington HS is addressing all the required activities. The big concern is whether or not the interventions selected will truly transform this high school!
The school described how the school will align other resources with the interventions?	<b>Please refer to page 18</b>	There was little mention of alignment with other resources.

<b>2 pts</b>	<u>  1  </u> /2	
The school described what practices or policies, if necessary, will need to be modified to enable the school to implement the interventions fully and effectively. <b>2 pts</b>	<b>Please refer to page 18</b> <u>  1  </u> /2	Specific policies need to be addressed rather than just a laundry list of what “may need to be revised.”
Explain how the school will sustain the reforms after the funding period ends. <b>2 pts</b>	<b>Please refer to page 18</b> <u>  0  </u> /2	Sustainability on p. 60 seems more philosophical than realistic. KCK needs to specify how reforms will be sustained.
<b>SCHOOL CAPACITY</b>		
The school described how the school used the Innovation Configuration Matrix (ICM) for Schools to access capacity. <b>2 pts</b>	<u>  2  </u> /2	The school did utilize the Innovation Configuration Matrix as part of assessing capacity.
The school provided an explanation of the school’s capacity to use school improvement funds to provide adequate resources and related support for full and effective implementation of all required activities of the selected model. <b>2 pts</b>	<b>Please refer to pages 19-20</b> <u>  0  </u> /2	No information was provided that supports the school’s capacity to use the SIG funds and to have support for full implementation of all required activities.
<b>TIMELINE AND GOAL SETTING</b>		
A timeline was delineated the steps the school will take to implement the selected intervention in each Tier I and Tier II School .	<u>  2  </u> /2	A specific timeline with deliverables was provided.

<p><b>2 pts</b></p>		
<p>The school wrote description of the annual goals for student achievement that the school has established based on the State’s assessments in both reading/language arts and mathematics.</p> <p><b>2 pts</b></p>	<p>Please refer to page 20</p> <p>__1_/2</p>	<p>Goals were developed which related to the reading and mathematics and other identified. There is nothing in the data or root cause analysis that indicates the need for a goal on teacher attendance. A different goal needs to be developed that connects to the needs and the interventions.</p>
<p>The school wrote a description of other annual goals tied to implementation of the model.</p> <p><b>2 pts</b></p>	<p>Please refer to page 20</p> <p>0_/2</p>	<p>There is nothing in the data or root cause analysis that indicates the need for a goal on teacher attendance. A different goal needs to be developed that connects to the needs and the interventions.</p> <p>The transformation model contains several components. The following have been addressed :</p> <ul style="list-style-type: none"> <li>• Replacement of the principal</li> <li>• Evaluation systems (They plan to participate in pilot)</li> <li>• Use of data</li> <li>• Technical assistance from an external partner</li> </ul> <p>Areas to further address include:</p> <ul style="list-style-type: none"> <li>• Calendars and increased learning time</li> <li>• Family and community engagement specific to the school.</li> </ul>
<p>The school identified the relevant stakeholders, both internal and external, who were consulted by the school when completing Stages 1 through 4 of the</p>	<p>Please refer to</p>	<p>Other than working with ENI, it is not clear that any relevant stakeholders were consulted.</p>



school improvement plan. 2 pts	page s23-24  ___1/2	
<b><u>Total Part One, Section C: Descriptive Information – 30 Points</u></b>	  __14_/30	

**PART TWO: Questions Specific to Intervention Model – Transformation Model**

<b>Section D: Descriptive Information for Each School –25 Points</b>	<b>Points Awarded</b>	<b>Comments:</b>
<b>Transformation Model</b>	<b>APPENDIX I</b>	
<p>How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?</p> <p><b>5 pts</b></p>	<p>Please refer to page 24</p> <p><u>  2  </u>/5</p>	<p>The principal was replaced within the prior 2 years; however, it is not clear if the district considered the experience, training and skills needed to lead this school through the transformation.</p>
<p>How will the LEA enable the new leader to make strategic staff replacements?</p> <p><b>5 pts</b></p>	<p>Please refer to page 24</p> <p><u>  1  </u>/5</p>	<p>The district has committed to participate in the state evaluation process to create a new instrument. Information is not clear as to whether or not and how the leader will or can make staff replacements. This is important when one considers the number of teachers not fully licenses and/or highly qualified.</p>
<p>What is the LEA’s own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?</p> <p><b>5 pts</b></p>	<p>Please refer to pages 24-25</p> <p><u>  2  </u>/5</p>	<p>The district is contracting with ENI for curriculum work. It is not clear as to the district’s capacity to support all the required activities throughout implementation.</p>
<p>What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?</p> <p><b>5 pts</b></p>	<p>Please refer to page 25</p> <p><u>  2  </u>/5</p>	<p>It is not clear if and what the changes will be in decision making policies and mechanisms at the school-level other than “0” based budgeting.</p>

<p>What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained</p> <p><b>5 pts</b></p>	<p><b>Please refer to page 25</b></p> <p><u>    </u> 2/5</p>	<p>It is not clear as to what operations must change including the extended learning time. The district has changed its central office structure to support a more coherent system.</p>
<p><b><u>Total Part Two, Section D: Descriptive Information – 25 Points</u></b></p>	<p><u>  9  </u> /25</p>	

<b>Section E: Budget – 20 Points</b>	<b>Points Awarded</b>	<b>Comments:</b>
<p>The district provided a district budget (combined from all Tier I and Tier II schools)</p> <p>5 pts</p>	<p>__5_/5</p>	<p>A district budget was provided which included all the schools seeking grants.</p>
<p>Individual budgets for each school were provided.</p> <p>5 pts</p>	<p>___5/5</p>	<p>Individual budgets were provided for each school.</p>
<p>Each line item for the district and school budgets had a detailed explanation of all activities associated with the grant.</p> <p>10 pts</p>	<p>? Per comment – please refer to Appendix J for all three years budget with narrative</p> <p>__8_/10</p>	<p>A 3-year budget with line item explanations for each year was provided.</p>
<p><b><u>Total Section E: Budget – 20 Points</u></b></p>	<p><b><u>18/20</u></b></p>	

**Note:** An LEA’s budget must cover the period of availability, including any extension, granted through a waiver, and be of sufficient size and scope to implement the selected the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.